



Preview - Information



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

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

When you make a purchase, you will receive a folder that contains each of the .pdf workbook files and links to where you can make copies of the Google Lessons units to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

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Google Slides Lessons Preview





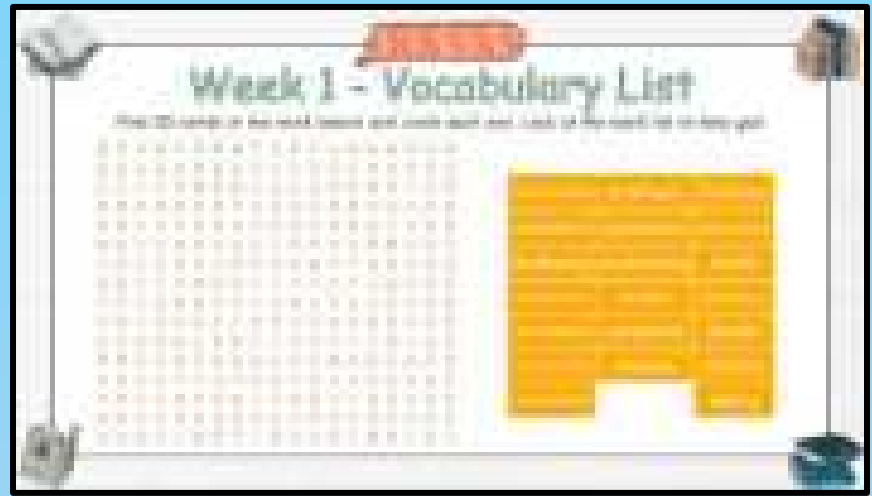
BC Language Curriculum

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!





BC Language Curriculum Conventions and Vocabulary - Grade 8

Suffix - ing

Write the suffix -ing to the following words. Use the chart to help you make the word.

run	_____
jump	_____
swim	_____
play	_____
read	_____
write	_____
draw	_____
talk	_____
listen	_____
think	_____
feel	_____
know	_____
love	_____
hate	_____
eat	_____
drink	_____
sleep	_____
wake	_____
stand	_____
sit	_____
lie	_____
rest	_____
work	_____
study	_____
teach	_____
learn	_____
remember	_____
forget	_____
miss	_____
love	_____
hate	_____
eat	_____
drink	_____
sleep	_____
wake	_____
stand	_____
sit	_____
lie	_____
rest	_____
work	_____
study	_____
teach	_____
learn	_____
remember	_____
forget	_____
miss	_____

Notes:
If the word ends in a vowel, just add -ing.
If the word ends in a consonant, add -ing.
If the word ends in a consonant and a vowel, add -ing.
If the word ends in a consonant and a vowel, add -ing.

Rules:
Change the spelling of the word.
Add the suffix -ing.
Change the spelling of the word.

Run-on Sentences

Write the sentences separately. Drag the corrected version of the sentence to the picture they match.

			_____	_____
			_____	_____
			_____	_____
			_____	_____
			_____	_____
			_____	_____
			_____	_____
			_____	_____
			_____	_____
			_____	_____

Drag each word to the correct picture.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____





BC Language Curriculum

Conventions and Vocabulary - Grade 8

Using Mixed Sentence Types

Read each sentence and drag the correct sentence type: S for Simple, C for Compound, CC for Complex and CC for Compound-Complex.

The car was empty today.	The dog barked loudly.
The car was driving into the station parking lot.	Although it rained, he continued to play.
Some flowers were under the children's feet.	After the government's latest moves, all the people protested.
I spent my summer vacation working for my brother.	The flowers were in bloom.
While she was cooking, her sister called her.	We visited some of the best hotels around the world.
I spent my last summer vacation helping out at school.	When the teacher asked the class to sing, all the students sang.
My brother and I finished our work.	If you finish your work, you can go to the gym.

Four yellow squares are visible at the bottom of the page.

Imperative

Read each sentence. Decide if it is Imperative.

Close the door.	Turn off the lights.
Put on your seat belt.	Get up and go to school.
Don't talk during the test.	Remember to bring your books.
Stand in line.	Be quiet.
Wash your hands.	Take a break.
Don't forget to bring your homework.	Check your work.
Remember to bring your books to school.	Don't forget to bring your books.
The teacher asked the class to sing.	The teacher asked the class to sing.
The teacher asked the class to sing.	The teacher asked the class to sing.

A yellow sticky note is attached to the right side of the page.

Figurative Language

Read each sentence and drag the correct figurative language type: Simile, Metaphor, Personification, Hyperbole, Onomatopoeia.

The small kitten of the new neighborhood looked just like a mouse.	The night sky was so dark and starry that it felt like a black velvet curtain.
I heard the ball bounce hitting every side of my head.	The birds chirped happily in the woods.
The bright colors of the world around me felt like a warm blanket.	The city was so full of life that it felt like a party.
The pop of the fireworks was like a thousand tiny explosions.	The city was so full of life that it felt like a party.

Buttons for 'Simile', 'Metaphor', 'Personification', 'Hyperbole', and 'Onomatopoeia' are visible at the bottom.



Workbook Preview



Grade 8 – Language Conventions and Reading Strategies



Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	People understand text differently depending on their worldviews and

Preview of 98 pages from this product that contains 439 pages total.

Included are weeks 1 – 8, and 28 – 30.

There are 30 weeks total.

		193, 197-202, 206-211, 213-220, 222-229, 231-255
CR8.3	Language usage and context: refers to the impact of context on choice of language usage (e.g., when texting, using informal short-form language; when writing an essay, using more formal standard Canadian English)	212, 221, 230

<p>CR8.4</p>	<p>Syntax and sentence fluency: use of a mix of simple, compound, and complex sentences, correct pronoun use, subject-verb agreement, use of transitional words, and awareness of run-on sentences and sentence fragments</p>	<p>15-16, 23-24, 31-32, 38-39, 45-46, 52-53, 61-62, 69-71, 77-79, 85-87, 94, 101-102, 110-111, 117-118, 124-125, 131-132, 138, 140, 157, 163, 165, 171</p>
<p>CR8.5</p>	<p>Conventions: common practices in all standard punctuation use, in capitalization, in quoting, and in Canadian spelling</p>	<p>93, 147-148, 154-157, 164-165, 171-172, 178-179, 186-187, 194-196, 203-205, 212</p>

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 and Using Mixed Sentence Types
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) and
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 and Imagery	Indirect Objects (E.G., They Gave Me A Pencil.)
18	Capital Letters In Dialogue	Commas And Quotation Marks To Mark Direct Speech And Direct Quotations From Texts
19	Capital Letters In Dialogue	Commas To Set Off Nouns Of Direct Address
20	Participles and Use of Parentheses	Commas To Set Off Advanced Phrases Or Clauses, Such As Appositives And Participles
21	Commas After Transitional Words Or Phrases	Commas To Set Off Conjunctive Adverbs
22	Colons To Indicate New Speakers In Script Dialogue	Colons In Formal Letters And Memo Salutations
23	Colons To Introduce A Quotation After A Complete Sentence	Colons For Introducing A List After A Complete Sentence
24	Semicolons To Separate Two Independent Clauses	Semicolons, Dashes, and Hyphens when Reading
25	Ellipses Or Dashes To Indicate An Admission, A Pause, Or A Break	Use of Hyphens for Line-Breaks and Form New Words
26	Spelling Variants in Print and Media Texts	Commonly Misspelled Words as well as Canadian VS Standard English
27	Adjusting Expression For Different Genres and Situational Varieties	Thesaurus Skills: Expanding Word Choices
28	Adjusting Expression For Different Genres and Formal and Informal Language	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

PREVIEW



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.

	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>	

Name _____

13

Penmanship Copybook
Grade 3

Week 1 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Venue	<i>Venue</i>	
Library	<i>Library</i>	
Deafen	<i>Deafen</i>	
Treason	<i>Treason</i>	
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	SCRAMBLED	DEFINITION
1)	UNCEP	Not easy to understand or see.
2)	UNH	Remove contents from a vehicle or container.
3)	UN	Not in line with or against nature.
4)	NEUDFNHAT	A request for help or kindness.
5)	UNLUSFE	Not helpful.

Completion

Complete the sentences using the word in the box.

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

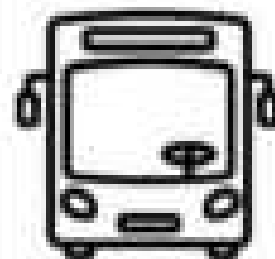
1)	The rumor was _____ and lacked any real evidence.
2)	His _____ effort in studying led to great results.
3)	The athlete's achievement was _____ in school history.
4)	The class decision to go on a field trip was _____.
5)	Beware of _____ sellers when shopping online.
6)	He danced _____ at the party, 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

Fragment?

Is the sentence complete or is it a fragment?

1) In the park, so early.	Complete	Fragment
2) The cat jumped on 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	6.	Didn't see that coming!
2.	Remember those days?	7.	Tears fall silently.
3.	Laughter everywhere	8.	Can't wait!
4.	What lies beyond?	9.	Shadows lurking!
5.	Lost, alone.	10.	Struggling with rage!

Write Create a correct sentence fragment from each full sentence.

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 – Fluency Readings

Read

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

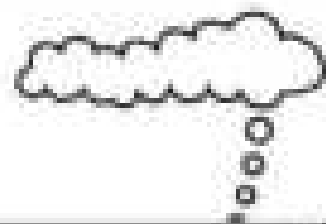
	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The park seemed to be a place of tranquility.				
2)	After a long day, the worker was home to find his dog was flaking off.				
3)	The unprecedented event was given unanimous approval.				
4)	It's risky to make decisions based 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

Visualization

Visualize

Draw a picture that brings the scene to life using your imagination from the descriptions.



Atop a snow-covered mountain, a lone skier takes in a breathtaking view. The snow sparkles in the sunlight, and the crisp mountain air is invigorating.

In a bustling market, a fresh seafood stall overflows with fish. The aromas of spices and sizzling meats call out to customers.

Inside a cozy library, bookshelves stretch from floor to ceiling. Soft reading lamps provide a warm glow as readers lose themselves in their books.

In a medieval castle, a grand banquet hall is adorned with tapestries and chandeliers. The long dining table is set for a royal feast.

Within an artist's studio, canvases covered in vibrant colours lean against the walls. Sunlight streams through a large window, illuminating the creative space.

PREVIEW

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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



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.

Answer	Word	Description
	Yearning	A) Physically strong, muscular
	Acting foolishly at length	
	Participating	B) Being very engaging
	Enthralling	C) Amusing, causing great surprise
	Captivating	D) Being among a group
	Exhilarating	F) A kind of deception
	Condemning	G) Fascinating, catching interest
	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

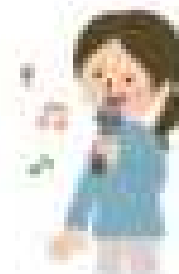
SUFFIX -ING



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

Examples:

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



Write

Change 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.

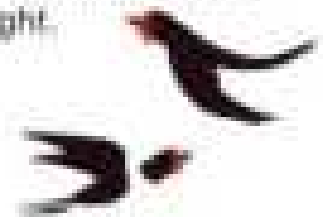
1. Learning	
2. Building	
3. Collaborating	
4. Investigating	

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>garnestly</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> for the long day.
	5) The ancient artifact, <u>according</u> to the museum curator.
	6) They navigate through the city <u>using</u> a old map.
	7) The cake she made was <u>extremely</u> tasty.
	8) The novel's protagonist is a <u>complex</u> character.
	9) She recited the poem from <u>memory</u> .
	10) The flowers in the garden grew <u>abundantly</u> this year.

Write

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

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

CROSSWORD PUZZLE

Crossword

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



Across

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

Down

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

Week 2 – 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 = 109 Words

Ella's yearning for adventure led her to the astonishing discovery of an ancient bracelet with the roots of an old oak. As she participated in the local dig, the entire site's ancient civilizations captivated her imagination. The exhilarating moment when a brilliant artifact was briefly marred by the brouhaha of her friends over an accidental blunder—a blotchy, blabbering mess of excitement. Yet, the faint markings on the bracelet's surface only added character. The blisteringly hot sun could not dampen their brawny efforts, nor the brute work necessary to excavate the site. In the end, dust and discovery, a brotherhood was forged in the thrill of her new adventure.

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 109/seconds
WPM

Visualization

Visualize

As you read, pause and visualize the characters, setting, event, and objects. Then underline the words/sentences that help you visualize. Draw what you visualize.

PREVIEW

In a small, bustling village, a yearning for advancement pervaded the hearts of its inhabitants. They yearned for something astonishing, something that would elevate their everyday lives. And so, one day, they decided to host an extraordinary festival, where all could participate. The festivities were captivating, with vibrant decorations and brilliant displays. Laughter echoed through the streets as families bonded in brotherhood. A brawny, yet gentle blacksmith crafted a bracelet as a symbol of unity for the community. Amidst the joy, a blatant blunder occurred—a misstep that caused a minor blemish on the celebrations. However, it was swiftly forgiven, for the spirit of the festival was too diverting to be condemned. The village learned that, in moments of pure brouhaha and fun, blunders only added to the story, making it all the more unforgettable.

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>revered</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 the words to make the sentence make sense.

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

RIBRESUFH	DSDHOY	ODSUHR	SRERUEAS	NSIHGRKIE

PREFIX RE-

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

Examples:

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

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

	YES / NO		YES / NO
1) Recharge		6) Relay	
2) Rebel		7) Recreate	
3) Release		8) Realign	
4) Remark		9) 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 _____.
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 it very well.	
3. The experiment was a success she had predicted.	
4. It was cloudy and dark but the stars were still visible.	
5. The book was fascinating, spanning ancient times.	

Write

Correct the run-on sentences using punctuation.

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

The game was exciting everyone was cheering loudly.

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

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



Week 3 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Write

Correct the run-on sentences using appropriate conjunctions.

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

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

Identify

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

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

Week 4 - Vocabulary List

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

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

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

PREVIEW

SUFFIX -LY

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

Examples:

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

Identify

Underline the adverb used in each sentence.

- 1) The teacher explained the concept clearly in the lively class.
- 2) She sang beautifully in the dimly lit room.
- 3) He walked quickly towards the lovely garden.
- 4) They worked tirelessly on the friendly competition.
- 5) The actor performed brilliantly in the family-friendly movie.
- 6) The speaker spoke forcefully about the timely issue.
- 7) She carefully selected the only jewelry from the display.



Write

Use the following words to create a short news article about a sports event.

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 Fix the message by adding periods and capital letters, as well as commas and other punctuation.

In the small town everyone knew each other the streets were lined with colourful flowers. The market 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. One day two 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 out what 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. 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 game was tied at halftime, yet our team managed to score the winning goal in OT.

2) The sky turned a beautiful shade of pink, so the hikers stopped to admire the sunset.

Write _____ Create an independent clause from the given subject and verb.

Subject – Teacher

Verb –

Subject – Soccer team

Verb – defeated

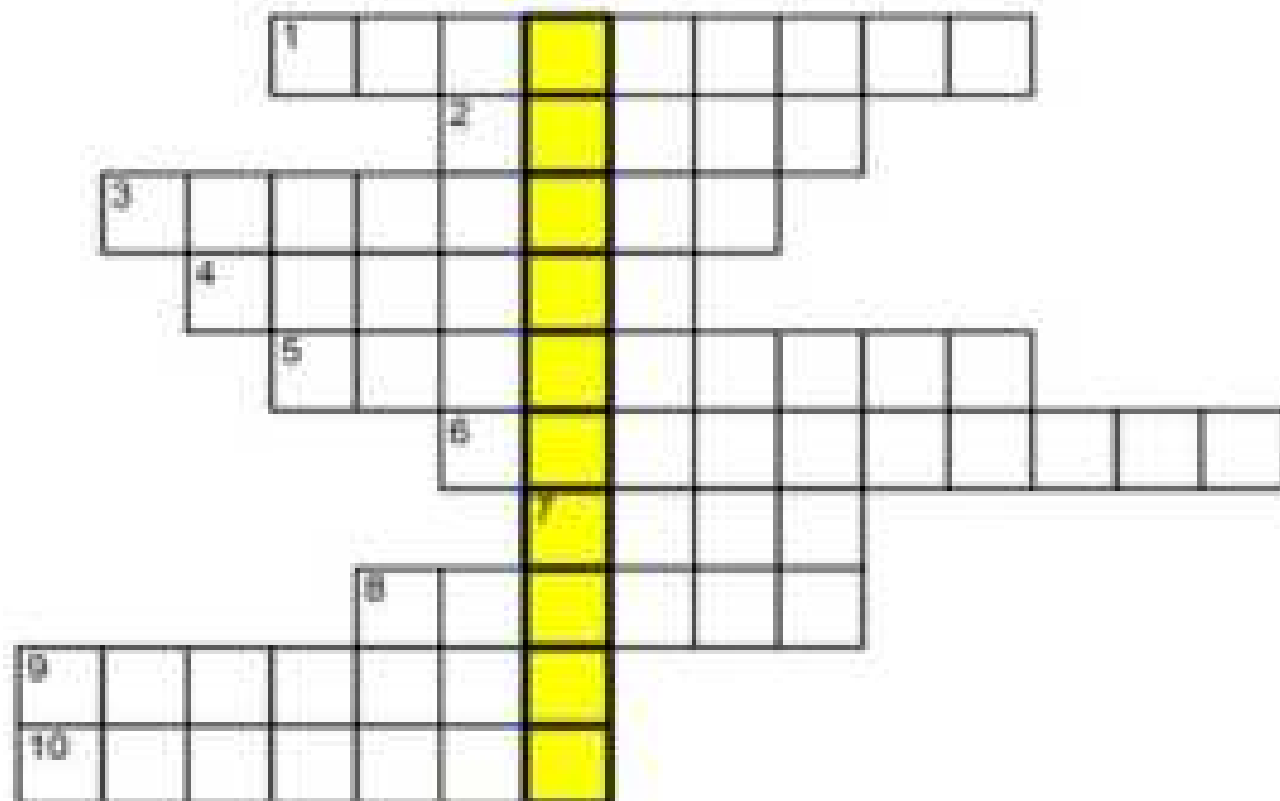
Subject – Chef

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 IS:

--

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)	
2)		2)	
3)	8)	3)	
4)	9)	4)	
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 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) Kill or destroy bacteria.
4.	Dismantle	D) A favorable circumstance or condition.
5.	Disenfranchise	E) Take away a legal right.
6.	Disadvantage	F) Take away from service or employment.
7.	Disinfecting	G) Detach or remove from attachment.
8.	Disqualify	H) Take apart or ruin.

Write a sentence using the words below to show the meaning of the prefix "dis-".

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, _____ he wanted the 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, _____ some _____ interesting.
6	You can either stay here, _____ or _____ us to the museum.
7	She didn't hear the alarm, _____ she _____ her parents calling.

Write Create your own sentences using FANBOYS.

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

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

R	E	C	I	S	E	N	F	R	A	N	C	H	I	S	E	T	S	N	
E	C	Y	Y	S	T	A	M	I	N	A	P	E	S	R	O	B	E	T	Y
T	S	L	E	F	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	E	F	L	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				



Word Scramble

Unscramble the word.

GNTAADDVEIAS		ATAIDONNST	
FEDICINITNSG		TUDSNPSOENA	
TTAWLRSA		SIFQYLDIAU	
ATWYDSWA		TANMSAJ	
TATSLUEPI		CKASEOTD	
GNTAADDVEIAS		ATAIGONNST	

Week 5 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	As the sun set, 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)		19)	

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_____ eption
2) _____ ody _____ ode	12) _____ additional
3) _____ amatize	13) in_____ oduce
4) admini_____ ator	14) hy_____ ant
5) ex_____ ordinary	10) de_____ h_____

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

<div style="border: 1px solid black; width: 100%; height: 100%; margin-bottom: 5px;"></div> <hr style="border: 0.5px solid black;"/>	<div style="border: 1px solid black; width: 100%; height: 100%; margin-bottom: 5px;"></div> <hr style="border: 0.5px solid black;"/>	<div style="border: 1px solid black; width: 100%; height: 100%; margin-bottom: 5px;"></div> <hr style="border: 0.5px solid black;"/>
<div style="border: 1px solid black; width: 100%; height: 100%; margin-bottom: 5px;"></div> <hr style="border: 0.5px solid black;"/>	<div style="border: 1px solid black; width: 100%; height: 100%; margin-bottom: 5px;"></div> <hr style="border: 0.5px solid black;"/>	<div style="border: 1px solid black; width: 100%; height: 100%; margin-bottom: 5px;"></div> <hr style="border: 0.5px solid black;"/>

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 Use the suffix able to the given base words then use them in sentences.

Word	commend	commendable
Sentence	I was in full action; it's truly commendable teamwork, everyone.	
Word	affair	
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 and dependent clauses 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

4.

5) Since we are studying ecosystems, we should visit the 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 sentences with the appropriate subordinating conjunction.

because	if	although	so that	even though
1) You'll become a professional _____ 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 could buy a new game.				














Write Contrast the given topics using sentences with subordinating conjunctions.

Winter and Summer	
Reading and Writing	
Hockey and Basketball	

CRACK THE CODE

Directions Use the code below to reveal each spelling word.

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

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

CODE	CODE	ANSWER
eeooc>ooa??	eeooc>ooa??	
eeooc>ooa??	eeooc>ooa??	
eeooc>ooa??	eeooc>ooa??	
eeooc>ooa??	eeooc>ooa??	
eeooc>ooa??	eeooc>ooa??	
eeooc>ooa??	eeooc>ooa??	
eeooc>ooa??	eeooc>ooa??	
eeooc>ooa??	eeooc>ooa??	
eeooc>ooa??	eeooc>ooa??	
eeooc>ooa??	eeooc>ooa??	



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 dismayed by the sight of the dilapidated bridge. This project wasn't just about the bridge; it stated 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: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$

Words to Read

Divide 100/seconds

WPM

Questioning

**Instruction**

Read the passage and answer the question that follows.

In a coastal town, an attainable dream united the community—to keep their beloved beaches pristine. They organized a commendable effort using biodegradable bags, believing it indispensable to protect their shores. A tribunal oversaw the process, checking plans triplicate to ensure success. The day arrived, and it was a triumphant moment when they cleaned the beach, turning trivial litter into unity. They looked at transparent waters with pride, knowing they had truncated pollution's reach. The town became a model of belief, where even drifters and drudges played a role. As the sun set behind the mountains, they felt fulfilled, having dredged their beach of troubles, leaving a pristine, sparkling shore.

1) Who wanted to keep the beaches clean?

2) What united the coastal town's community?

3) When did the community organize the effort to clean the beach?

4) Where did the townspeople look with pride after the cleanup?

5) Why was it considered indispensable to clean the beaches?

6) How did the town ensure the process was equitable to the environment?

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.

Name _____

58

Preceding Page(s):
58

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.

Word	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>	

PREVIEW

Name _____

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Handwriting Worksheets
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Week 7 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Whimsical		
Whisper		
Whirlwind		
Whisker		
Whomever		
Quadrant		
Quantity		
Quartet		
Questionnaire		
Quintessential		
Quicken		

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 smartphone, _____, allows people to 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 for and underline 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, Maya 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 my grandmother."

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
Quadrant	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	B	H	H	L	Z	Z	E	G	T	N	A	R	D	A	U	Q	D	P	J	
E	X	S	Q																	
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	W	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.

Word Bank

Week 7 – Fluency Readings

Read

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

	Sentence	Slow	Medium	Fast
1)	Tim, following his predecessor, faced an 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 had 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

Questioning



Instructions

After reading the passage, write 5 questions and answer them below

In a quaint village, a quintessential summer tradition was a whirlwind race in four quadrants. As the preliminary rounds ended, a quartet of finalists had premonitions of victory. However, a premature storm threatened to cancel the event. The villagers preoccupied themselves with worry, but they found a preferable solution and continued the race.

The sound of lightning quickened the excitement as the race proceeded, creating an unbreakable bond. In the end, it was a wholesome display of unity, proving that no matter the odds, the spirit of community prevailed.

PREVIEW

1) Who

2) Where

3) When

4) Why

5) What

6) How

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 _____ looms large in my memory.

Identify

Underline the prepositional clauses in each complex sentence.

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

Week 8 - Vocabulary List

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

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

Answer	Description
Breathless	A) cleverly problem-solving
Defenceless	B) narrow trench
Fearless	C) lit with many candles
Merciless	D) full of light
Ruthless	E) without pity
Reckless	G) in the direction 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 sun set and the stars appeared.

