



# Preview - Information



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

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

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# Google Slides Lessons Preview



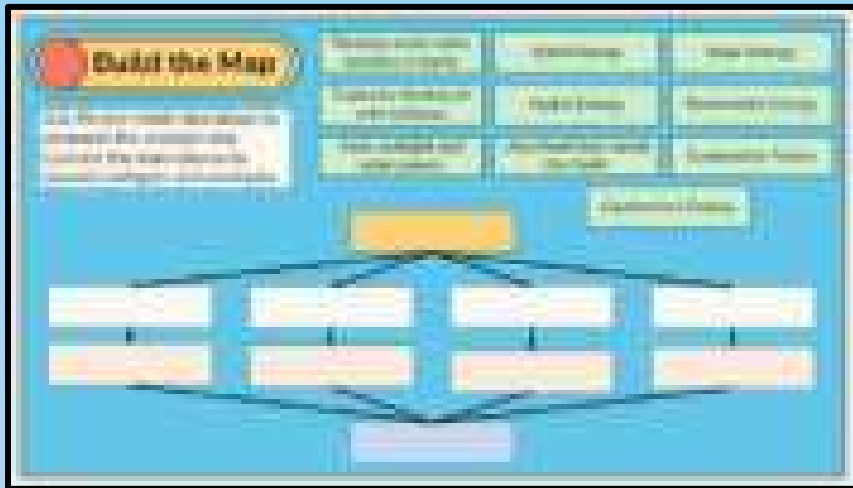


# BC Language Curriculum Reading Comprehension – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

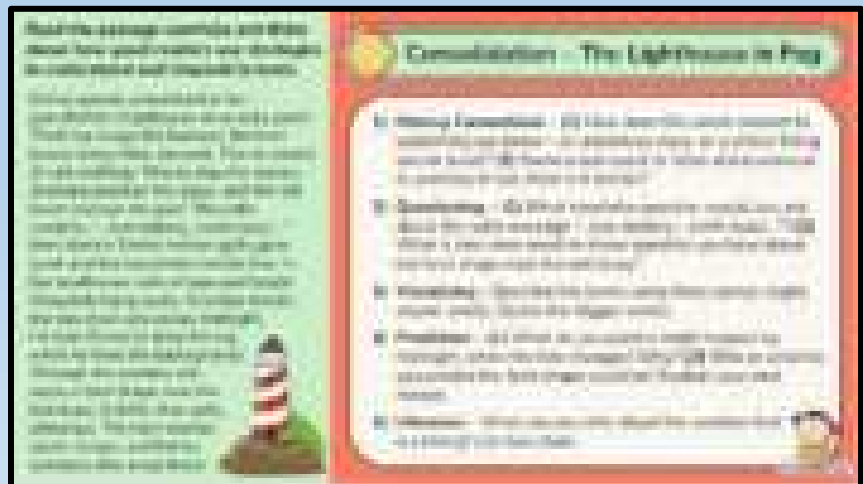


### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





# BC Language Curriculum Reading Comprehension – Grade 7

**Match Their Meanings**

Read the word. Then, drag the correct meaning into the correct box on the right side.

**Word Bank:**

That person has been treated unfairly by someone. **Discriminate** means to treat someone differently from others. This means to regard or treat someone differently because of their race, religion, or other characteristics. **Discriminate** means to treat someone differently from others because of their race, religion, or other characteristics. **Discriminate** means to treat someone differently from others because of their race, religion, or other characteristics.

**Match Their Meanings**

Word	Meaning
Discriminate	A government policy which has a negative impact on a certain group.
Discriminate	To give someone a special award or honor.
Discriminate	A person or organization that is a source of information.
Discriminate	To make a decision about something.
Discriminate	To separate or distinguish between things.
Discriminate	Things that are not the same.

**Character Symbol**

Read the text and answer the questions. Write your answers in the space provided.

1. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

2. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

3. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

4. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

5. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

6. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

7. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

8. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

9. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

10. The author uses the word "symbol" to describe the character of the person in the story. What does the word "symbol" mean?

**Character Symbol**

Read the text and answer the questions. Write your answers in the space provided.

**The Garden of Mirrors – Symbolic Meanings**

Symbolic Meaning	Answer
Truth and self-reflection	
Comments and shared understanding	
Confidence and growth through learning	
Confusion or ignorance	
Wisdom and forgiveness	



# BC Language Curriculum Reading Comprehension – Grade 7

### SWISH and SWALLOW

Illustration of a girl with a toothbrush and a bowl of water.

#### 4 TIPS FOR GOOD TEETH

- 1. Brush your teeth twice a day.
- 2. Floss your teeth once a day.
- 3. Eat a healthy diet.
- 4. Visit your dentist regularly.

#### Mini Poster Challenge

Read the passage and complete the chart.

Question	Answer
1. Is the poster giving information or advice?	
2. Why do you think the poster was created?	
3. How does the poster use language to persuade you?	
4. How does the poster use images to persuade you?	
5. How does the poster use text to persuade you?	
6. How does the poster use color to persuade you?	
7. How does the poster use layout to persuade you?	
8. How does the poster use tone to persuade you?	
9. How does the poster use sound to persuade you?	
10. How does the poster use smell to persuade you?	

#### Circle the correct answer.

Read the passage and circle the correct answer for each question.

1. The author's purpose for writing this passage is to **inform**.

2. The author uses **facts** to persuade the reader.

3. The author uses **statistics** to persuade the reader.

4. The author uses **examples** to persuade the reader.

5. The author uses **anecdotes** to persuade the reader.

6. The author uses **emotions** to persuade the reader.

7. The author uses **humor** to persuade the reader.

8. The author uses **metaphors** to persuade the reader.

9. The author uses **similes** to persuade the reader.

10. The author uses **personification** to persuade the reader.

#### Matching Activity – Which One is Hella?

Read the passage and match the descriptions to the correct character.

**Character 1:** The hella girl is hella smart. She is hella kind and hella funny.

**Character 2:** The hella girl is hella smart. She is hella kind and hella funny. She is hella beautiful and hella popular.

**Character 3:** The hella girl is hella smart. She is hella kind and hella funny. She is hella beautiful and hella popular. She is hella confident and hella brave.

**Character 4:** The hella girl is hella smart. She is hella kind and hella funny. She is hella beautiful and hella popular. She is hella confident and hella brave. She is hella generous and hella helpful.

**Character 5:** The hella girl is hella smart. She is hella kind and hella funny. She is hella beautiful and hella popular. She is hella confident and hella brave. She is hella generous and hella helpful. She is hella honest and hella trustworthy.



# Workbook Preview



# Grade 7 – Language Conventions and Reading Strategies



<b>Big Idea 1</b>	Language and text can be a source of creativity and joy.
<b>Big Idea 2</b>	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
<b>Big Idea 3</b>	Exploring and sharing multiple perspectives extends our thinking.
<b>Big Idea 4</b>	Developing our understanding of how language works allows us to use it purposefully.
<b>Big Idea 5</b>	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

<h2 style="text-align: center; color: red;">Preview of 150 pages from this product that contains 404 pages total.</h2>		5, 123-176-282
		188-223
		5, 123-187, 231-244
		98-99, 106-122, 211-234, 246-246
CST7.1	Characterization; and setting	189-196
CST7.2	Literary devices: sensory detail (e.g., imagery, sound devices) and figurative language (e.g., metaphor, simile)	9-282
CST7.3	Argument	34-51
CST7.4	Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	
CST7.5	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one's awareness of self as a reader and as a writer	

# Block 1: Reading Comprehension Strategies - Basics

## Focus

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

# Understanding Reading Comprehension

## What is Reading Comprehension?

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

## Strategies for Reading Comprehension

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



### 1. Pre-Reading Strategies

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

### 2. During Reading Strategies

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

### 3. Post-Reading Strategies

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

## Why Reading Comprehension Matters in Other Subjects

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

## True or False

Is the statement true or false?

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

## Question

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Matching

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

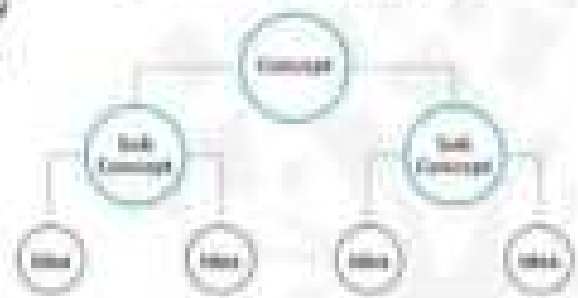
Answer	Strategy	
	Preview	A. Assess the quality, relevance, and purpose of the text.
	Making predictions	B. Reflect on what you already know about a topic to help contextualize new information.
	Ask Questions	C. Try to understand the information that is <b>not</b> directly stated.
	Making inferences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

# Understanding Concept Mapping

## Understanding Concept Mapping

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

Understanding Concept Maps



## Steps to Create a Concept Map

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

## Why Concept Mapping Matters

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

## Fun Facts about Concept Mapping

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

Concept Map

Finish the concept map below by adding ideas

Main Idea: How To Get Better At Basketball

Idea 1: Improve Shooting

Idea 2: Improve Athleticism

Idea 3: Improve Dribbling

Sub Idea 1

Sub Idea 1

Sub Idea 1

Sub Idea 2

Sub Idea 2

Sub Idea 2

Sub Idea 3

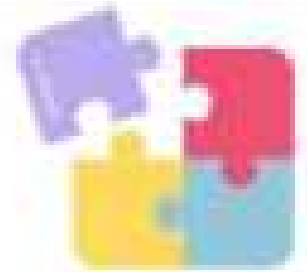
Sub Idea 3

Sub Idea 3

**PREVIEW**

## Making Connections

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



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

### Making Connections

Make connections to the text below.

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

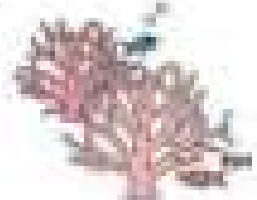
Text-to-Self	_____
Text-to-Text	_____
Text-to-World	_____

## Comprehension Practice – Making Connections

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

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

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



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

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

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

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

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

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

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



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

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

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

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

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

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

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



## What is an Inference?

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

### Example

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



### Infer

Read the passage below by answering the questions

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

How is Timra feeling?

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

What is Jamie thinking?

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

What is the weather like?

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

How is Sasha feeling?

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

Is Cassandra a high achiever?

## Comprehension Practice – Predicting

### The Enchanting Dance of the Northern Lights

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

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

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

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

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

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

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

The End



**PREVIEW**

**Pre-Reading**

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

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**While Reading**

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

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

**After Reading**

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

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

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

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**Comprehension Practice – Visualizing**

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

Dear Aunt Marie,

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

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

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

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

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

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

Best regards,

*Hannah Kim*

**Pre-Reading**

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

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**While Reading**

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

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**After Reading**

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

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

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

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## Activity: Reading Goal-Setting

**Objective**

What are we learning more about?

To enhance reading comprehension skills by applying targeted strategies, students will set personal reading goals and monitor their progress.

**Instruction**

How do we complete the activity?

- 1) **Review Reading Strategies:** Gather the students and discuss these reading strategies: *Activating prior knowledge, Purpose of reading, Making predictions, Making connections, Summarizing, Making inferences.* Ask each student to understand the strategies by giving examples.
- 2) **Personal Reflection:** Have students reflect on each reading strategy listed. Ask students to reflect on which strategies they use often and which ones they need to practice more.
- 3) **Set Individual Goals:** Have students choose one strategy they want to focus on improving. They should write down this goal at the top of their worksheet.
- 4) **Goal-setting Planner:** Provide students with a goal-setting planner. They can set their goal for the strategy they chose. Then, they can write down the ways they can work towards their goal and why that goal is important for them. For example, if the goal is to make predictions, one action might be, "I will try to guess what might happen next before I turn the page."
- 5) **Weekly Reflection:** At the end of each week, students should reflect on their progress and discuss it with a partner or the class. They could share if they met their goal, how their chosen strategy helped with their comprehension, and what they will focus on next.
- 6) **Goal Adjustment:** Allow students to adjust their goals as needed, encouraging them to challenge themselves with different strategies as they grow.

**Reflection**

Reflect on these reading comprehension strategies. Do you often use any of these strategies? Which strategies do you need to focus on more. Write yes/no as your answer for each.

Strategy	Do you often use this strategy?	Do you need to focus on this strategy?
Activate Previous Knowledge		
Purpose of Reading		
Making Predictions		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

**Questions**

Answer these questions.

1) Which reading strategy do you want to focus on the most?

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2) Why have you chosen this strategy? Why do you think it is important for you to improve this strategy?

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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:

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I am going to work harder at:

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I am going to read:

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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.



Total minutes read for the month: \_\_\_\_\_

**INDEPENDENT  
READING  
ACTIVITIES**

# Independent Reading - Responses

**Day 1**

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

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

# Independent Reading BINGO

**BINGO**

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

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

# Block 2: Cultural Text Forms

## Focus

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

## Cree First Nation Architecture: Tipi

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

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

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

"The hide not only protects us from the elements," Akecheta said, "but it also allows us to breathe." Takoda listened attentively as Akecheta stretched the hide around the poles and secured it with more ropes. He noticed an adjustable opening at the top for ventilation, used to escape from the cooking fire.

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

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



**PREVIEW**

**Before Reading**

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

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**Comprehension**

Is the statement true or false?

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

**Question**

What materials did they use \_\_\_\_\_ the tipi?

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**Making Connections**

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

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## Indigenous Art – Inuit Story

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

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

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

Back at home, they gathered the materials needed: a wooden block and fabric. Taliriktug was an expert in the use of traditional symbols from their culture.

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

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

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

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

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



## Pre-Reading

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

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## During Read

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

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## Comprehension Check

Write each statement true or false?

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

## Draw

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

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## Indigenous Dance – Métis Story

### Visualizing

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

### The Echoing Fiddles: A Métis Jigging Adventure

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

Anawon, who had been jigging for generations, felt a little nervous. "I want to continue the tradition, but what if I don't know the steps?" he confided in Étodie.

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

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

**PREVIEW**

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

Finally, the day of the Festival du Voyageur arrived. Anawon and Élodie, dressed in vibrant Métis clothes, stepped onto the stage. The hall was packed, and the fiddlers' music was in full play. Anawon felt a surge of confidence as he

Remembering the steps Mrs. Levaldeé had taught him, Anawon and Élodie danced. The fiddles guide him. The crowd cheered. Anawon and Élodie moved the crowd with their footwork, perfectly in sync with the music.

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

# 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?

## Letter Writing – Implicit and Explicit Perspectives

**Bias in Letters:** Bias in letter writing can make the content appear slanted or unfair. When you show bias, you're favouring one side over another, and this can affect how the reader perceives the information.

- **Explicit Perspective:** Explicit perspectives are the views that are stated directly and clearly. If you say, "I think our school's cafeteria food is awful," you are openly sharing your opinion.
- **Implicit Perspective:** Implicit perspectives are more subtle. They aren't directly stated but are implied. For example, if you write, "Most students bring their own lunch," you're implying the cafeteria food might not be good without saying it outright.

Both explicit and implicit perspectives can influence the message and tone of your letter.

### Instructions

Read the following statements about the food and drink at Fast Food Deluxe. Are the perspectives implicit or explicit?

1) You can never go wrong with a drink at Fast Food Deluxe.	Implicit	Explicit
2) The milkshakes are absolutely delicious.	Implicit	Explicit
3) I think their burgers are way too greasy.	Implicit	Explicit
4) The fries at Fast Food Deluxe are the best I've ever had.	Implicit	Explicit
5) Fast Food Deluxe's service is really slow.	Implicit	Explicit
6) Their food photos look nothing like what you actually get.	Implicit	Explicit
7) I love that they offer a variety of vegetarian options.	Implicit	Explicit
8) I always feel sluggish after eating at Fast Food Deluxe.	Implicit	Explicit

### Explain

How does Sam feel based on his opinions below?

1) It's interesting that they're always open late.

2) They sure give you a lot of napkins.

3) Their employees always look so tired.

## Letter Writing – Bias in Advertising

Hello Mrs. Henry.

I'm Johnny Penman, the owner of Johnny's Awesome Pens. Pens are way cooler than pencils, and I'll tell you why!

First, pens last forever. You write it, and it stays. No erasing, which makes you think more. Second, pens are clean. No smudges. Your writing will look super neat. Also, pens feel smooth. No scratchy pencil sounds, just easy writing. Don't forget, sharpening pencils takes time. Pens, you just keep going. And hey, my pens come in awesome colours. Make your writing fun!

Some people could say I'm biased. But pens are just better, trust me! Want a deal? Buy 2 pens, get 1 free!

Best,  
Johnny Penman  
Johnny's Awesome Pens



### Questions

### Answer questions

1) Is Johnny Penman biased in his opinion about his pens? Explain.

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2) Is Johnny Penman giving you the full story, or just his own opinion?

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3) Why do you think Johnny Penman wrote this letter?

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

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## Letter Writing – Inferences

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

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

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

Some of you may look up to other heroes like doctors or lawyers, but let me be clear – nothing matches the thrill and honour of firefighting. It's not just a job; it's a calling. As you climb the ranks, focus on your physical fitness, and may I inspire you to become a local hero.

Flaming with passion,  
Blaze Betty 🇨🇦



### Questions

Answer the questions below.

1) What is the perspective of Blaze Betty? Do they state their point of view explicitly?

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

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

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## Email Writing – Questioning

Subject: Urgent Discussion on Improving School Cafeteria Menus

Dear Principal Tatum,

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

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

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

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

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

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

Best regards,

Student Council Secretary, Garcia

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

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## Email Writing – Questioning

### Pre-Reading

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

1)

2)

3)

### While Reading

Read the text and write 3 questions you have.

1)

2)

3)

### After Reading

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

1)

2)

3)

**PREVIEW**

# Block 4: Narratives

## Focus

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

## What is Indigenous Storywork?

### Preface

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

### Understanding Indigenous Storywork

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



### The Importance of Storywork

This approach is not just about sharing stories; it is an interactive experience. Here are some reasons why:

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

### Seven Principles of Indigenous Storywork

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

### Glossary

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

**True or False**

Is the statement true or false?

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

**Quest**

Answer the questions below.

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

PREVIEW

## Indigenous Storywork – Reverence & Reciprocity

### The Sacred Oak and Aponi's Gift

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

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



One fateful day, a storm damaged many homes in the community, including Kohana's. The villagers cut down some trees to rebuild. Kohana suggested the grand oak tree be used, but they objected.

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

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

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

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

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

The End

**Questions:**

Answer the questions below.

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


2) What was the setting in this story?

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

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


**Storywork Traits**

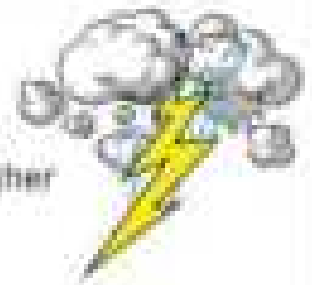
What Indigenous Storywork traits did you learn from this story? How were these two traits taught?




## The Tale of Nahawi and the Whispering Winds

In a secluded village surrounded by towering mountains and fertile valleys, lived a young boy named Nahawi. Nahawi was known for his unique ability to understand the language of the wind. The winds whispered secrets to him that they had gathered from faraway lands.

His grandmother, Wematin, was the village healer and wisdom-keeper. She believed that Nahawi's talent was a blessing of Synergy and Holism—important principles that emphasized working together and understanding the interconnectedness of all life.



One day, Nahawi brought troubling news. A terrible storm was brewing, one that could devastate their village and harm the Earth. Nahawi rushed to Wematin, who then convened a council of the village's animals, plants, and elders.

At the council, Nahawi shared his warning. Wematin explained the importance of Synergy and Holism. "We must consider not just ourselves, but the well-being of all living things," Wematin advised.

The animals pledged to seek shelter and lead their herds. The plants offered to absorb as much water as they could to lessen the flood. The elders began chanting ancient songs to ask for protection and calm.

As the storm approached, a miraculous thing happened. The village and the surrounding nature began to play their part. Just as the winds roared but were less destructive, the rains fell but caused less damage. The flow was steady but did not flood the land. It was as if nature itself answered their plea.

After the storm had passed, the village was unharmed. Nahawi stood beside Wematin, awed by the power of their collective action. "Do you understand now, my grandson?"

When we work in Synergy, respecting the Holism of life, we are not just saving ourselves, but we contribute to the balance and harmony of the entire world," Wematin said, her eyes twinkling like the first stars of the evening.

Nahawi nodded, his heart filled with love and a profound understanding of his role in the grand scheme of life. From then on, he knew that listening to the winds was not just a gift but a responsibility—to ensure that Synergy and Holism were principles honoured by all, for the well-being of the Earth and future generations."

**Questions**

Answer the questions below.

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

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2) What was the resolution to the problem?

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

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**Storywork Traits**

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

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## Plots and Subplots

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

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

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



**Identification** Read the descriptions of two stories, then give a plot and subplot for each. Identify the plot and subplot in each.

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

What is the plot of the story?

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What is the subplot of the story?

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

What is the plot of the story?

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What is the subplot of the story?

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## Narrator's Point of View

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

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

### Instructions

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

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

### Book Hunt

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

Name of Book	Point of View

## The Eiffel Tower Adventure – Different Points of View

### First Person

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

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



### Second Person

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

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

### Third Person

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

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

**Questions:**

Answer the questions below.

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

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

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**PREVIEW**

**Visualize**

Draw and explain what you were thinking about the stories.

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## Advantages/Disadvantages of Points of View

### First Person

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



### Second Person

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

### Third Person

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

Analyze

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

Advantages of the Point of View

First Person	Second Person	Third Person

Disadvantages of the Point of View

First Person	Second Person	Third Person

Reflect

Which story is your favourite version? Explain why.

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## Story – First Person Perspective

### Legacy of the Hidden Cavern

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



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

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

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

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

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

Mr. Jasper listened to my story and smiled knowingly.

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

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

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

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



**PREVIEW**

**Questions**

Answer the questions below.

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

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

1)

2)

3)

4)

5)

**PREVIEW**

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

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

## Foreshadowing

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

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



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

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

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

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

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

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

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

## Story – Second Person Perspective

### The Unexpected Hero

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

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



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

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

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

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

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

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

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

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

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

The meteor landed safely in the desert, and you, Haven, realized that heroes aren't always in capes or in the limelight. Sometimes, they're just ordinary people with extraordinary curiosity and the courage to act.

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

**Questions**

Answer the questions below.

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

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

1)

2)

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

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

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

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

**PREVIEW**

## Adventure Story – Third Person Perspective

### The Mysterious Lighthouse

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

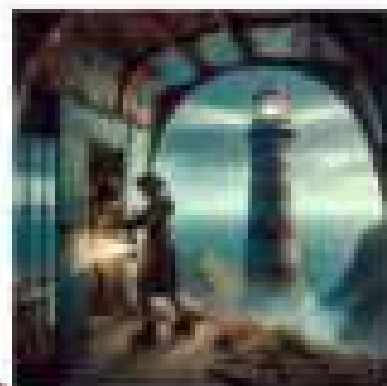
The lighthouse was perched on a rugged cliff, overlooked the vast ocean. As they approached, a chill ran down their spines. The door was ajar, creaking as the wind whipped inside, their hearts racing with excitement.

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

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

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

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



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



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

When they arrived, they were greeted with astonishment. The deed was indeed valid. It turned out to belong to the family of an old lady, Mrs. Winters, who lived in Harborview. She had no idea of the family's claim. The town had to renegotiate with Mrs. Winters, who decided that the community center project continue, in exchange for preserving part of the land as a historical site.

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

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

**Questions**

Answer the questions below.

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

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

1)

2)

3)

3) Marcus and Eliza decided to put the envelope in a locked envelope instead of directly taking it to the Historical Society. Why do you think they made this choice? Explain your reasoning.

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

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

**PREVIEW**

## 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.
- The cake was as hard as a rock.
- The car roared like a lion.
- The water was as cold as ice.



Read the story below and find examples of simile.

In the heart of a misty forest, where sunlight trickled down like golden threads through a rich tapestry of leaves, Alaric, a young boy with a heart as bold as a lion, searched for the legendary Azure Berry. His fur shimmered like burnished copper under the dappled light, and his movements were as fluid as a river weaving through ancient stones.

One crisp autumn day, Alaric embarked on a quest for the elusive Azure Berry, a fruit said to be as rare as a comet streaking across the night sky. Guided by a map they led him through underbrush that crackled beneath his paws like pebbles on a path, and over hills that rolled like waves in a tempest-tossed sea.

As twilight painted the sky in hues of lavender and rose, Alaric discovered the berry. It hung from a branch like a sapphire amidst the emerald foliage. With a heart as buoyant as a summer breeze, he savoured the berry, its taste as exhilarating as the first breath of spring after winter's slumber. Alaric's adventure was a testament to the belief that the most elusive treasures, as shadows at noon, await those who dare to seek.

# Simile

**Instructions:**

Write a sentence with each simile below.

