



Preview - Information



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Google Slides Lessons Preview





Alberta Language Curriculum Writing Unit – Grade 8

Matching Plot & Story Elements

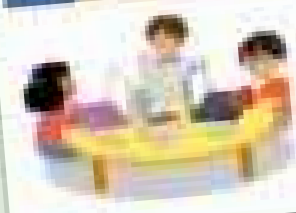
| Plot Element | Definition |
|----------------|---|
| Exposition | The beginning of the story where the characters and setting are introduced. |
| Rising Action | The series of events that build up to the climax. |
| Climax | The most intense moment in the story. |
| Falling Action | The events that lead to the resolution. |
| Resolution | The end of the story where the conflict is resolved. |

Writing Speaker Tags

| Speaker | Dialogue | Tag |
|-------------|---------------------------------------|------------------------|
| Character A | "I am really excited about the trip." | Character A said. |
| Character B | "That sounds like a great idea." | Character B replied. |
| Character C | "I can't wait to go." | Character C exclaimed. |
| Character D | "We should leave tomorrow." | Character D suggested. |
| Character E | "That's a good plan." | Character E agreed. |

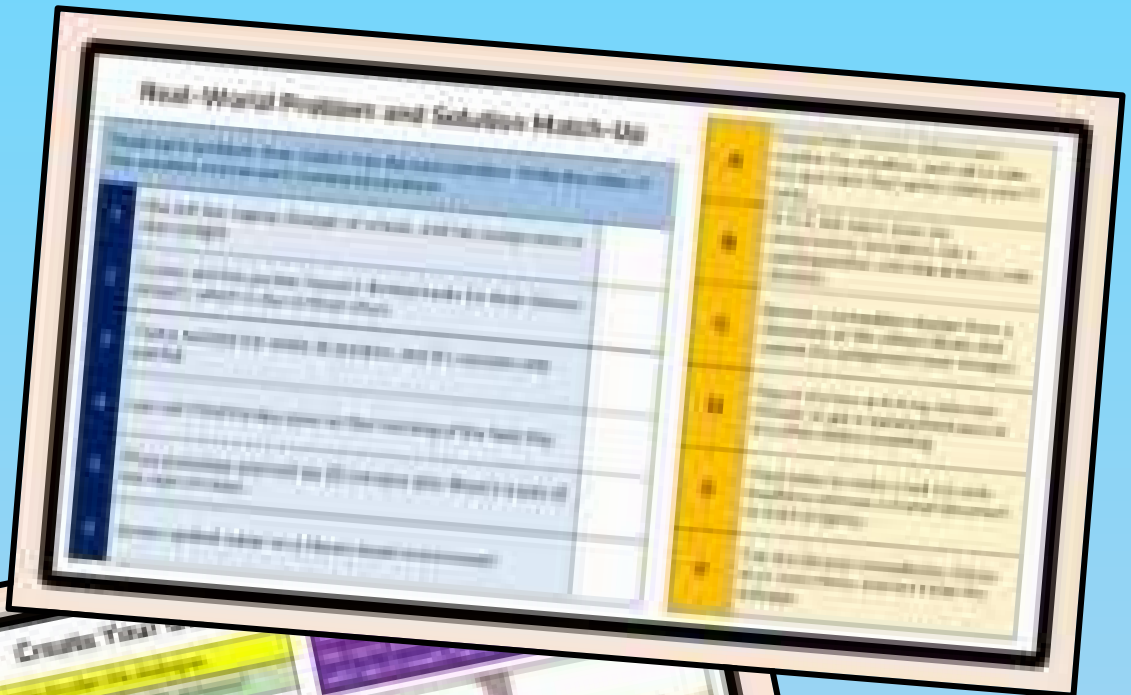
Character Analysis

| Character | Traits | Role |
|-------------|-----------------------------|----------------------|
| Character A | Kind, helpful, brave | Protagonist |
| Character B | Witty, loyal, curious | Supporting Character |
| Character C | Grumpy, stubborn, sarcastic | Antagonist |





Alberta Language Curriculum Writing Unit – Grade 8





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 | Discover and Explore <ul style="list-style-type: none"> Express ideas and develop understanding Experiment with language and forms Express preferences Set goals | N/A |
| 1.2 | Clarify and Extend <ul style="list-style-type: none"> Extend understanding Combine ideas | N/A |
| <p>Preview of 150 pages from this product that contains 373 pages total.</p> | | |
| 2.1 | General comprehension <ul style="list-style-type: none"> Use comprehension strategies Use textual cues Use phonics and structural analysis Use references | N/A |
| 2.2 | Respond to texts <ul style="list-style-type: none"> Appreciate the artistry of texts Construct meaning from texts Experience various texts | N/A |
| 2.3 | Understand forms, elements and Techniques <ul style="list-style-type: none"> Experiment with language Understand techniques and elements Understand forms and genres | 11, 86, 98, 132, 144, 170, 228-229, 238, 250, 255, 262, 264 |
| 2.4 | Create original text <ul style="list-style-type: none"> Structure texts Elaborate on the expression of ideas Generate ideas | 12-19, 22-23, 27-29, 31-32, 34, 36-38, 43-45, 48, 51-52, 57-58, 60, 62-65, 67-68, 70-71, 73, 83-84, 89-91, 102-103, 123, 133-134, 147-148, 156, 173-174, 183, 191, 212-214, 226, 228-229, 232, 239-247, 249, 254, 259-260, 263 |

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 | Plan and focus <ul style="list-style-type: none"> Focus attention Determine information needs Plan to gather information | 13-17, 27-28, 43-44, 51-52, 58, 74, 83-84, 98-99, 102-103, 123, 147-151, 167-168, 173-174, 176, 183, 191, 260, 263, 276, 282, 289-290, 270, 272 |
| 3.2 | Select and process <ul style="list-style-type: none"> Use a variety of sources Access information Evaluate sources | 20-21, 61, 122, 138-139, 141, 149-151, 157-158, 183-190, 200, 203-206, 232, 258, 270-274, 276-278, 280 |
| 3.3 | Organize, record and evaluate <ul style="list-style-type: none"> Organize information Record information Evaluate information | 24, 33, 37, 39-42, 45, 47, 49-53, 57, 59, 69-70, 78-82, 100-101, 107, 113, 122, 124, 134-138, 140, 143-143, 145, 152-153, 155-158, 160-162, 165-168, 171, 173-174, 179-182, 185, 188, 194-198, 201-208, 211-213, 219-218, 228, 233, 261-263, 267, 263, 265, 268-280 |
| 3.4 | Share and review <ul style="list-style-type: none"> Share ideas and information Review research process | 81, 122, 127-128, 139, 163, 177-178, 188, 192, 214, 216-217, 223, 270, 272, 277 |

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

| | Curriculum Outcomes | Pages |
|-----|--|---|
| 4.1 | Enhance and improve <ul style="list-style-type: none"> Appraise own and others' work Revise and edit Enhance legibility Expand knowledge of language Enhance artistry | 25, 25-26, 29-30, 34-35, 38, 41, 46-47, 52, 54-56, 58, 67-68, 73-74, 76-77, 80-82, 84, 86-87, 90-99, 102-107, 110-118, 120-122, 125, 127-131, 143-144, 146, 149-154, 156, 161, 193, 210, 219, 229-231, 234-235, 237, 239-250, 254-257, 259-261, 282 |
| 4.2 | Attend to conventions <ul style="list-style-type: none"> Attend to grammar and usage Attend to spelling Attend to capitalization and punctuation | 30-32, 38, 58, 71, 77, 87, 108-109, 111-112, 215, 119, 121, 124, 158, 216, 219, 234, 237, 239, 261, 266-267, 282, 284-287 |
| 4.3 | Present and share <ul style="list-style-type: none"> Present information Enhance presentation Use effective oral and visual communication Demonstrate attentive listening and viewing | 83, 277 |

Grade 8 – Language

Alberta ELA Curriculum



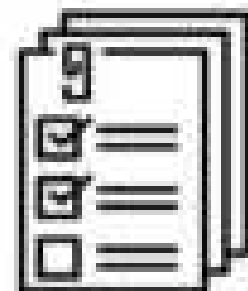
General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

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

Understanding Text Forms

Defining Text Forms

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



Common Text Forms

Let's explore some key text forms:

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

Why Text Forms Matter

Understanding text forms is crucial for several reasons:

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

Matching

Label each text form with its description

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

Questions

Answer the questions

1) What is the main purpose of biographies?

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

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

Activity: Power of Planning

Objective

What are we learning more about?

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

Instructions: How do we complete the activity?

Part 1: Writing Without Planning

Subject: The Best Day Ever

Instructions:

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



Part 2: Writing With Brainstorming

Subject: If You Gain Superpowers For A Day

Instructions:

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

Name: _____

Activity: Power of Planning

Part 1

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

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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

If You Gain Superpowers For A Day

PREVIEW

Personal Voice in Writing

Understanding Personal Voice in Writing

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



Steps to Finding Your Personal Voice

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

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

Voice vs. Formal Writing Rules

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

True or False

Is the statement true or false?

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

Practice one of the writing prompts below. Then write about that prompt using different voices/perspectives. Lastly, read them to a friend and ask them which voice you're using and see if they can guess.

Favourite

Favourite Animal

Favourite Holiday Destination

Gardener

Alien

Scientist

Activity: Voice in Song

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Voice in Song

Instructions

Answer the questions below.

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

| | |
|--|--|
| | |
| | |
| | |
| | |

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

| | |
|--|--|
| | |
|--|--|

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

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

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

| | |
|--|--|
| | |
| | |
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| | |

PREVIEW

Personal Voice – Word Choice

Word Choice

We all have different vocabularies, which give us a unique voice. Picture the scenes or objects below and describe them using 5 different words from your vocabulary.

| Object/Scene | Word 1 | Word 2 | Word 3 | Word 4 | Word 5 |
|--------------|--------|--------|--------|--------|--------|
| Market | | | | | |
| Beach | | | | | |
| Car | | | | | |
| Mountain | | | | | |
| Farm | | | | | |
| Book | | | | | |
| House | | | | | |
| Ocean | | | | | |
| Garden | | | | | |

PREVIEW

Write

Write a paragraph using at least two of the objects/scenes from above.

Personal Voice – Word Choice

Word Choice

Exchange the crossed-out word(s) for more interesting word choices.

In a small _____ town, a very old _____ brown bench sat under a tree in a nice _____ little park. A kind _____ old man with a small, happy _____ dog play with its owner. The grass _____ sky deep blue, but the scene was not very lively. _____ the dog, with its not-so-shiny coat, chased a dull _____ little interest. Everything seemed nice but unremarkable, a perfect _____ day for someone to make it more exciting _____.

A little _____ cat wandered _____ a quiet _____ street. The houses looked old _____ were pretty _____ It was a sunny day, yet the _____ with its soft _____ fur, paused near a big _____ interesting tree. Nearby, a regular _____ car drove past, adding not a hint of excitement to the boring _____ day.

Think

Write synonyms for the words below

| | | | | |
|-------|--|--|--|--|
| Small | | | | |
| Hard | | | | |
| Tall | | | | |

Word Choice - Audience

Word Choice

Circle the word you would use when writing to the audiences below.

| | | | | | |
|----------------------------|-------------|-----------|---------|-----------|----------|
| Kindergarteners | Coffee | Yummy | Icky | Lit | Ball |
| | Uh-oh | Epic | Potty | Weirdo | Bo-bo |
| Elementary School Students | Hyped | Insurance | Soccer | Upload | Trending |
| | Play | Credit | Recess | Amazing | |
| High School Students | Pharmacy | Mommy | Ghosted | | |
| | Shady | Sandbox | Squad | | |
| Parents | Flex | Meeting | | | |
| | Selfie | Lowkey | Cringy | | |
| Seniors | Nap | Nostalgic | Pensive | Apologize | Page |
| | Comfortable | Clout | Chill | Prize | Share |

Question

Choose an audience. Then write a short letter to someone in that audience using some of the words you think they use in their vocabulary.

Analyzing Word Choice



Word Choice

Read the excerpts from professional authors. Circle the word choices you liked. Then write them in the table at the bottom.

Jack London - *The Call of the Wild* (1903)

"Buck did not read the newspapers, or he would have known that trouble was brewing, not alone for him but for every tide-water dog, strong of muscle and with warm, long hair, that lived in San Diego."

Mark Twain - *The Adventures of Tom Sawyer* (1876)

"Tom lay thinking. Presently he thought that he wished he was sick; then he could stay home from school. He consulted a doctor. He convulsed his system. No ailment was found, and he investigated the matter. He thought he could detect colicky symptoms, and he began to encourage them with a little medicine."

Robert Louis Stevenson - *Treasure Island* (1883)

"Squire Trilawney, Dr. Livesey, and the rest of these gentlemen will write down the whole particulars about Treasure Island, from the beginning to the end, putting nothing back but the bearings of the island, and that only because there is no treasure not yet lifted. I take up my pen in the year of grace 17-- and go back to the time when my father kept the Admiral Benbow inn and the brown old seaman with the sabre cut first took up his lodging under our roof."

L.M. Montgomery - *Anne of Green Gables* (1908)

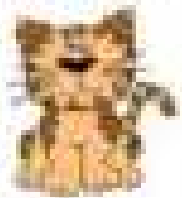
"Mrs. Rachel Lynde lived just where the Avonlea main road dipped down into a little hollow, fringed with alders and ladies' eardrops and traversed by a brook that had its source away back in the woods of the old Cuthbert place."

Varying Sentence Lengths

Varying sentence length in writing helps make stories and explanations interesting. **Short sentences** can make ideas feel quick or important. **Long sentences** can give more detail and let you add more thoughts. It's like mixing fast and slow parts in a dance to make it more fun to watch. Long sentences use **conjunctions** to combine clauses (and, so, etc.)

Examples:

- The cat sat. It was nap time.
- Under a bright, glowing moon, the cat stretched out lazily across the soft, warm carpet, whiskers twitching slightly as it settled into a comfortable position for its evening nap.



Practice writing short and long sentences about the topics below.

| Topic | My Favorite Sport |
|----------------|-------------------|
| Short Sentence | _____ |
| Long Sentence | _____ _____ |

| Topic | Dream Vacation Destination |
|----------------|----------------------------|
| Short Sentence | _____ |
| Long Sentence | _____ _____ |

| Topic | When I Grow Up |
|----------------|----------------|
| Short Sentence | _____ |
| Long Sentence | _____ _____ |

Varying Sentence Lengths



Write

Write a matching sentence in short or long form

Short

Long

Amidst the hustle and bustle of the crowded city streets, where the aroma of street food mingles with the sounds of conversation, pedestrians weave their way through the maze of markets, each searching for their own treasure.

Short

Long

_____ chickens on grass.

Short

Long

Beneath the ocean's surface, a vibrant coral reef ecosystem thrives like a garden and fish dart through the water like flashes of light, diving into the silent world, uncovering the mysteries held in the deep.

Short

Long

Books wait quietly on the shelf.

Short

Long

High atop the snowy mountain peak, climbers conquer their fears and limitations, pushing themselves to reach the summit and the triumph that awaits.

Short

Long

Frogs croak by the pond.

Varying Sentence Lengths

Write

The paragraph below has 10 sentences. Count how many words are in each sentence and then write your results in the table below. Then graph your results.

The sun set, casting a golden glow on the horizon. Evening crept in, and the forest's silhouette turned to a dark ink. Creatures stirred, embracing the night's cover. A bat fluttered, a whisper in flight. Stars blinked open in the navy sky. An owl's silhouette perched against the moon. Fireflies flickered amidst the trees like earthbound stars. A wolf howled, its voice carrying far. The moon rose higher, a beacon in the dark. The world, in hushed tones, whispered goodnight to the day.

| Sentence # | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------|---|---|---|---|---|---|---|---|---|----|
| # of Words | | | | | | | | | | |

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

Varying Sentence Lengths



Write Write a short paragraph using different lengths of sentences using the topics below.

A Place I'd Love to Visit: Describe a place you dream of visiting and what draws you to it.

Of Short Sentences

Of Long Sentences

If I Had a Superpower: Choose a superpower and describe how you'd use it.

Of Short Sentences

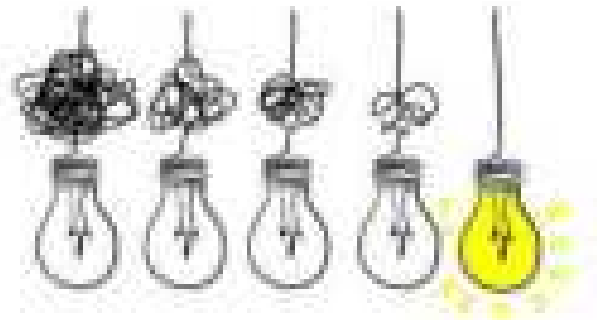
Of Long Sentences

PREVIEW

Exploring the Structure of Paragraphs

Paragraphs: Building Blocks of Essays

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



Key Components of a Paragraph

Every paragraph contains three main parts:

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

Crafting a Coherent Paragraph

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

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Hooks

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

Boring Version

Learning another language can be beneficial.

Your Version**Boring Version**

People are making progress in space technology.

Your Version**Boring Version**

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

Your Version

Writing Hooks – Improving Topic Sentences

Asking a Question: Begin with a question to make your readers curious.
Example: "What if you could talk to animals?"

Use an Exclamation: Start with something exciting to grab your reader's attention.
Example: "Watch out! Volcanoes are nature's explosive giants!"

Making a Bold Statement: By opening with a bold statement, you lay down a strong foundation for your readers.
Example: "Elephants are the largest land animals on Earth."

Adding an Interesting Fact: Tell an interesting fact to engage your readers.
Example: "A single tree provides a day's oxygen for up to four people."



Hooks Review the topic sentences below using the different strategies.

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

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

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

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

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

c) People use their brains to think things.

2) Unlike fossil fuels, renewable energy without harmful emissions, combatting climate change. As technology improves, renewable energy becomes more accessible, promising a cleaner future. Harnessing these natural energy sources is vital for our planet's health.

a) Wind and solar are types of renewable energy.

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

c) Renewable energy is different from coal and oil.

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

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

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

c) Astronauts go to space to learn new things.

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

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

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

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

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

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

| | |
|-----------------------|---|
| Topic Sentence | Transportation has changed significantly in the last 200 years. |
| Supporting Detail # 1 | |
| Supporting Detail # 2 | |
| Supporting Detail # 3 | |

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

Transition Words - Supporting Details

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

Think

go to the table and choose a transition word for the supporting details.

1) Many students use the library to study _____, others prefer the quiet of their own rooms at home.

2) Science is my favourite subject because _____ explain how the world works, _____ it has the coolest experiments.

3) History class can be fascinating _____, often _____ us valuable insights into the present by understanding the past.

4) We had planned to go to the beach _____, the sudden rain made us change our plans to indoor activities.

5) _____, I wake up to the sound of my alarm clock at 7:00 AM. _____, I head downstairs to enjoy a balanced breakfast, which gives me the energy I need to start the day. _____, I pack my school bag, making sure I have all my books and homework. _____, it's time to catch the bus. _____, I meet my friends on the playground before school begins, where we share stories and plan for the day ahead.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below

1) The cosmos is a canvas of unending wonder, filled with the beauty of stars, the mystery of black holes, and the possibility of alien life. Space exploration pushes the limits of our knowledge and inspires dreams of distant worlds.

2) Technology, driving progress and innovation in the modern world. It revolutionizes communication, entertainment, and paves the way for advancements in medicine and science.

3) Healthy oceans are crucial for sustaining a balanced ecosystem and balancing the global climate. They are home to numerous species and a source of food and livelihood for millions.

4) Skateboarding is an exhilarating sport that offers a unique combination of physical activity and artistic expression. Riders glide, flip, and turn, showcasing their skills in parks and streets. This dynamic activity captivates those who seek both an adrenaline rush and a means to creatively express themselves.

PREVIEW

Edit

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

| Criteria | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|--|-------------------------------------|--------------------------|
| Has a clear topic sentence | | |
| Includes at least three supporting ideas | | |
| Maintains a focus on the main idea | | |
| Uses transition words appropriately | | |
| Uses interesting word choices so it isn't boring | | |
| Has a well-crafted conclusion sentence | | |
| Grammar, spelling, and punctuation are correct | | |
| The paragraph flows and makes sense | | |

Edit

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

| Criteria | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|--|-------------------------------------|--------------------------|
| Has a clear topic sentence | | |
| Includes at least three supporting ideas | | |
| Maintains a focus on the main idea | | |
| Uses transition words appropriately | | |
| Uses interesting word choices so it isn't boring | | |
| Has a well-crafted conclusion sentence | | |
| Grammar, spelling, and punctuation are correct | | |
| The paragraph flows and makes sense | | |

Rubric - Paragraph Writing

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

PREVIEW

Teacher Comments

| |
|-------------|
| Mark |
| |

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

Essay Writing – Thesis Statements

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

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

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

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

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

Essay Writing – Thesis Statements

Brainstorm

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

| Topic | Main Ideas |
|--|------------|
| Can Video Games Educate? (3 reasons why) | 1) |
| | 2) |
| | 3) |
| Thesis Statement | _____ |
| _____ | _____ |
| _____ | _____ |

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

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

Essay Writing – Thesis Statements

Think

Circle the best thesis statement below for the topic provided

Topic: The Role of Drones in Modern Society

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

Topic: Fashion and Sustainability

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

Topic: The Role of Public Libraries in the Digital Age

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

Topic: The Influence of Advertising on Youth Consumption

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

PREVIEW

Essay Writing - Globalization

Introduction

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



Main Idea 1: International Trade

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

Main Idea 2: Cultural Exchange and Homogenization

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

Main Idea 3: Environmental and Labour Market Impact

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

Conclusion

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

True or False

Is the statement true or false?

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

Question

Answer the questions below.

1) What do you find interesting about the essay?

2) Write the thesis statement of the essay below.

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

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

PREVIEW

Essay Writing

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

Topic: Renewable Energy

Introduction

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

Main Idea 1: Impact on Climate Change

Main Idea 2: Potential of Solar and Wind

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

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

Conclusion

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

Essay Writing

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

Instructions: Choose a topic and answer the questions below

1) Choose 3 topics from the table above, write them into the table below, and list three main ideas about each.

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

Name _____

Essay Writing

Write

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

Introduction - include a thesis statement

Main Idea 1

PREVIEW

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Understanding Formal Letters

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



Key Components:

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

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

Exploring Informal Letters

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

Characteristics:

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

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

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

Formal Versus Informal Letters

True or False

Is the statement true or false?

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

Think

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

Subject: Hey, About Math

Hey Alex,

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

Thanks a bunch!

Mia

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

Dear Principal Johnson,

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

Sincerely,

Ethan

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

Hey Chris,

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

Catch you later,

Jordan

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

Subject: Inquiry on Science Project

Dear Mr. Thompson,

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

Sincerely,

Jamie Parker

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

Analyzing Informal Emails

Analyze

Read the emails below. Underline the subject, closing, and any contractions. Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Science Project Ideas?

Hey Jordan,

I'm brainstorming for our science project, and I'm super curious about your ideas. I was thinking of something space-related. How about we team up and explore the mysteries of space? Let me know your thoughts!

Curious

Mia

Author's Voice

Subject: Our Trip to the Zoo!

Hey Chris,

I'm super excited about our field trip to the zoo next week. I can't wait to see the lions and monkeys. What are you most excited to see? Let's plan to take lots of photos and maybe even get matching zoo hats!

Eagerly

Oliver

Author's Voice

Subject: My Cat's New Hat

Hey Riley,

You won't believe it, but I put a tiny hat on my cat, Whiskers. He looks hilarious! I'll show you a photo tomorrow. I bet it'll make you laugh just as much as I did. Let's see if we can make tiny hats for your dog too!

Bye,

Ethan

Author's Voice

Name: _____

Informal Email Writing

Write

Using what you've learned about informal letters, write 2 letters below. Use the audience and purpose provided for you.

| Audience | Purpose |
|---------------------|--|
| Sports Team Members | Discussing team strategies or post-game reviews. |
| Subject: _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

| Audience | Purpose |
|----------------|--|
| Uncle | Planning a surprise party for your aunt's 50 th birthday. |
| Subject: _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |

PREVIEW

Informal Email Writing - Interjections

| | | | | | | |
|------|-------|----------|---------|--------|-----|-------|
| Yay! | Ugh! | Wow! | Omigod! | Eek! | So, | Well, |
| Oh! | Ouch! | Yippeee! | No! | Yikes! | Ah! | Whoa! |

Think

Add an appropriate interjection and describe the voice used.

Subject: Eek! That Creepy Noise Again!

Hey Alex,

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

 Trembling,
 Taylor

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

Subject: Sob! My Broken Skateboard

Hey Sam,

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

 Sorrowfully,
 Drew

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

Subject: Yippeee! Surprise Party Details!

Hello Ava,

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

 Buzzing with excitement,
 Eli

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

Success Criteria – Informal Emails

Analyze

Read the email below. Write things you like about the email. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 7 criteria that make a good informal email.

Subject: Microscope Adventures Await!

Hey Aisha,

So, guess what? Next week in science, we're starting this super cool unit - it's all about the tiny world of cells. We'll actually get to use microscopes to check out cells and tiny organisms that we can't see with just our eyes.

Plus, I'm really excited to see all the weird and wonderful things living in just a drop of pond water. And you know what? We can even make slides on the craziest things we find.

Moreover, I've heard that we'll get to see how cells divide, which is mind-blowing, right? And the best part is that we'll be covering the mysteries of the tiny universe in a drop of water.

Remember to bring your detective hat to class so we can have a blast with this. Can't wait to see what we find and to share our "Eureka!" moments.

Later,
Jenna



| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |
| 7) | |

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

| Audience | Purposes |
|---------------|--|
| Best Friend | Sharing exciting personal news |
| Sibling | Planning a surprise party for a parent |
| Cousin | Discussing plans for a family reunion |
| Classmate | Sending a digital photo album |
| School friend | Coordinating a video game session after school |
| Neighbour | Inviting over for a weekend barbecue |

- 1) Who will be the audience for my informal email?
- 2) What will be the purpose of my email?
- 3) Brainstorm anything that comes to mind when I think of this purpose. What things could you write about to this audience?

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

7) What voice will you use in your email? Are you angry, happy, excited?

8) What adjectives/words will you use to communicate your voice? For example, if you're mad, you might use interjections like: Argh! Ugh! Orr! Seriously! You might also use lots of exclamation marks.

9) Write your draft of your email below. Include interjections like the ones listed above.

PREVIEW

Edit

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

| Criteria | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|----------------------------------|-------------------------------------|-------------------------------------|
| Greeting | | |
| Clear Topic Sentence | | |
| Engaging Body - Good Word Choice | | |
| Use Of Interjections | | |
| Appropriate Voice And Tone | | |
| Clear Conclusion Sentence | | |
| Appropriate Closing | | |
| Flow - Does It Make Sense? | | |

PREVIEW

Edit

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

| Criteria | | |
|----------------------------------|--|--|
| Greeting | | |
| Clear Topic Sentence | | |
| Engaging Body - Good Word Choice | | |
| Use Of Interjections | | |
| Appropriate Voice And Tone | | |
| Clear Conclusion Sentence | | |
| Appropriate Closing | | |
| Flow - Does It Make Sense? | | |

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

| Category | 4 Points | 3 Points | 2 Points | 1 Point |
|----------------------------------|---|---|--|--|
| Greeting | Friendly and appropriate greeting | Greeting is mostly friendly | Greeting is vague or impersonal | Greeting is inappropriate or missing |
| Topic Sentence | Clear and engaging topic sentence | Topic sentence is clear | Topic sentence is vague | Topic sentence is missing or confusing |
| Engaging Body/Word Choice | Details are lively and interesting | Good word choice; body is mostly engaging | Some engaging words; body lacks interest | Words and body are dull or confusing |
| Use of Interjections | Uses appropriate interjections | Uses some appropriate interjections | Uses few or inappropriate interjections | No interjections are used |
| Voice | Voice matches purpose (e.g. happy, excited) | Voice is clear | Voice is inconsistent or unclear | Voice is missing or inappropriate |
| Closing | Closing is warm and wraps up the letter | Clear appropriate closing | Closing is unclear | Closing is missing or inappropriate |

Teacher Comments

| | |
|------|--|
| Mark | |
|------|--|

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

Analyzing Formal Letters

Analyze

Read the letters below. Underline the greeting and closing. Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Customer Relations Department
Acme Electronics
100 Industrial Way
Tech City, CA 94000

Dear Mr. Smith,

Despite repeated requests, the repair remains unresolved. Consequently, I demand immediate action. As a result, I demand a full refund or a replacement, alongside an explanation of the delay. I request a prompt resolution to this matter.

Sincerely,
John T. Kirkland

Author's Voice

Alumni Association
Oldtown University
200 University Drive
Oldtown, OH, MBP 3R5

Dear Alumni Coordinator,

Regretfully, I must inform you of my inability to attend the upcoming alumni reunion. Due to unforeseen personal reasons, I find myself unable to join my peers in what I know will be a memorable event. Nevertheless, I send my best wishes for a successful reunion and hope to participate in future events.

Warm regards,
Sana Sadi

Author's Voice

Figurative Language - Simile

A **simile** is a special tool in writing that compares two different things using the words "like" or "as." It helps create a picture in your mind by showing how one thing is similar to another. Similes make stories and descriptions more colourful and fun to read.