2) He was hungry, but the food was still at the table.

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 dimmed, and we told stories until the movie came on.		
5) He missed the bus, so he took a taxi home, since his friend was near the station.		
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 three 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 bright, luminous star in the sky.	Witch	Opera Singer
2)	In a moment of pure joy, I raced toward the carousel, my heart filled with excitement. It was a showpiece of intricate designs 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.	Grain	Zombie
5)	On a mountainous hike, I felt weightless yet sorrow-filled. Memories of my spouse, like a traceless shadow, accompanied me.	Old Wise Man	Villain
6)	I witnessed a ruthless debate, leaving opponents breathless with its intensity. Yet, throughout, I remained calm and resourceful in thought.	British Aristocrat	News Anchor
7)	In a reckless moment, I carved a furrow in the ground. My sorrow was deep, but I remained fearless and unyielding.	Valley Girl	Announcer

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Convert the given sentence into a compound or complex one.

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

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

Identify

Identify whether the underlined clause is dependent or independent.

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

Week 28 - Vocabulary List

Aeronautical	Biomedical	Functional	Judgmental	Instrumental
Marginal	Occupational	Rational	Adeptly	Intercept
Deceptive	Susceptibility	Encryption	Pterodactyl	Wafting
Heftier	Uplift	Laffiness	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)	

PREVIEW

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".

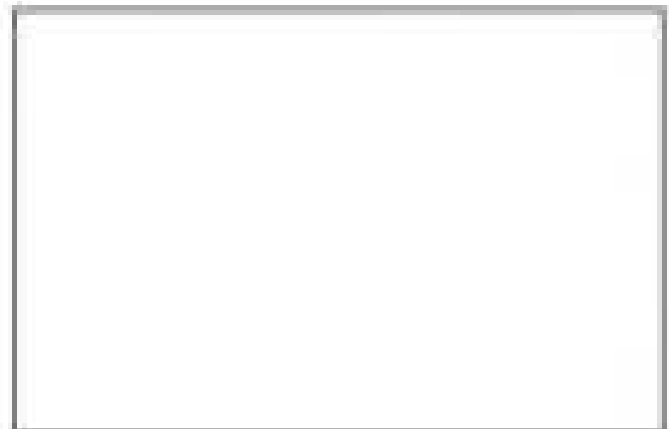
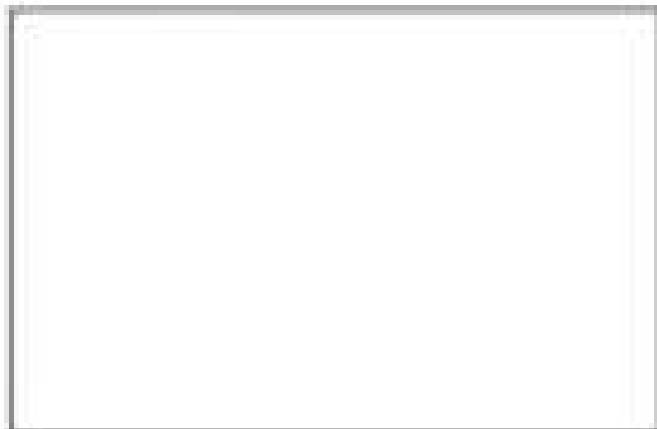
PREVIEW



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

Illustrate

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

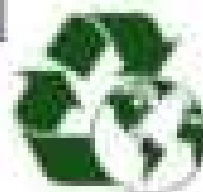


ADJUSTING EXPRESSION FOR DIFFERENT GENRES

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, prefixes, and suffixes.

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

FORMAL VS INFORMAL LANGUAGE

Formal language, characterized by its structured, polite, and clear style, is often reserved for professional or academic contexts. It uses complex vocabulary and longer sentences. Contrarily, **informal language** is more relaxed and colloquial, suited for casual conversations with friends or family. It's marked by simpler words and a more conversational tone.

Write

Re-write the social media post about finding a lost dog into a short story, but remember to use formal language in your narrative.



Hey everyone! 🐕 You won't believe what happened today! I found Buddy, the missing golden retriever! 🐾 Spotted his poster while walking and just couldn't ignore it. Spent the whole afternoon searching around the park. Just when I thought it was a lost cause, I heard this tiny whine near the park bushes. And there he was, all scared and shivering. Took him home to his fam and DMG. What a hero moment! 🏡🐾

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. |

WORD 1: _____

WORD 2: _____

WORD 3: _____

WORD 4: _____

WORD 5: _____

WORD 6: _____

WORD 7: _____

WORD 8: _____

WORD 9: _____

WORD 10: _____

WORD 11: _____

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, I use rational methods to solve problems.	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.	Scared	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 lampposts, and search parties roamed. Amidst the worry, a dog was undeniable when distant whimpers led to a scared, but safe, pup beneath

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	Transverse	F) To go side across
7	Transgress	G) To go over type a copy
8	Transmarine	H) Across the ocean
9	Transformation	I) A change in form
10	Transparent	J) Fully see-through



PREVIEW

Think

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

READER'S THEATER

Read

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

Character	Dialogue
Narrator	In a small coastal town, residents are preparing for an approaching hurricane. The sky darkens, and the wind begins to howl.
Alex	Don't let those clouds! We need to make sure everyone is safe.
Jordan	Let's gather our emergency supplies for water and food.
Sam	Remember to check on our neighbours, especially the elderly.
Taylor	Grab your flashlights. Safety first.
Narrator	As the wind howls, the group works together 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 think we should consider the space we have too. Maybe a fish?
Mia	A fish would be a nice addition to 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 a lot of space like dogs.
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 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! It's great for trying new things and making friends. We'll learn together.
Blake	Clubs are all about 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 and making mistakes. 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 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	That's really sad. Remember how we used to play hide and seek around it? It was our best good times.
Ava	The city council decided to remove it for safety reasons, but it still feels like losing a piece of our past.
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 hands reaching for the towering cliffs, analyzed the layers of rock. Each stratum told a story millions of years old, as 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, 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	T	S	P	O	N	D	E	R	N	Q	F	O	A	P	U	C	I	B		
R	A	K	E	R	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	E	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					N	H

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

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Meaning

What trans- word is being defined in each?

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

1st Try

2nd Try

Week 30 - Vocabulary List

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

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

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

1) _____	Beni_____	11) _____	I_____oble
2) Da_____	_____ling	12) _____	Sti_____ing
3) Ensi_____	_____	13) _____	Lo_____evity
4) E_____ulf	9) _____	14) _____	Ri_____let
5) _____ity	10) _____	_____	Ali_____ing

Pictionary With a partner, draw a picture that represents a word from the list. Have your partner try to guess the word. Play 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 pragmatist, often debated with her about practical approaches to conservation. A minimalist, admired her dedication but preferred a simpler lifestyle. A pessimist, known for his pessimist views, doubted the impact of individual efforts. Meanwhile, a journalist was documenting these dynamics, intrigued by the interaction of different ideologies.

Maya often visited the herbalist, seeking remedies to stay healthy. The town's cyclist, an environmental activist, shared her passion for sustainable transportation. At the heart of the community was a florist, tending to 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. How about we roast marshmallows instead?
Riley	Marshmallows sound great, but I'd like to hear the story too! Maybe we can do both at the same time?
James	Alright, I'll start. Once upon a time, in a dark and mysterious 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. How about a story from home, perhaps a far-off adventure?
Riley	No, let's hear it! A good ghost story is exactly what this night needs.
Keith	Okay, but if I can't sleep tonight, I'm blaming you, Alex. You better be ready for some midnight reassurance.
James	Years ago, a mysterious figure was seen wandering these woods. Cloaked in darkness, it moved silently, almost like a wisp of smoke.
Lei	That's just an old camp tale to scare us, right? There's no truth to these ghost stories, surely?
Keith	Who knows? Some say the figure still wanders the forest, forever lost, forever searching for something unknown.
Riley	Let's stick to the marshmallows and forget the ghosts. We can make epic s'mores and share real-life adventure stories!
Casey	Agreed. Let's make the best s'mores ever and enjoy the night! We can tell stories of our own adventures and fun times.

READER'S THEATER

Read

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

Character	Dialogue
Alex	Wow, this book fair is amazing! So many books, so little time.
Bailey	I know, right? I'm on the lookout for the latest fantasy series.
Charlie	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 and look for our own. We'll meet back here in 15 minutes.
Charlie	Great idea! And I found a stand with free hot chocolate.
Dana	Deal! Don't forget to check out the comic section. We're here to explore, after all.
Eli	Time's ticking, team. Let the hunt begin!
Alex	Look at this rare comic collection! I've never seen anything like this before!
Bailey	Over here, there's a whole section on 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 so zesty and energising.
Jamie	Hmm, all compelling points. But what about the classic jamie-its?
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 exciting.
Jamie	Okay, let's talk about pairings. What goes best with your favourite flavour?
Taylor	Chocolate ice cream with a warm brownie? Unbeatable!
Morgan	Vanilla with apple pie is a classic combo.
Alex	Strawberry ice cream with a fresh waffle cone is a dream.
Casey	Mint chocolate chip with chocolate syrup. It's like a double treat!
Jamie	Tough decision! Each flavour seems to have its own special qualities.
Taylor	I guess it's about personal preference. Chocolate is still my favourite.
Morgan	I stand by vanilla. It's simple yet sophisticated.
Alex	Strawberry for me. It's just so fresh and delightful.
Casey	And I'm all about mint chocolate chip. Guess there's no clear winner, just favourites!

READER'S THEATER

Read

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

Character	Dialogue
Sam	I can't believe we're finally going on our trip to Canada! The excitement is unreal!
Jordan	I've heard so much about the stunning landscapes and vibrant cities. Where do you think we should go first?
Riley	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 a game of hockey! 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 some 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 shovels 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 retain moisture and nutrients for the saplings.
Max	First things first, we need to clear any debris from the planting spots. We need clean soil.
Ava	I've read that we should space the trees 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 below the surface.
Max	Good work, everyone. Let's gently place the saplings in the holes and cover them with soil.
Ava	I'll water the saplings. It's important they get enough water right from the start.
Leo	I'll spread the mulch around the base. Not too close to the 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
W H O L E		W H O L E	
C H O C O L A T E		C H O C O L A T E	
C O O K I E		C O O K I E	
C H O C O L A T E		C H O C O L A T E	
C A K E		C A K E	
C H O C O L A T E		C H O C O L A T E	
C H O C O L A T E		C H O C O L A T E	
C H O C O L A T E		C H O C O L A T E	
C H O C O L A T E		C H O C O L A T E	
C H O C O L A T E		C H O C O L A T E	

PREVIEW

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 the press. The industrialist, arrogant and doubtful, feared their efforts were prolonging the inevitable. The opportunist, the belonging felt during the campaign. The psychiatrist addressed the town hall with stringent debates, as attendees aimed to dredge up effective solutions. The industrialist, 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 change 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





BC Language Curriculum Reading Comprehension – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal:

Are you learning to understand different reading comprehension strategies in our system? How readers can them to make inferences, ask questions, infer meaning, predict outcomes, and describe their skills reading.

What are Reading Comprehension Strategies?

Illustration: A girl with dark hair, wearing a yellow shirt, is reading a red book. A thought bubble above her head contains a green and blue figure.

Story-Sorting Cards

Interactive interface with a text area and a red sidebar.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Learning Goal:

Read the passage carefully and then answer the questions. Use strategies to understand and answer the text.

Consolidation – The Train Through the Storm

- 1) **Setting Comprehension:** (20) What is the setting of the story? (20) How does the setting affect the story? (20) How does the setting affect the story?
- 2) **Character:** (20) Who are the main characters in the story? (20) How do the characters change over the course of the story? (20) How do the characters change over the course of the story?
- 3) **Plot:** (20) What is the main conflict in the story? (20) How does the conflict develop over the course of the story? (20) How does the conflict develop over the course of the story?
- 4) **Theme:** (20) What is the main theme of the story? (20) How does the theme develop over the course of the story? (20) How does the theme develop over the course of the story?

Illustration: A red and blue train engine is shown at the bottom.



Workbook Preview



Grade 8 – Language Conventions and Reading Strategies



Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	People understand text differently depending on their worldviews and perspectives.
Big Idea 4	Texts are socially, culturally, and historically constructed.
Big Idea 5	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

	Learning Standards	Pages
CST8.1	Elements of text: format, function, and purpose of text	23-27, 47-95, 119-171, 175-180, 182-
CST8.2		183-193, 207
CST8.3		
CST8.4	simile, hyperbole)	64
CST8.5	Elements of visual/graphic texts: may include layout, infographics, emblems, icons, symbols, interactive visuals, hypertext, and colour; illustration styles (e.g., realism, cartoon, sketch, outline)	178-180, 183-193, 215-241
CST8.6	Relevance, accuracy, reliability	212-213
CST8.7	Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences.	9-95, 119-171, 175-193, 196-201, 204-207
CST8.8	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer.	28-40
CST8.9	Multi-paragraphing: developing multi-paragraph compositions that are characterized by unity, development, and coherence	194-195, 200-203

Preview of 150 pages from this product that contains 447 pages total.

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 titles, headings, and any illustrations or graphs.
- **Set a Purpose:** Decide why you are reading the text.
- **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 is the main idea?"
- **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.

Comprehension Practice – Making Connections

Riverside Tales: The Story of Population Distribution

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

Ethan's friend, Liam, lived in a different part of town. His neighbourhood, known as Maple Grove, was a subdivision with a clustered population distribution. In Maple Grove, houses were grouped together in a neat grid, giving a sense of a close-knit community. The streets were lined with maple trees, and children could play in various parks 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 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/>



Comprehension Practice – Predicting

The Life-Changing Impact of Access to Clean Water

Once upon a time in the small town of Hazelwood, the only water source was a murky pond on the outskirts of town. The residents, including young Maddie and her family, had no choice but to use this water for drinking, cooking, and cleaning.



Every day, Maddie and her friends would trek to the pond with buckets, trying their best to filter the water through cloth. The water was never truly clean. Many people often fell ill, and the children had to visit the doctor regularly.

One summer, things began to change when a group of engineers arrived in Hazelwood. They were determined to build a well. Maddie watched with curiosity as the workers dug deep into the earth. She learned that they were accessing groundwater, which was much cleaner than the water from the pond.

The day the well was completed, the entire town celebrated. Crystal-clear water flowed, and everyone filled their containers with excitement. For the first time, Maddie tasted water that was truly clean.

With access to clean water, life in Hazelwood improved dramatically. Health problems due to contaminated water decreased, and children attended school more consistently. Maddie's mother started a small garden that had clean water to nourish the plants. The vegetables she grew were healthier but also saved them money.

Maddie's grades improved now that she could focus on her studies instead of worrying about water. She even started a school project teaching her classmates about the importance of clean water and how it had transformed their town.

The well became a symbol of hope and progress for Hazelwood. It wasn't just a source of water; it was the start of a new life for its residents, giving them the opportunity to thrive. Maddie knew that this was just the beginning, and with clean water as their foundation, there was no limit to what they could achieve.

The End

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

While Reading

Make predictions as you read. For example, in paragraph 3, it says, "One day, things began to change when a group of engineers arrived in town." You could stop there and predict what the engineers will do.

1 st Prediction	_____	Correct Prediction?
	_____	Yes No
2 nd Prediction	_____	Correct Prediction?
	_____	Yes No

After Reading

An inference is a conclusion you make about something based on the information you find but isn't directly said. Here are some examples.

1) What can you infer about the effect of using contaminated pond water?

2) Infer why the well became a symbol of hope and progress for the town.

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 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. They are often inferred by looking at what happens in the story and how characters behave or change. Themes are more about life lessons or moral messages. For example, in a story about a space mission, a theme might 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 boy from a bustling city, dreams of becoming a professional musician. Facing financial struggles and a demanding schedule, 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



Name _____

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important: _____

PREVIEW

New things I will try:

I am going to work harder at:

I am going to read:

Name _____

READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions:

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	I read _____ minutes this week.

PREVIEW

Total minutes read for the month: _____

Activity: Writing Goal-Setting

Objective

What are we learning more about?

To enhance students' writing skills by setting personalized writing goals, encouraging self-reflection, and promoting consistent practice.



Instructions

How do we complete the activity?

- 1) **Introduction to Goal-Setting:** Explain the importance of setting goals in writing. Emphasize how goal-setting helps improve skills, organization, and focus.
- 2) **Understanding Personal Strengths:** Ask students to reflect on their writing. Encourage them to identify what they enjoy in writing and areas they find challenging.
- 3) **Exploring Writing Goals:** Provide examples of achievable writing goals, such as using more descriptive words, writing a certain number of words daily, or completing a specific project.
- 4) **Personal Goal Selection:** Distribute the goal-setting cards. Instruct students to select or write down one main goal. Remind them that their goal should meet the criteria of SMART goals. This means that their goal should be Specific, Measurable, Achievable, Relevant, and Timely.
- 5) **Action Plan Creation:** Guide students to develop a simple action plan. This might include daily or weekly tasks that contribute to achieving their goal, like reading a book to enhance vocabulary or practicing writing for 15 minutes daily.
- 6) **Journaling Regular Progress:** Encourage students to use their journals to note their progress. This includes writing about successes, challenges, and what they've learned.
- 7) **Regular Check-Ins:** Set a schedule for regular check-ins, where students can share their progress, adjust goals if necessary, and celebrate achievements.
- 8) **Reflection:** At the end of the activity period, have a session for students to reflect on their journey.

Initial Goal	Write your goal here.
S Specific	Is your goal well defined, detailed and clear?
M Measurable	Is your goal measurable? You should be able to tell when you reach your goal.
A Achievable	Can you reach the goal, taking into account your available time, and resources?
R Realistic	Is your goal realistically achievable within the given time frame and available resources?
T Timely	Set a start and end date for your goal. Start Date: _____ End Date: _____
Smart Goal	Revise your goal based on the answers to the questions above.

PREVIEW

Action Plan What steps do you need to take to get your goal?

Action Items	Expected Completion Date	Actual Completion Date

Action Plan

Write down the obstacles you faced while working towards your goal. Are there any potential solutions for these problems?

Potential Obstacles	Potential Solutions

Monthly Check-in

Write down any adjustments to complete your regular monthly goal.

- 1) **Check-in Date:** Fill in the date when you'll review your progress.
- 2) **Goal Review:** Write the specific goal you're working on.
- 3) **Progress Notes:** Jot down any progress you've made towards your goal.
- 4) **Adjustments Needed:** Indicate if any adjustments are needed to better achieve your goal.

Week	Check-In Date	Goal Review	Progress	Adjustments
1				
2				
3				
4				
5				



**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
Write the story's main idea in 3 sentences. Explain your answer.	Guess what the character will do next and explain.	Name the secondary character and describe their role.	Redesign the story's climax (big problem) in 3 sentences.	Rank your top 3 characters and explain why.
What puzzled you in the story? Write down two questions.	Describe the author's mood. How did it make you feel?	Identify the author's purpose. How did it affect you?	Contrast two characters in the story (differences between them).	Summarize a chapter you just read in 3 sentences.
Find a word you didn't know and write its definition.	Pick a scene and write how it made you feel.	Free Space	Write a scene that would have happened if the main character were different.	Describe the book's genre. How do you know?
Write a letter to a character offering them advice.	What would you ask a character if you could?	Draw a scene you pictured in the story.	If you were the author, what would you change?	What was the most interesting impact the story? Explain in 3 sentences.
What would be a good sequel to this book? Describe in 3 sentences.	Create a title for a chapter that doesn't have one.	Mention a plot twist and how it affected the story.	Do you agree with the character's choices? Why or why not?	Choose a sentence and explain why it's important.

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 day, 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 and 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. She was understanding she was learning the name for the rabbit that lived on 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 the hints from the story.

Nôhkôm	
Tân'si	
Pîsim	
Mîpy	
Wâpos	
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 grandfather, whom she lovingly called Nana, showed her a window into the old ways. One morning, as the dawn lighted the snow, Nana greeted Ava with a warm smile. "Nattiq," he said, pointing to a cloud in the sky. "Nattiq is a smile, a feeling the word brings, as it accompanied the wind's whisper."



As they walked by the ice floes, Nana pointed towards a seal peeking through an ice hole, saying, "Nattiq." Ava watched the seal 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, Nana said, "Aanaq." Ava felt the warmth of the garment and understood it was 'aanaq', a word that shielded them from the biting wind.

When the northern lights danced across the sky, Aataa who was Nana's wife, said, "Arsaniq." Ava felt her eyes wide with wonder, decided that 'arsaniq' described the vibrant lights that painted the heavens, narrating stories of the land.

Throughout the day, Ava learned more words, each a key to unlock the stories and wisdom of her people. "Aanaanaga," 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 Answer the statement true or false?

1) Ava's community is located in the same region.	True	False
2) Ava's grandfather is affectionately called "Aataa".	True	False
3) Ava encounters a polar bear on her way to school with Aataa.	True	False
4) The garment given to Ava by Aataa is meant to keep her warm.	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	
Ullaakut	
Nattiq	
Atigi	
Arsaniq	
Anaahaga	

Indigenous Social Hierarchy

The Circle of the Community

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



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

They first gathered the Elders in a circle, their voices rich with stories of old. "The Elders hold our traditions and pass on their knowledge," Rowan explained. Kai nodded, understanding that their wisdom was very important.

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

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

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

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

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

Pre-Reading

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

Draw

What you were visualizing while reading the story.

Comprehension Check

Is the statement true or false?

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

Indigenous Taboos – Métis Story

Visualizing

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

The Teachings of Grandmother Willow

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

One breezy afternoon, as the children gathered around the base of the willow tree, Grandmother Mabel called upon the children. A bright-eyed girl named Miinan, eager to absorb the wisdom of her elders, stepped forward. Grandmother Mabel began, "I will teach you about our sacred ways, the taboos that have made our people strong."

She told them of the river, their lifeblood, which must never be defiled or polluted. "It's a living vein of our Mother Earth," she said. "To pollute it is to disrespect our Mother Earth, because the river was a taboo, a grave disrespect to the spirit of water. We must all

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

The elder shared the taboo of breaking promises, a sacred bond. To break it is to fracture the trust which our community is built." Mimi listened with rapt attention, understanding the weight of the words.

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

Block 3: Reading Letters

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?

Email Writing – New Vocabulary

Subject: Joining Our Local Sustainable Development Initiative

Dear Students,

I hope this email finds you all curious and longing to learn as always. I have some exciting news to share with you regarding an opportunity to contribute to our community's sustainability efforts.



Our _____ is launching a new initiative this month focused on sustainable development. This includes projects like tree planting, waste reduction programs, and _____ . It's a great chance for us to apply some of the environmental science principles we've discussed in class, and truly make a momentous difference in our _____ area.

I would like to hear from you about how you might like to participate. We will be talking more _____ . Start considering any ideas you have for contributing to this initiative.

More particulars will follow soon. I'm looking forward to seeing the innovative and selfless ways you choose to get involved.

Warm regards,
Ms. Robertson

Vocabulary Write words from the email that are new to you. Use context clues to determine their meaning.

Word	Meaning – Use Context Clues or Look Up in a Dictionary

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 their services are terrible.	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 – Bias in Advertising

Hello Mrs. Benjamin,

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

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

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

Cheers,
Jamie Scribble
Jamie's Jumbo Journals



Questions

Answers

1) Is Jamie Scribble biased in his opinion of his journals? Explain.

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

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

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

Letter Writing – Inferences

Bay Street, Toronto
October 2, 2023

Dear Cousin Frederic,

I trust you're doing great over in Vancouver. With school back in session, I've hopped right into the history of our great nation. And as you tell you, 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. Spruce, 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 final nail in the coffin of the old Canada. 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 spike being hammered in at Craigellachie, our class erupts with excitement, as if we were 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.

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 respectful behavior.
- 2) **Responsibility:** Characters uphold their duties, demonstrating the importance of being accountable to others.
- 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?	
2) Paraphrase the 7 principles by rewriting them in your own words in one sentence each.	
Respect	
Responsibility	
Reciprocity	
Reverence	
Holism	
Interrelatedness	
Synergy	

PREVIEW

Indigenous Storywork – Reverence & Reciprocity

The Gift of the Salmon River

In the heart of a rich green valley, where the mountains whispered secrets to the skies, there was a river abundant with salmon. In this valley lived Kai, a young boy whose community depended on the bountiful river for survival. The people lived by the principles of **reciprocity** and **reverence**, understanding that every gift from the earth required an offering of gratitude in return.