1) as cunning as a fox

2) as happy as a clam

3) as busy as a bee

4) run like the wind

5) as light as a feather

6) as tough as nails

7) as loud as thunder

8) shine like the sun

9) as blind as a bat

10) bloom like a flower

**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 is really a stage, but we understand life better by thinking of it that way.

- The moon is a glowing cookie in the sky.
- Her eyes were shining stars.
- The classroom is a zoo today.
- His wallet was a golden treasure.



Think about the story below and find examples of metaphors.

In the heart of a bustling city, a grand library, its towering shelves were soldiers guarding the wisdom of the ages. One day, a young boy named Elliott ventured into this maze of knowledge, his flashlight casting a beam of light on his path.

Elliott stumbled upon a book, its cover worn and its pages yellowed with age. As he turned the pages, he found a story that spoke to him. The hero of the story was a knight whose courage was a blazing fire, warming the cold nights of his quest. This knight's journey was no mere walk in the park; it was a mountain to climb, where every step was a battle against fear.

As Elliott flipped through the pages, the story's magic seeped into his heart, teaching him that bravery isn't the absence of fear, but the willingness to face it. The knight's journey was a map for Elliott, showing him how to conquer the night of uncertainties. With each word, Elliott's imagination took flight, soaring into the endless sky of possibilities, understanding that with courage, he was ready to conquer his own mountains.

# Metaphor

**Instructions**

Write the meaning of each metaphor below.

1) The classroom was a beehive of activity before the summer holidays.

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2) Sarah and I were on the same page.

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3) The story was a treasure chest, filled with worlds to explore.

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4) The winter wind was harsh and cold.

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5) Sam's eyes were a blue ocean.

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6) The new student was a puzzle everyone wanted.

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7) His jokes are fireworks, lighting up the room with laughter.

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8) The old book is a time machine, taking us to worlds far away.

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9) His dreams are stars he reaches for every night.

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10) The final exam was a mountain that we all had to climb.

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**PREVIEW**

## Imagery

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

- **See:** The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell:** The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear:** The snow was as soft as a whisper, like a secret just for me.



**Think** Read the passage and underline examples of imagery. Write them below.

In a lush forest, under a canopy of old leaves, stood a grand, ancient oak. Its branches, like the arms of a giant, reached towards the sky, whispering secrets of old to the clouds. The ground was a tapestry of vibrant moss and delicate wildflowers, painted the ground with nature's brush.

One crisp autumn morning, a curious traveler named Alaric ventured into this enchanted grove. His coat, a fiery tapestry of reds and oranges, contrasted starkly against the tranquil green of the forest floor. Sunbeams danced through the leaves, creating a path of light that flickered over Alaric's path, guiding him towards the tree's roots.



There, nestled in the nook of the tree, lay a golden key, its surface shimmering with an ethereal glow. Intrigued, Alaric picked it up with his nimble fingers, the key sending a shiver of excitement through him. Little did he know, this key unlocked doors to magical realms, hidden within the heart of the forest, waiting to be discovered. With a leap of courage, Alaric set forth, the key's glow illuminating his path, leading him into adventures unknown, where wonders awaited at every turn.

# 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

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	_____

Write a paragraph about the picture using your notes above to show imagery

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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?

**PREVIEW**

What do you see there?

What do you smell there?

What do you hear there?

What do you touch there?

What do you taste there?

Write

Write a short paragraph about your favourite place using all the sensory details you mentioned on the previous page. It can be a story, an experience or anything related to your favourite place. Use imagery to explain the details.

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**PREVIEW**

Draw

Draw your favourite place here. Include all the details you see, feel, hear, touch, and taste there.

## Allegory

An **allegory** is a story in which everything stands for something else. It is like a hidden message wrapped in a tale. The characters, actions, and even places can represent real-world issues or moral lessons. It is a way for writers to talk about complex subjects in a simpler form.



### Example:

For example, the story "The Lion, the Witch, and the Wardrobe" is not just about children exploring a magical land; it is also an allegory for good versus evil and sacrifice. In the story, the lion represents goodness and sacrifice, similar to figures in religious stories. So when you read an allegory, you are not just enjoying a good story; you are also discovering deeper meanings.

### Think

Read the story and write what is the allegory in the story.

In the tiny village of Whittle, Jammy and Sammy found a golden carrot. Jammy wanted to share it with those in need, but Sammy wanted to keep it all for himself. "We'll be rich!" he declared. Sammy disagreed, "It's not about being rich, it's about doing what's right."

In the end, they decided to share the golden carrot. The village flourished, and even Sammy realized happiness came from helping others, not hoarding gold.

**Allegory -** What moral lesson or issue does the story teach?

In a far-off land, a sunflower and a dandelion grew side by side in a lush meadow. The sunflower always boasted about its beauty, tall height, and how people took photos beside it. The humble dandelion, however, was content and focused on offering food to bees and other small creatures.

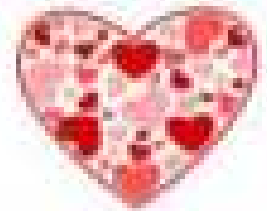
One day, a fierce storm hit the meadow, uprooting the tall, proud sunflower, but the lowly dandelion, with its deep roots, remained unharmed and continued to serve the ecosystem.

**Allegory -** What moral lesson or issue does the story teach? Explain.

## Symbolism

**Symbolism** is a literary device where an object, character, or action represents something more than its literal meaning. It is used to convey deeper messages, ideas, or themes in a story. For example, a heart symbol often represents love or emotion. In literature, symbols can make the story richer and offer layers of meaning for keen readers to discover.

One well-known example is the green light in F. Scott Fitzgerald's "The Great Gatsby." The green light is not just a physical beacon; it symbolizes Gatsby's dreams and aspirations, especially his desire for a future with Daisy. This adds complexity and depth to the narrative.



Think about the text below and identify examples of symbolism.

In the heart of a bustling city stood the Grand Clock, with hands that had never moved. Citizens often passed it a second glance. However, young Mia noticed that whenever she performed a selfless act, a soft chime echoed from the Grand Clock. She observed that when the clock's hands ticked forward, the clock had its own way of marking moments of truth and hope.

**Symbolism** - Write examples of symbolism used in the text.

In the small town of Larkspur, every resident owned a beautifully crafted hourglass, gifted to them on their tenth birthday. Mia's hourglass, filled with silver sand, always sat on her windowsill. As years went by, she noticed something peculiar: whenever she felt time was moving too quickly or moments were slipping away, the sand seemed to flow faster. But on days when she truly cherished every moment, the grains appeared to drift down leisurely. As life's challenges grew, Mia began to understand the true weight and meaning of her hourglass.

**Symbolism** - Write examples of symbolism used in the story.

## Story – The Unexpected Guest

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

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

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



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

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

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

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

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

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

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

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Curriculum Connections  
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**Questions**

Answer the questions below.

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

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

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

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

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**Personal Preference**

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

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**PREVIEW**

## Sequencing the Plot of a Story – Multiple Plots

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

### Read

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

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

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



C) By afternoon, the oven was full to the brim, and both young bakers couldn't help but feel they had a special treat in store for today.



D) In a cozy town square, through the Baker, Oliver the Pie-Maker, and Emma the Caker, the town was preparing for a baking contest, setting up their stations and hoping to win over the judges.

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

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

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

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

### Sequence

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

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

## Narrative Writing - Cause and Effect

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

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

This helps make the story more realistic and engaging.



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

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

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

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

## Biodiversity Story – Cause and Effect

### The Circle of Fish in Ahmik Bay

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



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

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

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



A year later, Nodin used a camera to record the bay's fishing activity, eager to assess the results. When the community followed the new rules, the fish population had increased. Even the older types of fish, which had been nearly extinct, were making a comeback.

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

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

The End

**Cause/Effect**

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

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

Too many boats were fishing

If the fish disappeared

The community listened

2) Think of causes that go with the effects below

he started researching sustainable fishing methods.

the community listened and made changes.

the fishermen started to follow the rules.

**Think**

Write any questions you can think of from the story.

**Plots**

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

**PREVIEW**

# Narrative Structure

## Understanding Narrative Structure

**Narrative structure** is like a blueprint for a story. It helps to organize the events in a way that makes the story interesting and easy to follow. Identifying the key elements of a story is called **Story Mapping**. Let's break down what narrative structure involves.

### Beginning the Journey: Introduction

Every story starts with an introduction. Here, we meet the main characters and learn about the setting, which is where and when the story takes place. The introduction also gives us a hint about the story's main problem or what the adventure might be about.

### Building the Excitement: Rising Action

As we move on, we reach the rising action. This part is all about building tension by adding challenges. The characters face obstacles that make us wonder, "What's going to happen next?" This keeps us engaged and wanting to find out more.

### The Story's Peak: Climax

The climax is the most thrilling part of the story. It's the point where all have been waiting for, where the main problem or conflict reaches its peak. The characters must face their biggest challenge, and everything hangs in the balance. It's the most exciting moment in the story.

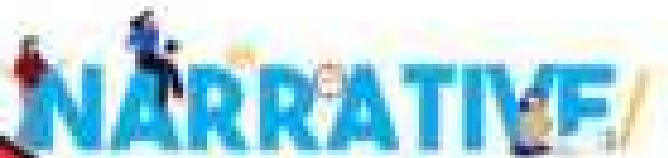
### The Adventure Winds Down: Falling Action

After the climax, we enter the falling action. Things start to calm down as the characters deal with the aftermath of the climax. They work through the remaining challenges and start to find solutions.

### Wrapping Up: Resolution

Finally, every story needs a resolution, where all the loose ends are tied up. The characters have learned important lessons, and the main problem is solved, one way or another. This part leaves us feeling satisfied, knowing how everything turned out for the characters we've been rooting for.

By following this structure, stories can take us on incredible journeys, filled with ups and downs, and leave us feeling like we've been part of something special.



**PREVIEW**

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 is in the story and where it is 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 approached, Cedric worried that the boat's engine wouldn't start, leaving him and his family in danger.	Falling Action	Rising Action
2) In a daring move, Hazel stood up to the villain, her voice steady but her hands trembling.	Introduction	Climax
3) As the boat slowly made its way back to shore, and his family sighed in relief.	Falling Action	Rising Action
4) Cedric, following the clues, found himself standing in front of a secret panel in the library.	Introduction	Climax
5) Juliette noticed that the light from the lighthouse shone even during the day, which was unusual.	Falling Action	Rising Action
6) Finley promised to protect the garden, becoming its guardian and friend to the magical beings.	Climax	Resolution
7) After the chest opened, Nora found a map leading to a secret garden her grandmother had once mentioned.	Falling Action	Rising Action
8) On her first day at a new school, Hazel felt both excited and a bit scared.	Introduction	Climax
9) Theo and the old woman descended the tower, revealing the mansion's history and its forgotten wealth.	Falling Action	Rising Action
10) Following the compass, Alex stumbled upon a hidden entrance leading to an underground labyrinth.	Resolution	Climax

## Story Mapping – Adventure Beyond The Portal

Once upon a time, in a grand museum filled with ancient relics and mysteries, two friends, Mia and Theo, stumbled upon a hidden chamber behind a moveable exhibit. Their hearts raced with excitement as they discovered a glowing portal, pulsating softly with light. Unable to resist the allure, they stepped through, hand in hand, and found themselves in a breathtaking realm suspended in the sky, with floating islands connected by shimmering bridges of light.

As they explored this skyward world, they encountered a group of friendly cloud sprites who warned of a brewing storm, created by a disagreement between the Sky Queen and the Storm King. The once peaceful sky was now divided, threatening to tear their world apart.

Mia and Theo, inspired by the tales of heroes, decided to help. They journeyed across floating islands, gentle breezes, and gusty winds, gathering wisdom from the sky creatures they met along the way.

Then there came a time when they stood before the towering palaces of the Queen and the Storm King. With courage and newfound wisdom, Mia and Theo mediated a heart-to-heart conversation between the two rulers. They shared tales of the cloud sprites and the beauty of their shared sky, highlighting the strength found in unity.

As understanding dawned upon the Queen and King, the storm clouds dissipated, replaced by a harmonious glow that enveloped the sky realm. The once warring rulers found common ground, promising to coexist in balance for the sake of their world.

Mia and Theo, having resolved the conflict, were hailed as heroes. The portal shimmered once more, signaling their time to return. With heartfelt goodbyes and promises to visit, they stepped back into the museum, the portal sealing behind them. The adventure had changed them, leaving them with lasting memories of the sky realm and the power of empathy and courage.

Back in the museum, life returned to its usual pace, but Mia and Theo were not the same. They shared their incredible story with others, though most saw it as a fanciful tale. Yet, in their hearts, the adventure was deeply real. They often found themselves gazing up at the sky, reminded of the friends they made among the clouds and the lesson they learned about understanding and unity. The portal remained hidden, a secret gateway to a world above, waiting for the day they might return to the sky realm for another extraordinary adventure.



**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

When we read stories, we meet characters who are like people in real life. They can be brave, scared, kind, or even mean. To understand them better, we look at how they are shown in the story. This is called characterization.



### Ways to Show Characters

There are two ways authors show us what characters are like.

- 1) **Direct Characterization** is when the author tells us directly what a character is like. For example, the author might say, "Alex is very brave." It is like a friend telling you something you already know.
- 2) **Indirect Characterization** is when the author shows us a character through a detective game. The author gives us clues through what the character does, says, and how others react to them. We have to put these clues together to understand the character.

### Steps to Analyze Characters

To really get to know the characters, follow these steps:

- **Observe:** Pay attention to what the character says and does. Are they helping others? Do they tend to get angry quickly?
- **Think About Reactions:** How do other characters react to them? Their reactions can tell us a lot about their personality.
- **Look at Changes:** Do they change throughout the story? Maybe they learn something new or become a better friend.
- **Ask Why:** Try to understand why they act the way they do. What is important to them? What are they afraid of?

By looking closely at these things, you can start to see what makes each character special and what role they play in the story. This helps us enjoy the story more and maybe even learn something about ourselves!

**Instructions:** Read the sentences below and circle what characterization type is used.

1) Max is a very compassionate and caring brother who always looks after his younger sibling.	Direct	Indirect
2) Arthur is known among his friends as a brave and adventurous soul, never backing down from a challenge.	Direct	Indirect
3) During group projects, Charlotte always took charge, organizing tasks and ensuring everyone was heard.	Direct	Indirect
4) Every day Ruby greeted her classmates with such enthusiasm that it brightened their day.	Direct	Indirect
5) At the sight of Mia stopped and spent her lunch break talking to her.	Direct	Indirect
6) Coach Thompson was a patient and encouraging figure to all his athletes, pushing them to their limits.	Direct	Indirect
7) Whenever someone dropped a pencil in the hallway, Benjamin was the first to pick it up.	Direct	Indirect
8) Nora is a kind-hearted volunteer, always willing to help those in need in her community.	Direct	Indirect
9) Tina is a talented painter, whose artworks reflected a deep passion and creativity.	Direct	Indirect
10) In the quiet of the classroom, Oliver meticulously organized his desk, aligning his books and pencils neatly.	Direct	Indirect
11) Without hesitation, Lucas shared his last piece of chocolate with his friend, who had forgotten his snack.	Direct	Indirect
12) Derek is a notorious troublemaker, often found planning pranks and causing mischief around the school.	Direct	Indirect
13) As the team struggled during the game, Julian kept motivating them, never letting their spirits drop.	Direct	Indirect
14) In the middle of the library's silence, Hannah quietly slipped a comforting note to her friend who looked sad.	Direct	Indirect
15) Principal Walters is fair but strict, ensuring the school runs smoothly and efficiently.	Direct	Indirect

## Characterization – The Dream Painter

In the heart of a bustling city park, where the greenery meshed with the urban sprawl, lived Rowan, an extraordinary young artist with a secret talent: he could paint dreams. Not just any dreams, but the vivid, wild dreams that people whispered about in the daylight. Rowan's canvas was the city's underpass, a place most overlooked, but for him, it was a gallery of hopes and dreams.

Rowan's friend, Harper, was the only one who knew his secret. Harper was practical, with a keen sense for people's hearts, always there to encourage Rowan and soothe his mind.



One sunny afternoon, when the sun shined and children played, Rowan set out to paint a new dream. This time, it was about flying over the city, touching the clouds, and feeling the freedom of the air. Harper stood by his side, painting, each stroke on the concrete canvas bringing the dream to life. Harper hummed a tune, strumming a guitar, the soft melody blending with the sounds of the park.

As the painting neared completion, an elderly man, Mr. Avery, who often fed the birds, paused to watch. His eyes sparkled with a mix of awe and nostalgia as he gazed at Rowan's work. "I once dreamt of flying like that," he said, a smile of his younger self.

Rowan smiled, his heart swelling with pride. "Then this painting is for you, Mr. Avery. To remind you that dreams never age." Word of the dream painter spread, drawing more people to the underpass, each curious to see the boy who painted dreams. But for Rowan, it wasn't about the fame; it was about connecting, one dream at a time.

As the city night wrapped the park in a gentle hush, Rowan and Harper sat watching the stars, wondering about the dreams they would paint and play next. In that moment, the underpass wasn't just an underpass; it was a bridge to the heart, painted in the hues of dreams.

**Instructions**

Characterize Rowan. Draw what you think he looks like in the center 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

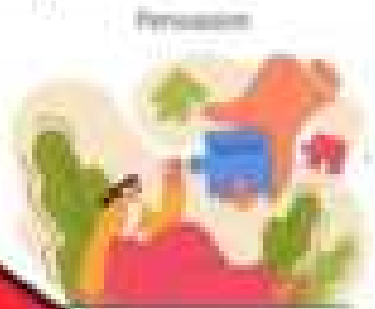
Persuasion is a technique used to convince someone to believe in an idea or to take a certain action. It is something we see every day in advertisements, speeches, and even conversations with friends. There are two main types of persuasion techniques: emotional appeals and logical appeals. Both play a significant role in influencing our thoughts and decisions.

## Emotional Appeals: Tugging at the Heartstrings

Emotional appeals are designed to elicit an emotional response from the audience. This approach involves creating a connection with the audience's feelings, such as happiness, sadness, or excitement, to persuade them. For example, a charity might show images of children in need to evoke a sense of compassion and encourage donations.

### Key Points of Emotional Appeals:

- Aim to connect with the audience's emotions.
- Use stories, images, or music to evoke feelings.
- Effective in creating a strong, immediate response.



## Logical Appeals: The Power of Reason

On the other hand, logical appeals use facts, evidence, and reasoning to persuade. This approach appeals to the audience's sense of logic and rationality. When someone uses a logical appeal, they present data, statistics, and clear arguments to prove their point. For instance, a science report might use research findings to convince the audience about the importance of recycling.

### Key Points of Logical Appeals:

- Rely on facts, evidence, and reasoning.
- Aim to convince the audience through intellect.
- Use clear, well-structured arguments and data.

## Blending Emotion and Logic

In many cases, effective persuasion involves a combination of both emotional and logical appeals. By appealing to both the heart and the mind, one can create a more compelling argument that resonates on multiple levels. For example, a public health campaign might use statistics about the dangers of smoking (logical appeal) along with stories of individuals affected by smoking (emotional appeal) to persuade people to quit smoking.

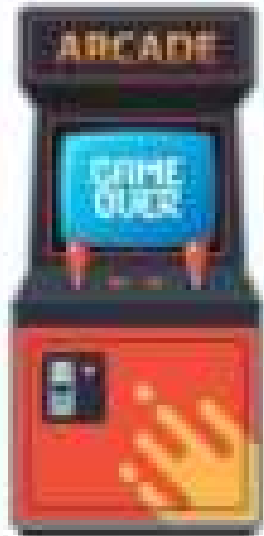
## Identify

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

1) Every moment with your family is precious, don't let time slip away unnoticed.	Emotional	Logical
2) Join us in the fight against hunger, because everyone deserves a warm meal.	Emotional	Logical
3) A vegetarian diet can lower the risk of heart disease by 25%.	Emotional	Logical
4) Vaccinated communities show a 90% decrease in disease outbreaks, according to health reports.	Emotional	Logical
5) Let's all join hands and fill your heart, imagining a world united.	Emotional	Logical
6) Exercising for 30 minutes daily can increase your lifespan by up to 4 years.	Emotional	Logical
7) Recall the proud parent who you took your first step.	Emotional	Logical
8) Educational apps increase test scores by 40% in school-aged children, research indicates.	Emotional	Logical

## Write

Write an advertisement to sell the arcade game machine. Use emotional and logical appeals to persuade the audience.



Handwriting practice lines for writing an advertisement. The lines are horizontal and spaced evenly down the page.

## Activity: Persuasive Speech Challenge

### Objective

What are we learning more about?

To enhance students' public speaking, persuasion, and critical thinking skills by writing and presenting a short speech on a chosen topic. Students will learn to effectively use emotional appeals, logical reasoning, and establish their credibility to persuade an audience.



### Instructions

How do we complete the activity?

- **Step 1: Understanding Persuasion**  
Discuss the importance of persuasion, focusing on emotional appeal (pathos), logical appeal (logos), and ethos (credibility).
- **Step 2: Choosing a Topic**  
Provide a list of suitable topics and encourage students to choose one that interests them.
- **Step 3: Crafting the Speech**  
Students will research their chosen topic, gathering facts, statistics, and examples to support their argument. Encourage them to think of personal experiences or anecdotes that could help make an emotional connection with the audience. Guide students to write their speeches, ensuring they incorporate pathos, logos, and ethos. The speech should have a clear introduction, body, and conclusion.
- **Step 4: Practice**  
Give students time to practice their speeches in class. They can practice individually, in pairs, or in small groups, providing each other with constructive feedback. Emphasize the importance of body language, eye contact, and voice modulation in enhancing their message.
- **Step 5: Presentation**  
Organize a class event where each student presents their speech. Use a timer to ensure speeches are kept to a predetermined length (e.g., 3-5 minutes). Encourage the audience (the rest of the class) to listen actively and respectfully.
- **Step 6: Reflect**  
Conclude the activity with a reflection session. Allow students to fill a worksheet to share their experiences, what they learned about persuasion, and how they felt while giving their speeches. Discuss how these skills can be applied in other areas of their lives.



**Reflection**

Answer the following questions.

1) Why did you choose this topic for your persuasive speech?

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2) Reflect on your experience of delivering the speech. How did you feel before, during, and after the presentation?

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3) Ask your peers and yourself to rate the persuasiveness of your speech on a scale from 1 to 10. Record the ratings and calculate the average.

Ratings	
Average Rating	

**Self - Evaluation**

Answer the following questions.

1) Based on the peer ratings and your own reflection, how do you think your speech was?

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2) How can the skills you practiced and developed through this activity be applied in other areas of your life or in future projects?

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**PREVIEW**

## Persuasive Writing Advertisement

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

### Why This Class is a Must

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

### Essential Writing

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

### Skilled Instructors

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

### Course Highlights

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

### Special Features

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

### When & Where

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

### Limited Seats Available

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

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

## True or False

Is the statement true or false?

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

## Quiz

Answer the questions below.

1) What is persuasive writing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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

Social Worker	
Politician	
Negotiator	
Public Relations Specialists	

## Persuasive Writing – Multiple Perspectives

### 1 Why Smartphones Shouldn't Be Allowed at Recess

Did you know that 82% of middle schoolers own smartphones? While they can be useful, studies suggest that using phones during recess can negatively affect academic performance. Researchers indicate that 20 minutes of face-to-face interaction boosts social skills and mental well-being. Plus, the Public Health Agency of Canada recommends at least one hour of physical activity per day for children, and recess is a perfect time to get moving. Smartphones can be a roadblock to both these crucial aspects of growing up.

### 2 Why Smartphones Should Be Allowed at Recess

I think smartphones should be allowed during recess. To me, recess is a break time and kids should be able to use their phones to enjoy. Sometimes, sharing a cool picture or a funny video with a friend makes recess more fun. It's just a modern way of hanging out. If we can play and have fun, why not check our phones too? After all, it's about having a bit of freedom to use our devices during our break. That's just how I feel.

#### Think Critically

Answer the questions below.

1) Which text is more persuasive? Explain your answer.

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2) Which text uses facts? Do facts help the author be more persuasive?

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3) Which text uses opinions and emotions? Do you think being emotional is persuasive?

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## Inferences – Implicit or Explicit Evidence

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

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

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

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

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

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

# Block 6: Expository Texts

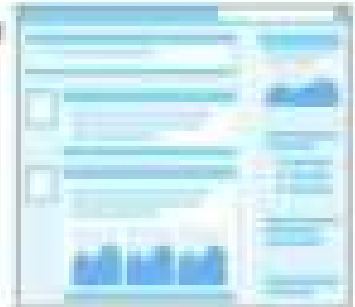
## Focus

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

## Reports – Text Features

### What is a Report?

**Reports** are organized documents that present specific information on a topic in a structured manner. They're essential tools in academic, professional, and even day-to-day settings. Whether you're summarizing a scientific study or detailing a community project, the structure of a report helps convey your message clearly.