Here are some examples of similes:

- The car raced down the street as fast as a cheetah.
- Her smile was as bright as the sun on a summer day.
- The tree had tall and strong like a mighty warrior.



Write _____ the similes below.

| | |
|----|--------------------|
| 1) | As quiet _____ |
| 2) | As strong as _____ |
| 3) | Cold like _____ |
| 4) | Bright like _____ |

Write _____ Add a simile to the sentence.

| | |
|----|--|
| 1) | She sang _____ _____ in the concert show. |
| 2) | The cat's fur was _____ _____ |
| 3) | His room was _____ _____ after the cleanup. |
| 4) | She painted the canvas _____ _____ |

Figurative Language - Metaphor

A **metaphor** is like a secret code in a story that compares two different things without using the words "like" or "as." It's a way of saying that one thing is another thing to create a strong picture in your mind.

For example, if I say, "The classroom was a zoo," it doesn't mean there were actual lions and monkeys in the room. It's a metaphor to show that the classroom was very noisy and full of energy, just like a zoo. Metaphors make writing more interesting and help you see things in a new way.



Write a metaphor using the information given and explain the metaphor.

| Thing to Compare | Person | Sentence |
|------------------|----------------|--|
| Library | Treasure chest | _____ a treasure chest because of all the amazing _____ find inside. |
| Time | Thief | _____ |
| Home | Prison | _____ |
| Hope | Anchor | _____ |
| World | Stage | _____ |
| Voice | Melody | _____ |

Narrative Writing - Setting

Describe

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

| | |
|-------|--|
| See | |
| Feel | |
| Hear | |
| Taste | |
| Smell | |



Use your notes above to write a paragraph in paragraph form.

Analyze

The setting below has been written about a picnic. Describe what the writer sees, feels, hears, tastes, and smells.

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

| | |
|-------|--|
| See | |
| Feel | |
| Hear | |
| Taste | |
| Smell | |

Narrative Writing - Characters

Analyze

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

Mia wears her hair in two braids that dance as she moves. Her warm smile and kind eyes make her friends feel at home. She is someone who can solve any riddle the teacher throws at her. Plus, her ability to recall a fact makes her a pro at trivia games.

| | |
|-------------------------|--|
| Name | |
| Look | |
| Personality | |
| Special Trait or Talent | |

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

| | |
|-------------------------|--|
| Look | |
| Personality | |
| Special Trait or Talent | |

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

| | |
|-------------------------|--|
| Name | |
| Look | |
| Personality | |
| Special Trait or Talent | |

Narrative Writing - Plot

Brainstorm

A story should have a plot, challenge, or something to achieve. Brainstorm a bunch of problems/challenges your characters could face.

Plot Ideas

Practice

Choose a plot from above and describe it in more detail.

1) Describe the basic plot idea

2) What characters are involved in this plot?

3) Describe the setting of the story

Practice

Fill in the organizer below.

4) Beginning – Describe the beginning of the story. What is the setting? How will the characters be introduced to the problem?

5) Middle – What will happen in the middle of the story. Describe how the character(s) will solve the problem. Write at least 3 different events.

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

6) End – How will the problem be resolved? How will the characters solve the problem?



Creative Writing – Narrative Practice

First Person

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

Second Person

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

Third Person

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

Practice

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

| Characters | Plot | Settings |
|-------------------|--|--------------------|
| Inventor | Creates a machine that can breathe bad air | High-tech workshop |
| Time Traveler | Accidentally gets stuck in the past | Medieval Castle |
| Young Biologist | Discovers a rare species while exploring | Amazon rainforest |
| Ghost Hunter | Investigates an old haunted house | Victorian mansion |
| Environmentalist | Fights to protect an endangered animal | Nature reserve |
| Fantasy Creature | Seeks to unite the different magical races | Magical Kingdom |
| Medieval Knight | Defends his village from a dragon's wrath | Medieval Village |
| Young Philosopher | Wins an ethics debate competition | Academy |

First Person Story:

Name: _____

PREVIEW

Second Person Story

Name: _____

PREVIEW

Third Person Story

Use Paragraphs Appropriately

Using a paragraph appropriately means organizing your writing into distinct sections, or paragraphs, each with its main idea or topic. It's like dividing your thoughts into smaller groups to make your writing easier to read and understand.

Additionally, in proofreading, special symbols like the pilcrow (¶) are used to indicate the beginning of a new paragraph. These symbols help editors and proofreaders ensure that paragraphs are appropriately separated in written work, improving clarity and readability.

Edit

Identify the paragraphs (¶) where new paragraphs should begin in the following passages. Add the appropriate symbols to improve organization and readability.

The morning sun had started to turn brilliant shades of orange and red, signaling the end of a beautiful day. A hawk hovered over the meadow as Sam and his sister Lucy set out on their hike. They had been planning this trip for weeks and were excited to see the waterfall at the end of the trail, as famous in their small town for its beauty in the fall. The path was covered with dry leaves that crunched under their boots. Every step brought a new wave of earthy, damp foliage. Sam stopped to take a photo with his camera, capturing the sunlight filtering through the trees, casting a kaleidoscope of shadows. As they reached the edge of the cascading water, the sound of the water grew louder, and they felt the cool spray on their faces. Lucy unpacked the sandwiches they had made earlier that morning, and they sat on a nearby rock to eat. The view was spectacular, and they took their time, not wanting to forget a single detail of the scenery. Later that afternoon, they decided to explore a cave they had spotted just off the main path. It was dark and a bit daunting, but Sam's flashlight revealed ancient rock formations and the walls glittered with tiny crystals. As the sun began to set, they made their way back, their hearts full of the day's adventures. They agreed to come back next year, making it a new tradition. On the drive home, they were quiet, each lost in thought, reflecting on the beauty of the natural world and the thrill of exploring it together.

Using Quotations in Narratives

Quotation Marks in Dialogue

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



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

Using Quotations in Narratives

Edit

Fix the mistakes below.

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

Edited

Original: "Time is dinner," Mom asked.

Edited

Original: "I'm so sorry," Emma said politely"

Edited

Original: The child whined and said, "I'm hungry."

Edited

Original: "The museum was amazing" Whispered the boy.

Edited

Original: Sarah whispered, "And then he declared, This is the greatest day here of our lives."

Edited

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

Edited

Original: Max yelled "I won the match!"

Edited

PREVIEW

Writing Using Quotations

Practice

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

| | |
|----------------|-------|
| You | _____ |
| Your Celebrity | _____ |
| You | _____ |
| Your Celebrity | _____ |
| You | _____ |
| Your Celebrity | _____ |
| You | _____ |
| Your Celebrity | _____ |
| You | _____ |
| Your Celebrity | _____ |

PREVIEW

Character Personality and Dialogue

Think

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality. There may be more than 1 answer.

Personality: Curious

- a) "I wonder why the sky is blue?" she pondered, eyes gleaming with interest.
- b) "I know a lot about the solar system," he stated, lacking any intrigue.
- c) "Can you read that?" she asked, diverting the subject.

Personality: Confident

- a) "I'm not really sure," he mumbled, uncertainty in his voice.
- b) "This challenge is no match for me," he declared confidently.
- c) "Maybe we should ask someone for help," he said without assurance.

Personality: Timid

- a) "I'm scared of the dark; can someone come with me?" she asked nervously.
- b) "Dark rooms are perfect for hide and seek!" he exclaimed, grinning broadly.
- c) "I can navigate the dark; it's easy," she lied, trembling nervously.

Personality: Enthusiastic

- a) "Let's get started on this project right away!" she chirped, clapping her hands excitedly.
- b) "I can't wait to see the results," he beamed, eyes shining with anticipation.
- c) "This is going to be the best day ever!" she exclaimed, bouncing on her toes.

Personality: Impulsive

- a) "Let's stop and think before going forward!" he suggested, thinking of a plan.
- b) "I bought it on a whim—it looked cool!" she giggled.
- c) "Why wait? The time is now!" she blurted out, grabbing her coat in a hurry.

Emotions in Dialogue – Speaker Tags

Think

What emotion is the character feeling? Write an appropriate speaker tag.

Word Bank

| | | | | |
|------------|----------|----------------|---------------|-----------|
| Excitement | Sadness | Anger | Fear | Confusion |
| Happiness | Surprise | Disappointment | Determination | Curiosity |

| Emotion | Dialogue | Speaker Tag |
|---------|---|--------------------------|
| | "This game! We actually did it!" | Tom exclaimed excitedly. |
| | "What about us free tickets?" | Emily _____ _____ |
| | "I won't be in the game with you." | Mark _____ _____ |
| | "We'll find a way to make it work." | _____ |
| | "What if we can't find another day to go?" | _____ |
| | "Wait, is the fair for one day only?" | Lily _____ _____ |
| | "Oh no, I can't believe I double-booked myself." | Mike _____ _____ |
| | "Actually, now that I think about it, maybe it's all week?" | Jessica _____ _____ |
| | "How did you get those tickets, anyway?" | Tim _____ _____ |
| | "I'm so annoyed with myself for this scheduling mistake." | Sophie _____ _____ |

Adding Dialogue to a Story

Write Read the story below. Then add dialogue in the blanks below to improve the story.

In the corner of Jayden's grandmother's attic, beneath a pile of vintage clothes, Jayden found an old pocket watch. It was golden and still ticking, despite its age.

_____ Jayden whispered, intrigued by the engraving on the back.

Taking the watch to his grandmother, he found her in the garden. She looked up with a smile and turned to a look of surprise.



_____ said, her eyes locking onto the watch.

"It was granddad's," Jayden stated. "But how did it end up way up there?"

_____ his grandmother pondered as she took the watch into her hands.

She flipped the watch open and pressed a tiny button on the side. A small compartment opened, revealing a folded piece of paper.

_____ Jayden gasped, leaning in closer.

His grandmother unfolded the paper with trembling hands. On it was a short note that read:

_____ she read aloud, her voice filled with emotion.

Analyzing a Short Story - Quotations

Coral Reef Wonders

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



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

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

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

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

PREVIEW

Questions

Answer the questions below.

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

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

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

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

Writing Speaker Tags

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

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

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

Creative Writing – Main and Minor Characters

In stories, the **main characters** are the stars of the show. They are central to the story's plot, and we learn a lot about their thoughts, feelings, and backgrounds. Think of them as the main players in a play.

On the other hand, **minor characters** are like the supporting cast. They play smaller roles and are not the main focus, but they're still important. They interact with the main characters and help the story move along.



Practice: Using one suggestion from each category below and write a story. Practice dialogue between characters. Ensure your story includes one main character and two minor characters.

| Character | Plots | Settings |
|---------------------|--------------------------------------|-------------------|
| Leo the Lifeguard | Rescues someone from danger | Beach |
| Fairy Eliza | Helps someone see a rainbow | Enchanted forest |
| Detective Dan | Solves a mystery | Middle school |
| Sarah the Scientist | Discovers a new planet | Space observatory |
| Knight Tristan | Defends his kingdom from dragons | Medieval castle |
| Robot Ralph | Learns the value of human emotions | Future city |
| Teacher Tom | Inspires students to achieve dreams | Classroom |
| Astronaut Abby | Lands on an unexplored moon | Space station |
| Cowboy Cody | Saves the ranch from a wild stampede | American West |
| Princess Penelope | Finds a secret passage in the castle | Royal palace |

Success Criteria – Narrative

Analyze

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

Checkmate in the Park

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

"I believe I can win in ten moves," Jamal boasted confidently, setting up his pieces with precision. "You're on, Maya," she replied, her eyes twinkling with challenge.

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

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

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

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

Their laughter filled the air, mixing with the city sounds. To them, the park was more than just a game; it was where friendships were forged and ideas were shared. It was a small oasis of joy and learning in the heart of the city, far from the classroom.

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |
| 4) | |
| 5) | |
| 6) | |

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

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

Plan

Write your narrative and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

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

Plan

Fill in the organizer below.

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

1

2

3

4

5

PREVIEW

5) End - How will the problem be resolved? How will the character(s) feel about the problem?

6) What is a good title for your story?

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

Lined writing area for the rough draft.

PREVIEW

Edit

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

| Criteria | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|--|-------------------------------------|--------------------------|
| Interesting Plot | | |
| Well-Developed Characters | | |
| Clear Beginning, Middle, and End | | |
| Strong Setting - Uses 5 Senses | | |
| Vivid Descriptions - Word Choice | | |
| Appropriate Title | | |
| Story Makes Sense | | |
| Optional: Realistic Dialogue - Use of Quotations | | |

Edit

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

| Criteria | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|--|-------------------------------------|--------------------------|
| Interesting Plot | | |
| Well-Developed Characters | | |
| Clear Beginning, Middle, and End | | |
| Strong Setting - Uses 5 Senses | | |
| Vivid Descriptions - Word Choice | | |
| Appropriate Title | | |
| Story Makes Sense | | |
| Optional: Realistic Dialogue - Use of Quotations | | |

Activity: Story Swap Revision Party

Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

Materials What is needed to complete the activity?

- Drafts of narrative stories
 - Pencils
 - Highlighters
 - Revision checklist
- success criteria



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is not criticism.
- 2) **Fair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

Feedback

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner do well?

2) Based on the success criteria, what does your partner need to change?

3) What is your favorite part of the story?

4) Write 3 questions you have about your story.

1)

2)

3)

5) Hand this sheet back to your partner. Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 3 changes.

1)

2)

3)

PREVIEW

Rubric – Story Writing

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

PREVIEW

| | |
|-----------------|--|
| Comments | |
| | |
| | |
| | |
| | |
| Mark | |

Persuasive Writing - Research

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

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



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

Research in this activity will help you to learn more about the topics:

| Topic | Which province and territory? |
|---|-------------------------------|
| 1) Before you start researching, decide on an opinion. Below, if you're unsure, ask some of your classmates what they think. Write down their responses to help you formulate an opinion. | |
| 2) Now you'll need to find research about why the province or territory is the best. You might want answers to these questions below. | |
| Sports Teams In The Province | |
| Average Temperature | |
| Average Snowfall | |
| Average Rainfall | |
| Famous Landmarks | |

Persuasive Writing - Research

Research

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

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

Understanding Bias in Persuasive Writing

Recognizing Bias in Persuasive Writing

Bias in persuasive writing is when the writer's personal opinions, beliefs, or preferences skew the presentation of information or arguments. It's crucial to understand bias because it influences how information is received and interpreted, and it can shape our opinions and decisions. Especially in today's world, where we are constantly bombarded with information, being able to identify bias helps us make informed decisions.

Types and Signs of Bias

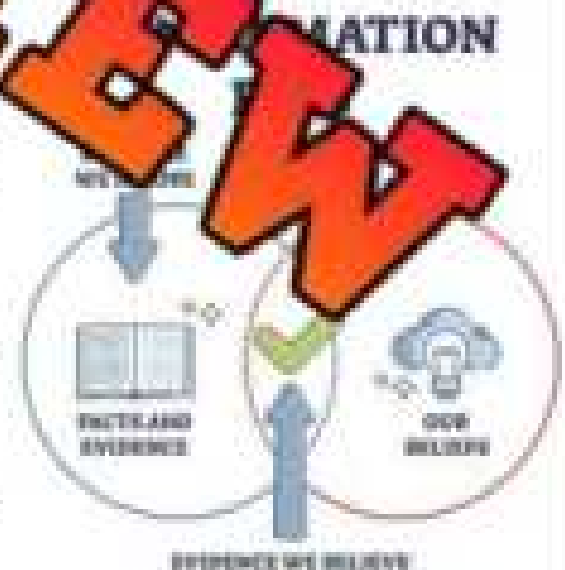
Bias can manifest in several ways in writing:

- **Word Choice:** The use of emotional or loaded language is a strong indicator of bias. Words like "tragedy" or "miracle" carry emotional weight and can sway the reader's opinion.
- **Selective Information:** A common type of bias occurs when a writer only presents information that supports their view while ignoring contradictory evidence.
- **Use of Generalization:** Making broad statements that oversimplify groups, situations, or events often indicates bias.
- **One-Sided Arguments:** A clear sign of bias is when a writer only presents one aspect of an argument or issue.

Evaluating Sources for Bias

To critically analyze texts for bias, consider the following steps:

- **Investigate the Author's Background:** The author's experience, affiliations, or expertise can provide context for potential biases.
- **Examine the Evidence:** Reliable and unbiased writing should include well-supported arguments with verifiable facts or data.
- **Explore Multiple Perspectives:** Reading varying viewpoints on the same issue can highlight biases and provide a more balanced understanding.
- **Reflect on Personal Biases:** Recognizing your own preconceptions can help in reading and evaluating texts more clearly.
- **Look at the Publication Source:** The platform or publication where the piece appears can also influence its slant or bias.



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

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

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

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

1) What is the author's opinion?

2) What reasons did they give? List 3.

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



Version 1: Activity – Finding Bias in Writing

Tough Job

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



Dear Principal Spielberg,

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

But there is more to this idea than just fun. It would not only make classes the most fun ever, but it would also keep us physically fit. We could do history lessons while somersaulting, solving math problems mid-air, and learning science while hopping around. It's a perfect combination of learning and fun.

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

I eagerly await your enthusiastic approval of this fantastic proposal.

Yours sincerely,
Chris Mathews

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1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Assignment – Persuasive Essay Writing

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

Planning

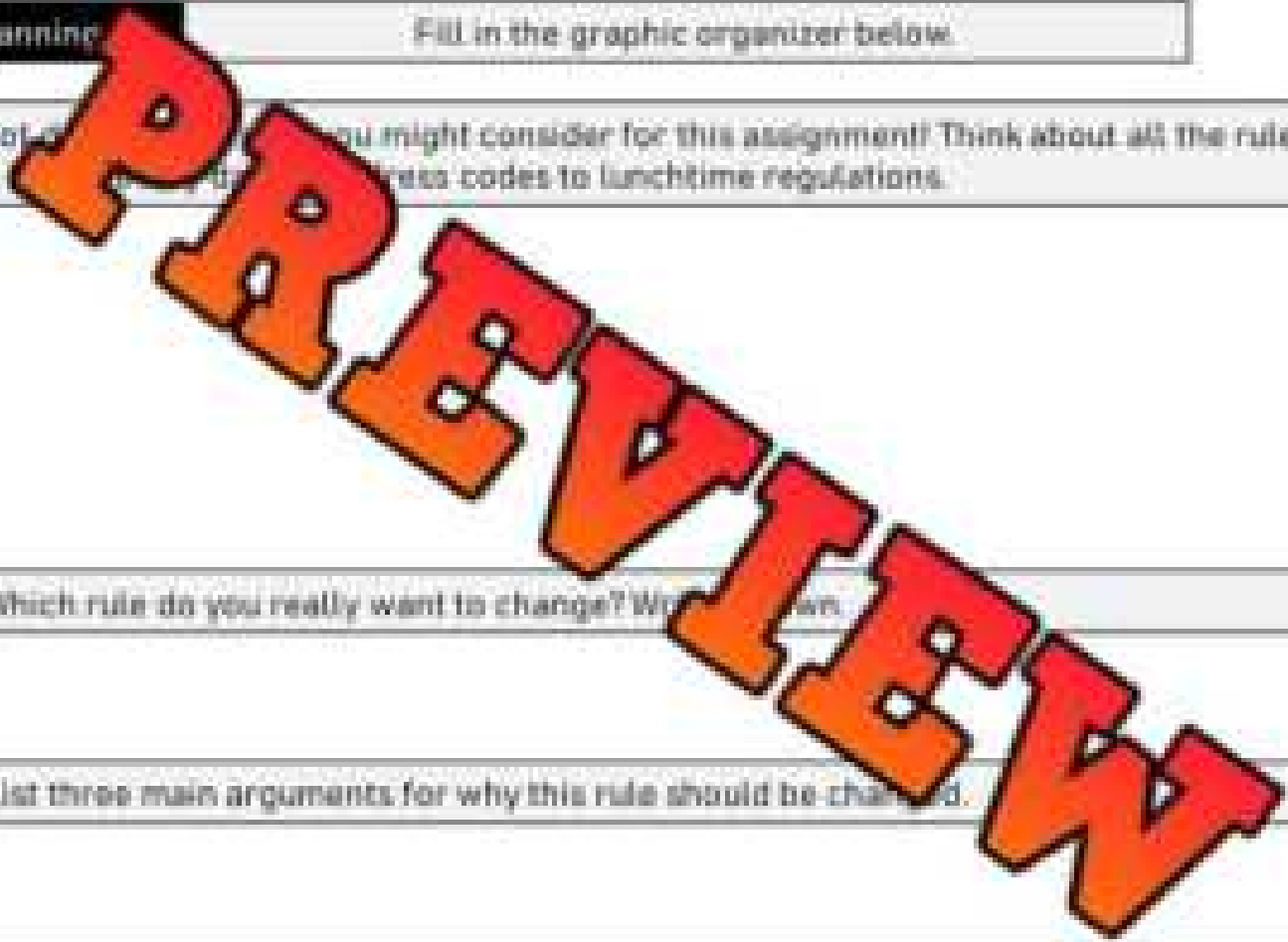
Fill in the graphic organizer below.

1) List 5-10 rules you might consider for this assignment! Think about all the rules you see at school. For example, dress codes to lunchtime regulations.

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

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

4) Write your thesis statement here.



Research

Answer the questions below

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

| Main Ideas | Statistics |
|------------|------------|
| | |
| | |
| | |
| | |

PREVIEW

Writing

Write your thesis statement and 5 topics in the following format.

Introduction with Thesis Statement at the End

Rubric – Persuasive Writing Assignment

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

Comments

Mark

Synthesizing – Letters to the Mayor

Synthesize

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

Dear Mayor Robinson,

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

Warm wishes,
Kyle Patel

Dear Mayor Robinson,

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

Sincerely,
Layla Hernandez

Hello Mayor Thompson,

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

Best regards,
Ethan Smith



Synthesis

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

PREVIEW

All About Expository Writing

The Essence of Expository Writing

Expository writing is a fundamental style used to impart information to readers in a direct, straightforward manner. It is distinguished by its focus on facts, logic, and explanation rather than personal opinion. The goal is to enlighten or educate the reader about a particular topic, providing a thorough understanding of the subject matter.



Core Components of Expository Writing

To be effective, expository writing incorporates several important components:

- **Thesis Statement:** A clear and concise statement that presents the central idea of the writing.
- **Supporting Evidence:** Data, facts, and other information that back up the thesis.
- **Clear Organization:** A logical structure that guides the reader through the points being made.
- **Transitional Elements:** Words and phrases that connect ideas and paragraphs, maintaining a logical flow.
- **Concluding Summary:** A final paragraph that wraps up the discussion without introducing new information.

Together, these elements form the backbone of effective expository writing, allowing the reader to gain a full and accurate understanding of the subject.

Varieties of Expository Writing

Expository writing can be categorized into several types, each serving a different purpose:

1. **Instruction Lists:** Step-by-step guides, such as recipes or assembly instructions, that lead the reader to a specific end result.
2. **Informational Reports:** Objective descriptions of a topic, such as a summary of a historical event or an explanation of a natural phenomenon.
3. **Problem and Solution Essays:** These identify a particular issue and propose one or more solutions.
4. **Comparison Essays:** A format that explores the similarities and differences between two or more entities.
5. **Cause and Effect Essays:** Essays that examine the reasons for an event and the consequences that follow.

Each type of expository writing has distinct characteristics and is chosen based on the writer's intent and the reader's needs. Mastery of expository writing not only aids students in their academic endeavors but also prepares them for effective communication in their future professional and personal lives.

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Expository writing should include the author's personal opinions. | True | False |
| 2) A thesis statement is the main idea of an expository essay. | True | False |
| 3) Facts are not necessary in expository writing. | True | False |
| 4) Expository essays must have a structured organization. | True | False |
| 5) Transition words are not important in expository writing. | True | False |

Question

Answer the questions below.

1) What is the role of a thesis statement in an expository essay?

2) In what situations might an inductive approach be used?

Which Type?

Write the type of expository text you would use to address each of the following.

| | |
|---|--|
| 1) How to Make a Simple Electric Circuit | |
| 2) The Causes and Effects of Global Warming | |
| 3) Comparing Renewable and Non-renewable Energy Sources | |
| 4) Understanding the Water Cycle | |
| 5) Steps to Solve a Basic Algebraic Equation | |
| 6) The Impact of Plastic Pollution on Marine Life | |
| 7) The Similarities and Differences between Frogs and Toads | |
| 8) The History of the Internet | |

Step-by-Step Treehouse Drawing

Instructional Writing

Follow these steps to draw a treehouse

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

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

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

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

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

Step 6: Draw Surrounding Foliage: Sketch leaves and smaller branches around the tree with leaf clusters for a lush look, blending some with the trunk lines.

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

PREVIEW

Writing a How-To-Guide

Plan

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

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

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

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

4) Materials Needed - Write down everything you need for your topic, list the ingredients.

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

PREVIEW

Name: _____

LAB

Scientific Experiment
3.1.13

PREVIEW

6) Handy Tips - Share helpful advice to do it better.

7) Safety First - List things to be careful of while doing the activity

Title:

Introduction

Materials

Instructions

Tips/Notes/Cautions/Warnings

PREVIEW

Informational Reports: Non-Fiction

Fiction is a story created from the imagination, like "Harry Potter." **Non-fiction** is based on real facts and events, like a biography of Abraham Lincoln. Both types of stories can be interesting and educational!

Think

Are the sentences below from a fiction or non-fiction book?

| | | | |
|-----|---|---------|-------------|
| 1) | A talking rabbit led Alice through a magical wonderland. | Fiction | Non-Fiction |
| 2) | The Earth is at the center of our solar system. | Fiction | Non-Fiction |
| 3) | The Griffs live above the kingdom, guarding the gates in ice. | Fiction | Non-Fiction |
| 4) | A young boy discovered dinosaurs on his twelfth birthday. | Fiction | Non-Fiction |
| 5) | Neil Armstrong was the first person to walk on the moon. | Fiction | Non-Fiction |
| 6) | The Nile River is the longest river in the world. | Fiction | Non-Fiction |
| 7) | In a hidden forest, unicorns roam freely under the trees. | Fiction | Non-Fiction |
| 8) | Photosynthesis is the process plants use to get energy from sunlight. | Fiction | Non-Fiction |
| 9) | World War II ended in 1945 with the defeat of the Axis powers. | Fiction | Non-Fiction |
| 10) | A pirate ship sailed the seven seas in search of treasure. | Fiction | Non-Fiction |

Think

Write at least 2 fictional and 2 non-fictional stories you've read recently. As an option, you could also find books in your class library.

| Fiction | Non-Fiction |
|---------|-------------|
| | |

Activity: Brainstorm Bonanza!

Objective

What are we learning more about?

To help students learn the process of brainstorming, enabling them to generate a wide variety of ideas on any given topic.

Materials

What is needed to complete the activity?

- Paper and pens (or pencils)
- Timer or stopwatch
- A large box of random topics
- Small slips of paper (with topics - provided)



Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by explaining the brainstorming process to come up with many ideas quickly without worrying about whether they're good or bad.
- 2) **Random Topic Selection:** Call up a student to draw a random topic (from a list of topics below).
- 3) **Timed Idea Generation:** Set the timer for 2 minutes. In that time, students write down as many ideas or words related to their topic as they can.
- 4) **Idea Sharing:** Once time's up, ask students to share some of their ideas with the class. This can be a fun way to see the variety of thoughts and creativity across different topics.

Topics

Cut out the topics below.

Food Chains

Non-Living Things

Oil Spills

Solar Energy

Wind Energy

Deforestation

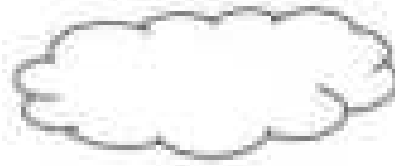
Climate Change

Rust – Chemical Change

Dissolving – Water and...

Brainstorm

Write as many ideas about the topic as you can



PREVIEW



Writing a Report – Water Bodies

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Organize the facts into 1 of 3 main headings: lakes, rivers and oceans. Label each heading with (L) for lakes, (R) for rivers, and (O) for oceans.
- 3) On the next page, write an introduction for the report. Then you'll use the 3 headings to write the body of the report. You'll add a conclusion. You don't need to use all the facts from the report. Pick your favourite 3.

Facts

Organize facts

| | |
|--|--|
| The Yangtze River is the longest river in the world. | |
| The Mariana Trench is the deepest point in the world's oceans. | |
| Lake Superior is the world's largest freshwater lake. | |
| Crater Lake in Oregon was formed by a collapsed volcano. | |
| The Great Barrier Reef is in the Pacific ocean. | |
| The Mississippi River is one of the longest rivers in the USA. | |
| The Ganges River is considered sacred in Hinduism. | |
| Oceans absorb about 30% of carbon dioxide produced by humans. | |
| Lake Victoria is Africa's largest lake and the world's second-largest freshwater lake. | |
| Oceans cover more than 70% of the Earth's surface. | |
| The Pacific Ocean is the largest and deepest ocean on Earth. | |
| Lake Baikal in Russia is the world's deepest lake. | |
| The Amazon River flows through the South American rainforest. | |
| The Nile River is historically renowned as the world's longest. | |

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1

Fact 1

Fact 2

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

PREVIEW

Name _____

PREVIEW

PREVIEW

How To Research Effectively

Understanding Effective Research Techniques

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

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

Finding Sources

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

- Use academic databases: These provide access to scholarly articles and papers.
- Check the author's credentials: Ensure the author is knowledgeable about the subject.
- Look at publication dates: Make sure the information is up-to-date and current.
- Evaluate the source's purpose: Understand if the source aims to inform, persuade, or entertain.