As the salmon returned to the river of their own accord, the community prepared for the great feast. Kai watched his people taking what they needed from the river, always giving thanks to the spirit of the waters. It was Kai's turn to learn the ancient words of gratitude.



Kai stood by the riverbank, his hands clasped together, as he spoke the sacred words taught by his grandfather. "With reverence, we receive your gifts, and with our hearts, we honor the cycle of life," he recited. The salmon leapt from the water as if in acknowledgment of his words.

Kai's family took only what they needed, recognizing that the salmon's journey was one of great sacrifice. With each fish, they offered a prayer, and with each meal, they gave thanks.

As winter approached, Kai thought of the river, now silent and frozen. He gathered seeds from the surrounding plants and scattered them along the banks as a promise of reciprocity—a commitment to care for the environment that had so generously nourished them.

With the spring thaw, the seeds bloomed into a riot of wildflowers, attracting bees and birds, which in turn kept the valley alive and flourishing. Kai understood then that reverence for all life was at the heart of their survival. It was this balance of taking and giving that allowed the river, the salmon, and the people to thrive in harmony.

Through this cycle of reciprocity and reverence, Kai not only learned the traditions of his ancestors but also the importance of sustaining the gifts of nature for generations to come.

The End

Questions:

Answer the questions below.

1) What character is in the story? Describe their personality.

--	--

2) What was the setting in this story?

--	--

3) What was the story about? How did the village survive?

--	--

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

Storywork Traits

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



Indigenous Storywork – Holism and Synergy

The Harmony of the Hidden Stream

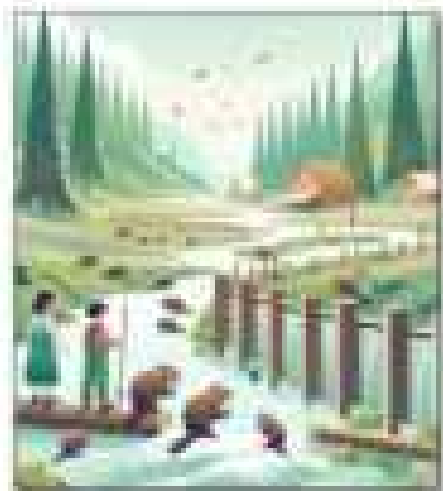
In a time long past, nestled in a valley surrounded by tall cedars, there lived two young friends, Ada and Ren. Their village faced a troubling issue; the once vibrant stream that provided water for all was left with only a trickle of water. The people were puzzled, for without the stream's song, the harmony of the valley was broken.

Ada, with her thoughtful nature, proposed a quest to uncover the mystery. Ren, with his spirit of adventure, readily agreed. They followed the stream's path, tracing its veins deep into the forest, seeking answers.

As they journeyed, Ada and Ren discovered a cluster of beaver dams upstream. "The beavers have built their home here, and it's the stream for their home, which has caused the water to stop flowing freely," Ada observed.

Ren nodded in slight confusion but with understanding. "The beavers need a home, and we need the water. We must find a way to have both."

Recalling the teachings of their elders about holism, the idea that all life is connected, and synergy, where different elements create greater outcomes, the friends produced a plan. They worked together, carefully dismantling the dams while ensuring the beavers had their homes. The beavers, in turn, dug channels—small enough for the beaver's needs but large enough for the village's use.



Through careful planning and collaboration, the problem was solved. The water returned to the valley, reminding everyone that every being plays a role in the balance of nature. The villagers learned the principles of holism and synergy, finding the harmony of their world.

As the seasons changed, the village realized that not only had the water returned, but the land around the stream flourished more than ever before. Wildflowers sprang up in vibrant patches, and the berry bushes bore fruit that was larger and sweeter. The beavers' work had enriched the land, showing the villagers that sometimes, an intervention can bring unforeseen benefits.

Through this transformation, Ada and Ren came to understand the profound wisdom in fostering relationships, not only among people but with all living beings. They organized gatherings where villagers would share stories and food beside the beavers' ponds, celebrating the unity of their ecosystem. These gatherings became a tradition, symbolizing the endless cycle of giving and receiving, teaching every generation the value of living in synchrony with nature.

Questions

Answer the questions below.

1) What was the plot of the story? What was the problem?

2) What was the resolution to the problem?

3) Make a Connection: How do you think your team? How does you doing your part help the entire team?

Storywork Traits:

What Indigenous Storywork traits did you see in the story? How were these two traits taught?

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Narrator's Point of View

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

1. **First Person:** 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 through the living plants in every corner. Climbing to the rooftop garden, I was greeted by a lush green garden, which was irrigated by the rainwater. It 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 more accurate version? Explain why.

PREVIEW

Visualize

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

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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 lives in ways I never thought possible.



Second Person

Now, picture yourself walking through 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

PREVIEW

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, were eating each pie. Mrs. Abigail, who knew a lot about baking, loved Clara's pie. Mr. Barnaby, who just loved sweets, thought Frederick's was the best. Both judges agreed that Clara's pie was so good.



Limited Narrator

I stood there in my floury apron, which was stained with 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 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

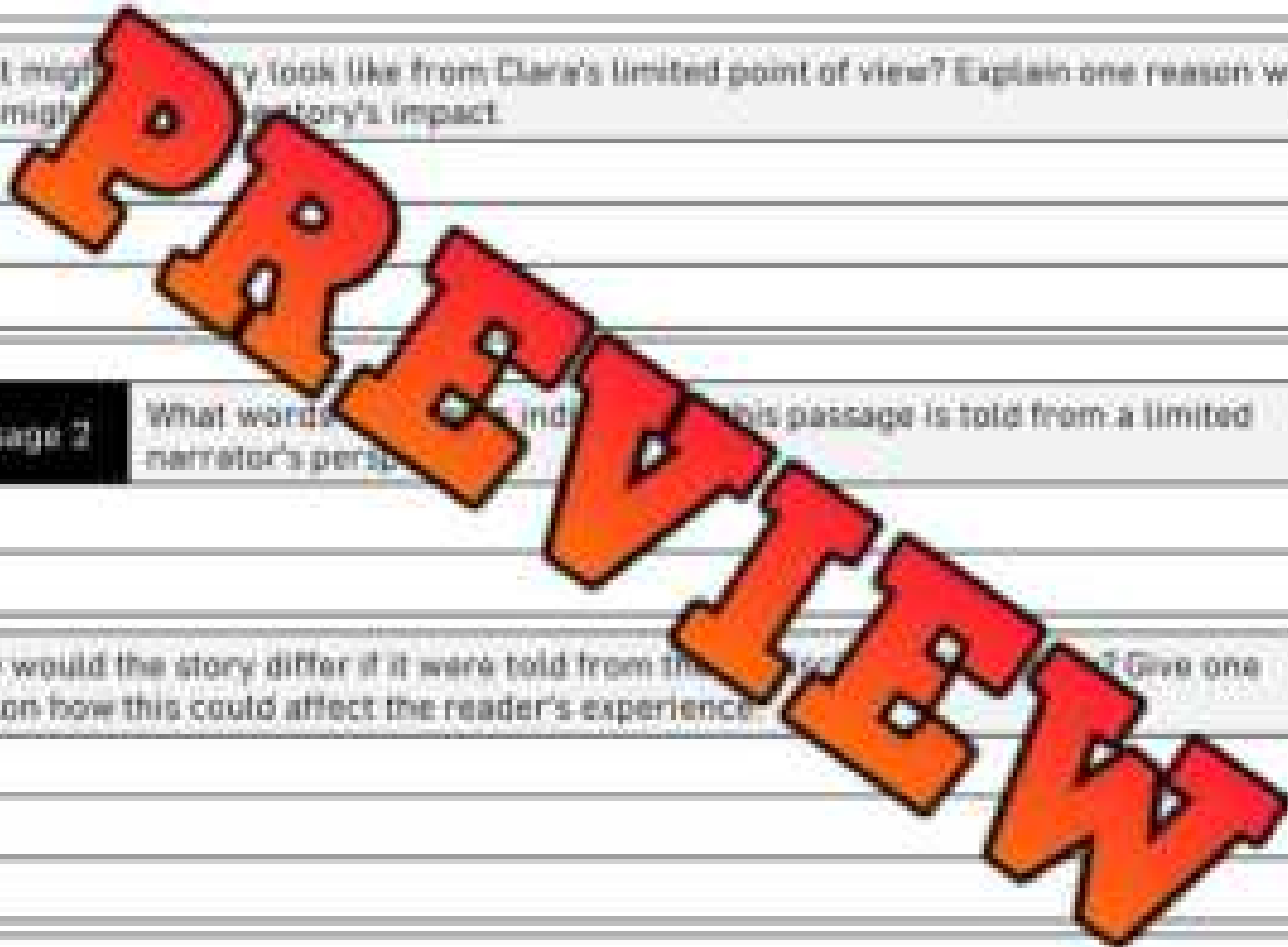
What words and phrases indicate this passage is told from a limited narrator's perspective?

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?



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 expand 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

Hyperbole & Idiom

Literary devices are nifty tools that writers use to spice up their stories and make them extra exciting to read. These tricks help us picture what's happening, tap into our feelings, and understand what the story wants to tell us.

- **Hyperbole:** This is when you exaggerate something to make a point or add emphasis. It makes things more dramatic and catches your attention. Example: "I'm so hungry, I could eat a horse!"
- **Idiom:** These are phrases that don't mean exactly what the words say. They have a different meaning that you have to figure out. Example: "It's raining cats and dogs out." If you mean pets are falling from the sky, it means it's raining really hard.



Think Read the story below and find examples of hyperboles and idioms.

One sunny day, Timmy the Tortoise was slow. He made snails look like race cars! He always felt like the world was spinning around him. "I wish I could be as fast as lightning," he sighed.

Then, his friend Benny the Bull Terrier barked, "Long face, Timmy?" "I'm tired of being slower than molasses," Timmy grumbled.

"Don't look a gift horse in the mouth," Benny advised. "There's something none of us have: patience!" Just then, a gust of wind whooshed by, and the sky turned dark. "It looked like midnight at noon. 'Oh no, I forgot my umbrella!'" Benny barked. "Cats and dogs!" Benny exclaimed.

"Don't worry, just stand under my shell," Timmy offered. Benny smiled. "You're right. Sometimes, slow and steady wins the race, especially when it rains. Benny learned that every cloud has a silver lining, especially when it rains. Like Timmy.

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

Name: _____

99

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Hyperbole - Visualizing

Visualize

Draw what you are picturing when you read the hyperboles below

Her smile was as bright as a thousand
suns.

His backpack weighed a ton.

She ran as fast as a cheetah on a sugar
rush.

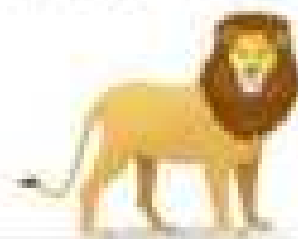
The tree trunk was as tall as the sky.

PREVIEW

Simile

A **simile** is a way to describe something by comparing it to something else, using the words "like" or "as." It helps make our writing more interesting and helps people picture things better. For example:

- The moon is like a big, round ball of cheese.
- Her smile is as bright as the sun.
- The car roared like a lion.
- The water was as cold as ice.



Think: Read the story below and find examples of simile.

In the heart of an old, dilapidated building stood as solemn as a forgotten monument. Its walls were covered in years of grime, blinked lazily like the weary eyes of an old, tired giant. Quentin walked through the echoing halls, his heart pounding like a drummer in a high school band.

He came upon a grand staircase, where the tendrils of an ancient vine, its steps groaning under his weight, still clung to the wall. A sudden disturbance. At the top, a door creaked open with a sigh, revealing a room where sunlight that danced on the dusty floor like golden leaves in a gentle breeze.

Quentin's eyes fell upon a mysterious chest in the corner, as small as a snowflake in summer. With a breath held tight in his chest like a secret, he reached for the chest. It opened with a whisper, revealing treasures that sparkled like stars in a dark sky.

In that moment, Quentin felt as if he had stepped into a story, where light and shadow were alive with the magic of possibility, as boundless as the sky.

Simile

Instructions

Write a sentence with each simile below.

1) as strong as an ox

2) as tough as leather

3) as fast as an arrow

4) spread like wildfire

5) glow like a lantern

6) as gentle as a lamb

7) swing like a pendulum

8) as quick as lightning

9) flow like a river

10) as sharp as a blade

PREVIEW

Metaphor

A **metaphor** is a way to talk about one thing by calling it something else. It helps us make a picture in our minds. For example, when we say "The world is a stage," we don't mean it's really a stage, but we understand life better by thinking of it that way.

- His laughter was a melody that danced through the air.
- Her bravery shone like a lighthouse in a stormy sea.
- The finish line loomed over them like a towering giant.
- Hope was a seed, planted deep within their hearts, waiting to sprout.



This is the story below and find examples of metaphors.

In a quiet town, where streets were like ribbons through a gift, lived a girl named Elara. Her thoughts were a kaleidoscope, ever-shifting and colourful, painting her world in hues of dreams and reality. A lantern, glowing like a star, guided her through the maze of adolescence, illuminating her path through the fog of uncertainty.

One evening, under a quilt of stars, Elara faced a challenge as imposing as a mountain cloaked in shadows. A test of her resolve, it seemed, a peak lost in the swirl of clouds of fear. But Elara's resolve was a river, carving its path through the toughest terrain, persistent and undeterred.

With every step, her courage blossomed like a flower, pushing back against the chill of doubt. The mountain, once a formidable adversary, became a series of stepping stones, each one a lesson clothed in disguise.

At the summit, the world unfolded before Elara like a storybook, each page a testament to her journey. The mountain, now beneath her, was a reminder that obstacles are but canvases for our strength, waiting for the brushstroke of our spirit. Elara's triumph was a symphony, a harmony of perseverance and grace, echoing into the valley of her memories.

Metaphor

Instructions

Write the meaning of each metaphor below.

1) Her laughter is a beacon that lights up the room.

2) The final exam is a mountain that we all must climb.

3) His courage was a shield protecting him from fear.

4) The moon was a silent witness over the night.

5) The old house was a sleeping giant, storing up secrets to be told.

6) The test was a tightrope, and each question was a step on a precarious path.

7) The winter chill was a stealthy thief, stealing away warmth.

8) His loyalty is an anchor, keeping his friends grounded in rough seas.

9) Her diary is a garden where she plants her deepest thoughts.

10) His mind is a labyrinth, filled with complex thoughts and ideas.

PREVIEW

Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:

- **Sight:** The full moon cast a silver glow over the lake, turning the water into a shimmering mirror that reflected the night's serene beauty.
- **Sound:** The crunch of dry leaves underfoot was the anthem of autumn, each step creating a symphony of crisp, rustling notes that whispered of change.
- **Taste:** The bite of the apple was like a burst of autumn, its tangy sweetness mingling with a hint of chill, awakening memories of orchard visits.
- **Smell:** The scent of rain on hot pavement was a refreshing perfume, a blend of earthy tones that heralded the storm's passing.
- **Touch:** The sun on the skin like a warm blanket, its gentle touch promising the comfort of a perfect summer day.



Think

Read the passage and identify examples of imagery. Then write them below.

In the heart of a dense forest, a gnarled ancient oak stood tall, its branches like the arms of a wise elder, stretched wide, catching droplets of early morning dew. A carpet of vibrant moss and delicate ferns blanketed the forest floor, whispering secrets of the earth with every gentle breeze.

Sunbeams pierced the dense canopy, casting a golden glow upon the forest floor. In this enchanted woodland, a small, crystal stream meandered lazily, its waters singing melodies of ancient times. The banks, wildflowers in hues of azure, gold, and crimson nodded their heads to the rhythm of nature's symphony.

Amidst this natural splendour, a young fox named Finley ventured, wide-eyed with wonder, his russet fur aglow in the dappled sunlight, embarking on a journey of discovery and adventure.



Scavenger Hunt

Find books that have examples of imagery.

Book Name	Example - Describe or quote the example.
"The Enchanted Forest" by Emma Johnson	"The trees whispered secrets to the wind, and the leaves danced like golden coins falling from the sky."

PREVIEW**Describe**

Describe the object as vividly as possible.

Object	
	
	
	

Imagery

Instructions

Imagine you were the one that took this picture. Think about where this picture was taken. Describe it using your five senses.

- What do you see?
- What do you hear?
- What do you feel?
- What do you taste?
- What do you smell?



PREVIEW

	_____
	_____
	_____
	_____
	_____

Instructions

Write a paragraph to describe the picture based on your imagery notes.

Imagery - Sensory Language

Sensory language in imagery involves using words that appeal to our five senses: sight, hearing, smell, taste, and touch, to create vivid pictures in the reader's mind. This type of language helps you experience the story as if you were there. Here are examples for each sense:

- **Sight:** sparkling, shadowy, vibrant
- **Hearing:** thundering, whispering, chirping
- **Smell:** fragrant, musty, fresh
- **Taste:** tangy, bitter
- **Touch:** rough, icy



Sight



Hearing



Touch



Smell






Taste

By using sensory words, writers can make their descriptions more engaging and realistic, helping readers fully immerse themselves in the text.

Instructions

Sort the words in the word bank according to the sense that it relates to, and write them in the correct section.

Glimmer	Velvety	Fragrant
Rustle	Crunchy	Murmuring
Silky	Grating	Gleaming
Tart	Vibrant	Glittering
Aromatic	Grating	Luminescent

Sensory Language – My Favourite Place

Instructions

Think of your favourite place. Come up with a picture of it in your head. In the respective boxes, list all the things that you see, smell, touch, hear, and taste at this place.

1) What is this place?

2) Where is this place?



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 prevent fires 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're bored, find examples of irony.



Jamie spent weeks reading about how 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 on a cloudless sky. And on the day he forgot his coat, the skies opened up due to a cold front. Finally, his cat, Chaos, won a "Best Behaved Pet" award the very day he tore apart the cushions in their couch.

List 3 examples of irony used in the passage.

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

List 3 examples of irony used in the passage.

Satire

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

For example, the TV show "The Simpsons" uses satire by showing the silly side of a regular American family to comment on bigger issues in society. 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 Perrysburg, 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 was a bumper bumper in eight lanes instead of four. And at Central School, a rule was made to stop the intercom 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.

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, 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 led her friends 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 <u>forgot</u> her umbrella, she missed her morning school bus.	Cause	Effect
2) The plants <u>died</u> because she <u>forgot</u> to water them for a week.	Cause	Effect
3) A blizzard hit the <u>area</u> , so the <u>game</u> 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 to <u>heavy</u> rain.	Cause	Effect
6) Lia told the truth, so her parents trusted her again.	Cause	Effect
7) He forgot his coat, thus he shivered in the chair.	Cause	Effect
8) Mark shared his lunch with Anna, and they became fast friends.	Cause	Effect
9) The power went out, which resulted in a night of board games.	Cause	Effect

Think

Think of either the cause or effect that matches below.

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

Story Structure

Understanding Story Structure

In literature, story structure refers to the way a story is organized and presented to the reader. It's like the blueprint of a story, guiding how the events unfold from beginning to end. Let's explore the different types of story structures.

Linear Structure

The linear structure is the most straightforward way of telling a story. Imagine it like a straight path from one point to another. The story starts at the beginning, moves through events, and ends with a conclusion. Everything happens in a specific order, without jumping around in time.

For example, a story might follow a linear structure, where a hero goes on a journey, faces challenges, and eventually achieves a goal or learns a lesson.

Cyclical Structure

In a cyclical structure, the story's events form a circle. The events loop back to the start, creating a sense of repetition. This could mean the story's themes, settings, or even the main characters return to their original state by the end, giving the reader a sense of completion or closure.

A classic example is "The Lion King," where Simba's journey forms a cycle, and the story concludes with the beginning of a new era.

Iterative Structure

The iterative structure repeats certain events or scenes throughout the story, but with slight variations each time. Think of it as a spiral staircase where each step is a bit higher but revolves around the same central column. This repetition emphasizes changes in characters, themes, or the story's message, emphasizing growth or decay.

"Groundhog Day" is a film that uses an iterative structure, where the protagonist relives the same day multiple times, each loop reflecting a change in his character.

Non-Linear Structure

Non-linear story structures do not follow a straight chronological order. Instead, they might jump back and forth in time, revealing the plot through flashbacks, flash-forwards, or parallel timelines. "The Giver" by Lois Lowry uses flashbacks to reveal the past of the Community and the memories transmitted to Jonas, the protagonist.

Understanding these structures helps us appreciate the diverse ways stories can be told. Each structure offers a unique lens through which we can view the narrative, characters, and underlying themes, enriching our reading experience and comprehension.



PREVIEW

Answer

Think of a book or movie you recently enjoyed. Identify the story structure it follows and explain how this structure contributed to your enjoyment or understanding of the story.

Instructions

Read the following summaries and write which type of structure each follows. Choose from linear, cyclical and iterative.

1) An artist paints a mural on a building's facade, and a young artist starts restoring it.	
2) A dreamer visits the same dream world to learn more about her subconscious desires and fears.	
3) Ethan trains for a marathon, faces setbacks along the way, but perseveres and completes the race.	
4) An explorer retraces a journey, discovering new paths and insights about the land and themselves with each trip.	
5) A detective solves the same crime repeatedly, with the culprit changing each time, revealing a bigger conspiracy.	
6) A group of kids stranded on an island work together to survive, uncover the island's secrets, and find a way back home.	
7) A book travels through various owners, impacting each life, before returning to the original bookstore.	
8) A town celebrates an annual festival, with each year ending and beginning with the lighting of a ceremonial fire.	
9) Harper writes a play for a school contest, struggles with writer's block, but finds inspiration and wins first place.	
10) Jamie relives her birthday, learning something new each time, until she realizes the value of family.	

Humour Story – Cyclical Structure

Quentin's High-Flying Mishap

Once upon a time in the quaint town of Templetown, there lived an eccentric inventor named Quentin. Quentin had wild, untamed hair that seemed to have its own personality and a penchant for creating the most bizarre gadgets. His latest invention was a pair of boots designed to make the wearer jump extraordinarily high, which he dubbed the "Sky-High Hoppers."

One day, when Quentin decided it was time to test his new boots, a confident smirk, he strapped on the boots, took a deep breath, and pushed the big red button on the side. Instantly, the boots activated, and the amusement of the crowd watching Quentin shot up into the sky like a rocket. He was flailing comically as he tried to regain control.



As Quentin soared over Templetown, he noticed the grumpy baker, Henrietta, the town's notoriously grumpy baker, who was chasing a flock of pigeons for stealing breadcrumbs. Suddenly, a mischievous gust of wind sent him plummeting directly into Henrietta's giant bowl of flour, causing an explosion of flour that blanketed the entire square in a giant white cloud.

The townsfolk erupted into laughter as Quentin, looking sheepish, emerged from the bowl with a sheepish grin. Henrietta, though grumpy, couldn't help but chuckle at the absurdity of the situation. In the end, she playfully chased Quentin around the square with a rolling pin, threatening to turn him into a human pie.

As the day came to an end, Quentin, still covered in flour, made his way back to his workshop. He carefully placed the Sky-High Hoppers back on their shelf, right next to his other quirky inventions. With a chuckle, he pondered the day's events, realizing that sometimes, the greatest adventures come from the most unexpected mishaps.

And so, in the heart of Templetown, life went on as usual, with Quentin already dreaming up his next grand invention, unknowingly preparing for another round of laughter-filled escapades that would once again bring the community together in a most humorous way.

Analysis

Answer the following questions.

1) The story has a cyclical structure. How does the story return to where it started? Consider the inventor's actions and the town's response.

2) How does the cyclical structure contribute to the humour and overall impact of the story? Cite evidence from the text.

3) Describe Quentin's personality and appearance. How do his traits contribute to the story's humour?

4) Identify and describe three key plot points that contribute to the story's humour.

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PREVIEW

Fantasy Story – Iterative Structure

Alaric's Lesson: The Unrepeatable Magic of Time

In the mystical land of Eldoria, there existed a village where magical beings, known as the Aetoria, lived. Among them was a young magician named Alaric, who possessed the unique ability to control time. However, Alaric was still learning to master his powers.

One fateful morning, Alaric awoke to find the village square bustling with excitement. Today was the Festival of Time, a day when the Aetoria celebrated the flow and time. Eager to prove himself, Alaric decided to use his powers to make the festival last longer.