### Key Features

A well-structured report includes various text features designed to aid the reader:

- **Headings and Subheadings:** These divide the report into sections and topics, offering easy navigation.
- **Lists:** Both bulleted and numbered lists organize complex information, making it easy to understand.
- **Graphs, Tables, and Diagrams:** These visual aids present data in an easily digestible format.
- **Icons:** Simple images that represent certain information, such as a lightbulb for a tip or a caution sign for a warning.
- **Preface:** A short introduction that outlines what the report will cover.
- **Glossary:** A list of terms and their definitions, usually found at the end of a report.
- **Paragraphs:** Short, focused segments of text that organize the information.

### Why Structure Matters in Reports

The structure of a report plays a crucial role in how your message is received. Text features such as headings or lists can help break down complex ideas into manageable pieces. For example, in a report on global warming, a diagram could be used to show rising temperatures over time. This allows the reader to visually grasp the severity of the issue, thereby enhancing understanding.

**True or False**

Is the statement true or false?

1) A report presents information in an unorganized way.	True	False
2) Headings and subheadings are used to divide the report into sections.	True	False
3) A preface outlines what the report will cover.	True	False
4) Paragraphs in a report are long and contain multiple topics.	True	False
5) Text features in a report can make it difficult to understand.	True	False

Scavenge for text features in a non-fiction book and look for examples of the text features from the list below. Write down the name of the book and the page number on which it can be found.

Text Form	Name	Page Number
Heading		
Subheading		
Lists		
Graphs, Tables and Diagrams		
Icons		
Preface		
Glossary		
Paragraph		

# Problem and Solution Report

## Preface

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

## The Vanishing Act: Understanding the Aral Sea Crisis

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

The primary cause of the Aral Sea's decline is the extensive irrigation systems used for large-scale agriculture, which have drained significant amounts of water from the sea. As a result, the sea's water level has dropped, leading to ecological disasters and the displacement of local communities who rely on the sea for livelihood.

## Solutions: Pathways to Restoration

### Solution 1: Water Conservation and Efficient Agriculture

One approach to solving this issue is by promoting more efficient agricultural practices. Using drip irrigation systems instead of traditional methods can significantly reduce water consumption. This switch would allow for more water to be conserved and naturally flow back into the Aral Sea.

### Solution 2: Legal Measures and Policy Changes

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

## Glossary

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

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



**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

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

3) Which solution do you prefer? Why?

**PREVIEW**

**Evaluate**

Evaluate the report based on the criteria below.

1) Was this report easy to understand?

Very Easy

Easy

Neutral

Somewhat difficult

Very difficult

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

## Report – Oceans of the World

### Earth's Five Oceans

#### 1. Pacific Ocean

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

#### 2. Atlantic Ocean

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

#### 3. Indian Ocean

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

#### 4. Southern Ocean

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

#### 5. Arctic Ocean

- **Size:** Approximately 13 million square kilometers
- **Wildlife:** Home to polar bears, walrus, and various seal species

### Ocean Depths and Marine Life

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

### Ocean Resources and Human Impact

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

### Ocean Currents and Climate

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

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

**Scan**

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

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

**Evaluate**

Re-read the report and answer the following questions:

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

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

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## Report – The Solar System

### Overview of the Solar System

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

### The Planets

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



### Moons and Other Objects

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

### Interesting Facts

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

### The Scale of the Solar System

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

**Scan**

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

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

**Evaluate**

Re-read the report and answer the following questions.

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

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

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## Cause and Effect Essay – Deforestation

### The Domino Effect: Understanding Deforestation

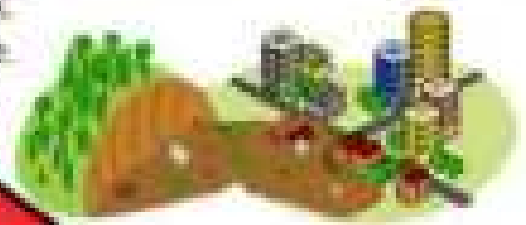
#### Introduction

Deforestation is a serious environmental issue that has far-reaching consequences. The central theme of this report is that deforestation not only impacts the trees that are removed, but it also has a ripple effect on the whole ecosystem and even humans.

#### What Causes Deforestation?

Deforestation is primarily caused by human activities. Below are some leading causes:

- **Agriculture:** Clearing land for crops and livestock.
- **Logging:** Harvesting trees for wood and furniture.
- **Urban Development:** Expanding cities and towns.



#### Unveiling the Consequences

- **Environmental Impacts:** When large areas of forest are cleared, several harmful outcomes can be seen, such as:
  - **Soil Erosion:** Trees help to hold the soil in place. Without them, the soil is washed away by rain.
  - **Loss of Biodiversity:** Many plant and animal species rely on forests for their habitats.
  - **Climate Change:** Forests absorb carbon dioxide, a greenhouse gas, that causes climate change.

#### Social and Economic Repercussions

Forests are not just a collection of trees; they are important for human societies. Deforestation can result in:

- **Decreased Livelihood:** Many people depend on forests for their livelihood, including indigenous communities.
- **Water Issues:** Forests play an important role in the water cycle. Their loss can result in water scarcity in the area.

#### Conclusion: Final Insights

By understanding the causes of deforestation, we can try to find solutions that go beyond replanting efforts and aim to resolve the underlying causes. This is essential for the sustainable management of our planet's resources and the long-term well-being of all its inhabitants.

## True or False

Is the statement true or false?

1) Deforestation is a natural event that is not caused by humans.	True	False
2) Agriculture is one of the leading causes of deforestation.	True	False
3) The loss of forests has no impact on climate change.	True	False
4) Trees play a role in preventing soil erosion.	True	False
5) Urban development is a leading cause of deforestation.	True	False

Evaluate Answer the following questions.

1) List two causes of deforestation mentioned in the essay.

\_\_\_\_\_

\_\_\_\_\_

2) Name two environmental impacts of deforestation.

\_\_\_\_\_

\_\_\_\_\_

3) What social and economic repercussions are discussed?

\_\_\_\_\_

\_\_\_\_\_

4) Do you think the essay effectively argues its thesis statement? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

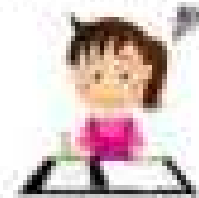
5) How easy was it to understand the report due to the text features?

 Very easy Easy Neutral Somewhat difficult Very difficult

## Five Paragraph Essay – Thesis Statement

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

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



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

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

1) Playing a team sport is a journey of learning and growing. Whether you win or lose, it's a journey where you learn to work with others, discipline, and experience the joy of achievement. In the following paragraphs, we'll explore the benefits of teamwork, discipline, and personal growth in the world of team sports.

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

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

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

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

## Five Paragraph Essay – Thesis Statement

**Write**

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

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

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

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

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

**PREVIEW**

## 5-Paragraph Essay – Social Media

### The Influence of Social Media on Youth

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

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

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

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

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

**Questions**

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

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

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

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

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

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

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

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**PREVIEW**

## Blog Post – Listing Information

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

#### Introduction

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



#### Top 10 Reasons to Get Enough Sleep

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

#### Conclusion

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

**Text Forms**

Answer the questions below.

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

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

**Synthesize**

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

**Evaluate**

Evaluate the blog post by answering the questions below.

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

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

**PREVIEW**

## Blog Post: Animal Testing

🗨️ 3 Comments/ Posted on Date:  
February 5, 2024

### The Dilemma of Using Animals in Science

Animal testing is a hot topic in the scientific and commercial industries. For decades, animals have been used to test the safety and effectiveness of new drugs, medical devices, and consumer products. This process involves exposing animals to see if these products are safe for humans. The big question is: Is it right to use animals in this way, and are there other methods?

### The Case for Animal Testing

Some argue that animal testing is essential for advancing medical and scientific knowledge. It's seen as a crucial step in developing new medicines and ensuring they're safe before they reach humans. This side believes that, although not perfect, animal testing is the best option we currently have to protect human health.

### The Search for Alternatives

On the flip side, many people believe we should use alternative methods instead of animal testing. With technology advancing rapidly, there are now more options available, like computer models and cell cultures, that can mimic human reactions without using animals. This group argues that these methods are not only more humane but can also be more

reliable and less costly.

### User Comments:

🗨️ Maxwell L. - February 6, 2024:  
I support animal testing because it's vital for medical progress. We wouldn't have many life-saving treatments without it. It's all about finding a balance between scientific advancement and ethical treatment of animals.

🗨️ Quentin P. - February 6, 2024:  
I disagree with Maxwell. Animal testing is outdated and cruel. We have the technology to replace it with more humane methods.

🗨️ Rowan S. - February 7, 2024:  
Maxwell makes some points, but I stand with Quentin. Not only is animal testing inhumane, but it's also often ineffective because animals don't always react to substances the same way humans do. We should invest more in alternative research methods that are ethical and yield results more applicable to human health.



**PREVIEW**

**Evaluation**

Answer the questions below

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

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

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

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4) Is the author biased towards one viewpoint? If so, how do you think this affects the argument?

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**PREVIEW**

**Reflection**

What is your opinion on the topic of animal testing after reading the blog post?

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## Persuasive Letter – Social Media Age Restrictions

Dear Mr. Hendricks,

I hope this letter finds you well. I'm writing to share my thoughts on an issue that's been on my mind lately: the minimum age for social media usage. After much consideration, I strongly believe that there should be a set minimum age, and here's why.

The crux of my argument lies in the understanding that the brains of children and adolescents are in a critical stage of development. In these formative years, they are highly impressionable to the myriad influences that pervade their lives. Studies have consistently highlighted the negative effects of premature exposure to social media on young individuals, ranging from diminished self-esteem to more severe mental health challenges.



Furthermore, social media is not merely a platform for casual interaction but a vast and intricate network where information and misinformation coexist. Recognizing the accuracy of online content demands a level of critical thinking and media literacy that is typically beyond the capacity of young children. Their exposure to the unchecked flow of information could not only contribute to poor decision-making but also foster unhealthy perceptions and behaviours.

In addition to the psychological and cognitive concerns, implementing a minimum age threshold for social media participation would encourage open dialogue within families about digital citizenship. It would compel parents to engage with their children on topics such as online privacy, the importance of authentic connections, and the responsible use of technology.

While determining the ideal criterion for social media access is complex, a minimum age serves as a practical and effective measure to ensure the safety and development of our children. By advocating for age restrictions, we are not seeking to curtail freedom but rather to provide a nurturing environment in which our young can grow, learn, and eventually navigate the digital world with wisdom and discernment.

I urge you to consider the points raised in this letter and join me in advocating for policies that prioritize the mental and emotional health of youth. Together, we can strive for a balanced approach to technology that respects the developmental needs of our youth.

With the utmost respect and hope for a positive change,

Claire Morrison

**Evaluation**

Answer the questions below

1) What is the main argument of the letter?

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2) Identify at least two points of evidence from the letter that the author uses to back up their main argument.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) Is the author biased in their argument?

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4) Are there any other viewpoints or considerations the author might not have talked about?

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**Reflection**

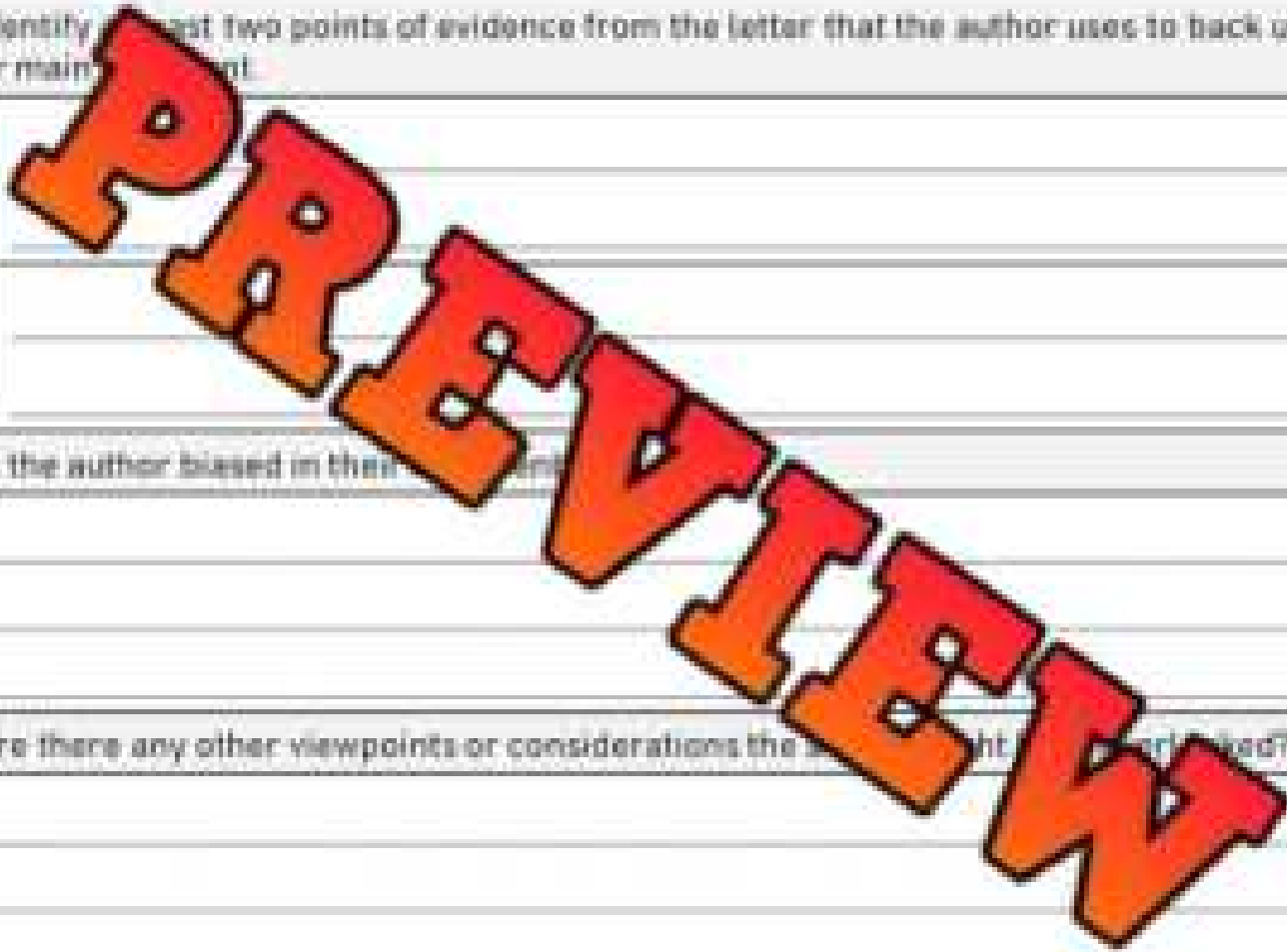
Do you agree with the author's argument? Why or why not?

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## What is Procedural Writing?

### Understanding Procedural Writing

Procedural writing is a type of writing that explains how to do something or how something works. It's like a recipe for actions, guiding the reader through a series of steps to achieve a specific goal. This kind of writing is everywhere, from cookbooks to instruction manuals for building a toy.



### Key Features

There are several important features that make procedural writing clear and easy to follow:

- **Order:** Steps are presented in the order they need to be followed, ensuring the process is completed correctly.
- **Clarity:** Language is straightforward and precise, leaving no room for confusion.
- **Specificity:** Instructions are detailed enough to ensure the reader knows exactly what to do.
- **Imperative Sentences:** Commands are often used to direct the reader, starting with action verbs like "Cut," "Fold," or "Tie."
- **Visual Aids:** Sometimes diagrams or images are included to help explain the steps more clearly.

### Example: Crafting a Kite

Let's dive into an example of procedural writing that shows how to make a simple kite.

#### Gather Materials

- **Durable Paper:** Choose a large sheet of lightweight but strong paper.
- **Two Sticks:** One stick should be longer than the other for the kite's frame.
- **String:** You'll need a strong string for the frame and more for flying the kite.
- **Glue or Tapes:** This will hold your kite together.
- **Ribbon:** For the tail of the kite.

#### Steps

- 1) **Create the Frame:** Cross the two sticks in a lowercase 'T' shape and secure them at the intersection.
- 2) **Attach the Paper:** Lay the frame on the paper, cut around it leaving extra for folding over the frame, and secure it.
- 3) **Add the Flying String:** Tie the string securely to the intersection of the frame.
- 4) **Attach the Tail:** Fix a long ribbon at the bottom end of the kite for stability.
- 5) **Ready for Takeoff:** Hold the string tightly and run against the wind to let your kite soar. Enjoy watching it dance in the sky!



**Prereading**

Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

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**Making  
Connections**

Have you seen instructions before? When do you get instructions? Do you read them? When have you used instructions?

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**Order**

Order the steps below from the first step to the last.

Order	Steps
	Lay the frame on the paper, cut around it leaving extra for folding over the frame, and secure it.
	Hold the string tightly and run against the wind to let your kite soar. Enjoy watching it dance in the sky!
	Tie the string securely to the intersection of the frame.
	Cross the two sticks in a lowercase T shape and secure them at the intersection.
	Fix a long ribbon at the bottom end of the kite for stability.

# Linear Text - Recipes – Ordering Steps

## Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.

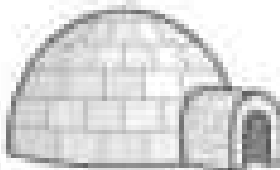


Order	Information
	Turn your oven on to warm it up to 350°F (175°C).
	<b>Strawberry Cheesecake Recipe</b>
	Bake the cheesecake and bake for 40 minutes. The center should be a bit wobbly.
	Press the crust mixture into the bottom of a round baking pan to make the crust.
	<b>Materials</b>
	<ul style="list-style-type: none"> <li>➤ 1 cup crushed graham crackers</li> <li>➤ 1/4 cup melted butter</li> <li>➤ 1 tablespoon sugar</li> <li>➤ 2 packages (8 ounces each) cream cheese, softened</li> <li>➤ 3/4 cup sugar</li> <li>➤ 2 eggs</li> <li>➤ 1 teaspoon vanilla extract</li> <li>➤ 1 cup fresh strawberries, sliced</li> <li>➤ 1/4 cup strawberry jam</li> </ul>
	In a bowl, mix the crushed graham crackers, melted butter, and 1/4 cup of sugar.
	Take your creamy cheese mix and spread it over the crust in your pan.
	Crack the eggs into the cream cheese bowl, add vanilla, and beat again until everything is well mixed.
	After baking, let the cheesecake cool down. Then put it in the fridge for a few hours until it is firm.
	In another bowl, use a mixer to beat the cream cheese and 3/4 cup sugar until it's smooth.
	Just before serving, mix the strawberry slices with jam and spread them over the cheesecake.

## Following Instructions – Drawing an Igloo

Draw

Follow the procedural text below to draw an igloo.

Title	Drawing an Inuit Igloo: A Fun Art Adventure!	
Materials	<ul style="list-style-type: none"> <li>- A blank sheet of paper</li> <li>- A pencil</li> <li>- Eraser</li> <li>- Colored pencils (optional)</li> </ul>	
Introduction	<p>An igloo is a dome-shaped house made from blocks of snow, traditionally used by Inuit people to stay warm during hunting expeditions. Its unique design that uses compacted snow's insulating properties to trap heat inside, making it a crucial survival structure in arctic environments.</p>	
Step 1	<p>Start by drawing a horizontal oval at the bottom of your paper. This will be the base of your igloo.</p>	
Step 2	<p>Above the oval, draw a half-circle to create the dome of the igloo. The ends should touch the edges of the oval.</p>	
Step 3	<p>On one side of the oval, draw a smaller archway leading into the base with the base. This will be the entrance tunnel to your igloo.</p>	
Step 4	<p>Draw a curved line inside the entrance tunnel to show depth, making it look like you can go inside.</p>	
Step 5	<p>Using straight or slightly curved lines, divide the dome and base into block shapes to mimic the snow blocks of a real igloo.</p>	
Step 6	<p>Add more curved lines within the entrance to show the interior snow blocks.</p>	
Step 7	<p>Carefully erase any parts of the base oval and dome lines that overlap incorrectly, especially inside the entrance area.</p>	
Finish	<p>Lightly shade some blocks to give your igloo a 3D effect, showing how the blocks stack and curve.</p>	

# Comparing Instructions – Making Pizza

Compare

Read both instructions. Which is easier to understand?

Step 1	Gather your materials.
Step 2	Take a dough. Roll it in a circle. Don't forget to wrap edges of a dough to make a crisp.
Step 3	Put the sauce, put a few chopped tomatoes, pepper salt, garlic, and other toppings on the dough. Cook for about 15 minutes in a frying pan with olive oil.
Step 4	Put the pizza in the oven at 250-260 degrees Celsius.
Step 5	Put the pizza on a plate. Put sauce, cheese, and toppings. Bake for 30 minutes until a golden brown color appears.
Step 6	When the pizza is cooked, cut it into pieces.
Step 7	Put pizza on a plate and eat it.

**HOW TO MAKE PIZZA**

1. TAKE A DOUGH. ROLL IT IN A CIRCLE. DON'T FORGET TO WRAP EDGES OF A DOUGH TO MAKE A CRISP.

2. PUT THE SAUCE, PUT A FEW CHOPPED TOMATOES, PEPPER, SALT, GARLIC, AND OTHER TOPPINGS ON THE DOUGH. COOK FOR ABOUT 15 MINUTES IN A FRYING PAN WITH OLIVE OIL.

3. PUT THE PIZZA IN THE OVEN AT 250-260 DEGREES CELSIUS.

4. PUT THE PIZZA ON A PLATE. PUT SAUCE, CHEESE, AND TOPPINGS. BAKE FOR 30 MINUTES UNTIL A GOLDEN BROWN COLOR APPEARS.

5. WHEN THE PIZZA IS COOKED, CUT IT INTO PIECES.

6. PUT PIZZA ON A PLATE AND EAT IT.

**Before Reading**

**Prediction**

Background knowledge - Read the title and look at the pictures. Predict what the content will be.

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**During Reading**

Write 2 questions that come to mind while you read.


**After Reading**

Answer the questions below.

1) Which set of instructions were easier to understand? Why?

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2) Make a connection: Have you ever made pizza? Or do you know someone who knows how to make pizza? Explain.

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**PREVIEW**

# Block 7: Poetry

## Focus

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

## Haiku Poetry – Temperature Zones

### Haiku Poetry – Temperature Zones

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

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



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

**Inferences**

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

1) "Life in every beam"

2) "Four seasons in the landscape"

3) "Sunlight fades"

4) "Sand as far as eyes"

**Visualizing**

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

## Limerick Poem – Symbolism

### Limerick Poetry – Acid-Base Reactions

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

### Symbols in Limericks

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



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

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



### How Limericks Add to Understanding

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

**Questions**

Answer the questions below.

1) What is symbolism?

2) List two examples of symbolism you can find.

1)

2)

3) Inferences: Make inferences about what the words do they mean?

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

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

**Questioning**

Write 2 questions you had about the poems

1)

2)

**PREVIEW**

## Cinquain Poems – Critical Thinking

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

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

#### Cinquain Format

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

Opal

Mystical, radiant

Glowing, shifting, entrancing

Dreams of desert rainbows

Gem

Sapphire

Sapphire

Deep, regal

Enduring, calming

Night's royal embrace

Blue



Ruby

Ruby

Bright, fiery

Dazzling, igniting, warming

Passion's vivid shiny flame

Crimson



Emerald

Emerald

Lush, vibrant

Shimmering, captivating

Heart of verdant forests

Green



Topaz

Topaz

Golden, clear

Gleaming, setting, enchanting

The sunset's lasting glow

Radiance



Diamond

Diamond

Brilliant, hard

Reflecting, cutting, enduring

Stars bound to earth

Eternal





# Identifying Poems and Literary Devices

## Instructions

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

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

Poem Type	
Literary Devices Used	
Symbolism	
Foreshadow	

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

Poem Type	
Literary Devices Used	
Symbolism	Foreshadow
Allegory	Simile

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

Poem Type	
Literary Devices Used	
Symbolism	Allegory
Foreshadow	Rhyme

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

Poem Type	
Literary Devices Used	
Symbolism	Hyperbole
Foreshadow	Rhyme

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

Poem Type	
Literary Devices Used	
Symbolism	Idiom
Foreshadow	Idiom

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

Poem Type	
Literary Devices Used	
Symbolism	Allegory
Foreshadow	Idiom

# Block 8: Book Reviews

## Focus

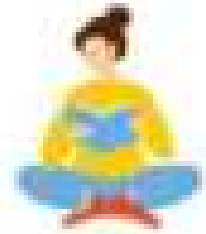
- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews – Allegory, Symbolism, Foreshadowing

## Implicit and Explicit Perspectives – Book Reviews

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

### Explicit Perspectives:

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



### Implicit Perspectives:

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

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

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

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

1) May require some patience to get through.

2) The pages seemed to turn themselves.

## Finding Bias in Reviews

### What is Bias in Reviews?

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

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

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

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

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

The narrator's voice was so monotonous, it almost put me to sleep. And let's not forget the soundtrack - classic **\_\_\_\_\_** music? Really? Where were the adrenaline-pumping tunes to keep the audience **\_\_\_\_\_**?



