



# Preview - Information



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# Google Slides Lessons Preview





# Alberta Language Curriculum Conventions And Vocabulary – Grade 8

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**Week 1 - Vocabulary List**

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

ingratiate	grateful	proceed
emigrate	refugee	emigrate
critical	review	disease
investment	unusual	variation
employee	unconsidered	benefit
business	engineer	demand
unknown		pioneer

**Prefix Un-**

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

unkind	unkindness	unkindly
unchange	unchange	unchange
unclean	unclean	unclean
unkind	unkindly	unkind
unkindness	unkind	unkind

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Fluency Readings**

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

	<input type="checkbox"/> The disease spread through the town.		<input type="checkbox"/> The pioneer explored new land alone.
	<input type="checkbox"/> The refugee crossed the border safely.		<input type="checkbox"/> The employee arrived early for work.
	<input type="checkbox"/> The runner tripped and collided forward.		<input type="checkbox"/> The engineer repaired the broken bridge.
	<input type="checkbox"/> She achieved her greatest goal today.		<input type="checkbox"/> The path led into the unknown.
	<input type="checkbox"/> The treasures lay beneath the sand.		<input type="checkbox"/> They will proceed with the plan.
	<input type="checkbox"/> He sounded grateful after the gift.		<input type="checkbox"/> The volunteer helped during the storm.



# Alberta Language Curriculum Conventions And Vocabulary - Grade 8

## Simple Sentences

Read each sentence carefully. Drag the simple sentences to the pictures they match.  
Remember, a simple sentence has one subject and one complete thought.

			The girl likes to read about.	The girl paints a picture.
			The girl likes to fish.	The girl paints and her brother watches.
			The bird flies high.	The bird flies high, but she won't get away.
			The explorer plays football.	The dog runs fast and barks.
			The baby cries and looks sad.	The dog needs a book.
			The dog reads and train jumps.	The baby likes.

## Suffix -ly

Drag the correct -ly ending into the boxes to make a word. Some words may need you to cover the last letter.

quiet	angry	slide
loud	gentle	wise
wavy	heavy	simple
noble	humble	safely
calm	sad	steadily
kind	sunny	regularly

Drag each word to the basket or the bin.

Drawn	Disrupts	Drawn
Disrupted	Discovered	Discover
Discovers	Discovers	Discovers
Discovers	Discovers	Discovers
Discovers	Discovers	Discovers



# Alberta Language Curriculum

## Conventions And Vocabulary – Grade 8

### Week 9 - Vocabulary List

Draw a line to connect each word to match it with its correct meaning on the other side of the chart. Make sure every word is connected to the meaning that fits best.

<ul style="list-style-type: none"> <li>make problem worse <input type="checkbox"/></li> <li>supply water to crops <input type="checkbox"/></li> <li>background explanation <input type="checkbox"/></li> <li>clearly fully stated <input type="checkbox"/></li> <li>serve as example <input type="checkbox"/></li> <li>closed electrical path <input type="checkbox"/></li> <li>unreasonably high cost <input type="checkbox"/></li> <li>fill with excitement <input type="checkbox"/></li> <li>not relevant information <input type="checkbox"/></li> <li>make seem bigger <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>exorbitant</li> <li>exhilarate</li> <li>circuit</li> <li>extraneous</li> <li>exemplify</li> <li>exposition</li> <li>explicit</li> <li>exaggerate</li> <li>irrigate</li> <li>exaggerate</li> </ul>	<ul style="list-style-type: none"> <li>oddly pleasantly unusual <input type="checkbox"/></li> <li>make clean pure <input type="checkbox"/></li> <li>rebel against authority <input type="checkbox"/></li> <li>small brief fight <input type="checkbox"/></li> <li>oppose than expected <input type="checkbox"/></li> <li>small defensive tower <input type="checkbox"/></li> <li>cannot be undone <input type="checkbox"/></li> <li>relating to countryside <input type="checkbox"/></li> <li>violent unstable movement <input type="checkbox"/></li> <li>low continuous sound <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>skirmish</li> <li>irrevocable</li> <li>rural</li> <li>turret</li> <li>insurgent</li> <li>quirky</li> <li>ironic</li> <li>turbulence</li> <li>puffly</li> <li>rumor</li> </ul>
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### Prefix

Unscramble the letters and drag them into the boxes to begin with the prefix "in-".

<ul style="list-style-type: none"> <li>in_____</li> <li>in_____</li> <li>in_____</li> <li>in_____</li> </ul>	<ul style="list-style-type: none"> <li>in_____</li> <li>in_____</li> <li>in_____</li> <li>in_____</li> </ul>	<ul style="list-style-type: none"> <li>in_____</li> <li>in_____</li> <li>in_____</li> <li>in_____</li> </ul>
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### Crossword

Clues to help you make the words!

<p><b>Across</b></p> <ul style="list-style-type: none"> <li>3) act of knowing</li> <li>4) rule or award</li> <li>7) act of teaching</li> </ul>	<p><b>Down</b></p> <ul style="list-style-type: none"> <li>1) group items together</li> <li>2) act of exploring</li> <li>4) getting ready beforehand</li> <li>5) number of people</li> </ul>
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# Workbook Preview



# Grade 8 – 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 93 pages from this product that contains 408 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>Experience various texts</li> </ul>	
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>	208, 215
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 8 – 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>	13-18, 21-23, 25, 28-32, 35-37, 39, 42-43, 46, 49-50, 53, 56-58, 61, 64-65, 68, 71-72, 74-76, 79-80, 84, 87-88, 91, 94-95, 98, 101-104, 106, 109-110, 113, 116-117, 119-120, 123-125, 127, 130-131, 133-134, 137-138, 141, 144-147, 149, 152-153, 157, 160-161, 164, 167-169, 171, 174-175, 178, 181-182, 186, 189-193, 195, 198-200, 203, 206-207, 209-210, 213-214, 217, 220-221, 228, 231-232, 239
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, 42-46, 49-53, 56-61, 64-68, 71-76, 79-84, 87-91, 94-98, 101-107, 109-113, 116-120, 123-127, 130-134, 137-141, 144-149, 152-157, 160-164, 167-171, 174-178, 181-186, 189-195, 198-203, 206-207, 210, 213-214, 217, 220-221, 228, 231-232, 239
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>	208, 215, 222-226, 233-237

# Grade 8 – 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

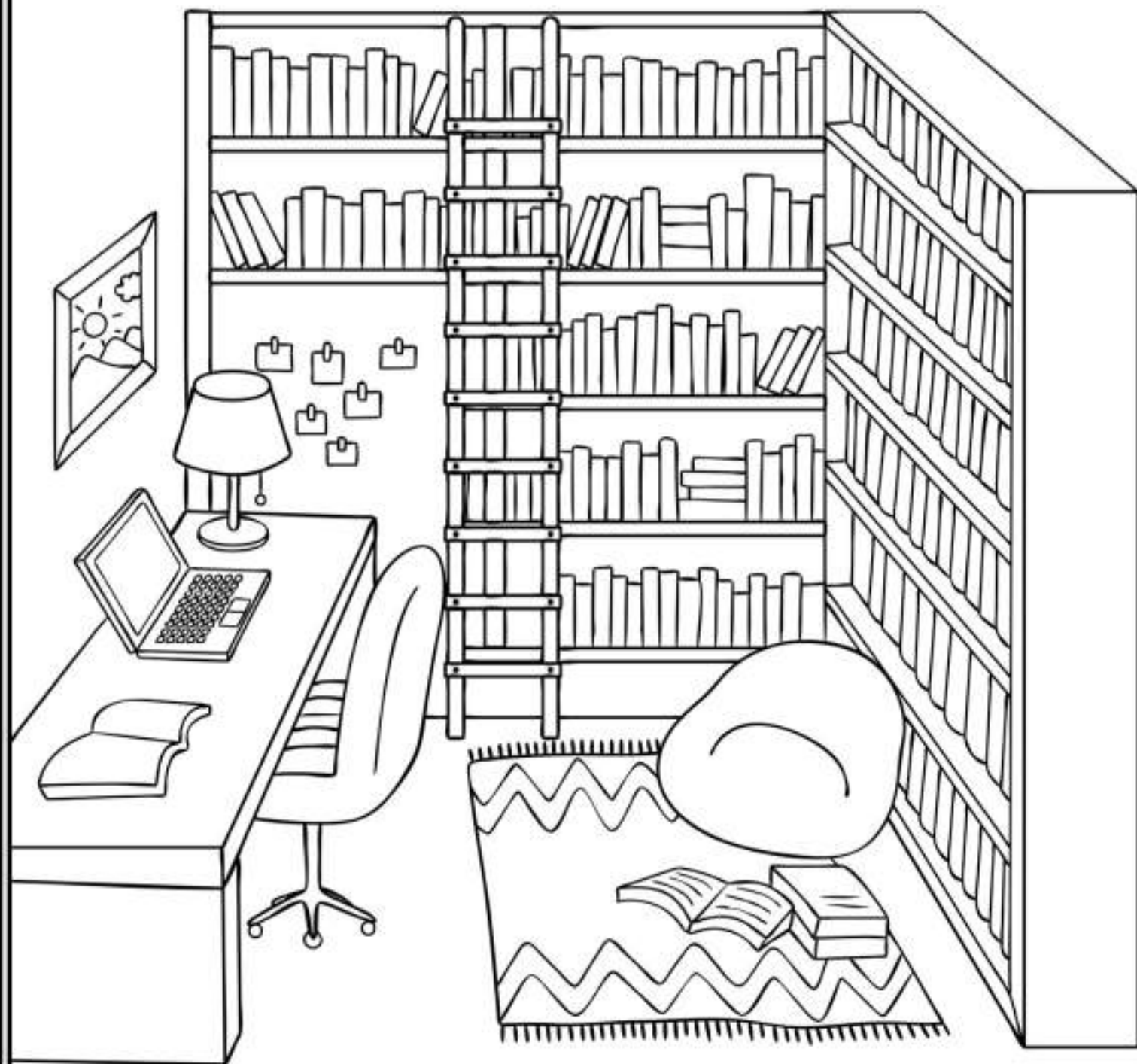
Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Sentence Form: Simple Sentences	Parts Of Speech: Nouns, Verbs, Adjectives, And Adverbs
3	Identify Run-on Sentence	Parts Of Speech – Interjection, Conjunction, Preposition
4	Correct Run-on Sentence	Independent Clauses
5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

# Reading Program - Overview

Weeks	Lessons	
16	Predicate Nouns	Predicate Adjectives
17	Adverbial Phrases	Indirect Objects (E.G., They Gave Me A Pencil.)
18	Capital Letters In Dialogue	Commas And Quotation Marks To Mark Direct Speech And Direct Quotations From Texts
19	Capital Letters In Dialogue	Commas To Set Off Nouns Of Direct Address
20	Participles and Use of Parentheses	Commas To Set Off Advanced Phrases Or Clauses, Such As Appositives And Participles
21	Commas After Transitional Words Or Phrases	Commas To Set Off Conjunctive Adverbs
22	Colons To Indicate New Speakers In Script Dialogue	Colons In Formal Letters And Memo Salutations
23	Colons To Introduce A Quotation After A Complete Sentence	Colons For Introducing A List After A Complete Sentence
24	Semicolons To Separate Two Independent Clauses	Semicolons, Dashes, and Hyphens when Reading
25	Ellipses Or Dashes To Indicate An Admission, A Pause, Or A Break	Use of Hyphens for Line Breaks and Form New Words
26	Spelling Variants in Print and Media Texts	Commonly Misspelled Words
27	Adjusting Expression For Different Genres	Thesaurus Skills: Expanding Word Choices
28	Adjusting Expression For Different Genres	Morpheme Scavenger Hunt: Spotting Bases, Prefixes, And Suffixes In Texts
29	Reader's Theatre - Performance Reading: Adjusting Tone And Pacing For Audiences	Fluency Readings - Providing A List Of Sentences That Get More Difficult To Read
30	Reader's Theatre - Performance Reading: Adjusting Tone And Pacing For Audiences	Fluency Readings - Providing A List Of Sentences That Get More Difficult To Read

NAME: \_\_\_\_\_

# FOUNDATIONS



## Week 1 - Vocabulary List

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

**Cursive**

Write the word using cursive writing.

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

# Week 1 - Vocabulary List

**Cursive**

Write the word using cursive writing.

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

**PREVIEW**

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

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**PREFIX UN-**

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

**Examples:**

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



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

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

**Completion**

Complete the sentences with the correct word.

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

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

# IDENTIFY SENTENCE FRAGMENTS

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

**Examples:**

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



Complete or Fragment?

Is the sentence complete or is it a fragment?

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

Fragment Repair

Repair each fragment to form a complete sentence.

1) Perfect for a picnic.

2) Walking through the dense forest.

3) Heading back to our campsite.

# CORRECT SENTENCE FRAGMENTS

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

**Examples:**

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

**Identify** Identify the sentence fragment that best conveys each given emotion

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

**Write** Create a correct sentence fragment from the given sentences.

Sentence	I am so excited that I can barely wait.
Fragment	Just can't wait!
Sentence	The long and stressful day is finally over.
Fragment	
Sentence	After all the effort, it turned out to be for nothing.
Fragment	
Sentence	I wonder what mysteries lie beyond the visible horizon.
Fragment	

# WORD SEARCH

**Word Search**

Find the word bank words in the puzzle.

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

**PREVIEW**

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

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**


## Week 1 – Fluency Readings

**Read**

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

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

PREVIEW

## Week 1 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Complete or Fragment?

Is the sentence complete or a fragment?

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

### Identify

Identify the emotion conveyed by each fragment.

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

## Week 2 - Vocabulary List

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

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

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

## SUFFIX -ING



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

**Examples:**

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



**Write**

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

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

**Write**

Use the words below to create a meaningful sentence.

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

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

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## SENTENCE FORM: SIMPLE SENTENCES

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

**Examples:**

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



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

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

**Identify**

Underline the simple sentences in the passage below.

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

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

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

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

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

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

**Write**

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

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

**CROSSWORD PUZZLE****Crossword**

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

**Across**

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

**Down**

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



## Week 2 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Complete the following to a simple sentence.

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

### Identify

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

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



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

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**PREFIX RE-**

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

**Examples:**

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

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

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

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

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

# IDENTIFY RUN ON SENTENCES

## What Are Run-on Sentences?

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



### Example:

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

Sentence \_\_\_\_\_ Label each sentence as correct or run-on.

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

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

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

The game was exciting everyone was cheering loudly.

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

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

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

Complete the sentences with the provided interjections.

1) Yay

2) Ah

3) Oops

4) Yikes

5) Ugh

**Completion**

Complete each sentence by writing the appropriate conjunctions

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

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

3) We can watch a movie \_\_\_\_\_ play a game.

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

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

**Search**

Underline the prepositions used in the story below.

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

# Word Sudoku

**Sudoku**

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

SHODDY	SHROUD	CHURN
REFURBISH	CHRONICLE	SHANTY

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



## Week 3 – Fluency Readings

**Read**

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

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

## Week 3 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Correct the run-on sentences using appropriate punctuation.

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

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

### Identify

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

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

**Week 4 - Vocabulary List**

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

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

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

**PREVIEW**

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

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**SUFFIX -LY**

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

**Examples:**

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

**Identify**

Underline the adverb used in each sentence.

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

**Write**

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

Aggressively	_____
Skillfully	_____
Strategically	_____
Vigorously	_____
Steadily	_____

## CORRECT RUN-ON SENTENCES

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

**Insert** \_\_\_\_\_ message by adding periods and capital letters, as well as commas \_\_\_\_\_ sentences.

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

**Write** \_\_\_\_\_ Revise the following run-on sentences using simple sentences and punctuation.

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

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

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

# INDEPENDENT CLAUSES

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

**Examples:**

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



**Write** \_\_\_\_\_ two independent clauses from the provided compound sentences.

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

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

**Write** \_\_\_\_\_ Create an independent clause from the given subject and verb.

Subject - Teacher

Verb - \_\_\_\_\_

Subject - Soccer team

Verb - defeated

Subject - Chef

Verb - prepared

## Hidden Word

### Hidden Word

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



### CLUES

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

### THE HIDDEN WORD

## Week 4 – Fluency Readings

**Read**

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

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

## Week 4 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Revise the following run-on sentences by adding a comma or punctuation.

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

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

### Write

Create an independent clause from the given subject and verb.

S - The orchestra

V - performed

## Week 5 - Vocabulary List

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

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

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

**Write**

Use the following words in a sentence.

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

## PREFIX DIS-

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



### Examples:

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

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

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

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

Arm	
Disarm	
Place	
Displace	
Colour	
Discolour	

## COMPOUND SENTENCES

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

### Completion

Write a coordinating conjunction to complete the compound sentences.

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

### Write

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

- 1) The experiment was successful,  
\_\_\_\_\_
- 2) The team can't seem to score the puck,  
\_\_\_\_\_
- 3) The ancient ruins were discovered,  
\_\_\_\_\_
- 4) The author released a new book,  
\_\_\_\_\_

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

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# COORDINATING CONJUNCTIONS

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

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

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

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

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

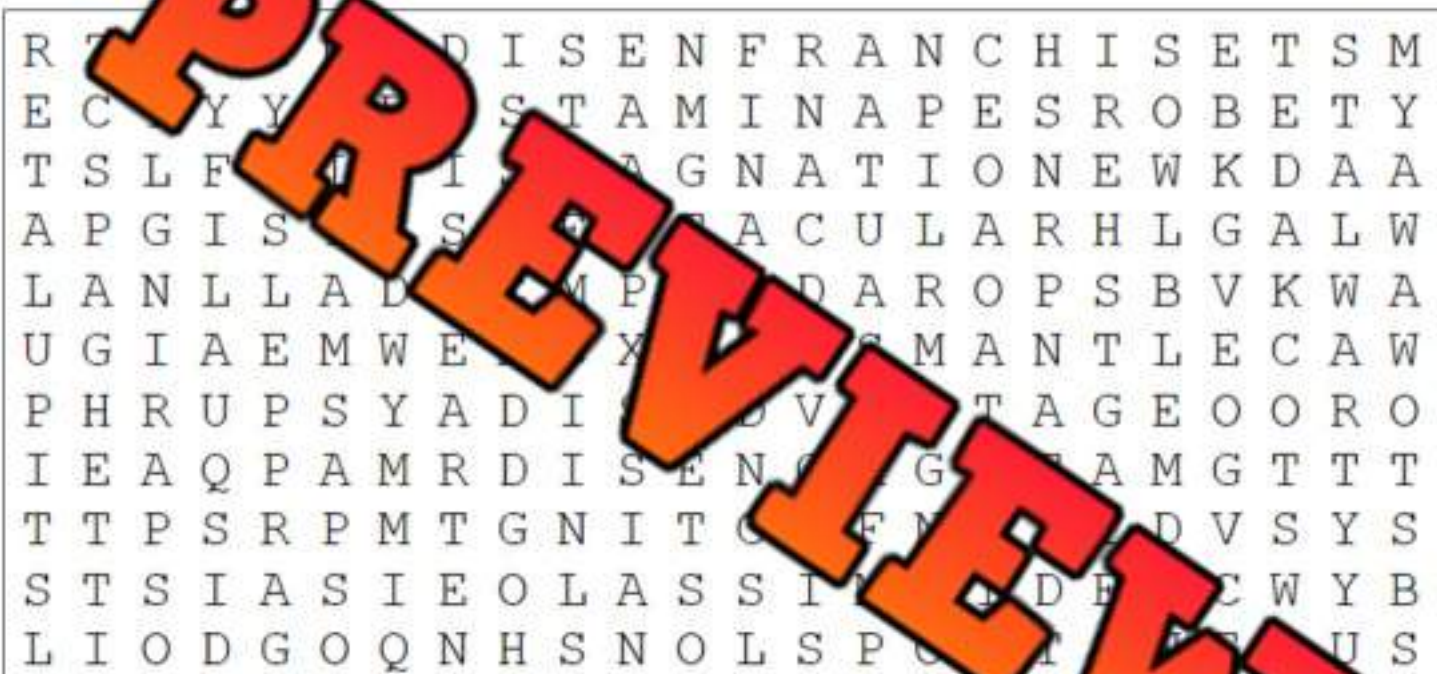
**Write** Create your own sentences using FANBOYS conjunctions.

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

**WORD SEARCH****Word Search**

Find the word bank words in the puzzle.

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

**Word Scramble**

Unscramble the word.

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

## Week 5 – Fluency Readings

**Read**

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

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

PREVIEW

## Week 5 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

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

### Completion

Write a coordinating conjunction to complete the compound sentences.

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

## Week 6 - Vocabulary List

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

Attainable	Commendable	Biodegradable	Conceivable	Equitable
Indispensable	Inevitable	Believable	Tribunal	Triplicate
Triumphant	Trivial	Truncate	Transparent	Drenched
Drift	Drudge	Drawbridge	Drained	Dredge

**Complete**

Complete the words by adding dr or tr.

1) _____ful	_____eadful	11) con_____aption
2) _____ough	_____ode	12) _____additional
3) _____amatize	infr_____ature	13) in_____oduce
4) admins_____ator	9) _____sluc_____	14) hy_____ant
5) ex_____aordinary	10) dis_____ib_____	hy_____ogen

**Pictionary**

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

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## SUFFIX -ABLE

The suffix "-able" is added to verbs to form adjectives, meaning "capable of" or "suitable for." It turns a verb into an adjective that describes something that can be done.

### Examples:

- Enjoyable: From "enjoy," meaning something that can be enjoyed.
- Readable: From "read," referring to something that can be read easily.

**Write**      Add the suffix able to the given base words then use them in sentences.

<b>Word</b>	commend	commendable
<b>Sentence</b>	I commend your swift action; it's truly commendable teamwork, everyone.	
<b>Word</b>	attach	
<b>Sentence</b>		
<b>Word</b>	believe	
<b>Sentence</b>		
<b>Word</b>	understand	
<b>Sentence</b>		

**Matching**      Choose the word that best suits each sentence.

	1. The sculpture is heavy but _____ with some effort.	A) Solvable
	2. Her alibi was barely _____ to the listening jury.	B) Believable
	3. The concert was short yet _____ for everyone.	C) Measurable
	4. It seemed complex, yet the puzzle was _____.	D) Movable
	5. Improvement was small but _____ after practice.	E) Enjoyable

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

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## SENTENCE FORM: COMPLEX SENTENCE

A **complex sentence** is a type of sentence that combines one independent clause with at least one dependent clause connected by a **subordinating conjunction**.

An **independent clause** is a group of words that can stand alone as a sentence because it expresses a complete thought. A **dependent clause**, on the other hand, cannot stand alone as a sentence because it does not express a complete thought.

### Example:

She was late to school **because** her alarm did not ring.

- late to school – independent clause
- because – subordinating conjunction
- her alarm did not ring – dependent clause



**Write** Underline the independent clause and write the conjunction used in the sentences.

- |   |    |
|---|----|
| 1) Although the experimenter's complex results were conclusive.       | 1. |
| 2) If you analyze the data carefully, you will find a pattern.        | 2. |
| 3) She couldn't attend the workshop because her schedule conflicted.  | 3. |
| 4) When the novel reaches its climax, the protagonist faces a choice. | 4. |
| 5) Since we are studying ecosystems, we should visit the local park.  |    |

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

Olivia was walking through the woods near her home, a path she had taken many times. But today, something was different: a soft whispering seemed to be calling her name, and the air was filled with an unusual chill.

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## SUBORDINATING CONJUNCTIONS

A **subordinating conjunction** is a word that connects a dependent clause to an independent clause, showing a relationship between them. The dependent clause cannot stand alone as a sentence; it depends on the independent clause to make sense.

Examples:

- **Because:** I did my homework because I had a test the next day.
- **Although:** Although it was raining, we went for a hike.
- **If:** If you study hard, you will do well in your exams.



Complete the sentences with the appropriate subordinating conjunction.














because	if	although	so that	even though
1) You'll become a better player			you practice regularly.	
2) He couldn't see the stars			it was cloudy.	
3) Everyone tried their best			the test was difficult.	
4) We decided to watch one more movie			it was late.	
5) They went out to play			it was raining.	
6) He saved his allowance			to buy a new game.	

Write Contrast the given topics using sentences with subordinating conjunctions




















Winter and Summer	
Reading and Writing	
Hockey and Basketball	

# 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
		
		
		
		
		
		
		
		
		
		

**PREVIEW**



## 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** Underline the dependent clause and circle the conjunction in the sentences.

- 1) He missed the lecture as his previous appointment ran late.
- 2) Unless you grasp the fundamentals, solving advanced problems will be difficult.
- 3) Even though the theory was disproven, it led to significant scientific discoveries.

### Completion

Write the appropriate subordinating conjunction.

1) The audience applauded		the curtain fell
2) The cat approached the newcomer		it was wary
3) Our project could win		we complete it on time.
4) The hikers saw the view		they reached the summit

## Week 7 - Vocabulary List

Predecessor	Predicament	Preferable	Premonition	Premature
Preliminary	Preoccupy	Preclude	Whatsoever	Whimsical
Wholesome	Whirlwind	Whisker	Whomever	Quadrant
Quantify	Quartet	Questionnaire	Quintessential	Quicken

**Cursive**

Write the word using cursive writing.

Word	Trace	Write
Predecessor	<i>Predecessor</i>	
Predicament	<i>Predicament</i>	
Preferable	<i>Preferable</i>	
Premonition	<i>Premonition</i>	
Premature	<i>Premature</i>	
Preliminary	<i>Preliminary</i>	
Preoccupy	<i>Preoccupy</i>	
Preclude	<i>Preclude</i>	
Whatsoever	<i>Whatsoever</i>	

**Week 7 - Vocabulary List****Cursive**

Write the word using cursive writing.

Word	Trace	Write
Whimsical	<i>Whimsical</i>	
Wholesome	<i>Wholesome</i>	
Whirlwind	<i>Whirlwind</i>	
Whisker	<i>Whisker</i>	
Whomever	<i>Whomever</i>	
Quadrant	<i>Quadrant</i>	
Quantify	<i>Quantify</i>	
Quartet	<i>Quartet</i>	
Questionnaire	<i>Questionnaire</i>	
Quintessential	<i>Quintessential</i>	
Quicken	<i>Quicken</i>	

# PREFIX PRE-

## Understanding the Prefix "Pre-"

When we add "pre-" to the start of a word, it describes something that comes before something else in time or order.

- **Predecessor:** Someone who came before another in a position or role.
- **Preliminary:** An event or action that comes before the main one.
- **Premonition:** A feeling that something is going to happen before it does.



## Matching Match the words below to their meanings.

- 1) Reiterate  To look back on something, often with a sense of nostalgia.
- 2) Return  To go back to something known again or to remind.
- 3) Rebuild  To construct something again in a different way.
- 4) Recall  To go back to something again.
- 5) Reorganize  To put back in a different position or place.
- 6) Retrieve  To arrange something in a different order.
- 7) Reminisce  To construct or form something.

## Write Write the appropriate word to complete each sentence.

Predicament	Premonition	
Preoccupy	Predecessor	Pre

- 1) The new CEO made significant changes, unlike her \_\_\_\_\_.
- 2) He found himself in a \_\_\_\_\_ when he lost his way in the forest.
- 3) For environmental reasons, walking is \_\_\_\_\_ to driving.
- 4) She had a strange \_\_\_\_\_ that the day would bring unexpected news.
- 5) The \_\_\_\_\_ results indicate that the experiment was a success.
- 6) The thought of the upcoming competition began to \_\_\_\_\_ her mind.

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

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## COMPLEX SENTENCES WITH RELATIVE CLAUSES

A **complex sentence** with relative clauses is a type of sentence that contains a main clause (or independent clause) and one or more relative clauses (or dependent clauses). The relative clause gives extra information about a noun in the main clause and usually starts with a relative pronoun like "who," "which," "that," "whom," or "where."

**Example:** The restaurant, where we ate last night, serves amazing pizza."

**Main clause:** The restaurant serves amazing pizza.

**Relative clause:** where we ate last night (describes 'the restaurant').

**Write** Write an appropriate relative clause that logically completes the sentence.

- 1) The library, \_\_\_\_\_, is a great place to study.
- 2) The documentary, \_\_\_\_\_, was both informative and moving.
- 3) The old mansion, \_\_\_\_\_, is said to be haunted.
- 4) The novel I'm reading, \_\_\_\_\_, has an unexpected twist.
- 5) The teacher, \_\_\_\_\_, is highly respected by her students.
- 6) The smartphone, \_\_\_\_\_, is the best way to communicate.
- 7) The concert, \_\_\_\_\_, was attended by a large group of fans.

**Write** Make a complex sentence using the information given in the main clause and relative clause.

I have a friend

He plays the guitar

They visited the Colosseum

A place where gladiators fought

I read a book.

It was written by J.K. Rowling.

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

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## COMPLEX SENTENCES WITH PREPOSITIONAL CLAUSES

**Complex sentences with prepositional clauses** are sentences that include at least one independent clause (a clause that can stand alone as a complete sentence) and at least one prepositional clause (a clause that starts with a preposition and functions as an adjective or adverb in the sentence).

### Example:

The park by the river, where we often have our picnics, is closed today.

- **Independent clause:** The park is closed today.
- **Prepositional clause:** by the river, (which tells us where the park is)
- **Relative clause:** where we often have our picnics. (which tells us more)

Search for and underline the prepositional clauses in the story below

Once upon a time, in a small town by a lake, there was a young girl named Maya. Every morning, Maya would walk to school with her friend Liam. One day, while they were walking, Maya realized she had lost her grandmother's necklace. She told Liam, "I must find it; it's very special to me because of its history."

Liam, being a good friend, decided to help. They retraced their steps, looking under the benches and around the playground. As they searched, Maya said, with a hint of a smile, "I remember wearing it at the park."

They reached the park and searched among the tall trees and beside the winding path. Suddenly, Liam shouted, "Look, over there by the swings!" To their delight, they found the necklace hanging on a branch.

Maya, filled with relief, said, "Thank you so much, Liam; I couldn't have found it without you and your keen eyes." They walked back home under the setting sun, happy about the day's adventure.

From that day on, Maya was more careful with her belongings, always remembering the adventure of finding the lost necklace.



**WORD SEARCH****Word Search**

Find the word bank words in the puzzle.

Predecessor	Predicament	Preferable	Premonition	Premature
Preliminary	Preoccupy	Preclude	Whatsoever	Whimsical
Wholesome	Whirlwind	Whisker	Whomever	Quadrant
Quant	Quartet	Questionnaire	Quintessential	Quicken

**PREVIEW**

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

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**


## Week 7 – Fluency Readings

**Read**

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

	Sentence	Slow	Medium	Fast
1)	Tim, following his predecessor, faced an unpleasant surprise. Starting over was frustrating, but he was short. He rushed through the primary. He was focused.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Later, a premonition of a storm was his cat's whisker twitching. The The quartet's wholesome music background soothed him.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	To quantify the problem, Tim filled out questionnaire in his room, divided into quadrants. This initial quiz made him think hard.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	His results were quintessential; they quickened his resolve to study more. Whoever had trouble with the test needed more practice.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	Despite the whirlwind of events, Tim wasn't distracted. No predicament could deter him, nor any whimsical thoughts. He worked steadily on.	<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)	

### Write

Fill in with the appropriate relative clause that logically completes the sentence.

- 1) The novel \_\_\_\_\_ sat on the shelf for years.
- 2) The cookies \_\_\_\_\_ vanished instantly.
- 3) The treehouse \_\_\_\_\_ looms large in my memory.

### Identify

Underline the prepositional clauses in each complex sentence.

- 1) The cat slept on the cozy windowsill, undisturbed by the noise outside.
- 2) She read a book in the quiet library, lost in the world of mysteries.
- 3) They played games throughout the rainy afternoon, forgetting the gloom outside.

## Week 8 - Vocabulary List

Breathless	Defenceless	Fearless	Merciless	Ruthless
Reckless	Weightless	Traceless	Mountainous	Luminous
Resourceful	Spouse	Throughout	Carousel	Showpiece
Prowess	Tallow	Toward	Furrow	Sorrow

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

Answer	Word	Description
	Breathless	A) Cleverly problem-solving
	Defenceless	C) A narrow trench
	Fearless	E) Like a candle
	Merciless	F) One eye highlight
	Ruthless	F) Throughout
	Reckless	G) In the opinion of
	Weightless	H) Married partner
	Traceless	I) Without fear
	Mountainous	J) Without mercy
	Luminous	K) Brightly shining
	Resourceful	L) Carelessly dangerous
	Spouse	M) Without trace; undetectable
	Throughout	N) Without pity
	Carousel	O) Deep sadness
	Showpiece	P) Without weight; floating
	Prowess	Q) Skill or bravery
	Tallow	R) Full of mountains
	Toward	S) Without protection
	Furrow	T) Rotating amusement ride
	Sorrow	U) From start to finish

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

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**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:**

- Careless: Without care.
- Fearless: Without fear.

**Matching**

Match each '-less' word in the left with its meaning.

- |                |                          |  |
|----------------|--------------------------|--|
| 1. Homeless    | <input type="checkbox"/> | A) Without employment                  |
| 2. Jobless     | <input type="checkbox"/> | B) Without any concerns                |
| 3. Fearless    | <input type="checkbox"/> | C) Without any companions              |
| 4. Friendless  | <input type="checkbox"/> | D) Without a place to live             |
| 5. Careless    | <input type="checkbox"/> | E) Without distress                    |
| 6. Tireless    | <input type="checkbox"/> | F) Without attention to detail         |
| 7. Clueless    | <input type="checkbox"/> | G) Without sleeping or needing rest    |
| 8. Thoughtless | <input type="checkbox"/> | H) Without any ideas or understanding  |
| 9. Restless    | <input type="checkbox"/> | I) Without peace or stability          |
| 10. Worriless  | <input type="checkbox"/> | J) Not considering or feeling concerns |

**Write**

Write the appropriate "-less" word suitable for each sentence.

- 1) After the storm, the village was left completely \_\_\_\_\_.
- 2) The documentary showed the harsh reality of \_\_\_\_\_ people in cities.
- 3) The room was completely \_\_\_\_\_ during the exam.
- 4) The garden was \_\_\_\_\_, after the gardener was done weeding it.
- 5) In the middle of the chaos, he remained \_\_\_\_\_, confident in his plan.

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

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# COMPOUND-COMPLEX SENTENCES

A compound-complex sentence combines two or more independent clauses (complete thoughts) with at least one dependent clause (an incomplete thought).

## Examples

- Although it was raining, we went for a hike, and we enjoyed the adventure.
- She finished her homework, but she still needs to study for the test because it is important.



Write the given sentence into a compound-complex one.

1) The sun set, and the stars appeared.

2) He was hungry, but the food was delicious.

3) The movie was over, so we left the theater.

**Completion** Complete the sentences to form a compound-complex sentence.

1) Because the weather was beautiful

2) Even though he was nervous

3) The teacher began to grade the papers

4) While the cake was baking

# COMPOUND-COMPLEX SENTENCES

## Identify

Identify whether the underlined clause is dependent or independent.

Compound-Complex Sentence	Dependent	Independent
1) <u>Although it was late</u> , he decided to call her, and she was happy to hear from him.		
2) The rain started falling, but <u>they continued playing</u> because of football.		
3) <u>When she finished her assignment</u> , she went out with her friends, and they had a great time.		
4) The lights were out, we told stories <u>until the power came back</u> .		
5) He missed the bus, but <u>he managed to get a ride</u> , since his friend was nearby.		
6) While she was cooking, <u>the phone rang</u> , so she answered it with a spoon in her hand.		

## Write

Continue the story using at least three compound-complex sentences.

Sarah discovered an old map in her attic, and she was intrigued when she found the map looked fragile. She decided to explore, and the map led her to a mysterious cave at the edge of town.

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**CROSSWORD PUZZLE****Crossword**

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

**Across**

2. A person's partner in marriage.
5. Having no pity or compassion.
7. In the direction of something.
8. Brave, not afraid of danger.
9. A revolving machine with model animals.
10. Exceptional skill or bravery in something.

**Down**

1. Emitting or reflecting light, glowing.
3. Hard animal fat used for candles.
4. Leaving no evidence or sign behind.
6. A feeling of deep sadness or grief.

## 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)	Feeling weightless and fearless, I soared through the mountainous landscape. My eyes lit up as I saw a luminous star in the sky.	Witch	Opera Singer
2)	In a moment of pure bliss, I raced toward the carousel, my heart racing with excitement. It was a showpiece of colorful lights and merry tunes.	Robot	Alien
3)	As a resourceful teacher, I had learned to keep my face from tallow and paint. My students were captivated, spellbound by its luminous beauty.	Cowboy	Detective
4)	I stood defenceless, yet fearless, facing a merciless opponent in the game. My spouse cheered me on, proud of my courage.	irate	Zombie
5)	On a mountainous hike, I felt weightless yet sorrow-filled. Memories of my spouse, like a traceless shadow, accompanied me.	Old Wise Man	Villain
6)	I witnessed a ruthless debate, leaving opponents breathless with its intensity. Yet, throughout, I remained calm and resourceful in thought.	British Aristocrat	News Anchor
7)	In a reckless moment, I carved a furrow in the ground. My sorrow was deep, but I remained fearless and unyielding.	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)	

### Write

Convert the given sentence into a compound or complex one.

1) She loves to read; she visits the library often.

2) The cat slept on the mat, but the dog stayed outside.

### Identify

Identify whether the underlined clause is dependent or independent.

Compound-Complex Sentence	Dependent	Independent
1) <u>As the sun rose</u> , the campers packed their tents, and they left the site quietly.		
2) <u>He forgot his wallet at home</u> , so he couldn't buy lunch, but his colleague shared hers with him.		

**Week 28 - Vocabulary List**

Aeronautical	Biomedical	Functional	Judgmental	Instrumental
Marginal	Occupational	Rational	Adeptly	Intercept
Deceptive	Susceptibility	Encryption	Pterodactyl	Wafting
Heftier	Uplift	Loftiness	Sifted	Thriftily

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

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

**SUFFIX -AL**

The suffix "-al" is added to the end of words to indicate relating to or connected with something. It often turns a noun into an adjective.

**Examples:**

- Historical - Relating to history.
- Seasonal - Pertaining to or dependent on a season.

Complete each sentence by writing suitable words with the suffix "-al".

1. The forest's \_\_\_\_\_ beauty amazed them.
2. The old man's \_\_\_\_\_ charm.
3. Dinosaurs lived in the \_\_\_\_\_ era.
4. The painting showed a \_\_\_\_\_ landscape.
5. Her book review was \_\_\_\_\_.
6. The king's \_\_\_\_\_ was very grand.
7. There's a \_\_\_\_\_ difference in the paintings.
8. His \_\_\_\_\_ discoveries changed the world.

**Illustrate**

Think of two words with the suffix -al then illustrate them below.

**ADJUSTING EXPRESSION FOR DIFFERENT GENRES****Genre Conversion**

Transform the provided scene into different genres, adapting your expression to suit the style and audience of each one.

**Scene Description:** A student wins a national science fair with a project that uses recycled materials to generate clean energy.

**Press Release - Science Fair Organizers****Blog Entry - By a Science Fan****Science Magazine****Social Media Post for Facebook**

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

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## SPOTTING BASES, PREFIXES, AND SUFFIXES

- **Base Word:** This is a simple word that has meaning all by itself. Like in "unhappiness," the word "happy" is the base because you can use it on its own.
- **Prefix:** This is a set of letters you put at the start of a word to change its meaning. In "unhappiness," the "un-" at the beginning makes "happy" mean "not happy."
- **Suffix:** This is a set of letters you add to the end of a word to change what it means or how it's used. In "unhappiness," adding "-ness" changes "unhappy" from describing a feeling to naming the feeling, like from "unhappy" to "the state of being unhappy."

Word \_\_\_\_\_ Identify the prefix, base word, or suffix in each word.

Word	Prefix	Base Word	Suffix
Unbelievable			
Subconscious			
Interconnected			
Unkindly			

Scavenger Hunt \_\_\_\_\_ Underline the base words; circle prefixes; and square suffixes.

The seaside town of Bayridge was usually serene, but today, a restless wind whistled through the air. Dark clouds gathered overhead as an impending hurricane edged closer. Tim, the local weatherman, announced the urgent evacuation, his voice steady yet tinged with urgency. "The incoming storm," he declared, "is unlike any we've faced."

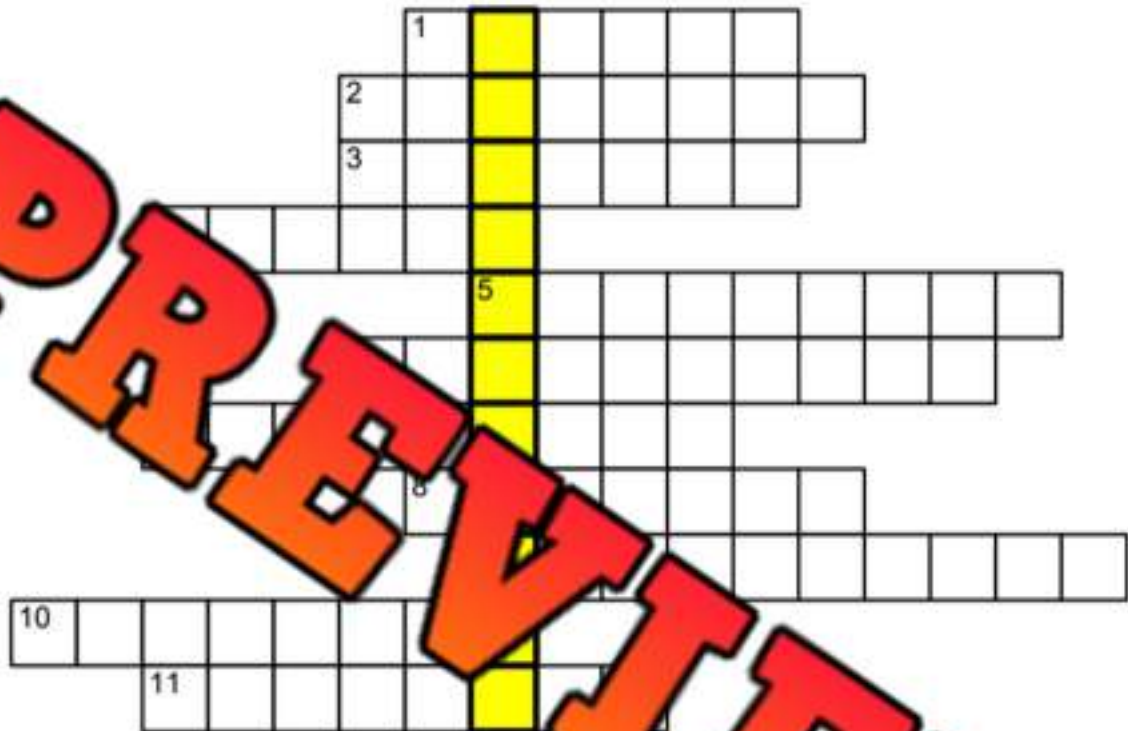
Families packed essentials, their movements quick and efficient. Young Mia, clutching her teddy bear, felt a mix of fear and awe. She had never witnessed the power of such a storm, the might of nature's unrelenting, undeniable, and unpredictable force.

As the first fierce winds howled, Bayridge braced for the hurricane's arrival, hoping their preparations would withstand the storm's test.

## Hidden Word

### Hidden Word

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



### CLUES

- 1) To make (someone) happy or hopeful.
- 2) Not very important.
- 3) Very good at doing a task that is not easy.
- 4) To pass through a strainer.
- 5) To catch or stop something.
- 6) The act of encrypting.
- 7) Giving false impression.
- 8) To move lightly through the air.
- 9) Relating to both biology and medicine.
- 10) Based on facts or reason.
- 11) Large and heavy.

### HIDDEN WORD IS:

## 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)	As a nautical engineer, I design functional airplanes with precision.	Angry	Happy
2)	In biomedical research, rational methods are thorough.	Frustrated	Joyful
3)	Being instrumental in a project comes with responsibility.	Curious	Serious
4)	As a firefighter, I handle occupational hazards adeptly. Susceptibility to danger is managed.	Fearful	Calm
5)	Our encryption is so advanced that even deceptive hackers can't breach it.	Worried	Determined
6)	In the digital age, we navigate with an understanding of its loftiness.	Suspicious	Relieved
7)	Heftiest challenges lead to growth; we intercept obstacles with determination.	Cheerful	Annoyed

## Week 28 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

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

PREVIEW

### Scavenger Hunt

Underline the base word. Circle the prefixes. Box the suffixes.

The neighborhood stirred as unhappy news of a lost pup, a search for a missing dog, flickered lampposts, and search parties roamed. Amidst the worry, a dog was found. The search was undeniable when distant whimpers led to a scared, but safe, pup beneath a bush.

### Genre Conversion

Write a headline for the genres below, using the description of the news.

**Scene Description:** An archaeologist's uncovering of an ancient tomb.

Genre	Expression
News Report	
Social Media	

## Week 29 - Vocabulary List

Transcend	Transnational	Transcription	Transpiration	Transponder
Transmittance	Transversely	Transfiguration	Chuckle	Pickpocket
Firecracker	Racketeer	Clockwork	Freckled	Knapsack
Outspoken	Earthquake	Lakefront	Parakeet	Earmarked

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

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

**Write**

Use the following words in a sentence.

1) Transcend	
2) Chuckle	
3) Racketeer	
4) Knapsack	
5) Lakefront	

# PREFIX TRANS-

The prefix **"trans-"** refers to going across, changing, or moving from one place, state, or form to another.

For example: the word: **Transmit** means sending something across a distance, like a radio transmitting music signals.



**Meaning**

Identify the meaning of each "trans-" word

Answer	Word	Meaning
1.	Transcribe	A) Fully see-through
2.	Transaction	B) To break a rule or law
3.	Transmit	C) Move to another place
4.	Transatlantic	D) Across the Atlantic
5.	Transformation	E) A thorough change
6.	Transmit	F) To send across
7.	Transgress	G) To break or type a copy
8.	Transmarine	H) Across the ocean
9.	Transformation	I) Exchange or transfer
10.	Transparent	J) Allows light to pass through



PREVIEW

**Think**

Write as many words as you can using the letters in: **TRANSFORMATION**


# 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
Narrator	In a small coastal town, residents are preparing for an approaching hurricane. The sky darkens, and the wind begins to howl.
Alex	Look at those clouds! We need to make sure everyone is safe.
Jordan	Let's grab our emergency supplies for water and food.
Sam	And don't forget to check on our neighbours, especially the elderly.
Taylor	I'll take extra batteries and flashlights. Safety first.
Narrator	As the wind howls, the group splits up to help in the community.
Alex	Jordan, help me board up the windows quickly.
Jordan	Got the hammer and nails, let's do it fast.
Sam	Taylor, let's check on Mr. and Mrs. Thompson on Maple Street.
Taylor	We'll make sure they know about the evacuation route.
Narrator	The group remains vigilant, updating each other on progress.
Alex	Stay in contact, and meet at the community center if needed.
Jordan	I'll spread the word about the safety plan.
Sam	Mr. and Mrs. Thompson are prepared now, thankfully.
Taylor	The hurricane might miss us, just got a message!
Narrator	Relieved, the group gathers back, their efforts strengthening the community's spirit.
Alex	Well done, everyone. We're stronger together. Let's stay prepared.
Jordan, Sam, Taylor	Together, we can weather any storm!

# 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
Mia	I can't believe we're finally getting a pet! What should we choose?
Eli	How about a dog? They're loyal and fun to play with.
Sophia	Cats are perfect. They're independent and easy to take care of.
Liam	I think rabbits would be great, they're so cute and cuddly.
Olivia	Why not think about the space we have too. Maybe a fish?
Mia	A fish would be a great addition to our home.
Eli	But dogs can go for walks. It sounds more exciting.
Sophia	Cats are less work though. They can be really affectionate.
Liam	Rabbits are quiet and don't need much space. Perfect for us.
Olivia	Fish are simple to care for and don't need a lot of food or grooming.
Mia	We should consider the time we have for pet care.
Eli	True, a dog does need more attention and time.
Sophia	Cats are more independent, which could be better for our schedules.
Liam	I like the idea of a quiet pet like a rabbit.
Olivia	And fish bring a calming presence to any room.
Mia	Let's vote on it. Everyone pick your first choice!
Eli, Sophia, Liam, Olivia	[Everyone shares their choice]
Mia	Looks like we're getting a [result of the vote]! A new adventure begins!

## 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
<b>Jamie</b>	Did you hear about the new science club? It seems like a fun way to learn and do cool projects. I'm thinking of joining.
<b>Riley</b>	The science club sounds interesting. I wonder what we'll get to do. Maybe something with experiments or technology?
<b>Casey</b>	Joining a club sounds intimidating. I'm not sure if I'll fit in or if it's too challenging.
<b>Avery</b>	Don't worry, Casey! It's great for trying new things and making friends. We'll learn together.
<b>Blake</b>	Clubs are about teamwork and new experiences. It's a great way to learn and have fun.
<b>Jamie</b>	I heard the first project is building a model rocket. Imagine making and launching our own rocket!
<b>Riley</b>	That's so cool! Rocketry and space have always fascinated me. This club could be a great adventure.
<b>Casey</b>	But what if I don't know enough? I'm afraid of making mistakes or not understanding.
<b>Avery</b>	It's okay to be new at something. We all learn by trying and making mistakes. We're in this together.
<b>Blake</b>	Exactly! We'll help each other out. The best part of a club is the support and teamwork.
<b>Jamie</b>	Let's go to the first meeting as a group. It'll be more fun and less daunting that way.
<b>Riley</b>	I'm excited about the projects and learning new things. Who knows what we might discover!
<b>Casey</b>	Alright, I'll give it a try. Attending the first meeting can't hurt, and it might be fun.
<b>Avery</b>	The rocket project will be a blast, literally! Can't wait to see what we can create together.
<b>Blake</b>	This club could be a highlight this year. New experiences, learning, and fun times ahead!

## 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	Have you guys seen the trail map? This hike is going to be epic, with all the scenic views and wildlife!
Lila	I'm excited but a bit nervous about the steep parts. I've never hiked a trail this long before.
Ethan	Don't worry, Lila. We'll stick together and take it slow if we need to. Safety is our top priority.
Zara	Agreed. Let's also bring extra food for the wildlife. I hope we get to see some deer or maybe even an eagle!
Noah	I'm in charge of the water. I've packed everyone's favourites and plenty of water to keep us hydrated.
Max	Let's make sure we leave no trace. We'll pack up everything we bring in, respecting nature as we go.
Lila	I've got the first aid kit, just in case. Sarah brought sunscreen. Plus, I brought extra sunscreen and bug spray.
Ethan	I'm excited about reaching the summit. The views from there are supposed to be breathtaking!
Zara	Don't forget to take pictures. I want to capture all the amazing moments together on this adventure.
Noah	Let's make a pact to try and spot as many different birds as we can. Birdwatching can be surprisingly fun!
Max	Agreed! And let's start early to avoid the heat and the crowds. The morning light is perfect for photos.
Lila	I read that there's a hidden waterfall along the trail. It could be a great spot for a break.
Ethan	That sounds amazing! We should definitely check it out. This hike is about exploring and enjoying nature.
Zara	Can't wait to share this experience with you all. It's going to be a great day of discovery and friendship!
Noah	Here's to our first hike together! May it be the first of many. Let's make this an adventure to remember.

## 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
Emma	I can't believe the old oak tree in the park was cut down. It was like a landmark to our childhood.
Liam	It's really sad. Remember how we used to play hide and seek around it? We had so many good times.
Ava	The park manager had to remove it for safety reasons, but it still feels like losing a piece of our childhood.
Mason	It was a special place. It was where I first met all of you. It held so many memories.
Sophia	We've had to move on without that tree. It's hard to imagine the park without it.
Emma	What if we create something to remember it by? Maybe a photo album with all our memories around the tree.
Liam	That's a great idea, Emma. It would be a way to keep the spirit of the oak tree alive in our hearts.
Ava	And we could write down our favourite memories and include some photos. It would be like a tribute.
Mason	I can contribute some drawings. I've sketched the tree. It always feels like an old friend.
Sophia	What about planting a new tree in the same spot? It won't be the same, but it can grow with new memories.
Emma	That's a beautiful idea, Sophia. It's a way to move forward but still honour our past.
Liam	Let's talk to the park manager about planting a new tree. It can be our gift to future generations.
Ava	We can all come back here years from now and see how it has grown, just like us.
Mason	It will be our legacy, a symbol of our friendship and all the good times we shared.
Sophia	It's a sad goodbye, but also a hopeful beginning. Let's make this new tree a symbol of resilience and new beginnings.

## FLUENCY READINGS

### Error Tracking

While reading, mark or note any words you misread or skipped. Afterward, review and practice reading these words correctly.

### The Enigma of Echo Point

Nestled in a serene valley of Echo Point, three figures stood in contemplation: an artist, a geologist, and a historian. The artist, with a brush in hand, captured the changing hues of the sunset, translating the scenery onto his canvas, each stroke a testament to the beauty he witnessed.

The geologist, her gaze fixed on the towering cliffs, analyzed the layers of rock. Each stratum told a story millions of years old, fossils embedded like secret messages from ancient times. The echoes of her hammering away at samples resonated through the silent expanse.

At the heart of the valley, the historian pored over old maps and diaries, piecing together the lore of the land. The whispers of the past seemed to emanate from the relics she delicately handled, each item a chapter from the land's forgotten past.

Their explorations at Echo Point intertwined, as the artist's paintings, the geologist's discoveries, and the historian's chronicles, each wove a tapestry of knowledge and appreciation for the natural world and its untold stories.

Together, their work at Echo Point was not just a pursuit of their individual passions but a collective symphony of art, science, and history, each echoes a reverberation of Echo Point's timeless saga.



**WORD SEARCH****Word Search**

Find the word bank words in the puzzle.

Transcend	Transnational	Transcription	Transpiration	Transponder
Transmittance	Transversely	Transfiguration	Chuckle	Pickpocket
Firecracker	Racketeer	Clockwork	Freckled	Knapsack
Outspoke	Earthquake	Lakefront	Parakeet	Earmarked

**PREVIEW**

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

**Word Scramble**

Unscramble the word.

KUECHLC		POKKCIETCOP	
RKERFAECRIC		RTEKEACER	
CKOLWROKC		DEKLCERF	
APSKCNKA		NOSPEKOUT	
HAEQKRAEUT		TNOFRAKEL	
AKEETRAP		DEMAEKRAM	

## 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 boat on the lakefront let out a cry as the freckled boy with a				
2)	After the first strike, the broken racketeer realized his plan was foiled by unforeseen events.				
3)	The transponder beeped like clockwork, signaling the transmittance of digital data.				
4)	In the realm of transnational affairs, the transcription of key documents was vital.				
5)	Transpiration in plants occurs more rapidly than we perceive, like the silent flap of a parakeet's wings.				
6)	The pickpocket moved transversely through the crowd, as stealthy as a firecracker's fuse burning in the night.				
7)	Witnessing the transfiguration of ideas into actions is akin to earmarked dreams becoming reality.				

## Week 29 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Meaning

What trans- word is being defined in each sentence?

1) Converting speech into written document	
2) Plants releasing water vapour through leaves	
3) Device emitting a response signal upon reception	

### Error Tracking

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

In an ancient library, young Ada encountered an enigmatic tome, its pages dense with discourse on existentialism, weaving through intricate labyrinths of metaphysical and phenomenological musings, challenging her perception of reality. Each sentence unfurled complex theories of existence, urging her to decipher the cryptic symbiosis between mind and cosmos.

#### # of Mistakes

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

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

**Complete**

Complete the words by adding gn or ng.

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

**Pictionary**

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

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## SUFFIX -IST

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

**For example:**

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



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

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

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

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

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

# READER'S THEATER

## Read

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

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

## READER'S THEATER

**Read**

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

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

## READER'S THEATER

**Read**

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

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

## READER'S THEATER

### Read

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

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

## READER'S THEATER

**Read**

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

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

## FLUENCY READINGS

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

### Fluency means:

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



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

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









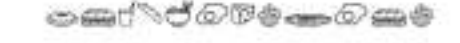











# CRACK THE CODE

## Directions

Use the code below to reveal each spelling word.

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

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

CODE	ANSWER	CODE	ANSWER
			
			
			
			
			
			
			
			
			
			



## Week 30 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

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

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

### Reading

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

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