As the festival began, Alaric stepped forward and concentrated. He intended to extend the joyous moments of the celebration. His magic was subtle; the fireworks that marked the festival's commencement lit up brilliantly, eliciting gasps and applause from the crowd.

Encouraged by his success, Alaric grew bolder. As the laughter and music filled the air, he again twisted time, allowing everyone to enjoy favorite dishes a second time. However, this repetition, though delightful, gave the village an odd sense of déjà vu.

As the day progressed, Alaric's interventions became more frequent. The ancient oak tree, a sacred tradition, was repeated thrice. Each iteration was slightly different: the first was filled with energy, the second with more grace, and the third with a blend of both. But with each repetition, the villagers' initial joy waned, replaced by confusion and weariness.

As night fell, Alaric, drained from overusing his powers, realized the consequences of his actions. The festival's magic lay not in the grandeur of its events, but in their fleeting nature. Understanding this, Alaric used his powers one last time, not to repeat a moment, but to gently stretch the final minutes of the festival, allowing everyone to reflect on the day's beauty and its unique, unrepeatable moments.

The next morning, as Eldoria returned to its peaceful rhythm, Alaric promised to respect the natural flow of time. The Aetoria, in turn, learned to cherish each moment, knowing it would never come again in quite the same way.

Analysis

Answer the following questions.

1) Did you notice the repeating events in the story? How did these repetitions contribute to the overall message of the story? Provide examples.

2) How does the story's structure (like a spiral staircase, with events repeating but slightly changed) affect your understanding or enjoyment of the story?

4) Describe Alaric's character development throughout the story. What changes did you observe in his understanding of himself, his world, or his impact on others?

5) What do you think is the main message of the story?

6) How does the story's message relate to real life? Can you think of any personal experiences that connect with the theme of the story?



Humorous Story

Quentin and Penelope's Quirky Quest

In the small town of Bumblebrook, there lived a peculiar pair: Quentin, a duck with a flair for drama, and Penelope, a kangaroo who couldn't hop straight. Quentin loved to strut around the town square, flaunting his dazzling feathers, while Penelope bounced from one mishap into another, often landing in the most unexpected places.



One day, Quentin decided they should enter the Bumblebrook Talent Show. "We're the stars of the show!" he declared, puffing out his chest. Penelope, always up for an adventure, agreed, despite her notorious lack of coordination.

Their act was simple: Quentin would recite a poem while Penelope performed what she called "improvised kangaroo ballets." But their rehearsals were a comedy of errors. Quentin's attempts at eloquence often resulted in a few awkward squawks, while Penelope's hops were more chaotic than choreography, leading to her bumping into Quentin, tumbling over props, or occasionally, hopping right out of the stage.

The day of the talent show arrived, and the town square was filled with excitement. Quentin donned a tiny, feathered hat, while Penelope sported a headband for extra stability for action. As they took the stage, a hush fell over the crowd.

Quentin cleared his throat, and with a dramatic flourish, began his performance. But, instead of the intended Shakespeare, out came a jumble of quacks and honks, leaving the audience in fits. Penelope, began her hopping, zigzagging across the stage in a dizzying display that had the audience roaring with laughter.

Their performance was nothing short of a disaster, but to everyone's surprise, they received a standing ovation. Amidst their bowing and accidental tumbling, Quentin and Penelope realized the beauty of their act wasn't in perfection, but in the joy and laughter they brought to Bumblebrook.

The duo didn't win the talent show, but they did win the hearts of their town. And so, Quentin and Penelope learned that sometimes, it's our quirks and missteps that make us truly special, teaching Bumblebrook the value of embracing the perfectly imperfect.

Questions

Answer the questions below

1) What do you think is the main message or theme of the story?

2) How does the author use different elements (like the jokes) to make the story funny?

3) What was the funniest part of the story for you? Explain why it made you laugh.

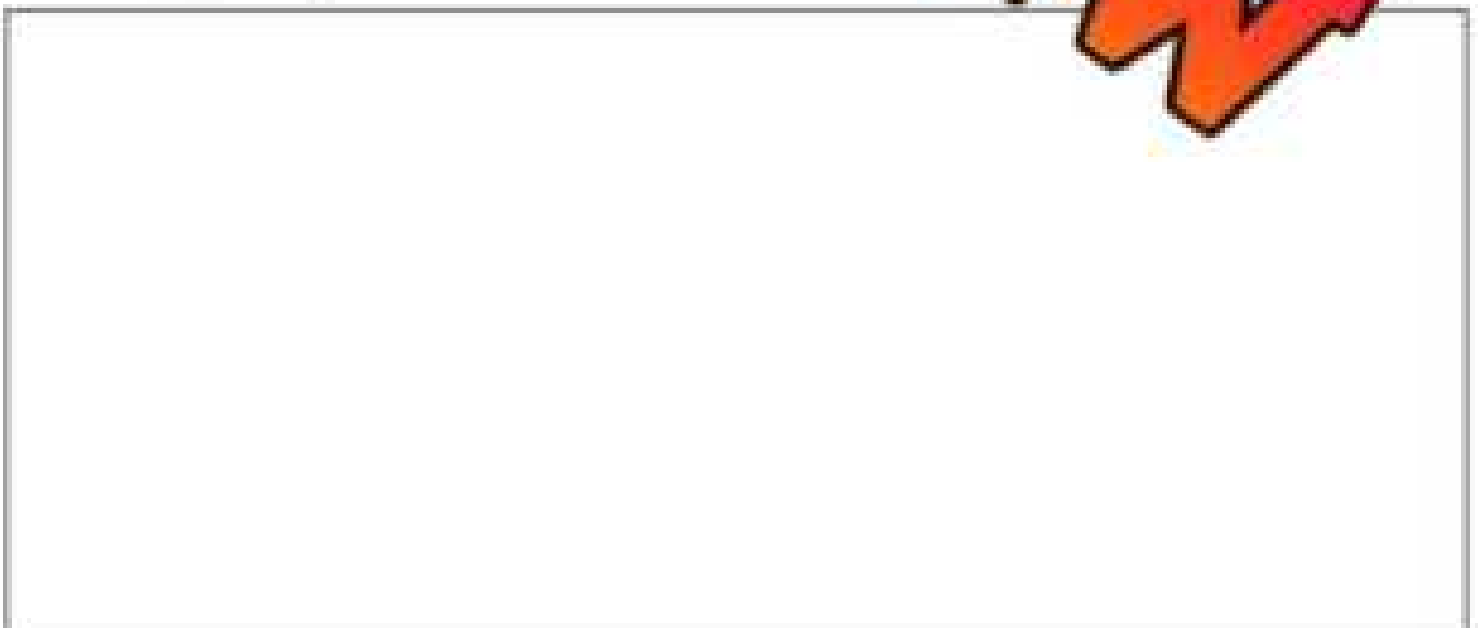
4) What do you think is the main purpose of the story? Circle the answer.

Entertainment

Informative Knowledge

Visualize:

Draw what you visualized while reading the story.



PREVIEW

Narrative Structure

Understanding Narrative Structure

When we read a story or watch a movie, we're taken on a journey through a series of events. This journey is what we call the narrative structure. It's like the backbone of a story that holds everything together. Let's dive into what this really means and the key elements that make up a narrative structure.

Starting Off: The Introduction

Every story starts with an introduction. This part sets the stage for the whole tale. It's where we get to meet the characters, learn about the setting (which means where and when the story takes place), and get a hint of what the story might be about. Think of the introduction as the beginning of a path that leads you to walk down, where you start to gather clues about what's ahead.



Building Up: Rising Action

After the introduction, the story starts to build up with what's called the rising action. This is where things start to get interesting. Characters face challenges or problems that make us want to keep reading to find out what happens next. It's like climbing a hill; with every step, you get closer to the top and the excitement grows. Each challenge the characters face helps us understand them better and makes the story more engaging.

The Peak: Climax

The climax is the most exciting part of the story - the highest point of the mountain climbing. It's the moment where the main problem or conflict reaches its peak. The characters must face their biggest challenge, and the outcome is uncertain. This is the make-or-break moment that determines how the story will move forward. It's the turning point that changes the course of the story.

Coming Down: Falling Action

After the high point of the climax, we move into the falling action. Things start to calm down, and the characters begin to deal with the aftermath of the climax. It's like coming down the hill after reaching the top. The story starts to wrap up, and we see how the characters are affected by what happened during the climax. This part helps to ease the tension and prepare us for the story's conclusion.

Wrapping Up: Resolution

Finally, we have the resolution. This is where all the loose ends are tied up, and the story comes to a close. The conflicts are resolved, and we get to see what the future holds for the characters. It's the end of the journey, where we step off the path and reflect on the adventure we've been through. The resolution leaves us with a sense of closure, knowing that the story has come to a complete end.

Answer

Which part of the narrative structure is described?

1) The part where everything reaches a thrilling peak where outcomes hang in the balance.	
2) The part where all the story's threads come together, leaving us with a clear ending.	
3) The part where we get to know who's in the story and where it's happening.	
4) The part where tensions rise as challenges appear, making us wonder what will happen next.	
5) The part where tensions start to calm down, and solutions to problems are found.	

Identify

the part of the story you think this sentence is from.

1) As the storm grew stronger, the team worked together to decipher the book's secrets before it was too late.	Falling Action	Rising Action
2) Marcus gazed at the mysterious artifact hidden in the attic of his new house.	Introduction	Climax
3) Leo, now back from his unexpected journey, shared tales of the past that no one else could tell.	Rising Action	Rising Action
4) The kitten's owner was finally found, but they were moved by Ava's care that they let her keep Sapphire.	Rising Action	Climax
5) After the light faded, Ali found himself surrounded by whispering voices of the past, revealing lost family secrets.	Introduction	Rising Action
6) At the school talent show, Bella leapt out of Emily's backpack, revealing her unique ability to sing.	Climax	Resolution
7) Inside the house, Samantha stumbled upon a hidden room filled with strange gadgets and old photographs.	Falling Action	Rising Action
8) In a bustling city park, Tina discovered a lost puppy with bright blue eyes under a bench.	Introduction	Climax
9) Bill and Jill became the talk of the town, their unexpected performance turning into a heartwarming story of friendship.	Falling Action	Rising Action
10) The moment Courtney read the last word of the spell, a blinding light filled the room, shaking the very ground.	Resolution	Climax

Story Mapping - Desert of Stars

In the heart of a sprawling desert, where the sun turned sands golden, lived a curious girl named Sarah and her clever friend, Harry. Their home was a cozy glass dome, a haven in the harsh desert. One morning, they discovered a strange, metallic object buried in the sand, glowing with soft symbols. Their curiosity sparked, they unearthed it, revealing a hidden tunnel beneath.

Venturing down the tunnel led them to an underground chamber where they met aliens with shimmering blue skin. The aliens explained that the artifact was a beacon for a spaceship, needing a special crystal to power it, hidden deep in the desert.

Despite their fears, Sarah and Harry felt a surge of bravery. They braved the scorching heat and crossed the desert, facing scorching sun and treacherous dunes. Finally, after what felt like a lifetime, they located the crystal, glowing brilliantly in a hidden cavern. As they reached for it, a giant desert creature with glowing eyes fixed on the precious stone.



Sarah and Harry knew they had to act fast. Working together, they devised a plan to distract the creature using their quick thinking and the alien's advanced technology. The plan worked, and they secured the crystal, narrowly escaping the creature's grasp.

With the crystal in hand, they returned to the aliens, who were immediately set to work repairing their spaceship. As the ship hummed to life, preparing to return to the stars, the aliens thanked Sarah and Harry for their courage and kindness.

As the spaceship soared into the sky, Sarah and Harry watched in awe, knowing they had just experienced the adventure of a lifetime. They returned to their dome, their bond stronger than ever, their hearts filled with memories of the incredible journey they had shared.

And so, in the heart of the desert, under the vast, starry sky, Sarah and Harry learned that with bravery, friendship, and a touch of curiosity, even the most ordinary days could turn into extraordinary adventures.

Instructions

Identify the key elements of the story and fill the story map below.

Introduction

Rising Action

Falling Action

Climax

Resolution

PREVIEW

Characterization

Understanding Characters in Stories

When you dive into a book or story, it's the characters that often grab your attention and pull you into their world. Learning about who they are and why they do what they do makes reading much more enjoyable. Let's explore how writers bring these characters to life and how you can analyze them like a detective.

What is Characterization?

Characterization is the way an author introduces and develops the characters in a story. It's like painting a picture of someone with words. Through this process, characters become more than just names; they feel like real people with their own thoughts, feelings, and backgrounds.



Types of Characterization

- 1) Direct Characterization:** This method is straightforward. The author tells you straight up what a character is like. For example, if a character is described as "always brave and ready for adventure," the author is directly telling you about the character's personality.
- 2) Indirect Characterization:** This method is more subtle. The author shows you things about the character through their actions, what they say, how they interact with others, and how others react to them. You have to put all these clues together to understand the character. For instance, if you see a character jump into a river to save a kitten, you'd guess Alex is brave and selfless.

How to Analyze Characters

Analyzing a character means looking closely at both what they're doing and what's going on underneath. Here's how to do it:

- **Observe their actions:** What does the character do? How do they react in different situations?
- **Listen to their dialogue:** What does the character say? How do they say it?
- **Consider their relationships:** How do they interact with other characters?
- **Think about their motivations:** Why do they do what they do?

By paying attention to these aspects, you can start to understand the character's personality, their challenges, and how they change throughout the story. This makes your reading experience richer and more engaging.

Remember, every character has a role to play in the story, and it's through characterization that these roles come to life. Next time you read, try to use these tips to get to know the characters a bit better. You might be surprised by what you find!

Questions

Answer the questions below.

1) What is the difference between direct and indirect characterization?

2) How does understanding a character's motivations and personality affect your enjoyment and understanding of a story?

Instructions

Read the sentence and identify what characterization type is used.

1) Marcus is always punctual, arriving at school before the bell every morning.	Direct	Indirect
2) Dr. Avery is a kind-hearted veterinarian who loves his job more than anything.	Direct	Indirect
3) Every weekend, Eliza volunteered at the animal shelter, cuddling the scared kittens.	Direct	Indirect
4) When the younger students looked confused, Harriet took the time to explain the instructions again.	Direct	Indirect
5) The librarian, Mrs. Florence, is very knowledgeable about science fiction books.	Direct	Indirect
6) During group projects, Finn always took the lead, organizing tasks and encouraging his teammates.	Direct	Indirect
7) Nora stayed behind to help the teacher tidy up the classroom, arranging the chairs neatly.	Direct	Indirect
8) After the race, Seth shook hands with his competitors, smiling and congratulating them.	Direct	Indirect

Characterization – Adrian's Sky-High Garden

In the heart of a bustling city, atop a gleaming skyscraper, lived Adrian, a young rooftop gardener with a green thumb like no other. Adrian's garden was a wonder, filled with vibrant flowers, lush vegetables, and even a small apple tree that defied the urban surroundings. This garden was not only Adrian's passion but also his secret; few knew of this green oasis in the sky.

Adrian had a special bond with plants. He could almost hear their whispers, making his garden thrive where others would see only concrete and steel. His friends, Maya and Luca, were the only ones who knew his secret. They would often visit, helping Adrian with his plants, amazed at how he could grow life in such an unlikely place.



One day, a problem arose. The building's owner planned to renovate the rooftop, putting Adrian's garden at risk. Adrian was distressed, not just at the loss of his beloved garden but for the birds and insects that had found a home there.

With determination, Adrian and his friends devised a plan. They organized a small exhibition on the rooftop, inviting residents to see the garden. Adrian shared his knowledge of plants, explaining how each one contributed to a healthy environment, even in the city. He spoke with such passion that the residents were captivated.

Moved by Adrian's dedication and the garden's beauty, the community petitioned the building owner to preserve the garden. Touched by the collective support, the owner agreed, allowing the garden to remain as a shared space for all to enjoy.

Adrian's garden became more than just a hobby; it was a lesson in perseverance, community, and the importance of green spaces in urban areas. Through his unique gift and the help of his friends, Adrian made a lasting impact, reminding everyone of the beauty and resilience of nature in the unlikely places.

Instructions

Characterize Adrian. Draw what you think he looks like in the middle of the page and answer the following questions related to his personality.

What does your character do?

What do you think is going on in your character's mind?

PREVIEW

What traits do you think your character has?

What do other characters in the story think of your character?

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

Techniques of Persuasion

Understanding Persuasion

Persuasion means to convince others to agree with your ideas or actions. People can persuade others by using techniques that appeal to emotions or logic.



Emotional Appeals

Emotional appeals touch our feelings. They make us feel happy, sad, or excited, which can influence our decisions. For example, a charity might show pictures of children in need to make us feel compassionate and donate money.

Key Emotional Appeals

- **Storytelling:** Using a story to connect with our hearts.
- **Powerful Images:** Using pictures to stir our emotions.
- **Music and Sound:** Using audio to create a mood.

Logical Appeals

Logical appeals use facts, evidence, and reasoning to convince us. They make us think and understand why something is a good idea.

Steps to Make a Logical Argument:

- **State the Fact:** Begin with a clear, true statement.
- **Provide Evidence:** Show proof like data, statistics, or expert opinions.
- **Explain the Connection:** Help understand how the evidence supports the fact.

Mixing Emotions and Logic

The most persuasive messages often mix emotional and logical appeals. They make us feel something and also think about the reasons behind it. For instance, a campaign to save forests might share facts about their importance to the planet and include emotional images of wildlife that depend on these forests.

Trust Matters

Being seen as trustworthy or an expert can also persuade people. If we believe someone knows what they're talking about, we're more likely to be convinced.

Other Persuasive Tricks

- **Repetition:** Saying something many times to make it stick in our minds.
- **Asking Questions:** Making us think by asking questions leading to their viewpoint.
- **Comparing:** Showing how one thing is better than another by comparing them.

Identify

Read the following statements from different speeches and advertisements. Circle the type of persuasive appeal that is being used.

1) Nine out of ten dentists recommend our toothpaste for stronger, healthier teeth.	Emotional	Logical
2) Our ice cream is a scoop of comfort on a tough day, melting your worries away.	Emotional	Logical
3) Imagine a world where every child has a book to call their own.	Emotional	Logical
4) Studies show that reading 20 minutes a day can significantly improve your reading skills.	Emotional	Logical
5) This helmet reduces the risk of head injuries in cycling by 85%.	Emotional	Logical
6) Join our cause to help the needy animals are waiting for.	Emotional	Logical
7) Our solar-panel system works more efficiently, saving energy and money over time.	Emotional	Logical
8) Adopting a pet from a shelter is a joyful, selfless love and furry cuddles.	Emotional	Logical

Write

Write an advertisement to sell the grandfather clock. Use emotional and logical appeals to persuade the reader.



Handwriting lines for writing an advertisement.

PREVIEW

Persuasive Writing Advertisement

📖 Enhance Your Writing Superpowers: Dive into Our Persuasive Writing Workshop!

🌟 Top Reasons to Enroll

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

📄 Advanced Learning Persuasive Writing

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

👨‍🏫 Our Expert Educators

Our team of experienced teachers will guide you to success with personalized advice and proven writing strategies. Don't miss out on the opportunity to learn from the best! We're passionate about helping you reach your full potential!

📅 Workshop Features

- Learn how to organize your thoughts to captivate your audience.
- Discover how to back up your opinions with compelling evidence.
- Master the skills to write captivating openings and powerful conclusions.

🎁 Exclusive Workshop Perks

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

📅 Session Schedule

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

📅 Reserve Your Seat Now

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

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

True or False

Is the statement true or false?

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

Quest

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 don't allow for that. Uniforms might make us look the same, but they don't let us show our individuality. We have different tastes, hobbies, and dreams. Through our clothing choices, we learn to make decisions, show our creativity, and appreciate 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 about it!



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

The Ultimate ReadRover E-Reader: Ignite Your Imagination!

Why Pick ReadRover?

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

Astonishing Features

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

Accolades and Reviews

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



Exclusive Promotion

-  Buy now and receive a year's subscription to our exclusive top YA novels!
-  Enjoy complimentary express shipping for your first order!

Customer Praises

- "Reading has never been more enchanting, with entire libraries at my fingertips!"
— Sofia, Avid Reader
- "The ReadRover makes it incredibly easy for me to find and read my favorite series!"
— Mr. Bennett, Educator

Time-Sensitive Offer

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

How to Order

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

 Hurry! Unleash Your Love for Reading with ReadRover! 

Local Inferences

Make inferences based on the sentences below.

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

Thousands of 5-Star reviews from book lovers everywhere.

Protects your drink during longest reading marathons.

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

PREVIEW

Global Inferences:

Make 4 inferences based on the entire text.

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

Example – Evidence	The sign on the street says "No Parking."
Inference	My car is parked here. I need to find somewhere else to park.
1) Explicit Evidence	Alex won the race.
Inference	
2) Explicit Evidence	The temperature was -10 degrees Fahrenheit during the morning.
Inference	
3) Explicit Evidence	Joshua was the group member who held the microphone.
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 bottle stations specifically designed to efficiently fill reusable water bottles. This is a 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

Name: _____

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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."
Inference	

Global Inferences

Make 3 inferences based on the entire letter.

PREVIEW

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
- ✓ Procedural Writing – How-to Guides, Comparing Instructions

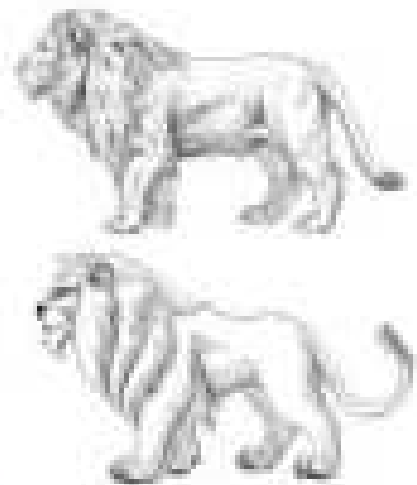
Reports – Illustration Styles

Introduction to Illustration Styles in Reports

When we create reports, we often include illustrations to make our points clearer and more engaging. There are various styles of illustrations, each with its own purpose and appeal. Let's explore some common ones: Realism, Cartoon, Sketch, and Outline.

Realism

Realism in illustrations aims to depict subjects as accurately and lifelike as possible. This style is often used in scientific reports or technical documents where precise detail is crucial. For example, a report on plant cells might include realistic drawings of the intricate parts of a cell. Realism helps convey complex information through detailed visual representation.



Cartoon

Cartoon illustrations are more stylized and less detailed than realistic ones. They use exaggerated features and simple lines to convey a message or emotion. In educational reports, cartoon illustrations can make learning more fun and relatable, especially for topics that might otherwise be difficult. They can simplify complex ideas, making them accessible to a wider audience.

Sketch

Sketches are usually quick, freehand drawings that capture the essence of a subject. This style is often used in the early stages of research or for illustrating concepts that don't require detailed visuals. Sketches can make reports feel more approachable and less formal. They are effective in brainstorming sessions or when conveying preliminary ideas.

Outline

Outline illustrations consist of simple lines without detailed shading or coloring. This style is effective for highlighting shapes and forms, making it useful in instructional content. For instance, an outline drawing of a historical monument can help students focus on its architectural features without the distraction of colors or textures. Outlines are also great for diagrams and flowcharts, where clarity and simplicity are key.

Importance of Each Style

Each illustration style serves a unique purpose in reports. Realism provides detailed and accurate representations, cartoon adds fun and engagement, sketch offers a personal and approachable feel, and outline emphasizes clarity and simplicity. Understanding why and how to use each style can enhance the effectiveness of your reports, making the information more accessible and engaging to your audience.

Instructions

Observe these illustrations of a cat below. Write down the key features of each style based on your observation.



Realistic



Cartoon



Outline



Sketch

PREVIEW

Realistic

Cartoon

Outline

Sketch

Which illustration style do you like the most?

Comprehension – Text Features in Reports

Preface

This report aims to provide a fundamental understanding of plant cells, outlining their unique structures and the roles they play in the life of a plant. It is intended for Grade 8 students to gain insight into the building blocks of plant life.

Understanding Plant Cells

Plant cells are the basic units of life in all plants. Unlike animal cells, they have a cell wall that provides structure and support. Inside the cell is the cell membrane, which controls what goes in and out. The main parts of a plant cell include the nucleus, which is the brain of the cell, directing cell activities and growth.