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

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

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

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

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



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

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

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3) Why is it helpful to share \_\_\_\_\_ with \_\_\_\_\_ a review?

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

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



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

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

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## Activity: Detecting Bias in Online Reviews

### Objective

What are we learning more about?

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



4/5

### Instructions

How do we complete the activity?

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

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

**Research**

Fill in the table below

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

Quote From Review

Describe The Bias

**PREVIEW**

## Our Voice in Review Writing

### What is Voice in Writing?

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

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

**Voice** Four members of a family of 4 watched a movie and each wrote a review. Read them below.

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

B) I absolutely adored 'Nature's Beauty'. The nature-taking scenery is something I think all children should see. This movie is a perfect combination of education and entertainment. I think it's a perfect film to show in schools. Beautifully edited and filmed. It's just mesmerizing to watch. A real triumph!

C) I mean, it was okay, I guess. Probably more of so than not. I liked it. But, I have to admit, the graphics and camera work were pretty cool.

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

1) Which family member wrote which review?

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

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## Literary Devices in Reviews

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

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

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

**Review 1: "The Lost Key" - 4/5 stars**

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

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

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

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

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# Block 9: Graphic Texts

## Focus

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

## Understanding Comics

### Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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

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

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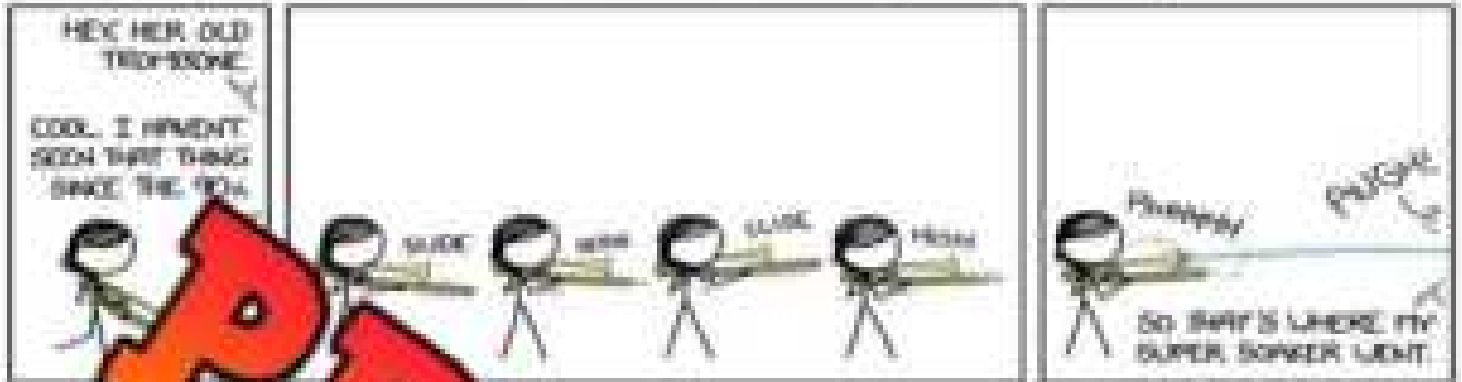


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# Understanding Graphic Texts

## Analyze

Read the comic and answer the questions.



1) What is the main idea of the comic strip? Describe the joke.

\_\_\_\_\_

\_\_\_\_\_

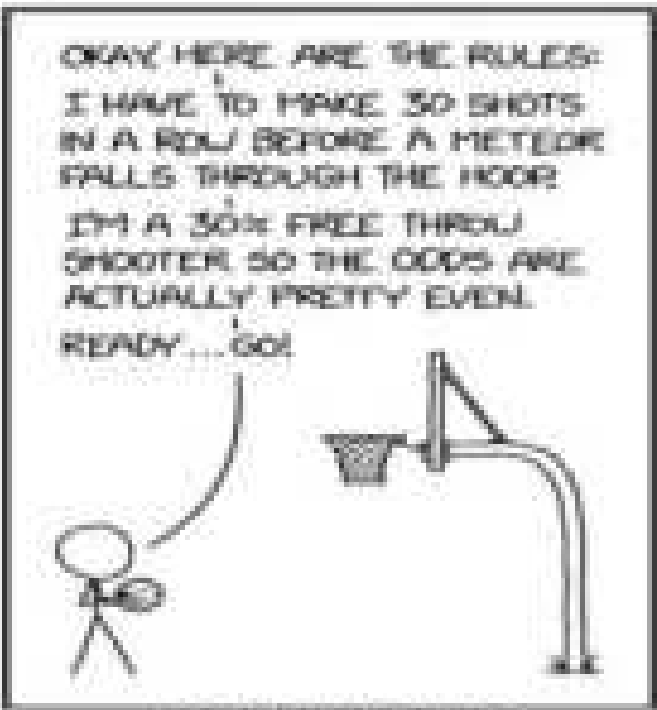
\_\_\_\_\_

2) What do you think of this comic strip? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



MY HOBBY: PLAYING BASKETBALL AGAINST SPACE

1) What is the main idea of the comic strip? Describe the joke.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

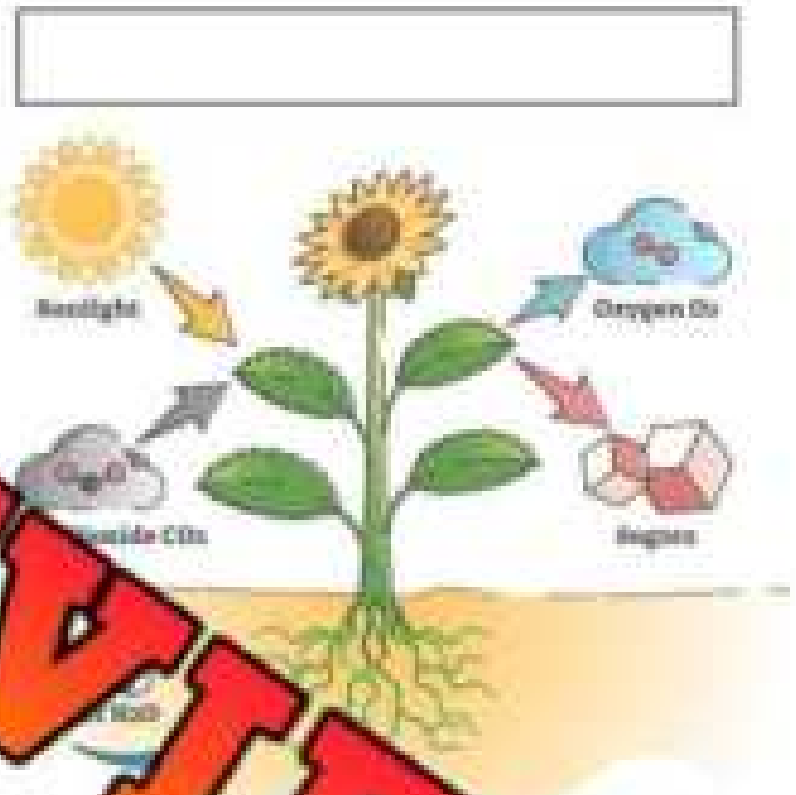
## Text Features in Infographics

Examine

Read the infographic and answer the questions.

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

- **Icons:** Small pictures that represent information.
- **Charts:** Graphs that show numbers and trends.
- **Colour Coding:** Different colours to highlight important information.
- **Headings:** Big, bold titles that tell you what each section is about.



1) Give the infographic a title.

2) What do plants take in during photosynthesis?

3) What do plants give out during photosynthesis?

4) Were you able to learn a lot from this infographic? Was this easier to understand than a paragraph? Explain.

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## Reading Maps – Text Features

### Reading a Map Made Easy

Maps help us know where things are. They have special clues:

- **Country Names:** Look for big, capitalized words like CANADA.
- **Provinces and Territories:** Smaller, but still capitalized words are provinces, like ONTARIO.
- **Cities and Towns:** Names with only the first letter capitalized are cities or towns, like Ottawa.
- **Red Dots:** A small red dot is for a city, and a bigger red dot is for the capital of Canada.



## Reading Maps – Text Features

### Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

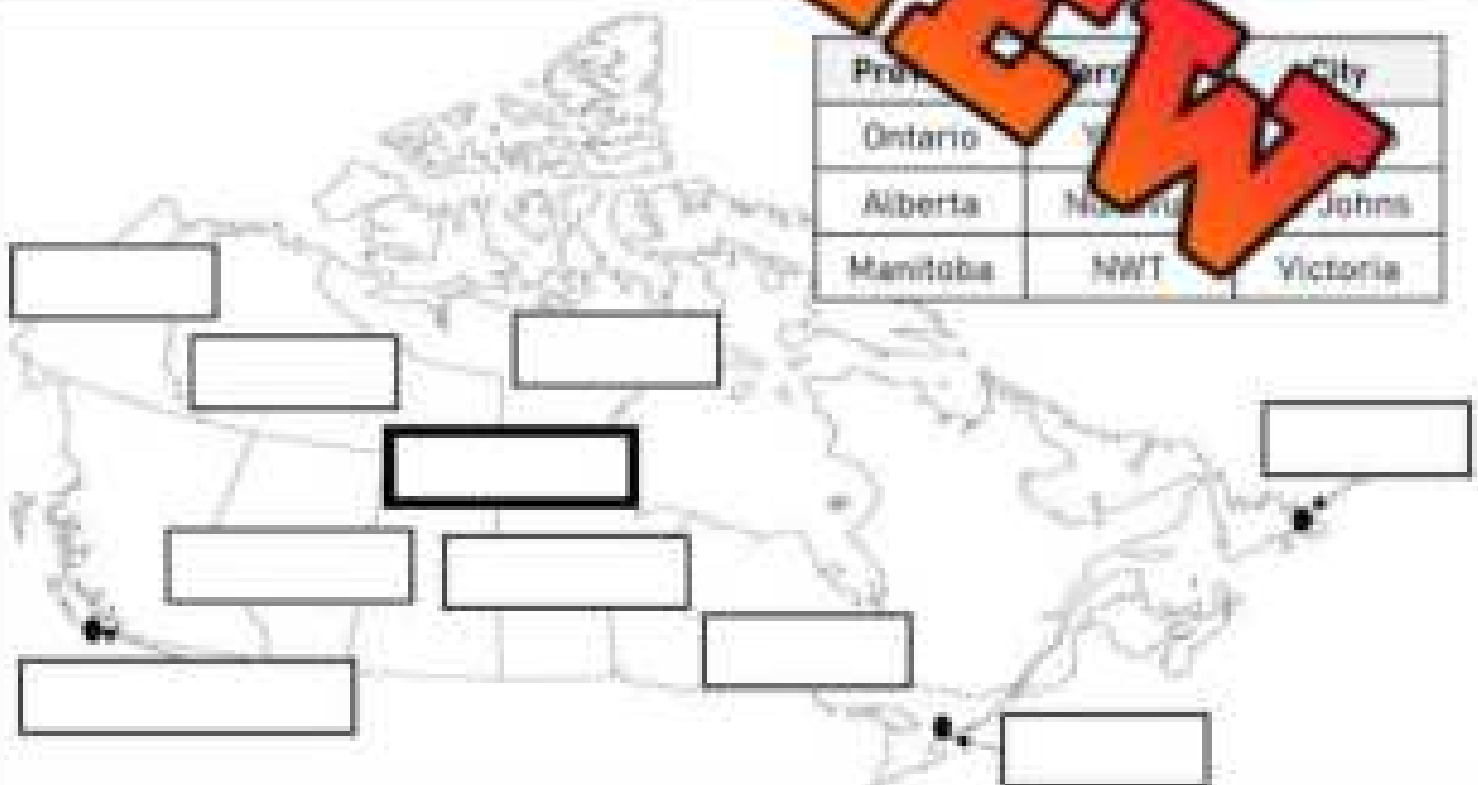
2) How can you identify provinces or territories on a map?

3) How do you identify cities on a map?

4) What do black dots on a map represent?

### Think

Label the provinces/territories/cities on the map. Use the correct capitalization. Label Canada in the blank box on the black border.



# Block 10: Biographies

## Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections
- ✓ Text Patterns in Biographies – glossary, index, preface, captions, timelines, headings, etc.

## Biography – Viola Desmond

### Viola Desmond: A Canadian Heroine of Civil Rights

#### Preface

This biography will introduce you to a remarkable Canadian woman—Viola Desmond. Viola wasn't an astronaut or a scientist, but she was a fearless **advocate** for **civil rights**. She stood up against racial **segregation** in Canada and became a symbol of courage and justice. In this biography, you'll learn about her early life, her brave stand, and her enduring impact on Canada.

#### Early Life and Ventures

Viola Desmond was born on July 6, 1914, in Halifax, Nova Scotia. She trained as a beautician, but because of **racial discrimination**, she wasn't allowed into Canadian beauty schools. She started her own beauty line and even opened a beauty school, making education accessible to Black Canadians.

#### A Brave Stand

In 1946, Viola made headlines when she refused to leave the "whites-only" section of a movie theatre in New Glasgow, Nova Scotia. She was arrested and fined, but her act of **defiance** shone a light on the issue of racial segregation in Canada.

#### Lasting Impact

Viola Desmond's courage didn't just stop at a movie theatre. Her story inspired the civil rights movement. Her story became an important part of Canadian history, leading to discussions about civil rights and ultimately changes in laws. Her legacy continues to inspire Canadians to fight against inequality and injustice.

#### Timeline

- 1914: Born in Halifax, Nova Scotia
- 1937: Opened her own beauty school
- 1946: Stood against racial segregation in a theatre
- 1960: Passed away, but her legacy lived on
- 2018: Became the first Canadian woman to appear alone on a \$10 bill

#### Glossary

- **Advocate:** A person who publicly supports a cause.
- **Civil Rights:** The rights of individuals to be treated equally under the law.
- **Defiance:** Open resistance against authority.
- **Discrimination:** Treating someone unfairly based on their race, gender, or other characteristics.
- **Segregation:** The practice of keeping people separated based on race or ethnicity.



Viola Desmond

**Prereading**

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Viola Desmond.


**During Reading**

Stop and write questions about what you are reading.

1	
2	
3	

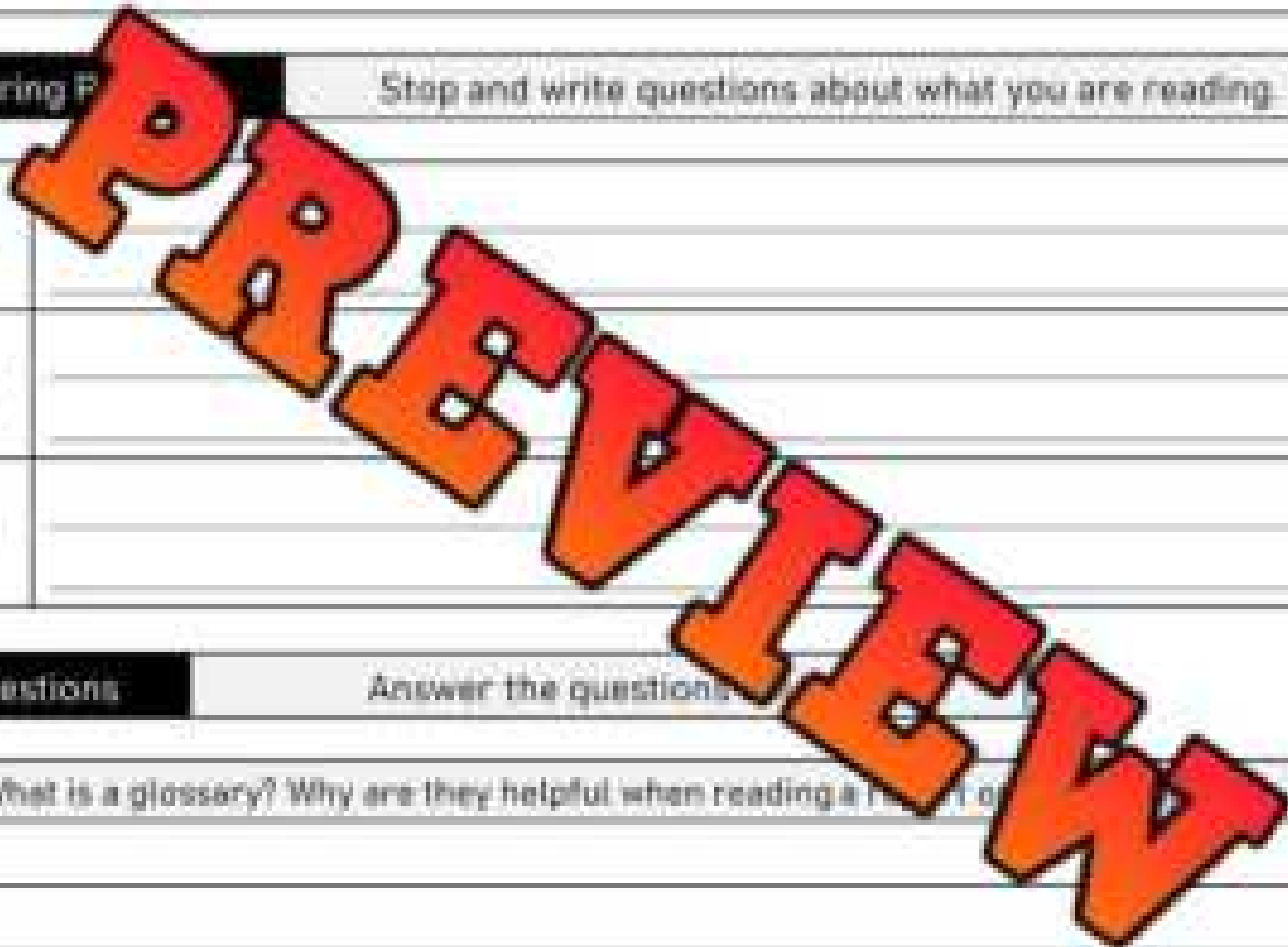
**Questions**

Answer the questions.

1) What is a glossary? Why are they helpful when reading a text?


2) How does the picture of Viola Desmond help you understand her better?


3) What do you think Desmond's biggest accomplishment was?

# Biography – Tecumseh

## Tecumseh: A First Nation Leader Who United Nations

### Early Life

Tecumseh was born in 1768, near Springfield, Ohio, in the United States. He was a member of the Shawnee nation. His father died in battle when he was young, and this loss deeply affected him. From a young age, Tecumseh knew he wanted to make a difference for his people.



Tecumseh

### Uniting Nations

Tecumseh was a strong and charismatic leader. He believed that all Native Americans should unite to protect their lands from European settlers. To do this, he travelled widely, recruiting warriors from various tribes and forming alliances.

### Lasting Impact and Legacy

Tecumseh's dream of a united Native American nation wasn't fully realized, but his vision and leadership left a lasting impact on the continent. He is a key part of North American history, inspiring future generations to fight for justice for Indigenous peoples. His life and teachings are still studied and celebrated today.

### Timeline

- 1768: Born near Springfield, Ohio
- Early Life: Affected by the loss of his father in battle
- 1800s: Began efforts to unite First Nations
- 1812: Died in the Battle of the Thames, but his legacy lives on

**PREVIEW**

## Glossary – Fill in the Glossary Below


## Warren Buffett: The Great Philanthropist

### Warren Buffett's Early Life

Warren Buffett was born on August 30, 1930, in Omaha, Nebraska. As a child, he showed an early knack for numbers and was already thinking about ways to invest money.

### Seeds of Ambition

Even with humble beginnings, Buffett was eager to learn about business. He bought his first stock at the age of 11 and delivered newspapers to earn extra money.

### Investing and Philanthropy

Warren Buffett is best known for being one of the world's most successful investors. He is the chairman of Berkshire Hathaway, a company that owns various other businesses.

### Wisdom from

Buffett is not only an investor but also an author and speaker, sharing his knowledge on investment strategies and the importance of ethical business practices.

### Giving Back

Besides accumulating wealth, Buffett has donated the majority of his fortune to charitable causes. He and the Giving Pledge with Bill Gates, encourage billionaires to give away a large part of their wealth to charity.

### The Oracle Speaks

Buffett has been known as the "Oracle of Omaha" for his insights into investing. Through his annual letters and interviews, he imparts wisdom that has guided both new and experienced investors.

### Timeline

- 1930: Born in Omaha, Nebraska
- 1941: Bought his first stock
- 1951: Earned a Master's degree in Economics from Columbia University
- 1965: Took control of Berkshire Hathaway
- 2010: Co-founded the Giving Pledge with Bill Gates

### Glossary

- **Investing:** The act of putting money into assets with the hope of achieving a profit.
- **Philanthropy:** The desire to improve the well-being of others through charitable donations.
- **Berkshire Hathaway:** A conglomerate holding company headed by Warren Buffett.
- **Oracle of Omaha:** A nickname for Warren Buffett due to his investment expertise.
- **Ethical Business Practices:** Conducting business in a manner that is morally right.



Warren Buffett

**Text Features**

Answer the questions below.

1) Write the headings used in the biography.

2) Write the subheadings used in the biography.

3) How did the text help you understand the text?

**PREVIEW**

**Timeline**

Make a timeline by drawing a graphic organizer and labeling the important events in Warren Buffet's life.

## Organizing a Biography

**Read**

The report below has been organized incorrectly. Reorder the headings, sub-headings, preface, and index by writing the letters in the correct order.

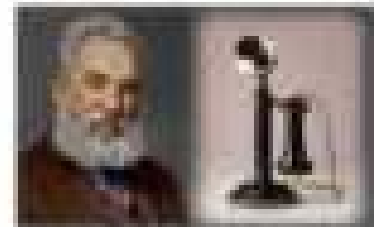
### Alexander Graham Bell: The Voice Across Distances

#### A) Wires and Waves: The Voice of Innovation

The contributions of Alexander Graham Bell have resonated across time and space, revolutionizing the way we communicate. His ingenuity and vision opened up new vistas for humanity, making him a trailblazer in the world of telecommunications.

#### B) Early Years and Childhood Fascination

Step into the young life of Alexander Graham Bell, whose childhood interests in sound and language set the stage for his groundbreaking achievements.



#### C) Preface

Have you ever wondered how it was made? Alexander Graham Bell, a brilliant inventor and scientist, brought our thoughts and ideas through sound. This biography will introduce you to the man who made voice communication across distances possible.

#### D) The Sound of Youth

Alexander Graham Bell was born on March 3, 1847. Growing up, he was engrossed in the study of sound, influenced by his parents, who were both experts in speech and elocution. Bell's passion for understanding sound led him on a quest for knowledge that would ultimately shape the future.

#### E) Connecting Worlds: The Invention of the Telephone

Learn about the critical steps that led Bell to invent the telephone and how his invention has shaped our modern world.

#### F) The First Hello

On March 10, 1876, Alexander Graham Bell made history. Using his invention, the telephone, he spoke the first words ever transmitted electronically: "Mr. Watson, come here, I want to see you." This marked the beginning of a new era in human communication.

#### G) Beyond the Telephone: Other Contributions

While the telephone may be his most famous invention, Bell's curious mind led him to explore other areas as well. He conducted research in flight, renewable energy, and even founded the National Geographic Society. His work extended beyond one invention, adding multiple layers to his legacy.

**Order**

List the letters in order from which paragraph/part should go first, to which should go last. (A to G)

\_\_\_\_\_

**Critical Thinking**

Answer the questions below.

1) Did the preface do its job in explaining what the biography will be about?

\_\_\_\_\_

\_\_\_\_\_

2) Did the preface interest you in reading the rest of the biography? Explain.