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

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

Organizing Your Findings

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



Think

Is the search good or bad?

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

Questions

Answer the questions below.

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

Research Activity - Questioning

Think

For each of the topics, write 5 questions you want to know the answers to. Then look up answers to these questions.

Topic 1: Continents - Ex. How many continents are there on Earth?

| | Questions | Answers |
|---|-----------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Topic 2: Canada - In which province is the Canadian capital?

| | Questions | Answers |
|---|-----------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |

Research Activity - Questioning

Narrow Questions

For the questions below, think of 3 more specific questions you can research answers to.

Question 1: What is the largest planet in our solar system?

| | Questions | Answers |
|---|-----------|---------|
| 1 | | |
| 2 | | |
| 3 | | |

Question 2: How many books in the Harry Potter series have?

| | Questions | Answers |
|---|-----------|---------|
| 1 | | |
| 2 | | |
| 3 | | |

Question 3: What is the official currency of the United Kingdom?

| | Questions | Answers |
|---|-----------|---------|
| 1 | | |
| 2 | | |
| 3 | | |

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

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

PREVIEW

| Question | Answer | Source - Website Name |
|---|--------|-----------------------|
| 13) What is the term for fear of heights? | | |
| 14) What's the chemical symbol for silver? | | |
| 15) Who is the author of "Les Misérables"? | | |
| 16) What is the symbol for the human body? | | |
| 17) What is the capital of New Zealand? | | |
| 18) Who is the Roman god of war? | | |
| 19) What is the currency of South Africa? | | |
| 20) What is the largest land mammal in the world? | | |
| 21) What is the term for a word that reads the same backward and forward? | | |
| 22) Who was the second person to walk on the moon? | | |
| 23) What is the most spoken language in the world? | | |
| 24) What is the predominant religion in India? | | |

PREVIEW

Editing a Report – Importance of Accessibility

1) Key Components of Accessibility

Accessibility can be broken down into several key components:

2) Benefits of Accessibility

Creating an accessible environment benefits everyone, not just people with disabilities. For example, curb cuts on sidewalks, designed for wheelchair users, are also useful for people with strollers or those using rolling luggage.



3) Physical Accessibility

This refers to making physical spaces, like buildings and public transportation, accessible to people with disabilities. Features like ramps and elevators are important.

4) Conclusion

In conclusion, accessibility is a key part of creating a fair and inclusive society. By understanding and implementing these measures, we can help ensure that everyone has equal opportunities and can contribute.

5) The Importance of Inclusivity

Ensuring accessibility is not just about following laws and regulations; it's about inclusivity. When we make our world more accessible, we are acknowledging that every person has the right to participate fully in society. This includes access to education, employment, transportation, and information.

6) Glossary

- **Disabilities:** A physical or mental condition that limits a person's movements, senses, or activities.
- **Screen Reader:** A software application that reads out the text on a screen to a visually impaired user.
- **Subtitles:** Text displayed at the bottom of a video screen that translates or transcribes the dialogue.

7) Introduction

Accessibility is an important concept that refers to the design of products, devices, services, or environments for people with disabilities. The goal is to make sure that everyone, regardless of their abilities or disabilities, can use these things effectively, safely, and with dignity.

8) Digital Accessibility

With the rise of technology, ensuring websites, apps, and digital content are accessible is crucial. This includes features like screen readers for the visually impaired and subtitles for the hearing impaired.

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Accessibility only refers to physical spaces like buildings. | True | False |
| 2) Screen readers are used by visually impaired individuals. | True | False |
| 3) Subtitles are only useful for people who are deaf. | True | False |
| 4) Accessibility measures benefit people with disabilities. | True | False |
| 5) Curb cuts on sidewalks are helpful for wheelchair users only. | True | False |

Organize

Answer the question below

Write the headings in the wrong order. Write what order you would put each heading in and why.

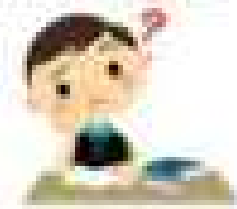
| Heading Number | Where Does It Go There? |
|----------------|-------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

PREVIEW

Report Writing – Introductions

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

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



Analyze

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

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

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

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

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

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

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Report Writing – Conclusions

- **Summarize the Main Points:** Mention the main things you talked about.
- **Call to Action:** Suggest something fun or interesting to do, like reading a cool book or chatting about the topic.
- **Connect to the Introduction:** Restate your thesis statement using different words.
- **End with Something Interesting:** End with a cool fact or a question to make your reader think.



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

As we finish, let's think about Rube Goldberg machines are more than just playful inventions, they are a great way to think about how one thing leads to another. Why not give it a go and make your own? Keep in mind how these machines use many complicated steps to do simple things. Now that you know more, you can be imaginative and try new things. You might even come up with a brand-new idea in a long line of clever creations!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

In summary, traffic flow is essential in our daily lives. It affects everything from our commute times to the environment. Encourage your family to explore different transportation methods that could alleviate traffic and reduce stress in your community. This dialogue could lead to impactful changes and a cleaner, more efficient city.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

As we wrap up our look at ecosystems, we see that they are like big puzzles with lots of different parts that all fit together. Even though we might not think about ecosystems all the time, they are super important for giving us clean air and all the food we enjoy. Everything living in these ecosystems is linked together, showing us how everything in nature depends on everything else to stay healthy and keep going.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

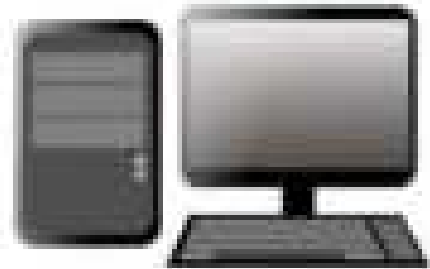
What are we learning more about?

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

Materials

What is needed to complete the activity?

- Computer
- PowerPoint or Google Slides
- Prompts (see page 198)



Instructions

How do we complete the activity?

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

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below

Question

Buoyancy

Hydraulics

Cells

Oil Spills

Desalination

Mitosis

Solar Energy

Water Cycle

Coral Reefs

Fluid Art

Rube Goldberg Machines

PREVIEW

Edit

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

| Criteria | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|---|-------------------------------------|--------------------------|
| Strong Introduction | | |
| At Least Three Headings in Body | | |
| Includes a Glossary with at Least 4 Words | | |
| Use of Lists | | |
| Pictures or Diagrams | | |
| Strong Conclusion | | |
| Includes Facts/Statistics | | |
| Cites Trustworthy Sources | | |
| Logical Flow - The Report Is in The Correct Order | | |

PREVIEW

Edit

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

| Criteria | | |
|---|--|--|
| Strong Introduction | | |
| At Least Three Headings in Body | | |
| Includes a Glossary with at Least 4 Words | | |
| Use of Lists | | |
| Pictures or Diagrams | | |
| Strong Conclusion | | |
| Includes Facts/Statistics | | |
| Cites Trustworthy Sources | | |
| Logical Flow - The Report Is in The Correct Order | | |

Rubric – Report Assignment

| Category | 4 Points | 3 Points | 2 Points | 1 Point |
|-------------------------------------|---|---|--|--|
| Introduction/ Conclusion | Clear, engaging, and concise | Clear but lacks interest | Unclear or incomplete | Missing or irrelevant |
| Cites Trustworthy Sources | Properly cites accurate, reliable sources | Mostly accurate sources | Some unreliable sources | Uses unreliable sources |
| 3 Headings | Three or more clear, relevant headings | Three headings, some clarity | Less than three headings | No clear headings |
| Pictures and Diagrams | Relevant and fully integrated | Relevant but lacks integration | Few and not fully relevant | Missing or irrelevant |
| Facts/Statistics | Clear, accurate, and relevant | Mostly accurate | Some inaccuracies | Incorrect or irrelevant |
| Use of Lists | Effective use of lists or bullet points | Some use of lists | Lists lack integration | No use of lists |
| Glossary | Includes 4 or more well-defined, relevant terms | Includes 3 or 4 terms with adequate definitions | Includes 2 or 3 terms with partial definitions | Missing glossary or has irrelevant/incorrect definitions |

Teacher Comments

Mark

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

What is a Problem-Solution Report?

The Essence of Problem-Solution Reports

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

Breaking Down the Problem

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

- The nature of the problem
- The causes of the problem
- The consequences of the problem
- Any previous attempts to address the issue



Developing Solutions

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

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

Evaluating Solutions

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

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

Ensuring Success

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

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

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

Problem and Solution Report

Think

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

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

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

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

PREVIEW

Name: _____

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Problem Solving
24.13

Problem and Solution Report

Brainstorm

Write a list of problems related to the themes below

Theme: Parks

Theme: Local Businesses

Theme: Social Media

Theme: Electricity Consumption

PREVIEW

What is a Haiku?

What is a Haiku?

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



Morning Song

Gentle morning light,
Birds singing in harmony,
Daybreak comes alive.

Falling Leaves

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

Write

Finish the Haiku poems below.

| Topic: Winter Night | |
|---------------------|-------------------------|
| Line 1 | Snowflakes gently fall. |
| Line 2 | |
| Line 3 | Moonlit peace prevails. |

| Topic: Summer Day | |
|-------------------|-----------------------------------|
| Line 1 | Sun heats the sand dunes. |
| Line 2 | Waves crash with a rhythmic beat. |
| Line 3 | |

How to Write a Rhyming Poem

Basics of Rhyming Poetry

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



Steps to Write a Rhyming Poem

- 1. Choose a Rhyme Scheme:**
 - AABB: Lines 1 and 2 rhyme together, and lines 3 and 4 rhyme together.
 - ABAB: Lines 1 and 3 rhyme, and lines 2 and 4 rhyme.
 - ABCB: Only lines 2 and 4 rhyme.
- 2. Select Words to Rhyme:** Think of words related to your theme and list their rhyming pairs. For example, if your theme is 'stars', you might list 'stars', 'cars', 'mars', 'bars'.
- 3. Plan Your Lines:** Start writing your lines, keeping the chosen rhyme scheme in mind. Try to make each line similar in length for a consistent flow.
- 4. Revise for Meaning and Flow:** Once you've written your poem, read it aloud to help you hear if the rhythm flows smoothly and if the meaning is clear.

Tips for Writing Rhyming Poems

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

Sampling Rhyming Poem

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

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

| Original Word | Rhyming Word 1 | Rhyming Word 2 | Rhyming Word 3 |
|---------------|----------------|----------------|----------------|
| Light | | | |
| Green | | | |
| Head | | | |
| Stars | | | |
| Blue | | | |
| Cloud | | | |
| Mountain | | | |
| River | | | |

Write

Finish the poem below using rhyming words.

AABB Poem

Beneath the moon so big and bright, (A)

Stars shimmer with a gentle light. (A)

In dreams where adventures blend, (B)

ABCB Poem

In a world where dreams take flight, (A)

Adventures wait beyond the moon, (B)

Underneath the wide blue sky, (C)

AABB Poem

The sun sets low in the sky, (A)

As birds fly around, they say, (A)

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

AABB Poem

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

Carrying whispers soft and low, (A)

What is a Limerick Poem?

What is a Limerick Poem?

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

Limerick Structure

- **Lines:** Consists of five lines in total.
- **Rhyme:** The rhyme pattern follows AABBA. This means the first, second, and fifth lines rhyme with each other, and the third and fourth lines have their own rhyme.
- **Metre:** It follows a specific rhythm or meter. The first, second, and fifth lines typically have ten syllables, while the third and fourth lines are shorter, with five or six syllables.
- **Content:** Often humorous, whimsical, or nonsensical.
- **Tone:** Lighthearted and playful, aiming for laughter or amusement.

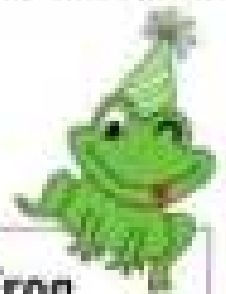
Examples of Limericks

The Dancing Cat of Spain

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

Comedian Frog

Frog had a very loud croak,
 That made the bank folk
 Jump with a fright
 When he hopped
 And everyone laughed.



Write

Finish the Limerick poems below.

Topic: The Bear with a Flair

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

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: The Clever Old Owl

| | |
|--------|---------------------------------|
| Line 1 | An owl, wise and old in a tree, |
| Line 2 | Wore glasses so he could see, |
| Line 3 | With a hoot and a wink, |
| Line 4 | He'd blink and he'd think, |
| Line 5 | |

Line 5

Topic: The Sly Fox

| | |
|--------|-----------------------------------|
| Line 1 | A fox, sly and quick on his feet, |
| Line 2 | Thought every chick in a tree, |
| Line 3 | |
| Line 4 | He'd make a mad dash, |
| Line 5 | |

Line 5

Topic: The Playful Dolphin

| | |
|--------|---------------------------------------|
| Line 1 | A dolphin who loved to play, |
| Line 2 | Would leap high in the waves all day, |
| Line 3 | |
| Line 4 | She'd twirl and grin, |
| Line 5 | |

Line 5

What is a Limerick Poem?

| | | | | |
|--------|--------|--------|-------|-------|
| snug | leap | dance | yummy | slide |
| stance | hungry | small | pride | tall |
| tug | peep | chance | all | funny |

Write

Use the word bank words to fill in the limericks below.

Line 1: _____ once was a goat, always _____

Line 2: _____ shirts, finding them quite _____

Line 3: _____ cheer _____

Line 4: He'd _____

Line 5: In a field, he'd _____

Line 1: A penguin who loved to _____

Line 2: Seized every possible _____

Line 3: With a flap and a _____

Line 4: He'd waddle with _____

Line 5: The star of the ice in his _____

Line 1: A squirrel, curious and _____

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

Line 3: With a scamper and _____

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

Line 5: Watching the world, enthralled by it _____

Writing an Acrostic Poem

Write

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

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

D

R

E

A

M

S

PREVIEW

Writing an Acrostic Poem

Plan and Write

Plan your acrostic poem below

1) Brainstorm a list of topics you are interested in – hobbies, sports, electronics, weather, science, history, etc.

2) Which topic are you most interested in?

3) What word represents this topic? It should be at least 4 or more letters.

4) What words come to mind that could be used in your poem?

5) Choose the words you want to include in your poem and write them in the left side of the table. Then write 4 words that rhyme with them.

| Your Word | Rhyme 1 | Rhyme 2 | Rhyme 3 | Rhyme 4 |
|-----------|---------|---------|---------|---------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Name: _____

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Worksheet Generator
2013

Rough Copy

Write your rough copy below

PREVIEW

Peer Revision

Pass the poem to a classmate and answer the questions below. Give suggestions as you answer the questions.

1) Read the poem, does each line of the poem clearly relate to the word chosen? Explain.

2) Do the lines in each line complement each other, or do some lines feel out of place?

3) Word Choice: Are there any words that are not vivid words that might better express what you're trying to convey?

4) Emotion: Does the poem evoke any feelings or emotions?

5) Imagery: Can you visualize the scenes or concepts described in the poem?

6) Grammar & Spelling: Did you notice any grammatical or spelling errors that might distract from the poem's message?

PREVIEW

Writing an Acrostic Poem

PREVIEW

Writing A Comic Strip



PREVIEW

Examine

Look at the comic closely to plan the dialogue.

1) What is happening in the comic according to the pictures?

2) Before writing in the comic, write a rough draft below by writing what the duck will say in each frame.

| | |
|----|----|
| 1) | 2) |
| 3) | 4) |
| 5) | 6) |

Writing Comic Strips

Instructions

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

Panel 1

Setting: A park with a large, mysterious box in the center. Alex and Sam stand beside it, puzzled.

Alex: "What is this giant box doing here?"

Panel 2

Setting: The box is making a burst of colourful lights and music.

Alex: "It's a DJ box!"

Sam: "Drop-up, drop-down!"

Panel 3

Setting: Alex and Sam are dancing on the box, with a small crowd cheering them on.

Alex (singing loudly):

Sam (laughing): "Our duet"



PREVIEW

Researching Skills - Plagiarism

What's Plagiarism?

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

DO NOT
COPY

Avoiding Plagiarism:

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

Practice paraphrasing, summarizing, and quote the passages below.

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

| | |
|---------------------|---|
| Paraphrasing | The solar system includes eight planets and their moons, as well as comets, asteroids, and other celestial objects. It belongs to the Milky Way galaxy. These planets orbit around a star that offers light and warmth to our planet. |
| Summarizing | The solar system, part of the Milky Way galaxy, contains eight planets, and various celestial bodies, all providing light and heat to Earth. |
| Quoting | "Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies." |

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

| | |
|---------------------|-------|
| Paraphrasing | _____ |
| Summarizing | _____ |
| Quoting | _____ |

Researching Activity – Note Taking

Instruction

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

Introduction

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

**Early Life**

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

Formation of a Confederacy

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

Struggle Against American Expansion

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

The War of 1812

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

Death and Legacy

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

Note Taking

While your teaching is reading, write down notes in point form

Blank lined area for note taking.



Pictures

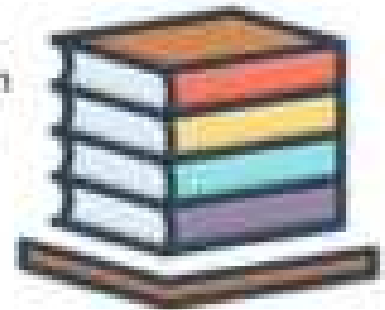
Draw things that will help in your research and note taking

Blank area for drawing.

Researching Skills - Bibliography

Exploring Bibliographies

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



Steps to Writing a Bibliography in MLA Format

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

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

Sample MLA Bibliography Entries:

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

Finalizing Your Bibliography:

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

Activity Title: Partner Biography Research

Objective

What are we learning more about?

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



Instructions: How do we complete the activity?

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

Activity Title: Partner Biography Research

Research

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

Who will you research more about?

| Ex. Life: Fact # 1 | Source Information | |
|--------------------|--------------------|--|
| | Author | |
| | Title | |
| | Website | |
| | | |

| Achievements: Fact #1 | Source Information | |
|-----------------------|--------------------|--|
| | Author | |
| | Title | |
| | Website | |
| | Date | |

| Achievements: Fact #2 | Source Information | |
|-----------------------|--------------------|--|
| | Author | |
| | Title | |
| | Website | |
| | Date | |

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below

aaaaaa aaaaaa

pppppp pppppp

ccccc ccccc

bbbbb bbbbb

ffffff fffff

zzzzz zzzzz

nnnnn nnnnn

lllll lllll

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive letters below:

Handwriting practice sheet containing multiple rows of cursive letters for tracing. The letters include 'd', 'w', 'j', 'l', 'v', 'x', 'u', 'c', and 'o'. Each row shows a sequence of the letter followed by a series of smaller versions for tracing. A large 'PREVIEW' watermark is overlaid diagonally across the center of the page.

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| A | | | | | | | | |
| a | | | | | | | | |
| B | | | | | | | | |
| b | | | | | | | | |
| C | | | | | | | | |
| c | | | | | | | | |
| D | | | | | | | | |
| d | | | | | | | | |
| E | | | | | | | | |
| e | | | | | | | | |

PREVIEW

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| U | | | | | | | | |
| u | | | | | | | | |
| v | | | | | | | | |
| v | | | | | | | | |
| W | | | | | | | | |
| w | | | | | | | | |
| X | | | | | | | | |
| x | | | | | | | | |
| Y | | | | | | | | |
| y | | | | | | | | |
| Z | | | | | | | | |
| z | | | | | | | | |

PREVIEW

Cursive Writing Activities

Practice

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

Stars shine brightly.

Flowers are beautiful.

Adventures are fun.

Patience brings rewards.

Creativity sparks innovation.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below

Reading books allows us to explore
that worlds, learn from history,
and be imaginative.

Exploring the world reveals new ideas
and ways to think. From ancient
civilizations, from culture to
business journals.

Ancient civilizations left behind some
inspiring monuments, such as the
pyramids of Egypt, shrouded in
mystery.

PREVIEW

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your full name?

Which colour do you like the most?

When were you born?

How's the weather?

What's your school's mascot?

Where's your dream vacation?

What's your all-time favourite movie?

What's your dream career?

PREVIEW



Google Slides Lessons Preview





Alberta Language Curriculum Conventions And Vocabulary – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Alberta Language Curriculum Conventions And Vocabulary - Grade 8

Simple Sentences

Read each sentence carefully. Draw the simple sentence in the picture that means the same. Remember, a simple sentence has one subject and one complete thought.

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |

Prefix -ly

Using the correct suffix ending and the base to make a word. Write each word in the box.

| | | |
|----------|----------|----------|
| careless | careless | careless |
| careless | careless | careless |
| careless | careless | careless |
| careless | careless | careless |
| careless | careless | careless |
| careless | careless | careless |
| careless | careless | careless |
| careless | careless | careless |
| careless | careless | careless |
| careless | careless | careless |

Draw each word in the box.

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



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 |
|---|--|---------|
| 11 | Discover and Explore <ul style="list-style-type: none"> Express ideas and develop understanding Experiment with language and forms | N/A |
| <p>Preview of 93 pages from this product that contains 408 pages total.</p> <p>Included are weeks 1 – 8, and 28 – 30.</p> <p>There are 30 weeks total.</p> | | |
| | <ul style="list-style-type: none"> Experience various texts | |
| 23 | Understand forms, elements and Techniques <ul style="list-style-type: none"> Experiment with language Understand techniques and elements Understand forms and genres | 208-215 |
| 24 | Create original text <ul style="list-style-type: none"> Structure texts Elaborate on the expression of ideas Generate ideas | 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 | Plan and focus <ul style="list-style-type: none"> Focus attention Determine information needs Plan to gather information | N/A |
| 3.2 | Select and process <ul style="list-style-type: none"> Use a variety of sources Access information Evaluate sources | N/A |
| 3.3 | Organize, record and evaluate <ul style="list-style-type: none"> Organize information Record information Evaluate information | N/A |
| 3.4 | Share and review <ul style="list-style-type: none"> Share ideas and information Review research process | N/A |

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

| | Curriculum Outcomes | Pages |
|-----|--|--|
| 4.1 | Enhance and improve <ul style="list-style-type: none"> Appraise own and others' work Revise and edit Enhance legibility Expand knowledge of language Enhance artistry | 19-18, 71-73, 75, 79-80, 75-77, 79, 82-83, 84, 87-90, 93, 94-95, 97, 99-104, 106, 109-110, 112, 114-117, 119-120, 122-125, 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, 184, 189-193, 195, 198-200, 203, 204-207, 209-210, 213-214, 217, 220-221, 228, 231-232, 239 |
| 4.2 | Attend to conventions <ul style="list-style-type: none"> Attend to grammar and usage Attend to spelling Attend to capitalization and punctuation | 19-18, 21, 75, 78-79, 82-84, 87-88, 89-93, 94-95, 97, 99-104, 106, 109-110, 112, 114-120, 122-127, 133-134, 137-141, 144-149, 152-157, 160-164, 167-171, 174-178, 181, 184, 189-195, 198-203, 204-207, 210, 213-214, 217, 220-221, 228, 231-232, 239 |
| 4.3 | Present and share <ul style="list-style-type: none"> Present information Enhance presentation Use effective oral and visual communication Demonstrate attentive listening and viewing | 208, 219, 227-230, 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 | Respect others and strengthen community <ul style="list-style-type: none">• Appreciate diversity• Relate texts to culture• Celebrate accomplishments and events• Use language to show respect | N/A |
| 5.2 | Work within a group <ul style="list-style-type: none">• Evaluate group process• Work in groups• Cooperate with others | N/A |

Reading Program - Overview

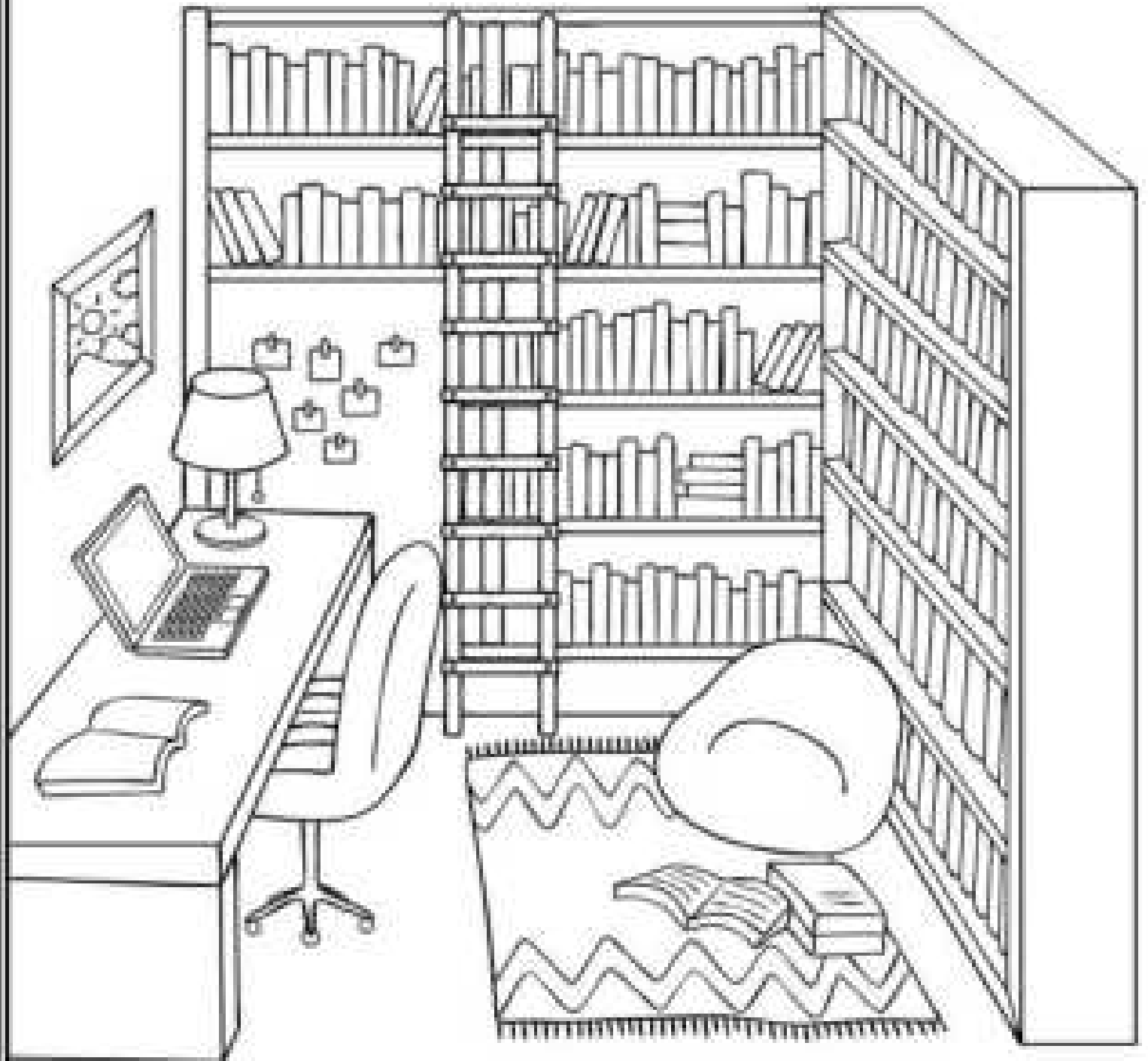
| Week | Lesson 1 | Lesson 2 |
|------|---|---|
| 1 | Identify Sentence Fragments | Correct Sentence Fragments |
| 2 | Sentence Form: Simple Sentences | Parts Of Speech: Nouns, Verbs, Adjectives, And Adverbs |
| 3 | Identify Run-on Sentence | Parts Of Speech – Interjection, Conjunction, Preposition |
| 4 | Correct Run-on Sentence | 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 Who Called Earlier Did Not Leave A Message) as well as Pronoun-Antecedent Agreement |
| 11 | Imperative Verbs (E.G., Place Your Order In The Next Five Minutes.) | Interrogative Verbs (E.G., Did You Break My Favourite Toy?) |
| 12 | Intensive Pronouns (E.G., He Himself Was Responsible For His Success In Sports.) | Reflexive Pronouns (E.G., She Bought Herself A Mango.) |
| 13 | Proper Adjectives | Correlative Conjunctions |
| 14 | Gerunds As Noun | 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 Hours 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



Name _____

11

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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 | | |
| 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> | |

PREVIEW

Week 1 - Vocabulary List

Cursive

Write the word using cursive writing.

| Word | Trace | Write |
|-------------|--------------------|-------|
| Venue | <i>Venue</i> | |
| | <i>Library</i> | |
| Deafen | <i>Deafen</i> | |
| Treason | | |
| Earliest | <i>Earliest</i> | |
| Foresawable | <i>Foresawable</i> | |
| Employee | <i>Employee</i> | |
| Greenery | <i>Greenery</i> | |
| Deepen | <i>Deepen</i> | |
| Feeble | <i>Feeble</i> | |
| Freestyle | <i>Freestyle</i> | |

PREVIEW

PREFIX UN-

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

Examples:

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



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

| NUMBER | UNSCRAMBLED | DEFINITION |
|--------|-------------|---|
| 1) | UNCEP | Not easy to understand or see. |
| 2) | UNH | Removes contents from a vehicle or container. |
| 3) | UNN | Not in line with or against nature. |
| 4) | NEUDFNHAT | A request for help or kindness. |
| 5) | UUNLUSFE | Helpful and kind. |

Completion

Complete the sentences with the correct word.

| | | |
|-----------------|-----------------|-----------------|
| A. Unanimous | B. Unrelenting | C. Unattainable |
| E. Unparalleled | F. Unscrupulous | G. Uninhibited |

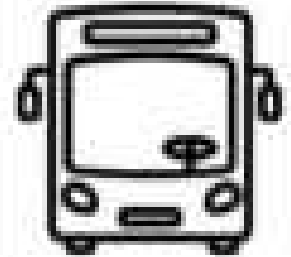
| | |
|----|---|
| 1) | The rumor was _____ and lacked any real evidence. |
| 2) | His _____ effort in studying led to great results. |
| 3) | The athlete's achievement was _____ in school history. |
| 4) | The class decision to go on a field trip was _____. |
| 5) | Beware of _____ sellers when shopping 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, so many people were playing. | Complete | Fragment |
| 2) The cat jumped onto the table. | Complete | Fragment |
| 3) Laughing at the funny joke. | Complete | Fragment |
| 4) Under the old, crooked tree in the park. | Complete | Fragment |
| 5) She read her book quietly in the library. | 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 | c) Hope | d) Anger | e) Joy |
| f) Curiosity | h) Surprise | i) Fear | j) Nostalgia |

| | | | |
|----|-------------------------|----|-------------------------|
| 1. | Bright rays of sunlight | a. | Didn't see that coming! |
| 2. | Remember those days? | b. | Tears fall silently. |
| 3. | Laughter everywhere | c. | Can't wait! |
| 4. | What lies beyond? | d. | Shadows lurking! |
| 5. | Lost, alone. | e. | Struggled 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 | Venue |
| Wear | Deafening | Treason | Earliest | Foreseeable |
| Employ | Greenery | Deepen | Feeble | Freestyle |

PREVIEW

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

Word Search

Make your own word search using 8 of the words.