Key Structures and Functions

Several key structures perform specific functions:

- **Chloroplasts:** These structures carry out photosynthesis, converting sunlight into energy for the plant.
- **Vacuole:** A large central vacuole stores water and nutrients, and also helps in maintaining cell pressure.
- **Mitochondria:** Known as the powerhouse of the cell, they generate the cell's energy.

Unique Features of Plant Cells

Plant cells have unique features that set them apart from animal cells:

- **Cell Wall:** Provides strength and structure.
- **Plastids:** These include chloroplasts and are involved in the synthesis of chemical compounds.
- **Large Vacuole:** Helps in regulating the cell's environment and storing various substances.

Glossary

- **Cell Wall:** A rigid layer that supports and protects the cell.
- **Cell Membrane:** A semi-permeable membrane surrounding the cell.
- **Nucleus:** The control center of the cell containing DNA.
- **Chloroplasts:** Structures that conduct photosynthesis.
- **Vacuole:** A sac within the cell that stores substances.
- **Mitochondria:** Organelles that generate energy.
- **Plastids:** Organelles involved in the manufacture and storage of food.
- **Photosynthesis:** The process by which plants use sunlight to synthesize foods from carbon dioxide and water.

True or False

Is the statement true or false?

1) Plant cells have a rigid cell wall for structure.	True	False
2) Chloroplasts contain chlorophyll.	True	False
3) Animal and plant cells both have a central vacuole.	True	False
4) Every plant cell contains several small vacuoles for storage.	True	False
5) Mitochondria are the only energy source in plant cells.	True	False

Text F

Answer the questions below.

1) What is the main idea of the report?

2) Did the list help you understand the information? Explain.

Summarize

Determine the main idea and supporting details.

1) What is the main idea of the report?

2) Write 4 supporting details about the main idea.

Problem and Solution Report

Preface

This report is designed to educate students about the critical environmental issue of plastic pollution. It highlights the severity of the problem and presents viable solutions that could significantly reduce the impact of plastics on our planet.

The Plastic Problem: A Global Crisis

Plastic pollution is a pervasive and growing issue that affects land, waterways, and oceans worldwide. Every year, millions of tonnes of plastic waste enter our environment, causing harm to wildlife, ecosystems, and potentially human health.

The Core Issue: Excessive Plastic Waste

Our reliance on 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 questions below.

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 or why not.

2) List four health effects of lack of sleep caused by electronic devices?

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 an Essay

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 I 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 1968 Summer 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. Both countries offer a wide range of programs, but tuition and 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 in the essay? How do they help you understand better?

Compare

Create a table to compare the differences between Canadian and US educational systems.

Canadian Educational System	US Educational System

Chronological Essay – Indigenous Groups

Indigenous Groups in Canada: A Brief History

Introduction

Canada's Indigenous peoples have a long and rich history that predates the arrival of Europeans by thousands of years. They are not one homogenous group but rather comprise First Nations, Inuit, and Métis, each with distinct cultures, languages, and traditions.

Pre-Contact

Before European contact, Indigenous groups thrived across what is now Canada. They lived through hunting, fishing, and farming, with societies structured around complex systems of governance. For example, the Iroquois Confederacy, known for its sophisticated political system, was established long before Europeans arrived.

European Contact

The arrival of Europeans in the 15th century marked a significant change. Initial interactions involved trade, but as more land was taken, and populations were decimated by diseases brought by Europeans, the impact became increasingly negative.

Treaties and the Indian Act

In the 18th and 19th centuries, various treaties were signed to define the rights and land of Indigenous peoples. Unfortunately, many of these treaties were not honoured. The Indian Act of 1867 imposed government control over many aspects of Indigenous lives.

Residential Schools and Reclamation

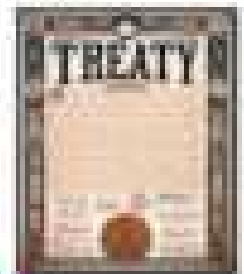
The late 19th and 20th centuries saw the introduction of residential schools, which aimed to assimilate Indigenous children into European-Canadian culture. This had devastating effects on Indigenous languages and cultures. It wasn't until the late 20th century that Indigenous groups began to reclaim their rights, culminating in the recognition of existing Aboriginal rights in Canada's Constitution Act of 1982.

Current Times

Today, there is a growing recognition of the injustices faced by Indigenous peoples. Efforts are ongoing to preserve Indigenous cultures and languages, and steps are being taken towards reconciliation, working towards a more equitable future.

Conclusion

The history of Indigenous groups in Canada is a tale of resilience and strength. Despite the adversities, Indigenous peoples have maintained their distinct cultures and continue to contribute to the fabric of Canadian society, aiming for a future that respects treaties and their inherent rights.



True or False

Is the statement true or false?

1) Indigenous peoples in Canada are all part of a single group.	True	False
2) The Indian Act was established in the 18th century.	True	False
3) Residential schools were intended to assimilate Indigenous children.	True	False
4) The Constitution Act of 1982 recognized Aboriginal rights in Canada.	True	False
5) European contact initially included beneficial trade relationships.	True	False

Evaluate

Answer the following questions.

1) List the three groups that comprise Canada's Indigenous peoples.

2) What was the purpose of the Indian Act in the 18th and 19th centuries?

3) In your opinion, what is the significance of acknowledging the wrongs done towards Indigenous peoples?

4) How does the chronological structure of the essay help in understanding the history of Indigenous peoples in Canada?

5) How easy was it to understand the essay due to the text pattern?

<input type="checkbox"/> Very easy	<input type="checkbox"/> Easy	<input type="checkbox"/> Neutral	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult
------------------------------------	-------------------------------	----------------------------------	---	---

Five Paragraph Essay – Thesis Statement

In an essay, a thesis statement tells us what the essay is about. A 5-paragraph essay usually includes:

- **Introduction:** This is the first paragraph, which has the thesis statement.
- **Body paragraph 1:** Talks about the first main point.
- **Body paragraph 2:** Covers the second main point.
- **Body paragraph 3:** Goes over the third main point.
- **Conclusion:** Ends the essay by saying the thesis again but with different words.



Finding 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 result of the harsh environment. These eating habits are not merely preferences but are deeply rooted in geographical, 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

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 2,800 miles (4,500 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 the report 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 Hills | b) Rocky Mountains | c) Sierra Nevada | d) Mount Fuji |
|----------------|--------------------|------------------|---------------|

3) How high 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.	True	False
3) Mount Everest is over 9,000 meters tall.	True	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

Report – Our Solar System

Our Cosmic Neighbourhood

The Solar System is an immense and fascinating place. It's located in the Milky Way galaxy and includes the Sun and all the objects that orbit around it. This includes eight planets, their moons, and numerous smaller objects like asteroids and comets.



The Mighty Sun

At the centre of our Solar System is the Sun, a massive star that provides light and heat to all the planets. The Sun's diameter is about 109 times that of Earth and is made up of hydrogen and helium. The distance from the Sun to Neptune is about 2.2 billion kilometers. Light from the Sun takes about 8 minutes to reach Earth and 4 hours to reach Neptune.

Planets Galore

There are eight planets in the Solar System. In order of increasing distance from the Sun, they are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Each planet has its unique characteristics. For example, Venus is the hottest planet, and Jupiter is the largest. Most planets have moons orbiting them. Earth has one moon, and Jupiter has 79! Some moons, like Saturn's Titan, even have atmospheres.

Amazing Dwarf Planets

Beyond Neptune, there are five recognized dwarf planets, including Pluto. These are smaller than the main planets and have unique orbits.

Comets: Cosmic Snowballs

Comets are made of ice, dust, and small rocky particles. They usually have long, glowing tails that can be seen when they come close to the Sun.

A Journey to Remember

Spaceships have visited every planet in our Solar System. The journey to Mars takes about eleven months, while reaching Pluto can take up to nine years.

The Fascinating Kuiper Belt

Beyond Neptune is the Kuiper Belt, a region filled with icy objects. It's believed that every comet ever has originated from this area.

Research

Check the accuracy of this report. Research all the facts written in the report and identify 8 incorrect facts. Write the correct fact after researching.

	Incorrect Fact	Correct Fact
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

PREVIEW

Blog Post: School Cafeteria Food

 3 Comments/ Posted on Date:
February 5, 2024

User Comments:

Nourishment Over Nickels


Hello, fellow food enthusiasts and concerned parents! It's Quentin here, diving into the heated debate around our school cafeteria. Have you ever peeked into the kitchen, or those trays? I have, and it's time we turn a new leaf.


School is where minds should too – in a healthy way. It's time for revamping our cafeteria menu to include more fruits, vegetables, and whole grains. Yes, this might pinch our pockets a bit more, but can you really put a price on our children's health and future?

The Proof is in the Pudding...or the Salad

Studies show that students who munch on healthier fare perform better academically. They're more attentive and less prone to afternoon slumps. Plus, introducing a variety of wholesome foods can set the stage for lifelong healthy eating habits. Isn't that a win-win?

So, let's rally for a menu makeover. Our kids deserve better than greasy pizza slices and sugary sodas. It's time to invest in their well-being, one nutritious meal at a time.

 Harriet B. - February 6, 2024:
Absolutely disagree, Quentin. Schools are already under tight budgets. Higher food costs mean less money for educational resources. We should focus on balancing both nutrition and affordability without burdening the system.

 Rupert Z. - February 6, 2024:
Quentin, you're spot on! Our children's health should be the top priority. Investing in healthier options now could reduce healthcare costs in the future. It's about time we put our kids' well-being over budget concerns.

 Bella C. - February 7, 2024:
I think there's a middle ground. Schools can offer more nutritious options without a drastic price hike. It's about smart choices and better food sourcing. Let's not jump to extremes.



Evaluation

Answer the questions below.

1) What is the main argument of the blog post?

2) What are the two opposing viewpoints presented in the blog post?

3) Do you think the author provides enough evidence for both viewpoints? Why or why not?

4) Is the author biased towards one viewpoint? If so, how do you think you can avoid this bias?

PREVIEW

Reflection

What is your opinion on this topic after reading the blog post?

Following Instructions – Drawing an Inuksuk

Draw

Follow the procedural text below to draw an inuksuk.

Title	Drawing an Indigenous Inuksuk: A Fun Art Adventure!	
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional) 	
Introduction	<p>An inuksuk is a traditional Inuit landmark used by the Inuit people for navigation, marking hunting grounds, and serving as a marker for travel routes, fishing places, camps, and other important locations. These structures are significant in Inuit culture, representing strength, balance, and unspoken communication.</p>	
Step 1	<p>Start by drawing two vertical rectangular shapes side by side at the bottom. These are the foundation stones.</p>	
Step 2	<p>Above the base, draw three horizontal rectangular shapes as body stones, making sure they are slightly different heights and a little at the edges.</p>	
Step 3	<p>On top of the center body stone, add a longer, thin horizontal rectangle. This will be the balance stone that sits across the other stones.</p>	
Step 4	<p>Above the balance stone, place a smaller, slightly rounded stone by drawing an oval shape. This is the head of the inuksuk.</p>	
Step 5	<p>Add details to your stones by giving them some texture with light, curved lines to mimic the rough surface of real stones.</p>	
Step 6	<p>Go over your drawing with a darker pencil or pen to make your inuksuk stand out.</p>	
Finish	<p>If you like, color your inuksuk using coloured pencils or markers, choosing natural stone colors like grey, brown, or black.</p>	

Following Instructions – Drawing an Inuksuk

Draw

Draw the inuksuk below.

PREVIEW

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

Limerick Poem – Allusion

Limerick Poetry – Rural and Urban Life

Limerick poems, with their rhythmic patterns and rhymes, are like a playful dance of words that can bring topics to life. They are excellent for creating vivid imagery and making comparisons that stick in the mind. For students, limericks can make the characters of rural and urban life more relatable by alluding to familiar stories, places, or events, enhancing both understanding and enjoyment.

Rural Life

In a meadow as peaceful as Yoda's home,
Where only wildlife is the sound,
Life's calm and serene,
Like Hobbiton's scene,
And time flows as slow as honeycomb.



Urban Life

Where the skyscrapers are the heart of Stark,
And neon lights are the city's mark,
The pace is fast and never slows,
Like a Sherlock episode,
And skyscrapers leave an indelible mark.



The limericks use cool references to things like "Yoda's home" and "Hobbiton" to show how quiet and slow life in the country can be. For the city, they mention "the heart of Stark" and "a Sherlock episode" to show how fast and lively everything is. These clever hints help paint a picture of how different life is in the country versus the city, in just a few short lines, and make it fun to remember.

Questions

Answer the questions below.

1) What is allusion?

2) List two examples of allusion you can find.

1)

2)

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

The pace never slows,
Like a Sherlock episode,

In a meadow as green as Yoda's home,
Where only wildlife and farmers roam,

Questioning

Write 2 questions you had about the poems.

1)

2)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Exploring Indigenous Communities Through Cinquain Poetry

Cinquain poems are five-line poems that can capture the essence of their subject through vivid imagery and emotion. Each line has a specific syllable count, which can help condense information into its most powerful form. This type of poetry, combined with strong words, can create a strong image and emotional connection to the subject.

By using cinquain poems, students can learn about the distinctive features of each Indigenous group in a creative and engaging way. The structure of the cinquain allows the poet to focus on the most striking and significant aspects of each community, using vivid imagery and strong words to bring their stories and cultures to life. Here are six cinquains that relate to some of Canada's most famous Indigenous communities:

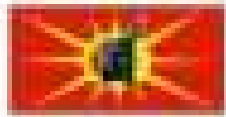
Néhiyaw
 Vast, wild prairies,
 Buffalo once roamed free,
 Whispering tales in the strong wind,
 Stronghold.



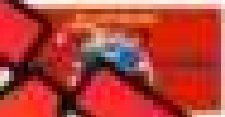
Inuit
 Harsh cold,
 Northern lights dance,
 Icebergs glide, icebergs loom,
 Howling wind sung in throat's tune,
 Arctic.



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?

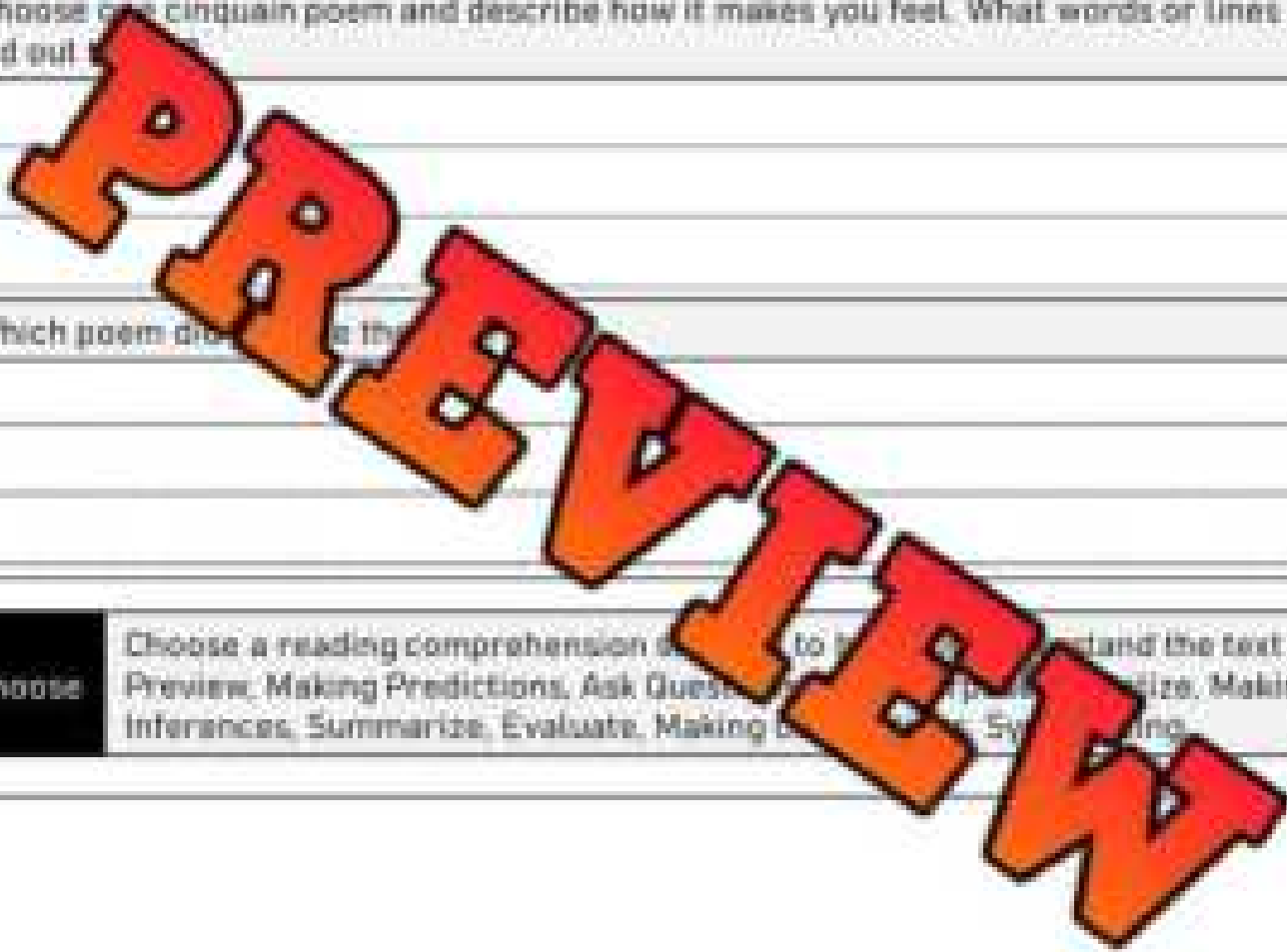
2) Choose one cinquain poem and describe how it makes you feel. What words or lines stand out?

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.

Why did you choose this strategy?



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 Idiom

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

Clouds as a lion in the night,
The sky so wide,
The clouds' powerful stride,
The clouds' powerful stride.

Literary Devices Used

Satire Irony
Allusion Simile

Hercules flexed at dawn's first light,
Achilles' heel hidden, out of sight,
Cleopatra's grace in the river's flow,
Odysseus' wit, the winds did blow.

Poem Type

Literary Devices Used

Satire Allusion
Irony Rhyme

Winter's warm embrace,
Sun blazes on icy face,
Spring's cold, out of place.

Poem Type

Literary Devices Used

Satire Allusion
Irony Idiom

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 perspective is implicit or explicit in the sentences below?

1) I was amazed by the author's brilliant 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 adventure.	Implicit	Explicit
4) Honestly, this was the funniest book I've read all year.	Implicit	Explicit
5) Kids will love this story for its exciting adventures and humor.	Implicit	Explicit
6) The book sat untouched on my shelf after a single chapter.	Implicit	Explicit
7) The dog's loyalty in the story might just bring a tear.	Implicit	Explicit
8) My emotions were on a roller coaster from start to finish.	Implicit	Explicit

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

1) Closing the book, she sighed, dreaming of its world.

2) Friends started asking why I was carrying the book everywhere I went.

Finding Bias in Reviews

What is Bias in Reviews?

Bias in review writing is when the reviewer lets their personal opinions or preferences unfairly influence their review.

For example, if I love everything about space and write a book review about a space adventure, my bias might make me say the book is awesome just because it's about space, even if the story isn't that good.

Bias

Read the reviews and answer the questions.

Book Review: "The Joy of Cooking Brussels Sprouts" - 1/10

As a connoisseur of deep-fried anything, "The Joy of Cooking Brussels Sprouts" had nothing to do with my love of deep-fried food. The 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 want 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 list the many 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 desserts instead. That's where the real joy of cooking is found.



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

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

Our Voice in Review Writing

What is Voice in Writing?

In review writing, "voice" is the unique way a writer sounds on the page. It's like how each person has a different speaking style. The voice in writing can show if the author is excited, serious, or funny, and it helps readers connect with what they are 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 am really into 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. Despite its informative nature, it's incredibly captivating. But I think there are a few minor usability moments!

C) It was decent, I guess. Seems like it's more for tech geeks. Although, the special effects and the way they showed the machines were pretty good.

D) That was a well-crafted tech documentary. It manages to evenly blend 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 of 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 textures of 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 watching paint dry could be as enthralling as skydiving? Buckle up for the heart-stopping scene where the colour transitions from beige to a slightly less beige. It's a wild journey through time and paint, a must-see for anyone passionate about the aggressive pace of drying paint. Prepare to be glued to your seat, much like the paint to the wall.

Irony – Why is this review ironic? Give examples of your favourite ironic statements.

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/Topic
Students select a genre or topic that interests them. This could include mystery, science fiction, historical fiction, biographies, or novels, or works by specific writers, storytellers, or film directors.

Step 2: Select a Book/Film
Each student picks a book or film from the chosen genre or text form. They should ensure it is age-appropriate and appropriate for their reading level.

Step 3: Research
Students research the context of their chosen work, including understanding the genre's characteristics and the author's background.

Step 4: Experience and Analyze
Students read the book or watch the film. They should take notes on plot, characters, themes, and how these elements are influenced by the genre.

Step 5: Write the Review
Students write a book/film 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/ 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 to others? Why or why not?

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: Satire – What is satirical in the comic?

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

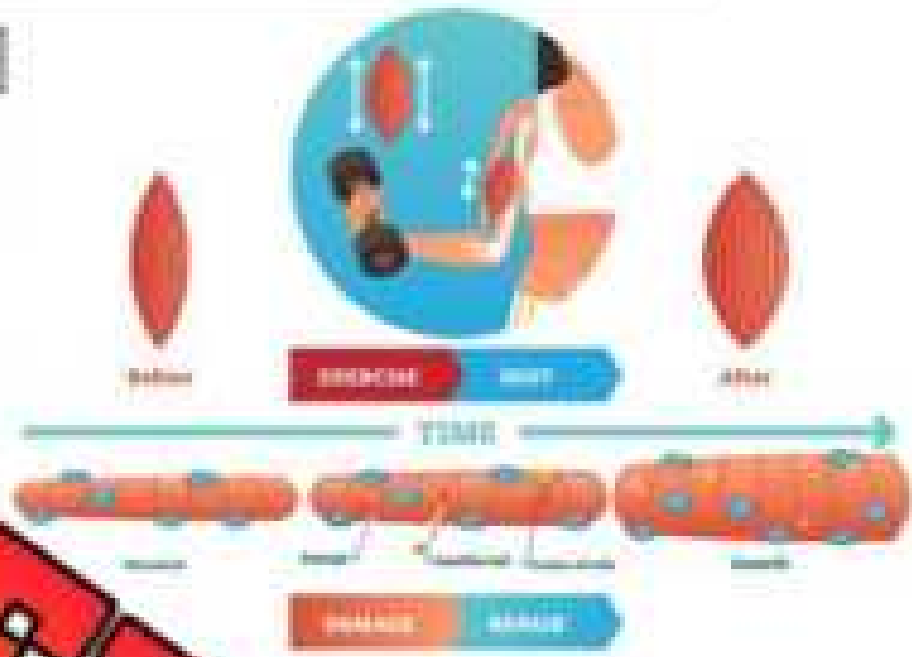
1) Summarize the comic above. What happened?

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

3) Describe the satire used in this comic.

Text Features in Infographics

Examine Answer the questions.



1) Write a title for this infographic.

2) Does the infographic have more than one text feature?

3) What did you learn from the infographic?

4) Do the text and pictures help you understand the infographic? Explain.

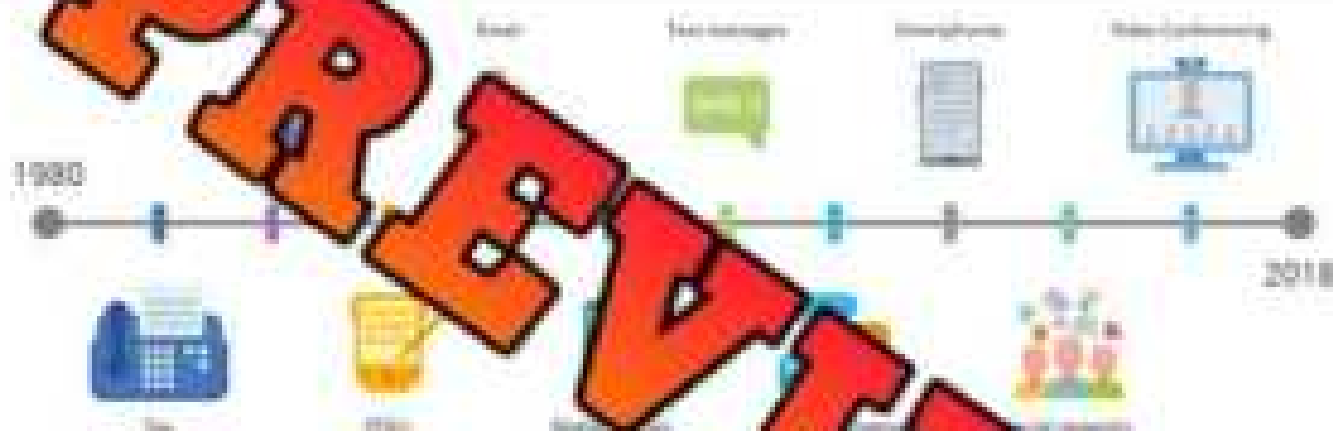
5) List 3 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information and images provided.