\_\_\_\_\_

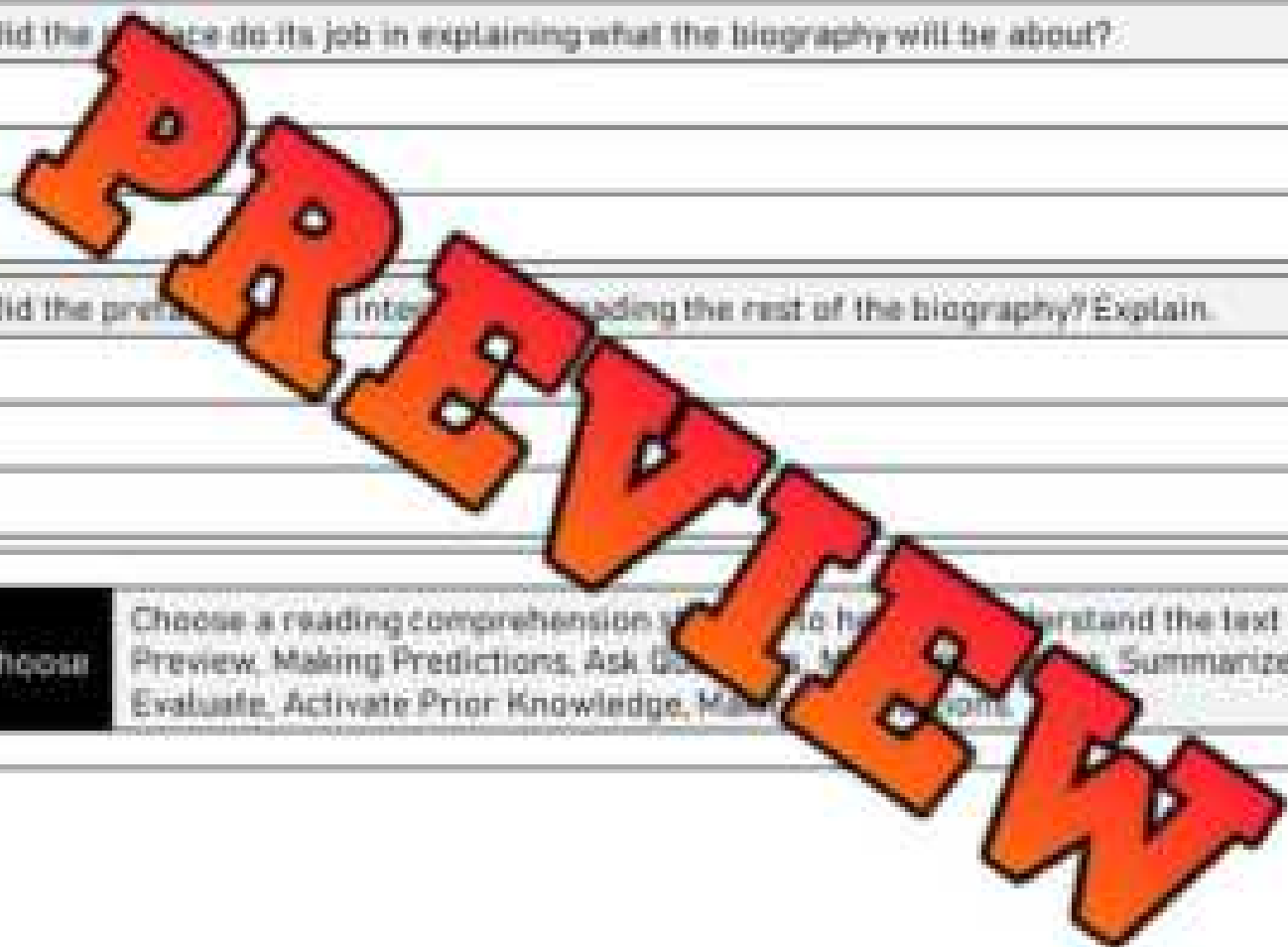
\_\_\_\_\_

**You Choose**

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Evaluate, Activate Prior Knowledge, Monitor Comprehension.

Why did you choose this strategy?

How did it help you understand the text?





# Google Slides Lessons Preview





# BC Language Curriculum Composition (Writing) – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

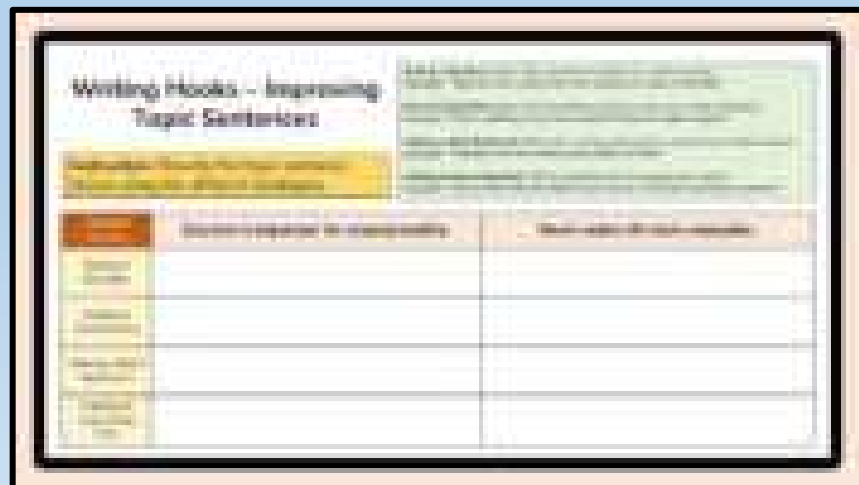


### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





# BC Language Curriculum Composition (Writing) – Grade 7

**Transition Words - Supporting Details**




Transition Words	Supporting Details
First	Firstly, I will discuss the importance of... Next, I will explore the various factors...
Second	Secondly, it is essential to consider...
Third	Thirdly, the role of technology in...
Finally	Finally, I will conclude by summarizing...

**Writing Checklist**

Criteria	Excellent	Good	Needs Improvement
Content	Addresses all aspects of the topic with depth and insight.	Addresses most aspects of the topic.	Addresses some aspects of the topic.
Organization	Ideas are presented in a clear, logical sequence.	Ideas are presented in a logical sequence.	Ideas are presented in a somewhat logical sequence.
Style	Uses a variety of sentence structures and vocabulary.	Uses a variety of sentence structures.	Uses a limited range of sentence structures.
Grammar	Grammar is used correctly and consistently.	Grammar is used correctly.	Grammar is used with some errors.

**Describing Scenes with Adjectives**



Adjective	Adjective	Adjective
Beautiful	Peaceful	Tranquil
Stunning	Idyllic	Scenic
Breathtaking	Charming	Picturesque
Magnificent	Enchanting	Stunning
Wonderful	Delightful	Beautiful
Amazing	Remarkable	Impressive



# BC Language Curriculum Composition (Writing) – Grade 7

### Direct or Indirect Characterization

Direct	Indirect
<p>Character is described by the narrator or another character.</p> <p>Character's personality is revealed through their actions, dialogue, and appearance.</p>	<p>Character is described through the actions, dialogue, and appearance of other characters.</p> <p>Character's personality is revealed through their actions, dialogue, and appearance.</p>

### Characterization

Characterization is the process of revealing a character's personality through their actions, dialogue, and appearance.

Direct characterization is when the narrator or another character describes the character's personality.

Indirect characterization is when the character's personality is revealed through their actions, dialogue, and appearance.

### Characterization

Character	Direct	Indirect
Character 1		
Character 2		
Character 3		
Character 4		
Character 5		



# Workbook Preview



# Grade 7 – Language Writing



<b>Big Idea 1</b>	Language and text can be a source of creativity and joy.
<b>Big Idea 2</b>	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
<b>Big Idea 3</b>	Exploring and sharing multiple perspectives extends our thinking.
<b>Big Idea 4</b>	Developing our understanding of how language works allows us to use it purposefully.
<b>Big Idea 5</b>	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

	<b>Preview of 150 pages from this product that contains 403 pages total.</b>		
<b>W7.1</b>			9 - 22, 25 - 71, 155 - 182, 238 - 243, 267, 280 - 283
<b>W7.2</b>	<b>Text features:</b> how text and visuals are displayed		55 - 71, 77 - 81, 155 - 156, 180 - 182, 186 - 188, 208 - 209, 216 - 217, 227 - 231, 238 - 239, 242 - 243, 267 - 270
<b>W7.3</b>	<b>Literary elements:</b> narrative structures, characterization, and setting		88 - 89, 94 - 104, 107 - 142
<b>W7.4</b>	<b>Literary devices:</b> sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile)		92 - 93
<b>W7.5</b>	<b>Argument</b>		157 - 170

W7.6	<b>Writing processes:</b> may include revising, editing, considering audience	13 - 18, 26 - 31, 72 - 75, 82 - 85, 143 - 150, 171 - 174, 176 - 179, 183 - 185, 189 - 207, 218 - 224, 232 - 234, 240 - 241, 244 - 251, 255 - 259, 261 - 266, 271 - 275, 284 - 299, 303 - 316
W7.7	<b>Metacognitive strategies:</b> talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one's awareness of self as a reader and as a writer	32 - 35, 55 - 56, 76, 86 - 87, 103 - 106, 151 - 154, 175, 225 - 226, 235 - 237, 254, 279, 300 - 301
W7.8	<b>Paragraphing:</b> developing paragraphs that are characterized by unity, development, and coherence	36 - 54, 56 - 64, 127, 210 - 213
W7.9	<b>Presentation techniques:</b> 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.	23, 171 - 174, 214 - 215, 260, 274 - 276

## Understanding Text Forms

### Defining Text Forms

Writing comes in various types, each with its unique purpose and structure. Just as a specific tool is chosen for a particular task, different forms of writing are used to convey ideas and information effectively. These forms include narratives, reports, essays, and more, all designed to fit the message they are intended to deliver.

### Common Text Forms and Their Features

- **Narratives:** Stories with characters, settings, and plots.
- **Book Reviews:** Critiques highlighting strengths and weaknesses.
- **Poetry:** Expressive language using metaphor and rhyme.
- **Persuasive Writing:** Convincing arguments and evidence.
- **Letter Writing:** Personal or formal communication.
- **Report:** Detailed information of topics often written for an audience.
- **Biographies:** Life stories focusing on key events and achievements.
- **Comic Strips:** Visual stories with humour, using dialogue and illustrations.
- **Diaries:** Personal daily entries about experiences and thoughts.
- **Lists:** Organized collections of related items or ideas.
- **Instructions:** Step-by-step guides to accomplish tasks.



### Why Text Forms Matter

Understanding these different types of writing helps us choose the right one for the job. It makes our writing clear and effective. Whether we want to tell a story, explain something, or persuade someone, knowing these forms helps us do it well.

Understanding these text forms helps us choose the right one for different situations and makes our writing more effective and clear. It's like having a toolkit with different tools for different jobs, making communication easier and more efficient.

**Matching**

Draw a line from the text form to the matching description

Comic Strips

 Evaluations of literature.

Diaries

 Sequenced items or ideas.

Persuasive Writing

 Stories with a beginning, middle, and end.

Lists

 Daily personal entries.

Instructions

 Life-stories of individuals.

Poetry

 Formatted messages to others.

Book Reviews

 Expressive verses and rhythm.

Reports

 Stories with pictures and dialogue.

Biographies

 Step by step guides.

Letter Writing

 Persuading readers with arguments.

Narratives

 Detailed explanation on a topic.**Questions**

Answer the questions

1) What is the main purpose of persuasive writing?

2) Give an example of a text form used for expressing emotions.

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

## Identifying 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 the purpose helps you better understand the main idea of the text.



**To Inform:** A newspaper article explaining the effects of plastic pollution on ocean life.

**To Entertain:** A young girl overcomes challenges to win a science fair.

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

1)	A biography of a historical figure	Inform	Persuade	Entertain
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How do you know? Write a sentence explaining your answer.

2)	An advertisement for a new video	Inform	Persuade	Entertain
----	----------------------------------	--------	----------	-----------

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

3)	A blog post about how to bake a chocolate cake	Inform	Persuade	Entertain
----	--	--------	----------	-----------

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

4)	A poem about winter	Inform	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)	NASA uncovers signs of life possibilities on Mars.	Inform	Entertain
2)	Our daily choices directly affect climate change.	Entertain	Persuade
3)	Soldiers in the American Revolution had a hard time adjusting to the new world.	Persuade	Entertain
4)	Volunteering for wildlife conservation teaches the value of protecting nature.	Educate	Persuade
5)	Jupiter is the largest planet in our solar system.	Educate	Entertain

**Write**

Write the name of books that have three different purposes. Write them up.

1)	_____
2)	_____
3)	_____

## Activity: Power of Planning

**Objective**

What are we learning more about?

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

**Instructions**

How do we complete the activity?

**Part 1: Writing Without Planning****Subject:** The Best Day Ever**Instructions:**

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

**Part 2: Writing With Brainstorming****Subject:** If I Could Time Travel**Instructions:**

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

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

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## Activity: Power of Planning

Part 1

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

**PREVIEW**

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below - If you could time travel, what would the journey be like? Complete a mind-map of everything that comes to mind. Then write for 6 minutes below

If I Could Time Travel

**PREVIEW**

## Personal Voice in Writing

### Discovering Your Personal Voice in Writing

Writing is a powerful way to express thoughts, feelings, and ideas. But have you ever wondered what makes your writing unique? It's your personal voice! We'll explore what personal voice in writing is and how to make your writing stand out.

### What is Personal Voice in Writing?

Personal voice in writing is your writing fingerprint – it's what makes your writing distinct. It's the way you express yourself, your unique style, and your personality that shine through your words. When you hear someone say, "This sounds like something [your name] wrote," that's your personal voice shining through.



### How to Develop Your Personal Voice

- 1. Know Yourself:** To find your personal voice, you need to know who you are. What are your interests, beliefs, and experiences? Your writing should reflect these.
- 2. Read, Read, Read:** Reading a variety of books, articles, and blogs can help you discover different writing styles. Pay attention to what you like and dislike in other people's writings. This will help you shape your own style.
- 3. Write from the Heart:** Don't be afraid to be yourself in your writing. Share your thoughts, stories, and emotions honestly. When you write from the heart, your personal voice shines through.
- 4. Edit and Revise:** Your personal voice might not be crystal clear at first. That's okay! As you edit and revise your work, you'll refine your voice and make it stronger.
- 5. Feedback is Valuable:** Don't hesitate to ask for feedback from teachers, peers, or family members. They can offer insights on how to improve your personal voice.

## Personal Voice – Word Choice

**Word Choice**

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

Object/Scene	Word 1	Word 2	Word 3	Word 4	Word 5
Park					
Forest					
Desert					
Market					
Museum					
Volcano					
Iceberg					
Garden					
Cityscape					

**PREVIEW**

**Write**

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

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## Personal Voice – Word Choice

### Word Choice

Change the crossed-out words to more interesting word choices.

I went to a big \_\_\_\_\_ museum. The paintings were interesting and the sculptures were cool \_\_\_\_\_. It was extremely crowded. There were informative \_\_\_\_\_s that were somewhat informative. The guided tour was long \_\_\_\_\_ and the artifacts were ~~old~~ \_\_\_\_\_. Overall, it was an okay \_\_\_\_\_ I wanted a souvenir, but the gift shop was ~~expensive~~ \_\_\_\_\_. The coffee \_\_\_\_\_ was fine \_\_\_\_\_. The whole experience was nice \_\_\_\_\_ and amazing.

I visited my grandparents' large \_\_\_\_\_ fields were really big \_\_\_\_\_, and the farmhouse was \_\_\_\_\_. There were lots of animals who ~~noisy~~ \_\_\_\_\_, and the \_\_\_\_\_ ~~cracked~~ \_\_\_\_\_. The lunch was nice \_\_\_\_\_. The afternoon was a bit boring \_\_\_\_\_. The sunset was \_\_\_\_\_ though the night was super quiet \_\_\_\_\_. The beds were hard \_\_\_\_\_, and the morning was especially cold \_\_\_\_\_.

### Think

Write synonyms for the words below

Soft				
Weak				
Bright				

## Word Choice - Audience

### Word Choice

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

<b>Kindergarteners</b>	Yummy	Weirdo	YOLO	Tea	Howie
	Notepad	Uh-oh	Potty	Tummy	Bubba
<b>Elderly</b>	Taxes	Debt	Ghosted	Meme	Recess
	Hand	Lowkey	Cool	Awesome	Flex
<b>High School Students</b>	Binge	Stress	Adulting	Anxiety	Squad
	Stress	Wellness	Viral	Vibe	
<b>Parents</b>	Hyped	Mentorship	Stream	Groceries	
	Mentorship	Selfie	Chill	Grace	Meme
<b>Seniors</b>	Pension	Syllabus	Legacy	Platitude	Adm.
	Zumba	Discount	Trending	Rain	Flies

### Question

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

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## Analyzing Word Choice



### Word Choice

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

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

"Saturday morn'g was come, and all the summer world was bright and fresh, and brimmin' with life. There was a song in every heart; and if the heart was young the music issued in a dance. There was cheer in every face and a spring in every step."

Louise May Alcott - *Women* (1852)

"Christmas won't be a joyful time with these presents," grumbled Jo, lying on the rug. "It's so dreadful to be poor!" she pulled up her old dress. "I don't think it's fair for some girls to have plenty of pretty things, and for others nothing at all," added little Amy, with an injured sniff."

Charles Dickens - *A Christmas Carol* (1843)

"Marley was dead: to begin with. There is no doubt whatever about that. The circumstances of his burial was signed by the clergyman, the clerk, the undertaker, and the parish officer. Scrooge signed it: and Scrooge's name was good upon 'change, for anything of the kind to put his hand to."

Jane Austen - *Pride and Prejudice* (1813)

"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters."

## L. Frank Baum - The Wonderful Wizard of Oz (1900)

"Dorothy lived in the midst of the great Kansas prairies, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There were four walls, a floor and a roof, which made one room; and this room contained a rusty looking cooking stove, a cupboard for the dishes, a table, three or four chairs, and the beds."

## Lewis Carroll - The Looking-Glass (1871)

"One thing was certain: the black kitten had had nothing to do with it—it was the black kitten's fault. For the black kitten had been having its face washed by the old cat for the last quarter of an hour (and doing it pretty well, considering); so you see that it couldn't have had any chance of getting its face washed."

## Frances Hodgson Burnett - The Secret Garden (1911)

"When Mary Lennox was sent to Misselthwaite House, everybody said she was the most disagreeable-looking child ever brought to the place. She had a little thin face and a little thin body, thin light hair and a sour temper."

## Write

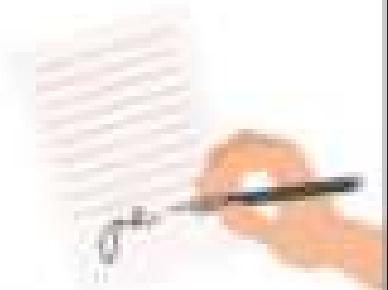
Write each of the words you liked from the excerpts above to form a vocabulary list you can use in the future.


## Activity: Secret Agent Notes

### Objective

What are we learning more about?

Students will practice the art of imitation in writing by emulating the writing style of an individual they know to craft a "Secret Agent Note".



### Instructions

How do we complete the activity?

- 1) **Pick Your Target:** Imagine you're a secret agent. Your mission is to leave a note, but you don't want to be traced back to you. Instead, you need to make it look like it was written by someone else.
- 2) **Choose Your Impersonation Target:** Pick a person you know well who often writes - this could be a friend, family member, or social media posts.
- 3) **Observe:** Reflect on the nuances of how this person writes.
  - Commonly used words or phrases.
  - Typical sentence structure and length.
  - Their unique punctuation habits.
  - The emotions they usually convey in their writing.
- 4) **Write Your Secret Note:** Adapting their writing style, craft a note related to your imagined secret mission. Ensure it feels like something they might have written by mirroring their tone, punctuation, word choice, and sentence structure.
- 5) **Reflect:** After you've composed your note, think about:
  - The challenges you faced trying to write like someone else.
  - Whether this exercise helped you become more aware of different writing styles, including your own.
- 6) **Optional -** Share your note with a classmate without telling them who you were impersonating. Can they guess who it is?

## Activity: Secret Agent Notes

Planning

Answer the questions below.

1) Who is your target? Who will you try to impersonate?

2) What \_\_\_\_\_? Why are you impersonating them?

3) What words/phrases do they \_\_\_\_\_?

4) Do they write short or long sentences? Explain.

5) Do they show a lot of emotion in their writing or is it just words on a page?

6) Do they use much punctuation in their writing? If so, describe what they use.

**PREVIEW**



# Writing Goals

A writing goal is like a promise to help you get better at writing. It shows what you can work on to improve!



1) You need 3 writing goals. Choose from below or write your own in question 2.

Improve vocabulary by learning and using five new words each week.	Yes	No
Write clear structured paragraphs.	Yes	No
Use a variety of sentence structures to make writing more interesting.	Yes	No
Use punctuation correctly including commas and semi-colons.	Yes	No
Practice writing for different purposes.	Yes	No
Engage in peer review to give and receive feedback.	Yes	No

2) What other writing goals could you set?

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3) Write the 3 writing goals and how you will achieve them.

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**PREVIEW**

**Goals – Checking In**

Did you achieve your goals?

1) Did you achieve your goals? Write the goal and how you think you did.

	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____
	_____



2) As you worked on your writing this week, did you \_\_\_\_\_ go \_\_\_\_\_

_____
_____
_____

3) What can you improve on for your next goals. How can you make sure you reach them?

_____
_____
_____
_____

## Exploring the Structure of Paragraphs

### Understanding Paragraphs

Paragraphs are essential building blocks of written communication. They help organize ideas and make written text easier to understand.



### Parts of a Paragraph

A paragraph consists of three main parts:

- 1) Topic Sentence:** The topic sentence is the first sentence of a paragraph. It tells the reader what the paragraph is about. Think of it as the "main idea" or "topic" of the paragraph.  
For example, if you are writing about your favorite hobby, the topic sentence might be, "My favorite hobby is playing soccer."  
**PREVIEW**
- 2) Supporting Details:** After the topic sentence, you write several sentences that provide more information about the topic. These sentences explain, describe, or give examples related to the main idea.  
For our soccer example, supporting details could include how long you've played, your favorite soccer team, and memorable soccer experiences.
- 3) Closing Sentence:** The closing sentence comes at the end of the paragraph and wraps up the paragraph and often restates the main idea in a different way. For our soccer paragraph, the closing sentence might be, "Soccer isn't just a game; it's a passion."

Let's explore how to make paragraphs work effectively.

Creating effective paragraphs is crucial for clear writing. Each paragraph should have a single main idea, avoiding unrelated information. Use transition words like "first" and "next" for coherence. Aim for 3-5 sentences; very short or long paragraphs can be confusing. Start new paragraphs with an indentation for clarity. Practice improves paragraph writing.

**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

They are like the heart of a school where students meet every day. Students chat, work together, and eat, making it a fun place to hang out and be themselves. That is why cafeterias are important places in schools.

Topic Sentence

Kids enjoy the new books, or read for fun, all in a cozy corner. They can also research for projects or learn more about the world. Libraries are key in schools because they have books, knowledge, and quiet spaces to think.

Topic Sentence

Kids play in the snow, sledge down hills, and enjoy the chilly fun. Winter is special because it changes our annual day full of play, creativity, and holiday joy.

**Hooks**

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

Boring Version

Plants need water to grow.

Your Version

Boring Version

Exercise is good for your health.

Your Version

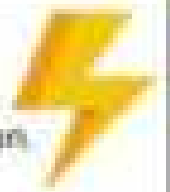
Boring Version

Dogs make great pets.

Your Version

## Writing Hooks – Improving Topic Sentences

**Asking a Question:** Begin with a question to make your readers curious.  
Example: "Have you ever asked why some animals can glow in the dark?"



**Use an Exclamation:** Start with something exciting to grab your reader's attention.  
Example: "Wow! Lightning can be more powerful than you might imagine!"

**Making a Bold Statement:** Start with a strong statement so readers know what to expect.  
Example: "Elephants are the largest land animals on Earth."

**Adding an Interesting Fact:** Tell an interesting fact to engage your readers.  
Example: "Did you know the Eiffel Tower can be 15 cm taller during the summer?"

**Hooks** Rewrite the topic sentence below using the different strategies.

Original Version	Earthworms help make soil from garbage.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Bees help food grow by moving pollen around.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

## Quality Topic Sentences

**Think**

Circle which topic sentence you think is best.

1) They come in all shapes and sizes, wagging their tails and bringing joy to our lives. These furry friends are not just pets; they're like family members. Dogs are known for their loyalty, love, and the special bond they share with humans.

- a) Dogs are important animals that improve the lives of many people.
- b) You can find dogs in many homes.
- c) They love to go for walks, making them wonderful companions.

2) They rise high into the sky, their peaks often touching the clouds. Mountains are not just massive rock formations; they are wonders of nature. These towering landscapes have inspired people for generations, offering breathtaking views and adventurous challenges.

- a) I love skiing on mountains.
- b) Some mountains are so tall that their peaks touch the sky.
- c) Mountains are huge landforms found in different parts of the world.

3) They are filled with colourful characters and exciting stories. Comics are not just pictures on paper; they are windows to imaginary worlds. Reading comics is a fun way to unleash your imagination and embark on thrilling journeys.

- a) Reading is a wonderful thing to do when you are bored.
- b) Comics are like books filled with pictures and words that tell stories.
- c) They can be about superheroes, funny characters, or adventures.

4) It fills the air with harmonious sounds, making you tap your feet and sway to the rhythm. Music is not just noise; it is a magical language that speaks to your heart and soul. Whether you're listening, singing, or playing an instrument, music has the power to uplift and inspire.

- a) It can be slow and gentle or fast and exciting, and people love listening to it.
- b) Music is like a magical language that can make you feel different emotions.
- c) Music is something you can enjoy with your friends and family.

## Crafting Perfect Paragraphs

### Starting Strong: The Hook

Every good paragraph starts with a special sentence that grabs your attention. It tells you what the paragraph is about.

### Getting into It: Supporting Information

Once you have a topic sentence, it's time to add supporting details. These details give depth to your writing and provide more information about the topic you introduced. Imagine them as the bricks that support your main idea. Here are examples of main ideas followed by supporting details:

#### Main Idea 1: Healthy Lunches at School Improve Performance

- 1) Nutritious meals help improve focus and concentration.
- 2) Regular fruit intake supports overall health and energy.
- 3) Drinking water keeps you hydrated for better concentration.