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
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Word Bank

| |
|--|
| |
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| |
| |
| |

Week 1 – Fluency Readings

Read

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

| | Sentence | # of Mistakes | | Time (sec) | |
|----|--|---------------------|---------------------|---------------------|---------------------|
| | | 1 st Try | 2 nd Try | 1 st Try | 2 nd Try |
| 1) | The park seemed to be a place of tranquility. | | | | |
| 2) | After a long day, the worker was home to find his dog 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.

| Antonym | Word | Description |
|---------|---------------|---|
| | Yearning | A) Physically strong, muscular |
| | Astonishing | B) Talking foolishly at length |
| | Participating | C) Being very engaging |
| | Enthralling | D) Amusing, causing great surprise |
| | Captivating | E) Being among a group |
| | Exhilarating | F) A kind overreaction |
| | Condemning | G) Fascinating, engaging |
| | Diverting | H) Covered in spots |
| | Blabbering | I) A mark or flaw, spot, stain |
| | 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 _____ from 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 | |

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 _____ to 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

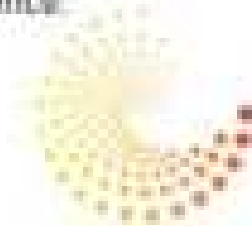
Underline the simple sentences in the passage below.

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.

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>sarcastically</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 <u>rested</u> after the long day. |
| | 5) The ancient ruins were <u>impressive</u> , according to the museum curator. |
| | 6) They navigate through the city <u>using</u> a road map. |
| | 7) The cake she made was <u>exceptionally</u> delicious. |
| | 8) The novel's protagonist is a <u>complex</u> character. |
| | 9) She <u>recited</u> the poem from memory. |
| | 10) The flowers in the garden grew <u>abundantly</u> 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. Taking 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 _____

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

Week 3 - Vocabulary List

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

| | | | | |
|-------------|------------|-------------|-----------|-----------|
| Reconstruct | Refurbish | Reimagine | Reimburse | Reconcile |
| Redundant | Reassure | Reconfigure | Chauffeur | Chum |
| Chronicle | Chivalrous | Charlatan | Chrysalis | Sheepish |
| Shoo | Shrieking | Shroud | Shrewdly | Shanty |

Instru Complete the sentences using the vocabulary list above. You may need to add a suffix to make the sentence make sense.

| | | |
|----|-------------------------------------|-----------------------------|
| 1 | Let _____ | the room's layout. |
| 2 | He hired a _____ | for the event. |
| 3 | Waves rise and fall _____ the _____ | under the stormy sky. |
| 4 | The book _____ | history of Rome. |
| 5 | His _____ | everyone. |
| 6 | They _____ | the _____. |
| 7 | This old machine is now _____ | _____. |
| 8 | Her words _____ | him during _____. |
| 9 | Beware of the _____ | selling fake goods. |
| 10 | A butterfly emerges from the _____ | _____. |
| 11 | He had a _____ | grin after the prank. |
| 12 | I'll _____ | you for the lunch expenses. |

| | | | | |
|-----------|--------|--------|----------|-----------|
| RIBRESUFH | DSDHOY | ODSUHR | SRERUEAS | NSIHGRKIE |
| | | | | |

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.

| Word | YES / NO | Word | YES / NO |
|-------------|----------|-------------|----------|
| 1) Recharge | | 6) Relay | |
| 2) Rebel | | 7) Recreate | |
| 3) Release | | 8) Realign | |
| 4) Remark | | 9) Reink | |
| 5) Reel | | 10) Reel | |

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 how to _____. |
| Build | _____ |
| Call | _____ |
| Cover | _____ |
| Turn | _____ |

IDENTIFY RUN ON SENTENCES

What Are Run-on Sentences?

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



Example:

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

Sentences

Label each sentence as correct or run-on.

| Sentences | Correct / Run-On |
|---|------------------|
| 1. The concert was a success everyone enjoyed it yet no one left. | |
| 2. He practiced piano every day he plays much better now. | |
| 3. The experiment was a success the scientist was very excited. | |
| 4. It was cloudy and dark but the stars were still visible. | |
| 5. The book was fascinating, spanning ancient times to the present. | |

Write

Correct the run-on sentences using punctuation and conjunctions.

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

The game was exciting everyone was cheering loudly.

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

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 weather was too hot.

2) She studied hard for her exams _____ scored very well.

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 | CHRONICLE | SHANTY | | |
| SHODDY | | SHROUD | CHRONICLE | SHANTY | |
| 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 architect decided to reconstruct and refurbish the building, reimagining its design. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 2) | The company decided to retrain its employees, reconfiguring its processes to better serve them. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 3) | Caught, the charlatan was sheered, 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 |

PREVIEW

Week 3 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Write

Correct the run-on sentences using the appropriate conjunctions.

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

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

Identify

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

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

Week 4 - Vocabulary List

| | | | | |
|------------|------------|-----------|-----------|-----------|
| Abundantly | Anxiously | Serenely | Sincerely | Vividly |
| Innocently | Tirelessly | Viciously | Aliment | Aside |
| Dainty | Frail | Aimless | Vain | Jaywalk |
| Payday | Mayonnaise | Decaying | Portrayal | Grayscale |

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

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

PREVIEW

SUFFIX -LY

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

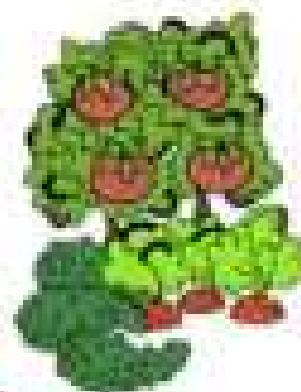
Examples:

- ✓ 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 newly lit room.
- 3) He walked quickly toward the garden.
- 4) They worked tirelessly and hard in the mine.
- 5) The actor performed brilliantly in the first movie.
- 6) The speaker spoke forcefully about the time table.
- 7) She carefully selected the only jewelry from the display.



Write

Use the following words to create a short news article.

| | |
|---------------|-------|
| 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 Use punctuation to separate two sentences by adding periods and capital letters, as well as commas and conjunctions to join run-on sentences.

In the small town everyone knew each other the streets were lined with colourful flowers. The town 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. The first librarian Mark and Lisa two curious teenagers decided to explore the library. At school they took their flashlights and a camera their plan was to find 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. Inside they found old diaries and maps which hinted at a hidden treasure in the town.

Write Revise the following run-on sentences using simple sentence 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 _____ independent clauses from the provided compound sentences.

1) The team was going to lose, yet our team managed to score the winning goal in OT.

| |
|--|
| |
| |
| |

2) The sky turned a beautiful shade of pink, so 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 wildly. | Angry | Happy |
| 2) | I watched a beautiful portrayal of a hero, vividly and so real, so profound. | Frustrated | Joyful |
| 3) | On payday, I spent almost all my money. At home, I realized I should have saved. | Curious | Serious |
| 4) | I tried making mayonnaise; it was a frustrating attempt. I mixed ingredients abundantly, but the result was bland. | Worried | Calm |
| 5) | I dream of a serene world, flying innocently through clouds. In these dreams, I'm free from any ailment. | Suspicious | Relieved |
| 6) | Walking past a decaying house, I remembered old times. Its walls, viciously stripped of colour, stood vividly. | Cheerful | Annoyed |
| 7) | Today, I jaywalked innocently across the street. A car honked viciously, and I jumped back, heart racing. | | |

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 all night.

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

Write

Create an independent clause from the given subject and verb.

S = The orchestra

V = performed

Week 5 - Vocabulary List

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

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

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

Write

Use the following words in a sentence.

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

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.

Match _____ with 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) Intend to destroy bacteria. |
| 4. | Dismantle | D) A favorable circumstance or condition. |
| 5. | Disenfranchise | E) Take away a legal right. |
| 6. | Disadvantage | F) Put someone at a disadvantage in service or employment. |
| 7. | Disinfecting | G) Detach or remove from attachment. |
| 8. | Disqualify | H) Take apart or destroy. |

Write _____ Write a sentence using the words below to show the meaning of the prefix.

| | |
|-----------|--|
| 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 disappeared, _____ the sky turned orange.
- 2) She was tired, _____ she still finished her homework.
- 3) He loves to play basketball, _____ he also enjoys soccer.
- 4) It started to rain, _____ he shelter under a tree.
- 5) We could go on the trip, _____ we could play outside.
- 6) She forgot her umbrella, _____.
- 7) The teacher was strict, _____ but wanted best for his students.
- 8) She doesn't like math, _____ does she like any other subject.

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,

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

Example: 1) 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 _____ no one ate it. |
| 3 | The team played _____ they lost the match. |
| 4 | He forgot his password _____ he couldn't log in. |
| 5 | The book is long, _____ interesting. |
| 6 | You can either stay here, _____ 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 |

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

PREVIEW

Word Scramble

Unscramble the word.

| | | | |
|--------------|--|-------------|--|
| GNTAADVEIAS | | ATAIDONNST | |
| FEDICINITNSG | | TUOSNPSOENA | |
| TTAWLRSA | | SIFQYLDIAU | |
| ATWYDSWA | | TANMSAI | |
| TATSLUEPI | | CKASEOTD | |
| GNTAADVEIAS | | ATAIGONNST | |

Week 5 – Fluency Readings

Read

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

| | Sentence | # of Mistakes | | Time (sec) | |
|----|--|---------------------|---------------------|---------------------|---------------------|
| | | 1 st Try | 2 nd Try | 1 st Try | 2 nd Try |
| 1) | After the trial, he felt disheartened. | | | | |
| 2) | The mechanic had to fix the engine before the race. | | | | |
| 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) | | 11) | |
| 2) | | 12) | |
| 3) | | 13) | |
| 4) | | 14) | |
| 5) | | 15) | |
| 6) | | 16) | |
| 7) | | 17) | |
| 8) | | | |
| 9) | | 18) | |
| 10) | | | |

Completion

Write a coordinating conjunction to complete each sentence.

- 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 |

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

| | |
|--------------------|----------------------|
| 1) _____ eadful | 11) con_____ption |
| 2) _____ ode | 12) _____ additional |
| 3) _____ amatize | 13) in_____oduce |
| 4) admins_____ator | 14) hy_____ant |
| 5) ex_____ordinary | 10) _____ h_____ |

Pictionary

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

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.

| | | |
|-----------------|--|-------------|
| Word | commend | commendable |
| Sentence | I was impressed by their self action, it's truly commendable teamwork, everyone. | |
| Word | attract | |
| Sentence | | |
| Word | believe | |
| Sentence | | |
| Word | understand | |
| Sentence | | |

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 |

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.

• She was 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 experiment's results were conclusive,

1.

2) If you analyze the data carefully, you will see 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.

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 appropriate subordinating conjunction.

| because | if | although | so that | even though |
|---------------------------------------|----|----------|-------------------------|-------------|
| 1) You'll become a champion | | | 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 | | | he bought a new game. | |














Write _____ Contrast the given topics using sentences with subordinating conjunctions.

| | |
|-----------------------|--|
| Winter and Summer | |
| Reading and Writing | |
| Hockey and Basketball | |

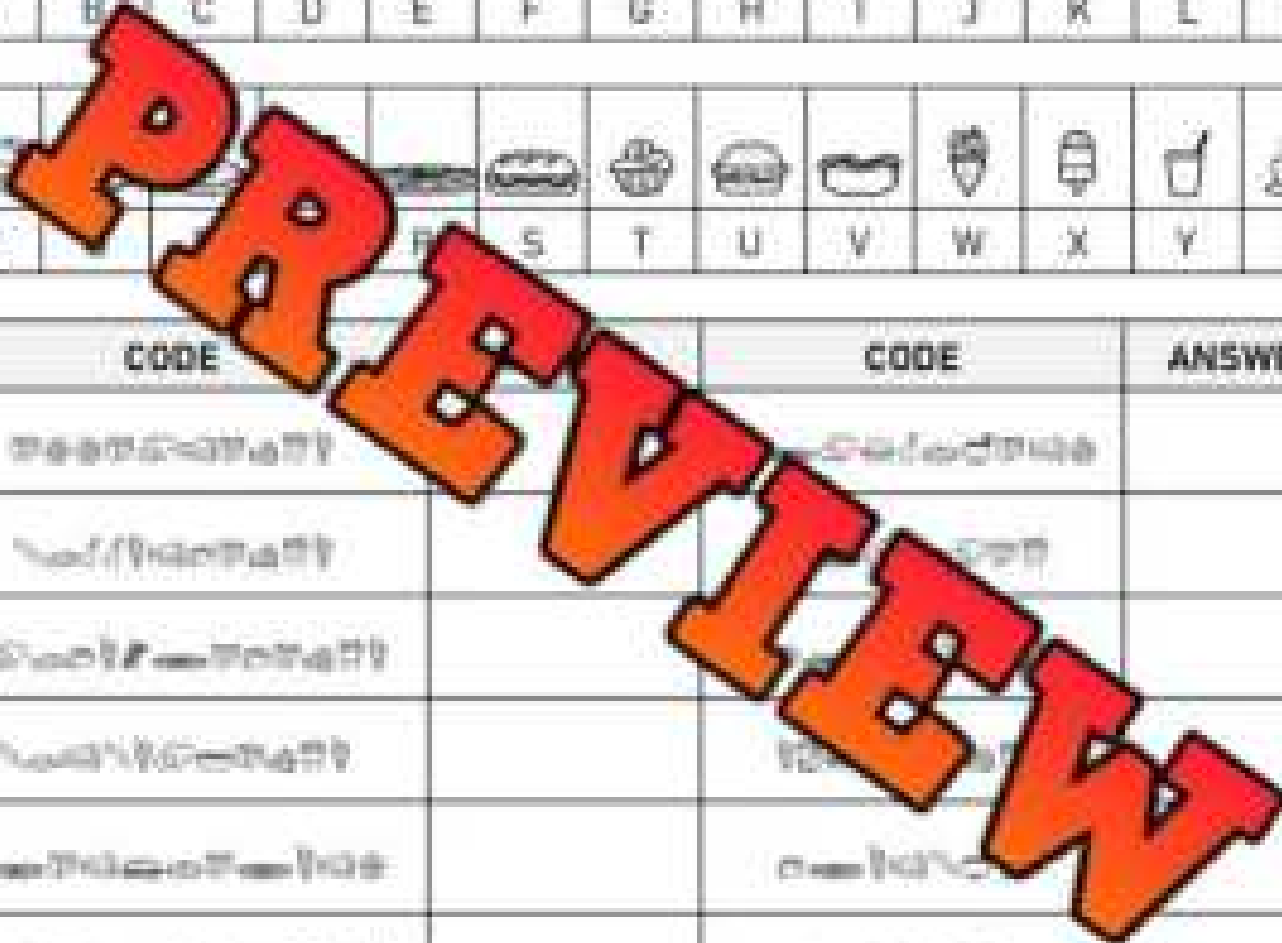
CRACK THE CODE

Directions Use the code below to reveal each spelling word.

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

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|---|---|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| N | | | | | | | | | | | | |

| CODE | CODE | ANSWER |
|-----------|-----------|--------|
| aeoioaiaa | aeoioaiaa | |
| aeoioaiaa | aeoioaiaa | |
| aeoioaiaa | aeoioaiaa | |
| aeoioaiaa | aeoioaiaa | |
| aeoioaiaa | aeoioaiaa | |
| aeoioaiaa | aeoioaiaa | |
| aeoioaiaa | aeoioaiaa | |
| aeoioaiaa | aeoioaiaa | |
| aeoioaiaa | aeoioaiaa | |
| aeoioaiaa | aeoioaiaa | |



Week 6 – Fluency Readings

Read

Today, we will calculate how quickly you read. You will do this by calculating how many words you read per minute.

Passage – Word Count = 100 Words

In the charming village, repairing the old, creaky drawbridge was inevitable. Villagers, gathered from rain, convened at the tribunal to discuss both trivial and pressing matters. Repairing the bridge was not a drudge but an indispensable task. By using biodegradable materials, a decision reflecting their transparency to the environment. Documents were prepared in triplicate, underlining the approach. Once rebuilt, the villagers' spirits were triumphant, no longer troubled by the sight of the dilapidated bridge. This project wasn't just about what was attainable when a community unites for a common goal.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count - at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

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

| |
|--------------------|
| Time to Read |
| |
| Divide 100/seconds |
| |
| WPM |
| |

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below

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

Write

Underline the dependent clause and circle the main clause in the sentences.

- 1) He missed the lecture as his previous appointment ran late.
- 2) Unless you grasp the fundamentals, solving advanced problems is 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 | Whoever | Quadrant |
| Quantify | Quartet | Questionnaire | Quintessential | Quicken |

Cursive

Write the word using cursive writing.

| | Trace | Write |
|-------------|--------------------|-------|
| Predecessor | <i>Predecessor</i> | |
| Predicament | | |
| 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> | |
| Whisper | <i>Whisper</i> | |
| Whirlwind | <i>Whirlwind</i> | |
| Whisker | <i>Whisker</i> | |
| Whomever | <i>Whomever</i> | |
| Quadrant | <i>Quadrant</i> | |
| Quantity | <i>Quantity</i> | |
| Quartet | <i>Quartet</i> | |
| Questionnaire | <i>Questionnaire</i> | |
| Quintessential | <i>Quintessential</i> | |
| Quicken | <i>Quicken</i> | |

PREVIEW

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) **Reminisce** 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 bring back something again.
- 5) **Reorganize** To pick up something in a new location or place.
- 6) **Retrieve** To arrange something in a new order.
- 7) **Reinforce** To construct or fortify something.

Write

Write the appropriate word to complete each sentence.

| | | |
|-------------|-------------|-------------|
| Predicament | Premonition | Predecessor |
| Preoccupy | Predecessor | Premonition |

- 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.

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 documentar _____, 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 smartphones, _____, help us communicate.
- 7) The concert, _____, was attended by thousands of fans.

Write Make a complex sentence using the information given in the table.

| | |
|----------------------------|---------------------------------|
| 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 |
| | |

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 _____ line the prepositional clauses in the story below

Once upon a time, in a small town by the lake, there was a young girl named Maya. Every morning, she would walk to school with her best 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 memory, "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 | Whoever | Quadrant |
| Quantum | Quartet | Questionnaire | Quintessential | Quicken |

PREVIEW

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

Word Search

Make your own word search using 8 of the words.

| | | | | | | | | | | | | | | | | | | | | |
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Word Bank

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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 issue that starting over was a little more difficult. He was short. He rushed through the process, but he was focused. | <input type="checkbox"/> Slow | <input type="checkbox"/> Medium | <input type="checkbox"/> Fast |
| 2) | Later, a premonition came about his cat's whisker that he missed. 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 a 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 to complete the sentence.

- 1) The novel _____
- 2) The cookies _____
- 3) The treehouse _____

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 | B) narrow trench |
| | Fearless | C) full of tall, thin candles |
| | Merciless | D) full of light |
| | Ruthless | E) without pity |
| | Reckless | G) in the region 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 |

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.



Match: 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 taking needed rest |
| 8. Thoughtless | <input type="checkbox"/> | H) Without ideas or thinking |
| 9. Restless | <input type="checkbox"/> | I) Without peace or calm |
| 10. Worryless | <input type="checkbox"/> | J) Not considering the future |

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.

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's important.



Write each given sentence into a compound-complex one.

1) The scientist discovered a new planet.

2) He was hungry, but the restaurant was closed.

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) Although it was late, he decided to call her, and she was happy to hear from him. | | |
| 2) The rain started falling, but they continued playing because they loved football. | | |
| 3) When she finished her assignment, she went out with her friends, and they had a great time. | | |
| 4) The lights were out for a few minutes, and we told stories until the power came back on. | | |
| 5) He missed the bus because he was late, and since his friend was near, he took a ride. | | |
| 6) While she was cooking, the phone rang, and she answered it with a spoon in her hand. | | |

Write

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

Sarah discovered an old map in her attic, and she was interested in it because the map looked fragile. She decided to explore, and the map led her to a mysterious place at the edge of town.

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 were drawn to a brilliant, luminous star in the sky. | Witch | Opera Singer |
| 2) | In a moment of recklessness, I raced toward the carousel, my heart racing with excitement. It was a showpiece of intricate carvings and vibrant colors. | Robot | Alien |
| 3) | As a resourceful teacher, I had learned to adapt from tallow and paint. My students were spellbound by its luminous beauty. | Cowboy | Detective |
| 4) | I stood defenceless, yet fearless, facing my merciless opponent in the game. My spouse cheered me on, proud of my courage. | Stranger | 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) | 20) |

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) He forgot his wallet at home, so he couldn't buy lunch, <u>but his colleague shared hers with him</u> . | | |

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

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

SUFFIX -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.

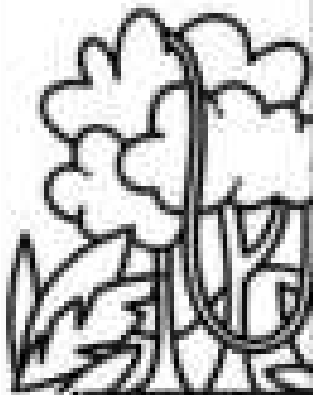


Examples:

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

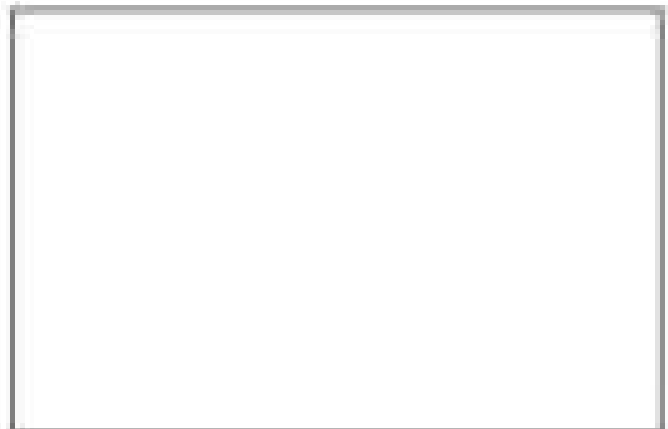
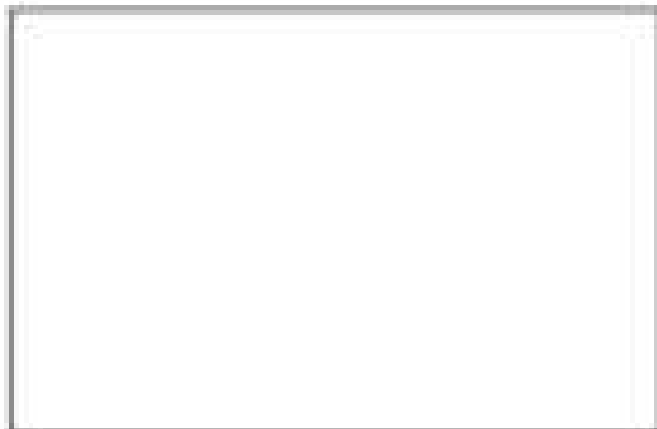
Complete each sentence by writing suitable words with the suffix "-al".

1. The _____ beauty amazed them.
2. The _____ back _____ charm.
3. Don't _____ in the _____ era.
4. The painting shows a _____ landscape.
5. Her book review was _____.
6. The king's _____ was _____ grand.
7. There's a _____ _____ feelings.
8. His _____ discovered the _____.



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 - Twitter

PREVIEW

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, circles prefixes, and squares suffixes.

The seaside town of Bayridge was usually serene, but today, a fest of the air. Dark clouds gathered overhead as an impending hurricane edged. 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 WORDS:

Week 28 – Fluency Readings

Read

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

| | Passages | Voices | |
|----|---|------------|------------|
| 1) | As a nautical engineer, I design functional ships with precision. | Angry | Happy |
| 2) | In boom times, rational methods are enough. | 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. | Amazed | 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) | Hottest 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) | 11) |
| 2) | 12) |
| 3) | 13) |
| 4) | 14) |
| 5) | 15) |
| 6) | 16) |
| 7) | 17) |
| 8) | 18) |
| 9) | 19) |
| 10) | 20) |

Scavenger Hunt

Underline the base word and circle the suffixes.

The neighborhood stirred as unhappy news of a lost pup spread. People gathered around lampposts, and search parties roamed. Amidst the worry, a faint sound 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

| ck | |
|----|-----|
| 1) | |
| 2) | |
| 3) | 8) |
| 4) | 9) |
| 5) | 10) |

| ke | |
|----|-----|
| 1) | 6) |
| 2) | 7) |
| 3) | 8) |
| 4) | 9) |
| 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

| Number | Word | Meaning |
|--------|----------------|---------------------------|
| 1 | Transcribe | A) Fully see-through |
| 2 | Transgression | B) To break a rule or law |
| 3 | Translocate | C) Move to another place |
| 4 | Transatlantic | D) Across the Atlantic |
| 5 | Transformation | E) A thorough change |
| 6 | Transmit | To send across |
| 7 | Transgress | G) To go far type a copy |
| 8 | Transmarine | H) Across the ocean |
| 9 | Transformation | I) Change and transfer |
| 10 | Transparent | J) Fully see-through |



PREVIEW

Think

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

| | | | |
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| | | | |
| | | | |
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| | | | |
| | | | |
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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 gather our emergency supplies for water and food. |
| Sam | Don't forget to check on our neighbours, especially the elderly. |
| Taylor | Grab your flashlights. Safety first. |
| Narrator | As the wind howls, the group rallies up to help in the community. |
| Alex | Jordan, help me load the supplies quickly. |
| Jordan | Got the hammer and nails, let's do this! |
| Sam | Taylor, let's check on Mr. and Mrs. Thompson's street. |
| Taylor | We'll make sure they know about the safety plan. |
| Narrator | The group remains vigilant, updating each other on their 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 | They're independent and easy to take care of. |
| Liam | I think they would be great, they're so cute and cuddly. |
| Olivia | I don't think we have the space we have too. Maybe a fish? |
| Mia | A fish would be perfect for our home. |
| Eli | But dogs can give us more love. It sounds more exciting. |
| Sophia | Cats are less work though. They can be very affectionate. |
| Liam | Rabbits are quiet and don't need much space. Let us. |
| Olivia | Fish are simple to care for and don't need a lot of attention. |
| 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 |
|-----------|--|
| Jamie | 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. |
| Riley | The club sounds interesting. I wonder what we'll get to do. Maybe some experiments or technology? |
| Casey | Joining a club sounds intimidating. I'm not sure if I'll fit in or if it's too challenging. |
| Avery | Don't worry, Casey! Clubs are great for trying new things and making friends. We'll learn together. |
| Blake | Clubs are about sharing new experiences. It's a great way to learn and have fun. |
| Jamie | I heard the first project is building a model rocket. Imagine making and launching our own rocket! |
| Riley | That's so cool! Rocketry and space have always fascinated me. This club could be a great adventure. |
| Casey | But what if I don't know enough? I'm afraid I won't be able to understand. |
| Avery | It's okay to be new at something. We all learn by trying things out. We're in this together. |
| Blake | Exactly! We'll help each other out. The best part of a club is the support and teamwork. |
| Jamie | Let's go to the first meeting as a group. It'll be more fun and less daunting that way. |
| Riley | I'm excited about the projects and learning new things. Who knows what we might discover! |
| Casey | Alright, I'll give it a try. Attending the first meeting can't hurt, and it might be fun. |
| Avery | The rocket project will be a blast, literally! Can't wait to see what we can create together. |
| Blake | 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 | 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. I brought binoculars for the wildlife. I hope we get to see some deer or maybe even an eagle! |
| Noah | I'm in charge of the water supply. 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 up there are supposed to be breathtaking! |
| Zara | Don't forget to take pictures. I want to capture all our memories 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? Those were good times. |
| Ava | The park manager said they had to remove it for safety reasons, but it still feels like losing a piece of ourselves. |
| 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 say goodbye to 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 could 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 photos. It would be like a tribute. |
| Mason | I can contribute some drawings. I've sketched the tree and 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 charming beauty of the landscape, translating the scenery onto his canvas, each stroke a testament to the valley's timeless beauty.