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.
- **Label Words:** 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?

PREVIEW

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

Glossary

- **Patent:** A government authority or license conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention.
- **Elocution:** The skill of clear and expressive speech, especially of distinct pronunciation and articulation.
- **Eugenics:** A now-discredited movement that aimed to improve the genetic quality of a human population.
- **Hydrofoil:** A boat with wing-like structures mounted on struts below the hull, so that at speed, the hull is lifted out of the water, reducing drag and allowing for greater speed.
- **Aviation:** The design, development, production, operation, and use of aircraft.



Alexander Graham Bell

Understanding

Is the statement true or false?

1) Alexander Graham Bell was born in Nova Scotia, Canada.	True	False
2) Bell's family worked in the field of speech and elocution.	True	False
3) The telephone was patented in the year 1876.	True	False
4) Alexander Graham Bell also made advancements in hydrofoils.	True	False
5) The National Geographic Society was co-founded by Bell.	True	False
6) Bell patented the telephone in 1870.	True	False
7) Bell was the first person in creating the first airplane.	True	False
8) Bell's work in the 19th century 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.
-
-
-



Google Slides Lessons Preview



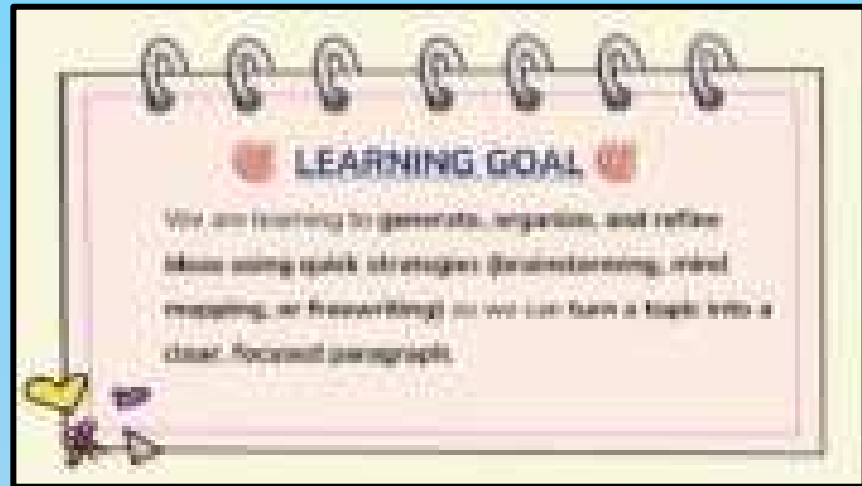


BC Language Curriculum Composition (Writing) – Grade 8

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!





BC Language Curriculum Composition (Writing) – Grade 8

Interjections in Action

Interjection	Meaning	Example
Wow	Surprise	Wow, that's a beautiful sunset!
Wow	Excitement	Wow, you did it!
Wow	Amazement	Wow, that's incredible!
Wow	Disbelief	Wow, you're kidding!
Wow	Admiration	Wow, that's a great job!
Wow	Disappointment	Wow, that's a shame!
Wow	Anger	Wow, that's outrageous!
Wow	Disgust	Wow, that's disgusting!
Wow	Shock	Wow, that's shocking!
Wow	Embarrassment	Wow, that's embarrassing!

Write a paragraph using at least five different interjections. Be creative!

Character Match

Character	Personality Trait	Example
Mr. Smith	Kind	Mr. Smith was very kind to the old lady.
Ms. Jones	Generous	Ms. Jones was very generous with her money.
Mr. Brown	Generous	Mr. Brown was very generous with his time.
Ms. White	Kind	Ms. White was very kind to the poor.
Mr. Green	Kind	Mr. Green was very kind to the sick.
Ms. Black	Kind	Ms. Black was very kind to the disabled.
Mr. Grey	Kind	Mr. Grey was very kind to the elderly.
Ms. Blue	Kind	Ms. Blue was very kind to the young.
Mr. Yellow	Kind	Mr. Yellow was very kind to the old.
Ms. Purple	Kind	Ms. Purple was very kind to the young.

Connect the Hyperbole

Hyperbole	Meaning
I am so hungry.	I am very hungry.
I could eat a horse.	I am very hungry.
I could eat a tree.	I am very hungry.
I could eat a mountain.	I am very hungry.
I could eat a city.	I am very hungry.
I could eat a country.	I am very hungry.
I could eat a world.	I am very hungry.
I could eat a planet.	I am very hungry.
I could eat a galaxy.	I am very hungry.
I could eat a universe.	I am very hungry.



Workbook Preview



Grade 8 – Language Writing



Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	People understand text differently depending on their worldviews and perspectives.
Big Idea 4	Texts are socially, culturally, and historically constructed.
Big Idea 5	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

	Preview of 150 pages from this product that contains 417 pages total.		
WB.1			7-73, 156-194, 274
WB.2	Text features: how text and visuals are displayed	87-111, 179-182, 89-90, 156-159, 188-189, 194-196, 225-226, 235-239, 244-245, 248-249, 274-276, 286-289	
WB.3	Literary elements: characterization, character types, story structures (e.g., linear, cyclical, iterative), and setting	103-119, 123-131, 133-146	
WB.4	Literary devices: sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile, hyperbole)	91-102	
WB.5	Relevance, accuracy, reliability	160-171, 184-187, 207-214, 227-233, 290-298	

<p>WB.6</p>	<p>Writing processes: may include revising, editing, considering audience.</p>	<p>13-18, 28-30, 32-36, 52-55, 63-66, 74-77, 84-87, 120-121, 147-154, 172-177, 190-192, 197-206, 215-218, 227-233, 236-237, 248-242, 246-247, 250-252, 255-259, 262-266, 268-273, 277-281, 299-305</p>
<p>WB.7</p>	<p>Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer.</p>	<p>31, 56, 78, 88, 155, 178, 183, 243, 261, 285, 306</p>
<p>WB.8</p>	<p>Multi-paragraphing: developing multi-paragraph compositions that are characterized by unity, development, and coherence.</p>	<p>37-55, 57-66, 132, 219-222</p>
<p>WB.9</p>	<p>Presentation techniques: Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and the audience, and demonstrate thought and care in organization.</p>	<p>179-182, 223-224, 253-254, 267, 282-284</p>

Identifying the Purpose of a Text

Identifying the purpose of a text is about understanding why the narrator wrote it, which can be to inform, entertain, persuade, or explain something. Identifying this purpose helps you better understand the main idea of the text.



To Inform: An article about the solar system describing planets, the sun, and the galaxy.

To Persuade: An article in a community newsletter urging people to recycle more.

Direction: Read the description, circle the writer's purpose, and then explain your answer.

1)	A restaurant menu for an Italian eatery	Inform	Persuade	Entertain
----	---	--------	----------	-----------

How do you know? Write a sentence explaining your answer:

2)	Short Story Set in a Futuristic City	Inform	Persuade	Entertain
----	--------------------------------------	--------	----------	-----------

How do you know? Write a sentence explaining your answer:

3)	Email to a Friend about Planning a Weekend Trip	Inform	Persuade	Entertain
----	---	--------	----------	-----------

How do you know? Write a sentence explaining your answer:

4)	Personal Diary Entry about a Day at the Beach	Express	Persuade	Entertain
----	---	---------	----------	-----------

How do you know? Write a sentence explaining your answer:

Think

Think of books you have read lately. Write down the titles of these books in the correct category.

Books That Educate	Books That Entertain

Think

Read the summaries below and circle what their purpose might be.

1)	Robots were once fiction, but now a reality.	Inform	Entertain
2)	Max's laughter echoes through the house as he played with his puppy.	Entertain	Persuade
3)	The Amazon rainforest is called the lungs of the world.	Inform	Entertain
4)	By recycling more, we can reduce pollution.	Express	Persuade
5)	Jupiter is the largest planet in our solar system.	Inform	Entertain

Write

Write three text summaries that have the purpose to

1)	
2)	
3)	

Personal Voice in Writing

Understanding Personal Voice in Writing

Personal voice in writing is like your unique fingerprint on your work.

It's the special way you express your thoughts and feelings in words.

When you read something written with a strong personal voice, it's as

if the writer is speaking directly to you. Developing a personal voice

means finding your own style and tone that makes your writing distinct.



Steps to Developing 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 **1** Choose 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 will 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.

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 words 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	Flirt	Stare

Question

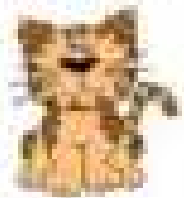
Choose an audience. Then write a short letter to someone in that audience using some of the words you think they use in their vocabulary.

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

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										

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

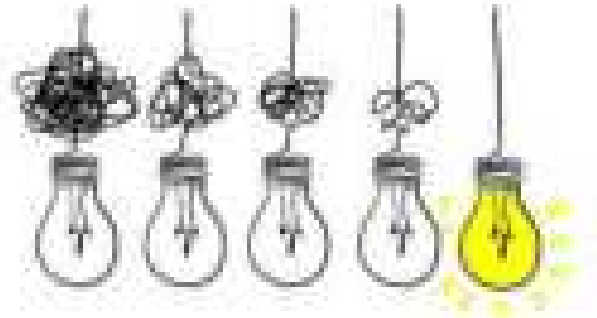
Of Long Sentences

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 well-structured paragraph contains three main parts:

- **Topic Sentence:** The first sentence that introduces the main idea of the paragraph. It should be clear and specific to guide the reader on what the paragraph will be about.
- **Supporting Details:** 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 point.

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 key 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 the most important part of the body's nervous system.

c) People use their brains to think things.

2) Unlike fossil fuels, renewable energy produces power 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

The Foundation of a Paragraph: Topic Sentence

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

Building the Body: Adding Supporting Sentences

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

Main Idea 1: Recycling Reduces Environmental Impact

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

Main Idea 2: Regular Reading Improves Language Skills

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

Wrapping Up: Crafting a Concluding Sentence

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



Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

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

Topic Sentence	Transportation has changed 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	

Supporting Details

In writing, it's common to come up with several ideas about a topic. If you find yourself with a long list, a good strategy is to group these ideas into larger categories. This way, you can create multiple paragraphs, each focused on one of these broader themes.

Here's an example to illustrate this approach:

Brainstorm why reading is a beneficial hobby: Gaining knowledge, traveling through stories, improving vocabulary, escaping reality, understanding different cultures, developing empathy, enhancing concentration.

3 Big Ideas Personal Development - improving vocabulary, enhancing concentration, developing empathy
Educational Benefits - gaining knowledge, understanding different cultures
Entertainment Value - traveling through stories, escaping reality

Brainstorm a topic and then select 3 big ideas to write about.

1) How Could Being Invisible Change Life?

Invisibility
Superpower

List three main ideas you chose from your brainstorming.

1)

2)

3)

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

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



Elements of a Conclusion Sentence

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

1. Revisit the Main Idea: Your conclusion should echo the paragraph's main idea, but with fresh wording.

2. Summarize Key Points: Quickly revisit the supporting details you've discussed, which could look like this for a paragraph about team communication:

- Teamwork encourages clear communication.
- It allows for the sharing of ideas and abilities.
- Teamwork also helps to solve problems more efficiently.

3. Leaving a Lasting Impression:

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

Effective Conclusion Techniques

A conclusion sentence should not only summarize but also offer a personal touch, drawing on your own experience or the wider world. Here are some techniques to achieve this:

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

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

Conclusion Sentences Checklist

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

True or False

Is the statement true or false?

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

Think about which conclusion sentence you think is best.

1) Dinosaurs reign supreme over the prehistoric world. Their massive size and variety astound modern-day scientists. Fossil discoveries provide insights into their existence.

- a) Dinosaurs are big and scary.
- b) Dinosaurs come in different colors.
- c) In essence, dinosaurs are a window into prehistoric history.

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

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

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

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

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, revolutionizes communication, entertainment, and paves the way for advancements in medicine and science.

3) Healthy oceans are crucial for sustaining a diverse 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

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Write things you like about the paragraph. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 - 8 criteria that make a good paragraph.

Buoyancy is a fascinating physical principle that explains why some objects float while others sink. This phenomenon occurs due to the force exerted by a fluid, like water, against the bottom of an object placed in it. An object floats when it is less dense than the fluid it displaces, meaning it weighs less than the amount of water it pushes aside. For instance, a ship floats because its overall density, including the air inside it, is less than the density of water. Conversely, a solid piece of iron sinks because it is denser than water. Therefore, understanding buoyancy is crucial in various fields, from designing ships to understanding natural phenomena. In conclusion, buoyancy involves the intricate balance between an object's weight and the upward force it receives, determining whether it will float or sink.

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

- 1) What is your topic?
- 2) Brainstorm ideas that come to mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.



Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

6) Write your paragraph down. Make sure to use transition words between your supporting details.

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	Clearly and 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 or plain.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors in grammar or spelling.	Numerous errors in grammar or spelling; some affect understanding.

Teacher Comments

Mark

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

Essay Writing – Thesis Statements

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

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

Topic	Main Ideas
Environmental Conservation	<ul style="list-style-type: none"> 1) Reducing waste is critical to protecting natural habitats. 2) Conservation initiatives help combat climate change. 3) Community awareness and participation are key to conservation.
Thesis Statement	
In this essay, I will discuss 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	<ul style="list-style-type: none"> 1) Team sports encourage physical fitness and teamwork. 2) Participating in team sports teaches valuable social skills. 3) Being part of a team can boost self-esteem and confidence.
Thesis Statement	
<hr/> <hr/> <hr/>	

Topic	Main Ideas
The Impact of Reading for Pleasure	<ul style="list-style-type: none"> 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	
<hr/> <hr/> <hr/>	

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

Topic: The Role of Public Libraries in the Digital Age

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

Topic: The Influence of Advertising on Youth Consumption

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

Essay Writing - Globalization

Introduction

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



Main Idea 1: International Trade

One of the key 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 global cultures may overshadow and diminish local cultures and traditions. This phenomenon can result in a loss of cultural diversity, as global influences often overpower unique local customs and practices.

Main Idea 3: Environmental and Labour Market Impact

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

Conclusion

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

True or False

Is the statement true or false?

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

Question

Answer the questions below.

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

2) Write the thesis statement of the essay below.

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

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

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

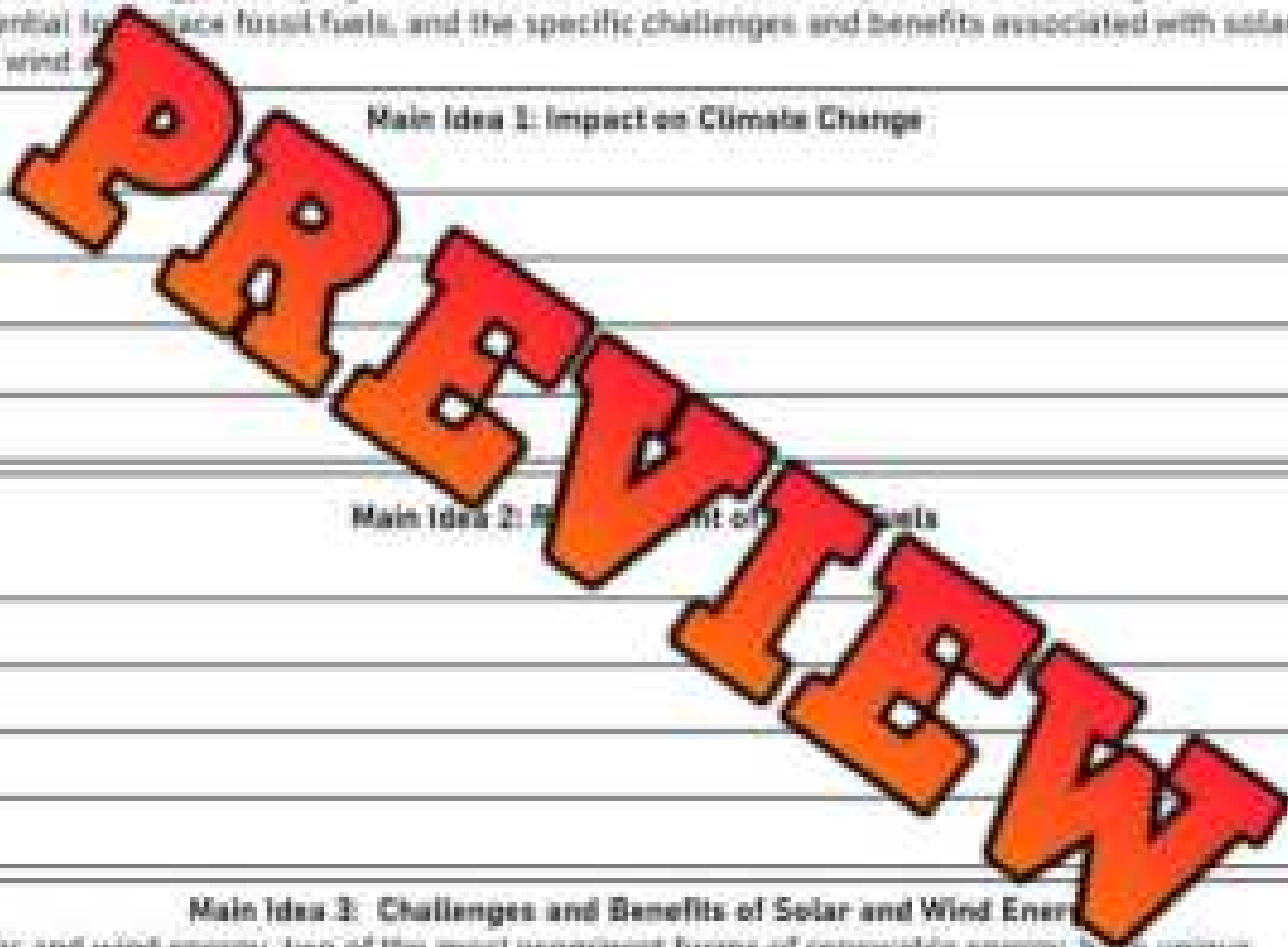
Main Idea 2: Potential of Solar and Wind Energy

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 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 |

Purpose and Audience of Letters

Think

Read the purpose and audience of the email. Then decide if it will be a formal or informal email?

Audience	Purpose	Formal or Informal	
Principal	Proposing a new school club	Formal	Informal
Friend	Planning a weekend outing	Formal	Informal
Local Council	Need new basketball net at park	Formal	Informal
Classmate	Organizing a group study session	Formal	Informal
Teacher	Requesting feedback on an assignment	Formal	Informal
Museum Staff	Requesting a school trip visit	Formal	Informal
Pen Pal	Requesting updates	Formal	Informal
Summer Camp Coach	Requesting about activities	Formal	Informal
Cousin	Asking for help	Formal	Informal
Art Teacher	Seeking advice on art project	Formal	Informal
Coach	Reporting absence from practice	Formal	Informal
Tutor	Clarifying a topic from a lesson	Formal	Informal

Think

Think of 5 emails you might want to send. Write the audience and purpose of each email?

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal

Name: _____

Informal Email Writing

Write

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

Audience	Purpose
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

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 microscopic world. 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 see how the 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 because we're going to 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 _____ exclamation marks.

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

PREVIEW

Edit

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

Criteria	<input 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?		

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 90210

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

Name: _____

Formal Letter Writing

Write

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

Audience	Purpose
School Board	To demand a bigger gym or laptops for every student.
	

Success Criteria – Formal Letter

Analyse

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 6 criteria that make a good formal letter.

Maplewood Middle School
123 Education Lane
Maplewood, ON K1A 0B1

Dear Mr.

I am writing to express my great interest regarding our recent history lessons about the Quebec Conference of 1864. This pivotal event in Canadian history fascinates me, particularly the various compromises that paved the way for Confederation.

Firstly, the delegates highlighted the need for a united Canada, bringing together leaders from various provinces. Reaching a consensus was not straightforward. Significantly, the delegates agreed on the structure of the government. They agreed on a federal system, balancing power between the central government and provinces.

Furthermore, representation in the House of Commons sparked rigorous debate. The leaders ultimately settled on a representative by-population model, ensuring that each province's voice was fairly heard. Additionally, economic agreements were crucial for a unified Canada.

These compromises were vital in shaping our nation. I would love to learn more about them.

Yours sincerely,
Samantha Princeton

1)	
2)	
3)	
4)	
5)	
6)	

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below.

Audience	Purposes
School Principal	Proposing a new student council initiative
Local Library	Requesting more young adult books
Mayor's Office	Suggesting a community clean-up project
School Board	Advocating for updated computer equipment
Science Center	Submitting a project proposal
Environmental Agency	Asking about a classroom presentation

1) Who will be the audience for your letter?

2) What will be the purpose of your letter?

3) Brainstorm anything that comes to mind for you related to this purpose. What things could you write about to this audience?

4) What will be the main idea of your letter?

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your letter by brainstorming about your topic below.

7) Write 3 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What will you use to allow your supporting details to flow?

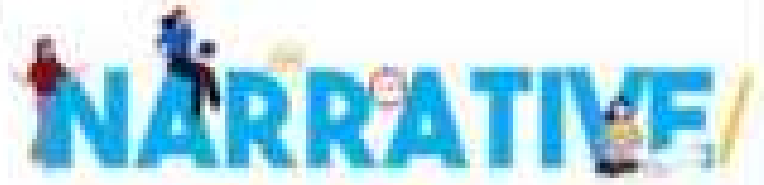
9) Write your conclusion of your letter.

PREVIEW

Intro to Narrative Writing

Essentials of Narrative Writing

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



Parts of a Narrative

A narrative typically consists of three key parts:

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

Tips for Effective Narrative Writing

Good narrative writing involves several key elements:

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

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

True or False

Is the statement true or false?

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

Question

Answer the questions below.

1) What are the main parts of narrative writing?

2) Idea generation: Write down story ideas you could write that are inspired by your interests. Consider how you might explore these in these activities.

Example: Chelsea, an aspiring soccer player, enters a competition.

Think

Write the beginning, middle, and end for the story idea below.

Beginning: Setting/characters, Middle: Main problem, End: Solving the problem

Story idea: During a thunderstorm, Lily discovers her cat can control the weather with its purrs.

Beginning	
Middle	
End	

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 - Imagery

Draw

Read the sentences below and draw what you imagine.

Sarah strolled through the snow-covered town. Streets sparkled with festive lights, and snowflakes fell like tiny crystals. Children built snow globes, their laughter mingling with the distant bells. Air was crisp, and cookies filled the town square, with its illuminated tree, bustled with life. The world seemed wrapped in magical, wintry tranquility, the joy of the season.

He stood before a shelf of books, scanning the spines for a new adventure. The room was filled with the scent of books, old and new. Around him, whispers and the rustle of pages created a tranquil atmosphere. Light filtered through large windows, illuminating the rows of books. His eyes stopped on a captivating cover; he reached out, feeling a thrill. In his hand, a new world awaited, a perfect companion to the story already begun.

Narrative Writing – Imagery Using Sensory Details

Good writers use sensory details. They describe what readers might see, hear, taste, touch, and smell.

Direction

Write three sensory details for the events below. Be creative. Try to use sight, sound, smell, taste, and touch. The first one is started for you.

A student receives a gift on their birthday.

1) _____ with colourful wrapping paper.

2) _____

3) _____

Riding a roller coaster at the fair.

1) _____

2) _____

3) _____

A band performs at a school talent show.

1) _____

2) _____

3) _____

Planting a garden in spring.

1) _____

2) _____

3) _____

PREVIEW

Narrative Writing - Hyperbole

Hyperbole is when you use extreme exaggeration in writing or speaking to make a strong point or to emphasize something. It's not meant to be taken literally, but rather to create a big impact or to add humour.