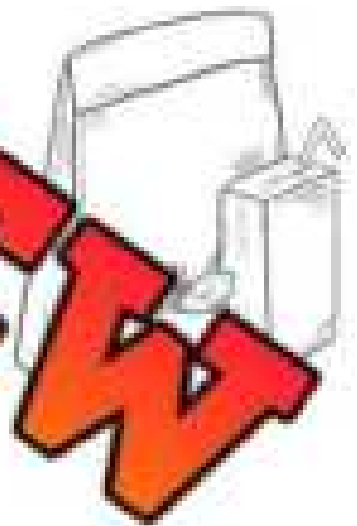
#### Main Idea 2: Team Sports Encourage Important Skills

- 1) Sports like soccer build teamwork and communication.
- 2) Regular practice develops dedication and discipline.
- 3) Winning and losing teach resilience and sportsmanship.

Ensure that your supporting details directly relate to your main idea and stay focused on the paragraph's topic.

### Concluding It: The Closing Sentence

A paragraph isn't complete without a concluding sentence. This sentence summarizes the information presented and reinforces the paragraph's main point. Think of it as the final touch that brings everything together.



## Crafting Perfect Paragraphs

### Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	Reading Expands Knowledge and Creativity
1	Reading different books introduces new ideas and worlds.
2	It improves vocabulary and language skills for communication.
3	Stories provide examples of problem-solving and critical thinking.

Topic Sentence	Reading is a great way to exercise.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	The Sun is an important celestial body in our solar system.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Flowers are not only beautiful but are important living things.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

PREVIEW

## Supporting Details

When we plan our paragraphs, we sometimes have more than 3 ideas to consider. When this happens, we should categorize our ideas into 3 big groups. If we do this, we could write 3 different paragraphs. Check out the example below.

### Brainstorm why hockey is the best sport:

Scoring goals, playing with friends, body checking, hitting the puck, skating fast, winning games, meeting new people.

**3 Big Ideas:** (1) Playing with friends, meeting new people. (2) Winning - winning games. (3) Gameplay - body checking, hitting the puck, skating fast.

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

1) Why would flying superheroes have?



List three main ideas you chose from your brainstorming.

1)	
2)	
3)	

## Transition Words - Supporting Details

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

Think \_\_\_\_\_ go \_\_\_\_\_ transition word for the supporting details.

- 1) I love playing soccer. \_\_\_\_\_ my best friend prefers basketball. Which sport do you enjoy more, and \_\_\_\_\_?
- 2) My favourite school subject is science. \_\_\_\_\_ my sibling's favourite is history. What are your favourite subjects, and \_\_\_\_\_ do you \_\_\_\_\_ about them?
- 3) I enjoy spending weekends indoors. \_\_\_\_\_ my classmate also prefers to hang out inside.
- 4) Pizza is my all-time favourite food. \_\_\_\_\_ my friend's favourite dessert is ice cream.
- 5) \_\_\_\_\_, we'll gather our art supplies, like paper and pencils. \_\_\_\_\_, we sketch a rough outline to guide our drawing. \_\_\_\_\_, we'll add colours with our markers and paint. \_\_\_\_\_, we'll add details to bring our picture to life. \_\_\_\_\_, we'll display our artwork for everyone to see. \_\_\_\_\_, making art is a fun process from start to finish!

## Ending With a Bang: Conclusion Sentences

### Understanding Conclusion Sentences

In our writing, we often focus on strong openings to get the reader's attention. Equally important, however, are conclusion sentences. These sentences are like the last word in your writing, leaving the final impression on the reader.



### What is a Conclusion Sentence?

A conclusion sentence wraps up the main point of your paragraph or essay. It's like the final stroke of a picture that completes the picture. It should connect back to your topic sentence and give closure to your writing.

### How to Write a Strong Conclusion Sentence

- 1) **Restate the Main Idea:** Begin your conclusion by restating the main idea of your paragraph or essay. Use different words, but keep the same message.
- 2) **Summarize Supporting Points:** Briefly recap the key points you made in your writing. This reminds the reader of your main ideas.
- 3) **End with Impact:** Your conclusion should leave a strong impression by ending with an interesting statement, a call to action, or a memorable phrase that ties back to your topic.

### Practice Makes Perfect

To become skilled writers, we need to practice crafting effective conclusion sentences. So, the next time you write, pay special attention to how you wrap up your paragraphs and essays. A well-crafted conclusion sentence can leave your reader with a sense of satisfaction and understanding.

### Conclusion Sentences Checklist

- Restate the main idea.
- Summarize key points.
- End with impact.

## True or False

Is the statement true or false?

1) Conclusion sentences are used in the middle of a paragraph.	True	False
2) The main idea is not restated in a conclusion.	True	False
3) They wrap up the paragraph, helping the reader understand.	True	False
4) Conclusion sentences should leave readers with curiosity.	True	False
5) Writing effective conclusion sentences requires no practice.	True	False

Think! Which conclusion sentence you think is best.

1) Chocolate is a delicious and a treat many crave. It starts as cocoa beans but ends up as our favorite candy. When eaten in moderation, it can even have health benefits!

a) Chocolate bars sit on shelves.

b) They come in various flavours and sizes.

c) Chocolate, originating from cocoa, is a counterculture treat with its creamy texture.

2) Video games are engaging, dynamic, and sometimes educational. They challenge our reflexes and brainpower, offering more than just fun. While critics say many educators find value in their interactive learning potential.

a) Video games, though fun, often offer educational insights and challenge thinking.

b) Controllers are used to play them.

c) They are available on various platforms like consoles and PCs.

3) Bicycles are eco-friendly, great for fitness, and a fun way to get around. They've been around for centuries, evolving in design and function. From mountain trails to city streets, they offer a sense of freedom and adventure.

a) Bicycles have two wheels and pedals.

b) Bicycles, a sustainable mode of transportation, cater to both fitness enthusiasts and commuters.

c) They require balance and pedaling to move.

## 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.

Implementing sustainable farming practices in Southeast Asia is crucial. Firstly, these practices help reduce the use of harmful chemicals, promoting healthier soil and water. Additionally, they encourage crop rotation and organic fertilizers, which increase biodiversity and prevent soil degradation. Furthermore, sustainable farming leads to higher yields over the long term, ensuring food security for the region. In conclusion, adopting sustainable farming methods is not only environmentally friendly but also economically beneficial for the future of agriculture in Southeast Asia.

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

# Assignment - Paragraph Writing

**Write** Plan your paragraph by brainstorming about your topic below

Describe your favourite animal.	What's the best season of the year?
Write about a visit to the zoo.	Describe a beautiful place you visited.
What do you like to do on a rainy day?	Explain how to make your favourite sandwich.
Explain your favourite hobby.	What is your favourite game? Explain how to play.
Would you like to be invisible?	Describe what you would do on a perfect day.



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

Blank space for brainstorming ideas.

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 topic sentences.

**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		

## Assignment - Paragraph Writing

Write:

Write your paragraph below.

**PREVIEW**

## Rubric - Paragraph Writing

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

PREVIEW

**Teacher Comments**

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<b>Mark</b>

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

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## Essay Writing – Thesis Statements

A **thesis statement** tells the reader what you're going to talk about. Imagine you're telling a friend about your favourite game, and you say, "This game is really exciting because it has challenging quests, creative characters, and amazing graphics." That sentence is a thesis statement that states the main ideas for the topic of the essay.

### Instructions

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

Topic	Main Ideas
Team Sports	1) Team sports are good exercise. 2) Team sports teach us teamwork. 3) Team sports are fun.
<b>Thesis Statement</b>	
In this essay, we will discuss how team sports are a good form of exercise, how they teach us teamwork, and how they are fun for people of all ages.	

Topic	Main Ideas
Healthy Eating	1) Helps us maintain a healthy weight. 2) Provides energy we need for daily activities. 3) Helps strengthen our bones.
<b>Thesis Statement</b>	
_____	
_____	
_____	

Topic	Main Ideas
Renewable Energy	1) Renewable energy reduces pollution. 2) It is a sustainable resource. 3) Investing in renewable energy creates jobs.
<b>Thesis Statement</b>	
_____	
_____	
_____	

## Essay Writing – Thesis Statements

**Brainstorm**

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

Topic	Main Ideas
Is Social Media Good or Bad for People? (3 reasons why)	1)
	2)
	3)
Thesis Statement	

Topic	Main Ideas
Why are Pets Good or Bad for People?	1)
	2)
	3)
Thesis Statement	

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

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## Essay Writing – Thesis Statements

**Think**

Circle the best thesis statement below for the topic provided.

**Topic: The Impact of Social Media on Youth**

- a) Social media is bad for kids because it can be distracting and it's where they spend a lot of time.
- b) Social media significantly affects youth by influencing their social skills, altering their attention spans, and impacting their mental health.
- c) Social media is bad for kids because they use it often, and it has lots of pictures, and it can help them learn how to cook.

**Topic: Climate Change and Its Effects on Our Planet**

- a) Climate change is bad because it makes the weather hotter, and some animals don't like it.
- b) Climate change affects our planet by changing weather patterns, making ice cream melt faster in the summer, and making it rain more often.
- c) Climate change is a critical issue that warms the planet, increases weather-related disasters, and causes sea levels to rise, so we need to take global action.

**Topic: The Benefits of Learning a Second Language**

- a) Learning a second language enriches cognitive development, improves understanding, and opens up greater career opportunities for students.
- b) Learning a second language is good because it's fun and you can talk to more people.
- c) Learning a second language is beneficial because it can help with travel, it's a school subject, and it can make ordering food in restaurants easier.

**Topic: The Role of Pets in Family Life**

- a) Pets play a vital role in family life by promoting physical activity, providing emotional support, and teaching responsibility to children.
- b) Pets are great for families because they are cute and people love them.
- c) Having a pet is good because they can be your friend, they need to be walked, and they can also do tricks that are funny.

## Scaffolding - Essay Writing

Sample Ideas		
Basketball	Healthy Eating	Animal Adaptations
Clean Energy	Tropical Rainforests	Internet Safety
Canadian History	Mathematics in Daily Life	Renewable Resources
The Water Cycle	Influential Canadians	Volcanoes
Ancient Civilizations	Ancient Egypt	Space Exploration

Instructions: Choose a topic and answer the questions below

1) Choose 3 topics from the table above and list three main ideas about it.

Topic	Main Ideas
Example Hockey	<ul style="list-style-type: none"> <li>• How is hockey played?</li> <li>• How is hockey different from other sports?</li> <li>• Who are the most famous players in the world?</li> </ul>
1)	
2)	
3)	

# Scaffolding - Essay Writing

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

Topic: Hockey

### Introduction

Hockey is a fast-paced and exciting sport that has millions of fans around the world. In this essay, we will explore the origins of hockey, how it's played, and some of the best players who have ever laced up their skates.

### Main Idea 1: When Hockey Was Invented

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### Main Idea 2: How to Play Hockey

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### Main Idea 3: The Best Hockey Players in the World

Throughout its history, hockey has seen many great players, but a few stand out more than others. One of the most famous is known as "The Great One," many as the greatest player ever, holding numerous records and awards, known for his incredible skills. Another legendary player is Wayne Gretzky, and other players like Sidney Crosby and Connor McDavid have made their names with exceptional skill and athleticism. These players are admired for their abilities and have inspired countless young athletes around the world.

### Conclusion

Hockey is more than just a game; it's a part of cultural heritage, especially in Canada where it was first played. From its humble beginnings on frozen ponds to the high-stakes international competitions of today, hockey continues to be a beloved sport. Understanding when hockey was invented, how it is played, and who some of the best players are helps us appreciate the deep impact it has had on sports history and why it is so cherished by fans and players alike.



# Scaffolding - 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**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Main Idea 2**

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**Main Idea 3**

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**Conclusion**

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**PREVIEW**

# Formal Versus Informal Letters

## Formal Versus Informal Letters

In the world of writing, letters are an essential way of communicating. But did you know that there are two main types of letters: formal and informal? In this report, we will explore the key differences between these two types and when to use them.



### Formal Letters

Formal letters are used for serious matters, such as job applications, business communication, or writing to people you don't know well. When writing a formal letter, you should use proper titles, like "Mr." or "Ms.," and start with a formal greeting. The language should be polite and professional. For example, you might write a formal letter to apply for a job or to make a complaint to a company.

### Informal Letters

Informal letters, on the other hand, are more relaxed and personal communication. You can use first names and a casual tone. Informal letters often start with a casual greeting like "Hi" or "Hello." You might write an informal letter to a friend, family member, or someone you know well. They often share news, or express your feelings in a friendly way.

### When to Use Each Type

Knowing when to use formal or informal letters is important. Use formal letters for official matters, like writing to your principal or applying for a job. Informal letters are great for staying in touch with friends and family or writing to someone you're close to.

### Examples of Formal and Informal Letters

Here's a quick list to help you understand the difference:

- **Formal Letter:** Job applications, complaints, letters to authorities.
- **Informal Letter:** Letters to friends, family, people you know well.

Understanding the difference between formal and informal letters is a valuable skill in the world of writing. By using the right type of letter in the right situation, you can communicate effectively and show respect for your reader. So, whether you're writing to your future boss or your best friend, remember the key distinctions between these two types of letters.



## Formal Versus Informal Letters

**True or False**

Is the statement true or false?

1) Formal letters are commonly used for personal communication.	True	False
2) Informal letters require a polite and professional tone.	True	False
3) "Dear" is a typical greeting in informal letters.	True	False
4) Job applications often use informal language.	True	False
5) Writing to a company is an informal letter.	True	False

**Think**

which type of letter is given in the example.

Subject: Science Experiment  
Hey Mrs. Garcia,

I hope you're having a great day! I just heard about our upcoming science experiment, and I'm super excited! Can you give us a sneak peek of what it'll be about? I love science, and I can't wait to dive into this new adventure.

Thanks,  
Sophie

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

Dear Mr. Brown,

I'm so excited for the field trip you mentioned. It sounds like fun. Could you give me more details about where we're going and what we'll do there? Exploring new places in our class is always a great experience, and I'm all prepared!

Best,  
Aiden

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

Hi Ms. Robinson,

I heard there's a mystery book club starting at the library. Can you tell me when the first meeting is and what book we'll be reading? I'm a big fan of mysteries, and I'd love to join in the fun.

Thanks a bunch,  
Olivia

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

Subject: Upcoming Project

Dear Mr. Thompson,

I enjoyed your last class. Regarding the upcoming project, I have a question about the topics. Can we discuss this next class?

Thank you,  
Liam

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

## Purpose and Audience of Letters

**Think**

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

Audience	Purpose	Formal or Informal	
School Counsellor	Discuss feeling stressed about exams	Formal	Informal
Basketball Coach	Ask for tips on improving shooting	Formal	Informal
Neighbour	Borrow a video game	Formal	Informal
School Band Director	Express interest in joining the band	Formal	Informal
Aunt/Uncle	Ask about a recent school trip	Formal	Informal
Science Teacher	Ask class for help on a lab experiment	Formal	Informal
Library Club	Ask about club reading	Formal	Informal
Best Friend's Mom	Ask for help with homework	Formal	Informal
School Newspaper	Write an article for the paper	Formal	Informal
Classmate	Collaborate on a group project	Formal	Informal
Drama Club Head	Inquire about audition dates	Formal	Informal
Local Bookstore	Recommend ordering a particular book	Formal	Informal

**Think**

Think of 5 emails you might want to send. Write the audience and purpose in the table. Will the email be formal or informal?

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

## Analyzing Informal Emails

### Analyze

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

Subject: Mysterious Light in the Sky!

Hey Taylor,

Last night, I saw this weird, bright light in the sky. It wasn't a plane or a star. Do you think it could be something so strange? Let's chat about it. Maybe it's a topic for our next science project. It's a mystery to solve together.

Curious

Avery

Author's Voice

Subject: Missing Homework Drama!

Hey Riley,

I can't find my homework anywhere, and it's due tomorrow! Have you ever had a homework mishap? I'm panicking! Help me brainstorm a plan to find my homework. We need an adventure we need to conquer.

Stressed out

Logan

Author's Voice

Subject: Exciting News - Guess What?

Hey Olivia,

I've got some exciting news to share! Can you guess what it is? Hint: It involves a surprise party. Let's catch up soon, and I'll spill the beans! I can't wait to see your reaction.

Thrilled

Sophie

Author's Voice

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

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## Informal Email Writing

Write

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

Audience	Purpose
Friend	To share a high score they had in a video game or to share a new viral video they just saw.
Subject:	

Audience	Purpose
Cousin or Family Friend	Describing a funny incident that happened during a vacation.
Subject:	

## Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Erri!	Eek!	So,	Well,
Oh!	Ouch!	Yippe!	No!	Yikes!	Ah!	Whoa!
Hooray!	Sab!	Wahoo!	Argh!	Gulp!	Bah!	Ya,

**Think**

Add the appropriate interjections and describe the voice used.

**Subject:** \_\_\_\_\_

Hey, \_\_\_\_\_! We got \_\_\_\_\_ for our science project! \_\_\_\_\_ How about we study plant growth and see \_\_\_\_\_ factors affect it? \_\_\_\_\_ We can use different types of soil, light, and \_\_\_\_\_ so interesting to see the results. \_\_\_\_\_ what do you think?

Let me know,  
Alex

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

**Subject:** Ugh! The Worst Day Ever

Hey, \_\_\_\_\_! I can't believe how today went. \_\_\_\_\_ broke and sprayed coffee everywhere. \_\_\_\_\_! Then, my computer \_\_\_\_\_ in the middle of my presentation. \_\_\_\_\_! To make things worse, I lost \_\_\_\_\_.

Annoyed,  
Mike

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

**Subject:** Ah! My Chaotic Weekend

Hey, \_\_\_\_\_! My weekend was something else. \_\_\_\_\_! Mr. Whiskers climbed the tallest tree and wouldn't come down. \_\_\_\_\_! Later, I botched a new dessert recipe. \_\_\_\_\_! Ended up with a salty cake. \_\_\_\_\_! To top it off, I got my foot stuck in a bucket cleaning the mess. Hope your weekend was smoother. Let's chat soon!

Frustratedly,  
Sarah

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

## Success Criteria – Informal Emails

### 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: Mixing and Dissolving: Sugar in Water and Other Examples

Hey there!

Guess what? I did a super cool science experiment over the weekend! I decided to explore mixing and dissolving, and it was pretty neat.

First, I took a glass of water and added some sugar to it. Then, I stirred and stirred until all the sugar had disappeared. Wow, it was like magic! The sugar mixed with the water and dissolved right away.

But wait, there's more! Next, I added salt to water, and it did the same thing. The salt just disappeared into the water. I wonder what else we can mix and dissolve.

Anyway, I can't wait to chat more about this. Let's meet up this weekend and do some more fun experiments together? Let me know!!

Catch you later,  
Emily

1)

2)

3)

4)

5)

6)

7)

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing stories, party invite
Family Members	Saying thanks, holiday wishes
Classmates	Help with homework, hang out
Peers	Talk about games, practice chat
Peers from other countries	Say hello, share cultures
Famous Personality	Write a fan note, ask questions

1) Who will be the audience for your informal email?

2) What will be the purpose of your email?

3) Brainstorm anything that comes to mind when you 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?		

Name \_\_\_\_\_

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Writing Center  
101

## Assignment – Informal Email Writing

Write

Write your informal email below.

**PREVIEW**

## Rubric – Informal Email

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

### Teacher Comments

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

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## Analyzing Formal Letters

### Analyze

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

Maple Leaf Intermediate

75 Transit Drive

Regina, SK S4S 0K2

Dear \_\_\_\_\_,

You may feel understandably so, as our school will undergo significant changes next year. However, the changes might seem daunting; however, I assure you that together, we can overcome them. Furthermore, each change is an opportunity to learn and grow.

With appreciation for your resilience,  
Principal Martinez

Author's Voice

Friendly Paws Middle School

45 Pet Memorial Drive

Winnipeg, MB R3B 1G1

Dear Friendly Paws Students,

It's with a heavy heart that we must say goodbye to Whiskers, our beloved school hamster. Whiskers brought us joy with his playful antics. Despite our loss, let's continue to remember the happiness he brought us. Moreover, we can honour his memory by cherishing the moments we shared.

With heartfelt sympathy,  
Mr. Greene and the Friendly Paws Staff

Author's Voice

## 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.?

Evergreen Secondary School  
500 Innovation Drive  
Waterloo, ON N2L 3W1

Greeting: \_\_\_\_\_

Eager to announce our Science Fair, slated for next month. Firstly, we'll kick things off with a workshop on scientific method fundamentals. Following this, participants can expect dedicated mentors to help them refine their projects.

In addition, there will be a focus on understanding innovation and presentation. Plus, all entrants will rock the red carpet in front of a panel of esteemed judges. As we gear up, remember to register by \_\_\_\_\_.

Yours in discovery,  
Evergreen Secondary Science Department

Author's Voice

Maplewood Public School  
755 Reading Ave.  
St. John's, NL A1B 2X5

Dear Parents and Guardians,

First and foremost, Literacy Week is fast approaching! To commence, our opening ceremony will feature guest author readings. Subsequently, students will engage in daily reading challenges and literacy games.

Moreover, family participation is highly encouraged through our "Read with Me" evenings. Additionally, the week will culminate in a book character parade. Thus, let's encourage our children to discover the joy of reading.

With warm regards,  
Maplewood Public School Literacy Committee

Author's Voice

# Formal Letter Writing

Write

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

Audience	Purpose
Principal	To ask for new vending machines
	

## Narrative Writing - Imagery

Imagery is when writers use descriptive words to create pictures in our minds. It's like painting with words!

For example: if an author describes a beach by talking about the sound of the waves, the feel of the sand, and the smell of the ocean, they are using imagery.



Write Look at the images below and use your imagination to describe what you see.

**PREVIEW**



## Narrative Writing - Imagery

**Draw**

Read the sentences below and draw what you imagine.

On a sunny spring day, Emily stood in a lively city park, sketchbook in hand. Cherry blossoms bloomed around her, petals drifting in the breeze. Sunlight danced on the grass, and vibrant tulips and daffodils dotted the landscape. A pond, surrounded by reeds, reflected the sky, blue with drifting clouds. The air was filled with the sound of birds, and the breeze carried a mix of bird songs and city sounds, creating a harmonious blend of urban and natural sounds. The park buzzed with the rejuvenating spirit of spring.

On a peaceful autumn evening, Liam walked along a sandy beach with his camera. The sky was a deep purple, shimmering with the reflection of the setting sun. Seagulls called from the sky, their cries mixing with the sound of the sea. The sand, cool and soft, showed footprints leading to a pier. A small fire crackled nearby, its warm glow and the scent of wood filling the air. In the distance, boats with twinkling lights floated on the horizon, adding to the peaceful autumn beach scene.

## Narrative Writing - Imagery

**Direction**

Write 2-3 sentences that uses imagery for each prompt.

1) A Day at the Farmer's Market

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2) The City Park

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3) The Christmas School Carnival

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4) The Surprise Birthday Party

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5) A Day at the Science Museum

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**PREVIEW**

## 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 done for you.

A boy at a basketball game shoots the ball and the basketball goes in the hoop

- 1) The crowd is exuberantly cheering.
- 2) In the stands, I smell the aroma of fresh coffee in the parents' cups.
- 3) The gym walls vibrate with the sound of sneakers slapping heavily on the hardwood.

A girl offers a puppy some milk from the can. The puppy licks the milk.

- 1)
- 2)
- 3)

A player hits a ball toward a house and the ball breaks a window.

- 1)
- 2)
- 3)

At a bakery known for its delicious cakes there is a lineup of customers.

- 1)
- 2)
- 3)

## Narrative Writing - Setting

### Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

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### Analyze

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

As the sun went down, Sally stood on the calm beach. She heard the gentle waves, like a soothing song. The salty sea breeze blew through her hair, and she smelled the ocean. Her toes sank into the wet sand as seagulls trumpeted loudly, searching for food. Sally tasted the salty mist, feeling the vast sea.

See	
Feel	
Hear	
Taste	
Smell	

## Narrative Writing – Adventurous Characters

An adventurous character is someone you find in stories who loves exciting and risky experiences. They are often brave and curious, always ready to explore new places, face challenges, or go on journeys that might be dangerous.

For example, "The daring explorer, equipped with a map and compass, ventured into the dense jungle, eyes sparkling with the thrill of uncovering secrets hidden deep within."

**Create** Choose one of the adventurous characters below and create a character by filling in the details below. Use your imagination!

Treasure Hunter    Pirate    Explorer    Space Cadet    Mountain Climber    Underwater Diver

1) What is your character's name? Write it in the box below.

2) Draw your character in the box below. Where does it live? Describe the setting.

4) Write three-character traits your character has. Explain how they show up in the story.

	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

**Think**

Think of a book 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.

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## 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 for each instance below and circle what their character type might be.