The geologist, her eyes fixed on the towering cliffs, analyzed the layers of rock. Each stratum told a story millions of years old, with 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 ancient diaries, piecing together the lore of the land. The whispers of the past were revealed in the relics she delicately handled, each item a chapter from the valley's forgotten past.

Their explorations at Echo Point intertwined, as the artist's palette mirrored 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 | Chuckie | Pickpocket |
| Firecracker | Racketeer | Clockwork | Freckled | Knapsack |
| Outspoke | Earthquake | Lakefront | Parakeet | Earmarked |

PREVIEW

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | E | S | P | O | N | D | E | R | N | Q | F | O | A | P | U | C | I | B | | |
| R | A | K | E | F | R | A | D | 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 | C | 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 | I | R | A | C | K | E | R | L | A | | |
| A | E | A | R | M | A | R | K | E | D | A | F | C | S | N | S | G | S | R | | |
| H | K | R | O | W | K | C | O | L | C | R | K | E | F | C | O | C | J | I | A | |
| I | D | E | L | K | C | E | R | F | G | T | E | A | M | C | C | 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 | |
| RRERFAECRIC | | RTEKEACER | |
| CKOLWROKC | | DEKLCERF | |
| APSKCNKA | | NDSPEKOUT | |
| 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 st Try | 2 nd Try | 1 st Try | 2 nd Try |
| 1) | Three boats on the lakefront let out a cheer for the freckled boy with a | | | | |
| 2) | After the racketeer's escape, the racketeer's plans were foiled by unforeseen events. | | | | |
| 3) | The transponder beeped the clock, signaling the transmittance of the 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. | | | | |

PREVIEW

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Meaning

What trans- word is being defined in each?

| | |
|---|--|
| 1) 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 st Try | 2 nd 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 | _____ing | 12) Shi_____ing |
| 3) Ensi_____ | _____ing | 13) Lo_____evity |
| 4) E_____ulf | 9) _____ing | 14) Ri_____let |
| 5) Si_____ity | 10) Desi_____ing | _____ing |

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

SUFFIX -IST

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

For example:

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



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

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

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

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

-ist words from the passage

Definition

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

READER'S THEATER

Read

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

| Character | Dialogue |
|-----------|---|
| James | Look at the stars, aren't they amazing? |
| Lei | I've never seen so many stars before! The city lights usually hide them. |
| Keith | It's the perfect night for a campfire story. The fire's warmth, the stars above, it's ideal for a tale. |
| Riley | Do you know a good ghost story? Something thrilling and chillin'? |
| Casey | I think ghost stories are too scary, especially in the woods. Can't we stick to some good food? |
| Keith | How about a legend of a haunted forest? It's a classic story told around campfires. |
| Lei | Oh, I love legends. So mysterious and intriguing, with twists and turns. |
| Casey | I'll pass on the ghost stories. Let's just focus on roasting marshmallows instead! |
| Riley | Marshmallows sound great, but I'd like to hear the story too! Maybe we can do both at the same time? |
| James | Alright, I'll start. Once upon a time, in a dark and mysterious forest, a shadow was seen lurking between the trees. |
| Lei | Wait, this forest? Are you sure that's a real ghost story in the same place we're at? |
| Casey | I agree with Taylor. Maybe choose a different setting, like a cave or 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 | Alex's cool, but have you guys seen the science fiction section? It's out of this world! |
| Dana | Charlie! I'm more into mysteries myself. Anyone seen any good ones? |
| 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 to look for our books and 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 sci-fi. The displays are stunning! |
| Charlie | Guys, check this out! A signed copy of "Galactic Wars"! |
| 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 | Wrong, Taylor! Vanilla is the best. It's the perfect base for any topping. |
| Alex | Both wrong! Strawberry is the best. It's like a burst of summer in every bite. |
| Casey | Don't forget about mint chocolate chip. It's refreshingly cool with a crunchy chocolate chip. |
| Jamie | Let's talk about pairings. Why do you think chocolate is the best, Taylor? |
| Taylor | Chocolate goes with everything, 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. It's like having dessert and a fruit bowl in one! |
| Casey | Mint chocolate chip is unique. It's not just sweet, it's zesty and energising. |
| Jamie | Heem, all compelling points. But what about the classic combinations? |
| Taylor | Chocolate with fudge swirls or brownies? Unbeatable! |
| Morgan | Vanilla with caramel swirls or nuts? Perfect. |
| Alex | Strawberry chunks in strawberry ice cream - it's a classic! |
| Casey | The crunchy chocolate chips in mint ice cream make every bite interesting. |
| Jamie | Okay, let's talk about pairings. What goes best with your favourite flavour? |
| Taylor | Chocolate ice cream with a warm brownie? Unbeatable! |
| Morgan | Vanilla with apple pie is a classic combo. |
| Alex | Strawberry ice cream with a fresh waffle cone is a dream. |
| Casey | Mint chocolate chip with chocolate syrup. It's like a double treat! |
| Jamie | Tough decision! Each flavour seems to have its own special qualities. |
| Taylor | I guess it's about personal preference. Chocolate is still my favourite. |
| Morgan | I stand by vanilla. It's simple yet sophisticated. |
| Alex | Strawberry for me. It's just so fresh and delightful. |
| Casey | And I'm all about mint chocolate chip. Guess there's no clear winner, just favourites! |

READER'S THEATER

Read

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

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

READER'S THEATER

Read

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

| Character | Dialogue |
|-----------|---|
| Max | Alright team, today's the day we make a difference. We're going to plant trees in our community park! |
| Ava | Excited! Planting trees is such an important step for the environment. |
| Leo | Let's grab our saplings and gardening gloves. Each of us can plant at least five trees. |
| Ella | Great idea! We'll need water jugs and shovels. We need to make sure these trees get enough water. |
| Noah | Don't forget to bring mulch to help retain moisture and nutrients for the saplings. |
| Max | First things first, we should 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 good. |
| 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 in contact with the soil. |
| 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 stems, 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, mispronounced, etc.) you made in the provided column.

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

CRACK THE CODE

Directions Use the code below to reveal each spelling word.

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

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

| CODE | ANSWER | CODE | ANSWER |
|-----------------|--------|--------------|--------|
| hmdh-wdlttsttd | | etashd-hanel | |
| gdnhd-wdlttsttd | | etashd-hanel | |
| odhd-wdlttsttd | | etashd-hanel | |
| etashd-hanel | | etashd-hanel | |
| etashd-hanel | | etashd-hanel | |
| etashd-hanel | | etashd-hanel | |
| etashd-hanel | | etashd-hanel | |
| etashd-hanel | | etashd-hanel | |
| etashd-hanel | | etashd-hanel | |
| etashd-hanel | | etashd-hanel | |



Week 30 – Fluency Readings

Read

Today, we will calculate how quickly you read. You will do this by calculating how many words you read per minute.

Passage – Word Count = 114 Words

The environmentalist and industrialist were debating in the town hall. A surrealist painted a picture nearby, while the opportunist exchanged fervent views with the pragmatist. The opportunist, dignified and cognizant of the event's significance, managed to keep the press ignorant and doubtful, feared their efforts were prolonging the inevitable. The belonging felt during the campaign. The psychiatrist addressed the attendees with stringent debates, as attendees aimed to dredge up effective solutions. The most malignant, was designated time. The day was an intricate web of conflicting beliefs, where everyone, from the opportunist to the pragmatist, sought a significant cause in the quest for a sustainable future.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words ÷ 330 seconds) × 60 = 207.2 WPM.

| |
|--------------------|
| Time To Read |
| |
| Divide 114/seconds |
| |
| WPM |
| |

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Read the description provided and identify the 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. | |



Google Slides Lessons Preview





Alberta Language Curriculum Reading Comprehension – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We use various strategies to understand different reading comprehension strategies such as skimming, scanning, reading for detail, reading for main idea, reading for tone, reading for mood, and reading for purpose.

Pick The Best Questions

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Discussion – The Train Through the Forest

1. **Identify the main idea** – What is the main idea of the passage? Write it in your own words.

2. **Summarize** – In three sentences, summarize the passage. Write your summary in your own words.

3. **Analyze** – How does the author use the passage to support the main idea? Write your answer in your own words.

4. **Evaluate** – How does the author use the passage to support the main idea? Write your answer in your own words.

5. **Synthesize** – How does the author use the passage to support the main idea? Write your answer in your own words.



Alberta Language Curriculum Reading Comprehension – Grade 8

Q Is It Satire or Not?

Some comedians are masters of a certain type, using phrases and words to make a point. Look at each statement from the story and decide if it is satire or not.

Directions:

- 1. Read each statement and decide if it is satire or not.
- 2. Write your answer in the space provided.
- 3. Explain your answer in the space provided.
- 4. The answer key is at the end of the page.

| Statement | Answer |
|---|--------|
| 1. The author is making a point about the way people think. | |
| 2. The author is making a point about the way people think. | |
| 3. The author is making a point about the way people think. | |
| 4. The author is making a point about the way people think. | |
| 5. The author is making a point about the way people think. | |
| 6. The author is making a point about the way people think. | |

Q Allusion Match-Up

Match the allusion to the correct person.

| Allusion | Person |
|-------------------------|-------------|
| 1. As brave as a lion | 1. Hercules |
| 2. As cold as ice | 2. Achilles |
| 3. As fast as a cheetah | 3. Athena |
| 4. As strong as an ox | 4. Zeus |
| 5. As wise as an owl | 5. Athena |
| 6. As brave as a lion | 6. Achilles |

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| 4. As strong as an ox | 4. Zeus |
| 5. As wise as an owl | 5. Athena |
| 6. As brave as a lion | 6. Achilles |



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 | Discover and Explore <ul style="list-style-type: none"> Express ideas and develop understanding Experiment with language and forms Express preferences Set goals | 19 – 22, 29 – 30, 35 – 41, 72 – 79, 89 – 92, 105 – 113, 183 – 194, 199 – 202, 208 – 214 |
| 1.2 | Clarify and Extend <ul style="list-style-type: none"> Extend understanding | 19 – 24, 27 – 28, 35 – 41, 63 – 67, 120 – 126, 133, 183 – 187, 140 – 143, 195 – 198 |

Preview of 140 pages from this product that contains 363 pages total.

| General and relevant | Hand | |
|----------------------|---|--|
| 2.1 | Use strategies and cues <ul style="list-style-type: none"> Use prior knowledge Use comprehension strategies Use textual cues Use phonics and structural analysis Use references | 11 – 33, 35 – 41, 43 – 56, 58 – 70, 73 – 93, 99 – 113, 115 – 127, 129 – 167, 169 – 191, 193 – 214, 216 – 232, 234 – 248 |
| 2.2 | <ul style="list-style-type: none"> Respond to texts Appreciate the artistry of texts Construct meaning from texts Experience various texts | 11 – 24, 27 – 28, 35 – 41, 65 – 67, 76 – 79, 93 – 98, 117 – 127, 129 – 137, 140 – 149, 162 – 167, 169 – 191, 195 – 198, 203 – 207, 214 – 227, 230 – 232, 240 – 248 |
| 2.3 | Understand forms, elements and Techniques <ul style="list-style-type: none"> Experiment with language Understand techniques and elements Understand forms and genres | 11 – 12, 29 – 33, 35 – 41, 80 – 92, 105 – 113, 133 – 136, 140 – 149, 150 – 167, 208 – 214, 218 – 219, 222, 226 – 232, 234 – 248 |
| 2.4 | Create original text <ul style="list-style-type: none"> Structure texts Elaborate on the expression of ideas Generate ideas | 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 | Plan and focus <ul style="list-style-type: none"> Focus attention Determine information needs Plan to gather information | N/A |
| 3.2 | Select and process <ul style="list-style-type: none"> Use a variety of sources Access information Evaluate sources | N/A |
| 3.3 | Organize, record and evaluate <ul style="list-style-type: none"> Organize information Record information Evaluate information | N/A |
| 3.4 | Share and review <ul style="list-style-type: none"> Share ideas and information Review research process | N/A |

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

| | Curriculum Outcomes | Pages |
|-----|--|-------|
| 4.1 | Enhance and improve <ul style="list-style-type: none"> Appraise own and others' work Revise and edit Enhance legibility Expand knowledge of language Enhance artistry | N/A |
| 4.2 | Attend to conventions <ul style="list-style-type: none"> Attend to grammar and usage Attend to spelling Attend to capitalization and punctuation | N/A |
| 4.3 | Present and share <ul style="list-style-type: none"> Present information Enhance presentation Use effective oral and visual communication Demonstrate attentive listening and viewing | N/A |

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 | Respect others and strengthen community <ul style="list-style-type: none">• Appreciate diversity• Relate texts to culture• Celebrate accomplishments and events• Use language to show respect | 43 – 56, 72 – 79, 126 – 127, 190 – 191 |
| 5.2 | Work within a group <ul style="list-style-type: none">• Evaluate group process• Work in groups• Cooperate with others | 164 – 167, 208 – 214 |

Block 1: Reading Comprehension Strategies - Basics

Focus

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

Understanding Reading Comprehension

What is Reading Comprehension?

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

Strategy 1: Before Reading: Active Engagement

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

1. Before Reading: Active Engagement

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

2. During Reading: Active Engagement

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

3. After Reading: Reflecting on the Text

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

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



PREVIEW

True or False

Is the statement true or false?

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

Question

Why is skimming reading without comprehending a waste of time?

Matching

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

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

Making Connections

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



- **Connection to Text**

Think about how stories or information. If a character is facing a challenge, compare the author's character who went through something similar. This can help you understand the story's events better.

- **Connection to Self**

Link the story to your own life. When learning something new, like you did in hockey or gymnastics, you can relate to the story better.

- **Connection to World**

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

Making Connections

Make connections to the text, self, or world.

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

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

Comprehension Practice – Making Connections

Riverside Tales: The Story of Population Distribution

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

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

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

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

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

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

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



Pre-Reading

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

While Read

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

Text-To-Text

What does the story remind you of in your life?

Text-To-World

What does the story remind you of what is happening around the world?

Text-To-Text

What does the story remind you of about another text you have read?

After Reading

Summarize the main idea of the story and list

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

PREVIEW

What is an Inference?

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



Example

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

Infer the missing information below by answering the questions.

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

What do you think happened?

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

What is Jordan thinking?

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

What is going to happen?

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

Do you think Marcus is prepared?

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

What is the weather like?

Comprehension Practice – Visualizing

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

Dear Uncle Jack,

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

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

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

Despite the treaties that were meant to ensure their rights, many Indigenous peoples found these agreements were not always honored. This led to a loss of control over their traditional territories and ways of life. It's a long-standing effort for recognition and reconciliation, which continues to this day.

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

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

Warm regards,

Christopher Birkin

Pre-Reading

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

While Reading

draw 2 different pictures of what you are visualizing while

| | |
|--|--|
| | |
|--|--|

After Reading

Make inferences based on the question below

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

PREVIEW

Techniques in Text Writing

Understanding Writing Techniques

Writing techniques are methods or styles used to make written content engaging, clear, and effective. They are important because they help convey the writer's message in the best way possible. Good writing techniques can make a text more interesting and easier to understand.



Variety in Fonts and Layouts

Different fonts and layouts can significantly impact how a text is perceived. Simple fonts like Arial or Times New Roman are often used for formal documents, while decorative fonts like Comic Sans may be used for casual or creative writing. The layout of a text, such as the alignment (left, center, or right) and spacing between lines, also plays a crucial role in readability and emphasis.

Font Sizes and Bold Text

Font size can highlight important text. Larger fonts draw attention and are often used for headings or titles, while smaller fonts may be used for detailed information or footnotes. Bold text and italics are other ways to emphasize specific words or phrases.

The Power of Word Choice

Choosing the right words is key to effective writing. Words have different connotations and choosing words with the right tone can impact the reader's understanding and feelings. For example, describing something as 'challenging' instead of 'difficult' can have a more positive connotation.

Incorporating Visual Elements

Visual elements like images, charts, or graphs can enhance a text by providing a visual aid. They provide a break from continuous reading and can illustrate points more effectively than words alone.

Creating Lists and Bullet Points

Lists and bullet points are excellent for organizing information. They make the text easier to scan and understand. Here's an example of how lists can be used:

- To summarize key points.
- To break down complex information into simpler parts.
- To highlight steps in a process or important elements.

Using Tone and Style

The tone of a text can vary from formal to informal, depending on the audience and purpose. A formal tone might be used in academic writing, while a conversational tone might be used in a blog post. The style of writing also varies; narrative style tells a story, descriptive style paints a picture with words, and persuasive style aims to convince the reader.

Instructions

Search in your class and find a book that uses these writing techniques. Study the techniques and answer the following questions.

1) What is the name of the book?

2) Who is the author of the book?

3) Write five techniques you found in the book which enhanced your reading experience. Explain how.

4) Were there any techniques in the book that detracted from your reading experience? Explain how.

5) Would you change any of the writing techniques used in this book? If so, what changes would you make and why?

PREVIEW

Theme Vs. Main Idea

Understanding Themes and Main Ideas

In literature, understanding the difference between a theme and the main idea is crucial for deep comprehension. This report will help you distinguish between these two important concepts.

The Main Idea: The Core of the Text

The main idea of a text is what the writing is mostly about. It's like the backbone of the story. You can usually find the main idea in factual texts like news articles. It's often stated directly in a sentence, especially in the introduction. For instance, in a story about a space mission, the main idea might be 'the success of that mission.'

Characteristics of Main Ideas

- Found in both fiction and non-fiction.
- Often stated directly in the text.
- Focuses on the subject matter.
- Can be summed up in a single sentence.



The Theme: The Underlying Message

Themes, on the other hand, are the underlying messages that texts offer. Unlike the main idea, themes are not always stated directly. You often have to infer them by looking at what happens in the story and how characters behave and change. Themes are more about life lessons or moral messages. For example, a theme in a story about a space mission could be 'teamwork leads to success.'

Distinguishing Between Them

- **Ask Yourself Questions:** To find the main idea, ask, "What is this text about?" For the theme, ask, "What does this text teach us?"
- **Look for Direct Statements:** Main ideas are often directly stated, while themes are implied.
- **Consider the Whole Text:** The main idea is the central point of the text, while the theme is a message that you learn from the entire story.

By understanding these differences, you will be able to appreciate and analyze texts more deeply. Remember, while the main idea is the 'what' of the story, the theme is the 'why'.

Distinguish

Read the story summaries below. Write the theme and main idea of each.

1) In a small coastal village, young Alana discovers a mysterious, glowing stone. Despite warnings, she keeps it, leading to unexpected changes in the sea and wildlife. Through a journey of understanding and sacrifice, Alana learns the stone's true nature and must decide its fate to restore balance.

Theme

Main
idea

2) Marcus, a determined young man from a bustling city, dreams of becoming a professional musician. Facing financial struggles and family disapproval, he juggles school, a part-time job, and his passion for music. His story illustrates the power of perseverance and the value of following your dreams in the face of adversity.

Theme

Main
idea

3) In a distant galaxy, astronaut Elara finds herself stranded on an uncharted planet. With limited resources and a robotic companion, she uncovers the planet's secrets and forms an unexpected bond, challenging her understanding of life and her own humanity.

Theme

Main
idea

**INDEPENDENT
READING
ACTIVITIES**

Independent Reading - Responses

Day 1

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

| | |
|--|--|
| Name of Book | |
| Before Reading: What will this book be about? | |
| | |
| | |
| During Reading: What questions you have while you read. | |
| 1) | |
| 2) | |
| After Reading: Summarize what you read. What was the main point? | |
| | |
| | |

Day 2

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

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

Independent Reading - Responses

Day 9

Fill in the organizer below.

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

Day 10

Fill in the organizer below.

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

Independent Reading BINGO

BINGO

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

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

Block 2: Cultural Text Forms

Focus

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

Cree First Nation - Language

Echoes of the Elders

In the heart of the northern prairies, there was a Cree First Nation community where the language of the land was spoken through the wind, the wildlife, and the people. Aria, a curious girl with an eager mind, lived in this community, surrounded by the lifelines of her people's tongue.



One morning, Aria's grandmother, whom she affectionately called Nōhkom, greeted her with a warm smile and said, "Nōhkom." Aria understood it was a greeting, just like "hello" she heard at school.

As they walked through the tall grasses, Nōhkom pointed to the sky and said, "Pisim." Aria looked up at the sun smiling down at them, guessing that 'pisim' referred to the sun and the world in its golden glow.

When they reached a stream, Nōhkom cupped water in her hands and whispered, "Nīpiy." The clear liquid slipped through her fingers back into the stream, and Aria felt the word was as soft and gentle as the water itself.

They watched a rabbit hop by, and Nōhkom said, "Wāp." Aria giggled, repeating the word, her eyes fixed on the little creature. Understanding she was learning the name for the rabbit that roamed the prairie.

As the day turned to dusk, Nōhkom shared stories of their ancestors around a crackling fire, using words that danced and twisted in the air. Each phrase was a thread in the fabric of their heritage, and Aria was learning to weave her part with every "Tāpwē," meaning listen, and every "Mīciw," which Aria felt must mean thank you, for the gratitude in Nōhkom's eyes said it all.

Aria realized that these words were more than sounds; they carried the spirit of the Cree, the knowledge of the land, and the heartbeat of generations. And as the stars began to twinkle like little fires in the sky, Aria felt a deep connection to her language, her culture, and her Nōhkom, whose voice echoed with the wisdom of the Elders.

Before Reading

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

| |
|--|
| |
| |
| |

Comprehension

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Aria's grandmother is called Nôhkôm by her. | True | False |
| 2) Cree language is used in traditional ceremonies. | True | False |
| 3) Aria inferred the meaning of "Tân'si" from the environment. | True | False |
| 4) Aria did not feel a deep connection to her Cree culture. | True | False |
| 5) Aria's Nôhkôm uses the phrase "Tân'si" as a way to greet her. | True | False |

Answer

Write what you think these words from the story mean. Use hints from the story.

| | |
|--------|--|
| Nôhkôm | |
| Tân'si | |
| Pîsim | |
| Mîpy | |
| Wâpoc | |
| Tâpwê | |
| Micw | |

Inuit Story - Language

Whispers of Inuktitut

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

Ava's father, whom she lovingly called Aataa, looked out the window into the old ways of the land. One morning, as the dawn lighted the ice, Aataa greeted Ava with a warm smile. "Nattiq," he said, as a cloud in the sky lit up with a soft glow, feeling the word melt away the cold as it accompanied the sun's light.



As they walked by the ice floes, Aataa pointed towards a seal peeking through an ice hole, saying, "Nattiq." Ava watched the seal quickly dive back into the water and decided 'nattiq' must be the Inuit word for seal, a word that moved like a swift shadow.

Handing her a soft piece of clothing, Aataa said, "Aarsaniq." Ava felt the warmth of the garment and understood it was 'aarsaniq', a word that shielded them from the biting wind.

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

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

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

The End

Before Reading

Answer the questions below before reading

 1) Why are you reading this text?

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

Comprehension

Write if the statement true or false?

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

Answer

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

| | |
|-----------|--|
| Aataa | |
| Ullaakkut | |
| Nattiq | |
| Atigi | |
| Arsaniq | |
| Anaanaga | |

Indigenous Norms – Ojibwe Story

A Day with the Ojibwe: The Heartbeat of Tradition

In the serene village where the Ojibwe First Nation people have thrived for generations, the air was filled with the scent of cedar and sweetgrass. Among the Ojibwe, traditions and values were not just old tales but the essence of everyday life.

On a day when the colours of autumn painted the landscape, a young Ojibwe boy named Mitig set out to explore his culture. His grandmother, Grace, a keeper of customs, would start her day as he began at the break of dawn, with the sun's rays waking up to the rhythmic drumming of their nation.

Grace led Mitig to the community fire where people gathered. The fire, she explained, was a sacred element, symbolizing warmth, life itself. "We gather here as a family, sharing stories, wisdom, and giving thanks," Grace said. Mitig understood that respecting the fire, a central point for gatherings, was crucial to Ojibwe values.

They moved on to the shores of the glistening lake, where Grace spoke of water as the blood of Mother Earth, teaching Mitig the value of protecting natural resources. "Water is life, and we must treat it with the utmost respect," she said, her voice calm and steady.

Throughout the day, Mitig learned the importance of community, the shared responsibility everyone held, and the value placed on living in harmony with nature. He was taught to honour the wisdom of the Elders, to listen more than he spoke, and to give back more than he received.

As the evening stars began their watch, Mitig had found a deeper connection to his people's norms and values. The stories, the practices, the respect for all living things had been woven into his heart, and he felt ready to add his own thread to the rich tapestry of the Ojibwe First Nation culture.



Before Reading

Predicting: What will this story be about?

Comprehension Check

Is the statement true or false?

| | | |
|--|------|-------|
| 1) The _____ sender filled the air in the village. | True | False |
| 2) _____'s _____ is known as the keeper of customs. | True | False |
| 3) The fire symbolizes _____, division and hardship for the Ojibwe people. | True | False |
| 4) The Ojibwe community _____ the sound of a guitar. | True | False |
| 5) Listening and giving back _____ and _____ making and receiving _____ in Ojibwe culture. | True | False |

You Choose

Choose a reading comprehension strategy that you used to understand the text – Preview, Making Predictions, Ask Questions, Visualize, Infer Purpose, Making Inferences, Summarize, Evaluate The Text, or Summarize.

Why did you choose this strategy?

How did it help you understand the text?

Block 3: Reading Letters

Focus

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

Letters – Voice in Letter Writing

November 5, 2023

To: Principal Bennett
678 Oak Street
Toronto, ON



Dear Principal Bennett,

I am writing to share how much I enjoy learning about formal letter writing in class. It's interesting to understand the elements of a professional letter and to practice a new, more formal way of communicating.

I feel more prepared for future academic and professional tasks by trying to know how to properly address and conclude a letter, and I'm excited to continue learning.

Thank you for producing such a great curriculum.

Sincerely,
Jamie Lee

November 5, 2023

To: Alex
123 Pine Crescent
Calgary, AB

Hey Alex,

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

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

Write back soon!

Cheers,
Jordan

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



True or False

Is the statement true or false?

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

Question

Answer the questions below.

| | | | |
|---|--|--------|----------|
| 1) You are writing a letter to your friend. The words sound, like talking to a friend or a teacher. Which letter type does it sound like? Write 'Y' or 'F'. | | | |
| 2) What voice would you use to write the letter below. Different voices could be: funny, serious, fact-based, bossy, excited. Write the voice in the box. Then circle if it would be a formal or informal letter. | | | |
| Favourite Author | | Formal | Informal |
| Grandparent | | Formal | Informal |
| City Mayor | | Formal | Informal |
| Favourite Music Band | | Formal | Informal |
| Gym Trainer | | Formal | Informal |
| A Journalist | | Formal | Informal |
| Pen Pal | | Formal | Informal |

Letter Writing – Sentence Structure

Greeting: Begin with a friendly opener such as "Dear" or "Hello," and then say the name of the person you're writing to.

- Example: "Dear Mr. Palmer,"

Body: Here's where you tell them what you want to say. Make sure to write in full sentences and use paragraphs to split up your ideas.

- Example: "I wanted to let you know about the cool science fair that's happening next week."

Closing: Finish with a polite word like "Best wishes" or "From," before you say goodbye.

- Example: "Best wishes,"

Signature: Write your own name after the closing to show it's from you.

- Example: "Henry Dupuis"

Instructions Read the letter and circle the signature. Then answer the questions.

Dear Principal Chalmers,

I hope this letter finds you well. I am writing myself. My name is Henry Dupuis, and I am a student at Mountain View School. I am writing to express my enthusiasm for the new community garden initiative that is being introduced in our city.

This garden is very exciting, and I think our school should take advantage of using it. It will help students like me learn more about nature and the local environment. Although it is a far walk, I hope you can let us bring our classes there to visit.

Finally, I want to thank you for reading this and considering my request.

Best,
Henry Dupuis

1) Is a formal or informal voice used?

2) What cohesive ties were used?

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

4) How did Henry close the letter?

Letter Writing – Implicit and Explicit Perspectives

Bias in Letters: When you write a letter with bias, you might lean more towards one opinion. This can make the letter seem one-sided or not fair. When you have bias, you might favour one idea or person more than others, and this can change the way the person reading the letter thinks about the topic.

- **Explicit Perspective:** Explicit perspectives are when you say what you think in a direct way. For example, if you write, "In my view, our library should have more graphic novels," it's obvious that you're giving your own opinion about the books in the library.
- **Implicit Perspective:** Implicit perspectives are not said directly but are still understood. For example, if you write, "Many of us spend our lunch reading in the library," you're implying that the library is a popular place without saying it directly.

Instructions:

Read Noah's letter about the Playland Gaming Arena. Are his opinions implicit or explicit?

| | | |
|--|----------|----------|
| 1) The chairs are the most comfortable I've ever sat. | Implicit | Explicit |
| 2) Most visitors stay all day, glowing with excitement. | Implicit | Explicit |
| 3) Their game selection is outdated and overpriced. | Implicit | Explicit |
| 4) Few people visit the snack bar more than once. | Implicit | Explicit |
| 5) I feel the snack bar at the arena clearly lacks variety. | Implicit | Explicit |
| 6) Many gamers bring their own headsets for better sound. | Implicit | Explicit |
| 7) The arena's sound system gives a perfect gaming experience. | Implicit | Explicit |
| 8) People rarely complain about the comfort of the seats. | Implicit | Explicit |

Explain

How does Noah feel based on his opinions below?

1) I'm impressed with how up-to-date their gaming PCs are.

2) The cheerful decor always seems to lift gamers' spirits.

3) Their employees always look annoyed.

Letter Writing – Inferences

Bay Street, Toronto
October 2, 2023

Dear Cousin Frederic,

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



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

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

Let's face it, if you're poring over maritime history, you'll appreciate missing the train on this one. There's no saga quite like the one where thousands of miles of steel track were laid together by thousands of miles of steel track. Makes me wish I could travel back in time and witness the first transcontinental train roll out.

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

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

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

Riding the rails of history,
Harper

P.S. Do you like my train sketch?

Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

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

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

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

PREVIEW

Global Inferences

Make four inferences from the entire text.

Email Writing – Questioning

Subject: Proposal for a Student-Run Recycling Program

Dear Principal Patel,

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

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

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

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

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

Looking forward to discussing this further.

Warm regards,

School Coordinator Jessica

Email Writing – Questioning

Pre-Reading

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

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |

While Reading

Read the email and write 3 questions you have.

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |

After Reading

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

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |

PREVIEW

Block 4: Narratives

Focus

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

What is Indigenous Storywork?

Introduction to Indigenous Storywork

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



Seven Principles of Indigenous Storywork

Each principle of Indigenous Storywork is a vessel for teaching and learning for all people:

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

How Stories Are Shared

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

The Importance of Storywork

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

True or False

Is the statement true or false?

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

Quest

Answer the questions below.

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

PREVIEW

Indigenous Storywork - Narrative

The Circle of the Cedar Tree

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



One day, the community's wise elder, Grey Owl, called Aiyana to him. "The time has come for you to take on responsibilities that come with being a part of our community," he said, handing her a small, perfectly round cedar seed. "Just as our cedar trees stand tall because they are nurtured and cared for with responsibility, so too must we live in interrelatedness with our lives."

Aiyana accepted the seed and the promise made. She planted it near the river, where the land was rich and the water clear. She began to sing. With each day, Aiyana visited the seed, watering it with love and words of encouragement. She learned to respect the seed's pace, not rushing, understanding that growth takes time.

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

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

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

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

Questions

Answer the questions below.

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

| | |
|--|--|
| | |
| | |

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

| | |
|--|--|
| | |
| | |

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

| | |
|--|--|
| | |
| | |
| | |

Storywork Traits

What Indigenous Storywork traits were present in this story? How were these three traits used?

| | |
|--|--|
| | |
| | |
| | |
| | |

PREVIEW

Narrator's Point of View

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

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

Instructions

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

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

Book Hunt

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

| Name of Book | Point of View |
|--------------|---------------|
| | |
| | |
| | |
| | |

Eco-Friendly Homes – Different Points of View

First Person

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

As I walked through the house, I could feel the fresh air circulating around the living plants in every corner. Climbing to the rooftop garden, I was greeted by a lush green garden, which provided fresh produce for the household.



Second Person

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

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

Third Person

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

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

Questions:

Answer the questions below.

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

2) Which is the favorite version? Explain why.

PREVIEW

Visualize

Draw and explain what you were thinking about the stories.

| | |
|--|---|
| | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|---|

Advantages/Disadvantages of Points of View

First Person

My name is Avery, and I've always been fascinated by gadgets and gizmos. Living in Dalesville, a small community known for its artisan shops and friendly faces, I never imagined how technology could change our lives. But when our school introduced tablets instead of textbooks, my world changed. I could explore the depths of knowledge and the expanse of space with just a few swipes. Information was at my fingertips, and learning became an adventure. From that moment on, I began to see how technology could transform our quality of life in ways I never thought possible.



Second Person

Now, picture yourself walking through the streets of Dalesville. Your smartphone connects you with friends, helps you navigate the city, and even lets you pay for the local craftsman's creations with a simple tap. You control the lights and temperature with your voice, saving energy and money. You use wearables that monitor their health, giving them—and you—peace of mind. In a world where technology not only simplifies tasks but also opens up new possibilities.

Third Person

The residents of Dalesville have woven technology into the fabric of their everyday lives. On any given day, the local café buzzes with the sound of digital meetings, as entrepreneurs connect with clients across the globe. The town library has become a hub for community learning, with workshops on digital literacy for all ages. Even the farmers market operates efficiently, as vendors track their inventory with smart devices. Technology, once a mere tool, has become a cornerstone of enhancing life in Dalesville. The people here, from Avery with her boundless curiosity to the eldest residents enjoying new conveniences, thrive in this interplay of innovation and everyday life.

Analyze

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

Advantages of the Point of View

| First Person | Second Person | Third Person |
|--------------|---------------|--------------|
| | | |

| First Person | Second Person | Third Person |
|--------------|---------------|--------------|
| | | |

Reflect

Which part of the story did you enjoy the most: first-person, second-person, or third-person? Explain your choice.

Narrator's Point of View - Types

Types of Narrators

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

Omniscient Narrators

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

• Example:

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

Limited Narrators

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

• Example:

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

Unreliable Narrators

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

• Example:

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

Narrative Importance

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



PREVIEW

Analyze

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

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

Type of Narrator

2) "I walked down the hallway in my school feeling different today. Maybe it was the overcast sky or perhaps I had finally done my homework for the first time. I couldn't tell if the glance of the people was a sign of judgment or if I was just imagining things."

Type of Narrator

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

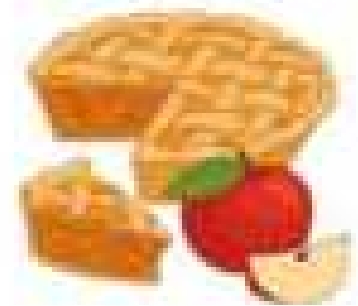
Type of Narrator

Narrator's Point of View - Types

Omniscient Narrator

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

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



Limited Narrator

I stood there in my floury apron, watching the judges taste my apple pie. I kept peeking at Frederick's pie, which looked as good as mine, and I felt a flutter in my stomach. I really wanted to win. The judges, Mrs. Abigail and Mr. Barnaby, were taking their time, carefully

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

Unreliable Narrator

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

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

Analyze

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

Passage 1

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

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

Passage 2

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

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

Passage 3

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

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

PREVIEW

Story – First Person Narration

Compass of Consequences

My name is Alina, and I live in a small coastal town in Canada, where the chilly wind often whispers secrets of the sea. My life changed the day a peculiar antique shop opened on Main Street.

It was a dull Tuesday afternoon when I first noticed the shop. Curiosity got the better of me, and I found myself peering through the window. The bell above the door jingled as I stepped inside. The shop was filled with old clocks, strange gadgets, and items brimming with history. An old man with a kind smile and a name I recognized was Mr. Hawthorne, the owner.

I was drawn to a small, ornate compass. Mr. Hawthorne noticed my interest and said, "That one. Belonged to a great explorer." He convinced me to spend all my savings on it. My friend Lucas, who had warned me later for spending recklessly. But I was captivated by the compass and the stories it might hold.

The next day, I showed the compass to my history teacher. She was intrigued and suggested it might link to a legend about a lost treasure. Fueled by excitement, I decided to search for the treasure. Lucas reluctantly, warning me it might be just a wild goose chase.

We spent weekends scouring the town's outskirts and making a substantial decision to follow a trail leading into the forest. It felt like an adventure, a break from our monotonous routine. We were prepared for the rugged terrain and soon got lost. Lucas's frustration grew as he said, "I wish I had planned better," he said. But I was too stubborn to admit my mistake.

On the third day, tired and hungry, we stumbled upon an old, abandoned cabin. We found a chest filled with old coins and jewels. We were ecstatic. We had found the treasure. Without thinking, we decided to take the chest back with us.

When we returned, Mr. Hawthorne was waiting. He explained that the chest was part of a local historical exhibit stolen years ago. We were mortified. Our discovery was not a treasure, but a piece of history that we had nearly lost again.

We returned the chest to the local museum, receiving mixed reactions from the town. Some praised our discovery, while others criticized our recklessness.

The compass, it turned out, was just a compass, beautiful but ordinary. I learned that sometimes, the allure of mystery can cloud judgment. Lucas and I grew closer, understanding each other's perspectives better.

The antique shop closed down a few weeks later, Mr. Hawthorne moving on to another town, leaving behind a tale that our town would talk about for years. And that compass? It sits on my shelf, a reminder of adventure, mistakes, and the importance of a good friend's advice.



Character Analysis

Answer the following questions.

1) Write two character traits for Alina and two for Lucas. Explain what makes you think they have these specific traits.

| | |
|--|---|
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|--|---|

2) Alina decided to buy the necklace from Mr. Hawthorne's shop despite it costing all her savings. Why do you think she did this? Was it a good decision?

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|--|---|
| | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|---|

3) Lucas was cautious and advised against searching for the necklace. Why do you think he had this perspective? Was he right to be cautious?

| | |
|--|---|
| | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
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4) The story is told from Alina's first-person perspective. How do you think the story would have changed if it was narrated by Lucas or Mr. Hawthorne?

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Story – Third Person Narration

The Journey of a Beekeeper

In the quiet town of Hazelridge, Gregory, a dedicated beekeeper, lived a simple life. His days were filled with the tender care of his beehives and the crafting of honey. Yet, Gregory harbored a dream far bigger than his small-town existence. He yearned to turn his humble apiary into a thriving business.

One morning, Gregory received a letter from a distant city. It was from Alana, who was an experienced marketing consultant. She spoke about his aspirations and offered to help him launch a new business. Overjoyed, Gregory immediately agreed, knowing little about Alana's past work or her true intentions.

Alana's first suggestion was to invest heavily in digital advertising. Gregory, trusting her expertise and the cost, trusted her expertise and took her advice. This decision brought a surge of initial sales, but soon realized he couldn't keep up with the demand. His hasty expansion led to depleted beehives and a decline in honey quality.

Next, Alana advised Gregory to diversify his products. He started creating honey-infused skincare products. However, Gregory's lack of experience with skincare, and the new line received mixed reviews. The unsuccessful venture drained his finances further.

Feeling the pressure, Gregory made another decision. He began selling his honey at lower prices to attract more customers. This strategy seemed successful, but the lower prices severely impacted his profit margins.

Then, a renowned local chef, Marcella, visited his apiary. Impressed by his passion, she proposed a partnership to create a signature honey-infused dish for her restaurant. Gregory, eager for redemption, agreed. The dish became a local sensation, drawing attention back to the quality of his honey.

Emboldened by this success, Gregory decided to return to his roots. He focused on producing high-quality honey, declining further expansion proposals from Alana. She disagreed with his decision and decided to part ways.

In a twist of fate, a food critic visited Marcella's restaurant and was mesmerized by the honey-infused dish. The critic's rave review mentioned Gregory's apiary, attracting new customers who valued quality over quantity.

The story ends with Gregory standing amidst his thriving beehives, reflecting on his journey. He had made mistakes but learned valuable lessons. His apiary wasn't just a business; it was a testament to his dedication and love for bees. In pursuing his dream, Gregory found not only success but also a deeper appreciation for the simple, sweet life he had always cherished.



Character Analysis

Answer the following questions.

1) Why do you think Gregory decided to invest heavily in digital advertising and expand his business rapidly after talking to Alana?

2) Would you have made the same decision if you were in Gregory's place? Why or why not?

3) Do you know anyone who has made a similar decision in their life or business? How did it turn out for them?

4) How does the third-person point of view affect your understanding of Gregory's character and his decisions?

5) If the story were told from Gregory's perspective (first-person), how might our perception of his decisions change?

6) From the narration, what can you infer about Alana's character and her influence on Gregory's decisions?

PREVIEW

Irony

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

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

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

Think

if you can find examples of irony



Jamie spent weeks reading all the books in the library to "Win Friends," but somehow, he still had no one to sit with at lunch. The forecast predicted rain all week because the weather report insisted it would pour, yet not a drop fell during the entire week. On a day with a clear, cloudless sky, and on the day he forgot his coat, the skies opened up during the day. Finally, his cat, Chaos, won a "Best Behaved Pet" award the very day he jumped on the sofa and tore apart the cushions in their couch.

List 3 examples of irony used in the passage.

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

List 3 examples of irony used in the passage.

Name: _____

96

Scavenger Hunt
23

Scavenger Hunt: Irony

Scavenger Hunt

Find books and read their titles then find examples of irony in them.

| Book Name | Irony |
|---|--|
| "Harry Potter and the Order of the Phoenix" by J.K. Rowling | "Just because you have the emotional range of a teaspoon doesn't mean we all have," said Hermione ironically to Ron, who often misunderstands people's emotions. |
| "To Kill a Mockingbird" | It is ironic that the town accepts the word of Bob Ewell, known for being dishonest, over the honest Tom Robinson's, because of racial prejudice. |
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PREVIEW

Satire

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

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



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

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

List 3 examples of satire used in the passage.

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

List 3 examples of satire used in the passage.

Scavenger Hunt: Satire

Scavenger Hunt

Find books and find examples of satire in them.

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

Sequencing the Plot of a Story

A) The schoolyard was abuzz with students admiring the autumn leaves, but Layla's thoughts were on the old story her grandmother had told her. She had spoken of a hidden treasure in the heart of the oldest maple tree in their town, a story passed down for generations but never confirmed.

B) As she approached the tree, she noticed the initials 'L.M.' carved into the bark, her grandmother's initials. Layla's heart raced with excitement, and she wondered if there was any truth to the tales she had grown up hearing.



C) As Layla, Gavin, and Rhea looked on in awe, the old story she had heard wasn't just coins; it was a connection to her past, wrapped in the beauty of the autumn.

D) It was a crisp morning when Layla noticed the maple tree's leaves had turned a fiery red overnight. The tree was a centerpiece in the town's folklore, and this morning, its vibrant color seemed to be calling to her.

E) Suddenly, Rhea's hand hit something hidden beneath the leaves to reveal a small, rusted metal box. It looked ancient and well-worn as if it had been touched by many hands over the years.

F) Eagerly, they pried the box open to find a collection of old coins and a note that read, "For Layla, when the leaves turn red..."

G) After school, Layla's curiosity got the best of her, and she sneaked away to the tree, which stood alone at the top of a small hill in the park.

H) With her friends Gavin and Rhea at her side, they began to search for the treasure at the base of the tree. They moved through the fallen leaves, their laughter and chatter a stark contrast to the silent anticipation that filled Layla.

Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

| Plot Sequence | |
|---------------|--|
| | |

Narrative Writing - Cause and Effect

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

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



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

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

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

Think

Think of either the cause or effect that matches below.

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

Freshwater Ecosystems – Cause and Effect

The Ripple Effect

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



In Cedar Valley, a young boy with a keen interest in nature named Finn observed how the beavers built their dams, which created ponds that became homes to frogs and newts, causing the biodiversity in the creek to increase.

Due to the clean water, aquatic plants on the creek banks flourished, which attracted various insects and amphibians. This meant that the fish population grew healthy and strong. As the fish thrived, they became a vital food source for the local bear population, which kept the ecosystem balanced.

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

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

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

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

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

The End

Cause/Effect

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

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

The creek flowed freely

The beavers built their dams

Because these fish thrived,

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

resulting in lush underwater environments.

a shortage of food for the community

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

Think

Write any 3 questions you can think of from the story

Plots

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

PREVIEW

Drama Story

The Unseen Canvas

In the heart of a bustling city, there was an unremarkable building where Alex, a young and talented muralist, had his studio. His life was a canvas of vibrant colours and bold strokes, but beneath the surface, Alex wrestled with an unseen challenge: his diminishing eyesight.

Alex's talent was gradually fading, a fact he kept hidden, for he would not let it hinder his budding career. He poured his heart and soul into his art, creating murals that brought life to the city streets, turning them into galleries. His work was so good that no one knew the silent battle he was fighting.

His best friend, Mia, a budding photographer, noticed subtle changes in Alex's work. The lines weren't as sharp, the colours slightly off. One day, she approached Alex. Initially, he brushed her off, but the weight of his secret became too heavy to carry.

Under the soft glow of streetlights, Alex confessed his fear of losing his sight. Mia was shocked but stood by Alex, encouraging him to seek help.

Despite his reluctance, he visited a doctor, only to receive news that his condition was irreversible. Devastated, Alex decided to give up on his art, believing his work would no longer be the same.

Mia, however, saw things differently. She believed in Alex's resilience and his love for his art. To show him, she organized an exhibition of his work. At the exhibit, the city came alive with Alex's art. People were moved, not just by the beauty of the murals but by the story behind them.

Among the crowd was a renowned artist, Elena, who was visually impaired herself. She shared her own journey, how she adapted her techniques to continue her passion for art. Inspired, Alex realized that his career wasn't over; it was just taking a different path.

The story culminates with Alex starting a new mural, guided by touch and memory, with Mia and Elena by his side. The mural wasn't perfect, the lines a bit uneven, the colours blending in unexpected ways. But it was a testament to his resilience, a bold statement that his creativity wasn't bound by his sight.

Alex's journey wasn't just about loss; it was about finding new ways to express his art and embracing change. His story left a lasting impression on the community, reminding everyone that even in the face of adversity, one can create something beautiful and meaningful.



Character Analysis

Answer the following questions.

1) Why do you think Alex chose to keep his diminishing eyesight a secret? What emotions might he have been feeling during this time?

2) Can you identify a trait that Alex displays throughout the story? (e.g., determined, secretly angry) Provide an example from the story to support your answer.

3) How did Mia's actions affect Alex's feelings and outlook on his situation?

4) Identify and discuss two different emotions that Alex experienced in the story. What events or interactions led to these emotions?

5) If you were in Alex's situation, would you have made the same decisions he did? Why or why not?

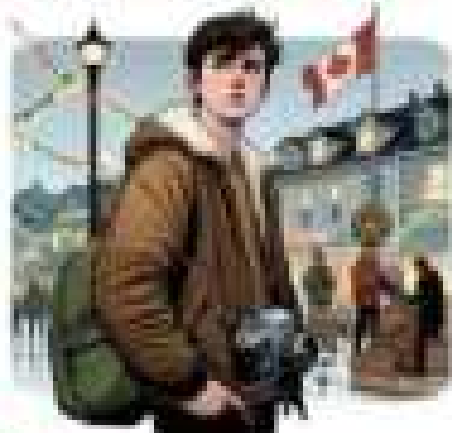
PREVIEW

Drama Story

Under the Northern Lights

In the quiet town of Northridge, far in the northern reaches of Canada, an extraordinary event was about to unfold. The townspeople, including 14-year-old Nolan and his younger sister, Clara, were preparing for the annual Northern Lights Festival, a time when the night sky shimmered with vibrant colours, and the community came together to celebrate.

Nolan, a prospective teenager, was struggling with the loss of their father, a renowned photographer who had captured the Northern Lights in his lifetime. Inheriting his father's old camera, Nolan wanted to honour his memory by taking a photograph of the aurora borealis during the festival.



Meanwhile, Clara, always cheerful and busy helping their mother, Grace, with her preparations, was privately battling her own grief. Grace, a pillar of strength for her family, was privately battling her own grief, trying to keep the family afloat after the loss.

As the festival approached, Nolan became increasingly withdrawn, overwhelmed by the pressure to live up to his father's legacy. Clara noticed his mood and felt helpless, unsure how to reach her brother who was once her best friend.

The festival began with a buzz of excitement. Clara, participating in the town band performance, shone brightly, her laughter echoing through the crowd. Nolan, however, was nowhere to be seen. Concerned, Clara left the festivities and found Nolan at their father's favourite spot, staring blankly at the sky, the camera untouched by his side.

"Nolan, what's wrong?" Clara asked softly. "I can't do it, Clara. I can't fill Dad's shoes," Nolan confessed, his voice trembling.

Clara sat beside him. "Nolan, you don't have to be Dad. You just have to be you. That's enough for all of us."

Her words struck a chord in Nolan. He realized he had been so focused on being like his father that he had lost sight of his own passion for photography.

Inspired, Nolan lifted the camera and started taking photos, not as his father would have, but in his own unique style. He captured the laughter, the dances, the joyous faces - the spirit of the festival and the community they loved.

Back at the festival, Grace watched her children return, a mixture of pride and relief washing over her. She had been a constant, unwavering presence in their lives, her love and support giving them the strength to find their own paths.



The festival ended with Nolan's photographs being displayed, each telling a story of hope, resilience, and the connections. The townspeople were captivated by the world through Nolan's eyes.

The story of "The Northern Lights" is one of family, healing, and self-discovery. Nolan, the roughest of them, undergoes a significant change, learning to embrace his individuality. Clara, the quiet one, becomes a source of constant support and joy. Grace, strong yet vulnerable, witnesses the broken struggles many face.

As the Northern Lights danced across the sky, Nolan and Grace stood together, a family united not by a shared sorrow, but by a renewed sense of hope. The Northern Lights, in all their splendour, remind us that even in the darkest times, beauty and light could be found.

Character Analysis

Answer the following questions.

1) Describe Nolan's personality at the beginning of the story. What was he like, and how was he feeling?

2) Identify a moment in the story where Nolan demonstrated a particular character trait (e.g., bravery, kindness). Explain why you think this trait fits him.

| | |
|--|-------------------|
| | <hr/> <hr/> <hr/> |
|--|-------------------|

3) Identify the round character(s) in the story. How did they change, and what influenced this change?

4) Discuss _____ character in the story. Why are they important despite not undergoing significant change?

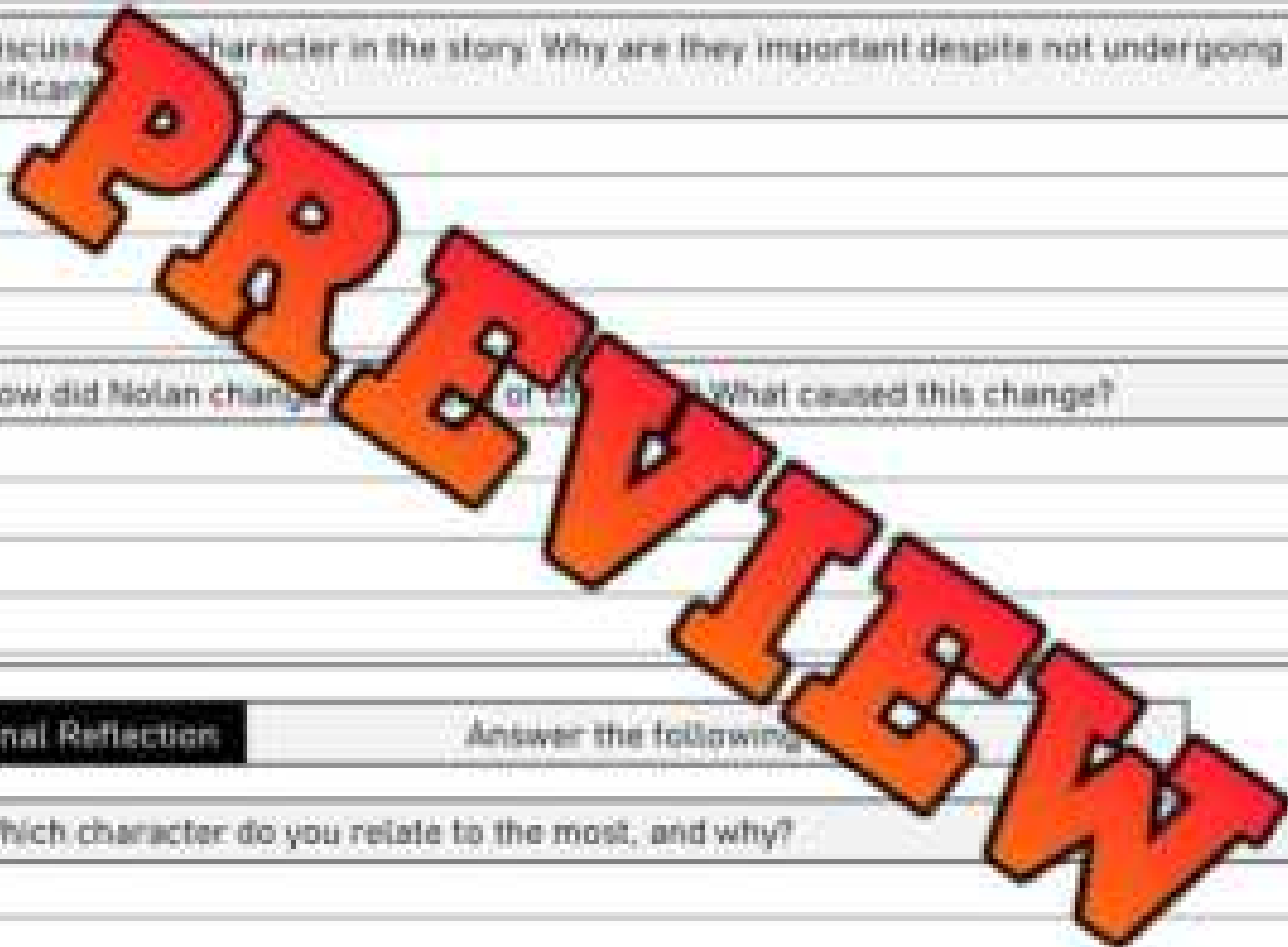
5) How did Nolan change _____ of _____? What caused this change?

Personal Reflection

Answer the following

1) Which character do you relate to the most, and why?

2) How might this story influence your perspective on family and supporting each other during tough times?



Block 5: Persuasive Texts

Focus

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

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- Gain tips and tricks to outshine in any writing task or exam.

📅 Session Schedule

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

📅 Reserve Your Seat Now

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

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is persuasive writing?

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

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

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

| | |
|------------------------|--|
| Real Estate Agent | |
| Advertising Executive | |
| Recruitment Consultant | |
| Copywriter | |

Persuasive Writing – Multiple Perspectives

Why Schools Should Have Uniforms

Did you know that schools with uniforms see a reduction in bullying by 30%? Plus, research shows that after schools introduced uniforms, student attendance increased by 3.5%. In fact, in schools across Canada, uniforms have been linked to fewer distractions and a stronger focus on academics. School uniforms are more than clothes; they're a key to a better learning environment. With uniforms, we can all feel equal, which boosts confidence and school spirit. When everyone dresses the same, we can concentrate on what really matters at school: learning and growing together.



Why Schools Should Not Have Uniforms

Let's talk about it! In my opinion, school is where we discover who we are, and uniforms take away that. Uniforms might make us look the same, but they don't show our individuality. We have different tastes, hobbies, and dreams. In the world of school outfits, we learn to make decisions, show our creativity, and respect each other's unique style. Sure, uniforms might be convenient, but they don't make school feel like a place where we can't be ourselves. Let's think.



Think Critically

Answer the questions below.

1) Which text is more persuasive? Explain your answer.




2) Which text uses facts? Do facts help the author be more persuasive?

3) Which text uses opinions and emotions? Do you think being emotional is persuasive?




Inferences - Persuasive Writing Advertisement

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Local Inferences

Make inferences based on the sentences below.

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PREVIEW

Global Inferences:

Make 4 inferences based on the entire passage.

Inferences – Implicit or Explicit Evidence

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

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

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

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



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

Example – Evidence: "The sign in the parking lot said, 'No Parking.'"

Inference: _____

1) Explicit Evidence: Alex worked really hard on his math homework.

Inference: _____

2) Explicit Evidence: The temperature was -10 degrees Fahrenheit during the winter.

Inference: _____

3) Explicit Evidence: Joshua was the group member who held the most votes.

Inference: _____

4) Explicit Evidence: Our math homework is due on Wednesday, according to the board.

Inference: _____

5) Explicit Evidence: The sign in front of the library says, "Closed for Two Weeks."

Inference: _____

6) Explicit Evidence: Mrs. Greene wrote "Excellent work!" on the top of Marina's essay.

Inference: _____

Inferences - Persuasive Writing Letter

Dear Students,

I trust this message finds you well and ready to embrace an initiative close to my heart and critical to our future: conserving water. As the principal of our school, I am passionate about leading our community in sustainability efforts, and water conservation is a key aspect of this.

Let's start with some straightforward facts. Environment Canada's statistics are eye-opening, showing that the average Canadian uses about 329 litres of water each day. When we scale this up to our school setting, consider the water consumed not just in washrooms but also for activities like irrigating our sports fields.

You've likely noticed recent installations and upgrades around the campus, such as the new water-efficient faucets specifically designed to efficiently fill reusable water bottles. This is a small step to reduce plastic waste and encourage our students and staff to rethink their hydration habits.

Furthermore, the new plantings in our garden beds were chosen randomly. They were chosen because they require less water, but also teaches us about the beauty and resilience of native plant species adapted to our climate.

The 'Turn Off the Tap' signs in the bathrooms serve as a reminder that we each have a responsibility towards water preservation. It is estimated that a dripping tap can waste over 9,000 litres of water a year.

Why does all this matter? Freshwater is a precious resource, and our province has a significant amount of it, not all regions are as fortunate. By being conscientious, we are ourselves to be conscientious citizens of a global community where water affects billions.

Moreover, if we were to cut down our school's water usage by even 10%, we could save thousands of litres each year. Just imagine the impact of those savings on both the environment and our utility expenses, which could be redirected to educational resources and extracurricular activities.

In conclusion, I urge you to join me in this vital mission. Every effort counts, from the individual choice to use a refillable water bottle to the collective action of maintaining our gardens responsibly. Together, we can make a significant difference and ensure that our school is a beacon of environmental stewardship.

With anticipation of your support,

Principal Mr. Garner

Local Inferences

Write an inference from the evidence below.

| | |
|-------------------|--|
| Explicit Evidence | "The average Canadian uses about 329 litres of water each day" |
| Inference | |

| | |
|-------------------|---|
| Explicit Evidence | "It is estimated that a single dripping tap can waste over 9,000 litres of water a year." |
| Inference | |

| | |
|-------------------|---|
| Implicit Evidence | "The plants you see were not chosen randomly" |
| Inference | |

| | |
|-------------------|---|
| Implicit Evidence | "The 'Turn Off the Tap' sign is a reminder that we each have a responsibility to conserve water." |
| Inference | |

Global Inferences

Make 3 inferences based on the entire letter.

| |
|--|
| |
| |
| |

Block 6:

Expository Texts

Focus

- ✓ Cause and effect essays – text forms and example essay
- ✓ Compare and contrast essays – text forms and example essay
- ✓ Problem and solution report – text pattern: the order of the report
- ✓ Diversity, inclusion, and accessibility themes – facts
- ✓ Five-paragraph essays and thesis statements
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Synthesizing

Reports – Text Features

Introduction to Reports

A report is a structured form of writing that is designed to inform its reader about a particular topic. It is often used to present the findings of an investigation or study, and to outline facts clearly and concisely. Typically, reports are divided into sections with headings and subheadings, which makes the information easier to locate and understand.



Key Text Features of Reports

Reports use various text features that help to organize the content and make it accessible to the reader.

- **Title:** The title immediately informs the reader about the subject of the report.
- **Headings and Subheadings:** These break up the text into manageable sections and highlight the main points of the report.
- **Paragraphs:** A report is divided into paragraphs, each covering a new idea or piece of information.
- **Bullets and Numbered Lists:** These present information in a clear and ordered way.
- **Table of Contents:** Found at the beginning, it lists the sections and the page numbers where they can be found.
- **Icons:** Small, symbolic images used to draw attention to specific points.
- **Preface:** A short introductory section that describes the purpose and background of the report.
- **Glossary:** Located at the end, it provides definitions of terms that might be unfamiliar to the reader.
- **Bibliography:** Also at the end, it lists the sources and references used in the preparation of the report.
- **Infographics:** Visual representations of information, such as charts or diagrams, that help to explain data more clearly.

Why Text Features Are Important

Text features play a crucial role in the effectiveness of a report. They structure information logically and draw attention to key points. They further enhance comprehension by presenting key information in an easily digestible format. This organization not only highlights important information but also improves the report's accessibility, allowing readers to quickly skim through and grasp the main ideas.

By understanding and utilizing these text features, students can both write and comprehend reports more effectively. These tools are essential for presenting information in a way that is informative, clear, and engaging.

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Icons in reports are used to highlight important information. | True | False |
| 2) Infographics are used to complicate the information in a report. | True | False |
| 3) Bullet points make information easier to understand and remember. | True | False |
| 4) A report is always written without sections or headings. | True | False |
| 5) A glossary contains definitions of complex terms. | True | False |

Scaven Hunt: Find a non-fiction book and look for examples of the text features from the list below. Write down the name of the book and the page number on which it can be found.

| Text Form | Book Name | Page Number |
|------------------------|-----------|-------------|
| Heading and Subheading | | |
| Paragraphs | | |
| Bullets and Lists | | |
| Table of Contents | | |
| Icons | | |
| Preface | | |
| Glossary | | |
| Bibliography | | |
| Infographics | | |

Problem and Solution Report

Preface

This report is designed to educate students about the critical environmental issue of plastic pollution. It highlights the severity of the problem and presents viable solutions that could significantly reduce the impact of plastics on our planet.

The Plastic Problem: A Global Crisis

Plastic pollution is a pervasive and growing issue that affects land, waterways, and oceans worldwide. Every year, millions of tonnes of plastic waste enter our environment, posing a serious threat to wildlife, ecosystems, and potentially human health.

The Core Issue: Excessive Plastic Waste

Our reliance on single-use plastics has led to an overwhelming amount of waste that our current disposal methods cannot manage. Much of this plastic ends up in natural habitats, where it can take hundreds of years to decompose.



Solutions: Strategies for Reduction

Solution 1: Recycling and Reusing Initiatives

Encouraging recycling and reusing plastic materials can significantly reduce the amount of new plastic produced and discarded. Establishing more community recycling programs and educating citizens on the importance of recycling are crucial steps.

Solution 2: Alternative Materials and Legislation

Developing and using biodegradable materials as alternatives to traditional plastics could reduce pollution. Additionally, the introduction of laws to limit single-use plastics, like plastic bags and straws, can drive change toward more sustainable options.

Through knowledge and action, we have the power to address the issue of plastic pollution and protect our planet for future generations.

Text Forms

Answer the questions below.

1) What main headings are used in the report?

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

3) Which solution do you think is the best?

PREVIEW

Evaluate

Evaluate the report based on the following questions.

1) Was this report easy to understand?

Very Easy

Easy

Neutral

Somewhat difficult

Very difficult

2) How did the layout of the report help you understand it?

Cause and Effect Letter

Dear Editor,

I hope this letter finds you well. I am writing to bring attention to an important issue that affects the daily lives of our youth: the overuse of electronic devices and its impact on their sleep quality.

In the digital age, electronic devices such as smartphones, tablets, and computers have become deeply integrated into our lives. They are invaluable tools for learning and connectivity. However, there is a cause for concern when these devices are used excessively, especially before bedtime. The screens emit a blue light that can disrupt the natural sleep cycle by tricking our brains into thinking it's still daylight. This is particularly concerning for young students, whose brains and bodies are still developing.

The effect of blue light on sleep is substantial. Exposure to this light suppresses the body's natural production of melatonin, a hormone that regulates sleep. The result is often difficulty in falling asleep, which can be detrimental to a student's health and academic performance. Inadequate sleep can lead to decreased attention, learning difficulties, and even mood changes.

Moreover, this lack of sleep can have broader health implications, including weight gain, a weakened immune system, and increased stress levels. These are serious consequences that can affect not just their current well-being but also their long-term health.

To address this, it's essential that as educators and parents, we encourage students to limit their screen time, particularly in the evening. Encouraging reading a book or engaging in non-screen related activities before bed can significantly improve their sleep quality.

By fostering an environment of awareness and promoting healthier habits, we can help our students not only sleep better but also enhance their overall well-being and capacity for learning.

Thank you for considering this important issue affecting our students.

Warm regards,
Professor Ahmad Ali

Evaluate

Evaluate the letter based on the text features used.

1) Does each paragraph have a clear main idea? Provide examples.

2) Were the sound effects clearly written in the letter? Explain.

3) Was this letter easy to read?

Very Easy

Somewhat difficult

Very difficult

Reflection

Answer the questions below.

1) Do you agree or disagree with the points made in the letter? Explain why.

2) List four health effects of lack of sleep caused by electronic devices?

PREVIEW

Problem and Solution Letter

Dear Editor,

I am writing to address a concern that is affecting many students in our community, which is the lack of access to healthy food options in our school cafeterias. It has come to my attention that the choices available during lunch are often high in sugar and low in nutritional value, which is not conducive to the learning and health of our students.

This is primarily due to the limited budget for food purchases, which results in the purchase of cheaper, processed food items. Additionally, the lack of education about healthy eating and nutrition, which further exacerbates the problem, makes students more likely to choose less nutritious options when they are available.



The solution to this problem requires a multi-faceted approach. Firstly, increasing the budget for school food programs would allow for the purchase of fresher, healthier food items. Introducing local produce can be a game changer for the health of our students. Secondly, incorporating nutrition education into the curriculum can empower students to make better food choices. Lessons on how to read nutrition labels and understanding the benefits of whole over processed ones would be particularly beneficial.

Moreover, schools could collaborate with local farmers or establish school gardens, which would not only provide fresh produce but also offer educational opportunities for students. Lastly, creating a student-led committee to give input on the cafeteria menu could ensure that the food is both appealing and nutritious.

These solutions, though requiring initial effort and investment, could have long-lasting positive effects on student health, well-being, and academic performance. Ensuring our students have access to nutritious food is paramount, and with the cooperation of our school community, it is an achievable goal.

Sincerely,
Professor Sandra Jules

Evaluate

Evaluate the letter based on the text features used.

1) What was the problem stated in the letter?

2) An expository letter exposes facts. Did this letter have facts? Give examples.

3) Would you read a professional report or letter? Explain.

Reflection

Answer the questions below.

1) Do you agree or disagree with the points made in the letter? Explain your reasoning.

2) How did the layout of the letter help you understand? Would it be better if the solutions were stated before the problem in the letter?

PREVIEW

Essays – Text Features

Understanding Essays

An **essay** is a piece of writing that is usually quite short and focuses on one subject. It can discuss, explain, or present an argument about that topic. Essays are not like stories or news articles. Instead, they often share a personal viewpoint – usually the writer's own thoughts. Many people write essays at work or for school projects.

Key Features of Essays

To help you read and follow the main ideas, essays have certain features:

- **Headings and Subheadings:** These point the reader to the main parts of the essay.
- **Introduction and Conclusion:** These parts open and close the essay. The introduction presents the topic, and the conclusion sums up the main ideas.
- **Main Argument or Thesis Statement:** In the introduction, this sentence gives a preview of the central idea or argument.
- **Paragraphs:** Essays are made up of paragraphs. Each paragraph talks about one specific idea that helps explain or support the main argument.

Different Kinds of Essays

Depending on the purpose and topic, there are several types of essays:

- **Narrative Essays:** These essays tell a story to get a point across.
- **Descriptive Essays:** These focus on the details about a subject to help the reader imagine it as if they were seeing it.
- **Chronological Essays:** These lay out events or ideas in the order that they happened.
- **Cause and Effect Essays:** These explore the reasons why something occurred and the results that followed.
- **Compare and Contrast Essays:** These compare similarities and differences between two subjects.
- **Argumentative Essays:** These essays make a case for a particular point of view, providing evidence and reasons to support it.

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Essays do not present the author's point of view. | True | False |
| 2) Essays should have an introduction and a conclusion. | True | False |
| 3) The main argument of an essay is called the thesis statement. | True | False |
| 4) Descriptive essays focus on the sequence of events. | True | False |
| 5) Argumentative essays provide evidence to support opinions. | True | False |

Match _____ from the essay topic to the type of essay that would be used.

| Type of Essay | Topic |
|----------------------|--|
| Narrative | Should students do homework individually or in groups? |
| Descriptive | The life of a Canadian astronaut. |
| Chronological | The relationship between Canada and the United States. |
| Argumentative | The seasonal changes during the winter festival in Quebec. |
| Compare and Contrast | The historical events of the Winter Olympics. |

Think

Think of topics you would want to write _____ for _____ essay type.

| Type of Essay | Essay Topic |
|----------------------|-------------|
| Narrative | |
| Descriptive | |
| Chronological | |
| Argumentative | |
| Compare and Contrast | |

Compare and Contrast Essay – Educational Systems

Comparing Educational Systems: Canada vs. United States

Introduction

Education systems play an important role in shaping the future of our societies. The purpose of this essay is to look at the school systems in Canada and the United States. We'll see how they are similar and what makes them different, like who decides what schools teach, how teachers work, how students are tested, and how schools help students from different backgrounds.

Curriculum and Control

The Canadian education system is governed at the provincial level, leading to significant differences in curriculum and standards across the country. In contrast, the United States education system is controlled at the state levels, with federal influence through funding and law making.



Teaching and Evaluation

Canadian teachers generally require a Bachelor's degree and additional certification from a provincial college of teachers. In the U.S., requirements can vary widely by state, but all teachers must have a Bachelor's degree and complete a teacher education program. When it comes to student evaluation, Canadian schools tend to use various assessment methods with an emphasis on formative assessment (continuous feedback while working), whereas U.S. schools have a stronger focus on standardized testing.

Structure and Stages

Both systems have multiple stages: elementary, middle, and secondary. In Canada, elementary usually goes from Kindergarten to Grade 5, middle school until Grade 8, and high school until Grade 12. In the U.S., elementary often runs to Grade 5, middle school up to Grade 8, and then high school concludes with Grade 12. Post-secondary institutions in both countries offer a wide range of programs, but tuition fees are typically higher in the United States.

Social Context and Inclusivity

Canadian schools often emphasize bilingualism, with French and English as official languages. They also focus on inclusivity and multiculturalism. U.S. education integrates diversity in its curriculum but also faces challenges regarding equal access to quality education across different socio-economic groups.

Conclusion

In conclusion, Both countries aim to provide quality education but differ in governance, teaching methods, and educational stages. Canada emphasizes provincial control, bilingualism, and inclusivity, while the U.S. highlights local governance, federal influence, and standardized testing.

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Canadian teachers do not require a Bachelor's degree. | True | False |
| 2) The U.S. has lower post-secondary tuition costs than Canada. | True | False |
| 3) Canadian schools emphasize bilingualism in their curriculum. | True | False |
| 4) Both countries offer public, private, and home-schooling options. | True | False |
| 5) In the U.S. elementary often runs from Kindergarten to Grade 8. | True | False |

Evaluate

Answer the following questions.

1) Identify the text features used in the essay and write it down.

2) Which text features were used to help you understand the text better? How do they help you understand better?

Compare

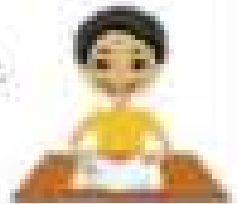
Create a table to compare the differences between Canadian and US educational systems.

| Canadian Educational System | US Educational System |
|-----------------------------|-----------------------|
| | |
| | |
| | |
| | |

Five Paragraph Essay – Thesis Statement

In an essay, a thesis statement tells us what the essay is about. A 5-paragraph essay usually includes:

- **Introduction:** This is the first paragraph, which has the thesis statement.
- **Body paragraph 1:** Talks about the first main point.
- **Body paragraph 2:** Covers the second main point.
- **Body paragraph 3:** Goes over the third main point.
- **Conclusion:** Ends the essay by saying the thesis again but with different words.



Finding the thesis statement in a 5-paragraph essay is simple. It tells us the three main points and how we know what to expect. It is written in one sentence.

Find

Below are five paragraphs of sample essays. Underline the thesis statements below. Then underline the three main points in the thesis statements.

1) As teenagers grow, their bodies need to develop properly and stay active. This essay will explore why it's crucial to prioritize nutritious meals over fast food, the benefits of balanced diets, and the impact of good eating habits on their overall well-being.

2) Social media has become a dominant force in the digital age. In this essay, we will examine how social media platforms influence our perceptions of ourselves, their effect on mental health, and the importance of using them responsibly.

3) Canadian Confederation marked a pivotal moment in the nation's history. This essay will outline the events leading up to the formation of Confederation, the key figures involved in this process, and how it shaped the country's future.

4) The exploration of space has always fascinated humankind. In the upcoming paragraphs, we will explore the reasons behind investing in space travel, the benefits it brings to Earth, and the potential for future discoveries.

5) As the world seeks sustainable energy solutions, renewable resources are increasingly important. This essay will focus on the advantages of renewable energy sources, compare them to fossil fuels, and highlight their potential to change how we power our lives.

Five Paragraph Essay – Thesis Statement

Write

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

1) The stars above us hold many secrets. In this essay, _____

2) Have you ever _____ different school systems in Canada and the United States? This essay _____

3) Robots might seem like science fiction, but they're part of our lives. This essay will _____

4) Music can have a deep effect on the development of teenagers. As you read this essay, you will learn _____

PREVIEW

5-Paragraph Essay – Comparing Lifestyles

Diverse Cultures, Diverse Lifestyles

Traveling around the world, you'll spot that people in different places do things in their own special way. This essay will cover the following: what a regular day looks like for different cultures, what's on their dinner plates, and how they party during festivals. By peering into these parts of life, we can understand the differences between cultures.

One of the most important aspects of lifestyle is the daily routine, which includes work and leisure time. In many Western cultures, there is a significant emphasis on individual achievement and career progression, which often leads to a fast-paced and structured daily schedule. In Eastern cultures, there tends to be a stronger focus on family and community gatherings and family meals playing a central role in everyday life.

Food and dietary habits are another area in which cultural lifestyles manifest. Mediterranean diets, for example, are known for their health benefits and consist largely of fresh produce, grains, and olive oil. In stark contrast, traditional Inuit diets in the Canadian Arctic rely heavily on meat and fish, a reflection of the harsh environment. These eating habits are not merely preferences but are deeply rooted in cultural, environmental, and historical practices of the regions.

Cultural festivities and traditions also offer a lens into the lifestyle of a community. Festivals like Diwali in India, celebrated with lights and fireworks, and the Carnival in Brazil, marked by parades and music, are integral to their respective cultures. These events are often expressions of cultural heritage and collective joy, showcasing the importance of community involvement and the preservation of tradition.

In essence, the lifestyle of a culture is a tapestry of its people's daily routines, food habits, and traditional celebrations. The contrasts between different cultures' lifestyles are as instructive as they are fascinating, offering a window into the values and priorities of societies around the world. Through understanding and respecting these differences, we can foster greater cross-cultural awareness and harmony.

Questions

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

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

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

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

4) Thesis statement: Write the thesis statement in _____

5) How is a 5-paragraph essay organized?

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

| | |
|----|--|
| 1) | |
| 2) | |
| 3) | |

PREVIEW

Blog Post – Listing Information

10 Effective Strategies to Boost Your School Grades

As students, striving for better grades is a common goal. Here's a list of ten straightforward strategies to help elevate your academic performance:



- 1. Set Specific Goals:** Start with clear, achievable objectives for each subject. This could mean aiming for a certain percentage or mastering a specific concept.
- 2. Organize Your Time:** Use a planner to manage your time wisely. **Allocate** specific hours for homework and study to balance your workload.
- 3. Create a Study Schedule:** Break down study material into manageable sections and spread your study sessions over time, avoiding last-minute cramming.
- 4. Active Participation:** Engage in class activities attentively, ask questions, and participate in discussions to clarify doubts.
- 5. Effective Note-Taking:** Develop a consistent method for taking notes. Organized notes can be incredibly helpful for review before exams.
- 6. Understand, Don't Memorize:** Focus on understanding the material rather than just memorizing it. This helps you apply knowledge to different situations.
- 7. Regular Revision:** Make it a habit to review your notes regularly. This reinforces learning and helps transfer knowledge to long-term memory.
- 8. Seek Help When Needed:** If you're struggling with a topic, ask for help. This could be from teachers, classmates, or even educational videos online.
- 9. Healthy Lifestyle Choices:** Never underestimate the power of good sleep, proper nutrition, and regular exercise. A healthy body fosters a sharp mind.
- 10. Self-Assessment:** Test yourself frequently on the material you've learned. Practice with past tests, quizzes, or create your own questions for review.

Improving grades isn't about working harder, but about working smarter. Implementing these strategies can make a significant difference in your academic journey. Remember, consistency is key, so keep at it, and you'll see the results in your report card!

Text Forms

Answer the questions below

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

2) Blogs are written to get clicks. Write a new title that is "click bait."

Synthesize

Write a short story for the bolded words in the blog post.

| | |
|--|--|
| | |
| | |
| | |
| | |

Evaluate

Evaluate the blog post by answering the following questions.

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

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

PREVIEW

Report – Importance of Rainforests

Biodiversity in Rainforests

Rainforests are home to more than half of the world's plant and animal species, despite covering only about 6% of the Earth's surface. These forests host over 80,000 plant species and provide habitats for approximately 2.5 million insect types. Interestingly, one hectare of rainforest may contain over 750 types of trees.

Rainforests and the Atmosphere

Rainforests play a crucial role in regulating the world's climate.

They absorb carbon dioxide and release oxygen; about 20% of the oxygen produced by the Amazon Rainforest alone. Additionally, these forests store vast amounts of carbon, with the Amazon holding approximately 100 billion metric tonnes.



Indigenous Communities

Indigenous peoples have lived in rainforests for thousands of years. It's estimated that about 50 million indigenous people live in rainforests worldwide. These communities rely on the forest for their food, shelter, and culture.

Deforestation: A Global Issue

Each year, 7.3 million hectares of rainforests are lost to deforestation. This is equivalent to 27 soccer fields every minute. Deforestation is primarily driven by logging, agriculture, and urban expansion. This loss impacts the environment but also the indigenous communities and wildlife.

Rainforests and Medicine

Rainforests are a rich source of medicinal plants. About 25% of all modern medicines come from rainforest plants. For example, the rosy periwinkle plant from the Madagascar rainforest, is used to treat childhood leukemia and Hodgkin's disease.

List of Rainforest Animals

- **Jaguar:** A top predator in the Amazon.
- **Sloth:** Known for its slow movement in the canopy.
- **Poison Dart Frog:** Has vibrant colours and is toxic.
- **Orangutan:** Found in the rainforests of Borneo and Sumatra.
- **Harpy Eagle:** One of the largest eagles, residing in the rainforest canopy.

The Future of Rainforests

Protecting rainforests is crucial for biodiversity, climate stability, and human well-being. Conservation efforts and sustainable practices are essential to prevent further loss of these vital ecosystems.

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

Scan

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

| | Questions | Answers |
|-----|--|---------|
| 1) | What percentage of the Earth's surface do rainforests cover? | |
| 2) | How many plant species are in rainforests? | |
| 3) | How much of the world's oxygen is produced by the Amazon? | |
| 4) | How many hectares are rainforests? | |
| 5) | What is the rate of forest deforestation in hectares? | |
| 6) | How many insects are in rainforests? | |
| 7) | What is the main cause of forest deforestation? | |
| 8) | Which plant is used to treat malaria? | |
| 9) | Where is the rosy periwinkle plant found? | |
| 10) | Name a top predator in the Amazon. | |

Evaluate

Re-read the report and answer the following questions.

1) Do you believe the report provided a balanced view of the world's rainforests? Explain your reasoning.

2) How has this report influenced your understanding or perception of rainforests? Would you like to learn more about any specific aspect mentioned in the report?

Study Strategy – Read, Recite, Review

Mountains of the World

Types of Mountains

- 1) **Fold Mountains:** Formed by the folding of the Earth's crust (e.g., Rocky Mountains).
- 2) **Block Mountains:** Created when large areas are broken and move upwards (e.g., Sierra Nevada).
- 3) **Volcanic Mountains:** Formed by volcanic activity (e.g., Mount Fuji).
- 4) **Dome Mountains:** Formed by magma pushing beneath the crust (e.g., Black Hills).

Mountain Statistics

- Mount Everest, in the Himalayas, is the highest mountain peak in the world, standing at 8848 meters (29,029 feet).
- The Andes in South America is the longest mountain range, stretching over 7,000 kilometers (4,350 miles).
- Over 50% of the world's fresh water comes from mountain sources.
- Approximately 15% of the world's population lives in the mountains.

Mountains in Canada

- The Canadian Rockies stretch over 1,500 miles (2,415 miles) from British Columbia to New Mexico.
- Mount Logan, located in the Yukon, is Canada's highest peak at 5,959 meters (19,551 feet).
- The Canadian Rockies are over 55 million years old.

Mountains and Climate

Temperature drops by about 6.5°C for every 1,000 meters (3,280 feet) increase in altitude. The snow line in mountains ranges from 2,400 meters (7,874 feet) in the polar regions to over 5,500 meters (18,044 feet) near the equator.

Mountains and Biodiversity

Mountains are home to about 25% of terrestrial biodiversity. They contain about half of the world's biodiversity hotspots.

Mountains and Recreation

Mountain tourism attracts about 15–20% of global tourism. Popular activities include hiking, skiing, and mountaineering.

Mountains and Resources

- Mountains provide essential resources such as minerals, forest products, and agricultural products like coffee.
- They are also important for renewable energy sources like hydroelectric power.



For tomorrow's quiz on the "Mountains of the World" report, follow this study strategy of read, recite and review. Prepare well and good luck!

Read

Follow these instructions.

Start by reading the report thoroughly. Pay special attention to important details like statistics, names of mountains, and unique facts. Try to understand the main points and how they connect to each other. It's not just about skimming through, it's about really absorbing the information.

Recite

After reading a section, close the report and try to recall or 'recite' what you just read. This can be done by speaking out loud or writing down the key points from memory in your own words. This step is crucial as it helps transfer information from short-term to long-term memory, making it easier to recall during the quiz.

PREVIEW

Review

Follow these instructions.

After reciting, pair up with a classmate and review the report together. Discuss and clarify any challenging sections. This time, focus on the parts that were difficult to remember during the recitation. Reviewing helps to reinforce the information and clarify any points that were not clear the first time.

This collaborative approach allows you to learn from each other's insights and understanding, enhancing the overall learning experience. Sharing and comparing notes can reveal new perspectives or details you might have missed on your own. It's a good idea to repeat this step a few times for maximum retention.

Quiz

Multiple Choice

Circle the correct answer.

1) What type of mountain is formed by the folding of the Earth's crust?

- a) Dome Mountains b) Block Mountains c) Fold Mountains d) Volcanic Mountains

2) Which mountain is an example of a Volcanic Mountain?

- a) Black Mountains b) Rocky Mountains c) Sierra Nevada d) Mount Fuji

3) How tall is Mount Everest?

- a) 7,523.89 meters b) 8,848 meters c) 9,425.73 meters d) 8261.34 meters

4) What is the longest mountain range in the world?

- a) Rocky Mountains b) Himalayas c) Andes d) Alps

5) How much of the world's fresh water comes from mountains?

- a) 25% b) 50% c) 75% d) 100%

6) What percentage of the world's population lives in mountainous areas?

- a) 5% b) 10% c) 15% d) 20%

7) Which is Canada's highest peak?

- a) Mount Logan b) Mount Robson c) Whistler Mountain d) Mount Columbia

8) At what altitude does the snow line start in polar regions?

- a) 1,400 meters b) 2,400 meters c) 3,400 meters d) 4,400 meters

9) What percentage of global tourism is attracted by mountain tourism?

- a) 5-10% b) 10-15% c) 15-20% d) 20-25%

10) How old are the Canadian Rockies?

- a) 20 million years b) 30 million years c) 45 million years d) 55 million years

Questions

Answer the following questions.

1) Why are mountains considered important for biodiversity?

2) How does altitude affect temperature in mountains?

3) What is the relationship between mountains and resources?

True or False

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Fold Mountains are created by volcanic activity. | True | False |
| 2) The Andes is the longest mountain range in the world. | | False |
| 3) Mount Everest is over 9,000 meters tall. | | False |
| 4) Approximately 25% of the world's population lives in the mountains. | True | False |
| 5) The Canadian Rockies stretch from British Columbia to New Mexico. | True | False |
| 6) The snow line in the mountains starts at 2,400 meters in the polar regions. | True | False |
| 7) Mountains contribute to about half of the world's biodiversity hotspots. | True | False |
| 8) Mount Fuji is an example of a Dome Mountain. | True | False |
| 9) Mountain tourism accounts for approximately 15–20% of global tourism. | True | False |
| 10) Mountains are not significant sources of renewable energy. | True | False |

Block 7: Poetry

Focus

- ✓ Literary devices in poetry - Irony, Satire, and Allusion
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

Haiku Poetry – Types of Animals

Haiku Poetry – Types of Animals

Haiku poetry, with its brief and structured format, allows us to capture the essence of a subject in just a few words. Each of haiku's limited syllables challenge us to focus on the most striking features of a topic.

In this case, we can distill the defining characteristics of mammals, birds, reptiles, and amphibians into these short, vivid snapshots.

Mammal

Fur soft, gentle breath,
Loves to nurture with tender care,
Walks with a steady rhythm.



Feathers kiss the breeze,
Songs woven through the air,
Nests cradle life's start.

Reptile

Ancient eyes glinting,
Scales that whisper to the sun,
Silent, they bask, still.



Amphibian

Wet skin, land and pond,
Metamorphosis of form,
Dual lives intertwined.



Inferences

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

1) "Hearts beat in rhythm"

2) "Nests of _____'s start"

3) "Silent, they bathe"

4) "Dual lives intertwined"

Visualizing

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

| Haiku 1 | Haiku 2 | Haiku 3 | Haiku 4 |
|---------|---------|---------|---------|
| | | | |

Acrostic Poems – Understanding Cells

Acrostic Poems – Plant and Animal Cell

Acrostic poetry can help us understand plant and animal cells by highlighting key components and characteristics in a memorable way. An acrostic poem can turn complex information into something more relatable and easier to recall by connecting each letter in "PLANT" and "ANIMAL" to a fact about these cells. Let's explore these cells with some creative acrostic poems.

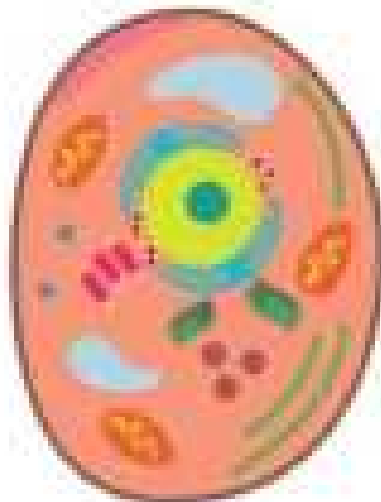
PLANT CELL

- P** - Powerful photosynthesis, turning light to life.
L - Lining of cellulose, the plant's sturdy stride.
A - Amidst the green leaves, photosynthesis occurs.
N - Nutrients flow through veins, the plant's circulatory system.
T - Turgid vacuoles swell, keeping plants upright.



ANIMAL CELL

- A** - Adaptable and diverse, in tissues they dwell.
N - Nucleus commands, with its DNA spell.
I - Incredible machinery, the mitochondria's might.
M - Membrane-bound nucleus, keeping the genetic site.
A - Activity within, enzymes break the molecular chain.
L - Lysosomes clean up, so nothing goes in vain.



Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

PREVIEW

Animal Cell

Cinquain Poems – Critical Thinking

Cinquain Poetry – Exploring Indigenous Communities Through Cinquain Poetry

Cinquain poems are five-line poems that can capture the essence of their subject through vivid imagery and emotion. Each line has a specific syllable count, which can help condense information into its most powerful form. This type of poetry, combined with strong words, can create a strong image and emotional connection to the subject.

By using cinquain poems, students can learn about the distinctive features of each Indigenous group in a creative and engaging way. The structure of the cinquain allows the poet to focus on the most striking and significant aspects of each community, using vivid imagery and strong words to bring their stories and cultures to life. Here are six cinquains that relate to some of Canada's most famous Indigenous communities:

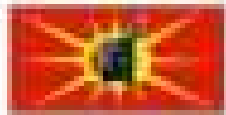
Néhiyaw
 Vast, wild prairies,
 Buffalo once roamed free,
 Whispering tales in the strong wind,
 Stronghold.



Inuit
 Harsh cold,
 Northern lights dance,
 Icebergs glide, icebergs loom,
 Howling wind sung in throat's tune,
 Arctic.



Mohawk
 Strong groups
 Warriors fight
 Clan mothers' have wisdom,
 The keepers of the Eastern Door,
 Proud, fierce.



Salish
 Cedar weaver
 Salmon streams, down
 Totems telling me ancient tales,
 Coastline.



Mikmaq
 Eastern dawn's light,
 Petroglyphs, history,
 Eagles soaring over high tides,
 East coast.



Haida
 Carving sculptures,
 Totems against the mist,
 Ravens trickster creation tales,
 West coast.



Critical Thinking

Answer the questions below.

1) How did the format of cinquains help you learn about these Indigenous communities?

2) Choose one cinquain poem and describe how it makes you feel. What words or lines stand out?

3) Which poem did you like the most?

You Choose

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

Why did you choose this strategy?

PREVIEW

Rhyming Poems – Critical Thinking

Rhyming Poetry – Important Landmarks of Canadian Geography

Rhyming poetry is like a tune made with words, where the end of one line has a matching sound to the end of another. The pattern of these rhymes can vary.

For instance, in AABB, the first two lines rhyme with each other and the next two have a different matching sound. With ABAB, every other line rhymes, and in ABCB, it's just the second and fourth lines that sound the same. Each pattern makes the poem sound like a song.

Rocky Mountains

In the west, the Rocky Mountains
 Majestic peaks, so grand,
 From B.C. to Alberta's land,
 Wildlife thrives, nature's hand.



Niagara Falls

Niagara's waters, powerful and tall,
 Ontario's pride for one and all,
 Where the water sprawls,
 A natural, nature's walls.



Great Bear Rainforest

On the coast, where the cedars crest,
 The Great Bear Rainforest spans the land,
 Raindrops fall at the raven's behest,
 Here, in silence, the wild expands.



Bay of Fundy

Nestled on the coast,
 Bay of Fundy tides
 To rise and fall on a rocky ledge,
 A moonlit dance of ocean's decree.



Canadian Shield

Ancient rocks, a shield so vast,
 Covering lands, long and fast,
 In Canada's grip, it's firmly cast,
 Echoes of the geological past.



St. Lawrence River

St. Lawrence River, a flowing force,
 Winds its way from a northern source,
 Along its banks, the aspens quiver,
 Nature's gifts, the great deliverer.



Critical Thinking

Answer the questions below.

1) Re-read the poems carefully. Write 3 things you learned from them about Canadian landmarks.

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

AAAA

ABCB

3) Which poem do you like the most?

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

Quote

Explain

PREVIEW

Visualizing

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

Canadian Shield

Niagara Falls

Identifying Poems and Literary Devices

Instructions

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

Trees whispering "Shush,"
 Leaves mock the silent forest,
 Nature's hushed gossip.

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Simile

A baker who feared getting stout,
 Ate salads to lessen his doubt,
 But when night came around,
 In cookies he drowned.
 His diet was in, then it sprouted out.

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Metaphor

Eagle as Zeus
 Mighty as Zeus
 Soaring, hunting, ruling.

Like thunderbolts through the night sky
 Griffin

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Simile

As a lion in the night,
 Clouds as a lion in the night,
 Clouds as a lion in the night,
 Clouds as a lion in the night,
 Clouds as a lion in the night.

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Simile

Hercules flexed at dawn's first light,
 Achilles' heel hidden, out of sight,
 Cleopatra's grace in the river's flow,
 Odysseus' wit, the winds did blow.

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Rhyme

Winter's warm embrace,
 Sun blazes on icy face,
 Spring's cold, out of place.

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Idiom

Block 8: Book Reviews

Focus

- ✓ Bias in book reviews - identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews - Irony, Satire, and Allusion

Implicit and Explicit Perspectives – Book Reviews

When someone writes a book review, they're sharing their personal thoughts about the book. This is the reviewer's opinion.

Explicit Perspective

An **explicit perspective** is when the reviewer's opinion is stated clearly and openly. For example: "I absolutely loved this book because the adventure was thrilling!" Here, the reviewer is directly saying they loved the book.



Implicit Perspective

An **implicit perspective** is when the opinion is not directly stated, but you can understand it through something that is described. For example: "The pages seemed to turn themselves as I unfolded them." This suggests that the reviewer was very engaged and loved the book, but they haven't said it outright.

Perspectives _____ the author's _____ implicit or explicit in the sentences below?

| | | |
|---|----------|----------|
| 1) I was amazed by the author's _____ characters and plot twists. | Implicit | Explicit |
| 2) Each chapter left me itching to go back to my math class. | Implicit | Explicit |
| 3) I highly recommend this book to anyone who loves _____. | Implicit | Explicit |
| 4) Honestly, this was the funniest book I've read all _____. | Implicit | Explicit |
| 5) Kids will love this story for its exciting adventures and _____. | Implicit | Explicit |
| 6) The book sat untouched on my shelf after a single _____. | Implicit | Explicit |
| 7) The dog's loyalty in the story might just bring a tear _____. | Implicit | Explicit |
| 8) My emotions were on a roller coaster from start to finish. | Implicit | Explicit |

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

1) Closing the book, she sighed, dreaming of its world.

2) Friends started asking why I was carrying the book everywhere I went.

Finding Bias in Reviews

What is Bias in Reviews?

Bias in review writing is when the reviewer lets their personal opinions or preferences unfairly influence their review.

For example, if I love everything about space and write a book review about a space adventure, my bias might make me say the book is awesome just because it's about space, even if the story isn't that good.

Bias

Read the reviews and answer the questions.

Book Review: "The Joy of Cooking Brussels Sprouts" - 1/10

As a connoisseur of deep-fried anything, "The Joy of Cooking Brussels Sprouts" had nothing to do with my favorite author, Kale P. Turnipson, gushes over these little green grenades as the most important culinary discovery since sliced bread. Come on, who in their right mind would tell me how to season and sauté Brussels sprouts?

The entire book is a monotonous ode to Brussels sprouts. Kids at my school's cafeteria leave behind on their plates. The pictures are of Brussels sprouts, which don't help their unappealing reputation. It attempts to make the most of the health benefits and "divine" taste of this notorious veggie.

But let's be real - no amount of fancy seasoning can mask the true nature of Brussels sprouts. If you're after a book that tickles the taste buds, this isn't it. My advice? Skip the sprouts and go for a book about on desserts instead. That's where the real joy of cooking is.



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

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

Activity: Detecting Bias in Online Reviews

Objective

What are we learning more about?

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



4/5

Instruct!

How do we complete the activity?

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

Research

Fill in the table below

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

PREVIEW

Our Voice in Review Writing

What is Voice in Writing?

In review writing, "voice" is the unique way a writer sounds on the page. It's like how each person has a different speaking style. The voice in writing can show if the author is excited, serious, or funny, and it helps readers connect with what they're saying.

For example, if I wrote a review saying, "That concert was so loud my ears rang for days!" it shows my energetic, slightly humorous voice about a rock concert experience.

Voice

A family of 4 watched a movie and each wrote a review. Read them below.

A) I absolutely love robots in the movie, especially the ones that could transform! They were so cool in spinning into cars and planes!! The tech stuff was super neat too. Do you have a robot competition now? I wanna see robots in action! Please, can we?

B) I was utterly enchanted by the technology! The cutting-edge technology on display is something I believe all young people should see. This film seamlessly blends learning with fun. It's the ideal choice for school science classes. Because of its informative nature, it's incredibly captivating. But I think there are some really cool moments!

C) It was decent, I guess. Seems like it's more for kids. The graphics are good enough, the special effects and the way they showed the machines were pretty cool.

D) That was a well-crafted tech documentary. It manages to evenly balance educational content with entertainment. The visual effects were impressive, and the documentary was compelling. I picked up some interesting insights and enjoyed it all the way through. I'd definitely watch this one again when I've got some downtime.

1) Which family member wrote which review?

| Dad | Mom | Teenager | Youngest |
|-----|-----|----------|----------|
| | | | |

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

Literary Devices in Reviews

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

1. **Irony**: Irony in reviews highlights discrepancies, like saying a dull movie was "as exhilarating as a nap."
2. **Satire**: Satire in reviews pokes fun at a work's flaws, e.g., calling a predictable plot "strikingly innovative."
3. **Allusions**: Allusions in reviews reference well-known works, like comparing a character to Cinderella's transformation.

Examine Read the review below and find examples of the literary devices used.

Movie Review: "Paint Dry: A Study in Colour" – 5/5 stars

"Watching *Paint Dry: A Study in Colour* is like watching a thriller or a documentary, perfect for those who find joy in adrenaline. The film's chromatic variety is a feast for the eyes, taking you on a wild ride through the various surfaces. And let's talk about the suspense: will the eggshell finish hold up under pressure, or will the matte remain stoically smooth? It's a rollercoaster of emotions, sure to stay to flat."

Each brush stroke is captured in real-time, providing a cinematic experience as dynamic as a statue. Who knew that painting could be as enthralling as skydiving? Buckle up for the heart-stopping scene where the colour transitions from beige to slightly less beige. It's a wild journey through time and paint, a must-see for anyone passionate about the aggressive pace of drying paint. Prepare to be glued to your seat, much like the paint to the wall.

Irony – Why is this review ironic? Give examples of your favourite ironic statements.

Assignment: Book Review

Objective

What are we learning more about?



To enhance students' understanding and appreciation of different literary genres and text forms through personalized exploration and critical analysis. This activity aims to develop their analytical and writing skills while encouraging them to delve into genres that spark their personal interest.

Instructions

How do we complete the activity?

Step 1: Choose a Genre or Text Form

Students select a genre or text form that interests them. This could include mystery, science fiction, graphic novels, or works by specific writers, artists, storytellers, or performers.

Step 2: Select a Book/Film/Artwork

Each student picks a book, film, or artwork within their chosen genre or text form. They should ensure it is age-appropriate and approved by the teacher.

Step 3: Research

Students research the context of their chosen work to gain a deeper understanding of the genre's characteristics and the author's/artist's background.

Step 4: Experience and Analyze

Students read the book, watch the film, or study the artwork, paying attention to key elements like plot, characters, themes, and how these elements relate to the genre.

Step 5: Write the Review

Students write a book/film/artwork review. The review should include:

- A brief summary of the plot/story/theme without giving away major spoilers.
- Personal reflections on what they enjoyed or found challenging.
- Analysis of how the work fits within its genre and any unique aspects it brings to it.
- A recommendation for who might enjoy this work and why.

Step 6: Share and Reflect

- Students present their reviews to the class or in small groups, discussing their chosen genre and the work they reviewed.
- Classmates ask questions and share their thoughts, fostering a collaborative learning environment.

5) Did anyone recommend this book/film/artwork to you? If yes, what did they say about it?

6) From what perspective is the story told (first-person, third-person, etc.)?

7) Who are the main characters, and are they flat or round characters?

8) Were there any key plot developments? How did they affect your reading/viewing experience?

9) How does the work fit within its genre? Does it follow the conventions of the genre, or is it different?

10) After experiencing this work, has your opinion about the genre changed in any way?

11) Would you recommend this book/film/artwork to others? Why or why not?

PREVIEW

Assignment: Book/Author Research

Objective

What are we learning more about?

To enhance students' understanding and appreciation of literature by researching the author's life and background, and exploring how these elements may have influenced the writing of a selected short book.



Instructions

How do we complete the activity?

- 1) **Book Selection:** Each student will choose a short book to read. This can be a novella, a short story series, or a brief non-fiction work. Ensure the book is appropriate for the reading levels.
- 2) **Reading Time:** Allocate a specific time (e.g., one week) for the students to read the book. If they cannot read the entire book, they may read a summary.
- 3) **Research:** After reading the book, students will research the author. They should use reliable online sources to gather information about the author's life, including their background, upbringing, education, and career life experiences.
- 4) **Influence Identification:** Students should think critically about how the author's background may have influenced the themes, characters, or plot of the book. Encourage them to find specific examples from the text that reflect the author's life or experiences.
- 5) **Presentation Preparation:** Students will prepare a brief presentation (either written, oral, or using digital tools) summarizing their findings. This should include key points about the author's life and specific examples of how this is reflected in the book.
- 6) **Class Sharing:** Allocate time for students to share their findings with the class. This could be done in small groups or as a whole class discussion.
- 7) **Reflection:** Finally, students will write a short reflection on what they learned about the relationship between an author's life and their writing. Encourage them to express how this knowledge might change the way they read other books in the future.

Write

Write your research findings/notes and reflection here.

PREVIEW

Questions

Answer the following questions

1) What is the title of the book you read?

2) Who is the author of the book?

3) Briefly, what is the book about?

4) What genre or genres are most typical for the author?

5) What did you learn about the author's early life and family background?

6) Did the author have any significant life experiences that influenced their writing? Please describe.

PREVIEW

7) What themes in the book might reflect the author's personal experiences or beliefs?

8) What are the main conflicts in the book, and how might these relate to the author's experiences?

9) If the book has characters, how do they reflect aspects of the author's personality or life?

10) Has the author written other books or works? If so, how do they compare in themes or styles?

11) Based on your research, why do you think the author was motivated to write this book?

PREVIEW

Block 9: Graphic Texts

Focus

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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

3) Literary Device: Irony - What is ironic about this comic?

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



1) What is the comic about? Describe the joke.

2) Describe the irony of this joke.



1) What is the comic about? Describe the joke.

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

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



1) What is the comic about?

2) Explain the satire in this comic.



1) What is the comic about? Explain the joke.

2) Explain the satire in this comic.

Text Features in Infographics

Examine

Read the infographic and answer the questions.

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

- **Icons:** Small pictures that represent information.
- **Charts:** Graphs and tables that show numbers and trends.
- **Colour Coding:** Different colours to highlight important information.
- **Headings:** Big, bold titles that tell you what each section is about.



1) What is the title of the infographic?

2) Which steps lead to rain in the water cycle?

3) Which steps lead to snowfall in the water cycle?

4) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

Reading Maps – Text Features

Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns. Toronto, Ottawa, being the capital of Canada, is capitalized.
- **Red Dots:** A small red dot is for a city, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions Answer the questions below.

- 1) What do the big, capitalized words on a map usually represent?
- 2) How can you identify provinces or territories on a map?
- 3) How do you identify cities on a map?
- 4) What do black dots on a map represent?

Think Label the provinces/territories on the map with the correct name. Use the correct capitalization. Label Canada in the sea with a thick border.

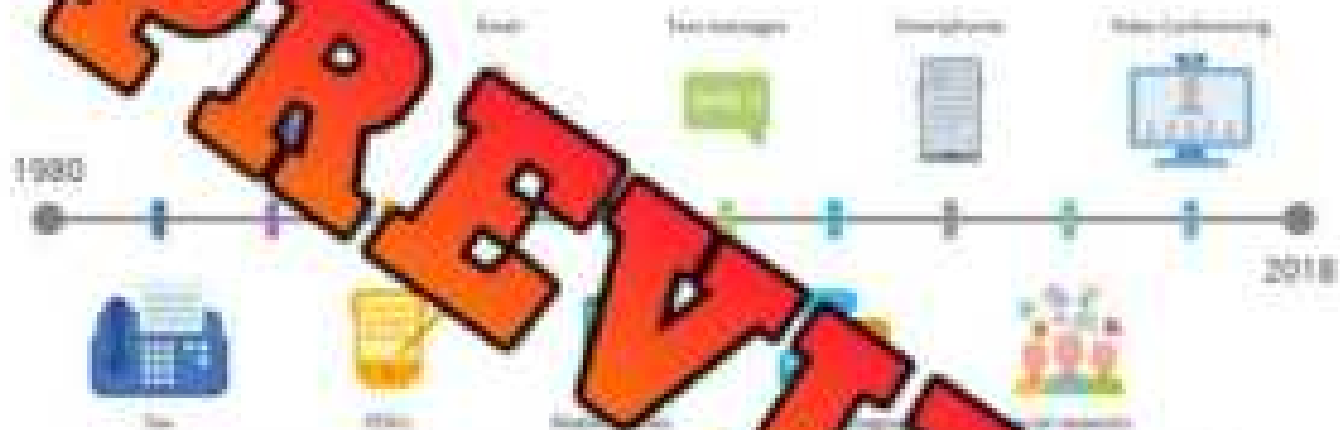
| Prov. | Terr. | City |
|----------|-----------------------|----------|
| Ontario | Yukon | Ottawa |
| Alberta | Northwest Territories | Edmonton |
| Manitoba | NWT | Victoria |

Graphic Text - What's a Timeline?

What's a Timeline?

Timelines are a way to show events in the order they happened, usually from oldest to newest. They help us understand the sequence and timing of important events. In timelines, you'll often see:

- **Dates:** These tell you when something happened.
- **Events:** Short descriptions of what occurred on those dates.
- **Labels:** Words that clarify or categorize the events.
- **Arrows:** show the direction of time, like past to present.
- **Pictures:** can add more detail and make the timeline interesting.



Analyze

Look closely at the timeline. What do you notice?

1) What features are part of this timeline?

2) How has communication changed? Explain what you've learned from the timeline.

3) Did the timeline help you learn about communication? Or would a paragraph have been a better choice? Explain.

Block 10: Biographies

Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections

Biography – Samuel De Champlain

Samuel De Champlain: Father of New France

Preface

In this biography, we will explore the life of Samuel de Champlain, a French navigator, cartographer, soldier, and explorer. Samuel de Champlain's expeditions laid the foundations for the French colonies in the New World, and his administrative efforts earned him the title "Father of New France." His commitment to exploration and understanding the importance of fostering good relationships with Indigenous peoples were pivotal in the development of the Canadian territories.

Early Life and Voyages

Samuel de Champlain was born around 1574 in Brouage, France. He began exploring North America in 1603, mapping the Atlantic coast and parts of Canada. Champlain founded Quebec City in 1608, establishing it as the capital of New France, a vast territory that covered a large part of Canada.

Partnerships with Indigenous Peoples

Champlain recognized the importance of working with Indigenous communities. He forged alliances with the Huron and Algonquin peoples, agreeing to aid them against their enemies, the Iroquois. This cooperation was crucial for the survival and expansion of the French settlers.

Expansion of New France

Champlain continued to explore and expand New France, traveling throughout the region extensively, establishing trading posts and settlements. He travelled the region extensively, establishing trading posts and settlements throughout the territory. He sought to create a successful colony, despite facing challenges such as disease and conflict with opposing forces.

Timeline

- 1574: Born in Brouage, France
- 1603: First voyage to North America
- 1608: Founded Quebec City
- 1609: Fought alongside the Huron and Algonquin against the Iroquois
- 1635: Passed away in Quebec City

Glossary

- **Cartographer:** A person who draws or produces maps.
- **Colonies:** Territories controlled by a foreign power.
- **Explorer:** A person who travels to new places to learn about them.
- **Indigenous:** Native to a particular place.
- **Navigator:** A person who directs the route or course of a ship.



Samuel De Champlain

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Samuel De Champlain.

During Reading

Stop and write questions about what you are reading.

| | |
|---|-------|
| 1 | _____ |
| 2 | _____ |
| 3 | _____ |

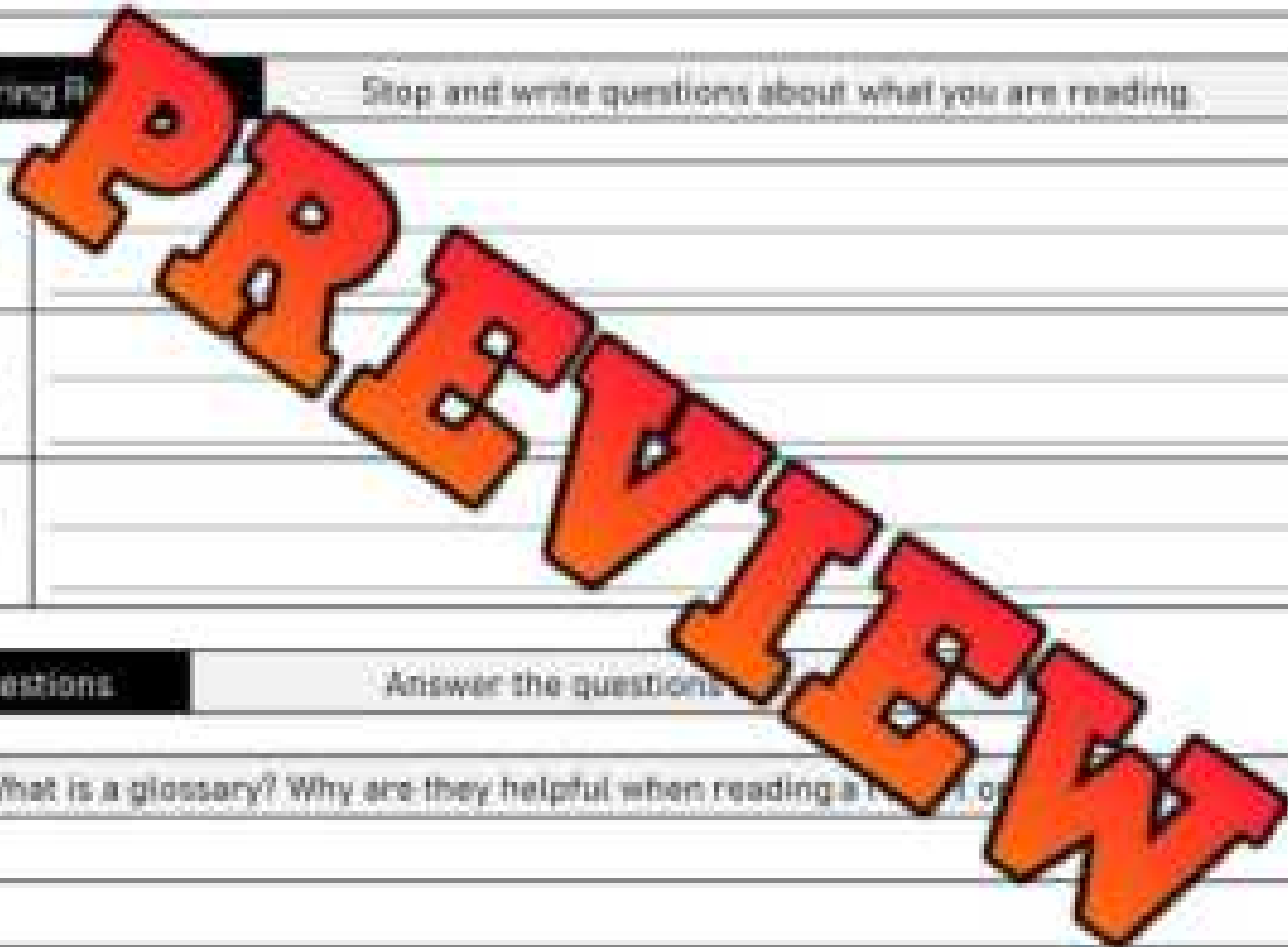
Questions

Answer the questions.

1) What is a glossary? Why are they helpful when reading a text?

2) How does the picture of Samuel De Champlain help you understand him better?

3) What do you think Champlain's biggest accomplishment was?



Biography – Alexander Graham Bell

Alexander Graham Bell: Inventor of the Telephone

Alexander Graham Bell's Early Innovations

Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. Influenced by his family's work in elocution and speech, Bell developed an interest in sound technology at a young age. He moved to Canada in 1870 and later to the United States to continue his research.

Invention of the Telephone

Bell's invention of the telephone was patented in 1876. This groundbreaking technology revolutionized communication, making it possible to hear the voice of another person from a distance. His invention changed the way the world interacts, shrinking vast distances and connecting societies like never before.

Other Contributions and Legacy

Aside from the telephone, Bell worked on other projects, including advancements in aviation, hydrofoils, and eugenics. He was a founding member of the National Geographic Society. Bell passed away on August 2, 1922, at his estate in Nova Scotia, leaving behind a legacy as a prolific inventor with a significant impact on modern technology.

Timeline

- 1847: Born in Edinburgh, Scotland
- 1870: Moved to Canada
- 1876: Patented the telephone
- Late 1800s: Worked on aviation and hydrofoil projects
- 1922: Died in Nova Scotia, Canada



Alexander Graham Bell

Glossary

- **Patent:** A government authority or license conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention.
- **Elocution:** The skill of clear and expressive speech, especially of distinct pronunciation and articulation.
- **Eugenics:** A now-discredited movement that aimed to improve the genetic quality of a human population.
- **Hydrofoil:** A boat with wing-like structures mounted on struts below the hull, so that at speed, the hull is lifted out of the water, reducing drag and allowing for greater speed.
- **Aviation:** The design, development, production, operation, and use of aircraft.

Understanding

Is the statement true or false?

| | | |
|--|------|-------|
| 1) Alexander Graham Bell was born in Nova Scotia, Canada. | True | False |
| 2) Bell's family worked in the field of speech and elocution. | True | False |
| 3) The telephone was patented in the year 1876. | True | False |
| 4) Alexander Graham Bell also made advancements in hydrofoils. | True | False |
| 5) The National Geographic Society was co-founded by Bell. | True | False |
| 6) Bell patented the telephone in 1870. | True | False |
| 7) Bell was credited with creating the first airplane. | True | False |
| 8) Bell's work also included developing hydrofoils. | True | False |
| 9) Alexander Graham Bell was born in the 19th century. | True | False |
| 10) Bell moved from Scotland to the United States in 1870. | True | False |

Critical Thinking

Answer the questions below.

- 1) Inference: How is Bell's legacy viewed today? Why is it important?
-
-
-
- 2) Inference: Why is the invention of the telephone so important to our lives today?
-
-
-
- 3) Personality trait: Use one word to describe Alexander. Then explain why you chose that word. Examples - brave, creative, loyal, curious, confident, ambitious, calm, etc.
-
-
-

Joan Chalmers: A Champion of Canadian Arts

Joan Chalmers' Artistic Foundations

Joan Chalmers was born on March 20, 1928, in Toronto, Ontario. Raised in a culturally supportive environment, she developed a strong passion for the arts and a desire to contribute to the cultural fabric of Canada.

Building Cultural Heritage

Chalmers was not just an art enthusiast but also an active participant in the Canadian art scene. She played a significant role in promoting Canadian arts and artists through her philanthropy and the establishment of arts awards.

Promoting and Recognizing Canadian Art

Joan Chalmers contributed to the arts by establishing numerous awards to recognize Canadian artists. She was not only supporting existing artists but also in nurturing future generations through fellowships and endowments.

Dedication to Cultural Philanthropy

Beyond recognition, Chalmers was committed to supporting the arts financially. Her contributions helped many cultural institutions and individual artists thrive in an environment that often lacked sufficient funding.

Lasting Impact

Chalmers' legacy lives on through the numerous awards and endowments she created. Her belief in the importance of cultural identity and her support for the arts have had a lasting impact on Canada's artistic landscape.

Timeline

- **1928:** Born in Toronto, Ontario
- **Mid-20th Century:** Became a notable figure in Canadian arts philanthropy
- **Late 20th Century:** Established various arts awards and endowments
- **2018:** Passed away, leaving a legacy of support for Canadian arts

Index

- Early Life and Inspiration - Paragraph 1
- Role in Canadian Art Scene - Paragraph 2
- Awards and Recognition Initiatives - Paragraph 3
- Financial Support and Philanthropy - Paragraph 4
- Legacy and Cultural Impact - Paragraph 5
- Key Milestones - Paragraph 6



Joan Chalmers

Text Features

Answer the questions below.

1) Using the index, which paragraph are Joan's key milestones in?

2) Using the index, which paragraph explains the financial support she offered?

3) Using the index, which paragraph can we read to learn about her early life?

4) Using the index, which paragraph would you find information about awards she won?

5) How would an index help you find information in a book? How would you use it?

PREVIEW

Timeline

Make a timeline by drawing a graphic and labeling the events in Joan Chalmer's life.