For example: if someone says, "I'm so hungry I could eat a horse," they don't actually mean they could eat a whole horse. It's just a way of saying they're really, really hungry.



Directions: Read each sentence. Is the sentence hyperbole?

1)	I've told you a million times to clean your room.	Yes	No
2)	The backpack weighed a million tons of bricks.	Yes	No
3)	It's a bit chilly outside.	Yes	No
4)	That joke is so old, it could be in the dictionary.	Yes	No
5)	She ran as fast as lightning during the race.	Yes	No
6)	The math homework was a little challenging.	Yes	No
7)	I'm so hungry, I could eat an entire pizza by myself.	Yes	No
8)	The history book was 500 pages long.	Yes	No
9)	He's so tall, he could touch the clouds.	Yes	No
10)	The sunflowers in the garden were as tall as skyscrapers.	Yes	No
11)	The cat napped in the sunny spot by the window all afternoon.	Yes	No
12)	He smiles so bright.	Yes	No
13)	We walked forever before we finally found the place.	Yes	No
14)	She sang so loudly, she could be heard from miles away.	Yes	No

Write

Write the meaning of each hyperbola.

Hyperbole	What does it mean?
This bag weighs a thousand pounds.	
She can run faster than the wind.	
I love you to the moon and back.	
If I can't buy that, I'll die.	
He snores so loudly, he could wake the dead.	
It's so cold outside, I turned into an icicle.	
She cried a river of tears.	
That movie was so boring, I aged ten years watching it.	
I've got a million things to do.	
That pie was so good, it was out of this world.	
If I don't get a good night's sleep, I'll be a zombie in the morning.	
His new car is so fast, it could fly to the moon.	
He's got a ton of video games.	

PREVIEW

Narrative Writing - Setting

Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

Analyze

The setting below has been written about a meadow. How many senses does the character see, feel, hear, taste, and smell.

Manny gazes across the vibrant green meadow, seeing the lush, rolling hills. He hears the cheerful chirping of yellow birds above, blending with the whisper of a gentle breeze. He feels the soft caress of sun's warmth. He tastes the fresh, tangy hint of wild berries on his tongue. Fingers touch the cool, smooth petals of wildflowers.

See	
Feel	
Hear	
Taste	
Smell	

Direct and Indirect Characterization

Characterization can be either **direct** or **indirect**. Direct characterization is what the narrator tells you about a character. Indirect characterization is what you can infer from the characters actions and interactions with other characters.

For example: the writer might say, "Sarah is very kind and always helps her friends." This is Direct characterization.

If Sarah spends her time helping her friends and being nice to them, you understand that she is kind. This is indirect characterization.

Write **one** sentence below and circle what their character type might be.

1	Always a challenge, never backing down from a challenge.	Direct	Indirect
2	Always the first to jump and shot up before the question was even asked.	Direct	Indirect
3	The corners of Julian's eyes crinkled as the stray dog approached, hinting at a soft heart.	Direct	Indirect
4	Mr. Clarke's voice boomed across the classroom, final that he was not one to tolerate lateness.	Direct	Indirect
5	Fiona's desk was a rainbow of sticky notes, one to remember homework and chores.	Direct	Indirect
6	When the library lights flickered, Sam's eyes lingered on the fantasy section, a dreamer in a room full of stories.	Direct	Indirect
7	Coach Daniels barked orders like a drill sergeant, expecting nothing but the best from his team.	Direct	Indirect
8	With a pen always tucked behind her ear, Lana was the unofficial scribe of every class discussion.	Direct	Indirect
9	Beng lingered by the art room door, his fingers stained with paint even when he wasn't in class.	Direct	Indirect
10	Principal Thomas was known for his stern gaze that could silence a noisy cafeteria without a word.	Direct	Indirect
11	In a sea of uniform school blazers, Eliza's was the one with the hand-sewn patches and pins.	Direct	Indirect
12	Every time the old jazz record played, Mrs. Ellington would pause and lose herself in a memory, her eyes reflecting a bygone era.	Direct	Indirect

Think

Think of books you have read lately and fill in the details below.

Character's Name: _____

Direct characterization

(What has the narrator told you about the character?)

Indirect characterization

(What can you infer from the character's actions and interactions with others?)

PREVIEW

Write

Describe the character in your own words.

Narrative Writing - Characters

Create

Create a character. Draw it in the oval and fill in the organizer below

My character is:

What does the character look like?

What do they do? (actions)

What do they say?

What do others say about the character?



Narrative Writing – Character Development

Developing characters in a story means the writer shows us how the characters change or grow as the story goes on. Characters develop because of events they go through.

For example, a character might start off being scared of trying new things, but by the end of the story, they might learn to be brave and try lots of new adventures.

Write

Pick a character from your favourite book or movie and fill in the boxes below to show how they develop over the course of their storyline.

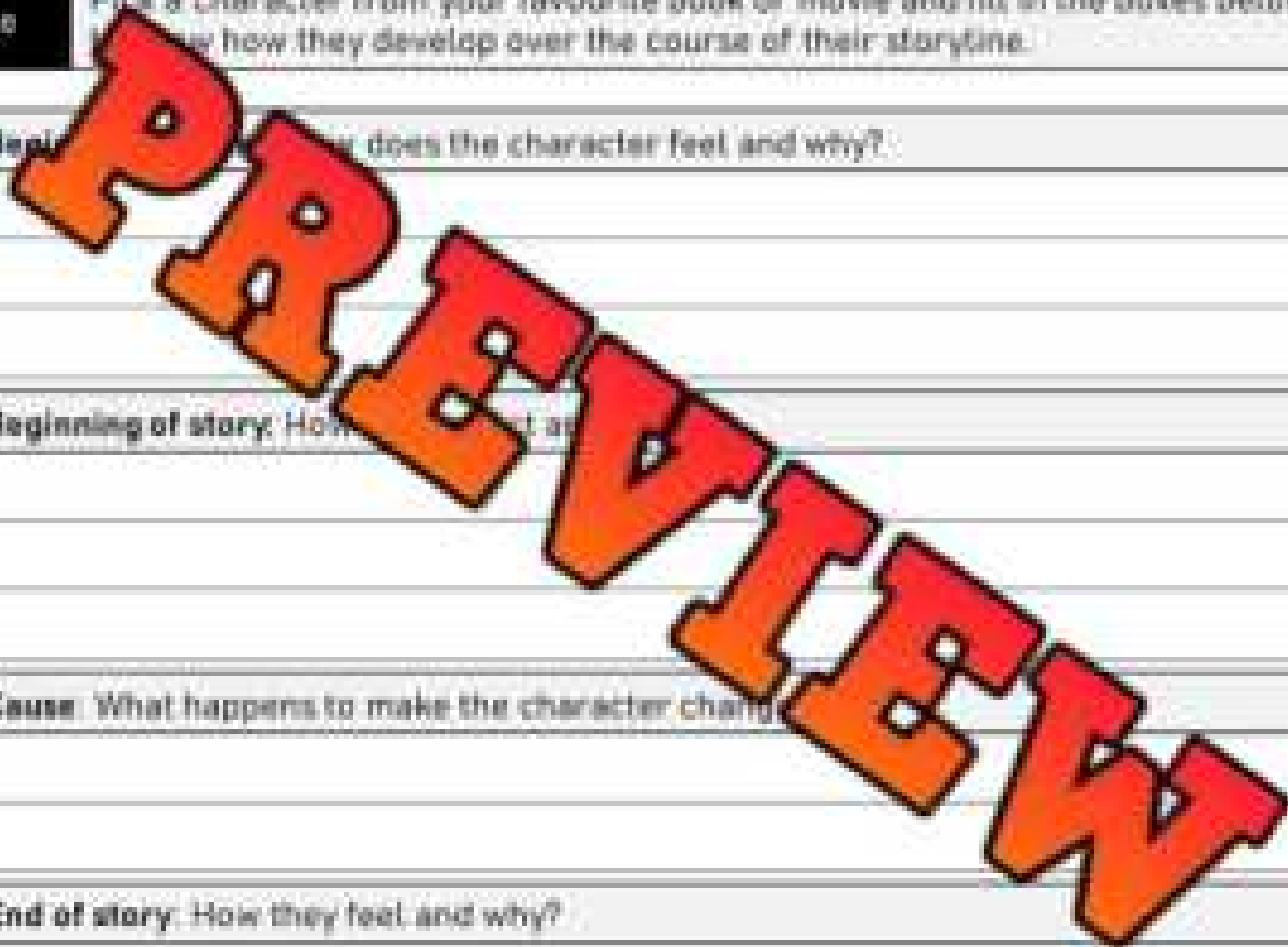
1) **Beginning of story:** How do they feel and why?

2) **Beginning of story:** How do they act and why?

3) **Cause:** What happens to make the character change?

4) **End of story:** How they feel and why?

5) **End of story:** How do they act and why?



Narrative Structure – Character Types

Introduction to Character Types

When we read a book or watch a movie, we meet different kinds of characters, each playing a unique role in the story. These characters can be complex or simple, good or bad, but each one adds something special to the story. Understanding these types helps us appreciate the story even more.



Let's explore these types in a way that's easy to understand.

- **Protagonist:** This is the main character in a story, often the hero. They are the person the story is mostly about. They usually face challenges and are trying to reach a goal. Think of the captain of a sports team, leading the action and making big plays.
- **Antagonist:** This character is often the 'bad guy' who creates the main challenge to the protagonist. They stand in the way of the protagonist and try to stop them from reaching their goal. It's like they're the captain of the rival team, trying to stop you from winning.
- **Round Characters:** These characters are like real people. They have many different traits, emotions, and they can change or grow during the story. You know them from well, just like you would a close friend. They're complex and interesting.
- **Flat Characters:** Flat characters are simpler. They don't change much and usually have just one or two main traits. They're like acquaintances you don't know very well – you only see one side of their personality.
- **Stock Characters:** These are familiar types of characters that pop up often in stories. They're like the usual players in a game. For example, the 'wise old man' who gives advice, or the 'bully' who makes trouble for the hero. You recognize them because they have well-known traits that are seen in many stories.

Write

Choose and create one character type and write their short profile.

1) What is your character's name?

2) What is your character type?

3) Describe what your character looks like and their main personality trait.

4) What role does your character play? What challenge do they face?

5) Give a brief background or history of your character.

6) Mention any special skills or unique traits this character has.

PREVIEW

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 are what her friends feel at home. She is the one who can solve the riddle of a favourite when you are stuck. Plus, her ability to recall facts 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	

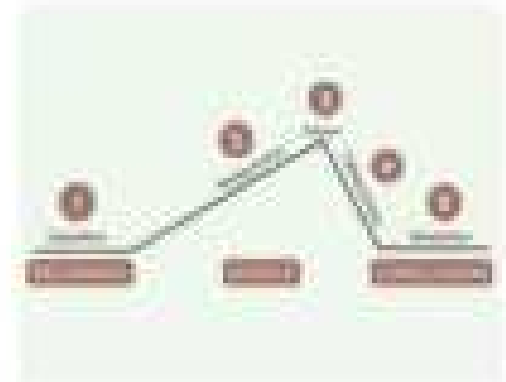
Narrative Structure

Understanding Narrative Structure

Every story you read or listen to has different parts that make it complete and exciting. These parts are like pieces of a puzzle that fit together to tell the whole story. Let's explore the five main parts of a story: exposition, rising action, climax, falling action, and resolution.

Starting the Story: Exposition

In the beginning of a story, called the exposition, we learn about the characters, where and when the story takes place, and the main problem. We also find out what the story is about.



Building Up: Rising Action

After the story starts, things begin to happen that make the story more exciting. This part is called the rising action. Here, the characters face problems and challenges. Think of it like climbing a mountain - it gets more and more exciting as you go up.

The Big Moment: Climax

The climax is the most exciting part of the story. It's like the peak of the mountain. This is where the biggest problem or challenge happens, and the characters face their greatest test.

Wrapping Up: Falling Action

After the climax, the story starts to calm down. This part, called the falling action, is where the characters deal with what happened in the climax and start to find solutions.

The End: Resolution

Finally, we have the resolution. This is where all the problems are solved, and the story comes to an end. It's like coming down from the mountain and resting after a long journey.

These parts work together to make a story that we enjoy reading or listening to. Each part has its own job in telling the story.

Fill In

Fill in the blanks.

1)	The part where we learn about the setting and characters: _____
2)	The most exciting part where the main problem happens: _____
3)	The part where the story begins to calm down after the climax: _____
4)	The part where the story ends and the problems are solved: _____
5)	The part where the story begins to build up and the problems start: _____

Direction

Write the name of the story you think this sentence is from.

1) Kevin tries out for the school soccer team. He thinks his skills will help him make friends, but he faces tough competition and self-doubt.	Exposition	Rising Action
2) In a small coastal town, 14-year-old Mia discovers an old map in her attic, hinting at hidden treasure buried in nearby caves.	Exposition	Resolution
3) During the final tryout game, Kevin scores the winning goal, but injures his ankle in the process.	Rising Action	Falling Action
4) Mia and her friends cleverly use their knowledge of the caves to escape, leaving the rival hunters lost and confused.	Falling Action	Resolution
5) Mia finds the treasure, but at that moment, the rival treasure hunters corner them, demanding they hand it over.	Climax	Resolution
6) Back in the town, Mia and her friends are hailed as heroes, and they decide to donate the treasure to the local museum.	Climax	Resolution
7) As Mia and her friends search for the treasure, they encounter a series of mysterious clues and realize they're not the only ones looking for it.	Rising Action	Exposition

Think

Read the following story summary and describe the structure.

Summary

Fifteen-year-old Emily had always been fascinated by space and dreamed of becoming an astronaut. When she joined her high school's astronomy club, she met Leo and Maya, who shared her passion for the stars. Together, they decided to enter a national science competition with a project about Mars exploration.

Over several weeks, they worked hard, conducting research, building models, and preparing their presentation. However, a week before the competition, their model of a Mars rover accidentally broke during a practice session. Feeling devastated, Emily, Leo, and Maya gathered the courage and determination to rebuild it, often staying up late into

the night. On competition day, they were anxious but excited to share their project. Despite the setback, their presentation was a success, earning the judges' praise for its depth and creativity. They won third place, and the judges commended their innovative approach and teamwork. Most importantly, Emily realized that her dream of exploring space was more alive than ever, and the friendship she formed with Leo and Maya was the greatest achievement of all.

Exposition

Rising Action

Climax

Falling Action

Resolution

PREVIEW

Narrative Writing – Linear Stories

Imagine a straight line from the start to the end. That's how **linear stories** work. They begin at one point, move through a series of events, and then end at another point. In linear stories, everything happens in order, one event after the other.

A classic example of a linear story is "Harry Potter and the Sorcerer's Stone" by J.K. Rowling. It starts with Harry's ordinary life and ending with his first big victory.

Direction:

Think of a book you know that is a good example of a linear story. Write the name and explain briefly why it fits the definition of a linear story.

1) Name

Directions:

Imagine you are writing a story. It would be the beginning, middle, and end of your story. Write a summary for each part.

1) Beginning

2) Middle

3) End

Narrative Writing - Plot

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

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

Practice

Read the story below. Then fill in the organizer.

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

Beginning	
Middle	
End	

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

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 that turned to a look of surprise.



_____ said, her eyes locking onto the watch.

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

_____ his grandmother pondered as she held the watch to 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.

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: Choose 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	Reveals a secret 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, Jamal," Maya 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 leaned 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)	

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		

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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 and highlighters
- Highlighters (to mark areas for revision)
- Revision checklist (to check the success criteria)



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is not criticism.
- 2) **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 variety or sophistication.	Word choice is basic or repetitive.	Word choice is inappropriate or confusing.
Title	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is generic or uninteresting.	The title is irrelevant or missing.
Quotations	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are not used or used throughout the story.

PREVIEW

Comments	
Mark	

Understanding Persuasive Writing

What is Persuasive Writing?

Persuasive writing is a style of writing where the writer aims to convince the reader to agree with their opinion or take a specific action. This type of writing is used in various areas such as advertising, speeches, debates, and even in everyday conversations. The primary goal is to persuade or influence the audience's thoughts or actions.

When and How Persuasive Writing is Used

Persuasive writing is commonly used in situations where you need to convince someone of your viewpoint. For instance, in a school debate, a government trying to sell a product, or in a letter to your neighbor about an important community issue. It is also used in everyday life, like convincing your parents to extend your curfew or persuading your friend to watch a movie you want to watch.



To write persuasively:

- **Understand Your Audience:** Know who you are writing to and what might convince them.
- **State Your Position Clearly:** Make your main point or action you want them to take very clear from the beginning.
- **Use Strong Reasons and Evidence:** Support your claims with facts, examples, or logical reasons.
- **Appeal to Emotions:** Sometimes, making an emotional appeal can be very effective.
- **Address Opposing Views:** Acknowledge the other side of the argument and explain why your viewpoint is better.

Key Elements of Persuasive Writing

There are several key elements that make writing persuasive:

- **Clear Thesis Statement:** This is a sentence that clearly states your position on the topic.
- **Logical Arguments and Evidence:** Use facts, statistics, or real examples to support your opinion.
- **Emotional Appeal:** Use words or stories that create an emotional response in the reader.
- **Credibility:** Show that you are knowledgeable and trustworthy about the topic.
- **Conclusion:** Sum up your arguments and restate your position, encouraging the reader to agree with you or take action.

Remember, persuasive writing is all about convincing your reader. Use these elements effectively to make your writing more persuasive.

True or False

Is the statement true or false?

1) Persuasive writing is only used in advertisements and speeches.	True	False
2) Understanding the audience is not important in persuasive writing.	True	False
3) Emotional appeals should never be used in persuasive writing.	True	False
4) Facts and logical reasons are unnecessary in persuasive writing.	True	False
5) Addressing opposing views can strengthen persuasive writing.	True	False

Question

Answer the questions below.

1) How is persuasive writing similar to telling someone what you think and why?

2) Why are debates a common example of persuasive writing?

PREVIEW

Be Persuasive

Act like a salesperson who is trying to sell the drink or shoes. How would you say to customers?



Activity: Being Persuasive

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- Prompt cards
- Timer or clock



Instructions

How will we complete the activity?

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

Prompts

Debate the prompts below

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

Reflection Answer the questions below after you debate

1) What part of the debate was hard for you?

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

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

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

Persuasive Writing - Opinions

Opinion

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

	Topic	Opinion - Yes or No?
1)	Is online learning as effective as traditional in-class learning?	
	Reason 1	
	Reason 2	
	Reason 3	
2)	Should schools have a shorter school day for students?	
	Reason 1	
	Reason 2	
	Reason 3	
3)	Should cities have more public parks?	
	Reason 1	
	Reason 2	
	Reason 3	
4)	Is space exploration worth the cost?	
	Reason 1	
	Reason 2	
	Reason 3	

PREVIEW

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

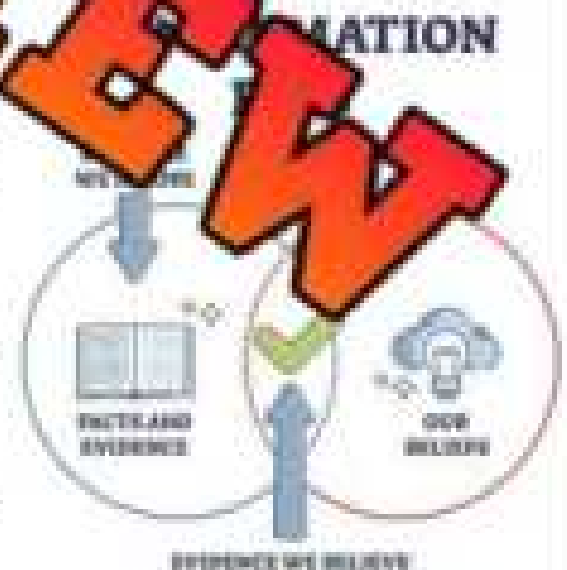
Bias can manifest in several ways in writing:

- **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 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 affection 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. About it, history lessons while somersaulting, solving math problems mid-air, or even reading books 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, everyone would wish they were part of our amazing bouncing classrooms.

I eagerly await your enthusiastic approval of this fantastic proposal.

Yours sincerely,
Chris Mathews

PREVIEW

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Activity – Finding Bias in Writing

Tough Job

Write your response letter back to Chris.

PREVIEW

- Include:**
- A greeting
 - Topic sentence
 - Body with main points



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

Activity – Finding Bias in Writing**Think**

Write the bias each person might have below

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

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

PREVIEW

Assignment – Persuasive Essay Writing

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

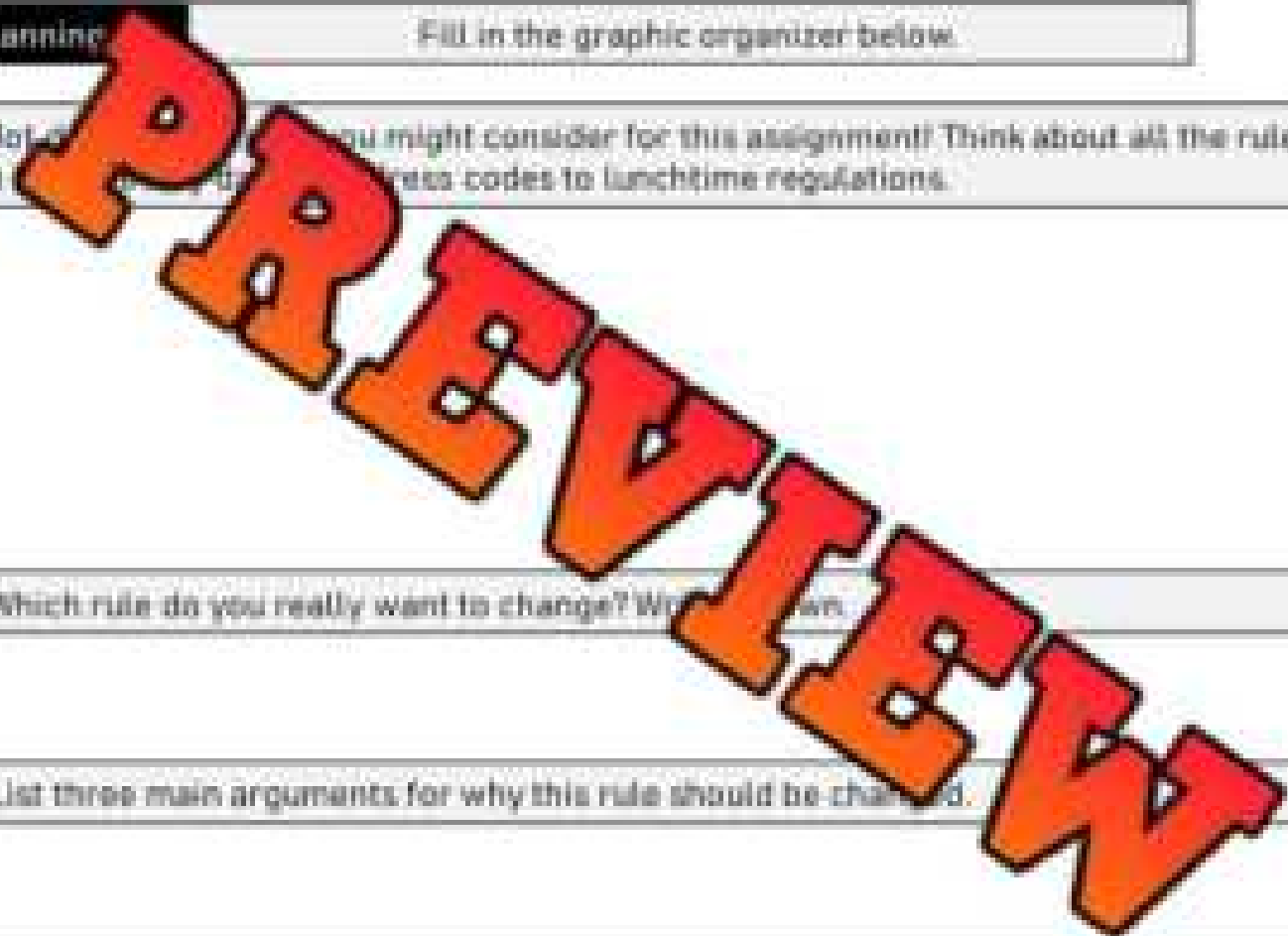
Planning Fill in the graphic organizer below.

1) List 5-10 rules you might consider for this assignment! Think about all the rules you see at school. Examples: 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.