1	Max's slumped shoulders and the last to leave, a clear sign of his _____.	Direct	Indirect
2	Ava gently wrapped her arms around the shivering stray cat, a small act that spoke of her _____.	Direct	Indirect
3	Oliver's report card always reflected his _____ impulsive nature.	Direct	Indirect
4	Jamal's stride didn't falter under the weight of _____ years, his dignity intact.	Direct	Indirect
5	"Lily, your curiosity will take you far," said her _____ class.	Direct	Indirect
6	Keira passed the ball to a teammate, her eyes on the game's _____ victory rather than personal glory.	Direct	Indirect
7	Ethan's booming voice filled the room, "Let's turn this class into a debate stage!"	Direct	Indirect
8	Simon was the first to lend a hand, his actions a silent testament to his helpful nature.	Direct	Indirect
9	"Fiona will always stand by you," the principal told the new student.	Direct	Indirect
10	Theo's afternoons in the community garden left his hands dirty but his spirit content with his contribution to the earth.	Direct	Indirect
11	"Hannah, your paintings could brighten up any room," remarked the art teacher.	Direct	Indirect

# Narrative Writing - Characters

**Create** Create a character and fill in the organizer. Draw your character in the oval.

My character is: \_\_\_\_\_

<p>What does the character look like?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What do they do? (actions)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What do they say?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Do others say anything about your character?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



## 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?

**PREVIEW**

## Narrative Writing - Characters

### Analyze

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

With his curly brown hair and a pair of glasses perched on his nose, Oliver is the school's resident bookworm. He can usually be found in the library, lost in a good book. Oliver has a deep love for reading and often shares his favorite books with his friends. His special talent is that he's known as the go-to person for book recommendations.

Name	
Look	
Personality	
Special Trait or Talent	

With her bright red pigtails and a collection of colourful ribbons, Emma is the cheerleader of the group. She's always energetic and enthusiastic, spreading positivity wherever she goes. Emma's special talent is gymnastics. Her flips and cartwheels never fail to impress during recess.

Name	
Look	
Personality	
Special Trait or Talent	

With his freckled face and a backpack full of gadgets, Max is the budding scientist of the group. He's always conducting experiments and observing the world around him. Max's special talent is his ability to invent useful contraptions, from homemade robots to cool gadgets that help his friends in various situations.

Name	
Look	
Personality	
Special Trait or Talent	

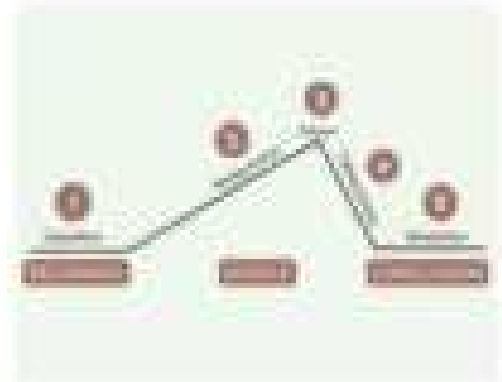
# Narrative Structure

## 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 top 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 and the problems start: _____

Direction

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

1) As the mysterious sounds in the attic echoed through the house each night, Emma's curiosity turned to fear.	Exposition	Rising Action
2) When Jake first moved to the small coastal town, he had no idea how different his life was about to become.	Rising Action	Resolution
3) Sarah finally confronted her rival on the school playground, her voice steady despite her racing heart.	Falling Action	Resolution
4) Luna's laughter echoed through the halls as she outsmarted the castle's ghost.	Falling Action	Resolution
5) The final whistle blew, and Mia's team erupted in cheers, their hard work and dedication paying off.	Climax	Resolution
6) The audience held its breath as the magician reached into the hat, his hand trembling slightly.	Climax	Exposition
7) With the storm raging outside, the family huddled together in the basement, listening to the wind howl.	Rising Action	Exposition

**Think**

Read the following story summary and describe the structure.

**Summary**

Twelve-year-old Jordan had just moved to a new town and was nervous about starting at a new school. On his first day, he met Alex and Sam, who shared his interest in nature and gardening.

They quickly became friends and discovered a local community garden competition, deciding to enter together. They spent weeks after school preparing their garden plot, planting a variety of flowers and vegetables, and learning from each other. However, just days before the competition, a sudden storm hit the town and severely damaged their garden.

Despite feeling disheartened, Jordan, Alex, and Sam worked together, showing true teamwork to restore their garden. On the day of the competition, they were nervous but proud of what they had accomplished, and regardless of the outcome. To their surprise and joy, they found that their garden was praised for its creativity and hard work. Most importantly, through this experience, they realized that the friendship they shared were the true rewards of their effort.

**Exposition****Rising Action****Climax****Falling Action****Resolution**

**PREVIEW**

## Narrative Writing - Plot

Making a plot for your story is like setting up an exciting journey.

- **Start with an idea:** First, think about what your story will be about, like an adventure, mystery, or funny story.
- **Build Characters:** Make your characters interesting by figuring out what they want and what problems they need to solve.
- **Plan the beginning:** Begin by explaining where and when your story happens (setting). Introduce the people in your story and what they're trying to do (characters).
- **Develop the middle:** Show how your characters face problems and meet new friends. Describe how they work toward their goals.
- **Design the end:** Think about how the story finishes, whether the characters succeed or not. Make sure you're leaving a lasting impression for your story.

### Practice

Read the story below. Then fill in the organizer.

In the small town of Maplewood, beneath the shadow of ancient oaks, 12-year-old Alex found an old, dusty lamp in the attic. He rubbed it clean, and to his astonishment, a genie appeared, offering one wish. Excited, Alex wished to be the best soccer player in school. Suddenly, he could dribble and score like a pro! But at the next game, he found no joy in his unearned skill. He confessed to his team and the genie reversed the wish. Alex practiced hard, and by season's end, he scored his first real goal, the crowd cheering for his true triumph.

Character	
Beginning	
Middle	
End	

## Plots and Subplots

A **plot** is the main part of a story, where important events happen. It's the main journey or problem in the story.

A **subplot** is a smaller story that connects to the main one. It might be about other characters or different problems. It adds interesting twists to the story.

For example, in a story about a school's basketball team trying to win a big tournament, a subplot could be about one player's struggle with math class. When the main story focuses on basketball, the subplot adds depth by showing the player's challenges in school.



Identify the subplot based on the following main plot points.

**1. Plot:** A group of students discovers a hidden garden behind their school, with plants that seem to move at night.

Write a subplot  
for this story.

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**2. Plot:** A new virtual reality game sweeps the school, and a student is transported into the game world.

Write a subplot  
for this story.

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**3. Plot:** The school's chess champion gets challenged by a mysterious new student who seems to never lose a game.

Write a subplot  
for this story.

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## Figurative Language – Exaggeration (Hyperbole)

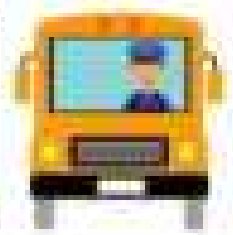
**Exaggeration** in writing is when you describe something in a way that makes it seem bigger, better, worse, or more intense than it actually is. It's like taking a small idea and stretching it into something huge for effect.

For example, if you say, "I'm so hungry I could eat a horse," you don't mean it literally. You're just using exaggeration to show that you're really, really hungry.

**Write** Write an exaggerated description using the given characters.

### The Bus Driver

He drove so fast he could outrun the wind, and passengers often experienced the same emotions.



### The Detective

### The Veterinarian

## Figurative Language – Foreshadowing

**Foreshadowing** is like a sneak peek in a story. It's when the writer gives you little hints or clues about what might happen later on. These clues can be really subtle, but they set the stage for future events, creating suspense or adding depth to the story.

**Example:** In a story, if a character finds a mysterious key early on, it might foreshadow that they'll unlock something important later. This clue keeps readers curious about what the key will open.



**Think:** Read the story plot below and foreshadow what will happen next.

**The Midnight Train:** Alex found an old train ticket dated for that very night in a book they borrowed from a library. Curious, Alex decides to go to the train station at midnight.

**Foreshadow –** What do you think will happen next?

**The Chess Game:** During a stormy night, Mia finds an old chess set in the basement. When she moves a piece, she hears a distant echo of a creaking floorboard near her house.

**Foreshadow –** What do you think will happen next?

**The Forgotten Garden:** Jamie stumbles upon a hidden garden behind their house, overgrown and seemingly untouched for years. In the center, there's a statue of an angel pointing towards a particular spot.

**Foreshadow –** What do you think will happen next?

## Eliminating Redundant Words or Ideas

**Redundancy** in writing means using extra words or ideas that aren't necessary because they repeat the same thing. Eliminating those words or ideas is like decluttering your room – you keep what you need and get rid of the extra stuff to make it look better.

For example, the sentence "She nodded her head in agreement" has redundant words. Instead, you can just say, "She nodded." We already know nodding means moving your head, so you don't need to say "her head."

**Write** Rewrite the sentences, removing redundant words to make them clear and concise.

Sentences with Redundant Words	Without Redundant Words
1) The final outcome was unexpected.	
2) I saw it with my own eyes.	
3) They returned back to the store.	
4) She climbed up the ladder to the roof.	
5) At this point in time, we need to decide.	
6) The small little dog barked loudly.	
7) Please repeat that again for me.	
8) She whispered softly in his ear.	
9) The book is based on a true fact.	
10) We will meet at 12 noon tomorrow.	

## 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 include a tag who is speaking, it's important to use a comma before or after the dialogue. For example: Sarah said, "I'm going to the park," or "I'm going to the park," Sarah said.
- 3) Punctuation Goes Inside:** If a character's speech ends with a period, comma, question mark, or exclamation point, the punctuation marks go inside the quotation marks. So, if someone asks, "Are you home?" the question mark stays inside the quotation marks.
- 4) Quotation Marks Within Quotation Marks:** If a character 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: John said "I will be going to the movie tonight".

Edited

Original: "Where do you want to go now?" Asked Lily.

Edited

Original: "John told me," he mentioned.

Edited

Original: She shouted, "Don't get in."

Edited

Original: "This is delicious!" she exclaimed, tasting.

Edited

Original: "I'm not sure" he pondered "if this is the right way".

Edited

Original: "I can't believe it's already October!" whispered Marie.

Edited

Original: "When I spoke to her, she said, "I'll be there in five minutes" John recalled.

Edited

**PREVIEW**

## Character Personality and Dialogue

**Think**

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality. There may be two answers.

**Personality: Curious**

- a) "That's interesting, but how does it work?" she pondered, eyes narrowing in thought.
- b) "Sure, that's one way to look at it," he agreed.
- c) "I'm not interested and I don't care to learn," she said.

**Personality: Shy**

- a) "I think that is a good idea," he said with a slight nod of his head.
- b) "Everyone seems to agree, but I'm not convinced," she murmured, almost to herself.
- c) "You've convinced me!" he declared, shaking his hand.

**Personality: Optimistic**

- a) "Ugh, this is too difficult!" she announced, frowning.
- b) "Challenges are just opportunities in disguise," he grinned, ignoring setbacks.
- c) "Why bother trying?" she shrugged, indifferent.

**Personality: Energetic**

- a) "Let's jump in and try it, no time like the present!" he urged.
- b) "I'm ready for action, but is this the best first step?" she questioned.
- c) "I'm not in the mood," she muttered, dragging her feet.

**Personality: Melancholic**

- a) "Sometimes I wonder if it even makes a difference," she sighed.
- b) "I guess it's okay," she murmured, unenthusiastic.
- c) "It's hard to see the point, but I suppose I'll try," she conceded.

# Character Personality and Dialogue

Think

Write a line of dialogue for a character with the personality below.

Personality: Brave

Personality: Shy

Personality: Smart

Personality: Mischievous

Personality: Caring

Personality: Adventurous

**PREVIEW**

## Emotions in Dialogue – Speaker Tags

**Think**

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

### Word Bank

Excitement	Sadness	Anger	Fear	Confusion
Happiness	Surprise	Disappointment	Determination	Curiosity

Emotion	Dialogue	Speaker Tag
	"I just got the lead role in the play!"	Tom exclaimed excitedly.
	"If I don't get the part, will you stay?"	Emily _____
	"That's worse than the last play!"	Mark _____
	"It's okay, I'll practice harder and try again next time."	Sarah _____
	"Oh, I just heard old Mr. Jenkins' cat passed away."	_____
	"How do you think they make these glow-in-the-dark stickers?"	Lily _____
	"I really thought I'd make the soccer team this year."	Mike _____
	"They said I was too small for the team! It's so unfair!"	Nate _____
	"What? You're joking! They really chose me?"	Tim _____
	"I don't understand this math problem at all."	Sophie _____

## Adding Dialogue to a Story

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

In the vibrant coastal town of Seabreeze, the annual Sandcastle Spectacular drew families from all around to showcase their sculpting skills. Among them was a seventh-grader named Lucas, who had sketched out an elaborate fortress with turrets and moats. Armed with shovels and buckets, he and his sister Mia stood before a mound of untouched sand.

“\_\_\_\_\_”  
“\_\_\_\_\_” Mia asked, eyeing the sketch with a mix of awe and doubt.

“\_\_\_\_\_” Lucas replied, his voice brimming with enthusiasm.  
Under the hot sun, the siblings worked tirelessly, their hands and tools shaping the sand. Onlookers wandered by, casting curious glances at the growing creation.

“\_\_\_\_\_” their friend Zoe called out, wearing a wide-brimmed hat.

Lucas wiped his brow and nodded. “\_\_\_\_\_”  
“\_\_\_\_\_” he pointed to a particular section of the sketch.

Together, they worked, laughing and joking, as the fortress took shape. Mia, with a concentrated frown, carefully carved out windows, while Zoe tackled the challenging towers.

“\_\_\_\_\_” Mia exclaimed, stepping back to admire their work.

“\_\_\_\_\_” Zoe added, high-fiving Lucas.

As the judges made their rounds, the trio held their breath. When their sandcastle was awarded first place, their joy was as bright as the summer sun. Celebrations erupted around them, and Lucas knew this was a day they'd always remember.

**PREVIEW**



## Writing Speaker Tags

asked	wondered	requested	admitted	shared
replied	suggested	reminded	proposed	added
announced	declared	bragged	mentioned	explained
insisted	boasted	inquired	told	described

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

- 1) "I'm excited to see you," Ethan \_\_\_\_\_
- 2) "I think we should start our presentation now," Zoe \_\_\_\_\_
- 3) "Can anyone explain this concept?" \_\_\_\_\_
- 4) "That story was really interesting," \_\_\_\_\_
- 5) "This diagram shows the water cycle," Lisa \_\_\_\_\_
- 6) "We're going on a field trip next Friday," Ava \_\_\_\_\_
- 7) "Our team won the science fair," Noah \_\_\_\_\_
- 8) "Why is the atmosphere important?" Mia \_\_\_\_\_
- 9) "I solved the problem you gave us yesterday," Jacob \_\_\_\_\_
- 10) "Let's discuss the results of our survey," Sophia \_\_\_\_\_
- 11) "How can we improve our group work?" Matthew \_\_\_\_\_
- 12) "The author conveys a powerful message in this book," Emma \_\_\_\_\_
- 13) "Understanding this theory takes time," Oliver \_\_\_\_\_
- 14) "I'll bring snacks for the group study session," Charlotte \_\_\_\_\_

# Success Criteria – Narrative

Analyze

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

## Oceanville's Plastic Danger

In the vibrant town of Oceanville, with houses painted in sea hues, siblings Leah and Luke had a dream of a local beach, golden and inviting, was their perfect playground. Leah, with her hair blowing in the wind, loved collecting shells, while Luke, with his fishing hat, was fond of spotting sea creatures.



As they walked along the shore, Leah exclaimed, "Luke, look!" She pointed at a piece of white plastic. "This is terrible!"

Luke, eyes wide, looked towards Mr. Reed, the marine expert. He'd known what to do.

The duo rushed to Mr. Reed's office. He greeted them with a sigh. "Ah, the plastic issue." Leah, clutching the piece, asked, "Can we help, Mr. Reed?"

Mr. Reed smiled. "Let's start by cleaning up." For a rescue, he added, "How about a clean-up tomorrow?"

The next day, Leah and Luke, armed with trash bags and friends. Together, they cleared the beach, turning trash into art displays. No more plastic.

Mayor Marina, visiting the beach, praised them. "Be a hero. Start a recycle drive."

Walking home, Leah said, "Feels good to make a change, right?"

Luke grinned. "Absolutely! From now on, we're Oceanville's eco-guardians."

**PREVIEW**

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

## Assignment – Narrative Writing

**Write**

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Stray cat	Finds a new family	City alley
Young dancer	Learns a magical dance	School gym
Lost teddy bear	Seeks its owner	Planets
Soccer player	Organizes a neighborhood match	Local field
Curious explorer	Searches for a hidden cove	Coral reef
Budding chef	Discovers a new recipe	Home kitchen

**Plan**

Write your story and plan it out in more detail.

1) Describe the basic plot idea.

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2) What characters are involved in this plot?

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

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**Plan**

Fill in the organizer below.

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

1

2

3

4

5

**PREVIEW**

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

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6) What is a good title for your story?

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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		
Optional: Use a subplot		

Edit

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

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Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting - Uses 5 Senses		
Vivid Descriptions - Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue - Use of Quotations		
Optional: Use a subplot		

## Activity: Story Swap Revision Party

### Objective

What are we learning more about?

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

Materials What is needed to complete the activity?

- Drafts of narrative stories
- Pencils and highlighters
- Highlighters (to mark areas for revision)
- Revision checklist (to 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**

# Reflection - What Did I Learn?

**Think**

Write five things you learned from completing this writing assignment.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**PREVIEW**

What I Learned

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\_\_\_\_\_

## Rubric – Story Writing

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

### Comments

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Mark

# Understanding Persuasive Writing

## What is Persuasive Writing?

Persuasive writing is used to convince someone of something. It's not just about stating your opinion; it's about presenting arguments that make your reader agree with you. This type of writing is everywhere — from advertisements encouraging you to buy something, to essays where you argue for your point of view on a topic.



## When is it used?

You might use persuasive writing in school for various assignments, such as essays or debates. It's also used outside of school by politicians to convince others to vote for a particular candidate, to support a cause, or to change a habit.

## How to Do it Well

Doing persuasive writing well involves understanding your audience and the subject. Here are some steps to take:

- **Know Your Audience:** Understand who you are writing for. What do they care about?
- **Do Your Research:** Gather facts, statistics, and examples to support your case.
- **Be Clear/Logical:** Your arguments should be clear and follow a logical sequence.
- **Use Emotional Appeal:** Sometimes, persuading involves connecting with their emotions. But be careful not to rely too much on emotion over logic.
- **Anticipate Counterarguments:** Think about what someone might disagree with and address those points.

## Key Elements of Persuasive Writing

- ✓ **Introduction:** This is where you grab your reader's attention and present your thesis statement, which is the main point you will be arguing.
- ✓ **Supporting Arguments:** These are the reasons that back up your thesis. Each paragraph should focus on one supporting argument, including facts, statistics, and examples.
- ✓ **Counterarguments:** A strong piece of persuasive writing anticipates objections and addresses them. This shows that you've thought about the issue from all angles.
- ✓ **Conclusion:** Finally, your conclusion should summarize your arguments and restate your thesis in a new way. It should also encourage the reader to take action or think differently.

**True or False**

Is the statement true or false?

1) Persuasive writing is only used in speeches.	True	False
2) Facts and statistics aren't very persuasive.	True	False
3) You shouldn't address other views in persuasive writing.	True	False
4) Your thesis statement is the main point you will be arguing.	True	False
5) It's not important to think about your readers when writing.	True	False

**Questions**

Answer the questions below.

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

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

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**PREVIEW**

**Be Persuasive**

Act like a salesperson who is trying to sell the new items below. What would you say to customers?



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## Understanding Bias in Persuasive Writing

### Recognizing Bias in Writing

**Bias** refers to an unfair preference for or against a topic, group, or idea. In writing, bias can cause the content to be one-sided, not providing a clear or complete view of the topic.

### Importance of Identifying Bias in Persuasive Writing

Persuasive writing aims to convince readers to adopt a specific viewpoint. Identifying bias in such writing is crucial for:

- **Fair Evaluation:** Understanding that every topic or idea has multiple sides and perspectives.
- **Informed Decisions:** Recognizing bias allows readers to analyze the information and make decisions based on facts, not just opinions.
- **Comprehensive Understanding:** To truly understand a topic, it's essential to be aware of potential biases and seek information from various sources.

### How to Detect Bias

There are several methods to identify bias in writing:

1. **Language Choice:** Pay attention to words that evoke strong positive or negative feelings. These can suggest bias.
2. **Limited Perspective:** Writing that presents only one side of an issue can indicate bias.
3. **Omission of Information:** If important details or facts are left out, the writing may be biased.

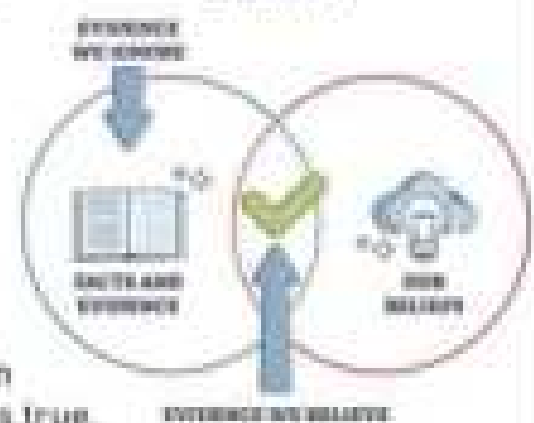
### What is Confirmation Bias?

**Confirmation bias** is when we only notice information that supports what we already believe and ignore what doesn't.

For example, if you think cats are better than dogs, you might only remember times when cats were friendly and forget when dogs were.

Or, if you want to continue believing the Sun moves around the Earth, you might only look up research about why the Sun orbits the Earth and avoid reading other models. It's like having blinders on that block out anything that doesn't fit what we think is true.

### CONFIRMATION BIAS



# Understanding Bias in Persuasive Writing

## Analyze

Read the opinions below and answer the questions.

Broccoli reigns supreme as the king of all foods, bar none. This emerald champion of nutrition comes loaded with an arsenal of vitamins and minerals that could put any multivitamin tablet to shame. It's the powerhouse of health, boasting more vitamin C than an orange and as much calcium as a glass of milk. Plus, those little green florets are basically magic wands that can turn any meal into a forest of deliciousness. Broccoli doesn't just join the team; it elevates it to royal status!

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Soccer is the ultimate sport, unparalleled in its blend of excitement and universal appeal. It's a game where miracles happen on a pitch, and every kick is a cast of spells of brilliance. Fans declare that soccer players are not mere athletes; they are painting masterpieces with every strategic pass and thrilling goal. The beauty of the game lies in its fierce competition and the soul of teamwork, making it undeniably the best sport ever played.

1) What is the author's opinion?

2) What reasons did they give? List 3.

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



# Version 1: Activity – Finding Bias in Writing

## Tough Job

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



Dear Principal Taylor,

I hope this email finds you well. I've been thinking of a fun way to make our school even more amazing. What about having a popcorn machine in our library? Here's why I believe this could be a game-changer.

Firstly, popcorn is loved by almost everyone. Most of my classmates get super excited when they smell every popcorn aroma. With a popcorn machine, our library could be the coolest school.

Secondly, I did an experiment with my buddies. We all felt more relaxed and focused on our books when we had popcorn. Imagine if we all felt this calm and concentrated during reading.

Additionally, having a popcorn machine will definitely make our school stand out. I bet students from other schools will be hearing about our library popcorn treats.

I really hope you'll consider my suggestion. I truly believe that a popcorn machine can make our reading sessions way more enjoyable.

Thanks for listening,  
Jordan, Grade 7 Student

**PREVIEW**

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

# Activity – Finding Bias in Writing

**Tough Job**

Write your response letter back to Jordan.

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**PREVIEW**

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



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

## 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 Thompson,

I hope this letter finds you well. My name is Jamie, and I'm a Grade 7 student at Maplewood Middle School. I'm writing to express my concern about using pesticides in our parks and gardens. I've learned in science class that pesticides can harm not just the bugs they are meant to kill, but also other important creatures like bees and butterflies. These insects help plants grow by pollinating them. If we lose them, we might not have as many fruits and vegetables. I believe our town should encourage people to take care of plants without using harmful chemicals.

Sincerely,  
Jamie Smith

Dear Mayor Thompson,

My name is Alex, and I am writing from Oak Hill Elementary. Our class had a debate about pesticides, and I want to share why I think they are important. Pesticides help keep our crops free from bugs that can make the plants sick or die. Without pesticides, farmers could lose a lot of their crops, and the food could cost more. Maybe there's a way to use them that doesn't hurt the environment so much? I think we need them to make sure everyone can have enough to eat.

Best,  
Alex Johnson

Hello Mayor Thompson,

My name is Riley and I'm in the seventh grade at Pinecrest School. I'm writing about the pesticide problem. I've been reading a lot, and it seems like there are good and bad sides to using pesticides. On the one hand, they help our plants grow by keeping the bugs away. But on the other hand, they can be dangerous for small animals, insects, and even us! Could we maybe use them only when we really have to and try to find ones that don't hurt the environment? I think being careful is the best choice.

Kind regards,  
Riley Nguyen

**PREVIEW**



**Synthesis**

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

**PREVIEW**

## Step-by-Step House Drawing

### Instructional Writing

Follow these steps to draw a house.

- 1) **Set Your Foundation:** Start by drawing a large rectangle in the center of your paper. This will be the main part of your house.
- 2) **Add the Roof:** Above the rectangle, draw a triangle with its base being the top of the rectangle. This will form the roof of your house.
- 3) **Front Door:** In the center of your rectangle, draw a smaller vertical rectangle. This will be the front door.
- 4) **Windows:** On either side of the door, draw two squares (one above the other) to represent windows. Make sure they're evenly spaced!
- 5) **Chimney:** On the right side of the roof, draw a small rectangle extending upwards. This will be your chimney.
- 6) **Add Details:** Be creative! You can add curtains inside the windows, or perhaps some flowers or a garden in front. Maybe there's a path leading up to the front door. It's your dream house, so make it yours!
- 7) **Outline & Colour:** Once you're satisfied with your drawing, you can go over your lines with a darker pencil or pen to make them stand out. Then, use coloured pencils or markers to fill in your house, the sky, and the surrounding landscape.

## Writing a How-To-Guide

### Plan

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

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

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

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

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

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

**PREVIEW**

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

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Worksheet Generator  
www.worksheetsonline.com

# PREVIEW

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

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

**Title:**

**Introduction**

**Materials**

**Instructions**

**Tips/Notes/Cautions/Warnings**

**PREVIEW**

## Writing a Report – Importance of Bees

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Organize them into 1 of 3 main headings. What bees do (d), shrinking bee (s), why we need bees (N).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body paragraphs, you'll need a conclusion. You don't need to use all the facts for your report, you can choose your own.

### Facts

Organize facts

Bees produce honey from the nectar they collect.	
Pesticides can poison bees and damage their health.	
Bees are key to pollinating crops humans eat.	
Many wild plants rely on bees for pollination.	
A single bee can visit thousands of flowers a day.	
Climate change affects the timing of flower blooms.	
Healthy bee populations signal a healthy environment.	
Habitat loss reduces bees' food and nesting spaces.	
A third of our food supply depends on bee pollination.	
Worker bees have jobs, like caring for larvae.	
Parasites, like the Varroa mite, harm bee colonies.	
Bees help maintain the balance of ecosystems.	
Bees pollinate plants, helping them to reproduce.	
Bee pollination supports the growth of forests and meadows.	
Bees contribute to biodiversity and genetic variety.	

**Planning**

Fill in the components of the report below.

Introduction - What will the report be about?

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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.

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**PREVIEW**

# How To Research Effectively

## Steps for Effective Research

To begin research, it's important to choose sources that provide accurate information. Reliable sources can include:

1. **Books:** Libraries have numerous books on a variety of topics.
2. **Online Databases:** Websites like Britannica School and Canadian Encyclopedia offer reliable information.
3. **Teacher Experts:** Asking knowledgeable individuals can provide insight.
4. **Educational Videos:** Educational videos can offer detailed explanations.

Always cross-check information from different sources to ensure accuracy.

## Good Searches vs. Bad Searches

Good Searches	Bad Searches
Top scorers NHL 2020	Top scorers in the NHL in 2020
Toronto average weather July	Weather in Toronto normally in Toronto
CPR Steps	What are the steps to CPR to someone

## Note-taking Techniques

After identifying sources, gathering information is the next step. Here are some techniques to take effective notes:

- **Bullet Points:** Use short points to capture essential details.
- **Highlighting:** Mark important information with a highlighter or underline.
- **Paraphrasing:** Write information in your own words, which can aid in comprehension.

## Organizing Your Research

Keeping research materials organized is essential. Some suggestions to stay organized include:

- ✓ Using folders to categorize notes.
- ✓ Creating a digital folder for online research.
- ✓ Bookmarking helpful websites for easy access later.



**Think**

Is the search good or bad?

1) Best workout plan 2023	Good	Bad
2) Biggest whale thing in the deep blue water	Good	Bad
3) Effects pollution ocean life	Good	Bad
4) History Louvre Museum	Good	Bad
5) Feeling like I have a cold maybe?	Good	Bad
6) Animals released 2020	Good	Bad
7) How to make a good search?	Good	Bad
8) List me some interesting places from Canada?	Good	Bad
9) Why do some cats purr when happy, and others do not purr?	Good	Bad
10) When is Canada's birthday?	Good	Bad

**Questions**

Answer the questions below.

1) Why is research important according to the video?		
_____		
_____		
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) A university website with peer-reviewed articles.	Yes	No
2) An advertisement stating, steel roofs are the best type of roof.	Yes	No
3) A conspiracy theory about the moon landing written by an NBA player.	Yes	No
4) A medical journal posted on the World Health Organization's website.	Yes	No
5) Clickbait websites - Top 10 Facts You Won't Believe.	Yes	No

# Research Process

## Introduction

Research is a crucial skill for discovering new information, solving problems, and satisfying curiosity. By mastering the four key steps of researching - questioning, gathering, organizing, and recording - you can navigate any topic with confidence.



## Questioning

The research process begins with a question that catches your interest. Think about what you might want to know about how things work in the world. A good research question is clear and specific, helping you to explore the topic in a focused way.

## Gathering

Once you have your question, it's time to gather information. You can do this in several ways:

- **Reading Books:** Go to your school library to find books about your topic.
- **Online Research:** Look for information on websites and online databases for the latest facts.
- **Interviews:** Talk with teachers, professionals, or experts who know a lot about the topic you're researching.

## Organizing

Once you have gathered your information, organize it by putting together important details. This can involve:

- **Grouping similar facts or ideas together.**
- **Arranging information in chronological order or by theme.**
- **Creating outlines to structure your findings.**

## Recording

The final step is recording what you've learned. This can be through:

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

## Conclusion

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

## Research Activity - Questioning

**Think**

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

**Topic 1: The Human Body** - Ex. What is the largest organ in the human body?

	Questions	Answers
1		
2		
3		
4		
5		

**Topic 2: Weather** - Ex. What is the highest recorded temperature on Earth?

	Questions	Answers
1		
2		
3		
4		
5		

# 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

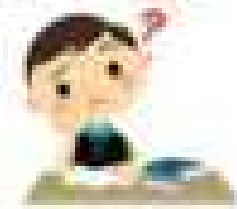
Question	Answer	Source - Website Name
1. The biggest planet in our solar system is Jupiter. What's its largest moon called?		
2. The largest world is called _____.		
3. Marshmallows are made of sugar, corn syrup and _____.		
4. Who invented the telephone?		
5. Penguins can't fly, but where do they live?		
6. Mount Everest is super tall! How tall is it exactly?		
7. We use computers a lot. Who's known as the father of computers?		
8. How many chambers are there in the human heart?		
9. Jimi Hendrix was famous for playing which instrument?		
10. How many colours are in the rainbow?		
11. What car brand made the first car?		
12. Who won the first Stanley Cup?		

**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.

Have you ever wondered how the internet, a vast network of connected devices, has transformed the way we communicate and share information? The internet has become an essential tool for us, giving us access to an abundance of knowledge with just a few clicks. This report will explore the internet's impact on education, highlighting how it has become a valuable resource for students and teachers alike.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Did you know that honeybees can recognize human faces? In this report, we'll explore these remarkable insects: their complex vision and memory for faces, their unique communication features. In this report, we'll delve into the fascinating world of honeybees, discussing their behaviour, social structure, and the crucial role they play in our ecosystem.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

In the midst of a bustling city, with its towering skyscrapers and endless streams of people, there lies a network of green spaces, parks, and gardens that serve as a haven for urban dwellers. These pockets of nature are not just patches of grass or trees planted in symmetrical rows; they are complex habitats that host a variety of wildlife and offer a respite from the concrete jungle. This report will meander through the winding paths of urban green spaces, discussing their design, the benefits they provide to city residents, including improved air quality and mental health, and the challenges they face from development and pollution. As we delve into the significance of these urban oases, we'll uncover the intricate balance between nature and city life.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

## Report Writing – Introductions

Write

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

Topic: Canadian Invention – Basketball

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Topic: Canadian Climate – Surviving the hot and cold seasons

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

## Activity – Finding Diagrams/Pictures/Charts

### Objective

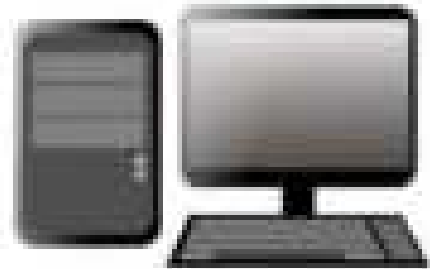
What are we learning more about?

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

### Materials

What is needed to complete the activity?

- Computer
- PowerPoint or Google Slides
- Prompts (see page 215)



### Instructions

How do we complete the activity?

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

## Activity – Finding Diagrams/Pictures/Charts

**Prompts**

Find visuals that go with these topics below

**Question**

Urban versus Rural Communities

Dissolve

Saturated Soil

Migration

Freshwater versus Saltwater

Renewable Sources of Energy

Geothermal Energy

Convection, Conduction, Radiation Heat Transfer

Sea Breeze versus Land Breeze

Photosynthesis

Parts of a Microscope

**PREVIEW**

## What is a Haiku?

### What is a Haiku?

A haiku is a short, three-line poem from Japan. Each line has a set number of beats or syllables: the first line has 5, the next has 7, and the last has 5 again. Haikus often describe nature scenes or feelings. They paint a picture using simple words. Here are a couple of examples to show you:

#### Fun at the Playground

Sun shining brightly  
Kids laughing and playing  
Joyful afternoon

#### Still Pond

Fish darting around (5)  
Water's quiet, trees shadow (7)  
Calm spot to chill out (5)

Reading haikus is fun! They show us new worlds in just a few words.

### Write

Finish the Haiku poems below.

Topic: Beach Trip	
Line 1	Seagulls chant across the sky.
Line 2	
Line 3	Peaceful horizon.

Topic: Rainstorm	
Line 1	Thunder rumbles loud.
Line 2	Drops splashing on the window.
Line 3	

## How to Write a Rhyming Poem

### Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Balloon			
Car			
Fight			
Rhyme			
Shoe			
Bee			
Fun			
Cream			

### Write

Finish the poem below using rhyming words.

#### AABB Poem

School bells ring, it's time to start (A)  
 Grab your books, wear a happy heart (A)  
 Friends by your side, learning is fun (B)

#### AB

Video games, control (B)  
 With friends or solo, hours (B)  
 Racing cars or building a land (A)

#### ABCB Poem

Snowflakes fall, each one unique (A)  
 Silent nights, winter's so cool (B)  
 Trees adorned in a coat so white (C)

#### ABAB Poem

Video games on, with friends online (A)  
 Quests to finish, treasures to find (B)

# 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, editing, and revising poems. Emphasize that each group member will have a special role to play.
- 2) Student Preparation:** Students use the poems they have written for their children's books as the basis for their editing and revision 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**

## Rubric – Poetry Children’s Book Assignment

Category	4 Points	3 Points	2 Points	1 Point
<b>Content &amp; Theme</b>	Clear, engaging theme in all poems.	Clear theme in most poems.	Inconsistent theme.	Unclear or inappropriate theme.
<b>Rhyming Patterns</b>	Flawless AABB or ABAB pattern.	Minor deviations in pattern.	Inconsistent patterns.	Unclear or missing patterns.
<b>Illustrations</b>	Original, vibrant, theme-supporting.	Mostly theme-supporting.	Lacks coherence with theme.	Missing or unrelated.
<b>Grammar &amp; Spelling</b>	Minimal errors, all are corrected.	Minor mistakes.	Several errors.	Numerous errors, affects understanding.
<b>Creativity &amp; Originality</b>	Original and creative.	Some creativity, but may be derivative.	Some creativity, may be derivative.	Lacks creativity or originality.
<b>Organization &amp; Layout</b>	Exceptionally well-organized, 1 poem/page.	Well-organized, 2 poems/page.	Somewhat organized, 3 poems/page.	Confusing layout, detracts from reading.

### Teacher Comments

Mark \_\_\_\_\_

**Student Reflection** – What helped you the most in this assignment? Was it the revision activity, the graphic organizer, reading the model children’s book? Explain.

## What is a Limerick Poem?

### What is a Limerick Poem?

Limerick poems are a fun type of poetry that originated from Ireland. These poems are known for their unique rhythm and rhyme, which make them easy to remember and enjoyable to recite.

### Limerick

A limerick is a five-line poem. Here's what makes a limerick special:

- Lines 1, 2, and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- Lines 1, 2, and 5 are longer. Lines 3 and 4 are shorter.

### Examples of Limericks

#### Luna's Lovely Library

Luna loved her library room,  
With books that took her to the moon.  
She'd read and she'd dream,  
With a hot cocoa steam,  
Lost in tales every afternoon.

#### Max's Biking Day

Max biked on a big bumpy hill,  
Feeling like he was on a thrill.  
He'd pedal and he'd giggle,  
With a helmet on his nog,  
Racing fast gave him a thrill.



Write

Finish the Limerick poems below.

#### Topic: Roller Coaster Ride

Line 1	At the park, you can hear a loud roar,
Line 2	Roller coasters on tracks, I need more,
Line 3	Up and down, twist around,
Line 4	Feet hanging off the ground,
Line 5	

## What is a Limerick Poem?

grin	spin	prime	time	tuxedo
Ontario	advancing	trance	dance	prancing
was	burrito	romancing	because	France

Write

Use the word bank words to fill in the limericks below

Line 1 On the shores of great Lake \_\_\_\_\_

Line 2 He decided a duck in a \_\_\_\_\_

Line 3 He got it so \_\_\_\_\_

Line 4 He'd \_\_\_\_\_

Line 5 And quack \_\_\_\_\_

Line 1 There once was a dragon from \_\_\_\_\_

Line 2 Who decided to learn how to \_\_\_\_\_

Line 3 With a twirl and a \_\_\_\_\_

Line 4 He'd flamboyantly \_\_\_\_\_

Line 5 And the whole village watched in a \_\_\_\_\_

Line 1 A peculiar young penguin liked \_\_\_\_\_

Line 2 And he'd spend his whole day \_\_\_\_\_

Line 3 On his feet, he \_\_\_\_\_

Line 4 Quite entrancing \_\_\_\_\_

Line 5 To the ice, he brought joy and \_\_\_\_\_



## Writing A Limerick Poem

### Plan and Write

Plan and write your poems below.

4) Write your limerick poem below:

Line 1

Line 2

Line 4

Line 5

5) Draw your poem below:

6) Practice rewriting your limerick in cursive writing

Line 1

Line 2

Line 3

Line 4

Line 5

**PREVIEW**

## Writing an Acrostic Poem

### Write

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

Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Friend	Bend	Send	Mend	Trend
	Half	CalF	Path	Graph
	Must	Bust	Just	Rust
	Ruddy	Fuddy	Ruddy	Study
While		While	Tile	Isle

PREVIEW

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# Writing A Comic Strip



**PREVIEW**

### Examine

Look at the comic closely to plan the dialogue.

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

---

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

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

## Writing Comic Strips – Superpowers

### Instructions

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

#### Panel 1:

**Setting:** A quiet classroom. Sam, sits with a perplexed look, staring at a math problem.

**Dialogue:** Sam says, "Hmm... what's X equal to?"

**Dramatopoeia:** "Tap tap" from a pencil drumming on the desk.

#### Panel 2:

**Setting:** Sam is stuck on the problem with lightbulb above Sam's head, indicating an idea.

**Dialogue:** Sam says, "Aha! Divide by 3!"

**Dramatopoeia:** Sam "Aha" during the lightbulb moment.

#### Panel 3:

**Setting:** Sam proudly displays his answer on the notebook.

**Dialogue:** Sam says,

**Dramatopoeia:** "Swoosh" as he writes the answer.



**PREVIEW**

## What is a Biography?

### What's a Biography?

Think of a biography like a true story about someone's life. It's not made up—it's all about real things that happened to a person from when they were born, all the way up to the important stuff they did.

The person could be famous, or maybe they're not, but either way, their life is interesting enough to have a whole book written about it. Isn't it getting to read about their whole life adventure?



### What About Autobiography?

An autobiography is a biography, but the person it's about is the one who writes it. So, you can write an autobiography about your own life!

### Why Read Biographies?

People like reading biographies for a few reasons:

- **History Lessons:** They tell us stories from the past and teach us what things were like back then.
- **Get Inspired:** When we read about someone who did some really cool stuff and making it through, it can pump us up to try hard too.
- **Curiosity:** It's pretty cool to learn about things that are different, or big surprises from someone else's life.

### What's Inside a Biography?

Biographies usually have parts like these:

- **Introduction:** This bit gives you a hint of who the person is.
- **Early Life:** You'll find out about when they were a kid, where they grew up, what school was like, and their family.
- **Achievements:** Here, the book talks about the major stuff they did or the big challenges they ran into. These are the reasons someone decided to write about them.
- **Legacy and Later Life:** Biographies often end with a reflection about what lasting influences the person has had on other people or communities.

So, the next time you're hanging out in the library, why not grab a biography? You never know what cool things you might discover!

**True or False**

Is the statement true or false?

1) A biography tells the story of someone's entire life.	True	False
2) Autobiographies are written by other people about someone.	True	False
3) Biographies can be about ordinary people, not just famous ones.	True	False
4) In a biography, everything is always 100% true.	True	False
5) People can read biographies to get inspired.	True	False

**Questions** Answer the questions below

1) How can reading a biography help you understand the person's life choices?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) If you could write a biography about \_\_\_\_\_, who would it be and why?

\_\_\_\_\_

\_\_\_\_\_

3) What challenges do you think biographers face when \_\_\_\_\_ their info?

\_\_\_\_\_

\_\_\_\_\_

**Three Events**

Write 3 events in your life that people might want to read about.

1)	_____
2)	_____
3)	_____

## Biography – Leif Erikson

### Preface

This book is about Leif Erikson, a brave explorer from long ago. He was one of the first Europeans to travel to North America, way before others like Christopher Columbus. In these pages, you'll learn about his exciting life—from his early days in Iceland to his big adventures across the sea. We'll see how he and his family's daring spirit led him to discover new places. His story shows us how important it is to explore and learn new things, and how one person's journey can become a part of history. Happy reading!

### Introduction

Leif Erikson (c. 950–1020 AD) is often celebrated as the first European to set foot on North American soil, predating Christopher Columbus by nearly 500 years. His voyages to lands west of Greenland have earned him a place of honor in the annals of exploration.

### Early Life

Leif was born into an adventurous family in Iceland. His father, Erik the Red, was a famous explorer who founded the first European settlement in Greenland. Growing up in such a family, Leif learned navigation and exploration from a young age.



Leif Erikson

### Achievements

- **Around 1000 AD:** Leif embarked on a bold journey to the west. He discovered a land he called Vinland, now believed to be part of North America.
- **In 1001 AD:** Leif returned to Greenland and told tales of the rich lands he had found.
- **In 1002 AD:** Leif reportedly bought a ship and gathered a crew, preparing for further exploration based on the information from a trader about lands to the west.
- **In 1003 AD:** Leif's father, Erik the Red, attempted to visit Vinland but had to turn back due to an injury. Leif continued his voyages, exploring more of the North Atlantic.

### Legacy and Later Life

Leif Erikson's exact date of death is unknown, but he is thought to have died around 1020 AD. His legacy, however, has lived on for centuries. He is remembered as a symbol of courage and adventure and has inspired countless other explorers. In honour of his achievements, Leif Erikson Day is celebrated on October 9th in the United States and is also remembered with statues and memorials in various parts of Canada.

**Questions**

Answer the questions below

1) Write the headings used in the biography?

2) After reading the preface, why do you think authors include a preface?

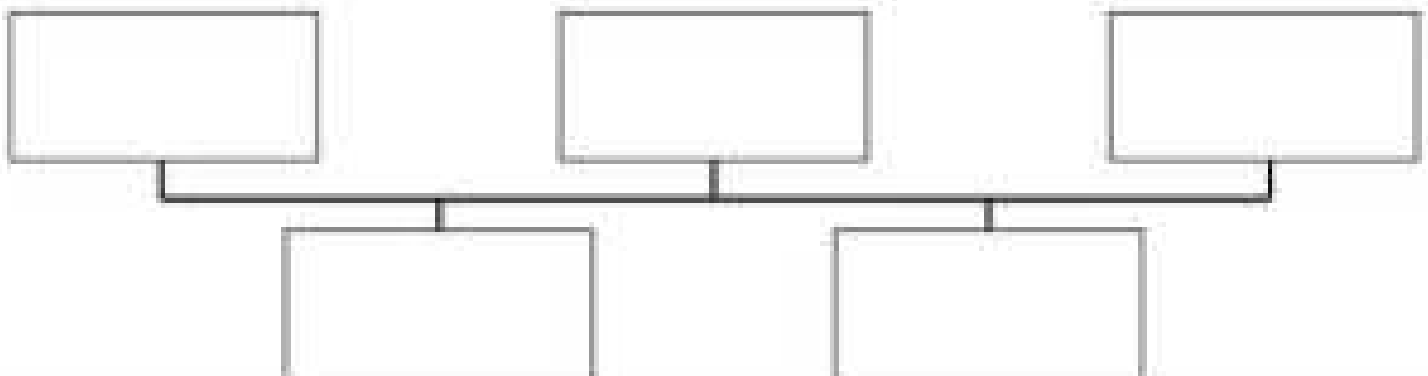
3) How did the author introduce the biography? Was it helpful?

4) Why do you think the author chose to write about \_\_\_\_\_? What can we learn from him?

**PREVIEW**

**Timeline**

Timelines are often included in biographies. Create a timeline using the information in the biography.



## Researching Skills - Plagiarism

### What's Plagiarism?

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

DO NOT  
COPY

### Avoiding Plagiarism:

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

**Practice:** Paraphrase, summarize, and quote the passages below.

**Original Passage:** In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems. They close their stomata at night to minimize water loss, and have spiny leaves to deter predators.

**Paraphrasing:** Desert plants have evolved long water storage capabilities within their robust stems, closing their stomata at night to conserve moisture, and sporting spiny leaves to protect against herbivores.

**Summarizing:** Cacti and other desert flora survive efficiently by conserving water and deterring herbivores with their spines.

**Quoting:** "In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems..."

**Original Passage:** Earthworms play a vital role in breaking down dead material and aerating the soil. Their movement through the earth creates channels that help plants grow better. These small creatures are key to maintaining healthy ecosystems.

**Paraphrasing**

---



---



---

**Summarizing**

---



---

**Quoting**

---



---

## Researching Skills - Bibliography

### What is a Bibliography?

When we look up facts for our homework or projects, we need to show where we got them from. This tells others we didn't just make things up. It also shows respect and appreciation to those who gave us the information. We call this list of places we got our info from a "Bibliography."

### How to Write a Bibliography

- 1) Gather Information:** Whenever you refer to details:
  - For books: Author's name, book name, who made the book, and when it was made.
  - For online pages: Author's name, title, the day you looked, and website link.
- 2) Organize Your Details:** Sort your bibliography in alphabetical order by the writer's surname. If a source doesn't have a writer's name, then sort it by its title.
- 3) Stick to This Pattern:**
  - Book: Author's Last Name, First Name. Book Title. Publisher. Year.
  - Online Page: Author's Last Name, First Name. "Webpage Title." Access Date, URL.



### Example Bibliography

- 1) Green, Sarah. "Easy Ways to Recycle." Planet Care Central. Looked at on October 9, 2023. <http://www.planetcarecentral.com/recycle-tips>.
- 2) Taylor, Mike. Dinosaurs: A Cool History. Ding Books Co., 2022.
- 3) "Fun Games and Facts about Animals." AnimalZone. Looked at on October 6, 2023. <http://www.animalzone.com/games-facts>.
- 4) Lee, Anna. Wonders of the Rainforest. Nature Love Publishers, 2021.



## Success Criteria – Biography

### Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria.

### Biography – Laura Secord

#### Preface

Laura Secord's daring act during the War of 1812 is a key part of Canadian history, marking her as a national heroine for her perilous journey to alert British troops of an American attack.



#### Introduction

Laura Secord is a significant figure in Canadian history for her perilous 32-kilometre journey to warn of an American attack. Born on September 25, 1795, in Massachusetts, she moved to Upper Canada, where her brave actions during the War of 1812 became legendary.

#### Early Life

Secord was raised in a loyalist family in Andover, Massachusetts. Her father, Thomas Secord, a merchant in Queenston, The War of 1812 thrust her into a new world when she undertook a hazardous trek to deliver critical military intelligence to British forces, saving lives.

#### Achievements

##### Defining Moment: The Journey of 1813

Laura Secord's key achievement was her courageous 32-kilometre journey undertaken after overhearing American soldiers' plans for a surprise attack on Beaver Dams. