



# Preview - Information



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

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

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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!



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





# Alberta Language Curriculum Conventions And Vocabulary - Grade 7

## 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 corrects the fragment.

Sentence Fragments	Complete Sentences
It rained for three days.	1. The lightning lit up the entire sky.
Right at midnight.	2. He slipped and fell to the ground.
Running happily.	3. The bus arrived just at the last stop.
in a flash.	4. He was afraid to start too early or not too soon.
When all had stopped.	5. He looked down over the town.
Business in the town was.	6. They crossed and looked down at the ocean waves.
At the edge of the lake.	7. He pushed the heavy door open.
Before the sun rose.	8. The farmer was already working in the field.
For the very first time.	9. She performed as usual in front of an audience.

## Word Search

Find the words in the grid. Use the clues to help you make the words.

Clues:  
Across:  
1. A large body of water.  
Down:  
1. A type of fruit.  
2. A type of vegetable.

## Conjunctive Adverbs

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

1. I was tired, _____ I went to bed.	2. She was surprised _____ she won the contest.
3. He was late _____ he had to go to the store.	4. The car was damaged _____ it hit a pothole.
5. She was happy _____ she got the job.	6. He was angry _____ he lost the game.
7. I was surprised _____ she said that.	8. He was late _____ he had to go to the store.
9. She was happy _____ she got the job.	10. He was angry _____ he lost the game.





# 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	<b>Discover and Explore</b> <ul style="list-style-type: none"> <li>Express ideas and develop understanding</li> <li>Experiment with language and forms</li> </ul>	N/A
<p><b>Preview of 95 pages from this product that contains 399 pages total.</b></p> <p><b>Included are weeks 1 – 8, and 28 - 30.</b></p> <p><b>There are 30 weeks total.</b></p>		
	<ul style="list-style-type: none"> <li>Construct meaning from texts</li> <li>Experience various texts</li> </ul>	
2.1	<b>Understand forms, elements and Techniques</b> <ul style="list-style-type: none"> <li>Experiment with language</li> <li>Understand techniques and elements</li> <li>Understand forms and genres</li> </ul>	207, 214
2.4	<b>Create original text</b> <ul style="list-style-type: none"> <li>Structure texts</li> <li>Elaborate on the expression of ideas</li> <li>Generate ideas</li> </ul>	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
1.1	<b>Plan and focus</b> <ul style="list-style-type: none"> <li>Focus attention</li> <li>Determine information needs</li> <li>Plan to gather information</li> </ul>	N/A
1.2	<b>Select and process</b> <ul style="list-style-type: none"> <li>Use a variety of sources</li> <li>Access information</li> <li>Evaluate sources</li> </ul>	N/A
1.3	<b>Organize, record and evaluate</b> <ul style="list-style-type: none"> <li>Organize information</li> <li>Record information</li> <li>Evaluate information</li> </ul>	N/A
1.4	<b>Share and review</b> <ul style="list-style-type: none"> <li>Share ideas and information</li> <li>Review research process</li> </ul>	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	<b>Enhance and improve</b> <ul style="list-style-type: none"> <li>Appraise own and others' work</li> <li>Revise and edit</li> <li>Enhance legibility</li> <li>Expand knowledge of language</li> <li>Enhance artistry</li> </ul>	13-18, 21-23, 25, 28-32, 35-37, 39, 42-44, 46, 48-51, 53, 54-56, 61, 64-68, 71-72, 75, 78-80, 83, 86-88, 91, 94-95, 98, 101-103, 105-108, 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	<b>Attend to conventions</b> <ul style="list-style-type: none"> <li>Attend to grammar and usage</li> <li>Attend to spelling</li> <li>Attend to capitalization and punctuation</li> </ul>	13-18, 21-25, 28-32, 35-39, 42-44, 49-51, 54-61, 64-68, 71-72, 78-83, 86-91, 94-98, 101-106, 109-111, 114-120, 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, 213-215, 218-216, 219-220, 228, 231-232, 240
4.3	<b>Present and share</b> <ul style="list-style-type: none"> <li>Present information</li> <li>Enhance presentation</li> <li>Use effective oral and visual communication</li> <li>Demonstrate attentive listening and viewing</li> </ul>	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	<b>Respect others and strengthen community</b> <ul style="list-style-type: none"><li>• Appreciate diversity</li><li>• Relate texts to culture</li><li>• Celebrate accomplishments and events</li><li>• Use language to show respect</li></ul>	N/A
5.2	<b>Work within a group</b> <ul style="list-style-type: none"><li>• Evaluate group process</li><li>• Work in groups</li><li>• Cooperate with others</li></ul>	N/A

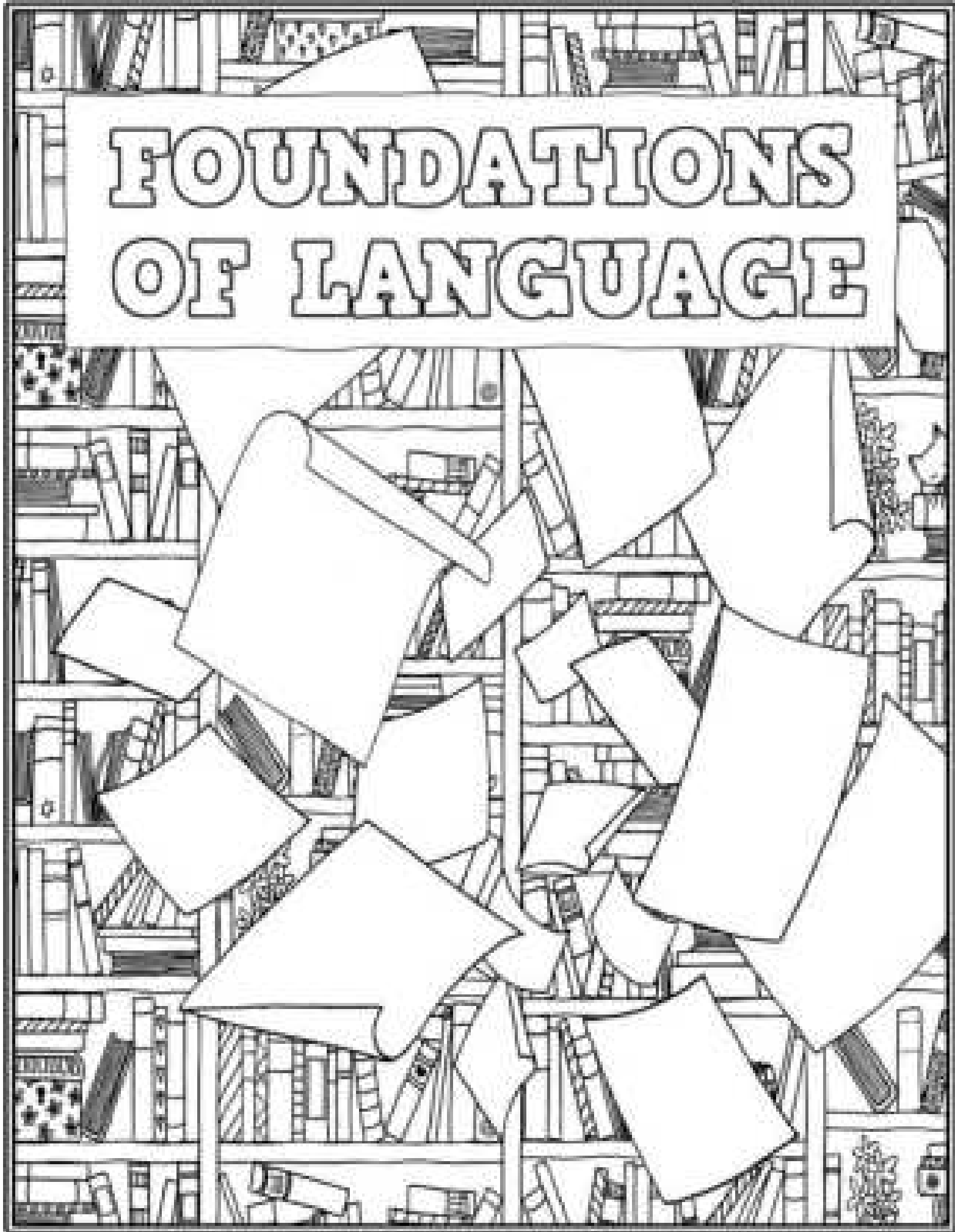
# READING PROGRAM - OVERVIEW

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 Sentences	Parts of Speech – Interjection, Conjunction, Preposition
4	Correct Run-on Sentences	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	Basis 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 Explanations and Quotations for Secondary Information
20	Introduction to Adverbial Phrases	Semicolons: Basics
21	Adverbial Phrases: Advanced Function	Semicolons: Advanced Usage
22	Commas After Transitional Words	Using Commas with Comparative Adjectives
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	Using W Formal English And Frequently Misspelled Words	Creating Synonyms
27	Adjusting Expression for Different Genres	Thesaurus Skill: Expanding Word Choices
28	Adjusting Expression For Different Genres	Morpheme Scavenger Hunt: Spotting Roots, 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



Name \_\_\_\_\_

13

Spelling Worksheet  
2014-2015

## Week 1 - Vocabulary List

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

Cursive

Write the word using cursive writing.

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

**PREVIEW**

## Week 1 - Vocabulary List

**Cursive**

Write the word using cursive writing.

Word	Trace	Write
Disease	<i>Disease</i>	
Relevant	<i>Relevant</i>	
Release	<i>Release</i>	
Beneath		
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.

- 2) Unlocked
- 3) Unlike
- 4) Unseen
- 5) Unsure

- Different from; not similar to.
- To free from being bound.
- Not certain or confident.
- Something that is locked.

**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. unobtainable	j. ungrateful

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

# IDENTIFY SENTENCE FRAGMENTS

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

### Examples:

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



### Complete or Fragment?

Is the sentence complete or is it a fragment?

1) A dog barked.	Complete	Fragment
2) The blue sky was cloudy.	Complete	Fragment
3) Rain pouring down.	Complete	Fragment
4) Sarah quickly finished her homework.	Complete	Fragment
5) Excited about the upcoming game.	Complete	Fragment
6) In the park with my dog.	Complete	Fragment
7) The sun shines brightly today.	Complete	Fragment
8) Behind the tall, green tree.	Complete	Fragment

### Fragment Repair

Repair each fragment to form a complete sentence.

1) The cat on the windowsill.

---



---

2) In the middle of the night.

---



---

3) In the dim light of the attic.

---



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# CORRECT SENTENCE FRAGMENTS

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

Examples:

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



Identify the sentence fragment correct or not?

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

Mix and Match

Match the fragment to a sentence.

ANSWER	FRAGMENTS	SENTENCES
1.	During the summer break,	A) she has a heavy jacket.
2.	Even though it's hot,	B) we will have a picnic in the mountains.
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.

Name \_\_\_\_\_

# 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
Engineer	Proceed	Volunteer	Employee	Refugee

**PREVIEW**

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

Word Search

Make your own word search using 8 of the words.


Word Bank


## Week 1 – Fluency Readings

**Read**

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

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

PREVIEW

## Week 1 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Complete or Fragment?

Is the sentence complete or a fragment?

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

### Mix and Match

Match the fragments with its suitable ending.

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

## Week 2 - Vocabulary List

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

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

Answer	Word	Description
	Laughing	A) Green vegetable.
	Digesting	B) Showing joy with sound.
	Distracting	C) Display of bravery.
	Receding	D) Showing a retreat.
	Collaborating	E) Drawing a line inside.
	Comprehending	F) Having a storm.
	Negotiating	G) Moving forward slowly.
	Navigating	H) Drawing a plan for building.
	Blistering	I) Plan for building.
	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



**Complete:** Choose a suitable verb and add -ing form to complete each sentence.

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



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

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

### Write

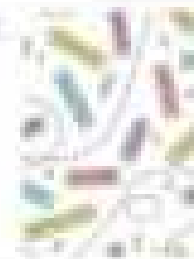
Complete the following to make simple sentences.

- 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 \_\_\_\_\_

## 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 part of speech of the underlined word a noun, verb, adjective or adverb?

	1) The <u>girl</u> walked slowly across the path.
	2) He has a <u>large</u> collection of comic books.
	3) She <u>usually</u> eats cereal in the morning for breakfast.
	4) The <u>driver</u> looked at the passing car.
	5) Taylor said <u>that</u> if you use the word.
	6) The old house at the <u>end</u> of the street looks haunted.
	7) I placed my book on the <u>table</u> next to the chair.
	8) He walked alone on the <u>dark</u> street.
	9) Sarah wants a bicycle for her <u>birth</u> .
	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, set a new precedent. They were collaborating on a secret treehouse project and had a perfect plan. Max, always full of bravado, took a breakneck pace through the blizzarding wind blustered around them. "Be careful!" Lily cautioned, her voice cutting through the noise. Ignoring her concern, distracting her was a plate of broccoli she saw in a nearby window. "Someone's digesting their dinner," she chuckled. They both bristled as a blizzard warning flashed, a sign of the impending breach of their secret spot. Nevertheless, undeterred by the 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 words ÷ 330 seconds) × 60 = 207.2 WPM.

Time Taken To Read
Divide 108/seconds
WPM

## Week 2 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

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

1) The cat purred.	4) The boy was sad.
2) If it rains, we'll stay in.	5) Rain pour down.
3) She danced gracefully.	6) Although tired, he read.

### Identify

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

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

## Week 3 - Vocabulary List

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

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

**Instructions** Fill in the blanks using the vocabulary list above.

1	Mr. _____	and popular.
2	They had _____	the shelves.
3	To his _____	the experiment failed.
4	Sleep can _____	body.
5	Mrs. Smith will _____	
6	He _____	his _____ and _____ recess.
7	The _____	changed _____
8	The school will _____	its pool.
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 <u>decided</u> to change his argument after his teacher's feedback.	
2) She wanted to <u>revisit</u> the museum this summer.	
3) They will <u>rerun</u> the movie because it was so good.	
4) I'll <u>recook</u> the pasta because I don't like it.	
5) Can you <u>relisten</u> to that song since I missed the lyrics?	
6) We should <u>rethink</u> our strategy after the team meeting.	
7) It's time to <u>replay</u> the video for the new students.	
8) He will <u>rebook</u> his flight ticket due to a schedule change.	
9) She will <u>redraw</u> her artwork because she got new colours.	
10) They want to <u>redrink</u> the smoothie because it was delicious.	

**Write** Write a sentence changing the underlined verb to happen again.

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

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

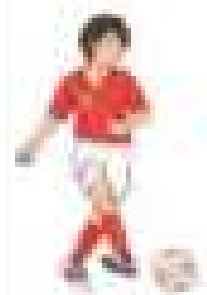
## IDENTIFY RUN ON SENTENCES

### What are run-on sentences?

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

#### Example:

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



**Sentence** \_\_\_\_\_ **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 rejoin the team I'm tired.	
3	There's a rusty shack with a sign that says 'Warning'.	
4	My brother shuns broccoli he doesn't like it.	
5	The chameleon changes colour it's fascinating.	
6	The new student is charismatic, everyone likes him.	

**Write** \_\_\_\_\_ **Correct the run-on sentences using punctuation.**

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 _____ rubbed my toe on the chair.
3)	_____ I was _____ detecting that loud noise.
4)	_____ I _____ at home.
5)	_____ I _____ the _____ 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		
CHASTISE		SHUN	CHASTISE	
SHUN	REFORM	CHAGRIN		
		SHUN	CHASTISE	CHAGRIN
	CHAGRIN		SHUN	REALIGN
REALIGN		CHAGRIN	CHASTISE	SHUN
SHIRKED	SHUN	CHASTISE	CHAGRIN	

**PREVIEW**



## Week 3 – Fluency Readings

### Read

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

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

## Week 3 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Sentence or Run-On

Label each sentence.

	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, Hal			
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	Derailed	Delayed
Arranged	Overlay	Haywire	Wayward	Mayhem

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

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

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

**Write** Use the following words to create a short news article about a new 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 **PREVIEW** the following run-on sentences using simple sentences or punctuation.

1) My dad loves to mow the lawn he does 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.

	Sentence	Independent Clause or Dependent?
1.	She loves to read.	
2.	Although she is young,	
3.	The cat, which is black,	
4.	Tomatoes are a type of fruit.	
5.	While I was eating breakfast,	

### Write

Write the independent and dependent clauses from the complex sentence.

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

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

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

# Hidden Word

**Hidden Word**

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



**CLUES**

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

**THE HIDDEN WORD**

## Week 4 - Fluency Readings

**Read**

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

	Passages	Voices	
1)	Bitterly, I regretted my decision. I deliberately chose a path with less travel, but unfortunately, it led to a dead end.	Angry	Happy
2)	I tried to adjust to something that was off. Evidently, my car had a loose haywire after a software update that was supposed to be a fix.	Frustrated	Joyful
3)	At first, I thought the problem was simple 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.	Worried	Calm
5)	To sustain my energy during the hike, I packed snacks. A delayed start meant I had to hurry before nightfall.	Worried	Determined
6)	My train's journey was derailed by a wayward tree on the tracks. The crew worked tirelessly to clear the obstacle and get us moving.	Suspicious	Relieved
7)	The festival's vibrant array of lights and colours was mesmerizing to me. However, my excitement soon turned to chaos when a haywire firework display caused a brief mayhem.	Cheerful	Annoyed

## Week 4 - Vocabulary Quiz

**Spelling**

When your teacher reads the word, spell it below.

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

**Write**

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

1) We wanted ice cream the store was closed.

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

**Write**

Write the independent and dependent clause from the complex sentence.

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

## Week 5 - Vocabulary List

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

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

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

**Write**

Use the following words in a sentence.

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

## 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.

Dissemble	Disassemble	Disarray	Disrespect
Disseminate	Disseminate	Disassociate	Disappoint

1)	_____ if not read correctly.
2)	_____ from that mean group.
3)	_____ mess; not _____.
4)	I will _____ 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 ground is \_\_\_\_\_

2) Kevin plays soccer \_\_\_\_\_

3) The book was thrilling, \_\_\_\_\_

4) I studied for the test, \_\_\_\_\_

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

<b>Simple</b>	Julia wanted to join the band.	She learned flute.
<b>Compound</b>		
<b>Simple</b>	The library was haunted.	Kids found it intriguing.
<b>Compound</b>		
<b>Simple</b>	Snow began to fall.	Everything turned white.
<b>Compound</b>		

## COORDINATING CONJUNCTIONS – USING COMMAS

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

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

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

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



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

**Write** Create your own sentences using FANBOYS

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

**PREVIEW**

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

## Word Scramble

Unscramble the word:

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

## Week 5 - Fluency Readings

**Read**

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

	Sentence	# of Mistakes		Time (sec)	
		1 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	The merry-go-round was still spinning after the party.				
2)	He tried to assemble the furniture without instructions.				
3)	The spectator felt disappointed when the 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.				

## 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 can stand on its own and 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	Draconic	Driftwood	Drapery	Drought

**Comp**

Complete the words by adding *dr* or *tr*.

1) _____eam	11) _____icky
2) _____ent	12) _____umpet
3) _____opic	13) _____end
4) _____ident	9) _____ugh
5) _____olley	10) _____ist
	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 with a new word in after.

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## 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 rely on my friend because he's proven reliable over the years.	
Word		
Sentence		
Word	adapt	
Sentence		

**Write**

Use the given words in meaningful sentences.

1) Accountable: \_\_\_\_\_

2) Questionable: \_\_\_\_\_

3) Unbeatable: \_\_\_\_\_

4) Irrefutable: \_\_\_\_\_

## 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) Because I was bored, I watched TV. 2) Although it was dark, we played outside.

**Write** Write five complex sentences using the clauses below.

1) While I was cleaning my room, my brother conquered three game levels.

2) \_\_\_\_\_ will doubted her skills.

3) \_\_\_\_\_ you \_\_\_\_\_ the night.

4) \_\_\_\_\_ your \_\_\_\_\_ was postponed.

5) \_\_\_\_\_ he \_\_\_\_\_ \_\_\_\_\_.

**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.

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## 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.)



**Complete** Write the appropriate subordinating conjunction.






	since	though	because	after	unless	whereas	until
1) The draperies were elegant							the curtains were ordinary.
2) The artifact was ancient							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 had read until midnight.
6) The agreement is done							it has been signed.
7) The wind was fierce							the trees were bent.
8) The forest was dense							the sunlight was dim.













**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
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	
gawpactnat		tpaafvpaft	

**PREVIEW**

## 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 and woods, which they used 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 find that raised her of treason, thinking it was stolen. Leo, feeling drawn 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 words ÷ 330 seconds) × 60 = 207.2 WPM

	Recorded Time
	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.

	Trace	Write
Preposterous	<i>Preposterous</i>	
Prevalent		
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>	

PREVIEW

## Week 7 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Whistle	<i>Whistle</i>	
Whisper	<i>Whisper</i>	
Whip	<i>Whip</i>	
Whirring	<i>Whirring</i>	
Wholesale	<i>Wholesale</i>	
Quantum	<i>Quantum</i>	
Quail	<i>Quail</i>	
Quarantine	<i>Quarantine</i>	
Quiver	<i>Quiver</i>	
Quicksand	<i>Quicksand</i>	
Quadruple	<i>Quadruple</i>	

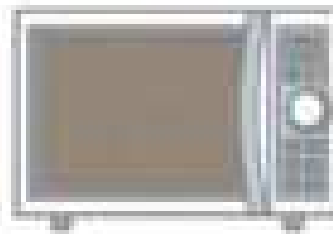
PREVIEW

## 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.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| Prejudge <input type="checkbox"/>     | Form an opinion before knowing facts. |
| Preheat <input type="checkbox"/>      | Determine mathematically.             |
| Prejudge <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 or be a certain way.            |
| Calculate <input type="checkbox"/>    | Organize or plan.                     |

**Write**

Use the given words in meaningful sentences.

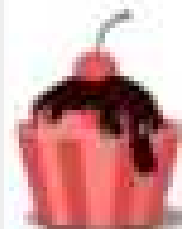
Heat	
Preheat	
Plan	
Preplan	
Order	
Preorder	

## 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**    Fill in the appropriate correlative conjunctions.

1) He was \_\_\_\_\_ set about \_\_\_\_\_ determined to do better next time.

2) \_\_\_\_\_ Sam \_\_\_\_\_ attending the camp this summer.

3) She could \_\_\_\_\_ find her keys \_\_\_\_\_ remember where she last placed them.

4) \_\_\_\_\_ the rain stops, \_\_\_\_\_ we will go to the park.

5) She can play \_\_\_\_\_ the guitar \_\_\_\_\_ the piano at school 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, so I finished my homework.



Match the conjunctive adverbs to its definition

in addition	<input type="checkbox"/>	adding more information
therefore	<input type="checkbox"/>	introducing a result
nevertheless	<input type="checkbox"/>	in contrast
otherwise	<input type="checkbox"/>	in a similar manner
consequently	<input type="checkbox"/>	adding a negative aspect
furthermore	<input type="checkbox"/>	it is also true
meanwhile	<input type="checkbox"/>	at the same time
accordingly	<input type="checkbox"/>	as a result
likewise	<input type="checkbox"/>	at the same time
indeed	<input type="checkbox"/>	strengthening an idea

### 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
Whistle	Whipped	Whirring	Wholesale	Quantum
Quadruple	Quarantine	Quiver	Quicksand	Quadruple

PREVIEW

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

Word Search

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


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 cat flying a plane is prevalent in the story I read, that was precipitate. The cat even had the whistle with passengers from quicksand.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	The prevalent noise in the Some students can even It's precious to see everyone who 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 conjunction.

1) Sadly,	Becky	Janet can
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.

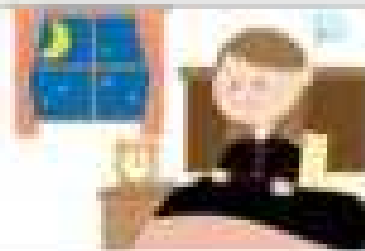
Answer	Word	Description
	Clueless	A) Having no purpose or use.
	Shameless	B) Without knowledge or insight.
	Heartless	C) Showing no sympathy.
	Effortless	D) Showing no pity.
	Pointless	E) Having no purpose or use.
	Tireless	F) Proceeding without rest.
	Boundless	G) Took something from a library.
	Selfless	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.



**Complete** Write the most appropriate word in each sentence.

1) She worked with _____ effort.	Fearless
2) The poor animal _____ and had nowhere to go.	Restless
3) Without a map, it _____ in the large city.	Thoughtlessly
4) The desert was _____ had no sugar in it.	Homeless
5) He's so brave; he seems completely _____.	Sugarless
6) She spoke _____ without considering the feelings.	Endless
7) The box was _____, making it hard to open.	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 who gazed at the stars in the sky. Although many thought her to be an ordinary girl, inside her heart burned a desire for adventure. When she discovered an old map, tucked away in her grandfather's attic, she was captivated at a hidden treasure in the nearby forest. Despite her friends' warnings, Maya felt that the forest was a labyrinth of mysteries. Maya, equipped with a compass and a small bag of supplies, embarked on her quest. By evening, she stumbled upon an ancient stone tablet. Instead of gold or jewels, she found stories penned by her ancestors. Deeply moved, 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 idea.

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) \_\_\_\_\_ finish your homework, you can play outside.
- 3) \_\_\_\_\_ the money, I can't buy the shirt for you.
- 4) You won't understand \_\_\_\_\_ you pay attention.
- 5) They can attend the concert \_\_\_\_\_ permission from their parents.

**Write** Rewrite the statements using a conditional conjunction.

Statement	He forgot his umbrella. He got wet.
Rewritten	If he forgets his umbrella, he will get wet.
Statement	The team practices hard. They will win the game.
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 nervous about the math homework, but with some effort, I began to understand.	Witch	Opera Singer
2)	I tried to hear the teacher to take the last cookie. However, my nervousness made everyone laugh.	Robot	Alien
3)	Navigating the narrow hallway seemed effortless to me. I saw a fountain and feel a sense of grace.	Cowboy	Detective
4)	Wearing my borrowed bowtie, I looked outlandish at the party. Everyone said it was pointless to feel so self-conscious.	Wizard	Zombie
5)	The boundless energy of my dog is contagious. He's courageous, running after even the biggest dogs in the park.	Old Woman	Sam
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)		11)	
2)		12)	
3)		13)	
4)		14)	
5)		15)	
6)		16)	
7)		17)	
8)		18)	
9)		19)	
10)		20)	

### Identify

Underline the complex sentence in the paragraph below.

While Maria explored the ancient forest, she stumbled upon a glowing orb. Illuminated by the dappled sunlight, a mysterious book lay atop a moss-covered 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.

**Week 28 - Vocabulary List**

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

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:

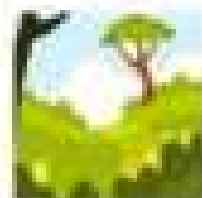
- Music + -al = Musical (related to music)
- Person + -al = Personal (related to a person)
- Accident + -al = Accidental (having the characteristic of an accident)

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

<input type="checkbox"/>	Dance	<input type="checkbox"/>	Festive	<input type="checkbox"/>	Arrive
<input type="checkbox"/>	Day	<input type="checkbox"/>	Herb	<input type="checkbox"/>	Court
<input type="checkbox"/>	Fin	<input type="checkbox"/>	Globe	<input type="checkbox"/>	Propose
<input type="checkbox"/>	Tri	<input type="checkbox"/>	Visit	<input type="checkbox"/>	Home
<input type="checkbox"/>	Forest	<input type="checkbox"/>	Wish	<input type="checkbox"/>	Refuse

Write

Write a short write-up about Environment (focus on taking care of the Earth). Make sure to include words that mean environmental, seasonal, global, and conservation.




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# 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.

**PREVIEW**

### News Report

### Scientific Paper Abstract

### Social Media Post

## 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 Hunt** Underline whether the underlined is a prefix, base word, or suffix.

_____	_____	_____	Anticlimactic
_____	_____	_____	Subterranean
_____	Miscellaneous	_____	Deactivation
_____	Illogicality	_____	Reorganizational
_____	Overpopulation	_____	Prejudicial

**Scavenger Hunt** Underline the base words and circle the suffixes.

In the quiet town of Greendale, an unkind dragon named Spark ruled the town's 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.

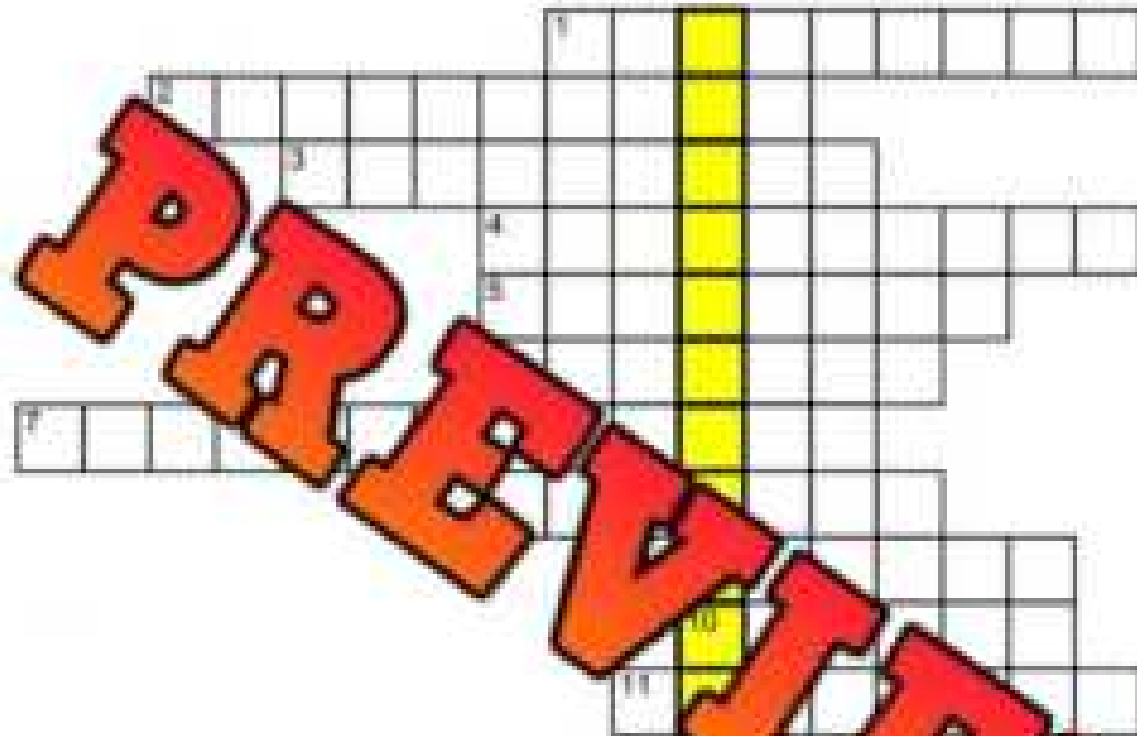
One day, a fearless young girl named Lily decided to investigate the matter. Equipped with a homemade shield and her unwavering courage, she approached Spark. Unlike the rest, she preplanned her visit with a basket of sparkling gems, knowing dragons loved treasures.

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.

ANSWERS

## 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 expertly and swiftly, often leaving others adrift.	Angry	Happy
2)	My teacher took me to a regional science fair, perfect for someone who is always promptly at all times.	Frustrated	Joyful
3)	I feel a spiritual connection in the woods; it's like my individual soul is part of something immortal.	Curious	Serious
4)	In history class, I learned about historical events where heroes were drafted, and some, sadly, were shafted.	Fearful	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)	11)
2)	12)
3)	13)
4)	14)
5)	15)
6)	16)
7)	17)
8)	18)
9)	19)
10)	20)

### Word Morph

Identify whether the underlined part is a prefix, root, or suffix.

Unbelievable	Interpretation
Irreplaceable	Reproduction
Nonconformist	Overproduction

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

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

Transport	Transcript	Transformation	Translate	Transactional	Transcend
-----------	------------	----------------	-----------	---------------	-----------

- |   |  |
|---|--|
| 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 place is really old.
Charlie	What's the scariest that can happen? Get trapped with the ghosts of old books?
Dana	No, but I've heard people here about a hidden treasure in the library, only for those who know 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 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" we 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. We need to try something.
Elliot	Remember the riddle: The truth as pure as gold... The word "true" 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 just a story?
Taylor	Let's try to solve it! If it's real, we could be famous!
Sam	The riddle says, "Where the clock's tick, away from the sun, lies the place to begin."
Riley	The clock? Like the clock on the north field?
Jordan	That's it! It's about the shadow of the big oak tree! Away from the sun!
Peyton	Okay, I'm intrigued. Let's go dig it out.
Taylor	Imagine the stories it could tell! It's a piece of history and an adventure!
Sam	Here we are. There's a loose brick here. It must be the spot.
Riley	(excitedly) 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 pass it on 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	(proudly) 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	How does it do?
Max	Simple! Recycler-Converter! It turns waste into water. Watch this!
Zoe	Show us! Not first... outside?
Max	Not a conf... work. Here goes nothing!
	(The machine starts shaking.)
Lena	Max, I don't think it's supposed to shake like that?
Kai	Look! It's working! Why are there streamers?
Zoe	That's not water, that's...
Max	Uh oh, that's not right. Lena, the machine is turning...
Principal Greene	What's all this commotion? Max, is this a... sparkly mess?
Lena	Principal Greene! It's... a work in progress.
Kai	It's the Recycler-Converter 2.0, now with celebration!
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	(whispering to Max) 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	(laughing) 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	It's a map tucked inside. It looks like it leads deeper into the woods.
Devon	My phone can track our route so we don't get lost. Let's see where this leads.
Ms. Harper	I'm glad you found it, but we must stick together and be careful. The woods can be tricky.
Aria	Check these strange markings on the trees. Do you think they're a sign?
Blake	Maybe from some ancient alien codes!
Cory	Guys, shh! Don't talk. The walkie-talkie... whispering.
Devon	There's nothing on this frequency. The whispers don't register on any frequency. That's impossible.
Ms. Harper	It's the "Whispering Woods" legend. The trees carry voices from the past. Can you hear what they're saying?
Aria	I think... it's guiding us! The whispers are leading us to something.
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 people buried here 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	But 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	...you to say, Ruby. You were born to be in the spotlight.
Tara	...Can we focus? The show starts in an hour, and we need to
Professor Lumen	...you performers. The stage is charmed to highlight your true
Elliot	Wait, charmed? How does that work?
Ruby	That's amazing. How do we start out?
Gavin	What if I decide to tell the crowd about telling jokes? Will the charm
Tara	Gavin, that's a brave choice. I adjust the charm. Now let's get everyone
Professor Lumen	Indeed, Gavin. The enchantment supports your confidence. Your
Elliot	Here goes nothing. I'm ready to give it a try.
Ruby	Look at us, a bunch of nervous talents about to amaze!
Gavin	Here's to hoping the crowd understands my sonnets and sonnets.
Tara	Remember, it's not just about the performance. It's about sharing a part of
Professor Lumen	The curtain rises soon. Let your doubts be cast aside and let your courage
Elliot	<i>After performance</i> Did you see that? My cards—they actually floated!
Ruby	And my voice, it was like there was a whole choir with me!
Gavin	I never knew my words could echo with such power.
Tara	This was more than a talent show—it was magic in its truest form.
Professor Lumen	You've all exceeded the enchantments of the stage, because you believed in
	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	Well, that, I'll check the school records for any mention of this key. Technology does the dream work!
Mia	My sketchbook says: One day, when we're famous historians, this will be the day we uncover the school's secrets.
Mr. Dalton	Students, history is a puzzle waiting to be solved. What are you doing to uncover the school's secrets?
Sam	The letter mentioned a "key to unlocking." 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. We're 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! turns key I think it's working...
Mia	(As the bookcase opens) 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	(in awe) 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 into the heart of a flower, its petals a mosaic of colours. His notes filled a journal, the ink as vibrant 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. He was crafting a weathervane, destined to spin tales of the wind above Marigold Heights.

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

Their passions for flora, metal, and relics wove a story of discovery in 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
Quail	Awaken	Makeshift	Mistaken	Undertaker

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



## Word Scramble

Unscramble the word.

ITNREANST		NGITTACSNA	
SFUTRANSE		TIATLANTSNRAC	
MISTLHCBKA		KACUSRKC	
LNUCEKX		KILNGDUC	
CISEKWOLC		GDFICNLIKR	
FHSMAERT		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 <sup>st</sup> Try	2 <sup>nd</sup> Try	1 <sup>st</sup> Try	2 <sup>nd</sup> Try
1)	The children were frolicking by the pond while their parents stood nearby.				
2)	He turned the clock back on the old rucksack filled with supplies.				
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?

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.	<b># of Mistakes</b>	
	1 <sup>st</sup> Try	2 <sup>nd</sup> 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

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

1) A _____ominious	11) Co _____izant
2) Flabbergast _____ati _____	12) Startli _____ly
3) Si _____atory	13) Enta _____ling
4) Lo _____itudinal	9) _____ndi _____
5) Resi _____ation	10) _____ndi _____
	14) Excruciat _____
	_____ndi _____
	15) Dia _____ostic

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

<div style="border: 1px solid black; width: 100%; height: 100%;"></div>	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>	<div style="border: 1px solid black; width: 100%; height: 100%;"></div>
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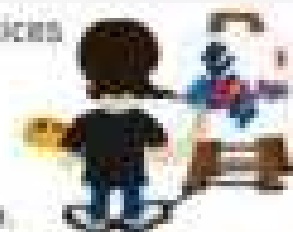
## SUFFIX -IST

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 "ist".

1) Studies living organisms.	Biologist
2) Treats and prevents oral diseases.	Dentist
3) Production, distribution, consumption, and use of goods and energy.	Economist
4) Studies medicines and substances.	Pharmacist
5) Studies mental and social behaviours.	Psychologist
6) Researches and writes books.	Novelist
7) Reports news, writes articles.	Journalist

### Write

Use the provided words in meaningful sentences.

Activist	
Publicist	
Pharmacist	
Novelist	
Optometrist	

## READER'S THEATER

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

## READER'S THEATER

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

## READER'S THEATER

**Read**

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

Character	Dialogue
Alex	Alright, everyone, let's not panic. It's just a blackout. Let's find some candles and flashlights.
Riley	And though, it's not even stormy outside. Why did the power go off all of a sudden?
Jordan	Did you hear that? It sounded like footsteps upstairs... but we're all here.
Taylor	This house is creepy enough without you adding to it. I don't want to stay here.
Sydney	Don't you remember Maple Lane, where the old legend of the Whistling Thief was created?
Alex	Sydney, knock it off. There's no Whistling Thief.
Riley	Wait, Alex, your family's story. Why is that your'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 be in the basement.
Alex	Enough! Look, the fuse box is just in the basement. Let's go.
Riley	I'm with you, Alex. There has to be a reason for this, and it's not ghosts.
Taylor	I'll just... stay here. On the couch. Where it's... less scary.
Sydney	I'll stay with Taylor. But you all be careful, the Whistling Thief could be lurking in the shadows!
Alex	(While walking to the basement) 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	(Opens the safe with a click) 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 rumored to be the mark of the school's secret society!
Eli	Secret society? Cool! Maybe they have some high-tech secrets. Let's see if there are more clues.
Sophia	The symbol goes back to the founders. It's supposed to unlock something important about the school.
Mr. Henderson	That's right. With this book, it's one of the oldest in our collection. What do you think you found?
Cameron	Just a symbol, Mr. Henderson. We were hoping it might be part of a school treasure.
Ava	I've heard about secret societies in the past. This book could be a key to one of them!
Eli	Look at this! I ran the symbol through a scanner and it's connected to the school's blueprint.
Sophia	That makes sense! The founders were known for their puzzles and mysteries.
Mr. Henderson	<i>(Smiling subtly)</i> If you're up for it, why not investigate tonight?
Cameron	Tonight? Spooky! We'll meet here after dinner. Time to see what this Silver Crest is all about.
Ava	We'll document everything. This could be the biggest story of the year!
Eli	And I've got just the gadgets to help us navigate in the dark. This is going to be epic!
Sophia	I'll bring the historical records. If there's a secret to be uncovered, we'll find it!
Mr. Henderson	Remember, every secret has its guardians. Be mindful of what you discover.

## READER'S THEATER

Character	Dialogue
Max	Okay, team, Operation Birthday Bash is a go! We have exactly one week to plan the best surprise party ever for Dakota!
Lila	I'm thinking a superhero theme! Dakota loves comics, so we could have capes, masks... the whole nine yards!
Sam	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 homework.
Max	Great idea, Jules. You're in charge of getting Dakota to the gym without saying anything out of the blue.
Lila	I'll handle the costumes. Maybe we can all wear superhero masks as well!
Sam	Knowing Dakota, she'll probably show up at 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, check in on the costumes. Sam, think of a good reason to need help.
Lila	Max, I'll also create a secret group chat for us to talk up each other without risking Dakota overhearing.
Sam	I guess I can tell Dakota I lost something and need help. It 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	(After Dakota leaves) That was close! But I think we're still safe. The biggest surprise of Dakota's life is in good hands!

## READER'S THEATER

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

## FLUENCY READINGS

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

**Fluency means:**

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

















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

	Sentence	No. of Mistakes
1	A quick zephyr whirled through the trees.	
2	Vivacious Vanessa valued her friendships.	
3	Complex technicalities confounded the astute.	
4	Precocious pupils prefer preposterous proposals.	
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.	

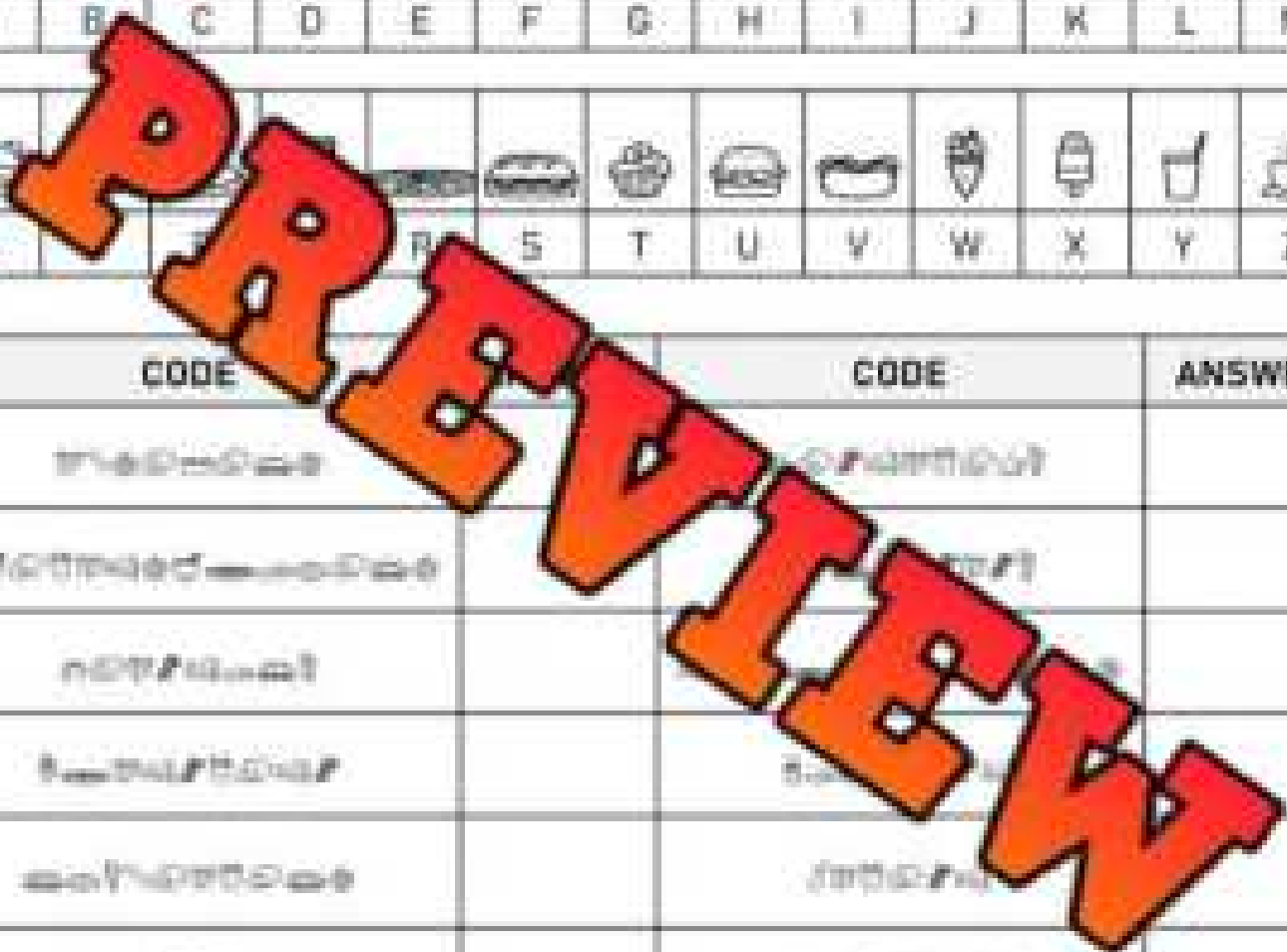
# CRACK THE CODE

**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
trhndoes	onhthout	
adthndoes	trhndoes	
ndthndoes	trhndoes	
trhndoes	trhndoes	
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## 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 highlighting the tangible benefits of their work. When a foreign antagonist and manipulator gnawed at the town's trust, the activist, undeterred, signaled the need to diagnose the town's troubles.

In the crowd, a novelist found inspiration in tales of a community wrangling with repugnant deeds yet emerging stronger. To the town, the search for truth amidst the lies, disengaging from the wrongdoer's shadow, and embracing its people, would not be marred by unkindness, their collective resilience a source of 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 To Read
<b>Divide 113/seconds</b>
<b>WPM</b>

## Week 30 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

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

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

### Reading

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

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



# Google Slides Lessons Preview





# Alberta Language Curriculum Reading Comprehension – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**Learning Goal**

**What are Reading Comprehension Strategies?**

As you learn to understand different reading comprehension strategies, you will be able to identify and use them to help you understand what you read.

**Mental Retention - Visualization Activity**

Text	Image
1. The first paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	
2. The second paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	
3. The third paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	
4. The fourth paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	
5. The fifth paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	
6. The sixth paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	
7. The seventh paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	
8. The eighth paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	
9. The ninth paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	
10. The tenth paragraph of the passage describes the author's feelings about the book. Write a sentence describing how you feel about the book.	

**TIPS**

- 1. Read the text carefully.
- 2. Write your answer in the space provided.
- 3. Use a pencil and paper to write your answer.
- 4. Check your answer for spelling and punctuation.

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Consolidation - The Lighthouse in Fog**

Read the passage carefully and then answer the questions in the table below. Write your answers in the space provided.

The lighthouse keeper, Mr. Lightham, was a very kind man. He had been in the lighthouse for many years and he knew the lighthouse very well. One day, the fog was very thick and the lighthouse was very busy. Mr. Lightham was very busy and he had to work very hard. He had to make sure that the lighthouse was working properly and that the light was shining brightly. He had to make sure that the lighthouse was safe and that the fog was not too thick. He had to make sure that the lighthouse was working properly and that the light was shining brightly. He had to make sure that the lighthouse was safe and that the fog was not too thick.

**Questions**

1. What is the main idea of the passage?
2. Why is the lighthouse keeper so busy?
3. How does the lighthouse keeper make sure the lighthouse is working properly?
4. How does the lighthouse keeper make sure the lighthouse is safe?
5. How does the lighthouse keeper make sure the fog is not too thick?



# Alberta Language Curriculum Reading Comprehension – Grade 7

### Implicit or Explicit?

Read each statement carefully. Decide if the writer's message is stated explicitly (has "flags" or "signals" to show your answer).

Characteristics	Answer
1. The writer states the main idea directly and clearly.	
2. The writer uses words or phrases that are commonly used to state a main idea.	
3. The writer uses words or phrases that are commonly used to state a main idea.	
4. The writer uses words or phrases that are commonly used to state a main idea.	
5. The writer uses words or phrases that are commonly used to state a main idea.	
6. The writer uses words or phrases that are commonly used to state a main idea.	
7. The writer uses words or phrases that are commonly used to state a main idea.	

### Principle

Characteristics	Answer
1. The writer states the main idea directly and clearly.	
2. The writer uses words or phrases that are commonly used to state a main idea.	
3. The writer uses words or phrases that are commonly used to state a main idea.	
4. The writer uses words or phrases that are commonly used to state a main idea.	
5. The writer uses words or phrases that are commonly used to state a main idea.	
6. The writer uses words or phrases that are commonly used to state a main idea.	
7. The writer uses words or phrases that are commonly used to state a main idea.	

### Which Point of View Works Best?

Characteristics	Answer
1. The writer states the main idea directly and clearly.	
2. The writer uses words or phrases that are commonly used to state a main idea.	
3. The writer uses words or phrases that are commonly used to state a main idea.	
4. The writer uses words or phrases that are commonly used to state a main idea.	
5. The writer uses words or phrases that are commonly used to state a main idea.	
6. The writer uses words or phrases that are commonly used to state a main idea.	
7. The writer uses words or phrases that are commonly used to state a main idea.	





# 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	<b>Discover and Explore</b> <ul style="list-style-type: none"> <li>Express ideas and develop understanding</li> <li>Experiment with language and forms</li> <li>Express preferences</li> <li>Set goals</li> </ul>	13 – 23, 30 – 32, 40 – 46, 75 – 82, 105 – 108, 181 – 182, 187 – 190
1.2	<b>Clarify and Extend</b> <ul style="list-style-type: none"> <li>Extend understanding</li> <li>Combine ideas</li> </ul>	13 – 23, 30 – 34, 37 – 38, 40 – 46, 56 – 70, 121 – 124, 140 – 149 – 150, 163 –
<p><b>Preview of 140 pages from this product that contains 332 pages total.</b></p>		
2.1	<ul style="list-style-type: none"> <li>Use prior knowledge</li> <li>Use comprehension strategies</li> <li>Use textual cues</li> <li>Use phonics and structural analysis</li> <li>Use references</li> </ul>	11 – 36, 40 – 46, 48 – 59, 61 – 73, 75 – 82, 95 – 100, 108 – 114, 116 – 128, 130 – 134, 154 – 179, 181 – 195, 197 – 211, 213 – 227
2.2	<b>Respond to texts</b> <ul style="list-style-type: none"> <li>Appreciate the artistry of texts</li> <li>Construct meaning from texts</li> <li>Experience various texts</li> </ul>	11 – 12, 24 – 34, 37 – 38, 40 – 46, 68 – 70, 79 – 82, 83 – 97, 101 – 104, 118 – 120, 130 – 144, 154 – 179, 182 – 186, 191 – 195, 197 – 204, 209 – 211, 219 – 227
2.3	<b>Understand forms, elements and Techniques</b> <ul style="list-style-type: none"> <li>Experiment with language</li> <li>Understand techniques and elements</li> <li>Understand forms and genres</li> </ul>	11 – 12, 40 – 46, 83 – 92, 95 – 100, 108 – 109, 124 – 139, 141 – 144, 161 – 164, 200 – 201, 205 – 211, 213 – 227
2.4	<b>Create original text</b> <ul style="list-style-type: none"> <li>Structure texts</li> <li>Elaborate on the expression of ideas</li> <li>Generate ideas</li> </ul>	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	<b>Plan and focus</b> <ul style="list-style-type: none"> <li>Focus attention</li> <li>Determine information needs</li> <li>Plan to gather information</li> </ul>	N/A
3.2	<b>Select and process</b> <ul style="list-style-type: none"> <li>Use a variety of sources</li> <li>Access information</li> <li>Evaluate sources</li> </ul>	N/A
3.3	<b>Organize, record and evaluate</b> <ul style="list-style-type: none"> <li>Organize information</li> <li>Record information</li> <li>Evaluate information</li> </ul>	N/A
3.4	<b>Share and review</b> <ul style="list-style-type: none"> <li>Share ideas and information</li> <li>Review research process</li> </ul>	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	<b>Enhance and improve</b> <ul style="list-style-type: none"> <li>Appraise own and others' work</li> <li>Revise and edit</li> <li>Enhance legibility</li> <li>Expand knowledge of language</li> <li>Enhance artistry</li> </ul>	N/A
4.2	<b>Attend to conventions</b> <ul style="list-style-type: none"> <li>Attend to grammar and usage</li> <li>Attend to spelling</li> <li>Attend to capitalization and punctuation</li> </ul>	N/A
4.3	<b>Present and share</b> <ul style="list-style-type: none"> <li>Present information</li> <li>Enhance presentation</li> <li>Use effective oral and visual communication</li> <li>Demonstrate attentive listening and viewing</li> </ul>	N/A

# 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	<b>Respect others and strengthen community</b> <ul style="list-style-type: none"><li>• Appreciate diversity</li><li>• Relate texts to culture</li><li>• Celebrate accomplishments and events</li><li>• Use language to show respect</li></ul>	48 - 59, 76 - 82, 127 - 129, 178 - 179
5.2	<b>Work within a group</b> <ul style="list-style-type: none"><li>• Evaluate group process</li><li>• Work in groups</li><li>• Cooperate with others</li></ul>	173 - 174

# Block 1: Reading Comprehension Strategies - Basics

## Focus

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

# Understanding Reading Comprehension

## What is Reading Comprehension?

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

## Strategies for Reading Comprehension

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



### 1. Pre-Reading Strategies

- **Preview the Text:** Look at titles, subtitles, and any highlighted words.
- **Ask Questions:** What do you want to learn from the text?
- **Activate Prior Knowledge:** Think about what you already know about the topic.

### 2. During Reading Strategies

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

### 3. Post-Reading Strategies

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

## Why Reading Comprehension Matters in Other Subjects

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

## True or False

Is the statement true or false?

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

## Question

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Matching

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

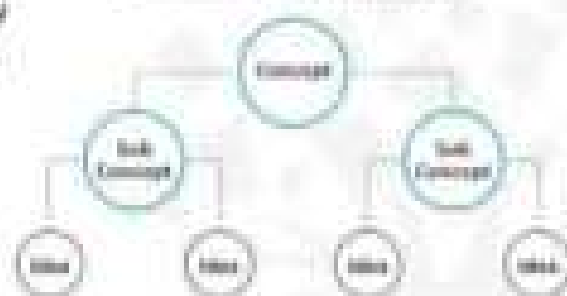
Answer	Strategy	
	Preview	A. Assess the quality, relevance, and purpose of the text.
	Making predictions	B. Reflect on what you already know about a topic to help contextualize new information.
	Ask Questions	C. Try to understand the information that is <b>not</b> directly stated.
	Making inferences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

# Understanding Concept Mapping

## Understanding Concept Mapping

**Concept mapping** is a visual way of showing how different ideas are connected. It's like drawing a map that shows how various thoughts and information link together. This helps in understanding and remembering information better.

Understanding Concept Maps



## Steps to Create a Concept Map

- Start with a Central Concept:** Begin with a central concept. This is the main idea you're exploring. Write it in the middle of your paper.
- Add Related Concepts:** Think of ideas related to the main concept. Draw lines from the central idea to these related concepts.
- Expand with Details:** For each related concept, think of more details or sub-concepts. Connect them to the main concept with lines.
- Use Words on Lines:** Sometimes, use words on the connecting lines to explain how the ideas are related.
- Review and Revise:** Look at your map. Does it show how the ideas link together well? Make changes if needed.

## Why Concept Mapping Matters

- Improves Understanding:** It helps you see how different ideas are connected. This can make complex topics easier to understand.
- Aids Memory:** By organizing information visually, concept maps make it easier to remember what you've learned.
- Enhances Learning Skills:** Creating concept maps can improve your skills in organizing information and thinking critically.
- Useful for Studying:** They are great tools for reviewing material before tests or quizzes.

## Fun Facts about Concept Mapping

- Concept maps were developed by a researcher named Joseph Novak in the 1970s.
- They can be used in many subjects like science, history, and literature.
- You can use different colours and symbols to make your concept map more interesting and easier to understand.

Concept Map

Finish the concept map below by adding ideas

Main Idea: How To Get Better At Basketball

Idea 1: Improve Shooting

Idea 2: Improve Athleticism

Idea 3: Improve Dribbling

Sub Idea 1

Sub Idea 1

Sub Idea 1

Sub Idea 2

Sub Idea 2

Sub Idea 2

Sub Idea 3

Sub Idea 3

Sub Idea 3

**PREVIEW**

# Concept Mapping Activity – Social Media

## Instructions

Use the ideas below to write your own concept map. The main idea, ideas, and sub-ideas are given to you. Organize them on the page and add your own ideas as well. Connect relevant ideas.

### Main Idea: Social Media

#### Four Different Branching Ideas:

##### 1) Communication:

- Emojis and stickers
- Video calls
- Sharing photos

##### 2) Entertainment:

- Watching videos
- Playing games
- Following celebrities

##### 3) Education:

- Learning new skills
- Educational channels
- Online courses

##### 4) Networking:

- Making new friends
- Joining groups
- Career connections

### Sub Ideas:

#### For Communication:

- Emojis and stickers for expression
- Group chats for staying in touch with friends
- Hashtags for following trends

#### For Entertainment:

- Subscriptions to channels or vlogs
- Streaming events or games
- Memes and viral content

#### For Education:

- Tutorial videos
- Webinars for professionals
- Study groups for students

#### For Networking:

- Professional profiles for job opportunities
- Online communities for shared interests
- Event invitations for meetups

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

14

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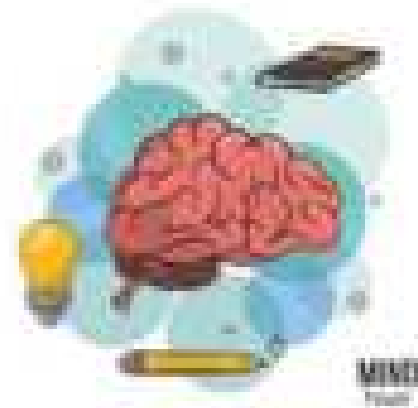
## Concept Mapping Activity – Social Media

**PREVIEW**

## Understanding Mental Rehearsal

### Understanding Mental Rehearsal

Mental rehearsal is like practicing something in your mind before you actually do it. Imagine you're about to present a project in class. Before you stand up in front of everyone, you close your eyes and picture yourself giving the presentation, saying all the right words, and feeling confident. That's mental rehearsal!



### Steps for Mental Practice

For effective mental rehearsal, follow these steps:

- 1) **Find a Quiet Place:** Choose a quiet place where you won't be disturbed. This could be your bedroom, a library, or a cozy corner in your classroom.
- 2) **Relax:** Take a few deep breaths to relax your body. This helps your mind focus better.
- 3) **Visualize:** Close your eyes and create a clear picture in your mind of what you want to do. If you're preparing for a sport, imagine yourself playing and scoring goals.
- 4) **Include Details:** Think about the sounds, the smells, and how you feel. The more details, the better.
- 5) **Repeat:** Do this mental practice regularly, especially if you practice a sport or a musical instrument.

### Why Mental Rehearsal Matters

Mental rehearsal is important for several reasons:

- **Boosts Confidence:** When you visualize yourself succeeding, it helps you feel more confident when the actual moment comes.
- **Improves Skills:** Even though you're not physically doing the task, your brain is learning and improving.
- **Reduces Nervousness:** It's normal to feel nervous before something big. Mental rehearsal helps reduce these jitters by making you feel prepared.
- **Enhances Focus:** This practice helps you concentrate better on your goals and tasks.

So, next time you have something big coming up, whether it's a test, a presentation, or a sports event, give mental rehearsal a try. You might be surprised at how much it can help!

## Mental Rehearsal Activity – Story Writing

**Instructions**

Follow the given steps of mental rehearsal to plan and visualize a creative story.

**Part 1: Choose Your Story Elements**

- **Setting:** Choose a setting for your story. (e.g., A magical forest, a futuristic city)
- **Character:** Create a main character. Give them a name and two traits. (e.g., Brave, curious)
- **Problem:** What problem does your character face? (e.g., Finding a lost treasure)

**Part 2: Visualize the Practice**

- **Picture the setting:** Close your eyes.
- **Take a deep breath:** Relax your mind.
- **Picture the setting:** What does it look like? What sounds do you hear?
- **Now, imagine your character:** What are they doing? How do they feel about the problem?
- **Visualize your character:** What actions do they take? How do other characters in the story react?

**Part 3: Write Your Story**

- Using the ideas from your mental rehearsal, write at least three paragraphs to write the beginning, middle and end of your story.
- Remember to describe the setting, introduce your character and explain the problem they face.
- **Extra Challenge:** Add a twist to your story that even you were not visualizing it!

**Instructions**

Write your story in this space.

**Beginning - Describe The Setting And Characters:**

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

Middle - What is The Plot?

**PREVIEW**

End - How is The Problem Solved? What Twist Can You Add?

## Making Connections

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



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

### Making Connections

Make connections to the text below.

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

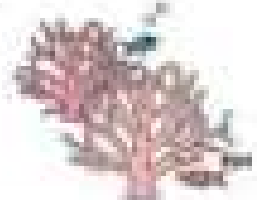
Text-to-Self	_____
Text-to-Text	_____
Text-to-World	_____

## Comprehension Practice – Making Connections

### The Mysterious Case of Coralville's Disappearing Fish

Once upon a time in the underwater world of Coralville, something strange was happening. Fish were vanishing, and the corals seemed less colourful than before. The community buzzed with worry. What could be happening to their peaceful home?

Luna the seafish, decided to investigate. She talked to her friend Oracle the octopus, who was wise and knew a lot about the ocean. Oracle noticed the corals? They look kind of sick, and the fish seem to be going missing.



Oracle explained to Luna, it's a delicate balance here in Coralville. Everything depends on both biotic and abiotic factors. Biotic factors are living things, and Luna, her eyes wide with curiosity.

"Biotic factors include the fish, corals, and even you and me," explained Oracle. "Abiotic factors are non-living things like water temperature, sunlight, and oxygen. If something changes in either of these factors, it can throw the balance off."

Just then, Sally the Seahorse swam by. "Have you heard of the big construction project going on near the shore? They're dumping waste into the water!"

"That's it!" exclaimed Oracle. "The waste could be changing the abiotic factors, affecting both biotic and abiotic factors!" Luna felt determined. "We need to do something!"

For days, the ocean friends worked together to raise awareness. They created signs and even talked to the elder dolphins to seek their wisdom. Luna knew it was a big challenge, but she felt hopeful.

After weeks of efforts, word reached the humans about the disappearing fish and sick corals. Regulations were put into place, and the waste dumping ceased.

It took time, but slowly, the balance in Coralville started to restore. Fish returned, and the corals regained their vibrant colours. And so, Coralville became a symbol of resilience and unity, reminding everyone that both living and non-living elements are crucial for the ocean's health.



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

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

**Text-To-Text** What does the story remind you of in your life?

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

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

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**After Reading** Summarize the main idea of the story and list

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



## What is an Inference?

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

### Example

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



### Infer

Read the passage below by answering the questions

1) Timra hurriedly slipped on her raincoat and ran to the bus stop, avoiding eye contact with everyone. She looked like she was in a state of panic.

How is Timra feeling?

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

What is Jamie thinking?

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

What is the weather like?

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

How is Sasha feeling?

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

Is Cassandra a high achiever?

## Comprehension Practice – Predicting

### The Enchanting Dance of the Northern Lights

In a tranquil Inuit village nestled near the Arctic Circle, a young boy named Nanook often gazed at the night sky, dreaming of the magical Northern Lights his grandfather had always described. Feeling his yearning, his grandmother, Suka, felt the right time for him to truly experience the wonder.

One evening, Suka led Nanook to a hillside with the perfect vantage point. The stars sparkled brightly, and the gentle hum of the Arctic winds was all they heard. A soft, woven mat made of seal fur and beckoned Nanook to sit beside her.

"Tonight," Suka whispered, "we witness the dance of our ancestors in the sky." As if on cue, faint green streaks appeared, gradually growing more vibrant and interspersed with shades of pink, purple, and blue.

Mesmerized, Nanook watched as the lights willed and created patterns that seemed to tell ancient tales of bravery and wisdom. Suka began to hum a traditional lullaby that spoke of the Light's origin, and the belief that they were spirits of loved ones trying to communicate.

Feeling a profound connection to the stories in the sky, Nanook's heart was filled with joy and awe. The magnificence of nature and the stories of his people were intertwined in the shimmering display before him.

Seeing the profound impact on her grandson, Suka said gently, "These lights are a reminder of our past, our stories, and the endless beauty of our world."

As dawn approached and the lights began to fade, Nanook felt an overwhelming sense of gratitude and pride in his heritage. This enchanting dance of nature had instilled in him a deeper connection to his roots and the mysteries of the universe.

The End



**Pre-Reading** What is the story going to be about? What do you know about this subject?

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**While Reading**

Make predictions as you read. For example, in paragraph 2, it says, "One clear night that evening, Suka led Nanook up a snow-covered hill with the perfect view of the point." You could stop there and predict why they went up there.

1 <sup>st</sup> Prediction	<hr/> <hr/> <hr/>	Correct Prediction?  Yes      No
2 <sup>nd</sup> Prediction	<hr/> <hr/> <hr/>	Correct Prediction?  Yes      No
3 <sup>rd</sup> Prediction	<hr/> <hr/> <hr/>	Correct Prediction?  Yes      No

**After Reading**

An inference is a conclusion you make from reading a text based on the information you find but isn't directly said. Make inferences below.

1) What can you infer about the relationship between Suka and Nanook?

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2) Infer why Suka felt a deeper connection to the mysteries of the universe.

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**Comprehension Practice – Visualizing**

October 5, 1620  
To: Aunt Marie  
27 Oak Street  
Marseilles, France

Dear Aunt Marie,

I trust you'll find I'm writing to share something captivating I've been studying in my class. I'm learning how the fur trade, especially trading beaver pelts, has had a significant role in Canada's history.

When European explorers like Samuel de Champlain first arrived in Canada, they discovered an abundance of these furry creatures were not just part of the ecosystem, their pelts were highly valued as a commodity in Europe. Beaver fur was unique because it was water-resistant and used to make fashionable hats that were in high demand back in Europe.

As the fur trade flourished, indigenous people became essential financial partners. They were skilled trappers and had intricate knowledge of the land. European traders and indigenous guides would set off on perilous expeditions, often carrying loads of trade goods; they'd navigate complex waterways to reach trading posts.

Europeans learned from indigenous guides the importance of sustainable practices to ensure that the beaver population would continue to thrive. These beavers not only provided fur but also engineered dams that were beneficial to other species.

This trade led to further exploration of present-day Canada, the building of forts, and the establishment of communities that eventually became modern-day cities.

Thus, the humble beaver and its fur have greatly influenced the shaping of Canada.

Best regards,

*Hannah Kim*

**Pre-Reading**

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

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**While Reading**

Draw 2 different pictures of what you are visualizing while reading.

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**After Reading**

An inference is a thought you reach from reading a text and the information you find but isn't directly said. Make inferences.

1) What can you infer about the relationship between European traders and Indigenous peoples from the letter?

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2) How do you think a trading relationship could be beneficial for both parties?

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**INDEPENDENT  
READING  
ACTIVITIES**

# Independent Reading - Responses

**Day 1**

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

Name of Book	
Before Reading: What will this book be about?	
During Reading: Questions you have while you read.	
1)	
2)	
After Reading: Summarize what you read. What was it about?	

**Day 2**

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

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

# Independent Reading - Responses

**Day 9**

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Make a Connection - How does the book make you think about _____?	
Text-to-Self	
Text-to-Text	
Text-to-World	

**Day 10**

Fill in the organizer below.

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



# Independent Reading BINGO

**BINGO**

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

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

# Block 2: Cultural Text Forms

## Focus

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

## Anishinaabe First Nation: Ojibwe Culture

In the heart of the Ojibwe community, young Mila and her friend Nakai were eagerly waiting for the annual Pow Wow ceremony. This was a sacred time where various nations came together to honour traditions, tell stories, and celebrate unity. Mila's grandfather, Nokosi, was one of the respected elders of their community, and he often spoke about the importance of the Pow Wow.

"As you carry the drum, you carry the prayers of your people," Nokosi told Mila as she put on her Fancy Dress regalia. Mila smiled, knowing that the intricate beadwork on her dress mimicked the beauty of the Great Lakes region.



Nakai, wearing his Grand Entrance regalia, stepped forward with a sense of responsibility. "This dance symbolizes the harmony between the land and the people," he reminded himself.

The ceremony began with the Grand Entrance led by the warriors of the community. The air was thick with the scent of tobacco and sage, cleansing the environment and lifting the spirits.

Finally, it was Mila and Nakai's turn to enter the dance circle. Mila's dress shimmered and fluttered like the wings of a butterfly, embodying transformation and grace. Nakai's Grass Dance was smooth and flowing, honouring the relationship between the land and nature. Their eyes met for a moment, sharing the understanding that this was much more than a dance; it was their connection to their ancestry and their contribution to community unity.

As they exited the circle, Nokosi embraced them both. "You danced with the spirit of our ancestors today," he said, his eyes shining with pride.

In that moment, Mila and Nakai felt the true essence of the Pow Wow: a circle of life, love, and everlasting unity among the Ojibwe people.

**Comprehension Check**

Is the statement true or false?

1) The Pow Wow ceremony is held to celebrate individual achievements.	True	False
2) Mila wears a Fancy Shawl regalia for the ceremony.	True	False
3) Burning sage and sweetgrass is meant to cleanse the environment.	True	False
4) Nakai's Grass Dance outfit represents harmony with Mother Earth.	True	False
5) The Grand Entry is led by the youngest members of the community.	True	False

**Questions** Answer the questions below.

1) What are the signs of the Grand Entry in the Pow Wow ceremony?

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2) Who is Nokosi and what role does he play in the story?

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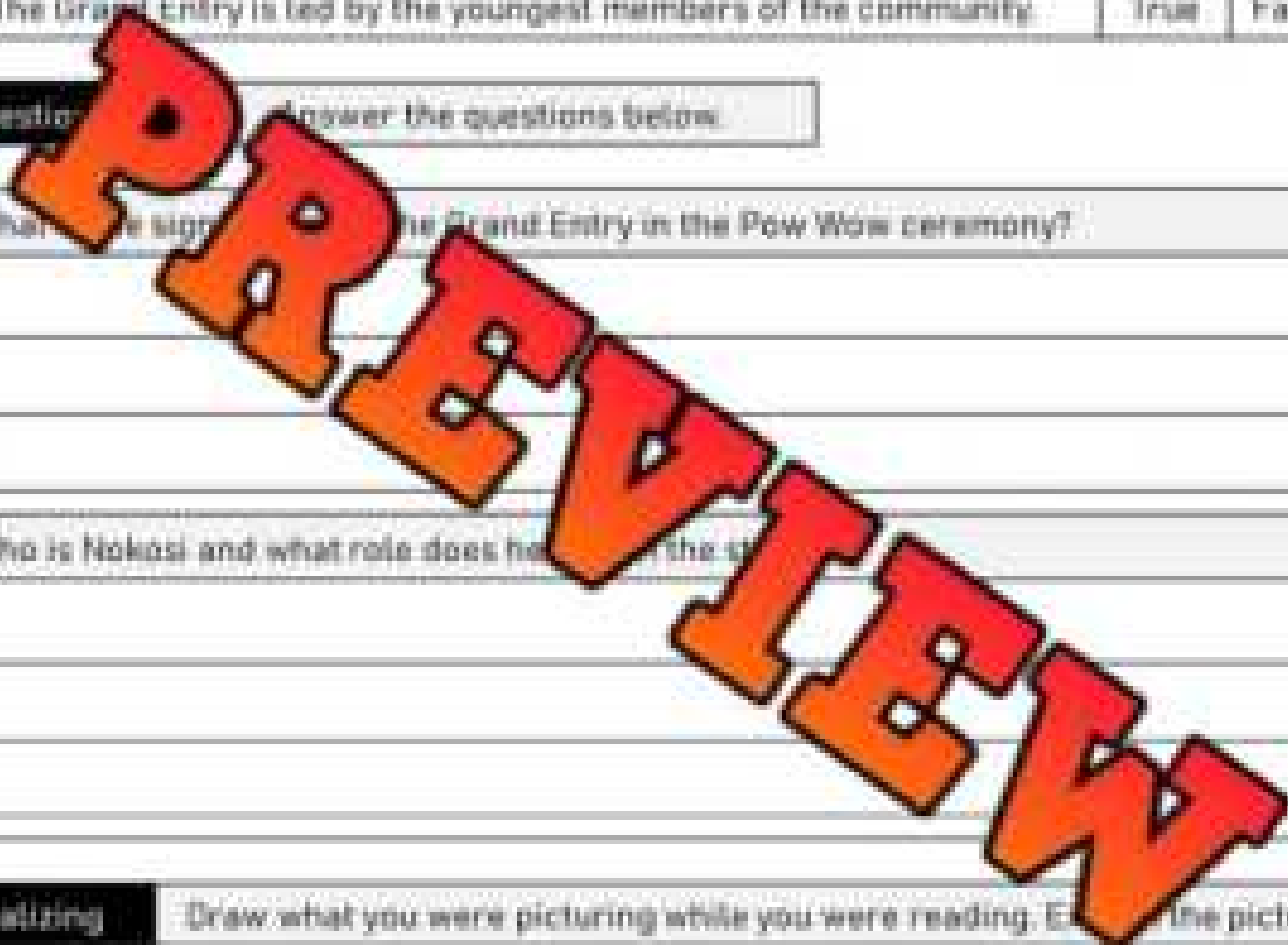
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**Visualizing**

Draw what you were picturing while you were reading. Explain the picture.

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## Cree First Nation Architecture: Tipi

Takoda was always amazed by the way his community, the Cree Nation, lived in harmony with the land. Today was special; he was going to help his grandfather, Akecheta, build a tipi. They walked into the forest to gather long, sturdy poles from the lodgepole pine trees.

"We need three poles," Akecheta explained, "and make sure they are straight." After gathering the poles, they returned to the clearing. Akecheta demonstrated how to bind the poles together to form a tripod.

"These are our main spirits," Akecheta said. "They represent the unity of earth, wind, and fire." As Takoda watched, Akecheta added the remaining poles around the tripod. Then came the covering of animal skins to form the hide.



"The hide not only protects us from the elements," Akecheta said, "but it also allows us to breathe." Takoda listened attentively. Akecheta then showed him how to stretch the hide around the poles and secure it with more ropes. He pointed to the adjustable opening at the top for ventilation, used to escape from the cooking fire.



"The circular shape represents the cycle of life," Akecheta explained. "It is also efficient for heating and keeping out the cold wind." Finally, the tipi stood tall and proud, adorned with ancestral symbols that told stories of bravery, wisdom, and the harmony between humans and nature.

Takoda felt a deep sense of accomplishment. He now understood that building a tipi was not just about creating a shelter but was a beautiful blend of functionality, tradition, and spiritual symbolism.

**Before Reading**

Read the title. Can you think of other subject areas related to this topic?  
Are there any other forms of architecture you know about?

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**Comprehension**

Is the statement true or false?

1) They gather _____ from _____ trees for the tipi.	True	False
2) The three main supports are made of _____, wind, and fire.	True	False
3) The tipi is covered with _____ to _____ the weather.	True	False
4) The opening at the top of the tipi is for _____ smoke release.	True	False
5) The rectangular shape of the tipi symbolizes the _____ of _____.	True	False

**Question**

What materials did they use to build the tipi?

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**Making Connections**

What does this text remind you of in your life? Explain.

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## Indigenous Art – Inuit Story

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

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

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

Back at home, they gathered the materials needed: a wooden block and fabric. Taliriktug was excited to see how they would use traditional symbols to tell their culture.

She decided to depict an inuksuk on her wooden block. Angakkug carved the design with a sharp knife. When the carving was complete, they applied ink to the wooden block.

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

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

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

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



## Pre-Reading

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

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## During Read

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

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## Comprehension Check

Indicate if each statement is true or false?

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

## Draw

Draw a pattern you would like to create with Inuit blots.

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## Indigenous Dance – Métis Story

**Visualizing**

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

### The Echoing Fiddles: A Métis Jigging Adventure

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

Anawon, who had learned to jig from his grandparents, felt a little nervous. "I want to continue the tradition, but what if I don't know the steps?" he confided in Étodie.

"Don't worry, you'll be great," Étodie reassured him. They made their way to the community hall for practice.

There, they met the instructor, Mrs. Lavoye. She was an experienced Métis jigger and extremely supportive. "The key to jigging is to listen to the music and feel it," she explained. "Watch the fiddlers carefully. Their tunes are the heart of our story."

**PREVIEW**

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

Finally, on the day of the Festival du Voyageur, they arrived in a grand hall, dressed in vibrant Métis clothes and ready to shine. The hall was packed, and the fiddlers began to play. Anawon felt a surge of confidence as he

Remembering the steps Mrs. Levalée had taught him, Anawon and Élodie danced with grace. The fiddles guide him, and he moves with the crowd with their footwork perfectly in sync with the music.

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

## Indigenous Rituals – Spiritlake Story

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

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

As they approached the small, dome-shaped lodge made of willow branches, Kitchi felt a mixture of excitement and nervousness. The lodge was built on a raised platform. During the ceremony, Makiya, the elder, greeted them with a prayer and explained the Four Directions and what they represented. Kitchi listened intently.



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

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

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

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

**Before Reading**

Predicting: What will this story be about?

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**Comprehension Check**

Is the statement true or false?

1) Mahi conducts the ceremony.	True	False
2) The sweat-lodge uses different animals in the ceremony.	True	False
3) The ceremony uses the hot stones and water to create steam.	True	False
4) The sweat-lodge is a traditional structure.	True	False
5) Nahawi is Kitchi's elder brother who takes him to the sweat-lodge ceremony.	True	False

**You Choose**

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

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Why did you choose this strategy?

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How did it help you understand the text?

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# Block 3: Reading Letters

## Focus

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

## Letters – Voice in Letter Writing

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



Dear Ms. Johnson,

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

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

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

Sincerely,  
Christina Roberts

45 Maple Drive  
Toronto, Ontario  
P3G 3N7

Hey Samantha,

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

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

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

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

Write back soon!

Your friend,  
Alex

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

## True or False

Is the statement true or false?

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

## Question

Answer the questions below.

1) You are writing a letter to your friend. The words sound, like talking to a friend or a teacher. Which letter type has a voice like this?	
2) What voice would you use to write each of the people below. Different voices could be: funny, serious, fact-based, bossy, etc. Write and explain.	
Cousin	
Local Government Official	
Favourite Author	
Classmate	
Sports Coach	
Community Leaders	
Principal	

## Email Writing – Cohesive Ties

Cohesive ties are words or phrases that help connect sentences and ideas together in writing. They make it easier for the reader to follow your thoughts.

In emails, cohesive ties can be **transition words** that sequence the order of events in the email. Authors can also use **conjunctions** to join two clauses together.

### Examples

- "First, we should go to the mall. Then, we should go for dinner."
- "I'm not studying because I am not hungry."

Conjunctions		Transition Words		
	For	First	Second	Also
But	Nor	Additionally	Then	Finally
So	And	Moreover	However	Next

### Instructions

Circle the cohesive ties in the emails below.

Subject: Upcoming Science Competition

Dear Students,

I hope you're all doing well and that you're studying hard. First, I want to inform you about an exciting Science Competition happening next week. Although it is an optional competition, I encourage each of you to participate. This is a great chance to showcase different science skills as projects can range from bio to physics. Moreover, there are prizes for the winners.

Best regards,

Mr. Raj

What voice was used in this email?

Formal

Informal

Subject: Picnic This Weekend? 🍷

Hey!

So, first off, how are you? Secondly, the weather's supposed to be super nice this weekend. Therefore, I was thinking, why not have a picnic? We could go to the park and bring some sandwiches to catch up and chat. Also, maybe some fruit? So, with that in mind, can I count you in?

Catch you later,

Jamie

What voice was used in this email?

Formal

Informal

## Letter Writing – Sentence Structure

**Greeting:** Start with a word like "Dear" or "Hey," followed by the person's name.

- Example: "Dear Ms. Johnson."

**Body:** This is where you share your message. Use complete sentences and paragraphs to organize your thoughts.

- Example: "I am writing to inform you about the upcoming event."

**Closing:** Use a phrase like "Sincerely" or "Your friend," to end the letter politely.

- Example: "Sincerely,"

**Signature:** Write your name after the closing to make it personal.

- Example: "Michael Brown"

**Instructions:** Underline the greeting and circle the signature. Then answer the questions.

Dear Principal Williams,

I hope you are doing well. I have a concern about the long line-ups at the school cafeteria during lunch. It is very hard to get their food and eat within the allocated time. Sometimes this causes me to be late for the afternoon classes.

I kindly suggest implementing a staggered lunch schedule and opening another food station. This could make lunchtime more efficient for everyone.

Thank you for taking the time to read my letter. I'm sure the students would appreciate improvements in this area.

Sincerely,

Michael Brown

1) Is a formal or informal voice used?

2) What cohesive ties were used?

3) Did the opening state the purpose of the letter? Explain

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4) How did Michael close the email?

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## Letter Writing – Inferences

Hey there. I'm Blaze Betty, a firefighter who's thrilled to combat blazes and rescue kittens from trees. Let me tell you, there's nothing more fulfilling than being a hero every day. I'm here to tell you that if you're searching for excitement and purpose, there's no better calling than firefighting.

You might be sitting in school, daydreaming about your future career. Let's be honest, nothing compares to the exhilarating life of a firefighter. Each alarm bell is an adventure, each hose a triumph.

Think of your homework like fire training. Each math problem or science project is a step closer to dousing those flames and saving the day fire training. Don't underestimate the power of studying – it's what empowers you to face real-life dangers.

Some of you might look at other careers like doctors or lawyers, but let me be clear – nothing matches the thrill and honour of firefighting. It's not just a job; it's a calling. As you gear up, focus on your physical fitness, and may the flames never catch you. You're destined to be a local hero.

Flaming with passion,  
Blaze Betty 🇺🇸



### Questions

Answer the questions below.

1) What is the perspective of Blaze Betty? Do they state their perspective clearly or subtly?

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2) Make a local inference – what conclusion can you make from this sentence?  
 "Each math problem or science project is a step closer to dousing those flames and saving the day fire training."

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3) Make a global inference – what conclusions can you make from the entire reading?

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## Letter Writing – Inferences

Fort York, Toronto  
October 2, 2023

Dear Cousin Charlie,

I hope all is well with you over in Halifax. School's back in full swing, and we're diving into Canadian history. I can't help but share how stoked I am about studying the War of 1812. Honestly, it's such a pivotal event where Canada showed its true mettle.

Our history teacher, Mr. Thompson, can barely contain his enthusiasm when he talks about how we resisted the American invasion. You should have seen him beam with pride describing the Battle of the Plains of Abraham. It was Canada's shining moment, proving that we can hold our own.

Every time he talks about the Battle of Lundy's Lane, the classroom erupts in cheers. According to Mr. Thompson, that's when Canada truly became a nation. We had to protect our land, our way of life, and our future. And let's not forget about Laura Secord's epic 32-kilometer walk to warn the British troops. She's the real MVP.

Honestly, if you're studying American history in high school, you're missing out. There's nothing like hearing about how Canada stood firm against a much larger and outgunned force. It makes me wish I could time travel back to the battlefield.

Adding to that, we even reenacted some of the famous battles. In class, we're planning a field trip to an actual War of 1812 site, and I can hardly wait. Learning makes everything come alive, and I feel more patriotic than ever.

Speaking of patriotism, our school is hosting a War of 1812-themed costume contest for Halloween. It's another way for us to remember and honour the people who made sacrifices for the country we call home today.

By the way, we're also getting ready for Thanksgiving. I remember how much fun we had last year picking apples. Hope you can do something equally exciting!

Say hi to Aunt Kathy and Uncle Marcus for me, and let's FaceTime soon to catch up.

Proud to be Canadian,  
Liam

## Letter Writing – Inferences

### Local Inferences

Make inferences from the sentences below.

"It's such a pivotal event where Canada showed its true mettle"

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"Even after our historic victory at Lundy's Lane, the classroom erupts in cheer."

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"This kind of learning makes every student feel more patriotic than ever."

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### Global Inferences

Make four inferences from the entire text.

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**PREVIEW**

## Email Writing – Questioning

Subject: Urgent Discussion on Improving School Cafeteria Menus

Dear Principal Tatum,

I trust this email finds you well. I want to alert you to an upcoming essential meeting that we have scheduled. Our focal point? Revamping the school cafeteria menus to include healthier options.

Firstly, our current menu is lackluster and not very nutritious. Many students are asking for more vegetables, fruits, and whole grains. A better-fed student body is an engaged and healthy one.

Next, I have spoken with several staff members who are passionate about this cause. They have ideas for meals that are both tasty and nutritious. Everyone is eager for more vegetarian options and locally-sourced food.

Additionally, our school nurse, Mrs. Zainab, has expressed her concern. She believes that offering healthier choices can also help address some of the health issues, such as afternoon sluggishness and poor concentration.

The meeting is scheduled for Tuesday at 2 p.m. in the library. I encourage you to come prepared to offer your insights. We will listen to everyone's input and formulate a plan. This is a golden opportunity to make our school a leader in student wellness.

If you wish to discuss this further prior to the meeting, I am readily available. I can't wait to hear all the constructive proposals!

Best regards,

Student Council Secretary, Garcia

## Email Writing – Questioning

### Pre-Reading

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

1)	
2)	
3)	

### While Reading

Read the email and write 3 questions you have.

1)	
2)	
3)	

### After Reading

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

1)	
2)	
3)	

**PREVIEW**

# Block 4:

# Narratives

## Focus

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

## What is Indigenous Storywork?

### Preface

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

### Understanding Indigenous Storywork

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



### The Importance of Storywork

This approach is not just about sharing information; it's an interactive experience. Here are some reasons why it matters:

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

### Seven Principles of Indigenous Storywork

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

### Glossary

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

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

76

Worksheet Generator  
www.worksheetsonline.com

**True or False**

Is the statement true or false?

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

**Quest**

Answer the questions below.

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

**PREVIEW**

## Indigenous Storywork – Reverence & Reciprocity

### The Sacred Oak and Aponi's Gift

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

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



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

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

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

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

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

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

The End

**Questions:**

Answer the questions below.

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


2) What was the setting in this story?

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

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


**Storywork Traits**

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




## Plots and Subplots

A **plot** is like the main road of a story, where all the big events happen. It's what the story is mostly about, like a journey or a big problem that needs to be solved.

A **subplot** is like a smaller path that connects to this main road. It's a smaller story inside the big one. It can be about other characters or different problems, but it usually helps make the main story more interesting. You can spot a subplot because it's not the main focus but still adds fun twists or extra details.

For example, if the main story is about a detective solving a mystery, a subplot could be about the detective's friendship with someone else. Both the plot and subplot make the story richer and more exciting to read.



**Identification** Read the descriptions and identify the plot and subplot in each.

1) **Adventure at Sea:** A group of friends discovers an old pirate's diary during a beach trip, leading them on a quest for treasure. Meanwhile, Sam confronts his fear of water, crucial for the treasure hunt.

What is the plot of the story?

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What is the subplot of the story?

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2) **The Mystery of Maple Street:** Kids in Maple Town investigate mysterious events around an old mansion. Julie, one of the young detectives, navigates her parents' recent divorce while solving the mystery.

What is the plot of the story?

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What is the subplot of the story?

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## Narrator's Point of View

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

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

### Instructions

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

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

### Book Hunt

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

Name of Book	Point of View

## The Eiffel Tower Adventure – Different Points of View

### First Person

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

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



### Second Person

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

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

### Third Person

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

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

**Questions:**

Answer the questions below.

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

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

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**PREVIEW**

**Visualize**

Draw and explain what you were thinking about the stories.

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## Advantages/Disadvantages of Points of View

### First Person

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



### Second Person

As you watch the sun dip below the horizon, Father Louis approaches, sharing stories from the Bible. Each day, he beckons you to embrace Christianity. You, being curious, listen and learn, but you know his main mission is to convert. You teach him about the sacred rituals and the significance of the land. However, there's a lingering sadness. With each passing day, a smaller number of the village's youth are participating in the sacred dances, a fact that weighs heavily on Father Louis in his prayers.

### Third Person

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

**Analyze**

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

**Advantages of the Point of View**

First Person	Second Person	Third Person

**Disadvantages of the Point of View**

First Person	Second Person	Third Person

**Reflect**

Which story is your favourite version? Explain why.

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## Story – First Person Perspective

### Legacy of the Hidden Cavern

Once upon a time, in a small town surrounded by rolling hills and sparkling streams, I, Ethan, lived a life filled with curiosity and a thirst for adventure. One sunny afternoon, driven by my love for exploring, I decided to venture into the mysterious forest that bordered our town.



As I walked deeper into the forest, my eyes caught sight of an ancient, moss-covered stone. The stone was strangely smooth, with odd symbols etched into it. Intrigued, I brushed away the moss and discovered a hidden button. Without a second thought, I pressed it, and a secret passage opened in the ground beneath the stone.

Heart pounding with excitement, I descended into the passage, which led to a cavern filled with shimmering crystals that lit up the darkness. In the center of the cavern stood a pedestal with a dusty, old book. As I opened the book, I was captivated by tales of forgotten heroes and adventures that felt like they were coming to life right before my eyes.

I was so engrossed in the book that I didn't notice the cavern transforming around me. The crystals began to glow brighter, and a soft humming filled the air. Suddenly, the ground shook, revealing a hidden chamber. Inside was a large, ornate chest. My curiosity getting the better of me, I opened the chest and found a small, silver key with an inscription: "The key to your destiny."

I pocketed the key and continued to explore. I discovered a series of tunnels leading to different parts of the forest, allowing me to travel swiftly and secretly around town. I became a silent guardian, using these tunnels to help people without them knowing.

Months passed, and my adventures became local legend. But the real surprise came when I decided to visit Mr. Jasper, the old librarian, to learn more about the mysterious book.

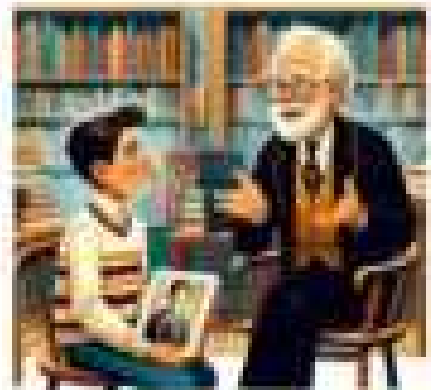
Mr. Jasper listened to my story and smiled knowingly.

"You see, Ethan," he began, "many years ago, a young boy like you found a cavern. He too read the book and discovered the tunnel and used them to help our town, just as you have."

I listened in awe. Mr. Jasper revealed the most astonishing part. "That boy was your grandfather. And the book? It only reveals itself to those with the heart of a true hero."

My eyes widened in disbelief. I was the grandson of my grandfather's bravery and kindness, but I never imagined I was following in his footsteps. This realization filled me with pride and a deeper connection to my family's history.

From that day, I continued my secret adventures, knowing my grandfather's legacy was much bigger than I had ever imagined. The mystery of the book, the cavern, and my grandfather's legacy intertwined, creating a story that would be passed down for generations.



**PREVIEW**

**Questions**

Answer the questions below.

1) Were you surprised to find out that Ethan's grandfather had a similar adventure? Explain why or why not.

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2) Identify and describe five events in the story that helped develop the plot. Write them in the order they occurred.

1)

2)

3)

4)

5)

**PREVIEW**

3) The story is told from Ethan's perspective (first person). How does this perspective affect your understanding of the story and its characters?

4) Draw or illustrate a scene from the story that you found most interesting or exciting. Use your imagination to bring the scene to life!

## Foreshadowing

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

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



**Think** Read the passage below and foreshadow what will happen next.

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

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

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

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

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

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

## Story – Second Person Perspective

### The Unexpected Hero

You've always been an admirer of the stars, Haven. Every night, you'd stand in your backyard, gazing up, wondering about the vast universe. Little did you know, one evening would change your life forever.

It was a magical summer evening in your small coastal town. As you peered through your telescope, a peculiar glimmer caught your eye. A faint light moving erratically in the sky, unlike anything you'd seen before. You tried to discern any patterns, thinking it was just a satellite or a distant star.



The next day, you mentioned the incident to Mrs. Monroe, the librarian, who noticed your keen interest in astronomy. "Is there something special, Haven?" she asked. You mentioned the strange light, and she chuckled, "Ah, the mysteries of the sky. They often have simpler explanations than we think."

School was usual, but you couldn't shake the thought of that night. In science class, Mr. Baxter talked about meteor showers. "Some of the stars we see are actually meteors entering our atmosphere," he explained, "but they burn up before they reach the ground."

That night, you rushed to your telescope, hoping to catch a glimpse again. And there it was, brighter than before. You scribbled down notes, trying to decipher a pattern. Suddenly, a thought struck you – what if it was a meteor, not just any meteor, but one headed towards Earth?

Panic set in. You ran to your parents, breathless, explaining your theory. They listened patiently but assured you it was probably nothing to worry about. "You have a vivid imagination," your dad said with a smile.

Unconvinced, you decided to take matters into your own hands. The next day, you borrowed books on meteors and space trajectories from the library. Mrs. Monroe raised an eyebrow but said nothing.

For days, you observed, calculated, and double-checked your findings. The patterns matched those of an incoming meteor. Fearful yet determined, you sent an email to a local astronomy club, attaching all your observations.

To your surprise, they responded quickly, expressing concern and promising to look into it. Days passed, and the club confirmed your fears – a small meteor was indeed on a collision course with Earth, near your town.

The news spread, and soon, experts were involved. Meanwhile, you carefully navigated the meteor's landing, preventing any potential disaster. Your town was saved, all thanks to your keen observation and quick thinking.

At school, you were hailed as a hero. Mrs. Monroe winked at you, "Never underestimate the power of curiosity and hard work." Mr. Baxter patted your back, "You did more than just learn; you saved lives."

The meteor landed safely in the desert, causing no harm. And you, Haven, realized that heroes aren't always in capes or in the limelight. Sometimes, they're just ordinary people with extraordinary curiosity and the courage to act.

The light in the sky, the comments from Mrs. Monroe and Mr. Baxter were all hints of this unexpected turn of events. And as you stood there, looking up at the stars, you knew that sometimes, the biggest adventures lie not in the stars, but in the choices we take here on Earth.

**Questions**

Answer the questions below

1) What was the setting of the story? How did the setting contribute to the development of the plot?

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2) a) Identify two instances in the story where foreshadowing was used.

1)

2)

b) How did these moments hint at what was going to happen later in the story?

3) How did the foreshadowing affect your reading experience? Did it make you more curious or suspenseful?

4) How did the use of the second-person point of view affect you as a reader? Did it make the story more engaging for you?

5) Imagine if the story were set in a different location, such as a busy city or a mountainous region. How might the plot have changed in this new setting? Discuss the possible differences.

**PREVIEW**

## Story – Third Person Perspective

### The Mysterious Lighthouse

In the small coastal town of Harborview, there stood a lighthouse that had been abandoned for years. Its history was shrouded in mystery and local tales. Two friends, Marcus and Eliza, were always intrigued by this lighthouse. They often imagined what secrets it might hold. One breezy summer afternoon, they decided to explore it.

The lighthouse was perched on a rugged cliff, overlooked the vast ocean. As they approached, a chill ran down their spines. The door was ajar, creaking as the wind whistled inside, their hearts racing with excitement.

The interior was dark, cluttered with old furniture. Marcus, ever the brave one, led the way up a narrow staircase. They found nothing but dust and cobwebs until they reached the top. There, in the lantern room, they discovered an old, dusty logbook. It contained entries dating back decades. One entry from 30 years ago was particularly intriguing. It mentioned a hidden room in the lighthouse where important documents were kept.

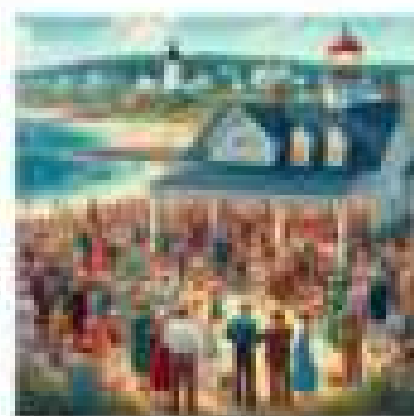
Eliza and Marcus exchanged glances. They hadn't seen anything like this before. They decided to search for it. After a thorough search, they discovered a hidden door behind a bookshelf on the ground floor. Pushing it open, they discovered a small room filled with old maps and documents.

As they rummaged through the papers, they found a sealed envelope addressed to the Harborview Historical Society. It looked important. Eliza suggested they take it to the society, but Marcus was hesitant. He thought they should open it first to see what was inside. After a brief argument, curiosity won, and they opened the envelope.

Inside was a deed to a significant portion of the coastal land, including where the town's new community center was being built. The deed was dated, but if it were valid, it would mean the land still belonged to the original owner's family, not the town.



Eliza and Marcus were torn. Should they inform the town or the family? They decided to keep it a secret until they could figure out what to do. Days passed, and the burden of the secret grew heavier.



One evening, the local news reported that the community center's construction had uncovered historical artifacts, halting the project. Marcus and Eliza realized the importance of the discovery. Feeling guilty, they decided to take the news to the Harborview Historical Society the next day.

When they arrived, they were greeted with astonishment. The deed was indeed valid. It turned out to belong to the family of an old lady, Mrs. Winters, who lived in Harborview. She had identified the family's claim. The town had to renegotiate with Mrs. Winters, who decided that the community center project continue, in exchange for preserving part of the land as a historical site.

The discovery made Marcus and Eliza reflect on their choices. However, they couldn't help but wonder what would have happened if they had been more honest and acted earlier. Their decision to keep the deed secret had almost cost them the chance to preserve the lighthouse.

The town celebrated the opening of the new community center. The lighthouse was declared a historical landmark. Marcus and Eliza often visited the lighthouse, reminded of their adventure and the significant decisions they had made.

**Questions**

Answer the questions below.

1) Describe the narrator's perspective in the story. How does this perspective influence the way the story is told?

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2) How does the plot develop from the beginning to the end of the story? Identify at least three key events that significantly advance the story.

1)

2)

3)

3) Marcus and Eliza decided to \_\_\_\_\_ instead of directly taking it to the Historical Society. Why did they make this choice? Explain your reasoning.

4) If you were in Marcus and Eliza's place, would you have made the same decisions they did? Why or why not?

5) Do you know anyone (a friend, family member, or even a character from another story or movie) who might have made similar decisions to Marcus and Eliza? How are they similar or different from you?

**PREVIEW**

## Story – The Unexpected Guest

In the quiet town of Cedar Haven, nestled between rolling hills and sparkling streams, lived a baker named Marcus. His bakery, known for its heavenly cinnamon rolls, was the heart of the community. One rainy afternoon, as Marcus prepared his famous rolls, an elderly woman entered the shop. She was drenched and seemed lost. "Could I just sit for a while?" she asked, her voice quivering.

Seeing the old lady, Marcus was immediately taken back to his childhood. His grandmother was just like this old woman. He remembered her talks about kindness and helping others.

The old lady's voice brought Marcus back to the present. He greeted her with a warm smile and a fresh cinnamon roll. She talked about everything from weather to baking. She mentioned her travels around the world and her love for cinnamon rolls. She also mentioned her husband, now gone.



Days turned into weeks, and the old woman Marcus learned was named Elsie, became a regular. She would sit by the window, her eyes always searching for something or someone.

One day, Elsie didn't show up. Marcus felt a pang of worry but brushed it off, assuming she was just unwell. The bakery buzzed with customers, and the day went on as usual.

That evening, as Marcus locked up, he noticed a letter tucked under his door. It was from Elsie. In it, she revealed a surprising truth. She had been searching for her long-lost grandson, whom she had last seen as a child. She'd heard he had moved to Cedar Haven and hoped to find him in a bakery like Marcus's.

The next day, Marcus couldn't shake off the feeling of Elsie's absence. He decided to search for her, using the clues from their conversations. His search led him to a small house on the outskirts of Cedar Haven.

Knocking on the door, he was met by a young man. Marcus's heart skipped a beat as he realized the young man was his own cousin, Lucas, whom he hadn't seen since childhood. Elsie was their grandmother, who had been separated from the family years ago due to misunderstandings and mistakes.

Reunited, Marcus and Lucas brought Elsie back to the bakery. As they shared cinnamon rolls, they laughed and cried, mending broken ties. The bakery, once just a place for sweet treats, became a symbol of reunion and forgiveness, all thanks to a simple act of kindness and a love for cinnamon rolls.

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

105

Reading Comprehension  
11.11.11

**Questions**

Answer the questions below

1) Why do you think Marcus decided to let Elsie stay in his bakery? Would you have made the same decision if you were in Marcus's place?

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2) What \_\_\_\_\_ in the story?

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3) Identify a decision in the \_\_\_\_\_ or \_\_\_\_\_ mistake. Explain why

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4) Describe a situation where you or someone you know \_\_\_\_\_ a decision. What was the decision, and what was the outcome?

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**Personal Preference**

Did you like this story? Was it interesting to read?

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**PREVIEW**

## Story – The Lost Parrot of Pinecrest

In the quiet neighbourhood of Pinecrest, everyone knew Mr. Waller's talkative parrot, Ziggy. One sunny morning, Ziggy's cage was found open, and the beloved bird was nowhere to be seen. The news spread like wildfire, and soon, the whole community was buzzing with concern.

Among those worried was 12-year-old Ravi, a keen birdwatcher. He decided to take matters into his own hands. With binoculars and a notebook, Ravi set off on his bike, brimming with the thrill of the unknown.

As he rode through the woods, Ravi kept his eyes peeled for a flash of color. Near the edge of town, he thought he saw Ziggy's shape. But when it turned out to be just a bunch of leaves in the wind, his heart sank a little, but he kept going.

Ravi reached the old railway tracks, now overgrown with weeds. It was a place few ventured into. He hesitated, wondering if he could go any farther. Just then, he heard a faint squawk. His pulse quickened. Could it be Ziggy?

Pushing his bike along the rugged path, Ravi listened. The sound grew louder, more distinct. He was close. Suddenly, he heard a flutter and a splash of green and red among the bushes. It was Ziggy!

But as he approached, Ziggy, scared and unfamiliar with the wild world, flew up to a high branch. Ravi's heart raced. How would he ever reach him? He remembered his grandmother's advice on calming birds with gentle talk. Slowly, he started talking to Ziggy, telling him about the worried neighbourhood and Mr. Waller's distress.

To his amazement, Ziggy began to descend, branch by branch, drawn by Ravi's soothing voice. Finally, Ravi gently scooped Ziggy into his arms. His heart swelled with joy and relief.

Riding back with Ziggy perched on his shoulder, Ravi felt like a hero. The neighbourhood greeted him with cheers, and Mr. Waller hugged Ziggy, tears in his eyes. Ravi realized that sometimes, the biggest adventures lay in helping others, and Pinecrest had a new little hero in their midst.

The End



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

Questions

Answer the questions below.

1) List at least three moments in the story where you felt suspense.

1)

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2)

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3)

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2) How did you feel about the suspense in these moments?

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Personal Preference

Do you find this story interesting to read?

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Draw

Draw a scene from the story where you felt the most suspense. Use facial expressions and body language to show the mood.

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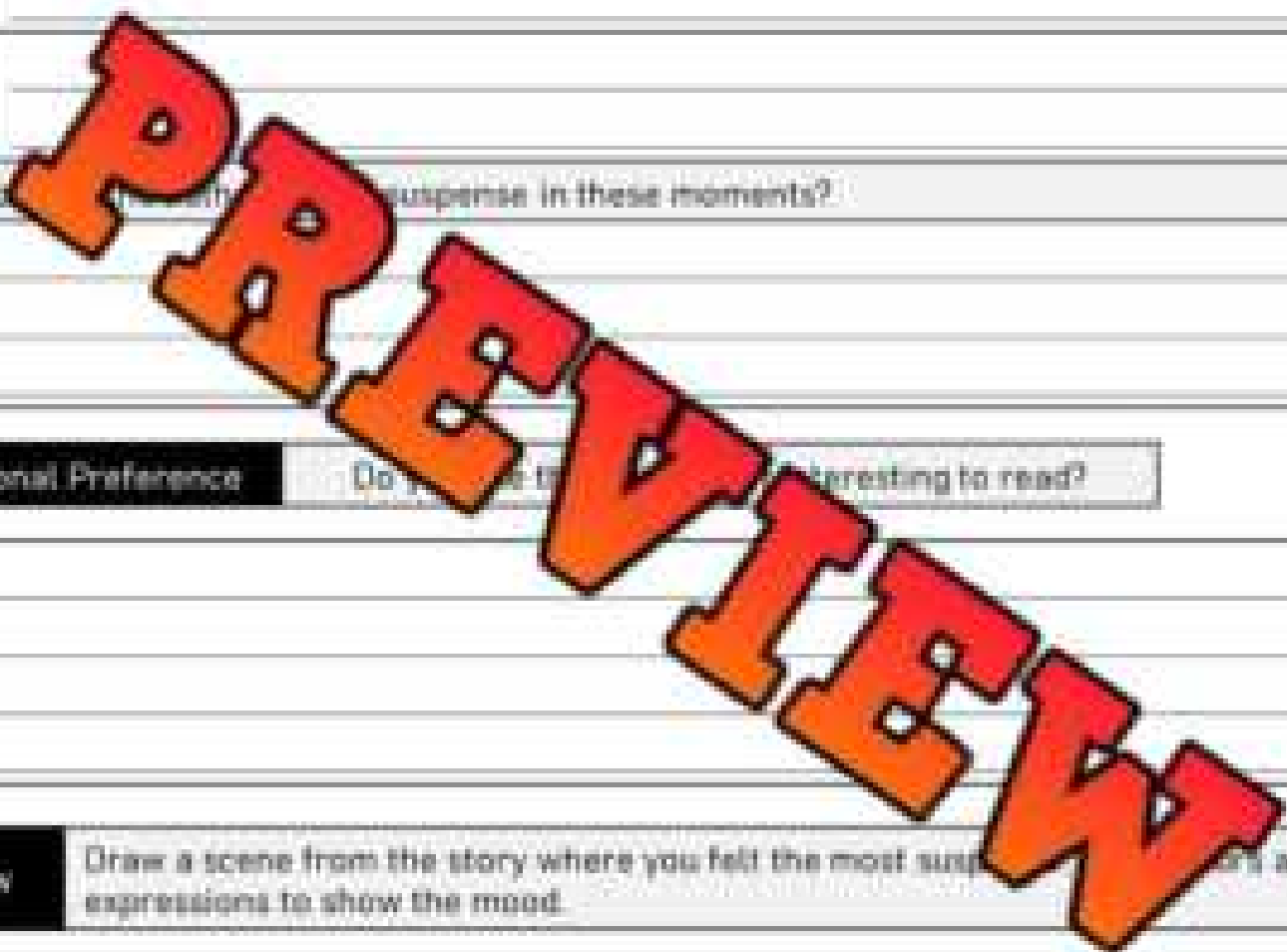
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## Sequencing the Plot of a Story – Multiple Plots

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

### Read

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

A) Sarah carefully measured the ingredients. The cookies were turning out perfectly, each one golden brown. She scribbled notes about the process in her baking journal, as Oliver added a pinch of cinnamon to the dough.

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



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



D) In a corner, Emma and Oliver, along with the Baker, Oliver the Pie-Maker, and Emma the Cake Artist, prepared for a baking contest, setting up their stations and hoping to win over the judges.

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

F) Eventually, a crowd of eager tasters and judges gathered to appreciate the harmonious efforts of the three bakers. Each dish was a hit, and the event celebrated the delightful synergy of cookies, pies, and cakes.

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

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

### Sequence

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

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

## Narrative Writing - Cause and Effect

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

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

This helps make the story more realistic and engaging.



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

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

**Think:** Think of either the cause or effect that matches below.

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

## Biodiversity Story – Cause and Effect

### The Circle of Fish in Ahmik Bay

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



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

Kaya, who was good at speaking, took charge of educating the fishermen. She created flyers and held meetings to stress the importance of respecting fishing limits. In response, the fishermen agreed to follow the new rules.

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



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

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

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

The End

**Cause/Effect**

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

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

Too many boats were fishing

If the fish disappeared

The community listened

2) Think of causes that go with the effects below

he started researching sustainable fishing methods.

the community listened and made changes.

the fishermen started to follow the rules.

**Think**

Write any questions you can think of from the story.

**Plots**

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

**PREVIEW**

# Block 5: Persuasive Texts

## Focus

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

# Persuasive Writing Advertisement

 **Unlock the Power of Words: Join the Ultimate Persuasive Writing Class!** 

## Why This Class is a Must

- Master the art of persuasion to get what you want.
- Elevate your grades in English and other writing-heavy subjects.
- Learn lifelong skills that will help in real-world situations like job interviews and debates.

## Key Skills You'll Gain

- **Advanced Writing:** Learn how to make your point convincingly.
- **Boost Confidence:** Feel more secure when expressing your opinions.
- **Critical Thinking:** Develop the ability to evaluate situations and form well-reasoned arguments.
- **Effective Communication:** Avoid misunderstandings by getting your message across clearly.

## Skilled Instructors

Our certified teachers have years of experience. In this class, students improve their writing. They'll give you step-by-step guidance to make sure you succeed!

## Course Highlights

- Structuring your essay for maximum impact.
- Using solid evidence to support your arguments.
- Crafting engaging introductions and conclusions.

## Special Features

- Individualized feedback on assignments.
- Interactive lessons to keep you engaged.
- Techniques to excel in any writing exams.

## When & Where

Classes kick off next month! They're all online, so you can join from your home, school, or anywhere with internet.

## Limited Seats Available

Hurry and sign up today to grab your spot. This is a golden opportunity to turn your writing into your superpower! 🦸

 **Sign Up Now and Shape Your Future With Words!** 

**True or False**

Is the statement true or false?

1) One benefit of persuasive writing is that it boosts confidence.	True	False
2) The course is only for students who are bad at writing.	True	False
3) The course teaches techniques to excel in writing exams.	True	False
4) The class will help you improve your grades in Math.	True	False
5) The class offers individualized feedback on assignments.	True	False

**Quiz**

Answer the questions below.

1) What is persuasive writing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

Original Word	Option 1	Option 2	Option 3	Option 4
Happy				
Good				
Bad				
Cool				
Wrong				

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

Social Worker	
Politician	
Negotiator	
Public Relations Specialists	

## Persuasive Writing – Thinking Critically

Hi there, I'm Sarah, and I'm a total bookworm who's obsessed with everything reading-related. If you haven't heard of BookMate yet, then you're seriously missing out! BookMate is the ultimate monthly subscription box that honestly everyone needs in their life. It should be the first thing everyone spends their allowance on.

Why, you ask? With BookMate, every month feels like your birthday. You get a hand-picked book tailored to your interests and some really cool reading accessories, like one-of-a-kind bookmarks or stylish bookends. BookMate is more than just a treat for book lovers; it's a life-changing experience for all.

But BookMate isn't just about amazing books; it's your golden ticket to a vibrant reading community. Dive into our exclusive online forums, mingle with folks from all walks of life, exchange book recommendations, and discover new reads you might have missed.

And let's not forget the price. At just \$19.99 a month, BookMate delivers a sensational book and awesome accessories for less than an absolute steal and a treat everyone deserves.

What are you waiting for? Sign up for BookMate and immerse yourself in a universe where books come to life.



### Think Critically

Answer the questions below.

1) Who wrote the persuasive text?

2) Is the author biased? Do they have a reason for having this opinion?

3) When deciding to buy this, what factors should you consider?

4) Why would it be wise to wait and think critically before buying something like this?

## Inferences - Persuasive Writing Advertisement

### 🌟 SuperSmoothieMaker: Transform Your Mornings! 🌟

#### 👉 Why Choose SuperSmoothieMaker?

- 🎨 **Variety of Colours:** Match your kitchen with our range of stylish colors!
- 🧼 **Easy to Clean:** All parts are dishwasher-safe.
- 😊 **Durable:** Built with top-quality materials to last for years.

#### 📊 Facts

- 🏆 **Award-Winning Selection:** Our users absolutely love it!
- ⚡ **Fast & Efficient:** Make your smoothie in less than 3 minutes!
- 🍏 **Packed with Nutrition:** Blends fruits and vegetables perfectly, retaining all the nutrients!

#### 🏆 Awards and Recognition

- 🏆 "Best Kitchen Appliances 2023" – Kitchen Magazine
- ⭐ 5-Star reviews from over 1000 customers!

#### 📦 Special Offer

- 📖 Buy now and get a free recipe book full of delicious smoothie recipes!
- 🚚 Free shipping for orders made in the next 24 hours!

#### 💡 Testimonials

- "My mornings are so much easier, and I'm getting my daily fruit! – Julia, Student
- "The SuperSmoothieMaker is a game-changer. Quick, efficient, and so easy to clean." – Mr. Clark, Teacher

#### 🕒 Limited Time Offer

For a limited time, use code SCHOOL20 to get a 20% discount on your SuperSmoothieMaker! Don't miss out on this fantastic deal.

#### 🛒 Order Now

Why settle for boring breakfasts? Transform your mornings and your health with SuperSmoothieMaker! Click the "Buy Now" button and get ready to change your life!

👉 Don't Wait! Make Your Mornings Super with SuperSmoothieMaker! 🛒



**PREVIEW**

**Local Inferences**

Make inferences based on the sentences below.

Durable: Built with top-quality materials to last for years.

98% Customer Satisfaction: Our users absolutely love it!

Transform your diet and your health with SuperSmoothieMaker!

Packed with Nutrients: Blends fruits and vegetables, retaining all the good stuff!

**PREVIEW**

**Global Inferences**

Make 4 inferences based on the entire page.

## Inferences – Implicit or Explicit Evidence

**Explicit Evidence:** Explicit evidence is information that is clearly stated and easy to find in a text.

- Example: If a story says, "Sara is a doctor," we know for sure what Sara's job is.

**Implicit Evidence:** Implicit evidence is information that is not directly stated, and you have to figure it out yourself.

- Example: If a story describes Sara wearing a white coat and helping sick people, but does not say she is a doctor, you would use those clues to understand that she probably is a doctor.

**Instructions:** The evidence provided is explicit, meaning it's directly stated. Form an inference (a conclusion that you can draw based on this clear evidence).

<b>Example – Evidence</b>	The sign says "No Parking."
<b>Inference</b>	
<b>1) Explicit Evidence</b>	John successfully passed his driving test on his very first attempt.
<b>Inference</b>	
<b>2) Explicit Evidence</b>	The delicious pie is made with fresh ingredients.
<b>Inference</b>	
<b>3) Explicit Evidence</b>	On weekdays, the store closes its doors at 5:00 p.m.
<b>Inference</b>	
<b>4) Explicit Evidence</b>	The meeting is scheduled to take place in Conference Room A.
<b>Inference</b>	
<b>5) Explicit Evidence</b>	Her favourite subject is definitely history.
<b>Inference</b>	
<b>6) Explicit Evidence</b>	She scored the highest marks in her entire math class.
<b>Inference</b>	

## Inferences - Persuasive Writing Letter

Dear Students,

I hope this letter finds you in good health and excited for all the learning ahead of us. Today, I want to share with you something deeply important not just to me, but for our entire school: the vital role of diversity, inclusion, and accessibility.

Think for a moment about a jigsaw puzzle. Each piece is different, yet it is essential to complete the picture. That's what diversity does for our school, each of you brings something unique to the table. It's not just about where we come from or what we look like; it's also about our experiences, talents, and viewpoints. The more diverse we are, the more we can learn from each other, and the richer our school life becomes.

Now, let's talk about inclusion. Imagine you're part of a team and you're sitting on the bench, watching others play. It's frustrating, isn't it? Inclusion is about making sure you get off that bench and into the game. It's our job to make sure all students, regardless of their background or abilities, feel like valued members of our school community.

But what good is being part of a team if you can't access the field? That's where accessibility comes into play. We strive to eliminate any barriers that might prevent one of you from fully participating in school life. Whether it's physical spaces or equal opportunity in activities, we must ensure the doors are open for everyone.

So, why should you care? Because a school that values diversity, inclusion, and accessibility is not just a better environment for learning; it's a training ground for the real world. You'll leave here better prepared to work with all kinds of people and to be a person who opens doors for others. Let's make a commitment, right now, to be that kind of school. It's a promise that will make us better people, and our school a better place.

Sincerely,

Principal, Mr. Kensington

**Local Inferences**

Write an inference from the evidence below. How do the pieces of evidence lead to inclusion?

Explicit Evidence

"That's what diversity does for our school; each of you brings something unique to the table."

Inference

Explicit Evidence

"Inclusion is about making sure everyone gets off that bench and into the game."

Inference

Implicit Evidence

"It's like a jigsaw puzzle. Each piece is different, yet it is a complete picture."

Inference

Implicit Evidence

"It's a training ground for the future."

Inference

**Global Inferences**

Make 3 inferences based on the entire letter.


## Cohesive Ties in Persuasive Writing – Transition Words

**Cohesive ties** in persuasive writing are elements that link sentences and paragraphs together, making the text flow smoothly. They help readers follow the argument by indicating the relationship between ideas.

**Transition words** are a type of cohesive tie that guide readers through the text. Examples of transition words include "however," "furthermore," "moreover," "for instance," and "consequently." These words signal whether you're adding to an idea, contrasting concepts, or explaining cause and effect.

Instruct

Circle the transition words in the text.

In today's world, **diversity**, **inclusion**, and **accessibility** are very important.

Starting with **diversity**, think of a box full of crayons. Some of us might be the bright colors, and sharing

fun tales. Others could be deeper shades, bringing us

Moreover, some friends might speak different languages at home. We celebrate neat holidays we don't know about. Consequently, all these things make school special, just like every crayon makes a picture perfect.

Furthermore, let's chat about **inclusion**. Imagine if you got that crayon box and someone said you could only use one colour. That wouldn't be fun, right? **Inclusion** is about making sure everyone feels important. So, when we do group work, we listen to everyone's ideas. Or in gym, we play games where everyone can join. However, it's not just about having many types of students. It's making sure we all feel good being here.

Lastly, we have **accessibility**. This means everyone can join in, no matter what. For example, have you seen the ramps for friends who use wheelchairs? Or tools for buddies who find reading tough? These things ensure that everyone can take part in school stuff.



**Grammar**

Answer the questions below.

1) What is a transition word? Why do we use them?

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2) List as many transition words as you can below.

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**Questions**

Answer the questions below.

1) What do the terms mean?

Inclusion

Diversity

Accessibility

2) Why is inclusion important?

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3) Why is diversity important?

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3) Why is accessibility important?

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**PREVIEW**

# Block 6:

# Expository Texts

## Focus

- ✓ Cause and effect essays
- ✓ Compare and contrast essays
- ✓ Problem and solution report – text pattern: the order of the report
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Synthesizing
- ✓ Five Paragraph Essays – Reading Thesis Statements
- ✓ Blog Post – Test Patterns and Text Features

# Problem and Solution Report

## Preface

This report aims to provide students with an understanding of the critical issue surrounding the Aral Sea, specifically focusing on the overuse of water resources. We will explore the problem and consider two potential solutions to mitigate its impact.

## The Vanishing Act: Understanding the Aral Sea Crisis

Once one of the world's largest lakes, the Aral Sea has experienced drastic reductions in both size and volume over the past few decades. This environmental catastrophe is mainly a result of excessive use of the lake's water resources for agricultural practices.

The Cause: Water Irrigation Systems. Large-scale agriculture, have drained significant amounts of water from the Aral Sea. As a result, the sea's water level has dropped, leading to ecological disasters and affecting local communities who rely on the sea for livelihood.

## Solutions: Pathways to Restoration

**Solution 1: Water Conservation in Agriculture**  
One approach to solving this issue is by implementing more efficient agricultural practices. Using drip irrigation systems instead of traditional methods can significantly reduce water consumption. This switch would allow for more water to naturally flow back into the Aral Sea.

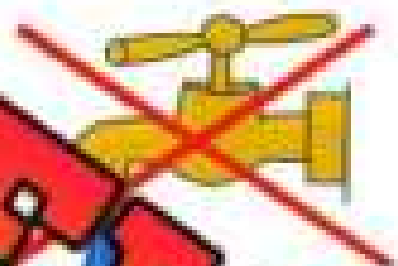
## Solution 2: Legal Measures and Policy Changes

Another solution involves establishing strict regulations on water extraction. Governments can set limits on the amount of water extracted for agricultural and industrial purposes. Effective enforcement of these laws would help restore the Aral Sea over time.

## Glossary

- **Aral Sea:** A lake located in Central Asia that has dramatically reduced in size due to overuse of its water resources.
- **Irrigation:** The artificial application of water to land for agricultural purposes.
- **Ecological Disaster:** Severe damage to the environment, often caused by human activities.
- **Drip Irrigation:** A water-efficient method of irrigation that delivers water directly to the roots of plants.

By understanding the Aral Sea crisis and its potential solutions, we can work together to restore this vital natural resource for future generations.



**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) Were the problems and solutions clearly written in the report? Explain.

3) Which solution do you think is the best?

**PREVIEW**

**Evaluate**

Evaluate the report based on the criteria below.

1) Was this report easy to understand?

Very Easy

Easy

Neutral

Somewhat difficult

Very difficult

2) How did the text features help you understand the report?

## Report – Oceans of the World

### Earth's Five Oceans

#### 1. Pacific Ocean

- **Size:** Approximately 165 million square kilometers
- **Deepest Point:** Mariana Trench, about 11,034 metres deep

#### 2. Atlantic Ocean

- **Size:** Around 85 million square kilometers
- **Notable Feature:** The Bermuda Triangle, a region with a high number of ship and aircraft disappearances

#### 3. Indian Ocean

- **Size:** Approximately 70 million square kilometers
- **Environmental Concerns:** Endangered by pollution and overfishing

#### 4. Southern Ocean

- **Size:** Approximately 46 million square kilometers
- **Climate:** Part of the global circulation, crucial for regulating Earth's climate

#### 5. Arctic Ocean

- **Size:** Approximately 14 million square kilometers
- **Wildlife:** Home to polar bears, walrus, and various seal species

### Ocean Depths and Marine Life

- The average depth of the oceans is about 3,688 metres.
- The oceans are home to over 230,000 known species of marine life.
- The deepest part of the ocean is the Challenger Deep in the Mariana Trench, with depths of over 11,000 metres.

### Ocean Resources and Human Impact

- Oceans provide 50% of the Earth's oxygen and absorb 25% of all carbon dioxide emissions.
- Over 3 billion people depend on marine and coastal biodiversity for their livelihoods.
- **Plastic pollution:** An estimated 8 million tonnes of plastic enter the oceans each year.

### Ocean Currents and Climate

- The Great Ocean Conveyor Belt is a constantly moving system of deep-ocean circulation driven by temperature and salinity.
- Ocean currents regulate global climate by transporting warm and cold water around the planet.
- El Niño and La Niña are climate patterns in the Pacific Ocean, influencing weather worldwide.

**Scanning** a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's a skill used to locate particular facts, figures, names, dates, or other specific details without focusing on the broader context or comprehending the entire text.

**Scan**

Scan the text of the report by quickly looking through it and then answer the following questions.

Questions		Answers
1)	Which is the largest ocean?	
2)	Which ocean do most people rely on marine life for livelihoods?	
3)	Which ocean is the center of the Bermuda Triangle?	
4)	What is the largest body of water in the Atlantic Ocean?	
5)	Which is the largest body of water in the Pacific Ocean?	
6)	What drives the ocean currents in the Atlantic Ocean?	
7)	What's the average depth of the Atlantic Ocean?	
8)	How many species live in the Atlantic Ocean?	
9)	What's the deepest part of the Atlantic Ocean called?	
10)	How much of Earth's oxygen do oceans produce?	

**Evaluate**

Re-read the report and answer the following questions.

1) How does the report explain the role of oceans in regulating Earth's temperature and carbon dioxide emissions? Do you think this information is presented clearly?

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2) Assess the structure of the report. Were the headings and subheadings effective in organizing the information? What improvements, if any, would you suggest?

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## Report – The Solar System

### Overview of the Solar System

The Solar System consists of the Sun, eight planets, their moons, and various smaller objects like asteroids and comets. The Sun, at the centre, is a massive star providing light and heat. It's 1.4 million kilometers in diameter, making it 109 times wider than Earth.

### The Planets

- **Mercury:** Closest to the Sun, it has no moons. A year on Mercury is just 88 Earth days.
- **Venus:** Similar in size to Earth, but extremely hot with temperatures around 475°C.
- **Earth:** The planet known to support life, 70% covered by water.
- **Mars:** The Red Planet, it has the largest volcano in the Solar System, Olympus Mons.
- **Jupiter:** The largest planet, with a diameter of 139,822 km. It has a famous storm called the Great Red Spot.
- **Saturn:** Known for its prominent ring system made of ice and rock.
- **Uranus:** Rotates on its side and has 27 known moons.
- **Neptune:** The farthest planet from the Sun, with strong winds reaching 2,100 km/h.



### Moons and Other Objects

- **Earth's Moon:** The fifth largest moon in the Solar System, with a diameter of 1,416 km, about 1/4 the diameter of Earth.
- **Asteroids:** Mostly found in the Asteroid Belt between Mars and Jupiter. Ceres, the largest, is 940 km across.
- **Comets:** Made of ice and dust. Halley's Comet, for instance, is visible from Earth every 76 years.

### Interesting Facts

- The Sun makes up 99.8% of the Solar System's mass.
- Venus is the hottest planet, not Mercury.
- Jupiter has 95 moons, the most of any planet.
- Saturn's rings could be remnants of a destroyed moon.

### The Scale of the Solar System

- The distance from the Sun to Neptune is 4.5 billion kilometers.
- Light from the Sun takes about 8 minutes to reach Earth.
- The Voyager 1 spacecraft, launched in 1977, is the farthest human-made object from Earth, over 22 billion kilometers away.

**Scan**

Scan the text of the report by quickly looking through it and then answer the following questions.

	Questions	Answers
1)	What is at the centre of the Solar System?	
2)	How many planets are in the Solar System?	
3)	Which planet is closest to the Sun?	
4)	What is the hottest planet?	
5)	What percentage of Earth is covered by water?	
6)	Which planet is known as the 'red planet'?	
7)	Which planet has the most rings?	
8)	How many moons does Saturn have?	
9)	How often is Halley's Comet visible?	
10)	How long does light from the Sun take to reach Earth?	

**Evaluate**

Re-read the report and answer the following questions.

1) Do you think the report provided enough information about the planets?

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2) How effective was the report in making you interested in learning more about the Solar System? Provide specific examples from the report to support your answer.

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## Essays – Text Features

### What is an Essay?

An essay is a short piece of writing that discusses, explains, or argues a specific topic. Unlike stories or articles, essays usually focus on presenting a point of view, often the author's own. They are used in various professional fields and school assignments.



### Essay Text Features

Essays use various text features that provide organization and clarity. These include:

- **Headings and Subheadings:** These guide the reader through the essay and major topics.
- **Introduction and Conclusion:** The "bookend" of the essay, introducing the topic and summarizing the main points.
- **Thesis Statement:** Usually found at the beginning, this sentence outlines the main argument or point of the essay.
- **Paragraphs:** These are the "building blocks" of the essay, with one focusing on a single idea that supports the thesis.

### Types of essays

Different purposes and subjects call for different types of essays. Some commonly assigned types are:

assigned types are:

- **Narrative Essays:** These tell a story, often personal, to make a point.
- **Descriptive Essays:** Focus on providing vivid details about a subject to create a picture in the reader's mind.
- **Chronological Essays:** Events or points are laid out in the order they occur.
- **Cause and Effect Essays:** Explains why something happened and the outcome.
- **Compare and Contrast Essays:** Discusses similarities and differences between subjects.
- **Expository Essays:** Aim to explain or clarify a topic in a straightforward manner.
- **Argumentative Essays:** Present an argument on a specific issue, providing evidence to back up the claim.

## True or False

Is the statement true or false?

1) Headings and subheadings are used to distract the reader in an essay.	True	False
2) A thesis statement is usually found in the conclusion of an essay.	True	False
3) Chronological text pattern lays out events in the order they occur.	True	False
4) An essay can only be organized using one specific text pattern.	True	False
5) Expository essays aim to tell a personal story to the reader.	True	False

Match \_\_\_\_\_ from the essay topic to the type of essay that would be used

Type of Essay	Essay Topic
Narrative	Compare cats and dogs to decide which is a better pet.
Descriptive	Write about your first day at a new school.
Expository	Describe a good place to relax.
Argumentative	Explain why recycling is important for our planet.
Compare and Contrast	Argue why students should do homework.

## Think

Think of topics you would want to write \_\_\_\_\_ for \_\_\_\_\_ essay type

Type of Essay	Essay Topic
Narrative	
Descriptive	
Expository	
Argumentative	
Compare and Contrast	

## Five Paragraph Essay – Thesis Statement

In an essay, a **thesis statement** makes it clear what the essay will discuss. In 5-paragraph essays, the following will be presented:

- 1) **Introduction:** first paragraph that includes the thesis statement
- 2) **Body paragraph 1:** discusses the first main point
- 3) **Body paragraph 2:** discusses the second main point
- 4) **Body paragraph 3:** discusses the third main point
- 5) **Conclusion:** wraps up the essay by restating the thesis using different words.



The thesis statement in a 5-paragraph essay is easy to find. It will introduce the 3 main points, so the reader knows exactly what the essay will be about.

**Find** Underline the thesis statements in the introductions to the 5-paragraph essays.

1) Playing a team sport is more than just winning or losing. It's a journey where you learn to work with others, discover your strengths, and experience the joy of achievement. In the following paragraphs, we'll explore the benefits of teamwork, discipline, and personal growth in the world of team sports.

2) Reading is more than just looking at words on a page. It's a gateway to other worlds, a way to learn new things, and a chance to walk in the shoes of others. In this essay, we'll explore the adventures found in books, the knowledge they provide, and the empathy they foster.

3) Nature is like a colourful tapestry with many threads woven together. Whether you hike in the woods, visit to a beach, or gaze at the stars reveals something new. This essay will touch on the beauty of nature, the lessons it teaches, and the peace it brings to our souls.

4) Art is a language spoken without words. Through paintings, sculptures, and music, artists share stories, emotions, and ideas. Let's embark on a journey where we'll look at the storytelling aspect of art, the emotions it evokes, and the innovative ideas it presents.

5) Pets are more than just animals; they are family. They bring joy to our days, teach us responsibility, and offer unconditional love. In this piece, we'll discuss the happiness pets bring, the duties they teach us, and the bond of friendship they offer.

## Five Paragraph Essay – Thesis Statement

**Write**

Read the first part of the introductions below and then write the thesis statement. You will need to think of 3 points related to the topic.

1) Gardening is not just about planting seeds and watching them grow. It's a journey of discovery, patience, and creativity. In this essay, \_\_\_\_\_

2) The universe is a vast expanse of wonders. From twinkling stars to distant planets, space offers endless opportunities for exploration. This essay will \_\_\_\_\_

3) Beneath the surface of the ocean lies a world teeming with life and beauty. From colourful coral reefs to majestic whales, the underwater realm is both mysterious and vital. This essay will explore \_\_\_\_\_

4) Math is more than just numbers and equations. It's a language that describes the patterns and rhythms of the universe. \_\_\_\_\_

## What is Synthesizing?

### Understanding Synthesizing

**Synthesizing** is a higher-level thinking skill that you use to combine various pieces of information. This process helps you arrive at a deeper understanding of a subject. To simplify, think of it like making a smoothie with different fruits; each piece of information is like an individual fruit, and synthesizing is the blending of all these fruits into a new, blended mixture.

### Key Steps to Synthesizing Information

Before you can synthesize effectively, you need to gather accurate information from reliable sources. Here are the steps to achieve good synthesis:

1. **Find Sources:** First, read your sources carefully to gather key ideas.
2. **Take Notes:** Highlight important points as you read.
3. **Compare and Contrast:** Identify similarities and differences between sources.
4. **Make Connections:** Link new information to what you already know or have learned.
5. **Formulate an Opinion:** After consulting multiple sources, form your own viewpoint.



### Why Synthesizing is Important

Synthesizing is a valuable skill not only in school but also in real life. Here is why it is important:

- **Enhances Learning:** It helps you understand the subject more deeply.
- **Builds Critical Thinking:** It requires you to evaluate various kinds of information before coming to a conclusion.
- **Helps in Decision Making:** You make better choices when you look at multiple angles of an issue.

### When To Use Synthesizing

- Writing essays
- Solving math problems
- Making daily decisions
- Working on science projects

### Conclusion

In summary, synthesizing is like being a detective: gathering clues, piecing them together, and solving a mystery. By practicing this skill, you'll not only become a better student but also a more informed person.

**Synthesize**

Answer the questions below.

1) **Comparative Synthesis:** How is the process of synthesizing information similar to making a smoothie? Why do you think the author used this analogy?

2) **Evaluate:** Is it important to compare and contrast information from different sources? Can you give an opinion?

3) **Critical Thinking:** How does synthesizing information help you make better decisions? Can you give an example?

4) **Reflection:** Why do you think the author compares synthesizing information to making a smoothie? Do you agree with this comparison? Why or why not?

**PREVIEW**

**Word Search**

Find the synthesizing related words

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> combine     | <input type="checkbox"/> fuse       |
| <input type="checkbox"/> integrate   | <input type="checkbox"/> connect    |
| <input type="checkbox"/> merge       | <input type="checkbox"/> understand |
| <input type="checkbox"/> blend       | <input type="checkbox"/> critical   |
| <input type="checkbox"/> incorporate | <input type="checkbox"/> thinking   |

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

## 5-Paragraph Essay – Social Media

### The Influence of Social Media on Youth

In today's digital age, social media plays a significant role in the lives of young people. It offers a platform for connection, expression, and discovery. While social media has its benefits, such as building friendships and learning about the world, it also has potential downsides like cyberbullying and the pressure to be perfect. This essay will explore the positive aspects made through social media, its role as a source of information, and the challenges of negativity.

Firstly, social media platforms like Instagram, Snapchat, and TikTok allow youths to connect with friends and make new ones. They can share experiences, chat with pals from school, or even bond over shared hobbies from different parts of the world. Especially during times when physical meetings are difficult, these platforms provide a virtual space to stay in touch.

Secondly, social media acts as a window to the world. Young people can learn about different cultures, discover news, or even pick up new skills. For instance, many have learned to cook, dance, or craft through short tutorial videos on YouTube. It's a modern way to explore interests and grow.

However, social media is not without its challenges. There is a pressure to present a "perfect" life, leading to comparisons and sometimes low self-esteem. Cyberbullying is also a concern, where some might face negative comments or be made to feel left out. It's crucial for young people to remember that online life isn't always an accurate reflection of reality and to talk to someone if they feel overwhelmed.

In conclusion, while social media offers many opportunities for connection and learning, it's essential to use it mindfully. By focusing on the positives, being genuine, and standing up against negativity, the youth can navigate the digital world confidently and safely.

**Questions**

Answer the questions related to the text features/forms/patterns

1) What is the title of the essay? What does it tell you about the essay's main topic?

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2) How many paragraphs does the essay contain? Which paragraph introduces the main points?

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3) Does the essay have a formal tone? Provide an example from the text.

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4) Thesis statement: Write the thesis statement in \_\_\_\_\_

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5) Does the essay present both sides of the argument?

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6) Write 3 ideas for essays you might be interested in writing about.

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**PREVIEW**

## Blog Post – Listing Information

### The Power of Sleep: 10 Reasons To Get Enough Sleep

#### Introduction

Hey, students! We often hear that sleep is important, but do we know why? The thesis of this blog post is simple: getting enough sleep is not just about feeling less tired; it affects our well-being in many ways.



#### Top 10 Reasons to Get Enough Sleep

1. **Boosts Memory:** A good night's sleep can improve your memory and help you retain information learned during the day.
2. **Enhances Mood:** Lack of sleep can make you grumpy and irritable. Adequate sleep makes you feel more pleasant to be around.
3. **Improves Concentration:** It's harder to focus when you're tired. Sleep helps you pay better attention in school.
4. **Fights off Illness:** Sleep strengthens your immune system, helping your body fend off viruses and bacteria.
5. **Promotes Healthy Growth:** For those still growing, sleep releases growth hormones.
6. **Aids in Weight Management:** Poor sleep can affect your metabolism and could lead to weight gain.
7. **Enhances Physical Performance:** Whether it's gym class or sports, you'll perform better after a good night's sleep.
8. **Reduces Stress:** It's easier to manage stress and make rational decisions when you're well-rested.
9. **Supports Heart Health:** Good sleep can lead to a healthier heart by reducing stress and lowering blood pressure.
10. **Improves Creativity:** Believe it or not, sleep can spark your creativity. Your brain connects new ideas while you rest, leading to a boost in imagination.

#### Conclusion

Getting sufficient sleep isn't a luxury; it's a necessity for a healthy, balanced life. Not only does it refresh your body and mind, but it also contributes to a more **productive** and joyful day ahead. So, don't underestimate the power of sleep; it's more beneficial than you might think!

**Text Forms**

Answer the questions below.

1) What main headings are used in the blog post?

2) Blog posts often include a list rather than paragraphs. Why do you think that is?

**Synthesize**

Write a summary for the bolded words in the blog post.

**Evaluate**

Evaluate the blog post by answering the following questions.

1) Did you like the blog post? What did you like/not like?

2) Do you trust this information? What might make you trust it more?

**PREVIEW**

# Block 7: Poetry

## Focus

- ✓ Literary devices in poetry – Allegory, Foreshadowing, Symbolism
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups
- ✓ Haiku, Limerick, Acrostic, Cinquain, Rhyming Poems

## Types of Poems

**Poetry** is a captivating way to express emotions, tell stories, or describe nature and experiences. Within the umbrella of poetry, there are many different types. Today, we're going to focus on four specific types: Haiku, Limerick, Acrostic, and Cinquain. Each of these has unique rules and characteristics.

### Short But Sweet: The Haiku

**Haikus** are traditional Japanese poems about nature with three lines. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables.

Morning dew on grass  
Glistening in the sun's first light  
Day has now begun

### Spell It Out: The Acrostic

In an **Acrostic** poem, the first letter of each line spells out a word or message. The lines can be short or long, but they must follow the word they spell.

Rain  
I've  
So  
Twinkle



### Laughter Lines: The Limerick

**Limericks** are humorous poems with five lines. The first, second, and fifth lines rhyme with each other, while the third and fourth lines have a separate rhyme. The first line is key here.



There once was a frog from the  
Who ate all the flies he could take  
He jumped very high  
Touched the blue of the sky  
And splashed down without a mistake

### The Five-Line Story: The Cinquain

**Cinquains** have five lines with a pattern to the number of syllables, for example, the first line has 2 syllables, the second line has 4 syllables, the third line has 6 syllables, the fourth line has 8 syllables, and the fifth line has 2 syllables. The pattern can vary but there is a pattern in each. They often describe a subject or tell a short story.

Sunset  
Bold and flaming  
Sinking, fading, ending  
The day's last sad fiery farewell  
Twilight



**Paraphrase**

Rewrite the rules for each poem in your own words.

Acrostic	_____
Haiku	_____
Limerick	_____
Cinquain	_____

**Visualizing**

Read each poem in *Poems for Young Readers*, and draw what you're picturing.

Haiku	Cinquain
Acrostic	

**PREVIEW**

## Haiku Poetry – Temperature Zones

### Haiku Poetry – Temperature Zones

Temperature zones are different regions on Earth that experience similar climate and weather patterns. These zones are categorized into four types: Tropical, Temperate, Polar, and Dry. Each zone has its own unique characteristics, weather, and plant and animal life.

Haiku focus on nature and are a great way to capture the essence of different environments and temperature zones. Let's explore haikus for each temperature zone.



Haikus provide a compact way to describe nature's nuances. With just a few words, they can evoke vivid imagery and deep emotions, helping us connect with different aspects of the Earth. They're like little snapshots that capture the soul of a place, letting us travel there in our imagination. This makes haikus an effective way to communicate the unique beauty and challenges of each temperature zone.

**Inferences**

When reading poetry, you often need to make inferences as a lot of the evidence is implicit. Read the parts of the poems and explain what you think the author means.

1) "Life in every beam"

2) "Four seasons in the landscape"

3) "Sunlight fades"

4) "Sand as far as eyes"

**PREVIEW**

**Visualizing**

Read each of the poems from the reading and draw a picture illustrating the meaning.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

## Limerick Poem – Symbolism

### Limerick Poetry – Acid-Base Reactions

Acid-base reactions are fascinating chemical changes that occur when an acid and a base interact. In your kitchen, this can happen when baking soda (a base) reacts with vinegar (an acid). The reaction creates carbon dioxide gas, resulting in a fizzy eruption! This is the same science behind some volcanoes and even soda pop.

### Symbols in Limericks

Limericks use humor and rhyme to convey a point, but here we'll also use symbols to aid in understanding. The "dancing bubbles" can symbolize the effervescence of a reaction. "Mr. Vinegar" and "Miss Baking Soda" represent the acid and base, respectively.



**Limerick for Baking Soda**  
Miss Baking Soda quite bold,  
When paired with vinegar bold,  
Her rise can't be denied,  
Her magic in pastries sublime!

**Limerick for Vinegar**  
Mr. Vinegar, tart and divine,  
Stands for acid, in this tiny rhyme.  
With fizz and a pop,  
He'd dance till he'd drop,  
With bases, he mixes sublime!



### How Limericks Add to Understanding

Limericks make learning about acid-base reactions entertaining and memorable. They personify the substances, making them relatable and easier to understand. The symbolism enriches the experience by adding layers of meaning that extend beyond the literal interaction of baking soda and vinegar.

**Questions**

Answer the questions below.

1) What is symbolism?

2) List two examples of symbolism you can find.

1)

2)

3) Inferences: Make inferences about the poems. What do they mean?

When paired with some heat,  
Her rise can't be beat.

With fizz and a pop,  
He'd dance till he'd drop.

**Questioning**

Write 2 questions you had about the poems

1)

2)



## Cinquain Poems – Critical Thinking

### Cinquain Poetry – Australia's Sparkling Treasures: Opal Mines and Gemstones

Australia is famous for its opal mines. Opals are unique stones because they can display all the colours of the rainbow in a shimmering play of light.

#### Cinquain Format

There is another form of cinquain poem that doesn't use syllables. It starts with a single word, which serves as the **subject** or **title**. This is followed by **two adjectives** that describe the subject. The third line consists of **three verbs** that relate to the subject. The fourth line delves deeper, featuring a **feeling** or deeper meaning about the subject in a four-word phrase. The poem concludes with a **single word**, which can be a **synonym** of the subject or a word that captures its essence.

#### Opal

Mystical, radiant

Glowing, shifting, entrancing

Dreams of desert rainbows

Gem



#### Sapphire

Sapphire

Deep, regal

Enduring, calming

Night's royal embrace

Blue



#### Ruby

Ruby

Bright, fiery

Dazzling, igniting, warming

Passion's vivid shiny flame

Crimson



#### Emerald

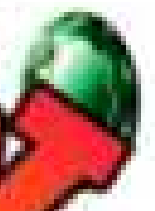
Emerald

Lush, vibrant

Shimmering, captivating

Heart of verdant forests

Green



#### Topaz

Topaz

Golden, clear

Gleaming, setting, enchanting

The sunset's lasting glow

Radiance



#### Diamond

Diamond

Brilliant, hard

Reflecting, cutting, enduring

Stars bound to earth

Eternal



**Critical Thinking**

Answer the questions below.

1) Which stones or colours have symbolic meanings?

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2) What emotions does the "Diamond" poem make you feel? Happy, sad, excited, calm, scared, etc. surprised, nervous, creative, etc. Explain.

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3) Which poem did you like best?

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**PREVIEW**

**You Choose**

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Evaluate, Making Connections, Synthesize

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Why did you choose this strategy?

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## Rhyming Poems – Critical Thinking

### Rhyming Poetry – All About Alloys

Alloys are a blend of two or more metals or a metal and a non-metal. They're designed to have properties that pure metals don't have, like more strength, better corrosion resistance, or lighter weight.

#### Rhyme Time: Alloys in Verse

Rhyming poems can make the subject more engaging and help us remember unique features of an alloy. Rhyming poems can follow an AABB pattern where line one rhymes with line two and line three rhymes with line four. Or it can follow a ABAB pattern. Another pattern found in children's books is ABCB, where the first three lines rhyme and the last line rhymes with the second line.

#### Steel

Steel is real, no jest,  
In buildings, it plays a part,  
Stronger than all the rest  
A marvel of human art.

#### Bronze

Bronze in a statue's form,  
Resilient in sun and storm,  
Ancient yet still so grand,  
Created by a sculptor's hand.



#### Brass

Brass has a golden hue,  
In trumpets and knobs, it's nothing new,  
It resists rust, a noble task,  
In its shine, we often ask.



#### Pewter

Pewter, you'll find in  
In old tankards and  
With tin as your major  
Your low melting point is really great.



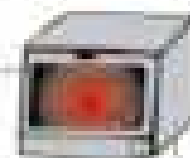
#### Solder

Solder, oh so fine,  
A blend of lead and tin,  
Connecting wires, you always shine,  
You make sure electricity's in.



#### Nichrome

Nichrome, in kitchens we find,  
In toasters and ovens, you find near,  
Resistant to heat, never rare,  
It won't break, so don't fear.



**Critical Thinking**

Answer the questions below.

1) In "Bronze," the phrase "Resilient in sun and storm" is used. What does this tell you about the durability of bronze?

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2) Which poem has AABB, ABAB, or ABCB rhyming patterns?

ABAB

ABCB

3) Which poem is the most interesting?

4) What was your favourite part of the poem? Explain why it was your favourite.

Quote

Explain

**Visualizing**

Re-read the poems below and draw what you are learning.

Nichrome

Brass

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# Identifying Poems and Literary Devices

**Instructions**

Name the type of poem and then circle the literary devices used

Raindrop on a leaf,  
 Umbrella for a small ant.  
 Nature's simple gift.

Poem Type	
Literary Devices Used	
Symbolism	
Foreshadow	

A moon in the sky shining bright,  
 Claimed it was the sole source of light.  
 A symbol of pride,  
 It couldn't quite hide,  
 The sun would reclaim at first light.

Poem Type	
Literary Devices Used	
Symbolism	Hyperbole
Foreshadow	Rhyme

Storm clouds  
 Dark and looming  
 Brewing and forewarning,  
 Anxiety in the air,  
 Danger.

Poem Type	
Literary Devices Used	
Symbolism	Foreshadow
Allegory	Simile

Things that dance and sway,  
 Life's harsh ordeal,  
 Regret.

Poem Type	
Literary Devices Used	
Symbolism	Allegory
Foreshadow	Idiom

A river, like a twisting, turning tale,  
 Its water smooth, suddenly a gale.  
 Each bend and twist, a flow in stream,  
 An allegory of life's complex dream.

Poem Type	
Literary Devices Used	
Symbolism	Allegory
Foreshadow	Rhyme

Spilled the beans too fast,  
 Secrets can't be kept for long.  
 Cat's out of the bag.

Poem Type	
Literary Devices Used	
Symbolism	Allegory
Foreshadow	Idiom

## Activity: Understanding "Love That Boy" by Walter Dean Myers

### Objective

What are we learning more about?

To read and dissect the poem "Love That Boy" by Walter Dean Myers, gaining a deeper understanding of its themes and message.



### Instructions

How do we complete the activity?

- 1) **Step 1: Read Aloud:** Provide each student with a copy of the poem "Love That Boy." Read aloud to the class or ask for volunteers to read it.
- 2) **Step 2: Initial Impressions:** Ask students to jot down their initial impressions of the poem. What emotions does it evoke?
- 3) **Step 3: Highlight Literary Devices:** Encourage students to use highlighters to mark any literary devices they find in the poem (e.g., metaphors like "a rabbit loves to run").
- 4) **Step 4: Identify Themes:** Discuss the themes present in the poem. What is it trying to convey about family, love, or growing up?
- 5) **Step 5: Analyze Tone and Structure:** Examine the poem's tone—is it melancholic, hopeful? Discuss the structure of the poem and how it contributes to its meaning.
- 6) **Step 6: Break into Groups:** Divide the students into small groups. Assign each group a stanza to analyze in depth.
- 7) **Step 7: Group Discussion:** Within the groups, students should discuss the following questions: What is the significance of the stanza in the context of the entire poem? Are there any key words or phrases that stand out? How does this stanza contribute to the poem's overall themes?
- 8) **Step 8: Class Discussion:** Reconvene as a class and have each group share their analyses. Compare these different views to gain a fuller understanding of the poem.
- 9) **Step 9: Personal Reflection:** Ask students to write a short paragraph on what the poem means to them personally and why.

**Reflection**

Write your thoughts about each stanza below.

Stanza 1:

Stanza 2:

Stanza 3:

Stanza 4:

**PREVIEW**

# Block 8: Book Reviews

## Focus

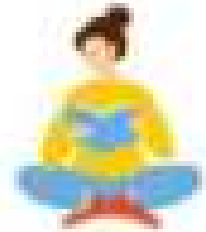
- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – Allegory, Symbolism, Foreshadowing

## Implicit and Explicit Perspectives – Book Reviews

When you read book reviews, you'll notice that the reviewer's opinion can be shared in two different ways: **explicit** and **implicit** perspectives. Here's what they mean and how you can spot them.

### Explicit Perspectives:

When a book reviewer clearly states their opinion, that's an **explicit perspective**. For example, "I loved the characters in this book; they felt real and memorable."



### Implicit Perspectives:

Sometimes a reviewer's feelings are hinted at, not clearly said. This is called an **implicit perspective**. For example, "The book's setting was only about the book's setting and avoids discussing the characters," which implies that the reviewer found the characters uninteresting.

**Perspectives** Determine if the perspective is implicit or explicit in the sentences below?

1) The book kept me on the edge of my seat from start to finish.	Implicit	Explicit
2) Not a page-turner by any means.	Implicit	Explicit
3) This book is a must-read for everyone.	Implicit	Explicit
4) It left me thinking long after I had finished the last page.	Implicit	Explicit
5) It's hard to put down.	Implicit	Explicit
6) The pages seemed to turn themselves.	Implicit	Explicit
7) The dialogue felt natural and engaging.	Implicit	Explicit
8) It's one of the best books I've read this year.	Implicit	Explicit

**Perspectives** The author implicitly described their perspective. What do you think it is?

1) May require some patience to get through.

2) The pages seemed to turn themselves.

## Finding Bias in Reviews

### What is Bias in Reviews?

**Bias** in reviews refers to the presence of personal opinions, preferences, or prejudices that can influence the reviewer's judgment. For example, if a reviewer prefers fantasy books and generally dislikes science fiction, their review of a science fiction book may be less favourable.

Similarly, a reviewer may give high praise to a book by their favourite author, even if the book has noticeable flaws. It's important to consider potential biases when reading or writing reviews.

**Bias** \_\_\_\_\_ the reviews and answer the questions.

### Read the Review for "Saving the Rainforest" - 1/10

Oh, where do I start with "Saving the Rainforest"? As someone who absolutely loves action movies, I found this film to be the complete opposite of entertaining. First of all, there were no **\_\_\_\_\_** action scenes, which are a must in any good film. Instead, we got to watch **\_\_\_\_\_** about animals for what felt like an eternity. Yawn.

The narrator's voice was so monotonous that I almost fell asleep. And let's not forget the soundtrack - classic **\_\_\_\_\_** music? Really? Where were the adrenaline-pumping tunes to keep the audience **\_\_\_\_\_**?

It's clear that the filmmakers were trying to get people to care about the environment or something, but they totally missed the mark. I mean, why make a movie about a forest when you could make one about spies or superheroes? This was a complete waste of time and money. If you're looking for excitement, steer clear of "Saving the Rainforest."



1) Why is this review a biased review? What is the author's bias?

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2) Should you believe everything the author writes about the movie? Why or why not?

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**Movie Review: "The Marvels of the Solar System" - Rating 10/10**

Oh my goodness, this is the best movie ever! As a space lover, I'm telling you, no other film comes close. The special effects? Astounding! They made Jupiter look so realistic that I felt like I was flying by it. The narrator? His voice was like honey for the ears. I couldn't imagine learning about space from anyone else. And the soundtrack? Absolutely magnificent. Learning about space is the best! There is no reason to watch any other movie! A perfect 10/10!



1) Why is this a biased review? What is the author's bias? Give examples from the text.

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2) Did the author make their bias clear? Did they say if you like \_\_\_\_\_, you'll like this movie?

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3) Why is it helpful to see who wrote a review?

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**Book Review: "The Magical Quest of Elara"**

Wow, "The Magical Quest of Elara" is literally the best book I've ever written. My nickname is Stella Spellbound and believe me, you can't read a book better than Elara is the coolest heroine and her adventure had me hooked from the very first page. The magic? So awesome! The bad guys? Super scary but in a good way. You'll be missing out big time if you don't read this masterpiece. Clearly, it's a 10/10!



1) Did the author make their bias clear? What do you think is their bias?

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2) Do you find this review helpful in deciding if you would like this book? Explain.

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## Activity: Detecting Bias in Online Reviews

### Objective

What are we learning more about?

To help students recognize and understand bias in online reviews by analyzing real-world examples.



4/5

### Instructions

How do we complete the activity?

- 1) Select Your Place:**  
Choose one product on Amazon or a location on TripAdvisor that you're interested in, such as a toy, book, gadget, hotel, or a tourist spot.
- 2) Reading Reviews:**  
Spend some time reading reviews for your chosen product or location. Aim to read a mix of positive and negative reviews. As you read, think about the reviewer's perspective.
- 3) Detecting Bias:**  
While reading, look for any signs of bias in the reviews. Bias might be shown in many ways:
  1. Personal experience affecting the whole review (e.g., "I lost my luggage, so the entire vacation was horrible.")
  2. Over-generalization based on one instance (e.g., "I had a bad experience today. All products from this brand are terrible!")
  3. Clear personal preferences influencing the review (e.g., "I hated this book.")
  4. External factors affecting the review (e.g., "It rained during our visit, so this amusement park is the worst.")
- 4) Quoting & Analyzing:**  
On your paper, quote snippets from reviews that you believe show bias.
  1. Write the quote on the backside of this paper.
  2. Then explain the bias.
- 5) Class Discussion:**  
Once everyone has had a chance to analyze several reviews, come together as a class. Each student can share a biased review snippet they found and discuss why they believe it's biased. This will help reinforce the understanding of bias and allow for collaborative learning.

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

Title \_\_\_\_\_

Research Question  
\_\_\_\_\_

Research

Fill in the table below

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

**PREVIEW**

## Our Voice in Review Writing

### What is Voice in Writing?

In review writing, "voice" refers to the unique style and tone used by the reviewer to convey their thoughts and feelings about the subject. It is the personal touch that distinguishes one reviewer's work from another's. Voice can manifest through the use of specific vocabulary, sentence structure, and even humour or seriousness.

For example, a reviewer with a playful voice might use informal language and jokes, while another with a more serious voice might opt for a formal and analytical style.

**Voice** \_\_\_\_\_ of 4 watched a movie and each wrote a review. Read them below.

A) I really loved all the animals in the movie, especially the monkeys! They were so funny, jumping from \_\_\_\_\_ the \_\_\_\_\_ were pretty kewl too. Can we go to the zoo now? I wanna see them in \_\_\_\_\_!

B) I absolutely adored 'N \_\_\_\_\_ taking scenery is something I think all children should see. This movie \_\_\_\_\_ information and entertainment. I think it's a perfect film to show in schools. B \_\_\_\_\_ it's just mesmerizing to watch. A real triumph!

C) I mean, it was okay, I guess. Probably more of so \_\_\_\_\_ But, I have to admit, the graphics and camera work were pretty cool.

D) That was a solid documentary. It strikes a good balance between \_\_\_\_\_ information and sheer entertainment. The cinematography was top-notch \_\_\_\_\_ the narration was engaging. I learned a few things and was entertained throughout. I wouldn't mind watching this again on a lazy weekend.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest
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2) Are you 100% positive about the guesses above? Why or why not?

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## Literary Devices in Reviews

Literary devices in reviews are special ways of using words to make the review more interesting and to help explain how you feel about the book, movie, or music. They make your points stronger and catch the reader's attention.

1. **Foreshadowing** is like a hint or clue about something that will happen later in the story. It's like when a character finds a mysterious key, and you know it'll be important later on.
2. **Allegory** is when characters or events in the story stand for something else, like an idea or a lesson. Think of it as a longer, story-based symbol.
3. **Symbolism** is using an object, character, or event to represent something more than itself. A key can symbolize love.

Examine each review and find examples of the literary devices used.

Review: "The Lost Key" - 4/5 stars

"The Lost Key" is an exciting movie that keeps you on the edge of your seat! The story is about a group of kids, including Zoe, who find a mysterious key in their school library. The key has a strange power, and the moment they find it, weird things start to happen. Books float, doors open, and a shadowy figure appears!

This movie is filled with lots of suspense and magic. Some of the special effects are really cool, especially when the kids use the key to unlock secrets. But here's the interesting part: they find an old diary right before the end, and it mentions a "price to pay" for unlocking secrets. This made me wonder what will happen to them in the sequel, as this part really felt like a clue or foreshadowing.

If you like mysteries and adventures, you should definitely watch "The Lost Key." Just be prepared for a cliffhanger ending!

**Foreshadow** – What can you foreshadow from the review? What might happen in the movie? Explain why you think so.

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### Book Review: "The Island of Echoing Secrets"

Luna, a brave young girl, finds herself stranded on a mysterious island after a storm. On this island, she encounters a group of talking animals who can't get along because of their differences, much like how students in school sometimes have disagreements. As Luna helps these animals find common ground, her journey mirrors the challenges and lessons of building friendships and understanding in the classroom. Dive into Luna's story and discover the magic of unity and acceptance.



**Allegory** - What story or moral lesson did you get from the review? Explain.

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### Book Review: "Whispers"

Join Kayla as she embarks on an unforgettable journey as she returns to her grandmother's old countryside house. There, she discovers an antique key, a worn-out diary, and a small hourglass. As Kayla delves into the mysteries these items hold, they become symbols of unlocking forgotten memories, writing one's own destiny, and the nature of time. Dive into a tale where the past intertwines with the present as secrets whisper truths waiting to be heard.



**Symbolism** - Write examples of symbolism you found in the review.

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# Block 9: Graphic Texts

## Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

## Understanding Comics

### Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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2) Is the joke explained explicitly, or is it implicit? Explain the joke.

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3) Global Inference: Make an inference based on the entire comic. (ex - Mr. Duck isn't a very good pet owner as he overfeeds his pet)

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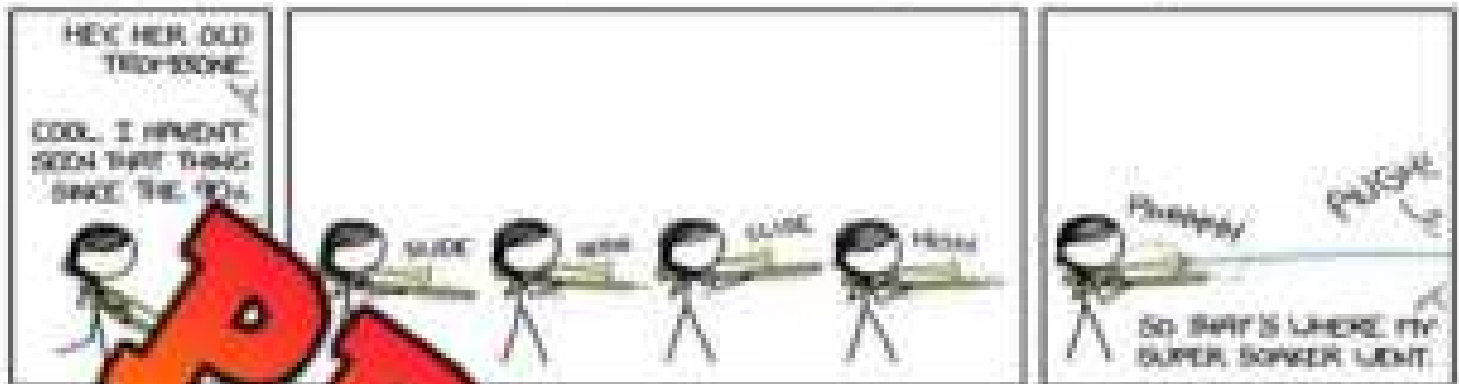


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# Understanding Graphic Texts

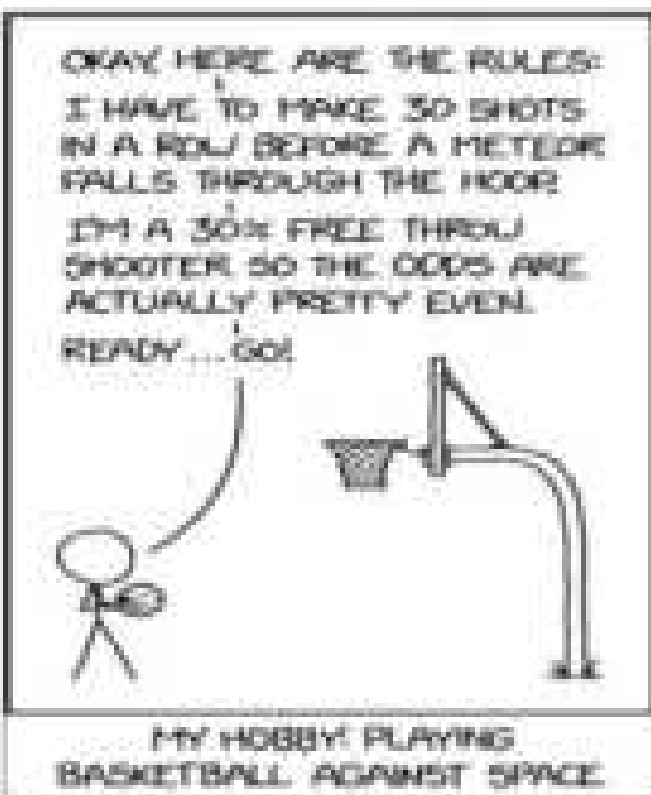
## Analyze

Read the comic and answer the questions.



1) What is the main idea of the comic strip?

2) What do you think of this comic strip?



1) What is the main idea of the comic strip?

2) Make a connection: What does this remind you of in your life?

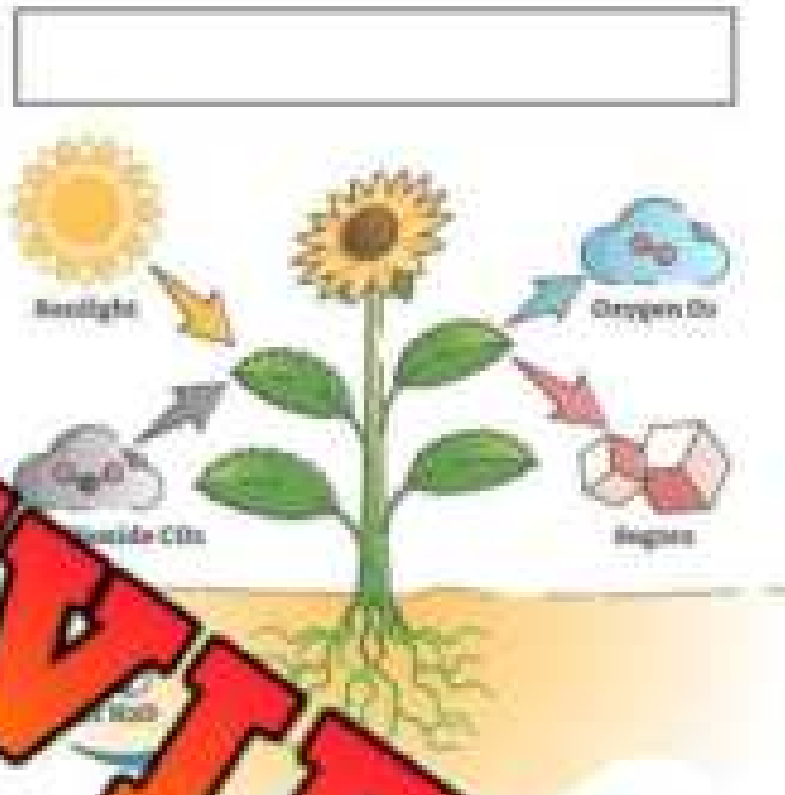
## Text Features in Infographics

Examine

Read the infographic and answer the questions.

**Infographics** are visual tools that help present information or data in an easy-to-understand way. Instead of reading long paragraphs, you can quickly grasp the main points through pictures and short texts. Features of infographics include:

- **Icons:** Small pictures that represent information.
- **Charts:** Graphs that show numbers and trends.
- **Colour Coding:** Different colours to highlight important information.
- **Headings:** Big, bold titles that tell you what each section is about.



1) Give the infographic a title.

2) What do plants take in during photosynthesis?

3) What do plants give out during photosynthesis?

4) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

## Reading Maps – Text Features

### Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, like Ottawa.
- **Red Dots:** A small red dot is for a city, and a bigger red dot is for the capital of Canada.



## Reading Maps – Text Features

### Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

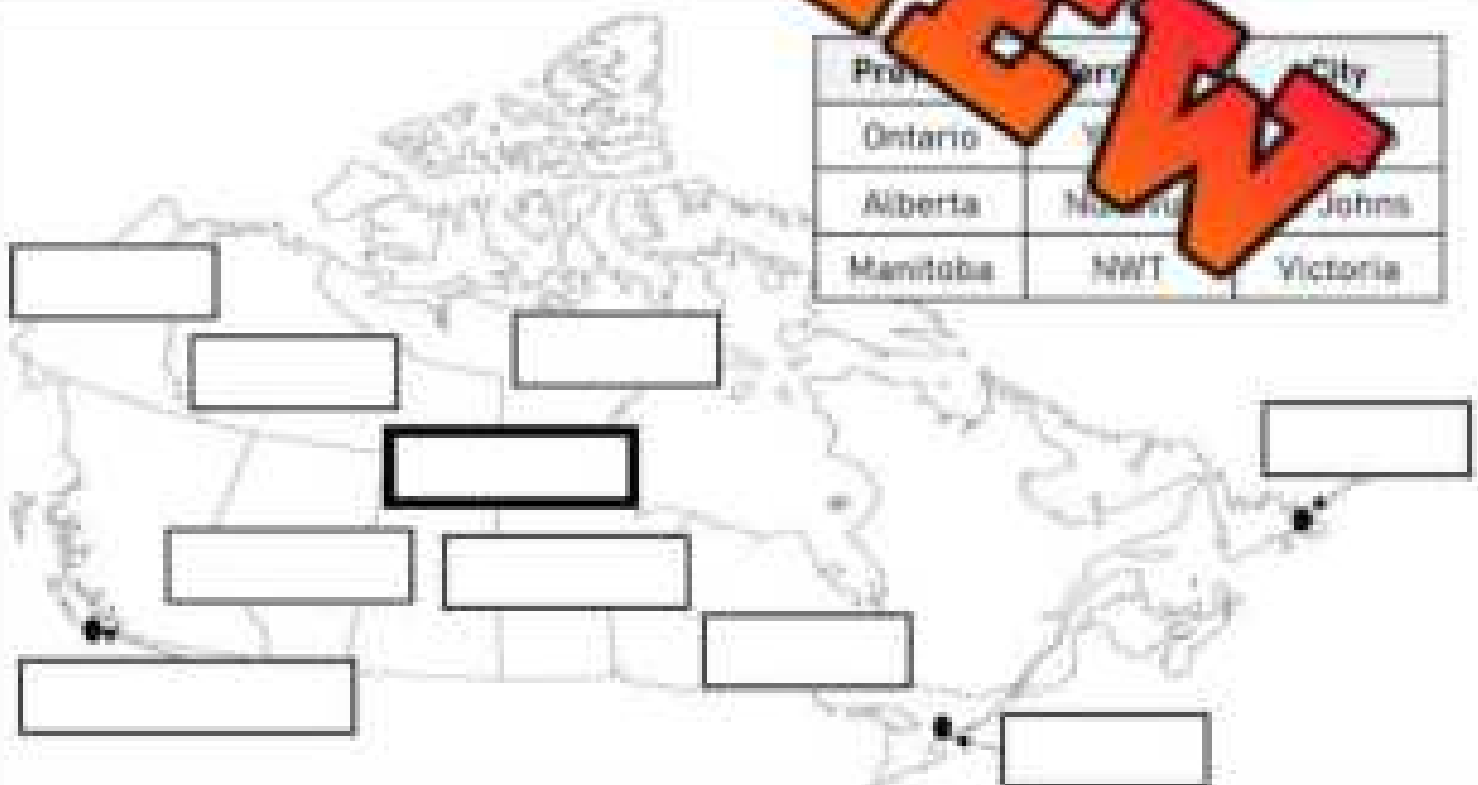
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

4) What do black dots on a map represent?

### Think

Label the provinces/territories/cities on the map. Use the correct capitalization. Label Canada in the blank box on the black border.

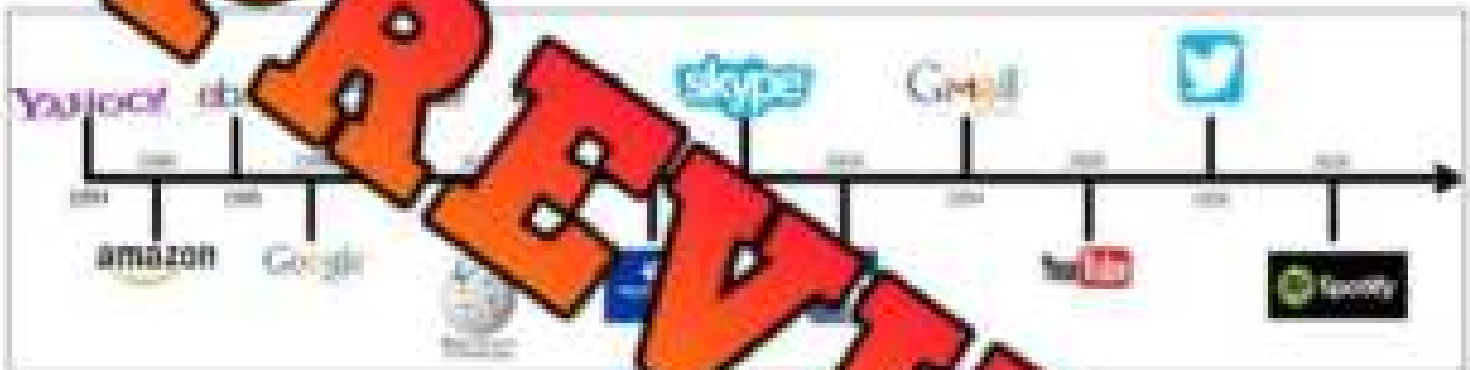


## Graphic Text - What's a Timeline?

### What's a Timeline?

**Timelines** are a way to show events in the order they happened, usually from oldest to newest. They help us understand the sequence and timing of important events. In timelines, you'll often see:

- **Dates:** These tell you when something happened.
- **Events:** Short descriptions of what occurred on those dates.
- **Labels:** Words that clarify or categorize the events.
- **Arrows:** Show the direction of time, like past to present.
- **Icons:** Add more detail and make the timeline interesting.



### Analyze

Look closely at the timeline and the text to answer the questions.

1) What features are part of this timeline?

2) How has the internet changed over time? Explain what you've learned from the timeline.

3) Did the timeline help you learn about the internet? Or would a paragraph have been a better choice? Explain.

# Block 10: Biographies

## Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Text Patterns in Biographies – glossary, index, preface, captions, timelines, headings, etc.

## Biography – Viola Desmond

### Viola Desmond: A Canadian Heroine of Civil Rights

#### Preface

This biography will introduce you to a remarkable Canadian woman—Viola Desmond. Viola wasn't an astronaut or a scientist, but she was a fearless **advocate** for **civil rights**. She stood up against racial **segregation** in Canada and became a symbol of courage and justice. In this biography, you'll learn about her early life, her brave stand, and her enduring impact on Canada.

#### Early Life and Ventures

Viola Desmond was born on July 6, 1914, in Halifax, Nova Scotia. She trained as a beautician, but because of **racial discrimination**, she wasn't allowed into Canadian beauty schools. She started her own beauty line and even opened a beauty school, making education accessible to Black Canadians.

#### A Brave Stand

In 1946, Viola made headlines when she refused to leave the "whites-only" section of a movie theatre in New Glasgow, Nova Scotia. She was arrested and fined, but her act of **defiance** shone a light on the issue of racial segregation in Canada.

#### Lasting Impact

Viola Desmond's courage didn't just stop at a movie theatre. Her story inspired the civil rights movement. Her story became an important part of Canadian history, leading to discussions about civil rights and ultimately changes in laws. Her legacy continues to inspire Canadians to fight against inequality and injustice.

#### Timeline

- 1914: Born in Halifax, Nova Scotia
- 1937: Opened her own beauty school
- 1946: Stood against racial segregation in a theatre
- 1960: Passed away, but her legacy lived on
- 2018: Became the first Canadian woman to appear alone on a \$10 bill

#### Glossary

- **Advocate:** A person who publicly supports a cause.
- **Civil Rights:** The rights of individuals to be treated equally under the law.
- **Defiance:** Open resistance against authority.
- **Discrimination:** Treating someone unfairly based on their race, gender, or other characteristics.
- **Segregation:** The practice of keeping people separated based on race or ethnicity.



Viola Desmond

**Prereading**

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Viola Desmond.


**During Reading**

Stop and write questions about what you are reading.

1	
2	
3	

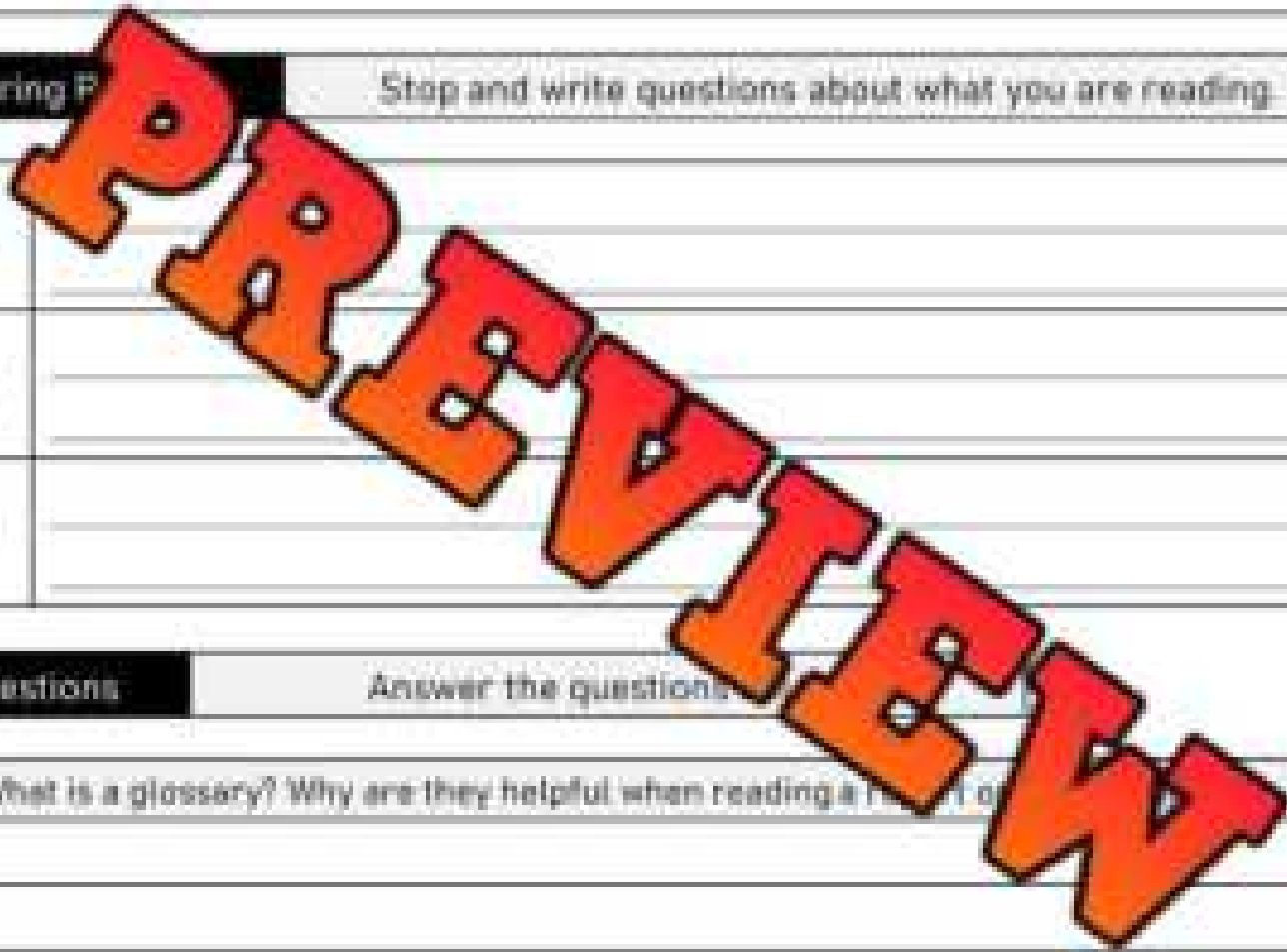
**Questions**

Answer the questions.

1) What is a glossary? Why are they helpful when reading a text?


2) How does the picture of Viola Desmond help you understand her better?


3) What do you think Desmond's biggest accomplishment was?

# Warren Buffett: The Great Philanthropist

## Warren Buffett's Early Life

Warren Buffett was born on August 30, 1930, in Omaha, Nebraska. As a child, he showed an early knack for numbers and was already thinking about ways to invest money.

## Seeds of Ambition

Even with humble beginnings, Buffett was eager to learn about business. He bought his first stock at the age of 11 and delivered newspapers to earn extra money.

## Investing and Philanthropy

Warren Buffett is best known for being one of the world's most successful investors. He is the chairman of Berkshire Hathaway, a company that owns various other businesses.

## Wisdom from Buffett

Buffett is not only an investor but also an author and speaker, sharing his knowledge on investment strategies and the importance of ethical business practices.

## Giving Back

Besides accumulating wealth, Buffett has donated the majority of his fortune to charitable causes. He and the Giving Pledge with Bill Gates, encourage billionaires to give away a large part of their wealth to charity.

## The Oracle Speaks

Buffett has been known as the "Oracle of Omaha" for his insights into investing. Through his annual letters and interviews, he imparts wisdom that has guided both new and experienced investors.

## Timeline

- 1930: Born in Omaha, Nebraska
- 1941: Bought his first stock
- 1951: Earned a Master's degree in Economics from Columbia University
- 1965: Took control of Berkshire Hathaway
- 2010: Co-founded the Giving Pledge with Bill Gates

## Glossary

- **Investing:** The act of putting money into assets with the hope of achieving a profit.
- **Philanthropy:** The desire to improve the well-being of others through charitable donations.
- **Berkshire Hathaway:** A conglomerate holding company headed by Warren Buffett.
- **Oracle of Omaha:** A nickname for Warren Buffett due to his investment expertise.
- **Ethical Business Practices:** Conducting business in a manner that is morally right.



Warren Buffett

**Text Features**

Answer the questions below.

1) Write the headings used in the biography.

2) Write the subheadings used in the biography.

3) How did the text help you understand the text?

**Timeline**

Make a timeline by drawing a graphic organizer and labeling the important events in Warren Buffet's life.

**PREVIEW**

## Organizing a Biography

**Read**

The report below has been organized incorrectly. Reorder the headings, sub-headings, preface, and index by writing the letters in the correct order.

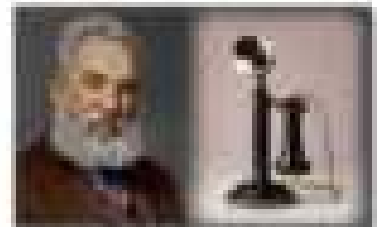
### Alexander Graham Bell: The Voice Across Distances

#### A) Wires and Waves: The Voice of Innovation

The contributions of Alexander Graham Bell have resonated across time and space, revolutionizing the way we communicate. His ingenuity and vision opened up new vistas for humanity, making him a trailblazer in the world of telecommunications.

#### B) Early Years and Childhood Fascination

Step into the young life of Alexander Graham Bell, whose childhood interests in sound and language set the stage for his groundbreaking work.



#### C) Preface

Have you ever wondered how it was made? Alexander Graham Bell, a brilliant inventor and scientist, brought our thoughts and ideas through sound. This biography will introduce you to the man who made voice communication across distances possible.

#### D) The Sound of Youth

Alexander Graham Bell was born on March 3, 1847. Growing up, he was engrossed in the study of sound, influenced by his parents, who were both experts in speech and elocution. Bell's passion for understanding sound led him on a quest for knowledge that would ultimately shape the future.

#### E) Connecting Worlds: The Invention of the Telephone

Learn about the critical steps that led Bell to invent the telephone and how his invention has shaped our modern world.

#### F) The First Hello

On March 10, 1876, Alexander Graham Bell made history. Using his invention, the telephone, he spoke the first words ever transmitted electronically: "Mr. Watson, come here, I want to see you." This marked the beginning of a new era in human communication.

#### G) Beyond the Telephone: Other Contributions

While the telephone may be his most famous invention, Bell's curious mind led him to explore other areas as well. He conducted research in flight, renewable energy, and even founded the National Geographic Society. His work extended beyond one invention, adding multiple layers to his legacy.

**Order**

List the letters in order from which paragraph/part should go first, to which should go last. (A to G)

\_\_\_\_\_

**Critical Thinking**

Answer the questions below.

1) Did the preface do its job in explaining what the biography will be about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Did the preface interest you in reading the rest of the biography? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**You Choose**

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Evaluate, Activate Prior Knowledge, Monitor Comprehension.

Why did you choose this strategy?

\_\_\_\_\_

\_\_\_\_\_

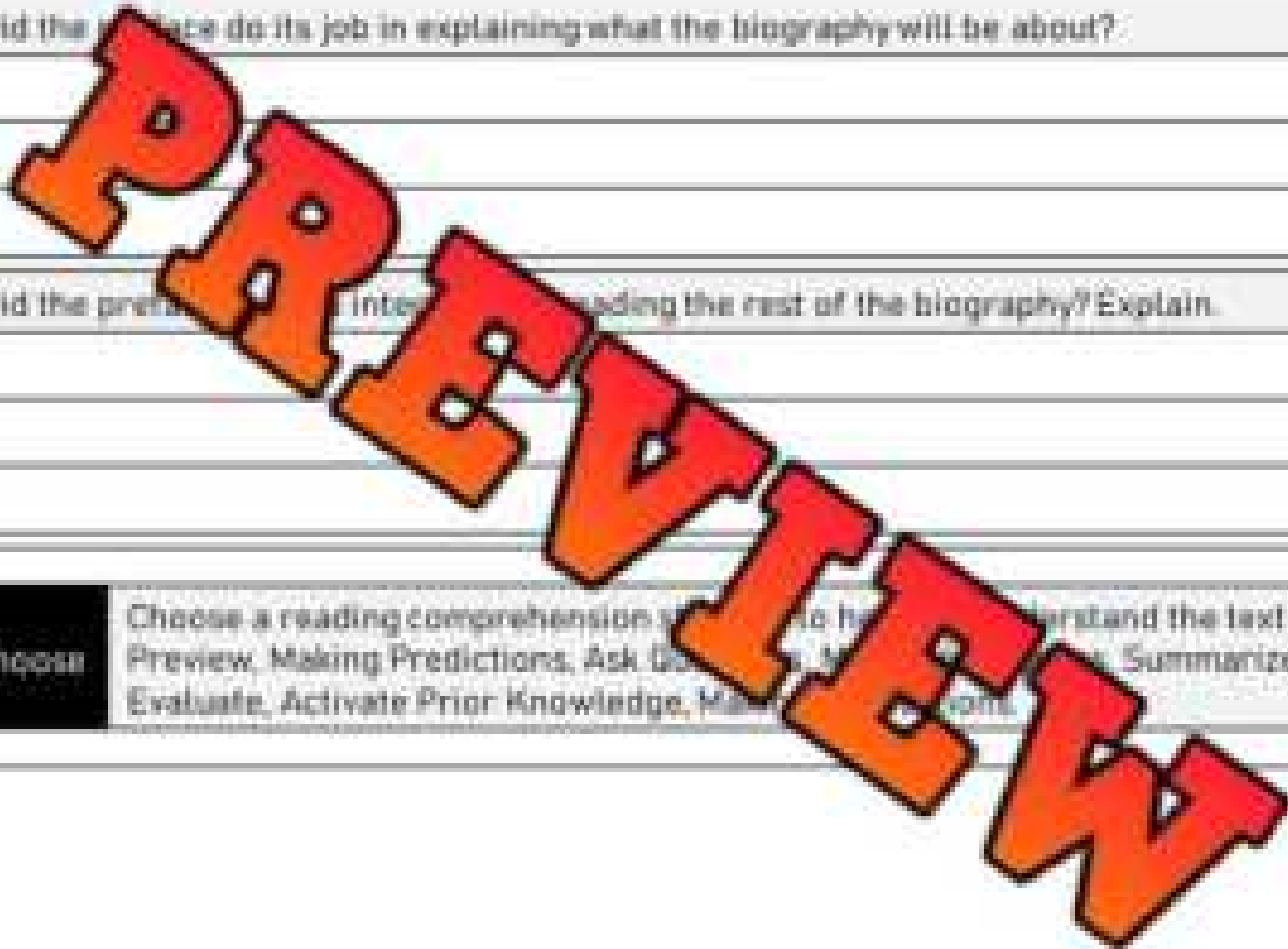
\_\_\_\_\_

How did it help you understand the text?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Google Slides Lessons Preview



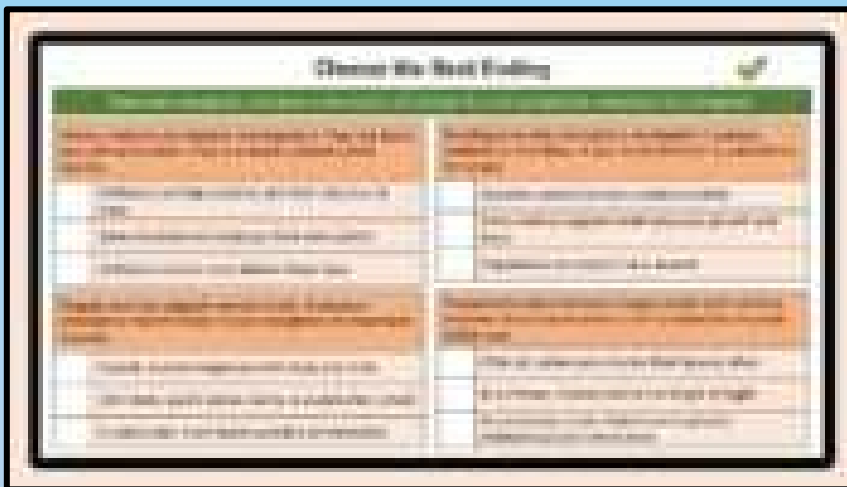


# Alberta Language Curriculum Writing Unit – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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



### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





# Alberta Language Curriculum Writing Unit – Grade 7

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

The document includes a diagram of a formal letter with numbered parts (1-8) and a list of terms to be matched to those parts. The terms are: Sender's address, Recipient's address, Date, and Salutation.

Part	Description
1	Sender's address
2	Recipient's address
3	Date
4	Salutation
5	Body of the letter
6	Closing
7	Signature
8	Enclosure

### Story Writing Checklist

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Content				
Organization				
Style				
Grammar				
Punctuation				
Spelling				

### Identifying...

Criteria	Excellent	Good	Satisfactory	Needs Improvement
Content				
Organization				
Style				
Grammar				
Punctuation				
Spelling				



# Alberta Language Curriculum Writing Unit – Grade 7

**Redundant or Not? Concise Word Choice**

Phrase	Redundant	Not Redundant	Phrase	Redundant	Not Redundant
advance planning	Redundant	Not Redundant	forward all	Redundant	Not Redundant
unavoidable results	Redundant	Not Redundant	crafty report	Redundant	Not Redundant
early ahead	Redundant	Not Redundant	ATM machine	Redundant	Not Redundant
single food	Redundant	Not Redundant	delicious coffee	Redundant	Not Redundant
long journey	Redundant	Not Redundant	cheap travel	Redundant	Not Redundant
completely finished	Redundant	Not Redundant	budget report	Redundant	Not Redundant

**Match the**

Text	Match
1. The weather was perfect for the picnic.	1. A
2. The teacher was very kind and helpful.	2. B
3. The car was very fast and reliable.	3. C
4. The food was very delicious and healthy.	4. D
5. The house was very big and comfortable.	5. E
6. The trip was very interesting and fun.	6. F
7. The movie was very long and boring.	7. G
8. The dog was very friendly and loyal.	8. H
9. The garden was very beautiful and peaceful.	9. I
10. The teacher was very strict and fair.	10. J

**Copy One in a Source**

Text	Copy One in a Source
1. The weather was perfect for the picnic.	1. A
2. The teacher was very kind and helpful.	2. B
3. The car was very fast and reliable.	3. C
4. The food was very delicious and healthy.	4. D
5. The house was very big and comfortable.	5. E
6. The trip was very interesting and fun.	6. F
7. The movie was very long and boring.	7. G
8. The dog was very friendly and loyal.	8. H
9. The garden was very beautiful and peaceful.	9. I
10. The teacher was very strict and fair.	10. J



# 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	<b>Discover and Explore</b> <ul style="list-style-type: none"> <li>Express ideas and develop understanding</li> <li>Experiment with language and forms</li> <li>Express preferences</li> <li>Set goals</li> </ul>	N/A
1.2	<b>Clarify and Extend</b> <ul style="list-style-type: none"> <li>Extend understanding</li> <li>Combine ideas</li> </ul>	N/A
<p><b>Preview of 150 pages from this product that contains 355 pages total.</b></p>		
2.1	<ul style="list-style-type: none"> <li>Use comprehension strategies</li> <li>Use textual cues</li> <li>Use phonics and structural analysis</li> <li>Use references</li> </ul>	17-19, 29, 32, 100, 101, 187-189, 192-194, 211-219, 221, 228-234, 297, 247, 253-254, 259, 261-263, 265-266, 267, 269
2.2	<b>Respond to texts</b> <ul style="list-style-type: none"> <li>Appreciate the artistry of texts</li> <li>Construct meaning from texts</li> <li>Experience various texts</li> </ul>	18-11, 17-20, 35-36, 38, 53, 62, 67, 84-86, 88-89, 109, 138-139, 183-184, 189-190, 208-212, 226-229, 232, 236-241, 251, 254, 264
2.3	<b>Understand forms, elements and Techniques</b> <ul style="list-style-type: none"> <li>Experiment with language</li> <li>Understand techniques and elements</li> <li>Understand forms and genres</li> </ul>	18, 34-35-36, 52-54, 63-65, 75, 72-73, 82-83, 88, 92, 96, 98-100, 110, 128-129, 138, 164, 169, 241, 213, 241, 252, 264-265
2.4	<b>Create original text</b> <ul style="list-style-type: none"> <li>Structure texts</li> <li>Elaborate on the expression of ideas</li> <li>Generate ideas</li> </ul>	19-17, 29, 32-31, 37-38, 44, 52-54, 57-59, 74-75, 80, 83, 87, 98-97, 104-107, 114-115, 121, 125-126, 131-133, 143, 150, 152, 162-163, 178-180, 184, 186, 193, 194, 214, 236, 238, 239-231, 233-234, 243, 268

# 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	<b>Plan and focus</b> <ul style="list-style-type: none"> <li>Focus attention</li> <li>Determine information needs</li> <li>Plan to gather information</li> </ul>	15, 26-29, 39-41, 45-48, 50, 67-68, 76-78, 119-120, 134-136, 144-145, 156-157, 167-168, 169, 174, 177, 191, 193-194, 199-201, 204-205, 220, 229, 248-249
3.2	<b>Select and process</b> <ul style="list-style-type: none"> <li>Use a variety of sources</li> <li>Access information</li> <li>Evaluate sources</li> </ul>	29, 50, 76-78, 136-138, 144-145, 165, 169, 172-178, 182, 188, 191-192, 200, 204-206, 247, 259, 261-262, 267, 269
3.3	<b>Organize, record and evaluate</b> <ul style="list-style-type: none"> <li>Organize information</li> <li>Record information</li> <li>Evaluate information</li> </ul>	29, 39-41, 56, 68, 76-78, 89, 91, 103, 117-120, 136, 139, 144-147, 169, 191, 195, 164-171, 174, 177, 182-186, 191, 202, 204-206, 268
3.4	<b>Share and review</b> <ul style="list-style-type: none"> <li>Share ideas and information</li> <li>Review research process</li> </ul>	14, 29, 44, 64, 78, 117-118, 124, 195-196, 236

**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	<b>Enhance and improve</b> <ul style="list-style-type: none"> <li>Appraise own and others' work</li> <li>Revise and edit</li> <li>Enhance legibility</li> <li>Expand knowledge of language</li> <li>Enhance artistry</li> </ul>	20-24, 30-31, 34, 42-48, 50-51, 53, 57-59, 64, 66, 68, 76-78, 79, 78, 81, 94-95, 98-102, 108, 111-112, 121, 123-127, 132-133, 137-138, 140-143, 146-148, 150, 152, 181, 195-196, 198, 202-203, 207, 221-222-223, 225, 236, 248, 250, 255-258, 268, 271, 273-286
4.2	<b>Attend to conventions</b> <ul style="list-style-type: none"> <li>Attend to grammar and usage</li> <li>Attend to spelling</li> <li>Attend to capitalization and punctuation</li> </ul>	31, 42, 50-51, 65-68, 71, 74-75, 80-81, 93, 97, 101-107, 109, 113, 119-124, 125-127, 140, 142, 148, 158, 152-198, 207, 222, 225, 256, 271
4.3	<b>Present and share</b> <ul style="list-style-type: none"> <li>Present information</li> <li>Enhance presentation</li> <li>Use effective oral and visual communication</li> <li>Demonstrate attentive listening and viewing</li> </ul>	44, 64, 76, 84-87, 90-91, 117-118, 123, 130-131, 149-152, 159, 194, 209, 217-220, 242-246

# 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	<b>Respect others and strengthen community</b> <ul style="list-style-type: none"><li>• Appreciate diversity</li><li>• Relate texts to culture</li><li>• Celebrate accomplishments and events</li><li>• Use language to show respect</li></ul>	181, 189
5.2	<b>Work within a group</b> <ul style="list-style-type: none"><li>• Evaluate group process</li><li>• Work in groups</li><li>• Cooperate with others</li></ul>	215, 222

# Understanding Text Forms

## Defining Text Forms

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

## Common Text Forms and Their Features

- **Narratives:** Tell stories with characters, settings, and plots.
- **Book Reviews:** Discuss the strengths and weaknesses of a book.
- **Poetry:** Express emotions using metaphor and rhyme.
- **Persuasive Writing:** Convince readers using arguments and evidence.
- **Letter Writing:** Personal or formal communication.
- **Report:** Detailed information of a topic often written for an audience.
- **Biographies:** Life stories focusing on key events and achievements.
- **Comic Strips:** Visual stories with humour, using dialogue and illustrations.
- **Diaries:** Personal daily entries about experiences and thoughts.
- **Lists:** Organized collections of related items or ideas.
- **Instructions:** Step-by-step guides to accomplish tasks.



## Why Text Forms Matter

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

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

**Matching**

Draw a line from the text form to the matching description

Comic Strips

Evaluations of literature.

Diaries

Sequenced items or ideas.

Persuasive Writing

Stories with a beginning, middle, and end.

Lists

Daily personal entries.

Instructions

Life-stories of individuals.

Poetry

Formatted messages to others.

Book Reviews

Expressive verses and rhythm.

Reports

Stories with pictures and dialogue.

Biographies

Step by step guides.

Letter Writing

Persuading readers with arguments.

Narratives

Detailed explanation on a topic.

**PREVIEW**

**Questions**

Answer the questions

1) What is the main purpose of persuasive writing?

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

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

## Activity: Power of Planning

### Objective

What are we learning more about?

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

Instructions: How do we complete the activity?

### Part 1: Writing Without Planning

Subject: The Best Day Ever

#### Instructions:

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



### Part 2: Writing With Brainstorming

Subject: If I Could Time Travel

#### Instructions:

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

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

## Activity: Power of Planning

Part 1

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

**PREVIEW**

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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

If I Could Time Travel

**PREVIEW**

## Personal Voice in Writing

### Discovering Your Personal Voice in Writing

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

### What is Personal Voice in Writing?

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



### How to Develop Your Personal Voice

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

## True or False

Is the statement true or false?

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

Practice **1** Choose one of the writing prompts below. Then write about that prompt using **2** different voices/perspectives. Lastly, read them to a friend and ask them which voice you're using and see if they can guess.

Favourite

Favourite Season

Favourite Game

Astronaut

Pirate

## Personal Voice – Word Choice

**Word  
Choice**

We all have different vocabularies, which give us a unique voice. Picture the scenes or objects below and describe them using 5 different words from your vocabulary.

Object/Scene	Word 1	Word 2	Word 3	Word 4	Word 5
Park					
Forest					
Desert					
Market					
Museum					
Volcano					
Iceberg					
Garden					
Cityscape					

**PREVIEW**

**Write**

Write a paragraph using at least two of the objects/scenes from above.

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## Personal Voice – Word Choice

### Word Choice

Change the crossed-out words to more interesting word choices.

I went to a big \_\_\_\_\_ museum. The paintings were sort of interesting and the sculptures were kind of cool \_\_\_\_\_. It was a little crowded, and the informational \_\_\_\_\_s were somewhat informative. The guided tour was rather long \_\_\_\_\_ and the artifacts were fairly old \_\_\_\_\_. Overall, it was an \_\_\_\_\_ day, though the gift shop was fairly expensive \_\_\_\_\_ and the \_\_\_\_\_ was just fine \_\_\_\_\_. The whole experience was \_\_\_\_\_ but not amazing.

I visited my grandparents' large \_\_\_\_\_ fields were really big \_\_\_\_\_, and the farmhouse was \_\_\_\_\_ old \_\_\_\_\_. The animals were sort of noisy \_\_\_\_\_ and \_\_\_\_\_ their look \_\_\_\_\_. The lunch was nice \_\_\_\_\_ but \_\_\_\_\_ was a bit boring \_\_\_\_\_. The sunset was \_\_\_\_\_ though the night was super quiet \_\_\_\_\_. The beds were hard \_\_\_\_\_, and the morning was especially cold \_\_\_\_\_.

### Think

Write synonyms for the words below

Soft				
Weak				
Bright				

## Word Choice - Audience

### Word Choice

Circle the words you would use when writing to the audiences below.

<b>Kindergarteners</b>	Yummy	Weirdo	YOLO	Tea	Wowie
	Notepad	Uh-oh	Potty	Tummy	Bibba
<b>Elementary School Students</b>	Taxes	Debt	Ghosted	Meme	Recess
	Dad	Lowkey	Cool	Awesome	Flex
<b>High School Students</b>	Ling	Stitch	Adulterating	Anxiety	Squad
	S	Wellness	Viral	Vibe	
<b>Parents</b>	Hyped	Mentorship	Stream	Groceries	
	Mentorship	Selfie	Chill	Grace	Meme
<b>Seniors</b>	Pension	Syllabus	Legs	P	Adm.
	Zumba	Discount	Tranding	Ra	S

### Question

Choose an audience to write to. Then write a short letter to someone in that audience using some of the words you think they use in their vocabulary.

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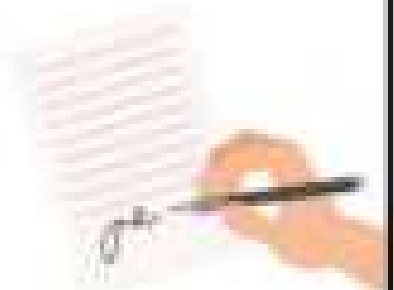
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## Activity: Secret Agent Notes

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

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

## Activity: Secret Agent Notes

Planning

Answer the questions below.

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

2) What \_\_\_\_\_ Why are you impersonating them?

3) What words/phrases do they \_\_\_\_\_

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

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

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

**PREVIEW**



# Writing Hooks – Improving Topic Sentences

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



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

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

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

PREVIEW

**Hooks**      Re-write the topic sentence below using the different strategies.

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

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

## Quality Topic Sentences

**Think**

Circle which topic sentence you think is best.

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

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

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

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

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

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

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

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

## Crafting Perfect Paragraphs

### Starting Strong: The Hook

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

### Getting into It: Supporting Information

Once you've written a topic sentence, it's time to add supporting details. These details give depth to your writing and provide more information about the topic you introduced. Imagine you're at a school assembly that supports your main idea. Here are examples of main ideas followed by supporting details:

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

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

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

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

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

### Concluding It: The Closing Sentence

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



## Crafting Perfect Paragraphs

**Supporting Details**

Write 3 supporting details about the topic sentences below.

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

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

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

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

PREVIEW

## Supporting Details

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

**Brainstorm why hockey is the best sport:**

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

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

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

1) Why would flying \_\_\_\_\_ have?



Flying  
Superpowers

List three main ideas you chose from your brainstorming.

1)

2)

3)

## Transition Words - Supporting Details

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

Think \_\_\_\_\_ go \_\_\_\_\_ transition word for the supporting details.

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

## Ending With a Bang: Conclusion Sentences

### Understanding Conclusion Sentences

In our writing, we often focus on strong openings to get the reader's attention. Equally important, however, are conclusion sentences. These sentences are like the last word in your writing, leaving the final impression on the reader.



### What is a Conclusion Sentence?

A conclusion sentence wraps up the main point of your paragraph or essay. It's like the final stroke of a picture that completes the picture. It should connect back to your topic sentence and give closure to your writing.

### How to Write a Strong Conclusion Sentence

- 1) **Restate the Main Idea:** Begin your conclusion by restating the main idea of your paragraph or essay. Use different words, but keep the same message.
- 2) **Summarize Supporting Points:** Briefly recap the key points you made in your writing. This reminds the reader of your main ideas.
- 3) **End with Impact:** Your conclusion should leave a strong impression by ending with an interesting statement, a call to action, or a memorable phrase that ties back to your topic.

### Practice Makes Perfect

To become skilled writers, we need to practice crafting effective conclusion sentences. So, the next time you write, pay special attention to how you wrap up your paragraphs and essays. A well-crafted conclusion sentence can leave your reader with a sense of satisfaction and understanding.

#### Conclusion Sentences Checklist

- Restate the main idea.
- Summarize key points.
- End with impact.

## True or False

Is the statement true or false?

1) Conclusion sentences are used in the middle of a paragraph.	True	False
2) The main idea is not restated in a conclusion.	True	False
3) They wrap up the paragraph, helping the reader understand.	True	False
4) Conclusion sentences should leave readers with curiosity.	True	False
5) Writing effective conclusion sentences requires no practice.	True	False

Think! Which conclusion sentence you think is best.

1) Chocolate is a delicious and a treat many crave. It starts as cocoa beans but ends up as our favourite candy. When eaten in moderation, it can even have health benefits!

- a) Chocolate bars sit on shelves in stores.
- b) They come in various flavours and sizes.
- c) Chocolate, originating from cocoa, is a favourite treat for many people. It is loved for its rich taste and smooth texture.

2) Video games are engaging, dynamic, and sometimes educational. They challenge our reflexes and brainpower, offering more than just fun. While some critics argue that many educators find value in their interactive learning potential.

- a) Video games, though fun, often offer educational insights and challenge.
- b) Controllers are used to play them.
- c) They are available on various platforms like consoles and PCs.

3) Bicycles are eco-friendly, great for fitness, and a fun way to get around. They've been around for centuries, evolving in design and function. From mountain trails to city streets, they offer a sense of freedom and adventure.

- a) Bicycles have two wheels and pedals.
- b) Bicycles, a sustainable mode of transportation, cater to both fitness enthusiasts and commuters.
- c) They require balance and pedaling to move.

## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

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

2) Books offer a fun time to **escape**. There are stories about magic, adventures, and fact. You can be going on many journeys without leaving home.

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

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

**PREVIEW**

## Essay Writing – Thesis Statements

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

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

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

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

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

# Essay Writing – Thesis Statements

## Brainstorm

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Essay Writing – Thesis Statements

Think

Circle the best thesis statement below for the topic provided

Topic: The Impact of Social Media on Youth

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

Topic: Climate Change and Its Effects on Our Planet

- a) Climate change is bad because it makes the weather hotter, and some animals don't like it.
- b) Climate change affects our lives by changing weather patterns, making ice cream melt faster in the summer, and sometimes causing rain.
- c) Climate change is a critical issue that warms the planet, increases weather-related disasters, and causes sea levels to rise, so we need to take global action.

Topic: The Benefits of Learning a Second Language

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

Topic: The Role of Pets in Family Life

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



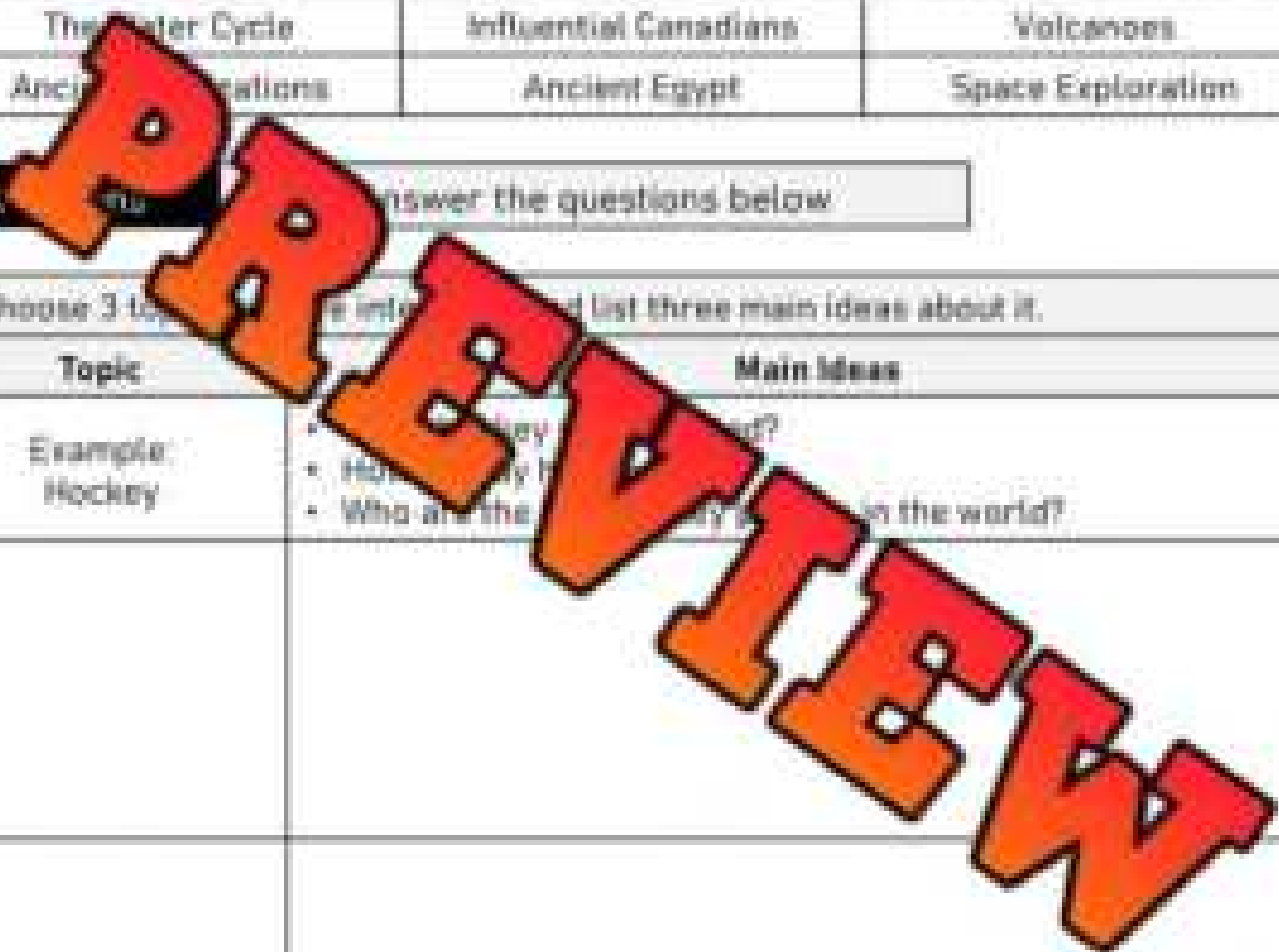
## Scaffolding - Essay Writing

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

Instructions: Choose a topic and answer the questions below

1) Choose 3 topics from the table above. Pick one and list three main ideas about it.

Topic	Main Ideas
Example: Hockey	<ul style="list-style-type: none"> <li>• How is hockey played?</li> <li>• How is hockey different from other sports?</li> <li>• Who are the best players in the world?</li> </ul>
1)	
2)	
3)	



# Scaffolding - Essay Writing

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

Topic: Hockey

### Introduction

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

### Main Idea 1: When Hockey Was Invented

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### Main Idea 2: How to Play Hockey

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

Throughout its history, hockey has seen many great players, but a few stand out as the greatest. One of the most famous is known as "The Great One," many as the greatest player ever, holding numerous records and awards, known for his speed and agility. Another legendary player is Wayne Gretzky, who has scored more goals than any other player in NHL history. Other players like Sidney Crosby and Connor McDavid have made their names with exceptional skill and athleticism. These players are admired for their abilities and have inspired countless young athletes around the world.

### Conclusion

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



# Formal Versus Informal Letters

## Formal Versus Informal Letters

In the world of writing, letters are an essential way of communicating. But did you know that there are two main types of letters: formal and informal? In this report, we will explore the key differences between these two types and when to use them.



### Formal Letters

Formal letters are used for serious matters, such as job applications, official communication, or writing to people you don't know well. When writing formal letters, you should use proper titles, like "Mr." or "Ms.," and start with a formal greeting. The language should be polite and professional. For example, you might write a formal letter to apply for a job or to make a complaint to a company.

### Informal Letters

Informal letters, on the other hand, are more relaxed and personal. They are used for casual communication. You can use first names and a friendly tone. Informal letters often start with a casual greeting like "Hi" or "Hello." You might write an informal letter to a friend, family member, or someone you know well. They can share news, or express your feelings in a friendly way.

### When to Use Each Type

Knowing when to use formal or informal letters is important. Use formal letters for official matters, like writing to your principal or applying for a job. Informal letters are great for staying in touch with friends and family or writing to someone you're close to.

### Examples of Formal and Informal Letters

Here's a quick list to help you understand the difference:

- **Formal Letter:** Job applications, complaints, letters to authorities.
- **Informal Letter:** Letters to friends, family, people you know well.

Understanding the difference between formal and informal letters is a valuable skill in the world of writing. By using the right type of letter in the right situation, you can communicate effectively and show respect for your reader. So, whether you're writing to your future boss or your best friend, remember the key distinctions between these two types of letters.



## Formal Versus Informal Letters

**True or False**

Is the statement true or false?

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

**Think**

which type of letter is given in the example.

Subject: Science Experiment  
Hey Mrs. Garcia,

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

Thanks,  
Sophia

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

Dear Mr. Brown,

I'm so excited for the field trip you mentioned. It sounds like fun. Could you give me more details about where we're going and what we'll do there? Exploring new places in our class is always a great experience, and I'm all set and prepared!

Best,  
Aiden

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

Hi Ms. Robinson,

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

Thanks a bunch,  
Olivia

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

Subject: Upcoming Project

Dear Mr. Thompson,

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

Thank you,  
Liam

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

## Purpose and Audience of Letters

**Think**

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

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

**Think**

Think of 5 emails you might want to send. Write the audience and purpose in the table. Will it be formal or informal?

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

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

## Informal Email Writing

Write

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

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

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

**PREVIEW**

## Informal Email Writing - Interjections

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

**Think**

Add the appropriate interjections and describe the voice used.

**Subject:** Exciting Project

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

Let me know,  
Alex

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

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

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

Annoyed,  
Mike

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

**Subject:** Ah! My Chaotic Weekend

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

Frustratedly,  
Sarah

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

## Success Criteria – Informal Emails

### Analyse

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

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

Hey there!

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

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

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

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

Catch you later,  
Emily

1)

2)

3)

4)

5)

6)

7)

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic below.

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

1) Who will be the audience for my email?

2) What will be the purpose of my email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

**Write**

Plan your email by filling in the graphic organizer.

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

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

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

**PREVIEW**

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body - Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does it Make Sense?		

Edit

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

Criteria	<input type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body - Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does it Make Sense?		

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

70

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## Assignment – Informal Email Writing

Write

Write your informal email below.

**PREVIEW**

## Rubric – Informal Email

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

### Teacher Comments

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

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## Analyzing Formal Letters

### Analyze

Read the letters below. Underline the greeting and closing. Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Maple Leaf Intermediate

75 Transition Drive

Regina, SK S4S 0X2

Dear \_\_\_\_\_,

You may feel sad and understandably so, as our school will undergo significant changes next year. However, the changes might seem daunting; however, I assure you that together, we can overcome them. Furthermore, each change is an opportunity to learn and grow.

With appreciation for your resilience,  
Principal Martinez

Author's Voice

Friendly Paws Middle School

45 Pat Memorial Drive

Winnipeg, MB R3B 1G1

Dear Friendly Paws Students,

It's with a heavy heart that we must say goodbye to Whiskers, our beloved school hamster. Whiskers brought us joy with his playful antics. Despite our loss, let's continue to remember the happiness he brought us. Moreover, we can honour his memory by cherishing the moments we shared.

With heartfelt sympathy,  
Mr. Greene and the Friendly Paws Staff

Author's Voice

# Formal Letter Writing

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

Audience	Purpose
Principal	To ask for new vending machines

**PREVIEW**

# Narrative Writing - Setting

## Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

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## Analyze

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

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

See	
Feel	
Hear	
Taste	
Smell	

**PREVIEW**

## Narrative Writing - Characters

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

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

**Practice** Write and draw characters for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

4) Draw your character.

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

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

87

Character Description  
22.12.2021

Practice

Describe the second character

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality

5) Draw your character:

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

**PREVIEW**

Practice

Write a paragraph that introduces one of your characters. Both.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Narrative Writing - Characters

### Analyze

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

With his curly brown hair and a pair of glasses perched on his nose, Oliver is the school's resident bookworm. He can usually be found in the library, lost in a good book. Oliver has a deep love for reading and often shares his favorite books with his friends. He's known as the go-to person for book recommendations.

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

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

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

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

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

## Narrative Writing - Plot

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

- **Start with an idea:** First, think about what your story will be about, like an adventure, mystery, or funny story.
- **Build Characters:** Make your characters interesting by figuring out what they want and what problems they need to solve.
- **Plan the beginning:** Begin by explaining where and when your story happens (setting). Introduce the people in your story and what they're trying to do (characters).
- **Develop the middle:** Show how your characters face problems and meet new friends. Describe how they work toward their goals.
- **Design the ending:** Think about how the story finishes, whether the characters succeed or not. Make sure you have a satisfying ending for your story.

### Practice

Read the story below. Then fill in the organizer.

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

Character	
Beginning	
Middle	
End	

## Plots and Subplots

A **plot** is the main part of a story, where important events happen. It's the main journey or problem in the story.

A **subplot** is a smaller story that connects to the main one. It might be about other characters or different problems. It adds interesting twists to the story.

For example, in a story about a school's basketball team trying to win a big tournament, a subplot could be about one player's struggle with math class. While the main story focuses on basketball, the subplot adds depth by showing the player's challenges in school.



Identify a subplot based on the following main plot points.

**1. Plot:** A group of students discovers a hidden garden behind their school, with plants that seem to move at night.

Write a subplot  
for this story.

**2. Plot:** A new virtual reality game sweeps the school, and a student is transported into the game world.

Write a subplot  
for this story.

**3. Plot:** The school's chess champion gets challenged by a mysterious new student who seems to never lose a game.

Write a subplot  
for this story.

**4. Plot:** On a field trip to the city museum, a student finds a misplaced artifact in the wrong exhibit, sparking a mystery.

Write a subplot for this story.

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**5. Plot:** On a camping trip, the students encounter a lost dog that leads them to a hidden forest.

Write a subplot for this story.

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**6. Plot:** A student volunteer group is tasked with organizing a community event, but they struggle to agree on a cause to support.

Write a subplot for this story.

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**7. Plot:** A technology class decides to create a time-lapse video of the school year, capturing events and daily life.

Write a subplot for this story.

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**PREVIEW**

## Figurative Language - Suspense

**Suspense** is that "what's going to happen next?!" feeling in a story. It's when you're reading or writing and can't wait to turn the page. You add suspense by making something uncertain and important to your readers.



Here are some examples of suspense:

- **Mystery Box:** Maybe your character finds a locked box in their grandparent's attic. What's inside? Who does it belong to? You make your readers wait a bit before they find out—that's suspense!
- **Cliffhanger:** This is when a story ends abruptly, and you're left hanging until the next chapter. For example, your character might be about to open a door to a mysterious room when the chapter ends. You'd really want to read on, right?

Write

Choose an event and write a scene filled with suspenseful details.

**The Final Penalty Kick:** In a crucial soccer championship, the game is tied and comes down to a final penalty kick. A player is chosen to take the shot, carrying the team's hopes and dreams.

**The Vanishing Act:** During the school talent show, a student magician attempts a trick they've never tried before making themselves disappear. But when the curtain falls, they are nowhere to be found, not just from the stage, but seemingly from the entire school.

## Figurative Language – Exaggeration (Hyperbole)

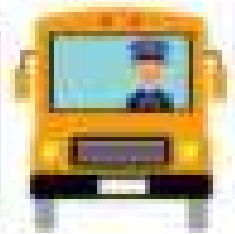
Exaggeration in writing is when you describe something in a way that makes it seem bigger, better, worse, or more intense than it actually is. It's like taking a small idea and stretching it into something huge for effect.

For example, if you say, "I'm so hungry I could eat a horse," you don't mean it literally. You're just using exaggeration to show that you're really, really hungry.

Write an exaggerated description using the given characters.

### The Bus Driver

He drove so fast that he could outrun the wind, and passengers often experienced the same feelings.



### The Detective

### The Veterinarian

## Figurative Language – Foreshadowing

**Foreshadowing** is like a sneak peek in a story. It's when the writer gives you little hints or clues about what might happen later on. These clues can be really subtle, but they set the stage for future events, creating suspense or adding depth to the story.

**Example:** In a story, if a character finds a mysterious key early on, it might foreshadow that they'll unlock something important later. This clue keeps readers curious about what the key will open.



**Think** about the story plot below and foreshadow what will happen next.

**The Midnight Train:** Alex finds an old train ticket dated for that very night in a book they borrowed from the library. Curious, Alex decides to go to the train station at midnight.

**Foreshadow** – What do you think will happen next?

**The Chess Game:** During a stormy night, Mia finds an old chess set in the basement. When she moves a piece, she hears a distant echo coming from the other house.

**Foreshadow** – What do you think will happen next?

**The Forgotten Garden:** Jamie stumbles upon a hidden garden behind their house, overgrown and seemingly untouched for years. In the center, there's a statue of an angel pointing towards a particular spot.

**Foreshadow** – What do you think will happen next?

## Eliminating Redundant Words or Ideas

**Redundancy** in writing means using extra words or ideas that aren't necessary because they repeat the same thing. Eliminating those words or ideas is like decluttering your room – you keep what you need and get rid of the extra stuff to make it look better.

For example, the sentence "She nodded her head in agreement" has redundant words. Instead, you can just say, "She nodded." We already know nodding means moving your head, so you don't need to say "her head."

**Write** Rewrite the sentences, removing redundant words to make them clear and concise.

Sentences with Redundant Words	Without Redundant Words
1) The final outcome was unexpected.	
2) I saw it with my own eyes.	
3) They returned back to the store.	
4) She climbed up the ladder to the roof.	
5) At this point in time, we need to decide.	
6) The small little dog barked loudly.	
7) Please repeat that again for me.	
8) She whispered softly in his ear.	
9) The book is based on a true fact.	
10) We will meet at 12 noon tomorrow.	

## Eliminating Redundant Words or Ideas

**Write**

Rewrite the passage below eliminating redundancy and making it more concise.

Once upon a time, in a small village, there was a young girl named Lily. Lily lived with her mother, who was her only parent since her father had passed away. Every day, Lily would wake up at the break of dawn in the early morning. She would then put on her shoes which she wore on her feet and go outside to tend to her garden. The garden was filled with a variety of different kinds of flowers and plants. Lily loved her garden very much, and spent a lot of time every day taking care of it. In the evening, when the sun had set, Lily would sit outside and write in her journal, recording her thoughts and feelings for her day. She had a secret dream that she hoped one day would come true and to become a great writer who wrote books.

**PREVIEW**

## Use Paragraphs Appropriately

Using a paragraph appropriately means organizing your writing into distinct sections, or paragraphs, each with its main idea or topic. It's like dividing your thoughts into smaller groups to make your writing easier to read and understand.

Additionally, in proofreading, special symbols like the pilcrow (¶) are used to indicate the beginning of a new paragraph. These symbols help editors and proofreaders ensure that paragraphs are appropriately separated in written work, improving clarity and readability.

Edit

¶ where new paragraphs should begin in the following passages.

We arrived at the campsite after a long hike through the dense forest. Setting up our tents was the first challenge. The night was clear, and the sky was filled with stars. It was a breathtaking sight that we all enjoyed. After a hearty dinner, we gathered around the campfire, sharing stories and laughing. The crackling of the fire and the laughter of friends created a warm and cozy atmosphere. The next morning, we woke up to the sound of birds chirping. We decided to explore the nearby stream. The water was crystal clear, and we spotted fish swimming lazily in the shallow water. It was a perfect spot for a refreshing swim. As the day went on, we embarked on a hike up the nearby mountain. The trail was steep, but the view from the summit was worth the effort.

For the science fair project, I chose to investigate plant growth under different light conditions. I set up an experiment using three groups of plants. The first group received natural sunlight, the second group was placed under a red LED light, and the third group was kept in complete darkness. I observed the plants daily, measuring their height and noting any changes in their leaves. After two weeks, the results were clear. The plants exposed to natural sunlight showed the most significant growth, with an average increase in height of 5 centimeters. The plants under the red LED light also grew, but at a slower rate, with an average height increase of 3 centimeters. In contrast, the plants kept in complete darkness hardly grew at all. Their leaves turned yellow, and some began to wilt.

## Using Quotations in Narratives

### Quotation Marks in Dialogue

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



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

## Using Quotations in Narratives

**Edit**

Fix the mistakes below.

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

Edited

Original: "Where do you want to go now?" Asked Lily.

Edited

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

Edited

Original: She shouted, "Don't get in".

Edited

Original: "This is delicious!" she exclaimed, tasting.

Edited

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

Edited

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

Edited

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

Edited

**PREVIEW**

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

106

Worksheet Generator  
Date: \_\_\_\_\_

## Writing Using Quotations

Practice

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



Speech bubble containing three horizontal lines for writing.

**PREVIEW**



Speech bubble containing three horizontal lines for writing.



Speech bubble containing three horizontal lines for writing.

## Writing Using Quotations

### Practice

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

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

**PREVIEW**

## Character Personality and Dialogue

**Think**

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality. There may be two answers.

**Personality: Curious**

- a) "That's interesting, but how does it work?" she pondered, eyes narrowing in thought.
- b) "Sure, there's always a way to look at it," he agreed.
- c) "That's not my problem and I don't care to learn," she said.

**Personality: Shy**

- a) "I think that is a good plan," he said with a slight nod of his head.
- b) "Everyone seems to agree, but I'm not convinced," she murmured, almost to herself.
- c) "You've convinced me!" he declared, shaking her hand.

**Personality: Optimistic**

- a) "Ugh, this is too difficult!" she announced, frowning.
- b) "Challenges are just opportunities in disguise," he grinned, ignoring setbacks.
- c) "Why bother trying?" she shrugged, indifferent.

**Personality: Energetic**

- a) "Let's jump in and try it, no time like the present!" he urged.
- b) "I'm ready for action, but is this the best first step?" she questioned.
- c) "I'm not in the mood," she muttered, dragging her feet.

**Personality: Melancholic**

- a) "Sometimes I wonder if it even makes a difference," she sighed.
- b) "I guess it's okay," she murmured, unenthused.
- c) "It's hard to see the point, but I suppose I'll try," she conceded.

## Emotions in Dialogue – Speaker Tags

**Think**

What emotion is the character feeling? Write an appropriate speaker tag.

### Word Bank

Excitement	Sadness	Anger	Fear	Confusion
Happiness	Surprise	Disappointment	Determination	Curiosity

Emotion	Dialogue	Speaker Tag
	"I just got the lead role in the play!"	Tom exclaimed excitedly.
	"I can't see if I can see on stage."	Emily _____
	"That's worse than the last play!"	Mark _____
	"It's okay, I'll practice harder and be better again next time."	Sarah _____
	"Oh, I just heard old Mr. Jenkins' cat passed away."	_____
	"How do you think they make these glow-in-the-dark stickers?"	Lily _____
	"I really thought I'd make the soccer team this year."	Mike _____
	"They said I was too small for the team. It's so unfair!"	Nate _____
	"What? You're joking! They really chose me?"	Tim _____
	"I don't understand this math problem at all."	Sophie _____

PREVIEW

## Adding Dialogue to a Story

**Write**

Read the story below. Then add dialogue in the blanks below to improve the story.

### The Comet's Encore

In the tranquil seaside town of Harborview, the annual Meteor Festival was the crown jewel of community events, especially on a year when the anticipated Green Comet was to grace the skies. This celestial event occurred only once every century, and at the heart of this excitement stood Zoe, a bright-eyed seventh-grader with her father's telescope, ready to witness history.



“\_\_\_\_\_” Ethan asked, doubting the old tales.

“\_\_\_\_\_” Zoe replied, her confidence unwavering.

Mr. Henley, their science teacher, joined the group.

“\_\_\_\_\_” he inquired, looking at the telescope.

Zoe affirmed, adjusting the lens.

A hush fell as a streak of green sliced through the night.

“\_\_\_\_\_” Ethan's voice trembled with excitement.

“\_\_\_\_\_” Zoe whispered, awestruck.

The comet blazed a trail of emeralds, leaving a lasting memory in the hearts of the onlookers.

PREVIEW

## Writing Speaker Tags

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

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

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

## Creative Writing – Quotations

### Practice

Choose one suggestion from each category below and write a story including a conversation using quotations.

Characters	Plots	Settings
Playful Kitten	Trying to catch a mysterious shadow	Old Attic
Energetic Skateboarder	Mastering a new trick	Urban Skate Park
Wise Elf	Listening to tales of the ancient forest	Moonlit Treehouse
Curious Detective	Investigating the case of the missing book	School Library
Helpful Wizard	Using magic to bring rain	Mystical Mountain Cave
Adventurous Mermaid	Searching for a lost pearl in coral	Sunken Shipwreck
Caring Nurse	Healing an injured wild animal	Magical Animal Clinic
Shy Dinosaur	Searching for a friend in the modern world	Busy City Square
Determined Chef	Creating a dish for a picky customer	Quaint Diner
Mysterious Traveller	Uncovering the secrets of a forgotten island	Desert Beach
Friendly Alien	Teaching Earth games to its planet	Planet Surface
Clumsy Witch	Trying to fix a potion gone wrong	Magical Laboratory

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

**Practice**

Choose one suggestion from each category on the preceding page and write a story including a conversation using quotations.

**PREVIEW**

## Success Criteria – Narrative

Analyze

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

### Oceanville's Plastic Danger

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

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

Luke, eyes wide, asked, "What is it?" Mr. Reed, the marine expert, had known to do this for years.

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

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

The next day, Leah and Luke, armed with trash bags, led their friends. Together, they cleared the beach, turning trash into art displays, boiling a piece of plastic.

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

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

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



**PREVIEW**

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

## Assignment – Narrative Writing

**Write**

Plan your narrative by brainstorming about your topic below.

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

**Plan**

Write your narrative and plan it out in more detail.

1) Describe the basic plot idea.

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2) What characters are involved in this plot?

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

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**Plan**

Fill in the organizer below.

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

1

2

3

4

5

**PREVIEW**

5) End - How will the problem be resolved? How will the character(s) feel about the problem?

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6) What is a good title for your story?

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# Assignment – Narrative Writing

**Rough Draft**

Write the rough draft of your narrative below.

Lined writing area for the rough draft.

**PREVIEW**

Edit

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

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

Edit

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

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

## Activity: Story Swap Revision Party

### Objective

What are we learning more about?

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

### Materials

What is needed to complete the activity?

- Drafts of narrative stories
- Pencils and highlighters
- Highlighters (to mark areas for revision)
- Revision checklist (to evaluate the success criteria)



### Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is not criticism.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

**Feedback**

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

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

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

3) What is your favorite part of the story?

4) Write 3 questions you have about your story.

1)

2)

3)

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

1)

2)

3)

**PREVIEW**

## Rubric – Story Writing

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

PREVIEW

<b>Comments</b>	
<b>Mark:</b>	

## Activity: Being Persuasive

### Objective

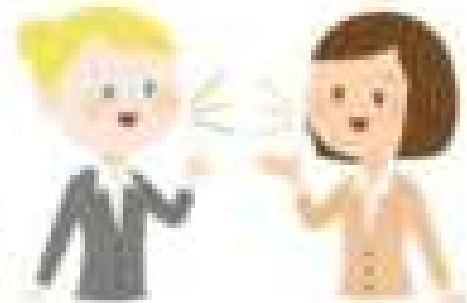
What are we learning more about?

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

### Materials

What is needed to complete the activity?

- Prompt cards
- Timer or clock



### Instructions

How will we complete the activity?

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

## Prompts

Debate the prompts below

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

Reflect: Answer the questions below after you debate

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

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

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

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

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## Persuasive Writing - Opinions

**Opinion**

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

	Topic	Opinion - Yes or No?
1)	Should every student play a sport in school?	
	Reason 1	
	Reason 2	
	Reason 3	

2)	Should schools be open during the year?	
	Reason 1	
	Reason 2	
	Reason 3	

3)	Should there be a no-homework policy for Friday?	
	Reason 1	
	Reason 2	
	Reason 3	

4)	Should schools offer more art and music classes?	
	Reason 1	
	Reason 2	
	Reason 3	

**PREVIEW**

## Persuasive Writing - Research

Research helps you make strong points in persuasive writing.

For instance, if you want to tell your friends that chocolate ice cream is the top choice, you can find reasons like how it tastes and how many people like it. You can learn this from books, talking to others, or trying different flavours yourself.



Having research makes your point better. If you just say something without backing it up, it's hard to believe. With research, you show that what you're saying is true, making your argument stand out.

Research helps you find out how to learn more about the topics.

Topic

Which country has the best weather?

1) Before you start researching, decide on a topic. Write it below. If you're unsure, ask some of your classmates for ideas. They'll be happy to listen so you can formulate an opinion.

2) Now you'll need to find research about why the country is the best. You might want answers to these questions below.

Average Temperature	
Average Snowfall	
Average Rainfall	
Major Rivers, Oceans, Lakes	

Popular Foods	
Notable People	
Popular Sports	
Tourist	
Average Annual Salary	
Crime Rate	
Population	

**PREVIEW**

3) What other interesting facts did you learn about \_\_\_\_\_? Which country is the best?

4) Go ask your classmates and teachers why they like the \_\_\_\_\_ best. Write down 5 things you learned below

1)	
2)	
3)	
4)	
5)	

## Persuasive Writing - Research

### Plan

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

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

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

4) Write a closing sentence.

**PREVIEW**

### Write

Write a paragraph about why the \_\_\_\_\_ is the best country:

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## Understanding Bias in Persuasive Writing

### Recognizing Bias in Writing

**Bias** refers to an unfair preference for or against a topic, group, or idea. In writing, bias can cause the content to be one-sided, not providing a clear or complete view of the topic.

### Importance of Identifying Bias in Persuasive Writing

Persuasive writing aims to convince readers to adopt a specific viewpoint. Identifying bias in such writing is crucial for:

- **Fair Evaluation:** Understanding that every topic or idea has multiple sides and perspectives.
- **Informed Decisions:** Recognizing bias allows readers to analyze the information and make decisions based on facts, not just opinions.
- **Comprehensive Understanding:** To truly understand a topic, it's essential to be aware of potential biases and seek information from various sources.

### How to Detect Bias

There are several methods to identify bias in writing:

1. **Language Choice:** Pay attention to words that evoke strong positive or negative feelings. These can suggest bias.
2. **Limited Perspective:** Writing that presents only one side of an issue can indicate bias.
3. **Omission of Information:** If important details or facts are left out, the writing may be biased.

### What is Confirmation Bias?

**Confirmation bias** is when we only notice information that supports what we already believe and ignore what doesn't.

For example, if you think cats are better than dogs, you might only remember times when cats were friendly and forget when dogs were.

Or, if you want to continue believing the Sun moves around the Earth, you might only look up research about why the Sun orbits the Earth and avoid reading other models. It's like having blinders on that block out anything that doesn't fit what we think is true.

### CONFIRMATION BIAS



# Understanding Bias in Persuasive Writing

## Analyze

Read the opinions below and answer the questions.

Broccoli reigns supreme as the king of all foods, bar none. This emerald champion of nutrition comes loaded with an arsenal of vitamins and minerals that could put any multivitamin tablet to shame. It's the powerhouse of health, boasting more vitamin C than an orange and as much calcium as a glass of milk. Plus, those little green florets are basically magic wands that can turn any meal into a forest of deliciousness. Broccoli doesn't just join the table, it elevates it to royal status!

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Soccer is the ultimate sport, unparalleled in its blend of excitement and universal appeal. It's a game where miracles happen on a pitch, and every play is a cast of spells of brilliance. Fans declare that soccer players are not mere athletes, but painting masterpieces with every strategic pass and thrilling goal. The intense competition and the soul of teamwork, making it undeniably the best sport played.

1) What is the author's opinion?

2) What reasons did they give? List 3.

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



# Version 1: Activity – Finding Bias in Writing

## Tough Job

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



Dear Principal Taylor,

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

Firstly, popcorn is loved by almost everyone. Most of my classmates get super excited whenever they smell any popcorn aroma. With a popcorn machine, our library could be the most popular place in school.

Secondly, I did an experiment with my buddies. We all felt more relaxed and focused on our books when we had popcorn. Imagine if we all felt this calm and concentrated during reading sessions.

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

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

Thanks for listening,  
Jordan, Grade 7 Student

**PREVIEW**

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

# Activity – Finding Bias in Writing

## Tough Job

Write your response letter back to Jordan.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**PREVIEW**

- Include:**
- A greeting
  - Topic sentence
  - Body with main points



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

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

Write the bias each person might have below

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

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

**PREVIEW**

## Synthesizing – Letters to the Mayor

### Synthesizing

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

Dear Mayor Thompson,

I hope this letter finds you well. My name is Jamie, and I'm a Grade 7 student at Maplewood Middle School. I'm writing to express my concern about using pesticides in our parks and gardens. I've learned in science class that pesticides can harm not just the bugs they are meant to kill, but also other important creatures like bees and butterflies. These creatures help plants grow by pollinating them. If we lose them, we might not have as many fruits and vegetables. I believe our town could find better ways to take care of plants without using harmful chemicals.

Sincerely,  
Jamie Smith

Dear Mayor Thompson,

My name is Alex, and I am writing from Oak Hill Elementary. Our class had a debate about pesticides. I want to share why I think they are important. Pesticides help keep our crops free from bugs that can make the plants sick or die. Without pesticides, farmers could lose a lot of their crops, and food could cost more. Maybe there's a way to use them that doesn't hurt the environment so much? I think we need them to make sure everyone can have enough to eat.

Best,  
Alex Johnson

Hello Mayor Thompson,

My name is Riley and I'm in the seventh grade at Pinecrest School. I'm writing about the pesticide problem. I've been reading a lot, and it seems like there are good and bad sides to using pesticides. On the one hand, they help our plants grow by keeping the bugs away. But on the other hand, they can be dangerous for small animals, insects, and even us! Could we maybe use them only when we really have to and try to find ones that don't hurt the environment? I think being careful is the best choice.

Kind regards,  
Riley Nguyen

**PREVIEW**



**Synthesis**

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

**PREVIEW**

# Step-by-Step House Drawing

## Instructional Writing

Follow these steps to draw a house

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

**PREVIEW**

## Writing a How-To-Guide

### Plan

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

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

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

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

4) Materials Needed - Write down everything you need for your topic, list the ingredients.

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

**PREVIEW**

# PREVIEW

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

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

**Title:**

**Introduction**

**Materials**

**Instructions**

**Tips/Notes/Cautions/Warnings**

**PREVIEW**

## Informational Reports: Non-Fiction

**Fiction** is like made-up stories, such as fairy tales or superhero tales. **Non-fiction** talks about real stuff. A book about real lions is non-fiction. But a story about a talking lion having adventures is fiction. Fiction is imaginary, while non-fiction is all about real facts!

**Think**

Are the sentences below from a fiction or non-fiction book?

1)	How can your cooking taste better.	Fiction	Non-Fiction
2)	Let's see how big, you might mistake it for an ocean.	Fiction	Non-Fiction
3)	As he scribbles on his notebook, it comes alive.	Fiction	Non-Fiction
4)	Trees have a special "suck" water from the ground using roots.	Fiction	Non-Fiction
5)	Picture this unit and how it looks in the moonlight.	Fiction	Non-Fiction
6)	The Grand Canyon is so vast it's like a masterpiece!	Fiction	Non-Fiction
7)	Zoe's hamster is a tiny genius; it solves puzzles faster than anyone!	Fiction	Non-Fiction
8)	Did you know? Polar bears love to take long walks on steep slopes!	Fiction	Non-Fiction
9)	In Dreamville, clouds taste just like cotton candy!	Fiction	Non-Fiction
10)	Our lungs are like sponges, soaking up the air we breathe.	Fiction	Non-Fiction

**Think**

Write at least 2 fictional and 2 non-fictional stories you've read recently. As an option, you could also find books in your class library.

Fiction	Non-Fiction

## Writing a Report – Bears

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Organize the facts into 1 of 3 main headings: diet, where they live, and body parts. Use labels (d) for diet, (w) for where they live, and (b) for body.
- 3) On the next page, write an introduction for the report. Then you'll use the 3 headings to write the body of the report. You'll add a conclusion. You don't need to use all the facts from the report. Your favourite 3.

### Facts

Organize facts

Bears are large mammals with strong, heavy bodies.	
They are found in North America, Europe, and Asia.	
Their diet varies: some eat fish, berries, and insects, while others are purely carnivorous.	
Bears have a keen sense of smell, stronger than that of dogs.	
Polar bears live in the Arctic, on sea ice.	
Polar bears mainly eat seals.	
A bear's fur can range from white (polar bears) to black (black bears) and even bluish (blue bears).	
Black bears are commonly found in forests of North America.	
Grizzly bears, a type of brown bear, eat fish, plants, and small mammals.	
Bears have large paws with sharp claws useful for digging and catching prey.	
Panda bears, native to China, live in mountainous regions.	
Panda bears mostly eat bamboo.	
Despite their bulk, bears can run fast and are good swimmers.	
The smallest bear, the sun bear, is found in Southeast Asian forests.	

# Writing a Report – Bears

## Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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Body – What things be? What 3 facts will you include about each heading?

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

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**PREVIEW**

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

\_\_\_\_\_

**PREVIEW**

# How To Research Effectively

## Steps for Effective Research

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

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

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

## Good Searches vs. Bad Searches

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

## Note-taking Techniques

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

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

## Organizing Your Research

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

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



**Think**

Is the search good or bad?

1) Best workout plan 2023	Good	Bad
2) Biggest whale thing in the deep blue water	Good	Bad
3) Effects pollution ocean life	Good	Bad
4) History Louvre Museum	Good	Bad
5) Feeling like I have a cold maybe?	Good	Bad
6) Animals released 2020	Good	Bad
7) How to make a good search?	Good	Bad
8) List me some interesting people from Canada?	Good	Bad
9) Why do some cats purr, why do some not purr, and others do not purr?	Good	Bad
10) When is Canada's birthday?	Good	Bad

**Questions**

Answer the questions below.

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

# Research Process

## Introduction

Research is a crucial skill for discovering new information, solving problems, and satisfying curiosity. By mastering the four key steps of researching - questioning, gathering, organizing, and recording - you can navigate any topic with confidence.



## Questioning

The research process begins with a question that catches your interest. Think about what you might want to know about how things work in the world. A good research question is clear and specific, helping you to explore the topic in a focused way.

## Gathering

Once you've come up with a question, the next step is to gather information. You can do this in several ways:

- **Reading Books:** Go to your school or library to find books about your topic.
- **Online Research:** Look for information on websites and online databases for the latest facts.
- **Interviews:** Talk with teachers, professionals, or experts who know a lot about the topic you're researching.

## Organizing

Once you have gathered your information, organize it by putting together important details. This can involve:

- **Grouping similar facts or ideas together.**
- **Arranging information in chronological order or by theme.**
- **Creating outlines to structure your findings.**

## Recording

The final step is recording what you've learned. This can be through:

- **Note-Taking:** Write down key points and important details.
- **Visual Aids:** Create charts, diagrams, or mind maps to visualize information.
- **Illustrations:** Draw pictures or sketches to represent concepts or ideas.

## Conclusion

By following these steps - questioning, gathering, organizing, and recording - students can effectively research any topic. It's important to keep track of your sources and present information honestly.

**PREVIEW**

## Research Activity - Questioning

**Think**

For each of the topics, write 5 questions you want to know the answers to. Then look up answers to these questions.

**Topic 1: The Human Body** - Ex. What is the largest organ in the human body?

	Questions	Answers
1		
2		
3		
4		
5		

**Topic 2: Weather** - Ex. What is the highest recorded temperature on Earth?

	Questions	Answers
1		
2		
3		
4		
5		

## Research Activity - Questioning

**Narrow Questions**

For the questions below, think of 3 more specific questions you can research answers to.

**Question 1:** Which volcano has erupted the most times in recorded history?

	Questions	Answers
1		
2		
3		

**Question 2:** Which animal has the longest lifespan?

	Questions	Answers
1		
2		
3		

**Question 3:** Who wrote the novel 'Harry Potter and the Sorcerer's Stone'?

	Questions	Answers
1		
2		
3		

# Report Writing – Introductions

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

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



**Analyze**

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

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

Starts with fun fact	Starts with a question	
Has a thesis statement	Keep it short and interesting!	

Did you know that honeybees can recognize human faces? In this report, we'll explore these remarkable insects: use their complex vision and memory for navigation and communication. In this report, we'll delve into the fascinating world of honeybees, discussing their behaviour, social structure, and the crucial role they play in our ecosystem.

Starts with fun fact	Starts with a question	
Has a thesis statement	Keep it short and interesting!	

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

Starts with fun fact	Starts with a question	
Has a thesis statement	Keep it short and interesting!	



# Report Writing – Introductions

**Write**

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

Topic: Canadian Invention – Basketball

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Starts with fun fact		Starts with a question	
Has a thesis statement		Keep it short and interesting!	

Topic: Canadian Climate – Surviving the hot and cold seasons

\_\_\_\_\_

\_\_\_\_\_

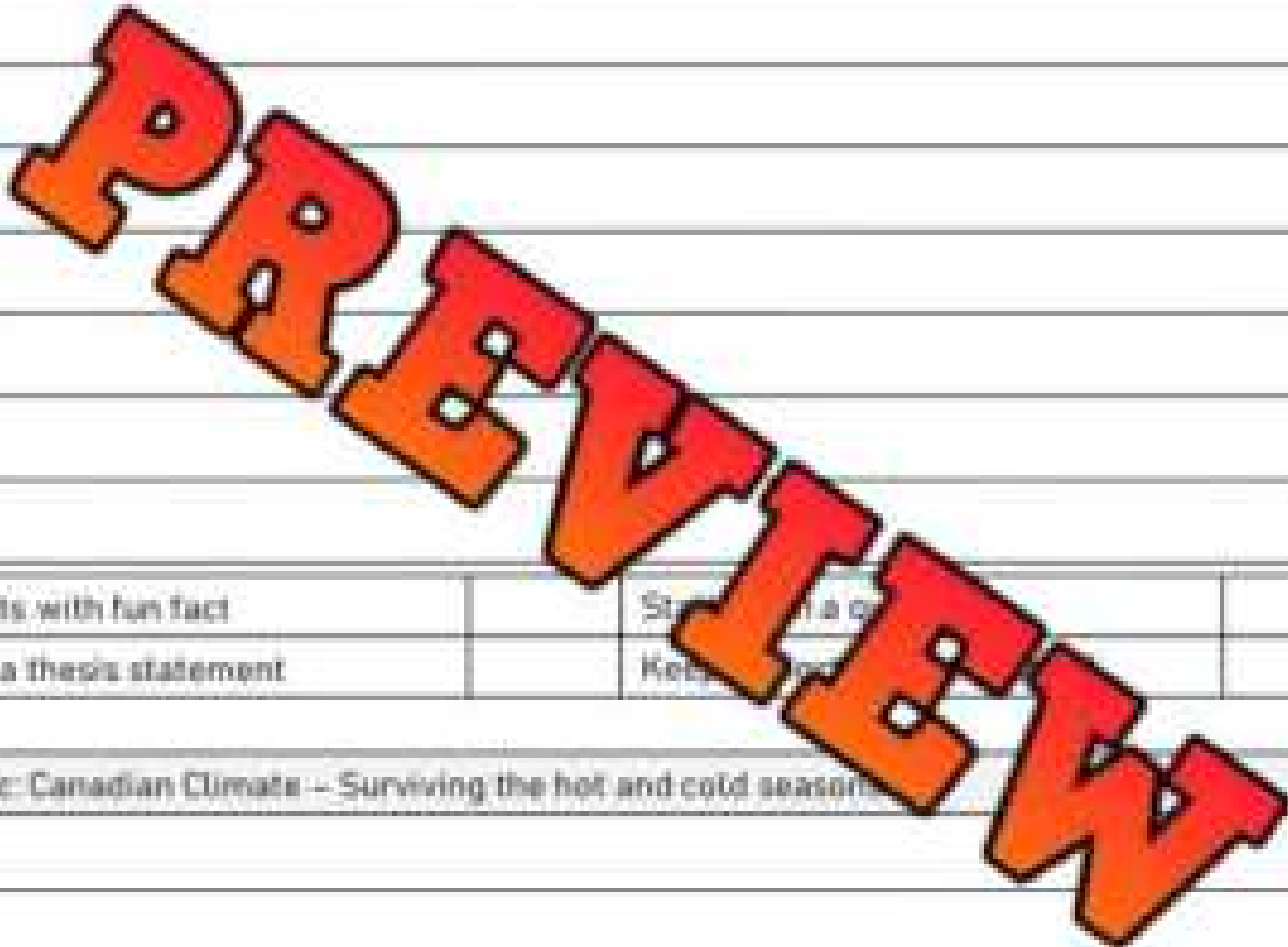
\_\_\_\_\_

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\_\_\_\_\_

Starts with fun fact		Starts with a question	
Has a thesis statement		Keep it short and interesting!	



## Report Writing – Conclusions

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



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

In conclusion, reading fantasy books is not just an escape into fantasy. It expands our vocabulary, improves our understanding of the world, and develops empathy. Let's challenge ourselves to read a new book every month, exploring different genres and authors. Remember that every story has a lesson. Why is reading important? Well, every book is a new adventure where each page turn adds to the journey of our own story.

Summarize the main points		Call to action	
Connect to the introduction		End with something interesting	

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

Summarize the main points			
Connect to the introduction		End with something interesting	

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

Summarize the main points		Call to action	
Connect to the introduction		End with something interesting	



# Report Writing – Conclusion

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

Topic: Using Solar Energy – Saving the Environment

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Summarize the main points	Call to action
Connect to the introduction	End with something interesting

Topic: Using Electric Cars – No More Fossil Fuels

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Summarize the main points	Call to action
Connect to the introduction	End with something interesting



## Activity – Finding Diagrams/Pictures/Charts

### Objective

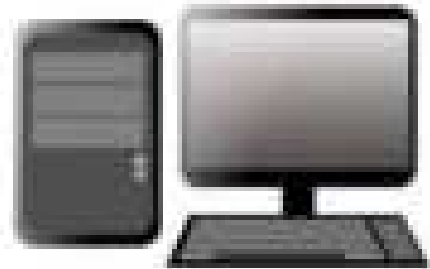
What are we learning more about?

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

### Materials

What is needed to complete the activity?

- Computer
- PowerPoint or Google Slides
- Prompts (see page 188)



### Instructions

How do we complete the activity?

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

**Activity – Finding Diagrams/Pictures/Charts****Prompts**

Find visuals that go with these topics below

**Question**

Urban versus Rural Communities

Dissolve

Saturated Soil

Migration

Freshwater versus Saltwater

Renewable Sources of Energy

Geothermal Energy

Convection, Conduction, Radiation Heat Transfer

Sea Breeze versus Land Breeze

Photosynthesis

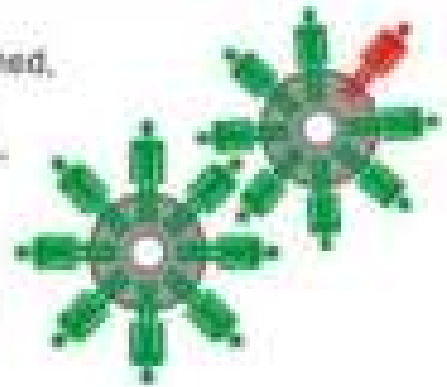
Parts of a Microscope

**PREVIEW**

## Analyzing a Report – Success Criteria

### Introduction

**Inclusion** means making sure that every student feels welcomed, respected, and valued in their school. It's about giving every student the same chance to participate in all school activities, no matter their background or abilities.



### What is Inclusion?

Inclusion means the practice of educating all students together, regardless of their strengths or challenges. This means including those with **disabilities**, learning styles, and backgrounds in the same classrooms and environments.

### Benefits of Inclusion

- **Improved Social Skills:** Students learn to socialize with all kinds of peers.
- **Respect for Diversity:** Everyone values the value of different perspectives.
- **Academic Growth:** Learning is adapted to better learning for all.

### Making Inclusion Work

To make sure inclusion is effective, schools should do things:

#### Supportive Teaching Strategies

- **Differentiated Instruction:** Teachers use various methods to ensure that all students can learn in the way that works best for them.
- **Cooperative Learning:** Students work in groups with others to learn together.

#### Positive School Culture

- **Anti-Bullying Policies:** Schools must have rules against bullying to create a safe environment for all.
- **Peer Support Programs:** Programs that pair students together for mutual support can promote inclusion.

### Conclusion

Inclusion is about building a school community where everyone belongs. It's a journey that requires effort and understanding, but the benefits are well worth it. Let's work together to make our schools inclusive places where every student can thrive.

### Glossary

- **Inclusion:** Including people of all backgrounds and abilities in all activities.
- **Disabilities:** a physical or mental condition that limits a person's movements or senses.
- **Diversity:** Variety in the types of people and experiences in a group.
- **Differentiated Instruction:** Teaching that is adapted to all the ways students learn.

**Questions**

Answer the questions below.

1) What does inclusion mean? Give an example.

2) How many \_\_\_\_\_ are there in the report?

3) How many \_\_\_\_\_ headings are there?

4) How do the \_\_\_\_\_ headings help you understand the report?

**PREVIEW**

**Analyze**

After reading the report, jot down 5-8 \_\_\_\_\_ you \_\_\_\_\_ good. Then, discuss with your classmates to make a \_\_\_\_\_ report great.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_

## What is a Problem-Solution Report?

### Understanding Problem-Solution Reports

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

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



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

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

#### Why These Reports Matter

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

# Problem and Solution Report

**Think**

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

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

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

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

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**PREVIEW**

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

201

Problem Solving  
25

## Problem and Solution Report

### Brainstorm

Write a list of problems related to the themes below

Theme: School

Theme: Sports

Theme: Health

Theme: Environment

**PREVIEW**

## Rubric – Problem and Solution Report

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

### Teacher Comments

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**Mark**

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

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## What is a Haiku?

### What is a Haiku?

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

#### At the Playground

Sun shining brightly (5)  
 Kids laughing and playing (7)  
 Joyful afternoon (5)

#### Still Pond

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

Reading haikus is fun! They show us new worlds in just a few words.

### Write

Finish the Haiku poems below.

Topic: Beach Trip	
Line 1	Seagulls chant across the sky.
Line 2	
Line 3	Peaceful horizon.

Topic: Rainstorm	
Line 1	Thunder rumbles loud.
Line 2	Drops splashing on the window.
Line 3	

## How to Write a Rhyming Poem

### The Basics of Rhyming Poems

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



### Choosing a Rhyme

There are different ways you can choose the rhymes in a poem. This is called a **rhyme scheme**. Here are a few common ones:

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

For example, in an **ABAB** rhyme scheme:

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

### Selecting Your Words

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

### Sampling Rhyming Poems

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

# How to Write a Rhyming Poem

**Warm-Up**

Write 3 rhyming words for each word below.

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

**Write**

Finish the poem below using rhyming words.

**AABB Poem**

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

 \_\_\_\_\_  
 \_\_\_\_\_

**ABCB Poem**

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

 \_\_\_\_\_  
 \_\_\_\_\_

**AB**

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

 \_\_\_\_\_  
 \_\_\_\_\_

**ABAB Poem**

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

 \_\_\_\_\_  
 \_\_\_\_\_

# Children's Book

Illustrate

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

Benny sat at the night sky,

He gazed wide.

He wished for a magic bird

To explore under the moon.

To his surprise, the stars heard,

And sent down a magic bird.

It pecked the earth; sprouts grew fast.

Benny's garden bloomed vast at last.

**PREVIEW**

# Children's Book

## Illustrate

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

In the \_\_\_\_\_ creatures played,

At the \_\_\_\_\_ played.

Benny laugh \_\_\_\_\_ acco

Their garden party beyd \_\_\_\_\_

As dawn painted the sky blue,

Benny's garden faded from view.

Yet every night, his friends await,

For the starlit garden to illuminate.

**PREVIEW**

# Assignment – Writing a Children’s Book

**Plan**

Write a plan for your children’s book.

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

1) Think about which idea you can use some of the topics from above if you want.

2) Which story idea do you like the best?

3) What’s going to happen in your story? Jot down some ideas for your story.

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

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

221

Guided Writing  
1.1.1.1

Write

Write the rough draft of your poems below.

11

12

13

14

**PREVIEW**

## Activity Title: "Poem Editing Teams"

### Objective

What are we learning more about?

To help students collaborate in small groups and focus on different aspects of proofreading and revising their poems.



### Instructions

How do we complete the activity?

- 1) Introduce the Activity:** Begin by explaining the importance of proofreading, editing, and revising poems. Emphasize that each group member will have a special role to play.
- 2) Student Preparation:** Students use the poems they have written for their children's books as the basis for their editing and revision.
- 3) Create Editing Teams:** Divide students into groups of 4. In each group, assign the following roles:
  - **Punctuation and Capitalization Expert:** Focuses on punctuation and capitalization.
  - **Proofreader:** Focuses on spelling mistakes.
  - **Word and Rhyme Choice Artist:** Concentrates on word choice and rhymes that could be improved.
  - **Appreciation Analyst:** Writes down one thing they loved about the poem.
- 4) Exchange Poems in the Group:** Students will pass their poems to each member of the group, so everyone gets to perform their assigned role on each poem.
- 5) Collaborative Revision:** Give students a set amount of time (e.g., 5-7 minutes) to work on each poem in their role. Encourage them to write their feedback on a separate sheet of paper or the back of the poem so that the original author can see all the comments.
- 6) Group Discussion:** After all members have completed their roles on all the poems, allow time for the group to discuss the feedback. Each member should explain their comments, and the original author can ask questions or clarify their intentions.
- 7) Final Revision:** Give students time to revise their poems based on the feedback received from their group members.

# Activity Title: "Poem Editing Teams"

## Feedback

Fill in the organizer below to collect feedback about your book.

1) The author of this story is...

2) Proofreader comments:

3) Punctuation and Capitalization comments:

4) Word and Rhyme Choice Artist comments:

5) Appreciation Analyst comments:

**PREVIEW**

# Rubric – Poetry Children’s Book Assignment

Category	4 Points	3 Points	2 Points	1 Point
<b>Content &amp; Theme</b>	Clear, engaging theme in all poems.	Clear theme in most poems.	Inconsistent theme.	Unclear or inappropriate theme.
<b>Rhyming Patterns</b>	Flawless AABB or ABAB pattern.	Minor deviations in pattern.	Inconsistent patterns.	Unclear or missing patterns.
<b>Illustrations</b>	Original, vibrant, theme-supporting.	Mostly theme-supporting.	Lacks coherence with theme.	Missing or unrelated.
<b>Grammar &amp; Spelling</b>	Flawless grammar and spelling.	Minor mistakes.	Several errors.	Numerous errors, affects understanding.
<b>Creativity &amp; Originality</b>	Original and creative.	Some creativity, but may be derivative.	Some creativity, may be derivative.	Lacks creativity or originality.
<b>Organization &amp; Layout</b>	Exceptionally well-organized, 1 poem/page.	Well-organized, 2 poems/page.	Somewhat organized, 3 poems/page.	Confusing layout, detracts from reading.

PREVIEW

**Teacher Comments**

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Mark \_\_\_\_\_

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

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## What is a Limerick Poem?

### What is a Limerick Poem?

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

### Limerick

A limerick is a five-line poem. Here's what makes a limerick special:

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

### Examples of Limericks

#### Luna's Lovely Library

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

#### My Biking Day

I rode my bike up a big bumpy hill,  
 It was such a thrill.  
 I wore my helmet and my bag,  
 And I was so glad,  
 Racing fast gave me a big grin.



Write

Finish the Limerick poems below.

#### Topic: Roller Coaster Ride

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

## What is a Limerick Poem?

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

**Write**

Use the word bank words to fill in the limericks below

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

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

Line 3: He got to \_\_\_\_\_

Line 4: He \_\_\_\_\_

Line 5: And quack \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

PREVIEW

## Writing an Acrostic Poem

**Write**

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

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

F

R

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D

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T

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Y

# Writing an Acrostic Poem

**Plan and Write**

Plan your acrostic poem below

1) Brainstorm a list of topics you are interested in – hobbies, sports, electronics, weather, science, history, etc.

2) Which topic are you interested in?

3) What word represents your topic? It should be at least 4 or more letters.

4) What words come to mind that could be used in your poem?

5) Choose the words you want to include in your poem and write them in the left side of the table. Then write 4 words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4

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

235

Revising Content  
4.2

Rough Copy

Write your rough copy below

**PREVIEW**

# Writing A Comic Strip



**PREVIEW**

### Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

# The Adventure of Storytelling Structure

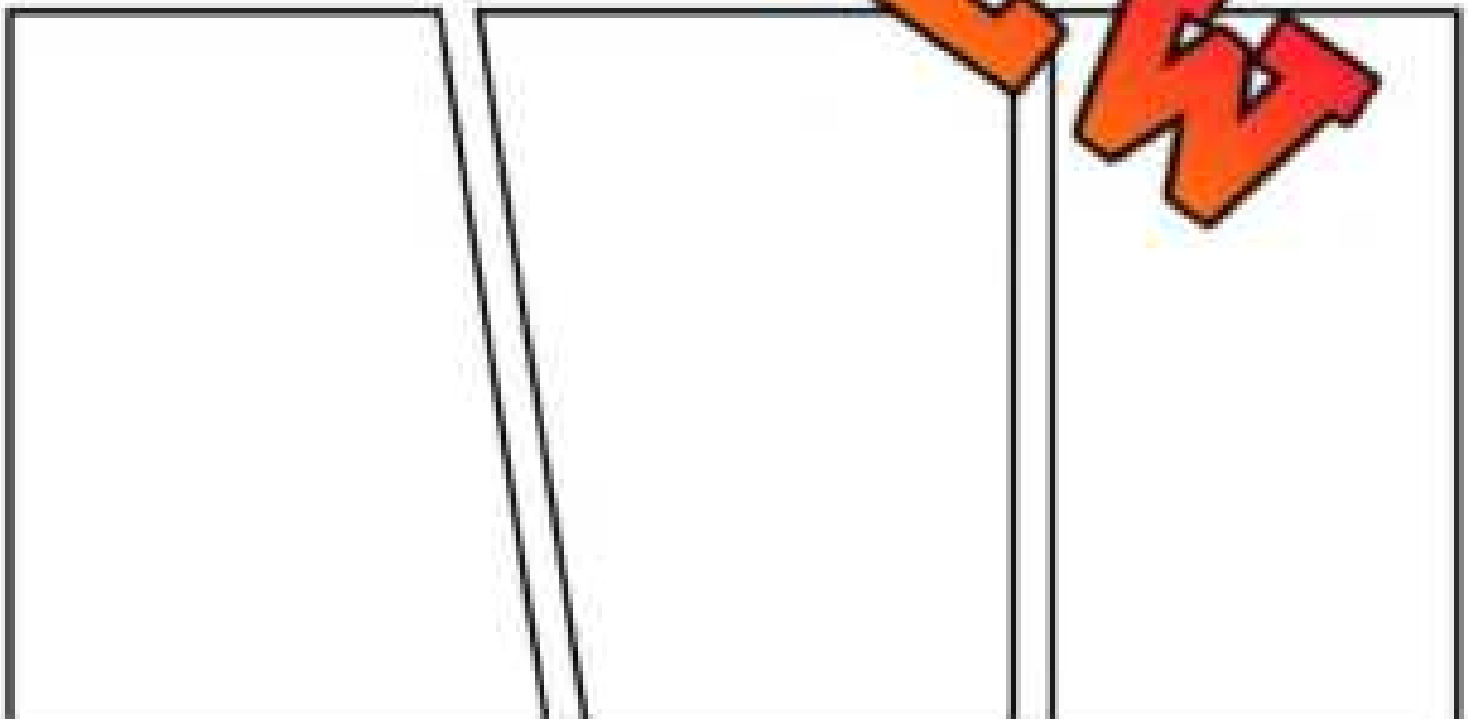
## Crafting a Story: From First Page to Last

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

- **The Beginning:** This is where we meet the characters and learn about where the story happens. It's like preparing for an adventure.
- **The Middle:** Here, the characters go through adventures, solve problems, and talk to each other. This part moves the story forward.
- **The End:** Here the story wraps up. Everything that happened gets a clear end, and what happens to the characters.

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

Beginning	Middle	End
Cat spots laser pointer in tree.	Can't reach it.	Firefighter helps the cat down.
A boy kicks a football.	It lands in a ditch.	Boy gets it, makes a new friend.
Girl plants a seed.	Plant becomes giant.	Girl discovers unique flower.
Painter loses blue paint.	Mixes colours.	Creates new colour.
A dog buries a bone.	Forgets where it's buried.	Looks for it while digging.



## Onomatopoeia in Comic Strips



### What's Onomatopoeia?

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

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

Instructions: Use the words for onomatopoeia and draw them below.

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


# Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



## Writing Comic Strips – Superpowers

### Instructions

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

#### Panel 1:

**Setting:** A quiet classroom. Sam, sits with a perplexed look, staring at a math problem.

**Dialogue:** Sam says, "Hmm... what's  $X$  equal to?"

**Onomatopoeia:** "Tap tap" from a pencil drumming on the desk.

#### Panel 2:

**Setting:** Sam is stuck on the problem with lightbulb above Sam's head, indicating an idea.

**Dialogue:** Sam says, "Aha! I got it! Divide by 3!"

**Onomatopoeia:** "Aha" during the lightbulb moment.

#### Panel 3:

**Setting:** Sam proudly displays his answer on the notebook.

**Dialogue:** Sam says,

**Onomatopoeia:** "Swoosh" as he writes the answer.



PREVIEW

## Biography – Leif Erikson

### Preface

This book is about Leif Erikson, a brave explorer from long ago. He was one of the first Europeans to travel to North America, way before others like Christopher Columbus. In these pages, you'll learn about his exciting life—from his early days in Iceland to his big adventures across the sea. We'll see how he and his family's daring spirit led him to discover new places. His story shows us how important it is to explore and learn new things, and how one person's journey can become a part of history. Happy reading!

### Introduction

Leif Erikson (c. 950–1020 AD) is often celebrated as the first European to set foot on North American soil, predating Christopher Columbus by nearly 500 years. His voyages to lands west of Greenland have earned him a place of honor in the annals of exploration.

### Early Life

Leif was born into an adventurous family in Iceland in the late 950s AD. His father, Erik the Red, was a famous explorer who founded the first European settlement in Greenland. Growing up in such a family, Leif learned navigation and exploration from a young age.



Leif Erikson

### Achievements

- **Around 1000 AD:** Leif embarked on a bold journey to the west. He discovered a land he called Vinland, now believed to be part of North America.
- **In 1001 AD:** Leif returned to Greenland and told tales of the rich lands he had found.
- **In 1002 AD:** Leif reportedly bought a ship and gathered a crew, preparing for further exploration based on the information from a trader about lands to the west.
- **In 1003 AD:** Leif's father, Erik the Red, attempted to visit Vinland but had to turn back due to an injury. Leif continued his voyages, exploring more of the North Atlantic.

### Legacy and Later Life

Leif Erikson's exact date of death is unknown, but he is thought to have died around 1020 AD. His legacy, however, has lived on for centuries. He is remembered as a symbol of courage and adventure and has inspired countless other explorers. In honour of his achievements, Leif Erikson Day is celebrated on October 9th in the United States and is also remembered with statues and memorials in various parts of Canada.

**Questions**

Answer the questions below

1) Write the headings used in the biography?

2) After reading the preface, why do you think authors include a preface?

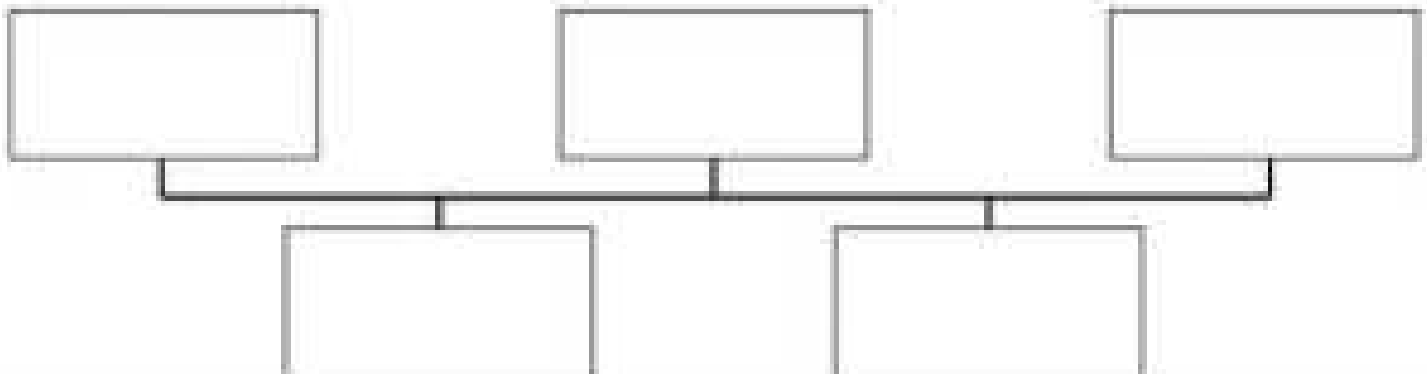
3) How did the author feel about the biography? Was it helpful?

4) Why do you think the author chose to write about \_\_\_\_\_? What can we learn from him?

**PREVIEW**

**Timeline**

Timelines are often included in biographies. Create a timeline using the information in the biography.



## Researching Skills - Plagiarism

### What's Plagiarism?

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

DO NOT COPY

### Avoiding Plagiarism:

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

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

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

<b>Paraphrasing</b>	Desert plants have evolved long water storage capabilities within their robust stems, closing their stomatal pore opening to conserve moisture, and sporting spiny leaves to protect against herbivores.
---------------------	--

<b>Summarizing</b>	Cacti and other desert flora survive by efficiently conserving water and deterring herbivores with their spines.
--------------------	--

<b>Quoting</b>	"In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems..."
----------------	--

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

<b>Paraphrasing</b>	_____ _____ _____
---------------------	-------------------------

<b>Summarizing</b>	_____ _____ _____
--------------------	-------------------------

<b>Quoting</b>	_____ _____ _____
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## Researching Activity – Note Taking

**Instruction**

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

**Introduction**

Louis Riel, a name synonymous with the Métis nation's struggle for recognition and rights, is a pivotal figure in Canadian history. Born on October 22, 1844, in the Red River Settlement (Manitoba), he was a political leader, a founder of Manitoba, and a central figure in the Red River and North-West resistances.

**Early Life**

Riel was born into a respected Métis family. His father, Louis Riel Sr., was a prominent leader in the Métis community. Louis Jr. was educated in France but returned to the Red River Settlement at age 25 upon hearing of the tensions between Métis inhabitants and the Canadian government.

**Political Beginnings**

In 1869, Riel emerged as a leader of the French-speaking community, protesting the transfer of the western territories from Hudson's Bay Company to the newly formed Dominion of Canada without consultation. He led a provisional government, which negotiated the Manitoba Act with the Canadian government, leading to the creation of Manitoba as a province on July 15, 1870.

**Resistance and Exile**

Riel's leadership in the resistance resulted in the execution of some of his followers, an action that polarized public opinion and led to Riel's exile. During his time in the United States, he was elected three times to the Canadian House of Commons, but never took his seat. He was also institutionalized for mental health issues during this period.

**The North-West Resistance**

In 1884, Riel was persuaded to return to Canada to lead the Métis and other groups in what became known as the North-West Resistance. This uprising was a result of increasing discontent among the Métis and prairie inhabitants due to the Canadian government's failure to address their concerns.

**Trial and Execution**

Following the defeat of the Métis forces at the Battle of Batoche in May 1885, Riel was captured and tried for treason. Despite his argument that he defended his people's rights, he was found guilty. Louis Riel was executed on November 16, 1885, in Regina, Saskatchewan.

**Note Taking**

While your teacher is reading, write down notes in point form.

**PREVIEW**

**Pictures**

Draw things that will help in your research and note taking.

## Researching Skills - Bibliography

### What is a Bibliography?

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

### How to Write a Bibliography

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



### Example Bibliography

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



## Activity Title: Partner Biography Research

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

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

# Activity Title: Partner Biography Research

## Research

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

Who will you research more about?

Event: Fact # 1	Source Information	
	Author	
	Title	
	Website	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

## Assignment – Biography

### Plan

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

1) Who will be the subject of your biography?

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

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

**PREVIEW**

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

5) Provide 3-5 traits of their personality.

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

**PREVIEW**

# Cursive Writing Activities



# Cursive Writing Activities

## Practice

Write the letters in cursive in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

**PREVIEW**

# Cursive Writing Activities

## Practice

Write the letters in cursive in each of the boxes.

U								
u								
v								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

**PREVIEW**

## Cursive Writing Activities

### Practice

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

Flowers bloom brightly.

The sun sets behind mountains.

The sun sets behind mountains.

Amoeba hearts in the dark of day.

Courage is found in unlikely places.

**PREVIEW**

## Cursive Writing Activities

**Practice**

Trace the cursive stories below.

Practicing mindfulness and gratitude can help us gain a more positive outlook on life and improve mental health.

Protecting our environment ensures that wildlife and humans will have a healthy place to live and thrive.

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

**PREVIEW**

# Cursive Writing Activities

## Questions

Answer the questions below using cursive writing

Favourite animal at the zoo?

Favourite destination?

What's your favourite sport?

Favourite pizza topping?

Favourite breakfast cereal?

What's your dream car?

Favourite amusement park ride?

What's your favourite joke?

**PREVIEW**