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 with a strong closing statement.	Conclusion summarizes main ideas and restates the thesis, but with less clarity.	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.	Uses few persuasive techniques, and the argument is unbalanced.	Lacks persuasive elements or uses them poorly.
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 beauty 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.

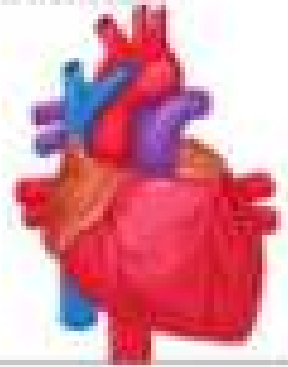
PREVIEW

Writing a Report – Circulatory System

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Choose 1 of 3 main headings: Functions the circulatory system (F), parts of the circulatory system (P), and diseases of the circulatory system (D).
- 3) On the next page, write an introduction for the report. Then you'll need 3 headings for the body of your report, you'll need a conclusion. You don't need to use all the facts for your report, but you must use at least 3.

Facts

Organ Facts

Blood, composed of cells and plasma, transports nutrients and oxygen.	
Hypertension, or high blood pressure, strains the heart and arteries.	
The circulatory system delivers oxygen and nutrients to cells efficiently.	
Capillaries are tiny vessels where blood exchanges oxygen and nutrients.	
This system plays a key role in regulating body temperature and pH.	
Hormones are distributed from glands to body parts via the circulatory system.	
Veins return depleted blood back to the heart for reoxygenation.	
It aids the immune system by transporting white blood cells to fight infections.	
Arteries carry oxygen-rich blood from the heart to the body.	
Coronary artery disease reduces blood flow to the heart, causing chest pain.	
It efficiently removes carbon dioxide and other wastes from the body's tissues.	
Stroke occurs when blood flow to a brain part is interrupted or reduced.	
The heart pumps blood, divided into four chambers for circulation.	
Heart failure is the heart's inability to pump blood effectively.	
Atherosclerosis involves plaque buildup in arteries, leading to heart attacks.	

Planning

Fill in the components of the report below.

Introduction - What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion - Summarize the report in just a few sentences.

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 Reliable 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 on 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 about how the water cycle operates	Good	Bad
6) Tectonic plates and earthquakes	Good	Bad
7) Find out about the 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 NGO, providing reports and research on global issues.	Yes	No
4) A website selling health supplements with exaggerated health claims.	Yes	No
5) A YouTube video from an unqualified individual promoting pseudoscience.	Yes	No

Research Process

Introduction

Research is an essential skill for uncovering new knowledge, addressing challenges, and satisfying curiosity. By mastering the four key steps of researching - questioning, gathering, organizing, and recording - you can navigate any topic with confidence.



Questioning

Every research project begins with a question that sparks your curiosity. You might wonder about the impact of climate change on local ecosystems. A well-crafted research question is specific and straightforward, providing a clear path for a targeted investigation.

Gathering

After formulating your question, the next step is to gather information. Here are some methods you can use:

- **Reading Books:** Visit your school or library to find books relevant to your topic.
- **Online Research:** Use educational websites and digital databases for up-to-date information.
- **Interviews:** Talk to teachers, professionals, or experts who have knowledge about your subject.

Organizing

After collecting your data, it's important to organize it, focusing on the most relevant information. This can include:

- **Arranging information** in chronological order or by theme.
- **Creating outlines** to structure your findings.

Recording

The final stage involves documenting your discoveries. This can be achieved by:

- **Note-Taking:** Write down key points and important details.
- **Visual Aids:** Create charts, diagrams, or mind maps to visualize information.
- **Illustrations:** Draw pictures or sketches to represent concepts or ideas.

Conclusion

By following these steps - questioning, gathering, organizing, and recording - students can effectively research any topic. It's important to keep track of your sources and present information honestly.

PREVIEW

Research Activity - Questioning

Think

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

Topic 1: 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

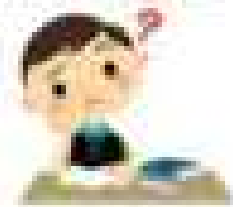
Question	Answer	Source - Website Name
13) What is the term for fear of heights?		
14) What's the chemical symbol for silver?		
15) Who is the author of "Les Misérables"?		
16) What is the symbol for the human body?		
17) What is the capital of New Zealand?		
18) Who is the Roman god of war?		
19) What 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

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. This essay will explore the engineering principles behind this iconic structure, including its design and the materials that contribute to its resilience.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

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

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Report Writing – Introductions

Write

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

Topic: How to play hide and seek

 Starts with fun fact

 Starts with a question

 Has a thesis statement

 Keep it short and interesting!

Topic: A day in the life of a student

 Starts with fun fact

 Starts with a question

 Has a thesis statement

 Keep it short and interesting!

PREVIEW

Activity – Finding Diagrams/Pictures/Charts

Objective

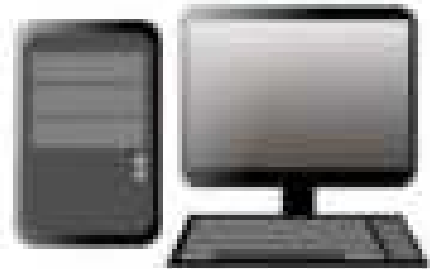
What are we learning more about?

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 224)



Instructions

How do we complete this 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

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

Evaluating Solutions

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

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

Ensuring Success

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

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

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

Problem and Solution Report

Think

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

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

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

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

PREVIEW

Problem/Solution Report – Success Criteria

Understanding Air Pollution

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

Solution 1: Switch to Renewable Energy Sources

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

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

Solution 2: Planting More Trees

Pros:

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

Cons:

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

Evaluating The Solutions

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

Conclusion

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



PREVIEW

Questions

Answer the questions below.

1) What is the problem in the report?

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

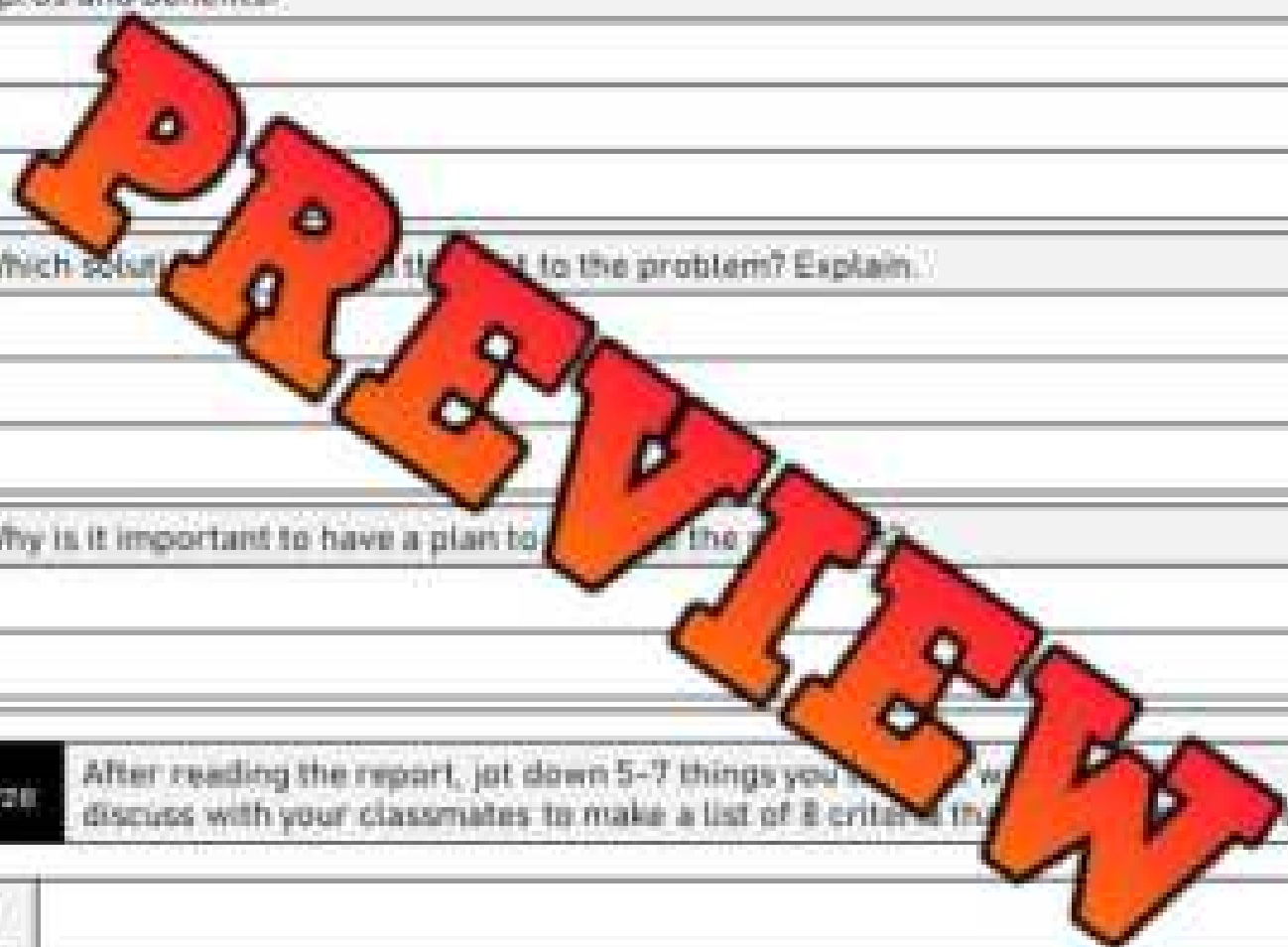
3) Which solution is the best to the problem? Explain.

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

Analyze

After reading the report, jot down 5-7 things you think are important. Discuss with your classmates to make a list of 8 criteria that should be used to evaluate the report.

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



Assignment – Writing a Problem/Solution Report

Write

Plan your report by filling in the graphic organizer below.

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

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

3) How can we evaluate the solutions we proposed?

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

PREVIEW

Rubric – Problem and Solution Report

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

Teacher Comments

Mark

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

What is a Haiku?

What is a Haiku?

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

Morning Song

Gentle morning light
Birds singing in harmony
Daybreak comes alive

Falling Leaves

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

Write

Finish the Haiku poems below.

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

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

How to Write a Rhyming Poem

Basics of Rhyming Poetry

Rhyming poetry is a form of writing where words at the end of lines have similar sounds. This type of poem is enjoyable to read and write because the rhymes create a musical rhythm. Using rhymes shows the reader 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 together, 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', and 'mars'.

3. Plan Your Lines: Start writing your lines, keeping your 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. This will 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

As birds fly around, they

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

AABB Poem

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

Carrying whispers soft and low, (A)

Assignment – Writing a Children's Book

Plan

Write a plan for your children's book.

Ideas	
Adventure in a Video Game	Mystery of the Haunted Library
The World Inside a Snow Globe	Day as the Class Hamster
Diary of Flying Sneakers	Secrets of the School's Basement

1) Think about which idea you like best. You can use some of the topics from above if you want.

2) Which story idea do you like best?

3) What's going to happen in your story? Jot down some ideas for your story.

4) Write down 4 fun things about your story idea. Like, if your story is about a silly pet, one thing could be that the pet loves dancing to music.

Write

Write the rough draft of your poems below.

11

12

13

14

PREVIEW

Activity Title: "Poem Editing Teams"

Objective

What are we learning more about?

To help students collaborate in small groups and focus on different aspects of proofreading and revising their poems.



Instructions

How do we complete the activity?

- 1) Introduce the Activity:** Begin by explaining the importance of proofreading and editing poems. Emphasize that each group member will have a special role to play.
- 2) Student Preparation:** Students use the poems they have written for their children's books as the basis for their editing work.
- 3) Create Editing Teams:** Divide students into groups of 4. In each group, assign the following roles:
 - **Punctuation and Capitalization Expert:** Focuses on punctuation and capitalization.
 - **Proofreader:** Focuses on spelling mistakes.
 - **Word and Rhyme Choice Artist:** Concentrates on word choice and rhymes that could be improved.
 - **Appreciation Analyst:** Writes down one thing they loved about the poem.
- 4) Exchange Poems in the Group:** Students will pass their poems to each member of the group, so everyone gets to perform their assigned role on each poem.
- 5) Collaborative Revision:** Give students a set amount of time (e.g., 5-7 minutes) to work on each poem in their role. Encourage them to write their feedback on a separate sheet of paper or the back of the poem so that the original author can see all the comments.
- 6) Group Discussion:** After all members have completed their roles on all the poems, allow time for the group to discuss the feedback. Each member should explain their comments, and the original author can ask questions or clarify their intentions.
- 7) Final Revision:** Give students time to revise their poems based on the feedback received from their group members.

Activity Title: "Poem Editing Teams"

Feedback

Fill in the organizer below to collect feedback about your book.

1) The author of this story is...

2) Proofreader comments:

3) Punctuation and Capitalization comments:

4) Word and Rhyme Choice Artist comments:

5) Appreciation Analyst comments:

PREVIEW

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.

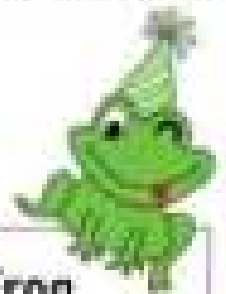
Examples of Limericks

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
Laugh and giggle and hit the top,
The frog was so happy,
And everyone loved to hear him hop.



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?

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 A Limerick Poem

Plan and Write

Plan and write your poems below.

1) Think of things you like. These can help you think of poem ideas. Like friends, hobbies, sports, seasons, weather, etc.

2) Which topic do you like best? Pick one for your poem?

3) When you think about this topic, what words pop into your head? Write down words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4	Rhyme 5



Writing an Acrostic Poem

Write

Write an acrostic poem about rainbow. 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
Rain	Main	Plain	Gain	Pain
	Night	Sight	Flight	Might
	Criticism	Spasm	Enthusiasm	Sarcasm
	Mark	Lark	Spark	Mark
	Flies	Lies	Lies	Pies

R

A

I

N

B

O

W

PREVIEW

All About Comic Strips

Exploring the World of Comics

Comics are a fascinating blend of art and literature, presented in a format that combines images and text to tell a story or convey ideas. Unlike traditional books, comics convey their narrative through sequential art, where a series of pictures in a specific order tell a story. This form of storytelling has grown from simple entertainment to a significant medium for artistic expression and cultural commentary.



Key Elements of Comics

Comics consist of several distinctive elements, each contributing to the overall story.

- **Panels:** These are individual frames that encase scenes or moments. Each panel is a part of the sequential narrative.
- **Gutters:** The spaces between panels, known as gutters, are essential in defining the sequence and timing of events.
- **Speech Bubbles:** These contain the dialogue of the characters. The shape and style of the bubble can convey emotion and tone of speech.
- **Thought Bubbles:** Similar to speech bubbles, they contain a character's thoughts, often shown as cloud-like shapes.
- **Captions:** These are boxes or blocks of text that provide additional information, such as narration, background details, or character descriptions.
- **Illustrations:** The drawings in comics range from simple line art to detailed color art and are central to conveying the story and emotions.
- **Colour:** Colour in comics can set the mood, represent different settings, and differentiate characters, though some comics are effectively presented in black and white.

Significance of Comics

Comics are not just entertaining; they play a crucial role in various aspects of society.

- **Literacy Tool:** They are an excellent medium for encouraging reading and enhancing comprehension through the combination of visual and textual storytelling.
- **Cultural Reflection:** Comics often mirror societal issues, offering a platform for discussion on topics like justice, ethics, and identity.
- **Artistic Medium:** The unique blend of text and visuals in comics allows for creative storytelling techniques that are not possible in other art forms.
- **Entertainment:** Comics have a broad appeal due to their engaging stories, humour, and dramatic elements.

Understanding comics means recognizing them as a significant form of storytelling that combines artistic skill and literary creativity. They are not just for entertainment but also serve as a mirror to society and a tool for education and discussion.

All About Comic Strips



Examine

Read the comic and answer the questions.

- 1) How many speech bubbles are there?
- 2) How many thought bubbles are there?
- 3) In the 3rd frame, what expression does the duck's face show?
- 4) Explain the joke.

- 5) What sound effects could be added to the comic? Explain.

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



Writing Comic Strips – Cake Time

Instructions

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

Panel 1:

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

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

Dramatopoeia: "Tick tock" from the kitchen clock.

Panel 2:

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

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

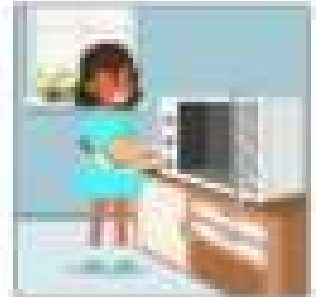
Dramatopoeia: "Ding" from the oven timer.

Panel 3:

Setting: Emma pulls a perfectly baked cake from the oven.

Dialogue: Emma says, "That's perfect!"

Dramatopoeia: "Ding" as the oven timer rings.



PREVIEW

What is a Biography?

Understanding Biographies

A biography is a detailed account of a person's life. It is more than just basic facts like education, work, relationships, and death; it provides an in-depth and comprehensive look at a person's experiences, as well as an analysis of their personality. Biographies are usually about famous or historical significant people, but they can also be about ordinary people who have had an extraordinary impact.



Why Read Biographies?

There are several reasons why reading biographies is beneficial:

- **Learning from Others:** Biographies allow us to learn from others' experiences, including their successes, failures, mistakes, and lessons learned. This can include learning from their triumphs and how they overcame challenges.
- **Inspiration:** The stories of people who have overcome challenges can be very inspiring. They often show us how hard work and determination can lead to great achievements.
- **Historical Context:** Biographies give us a deeper understanding of historical events. They show us how these events affected individuals and shaped their actions and decisions.
- **Understanding Different Perspectives:** They allow us to see the world from someone else's point of view, which can broaden our understanding and empathy.

What's Inside a Biography

A typical biography will usually include:

- **Introduction:** An overview of why this person is significant.
- **Early Life:** Information about their childhood, family background, and education.
- **Major Life Events:** Key events and periods in their life, both personal and professional.
- **Challenges and Achievements:** Struggles they faced and their accomplishments.
- **Impact and Legacy:** How they have influenced others or contributed to society.
- **Personal Insights:** Quotes or anecdotes that give a glimpse into the person's character.

Biographies are not just a collection of facts; they weave these facts into a compelling narrative that helps us understand not just what a person did, but who they were and why they did the things they did. Through biographies, we gain insight into the complexities of human nature and the impact one individual can have on the world.

True or False

Is the statement true or false?

1) A biography only includes basic facts like birth and death.	True	False
2) Reading biographies can be a source of inspiration.	True	False
3) Biographies do not provide historical context.	True	False
4) Biographies help understand different perspectives.	True	False
5) Biographies always start with the person's death.	True	False

Questions Answer the questions below

- 1) How do the challenges faced by a person in a biography inspire us in our daily lives?
- _____
- _____
- _____
- 2) If you could write a biography about _____, who would it be and why?
- _____
- _____
- 3) How do biographies help us understand historical events from a different perspective?
- _____
- _____

Three Events

Write 3 events in your life that people might want to read about.

1)	_____
2)	_____
3)	_____

Biography – Marie Curie

Preface

This book delves into the inspiring life of Marie Curie, a pioneering physicist and chemist who broke barriers in science. Marie Curie's story is not just about her groundbreaking discoveries in radioactivity, but also about her resilience in the face of adversity and her unwavering dedication to science. As the first woman to win a Nobel Prize, her life journey from Poland to the pinnacle of scientific achievement offers a powerful message about the role of determination and intelligence in overcoming obstacles.



Introduction

Marie Curie, born in Poland in Warsaw, Poland, in 1867, is celebrated as one of the most influential scientists of all time. Her extensive work in the field of radioactivity not only earned her two Nobel Prizes but also fundamentally changed our understanding of physics and chemistry.

Early Life and Education

Growing up in a family that valued education, Marie Curie was a top student despite the challenges of living in a Russian-occupied Poland where her education for women was restricted. Undeterred, she worked as a governess to help finance her dream of studying science. In 1891, Marie moved to Paris to attend the Sorbonne, where she excelled despite financial hardships and health issues.

Pathbreaking Scientific Achievements

Marie Curie's scientific career was marked by remarkable discoveries and achievements:

- In 1898, alongside her husband Pierre Curie, she discovered two new elements, polonium and radium, introducing the term 'radioactivity'.
- In 1903, she became the first woman to win a Nobel Prize in Physics, which she shared with Pierre Curie and Henri Becquerel for their work on radioactivity.
- In 1911, Marie Curie was awarded her second Nobel Prize, this time in Chemistry, for her discovery and study of radium and polonium.

Impact and Legacy

Marie Curie's research was crucial in the development of X-rays in surgery, and her mobile X-ray units during World War I saved countless lives. Her pioneering work laid the foundation for modern nuclear physics and cancer therapy. She passed away in 1934 due to aplastic anemia, a result of prolonged exposure to radiation. However, her legacy lives on. She opened doors for women in science, exemplifying courage and perseverance. Her discoveries continue to benefit humanity, and her life story remains a source of inspiration worldwide.

Questions

Answer the questions below

1) Write the headings used in the biography?

2) After reading the preface, why do you think authors include a preface?

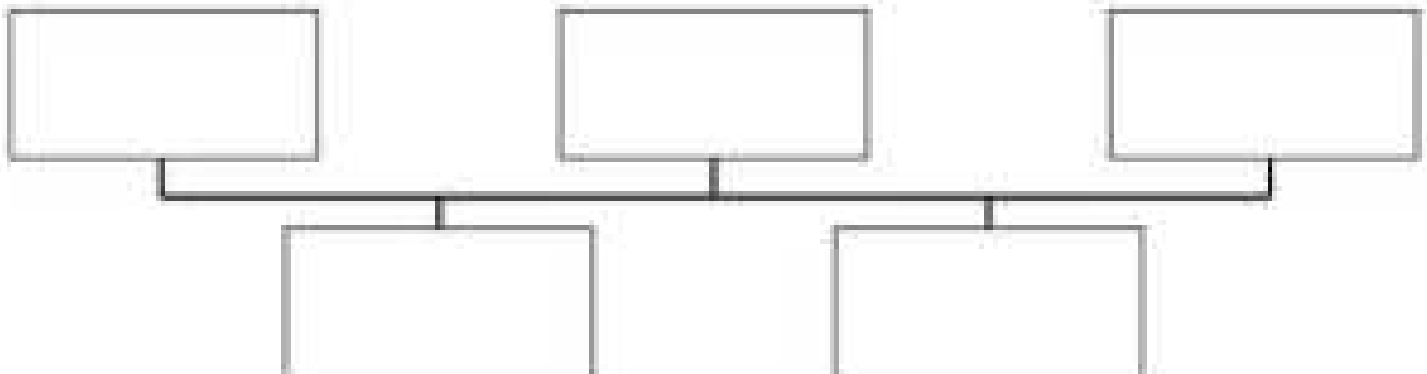
3) How did the author find the biography? Was it helpful?

4) Why do you think the author chose to write about _____? What can we learn from her?

PREVIEW

Timeline

Timelines are often included in biographies. Create a timeline using the information in the biography.



Researching Skills - Plagiarism

What's Plagiarism?

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

DO NOT COPY

Avoiding Plagiarism:

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

Practice paraphrasing, summarizing, and quoting 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 offers 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."

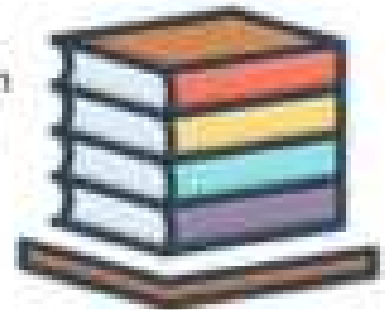
Original Passage: Photosynthesis is a process used by plants and other organisms to convert light energy, usually from the Sun, into chemical energy. This process uses sunlight, carbon dioxide, and water to produce oxygen and glucose, a type of sugar that plants use for energy.

Paraphrasing	_____
Summarizing	_____
Quoting	_____

Researching 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.

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below.

Handwriting practice sheet with multiple rows of cursive letters for tracing. The letters include 'r', 's', 't', 'u', 'v', 'w', 'x', 'y', and 'z'. Each row shows a sequence of the letter followed by a dashed line for tracing. A large, diagonal watermark reading 'PREVIEW' is overlaid on 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

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

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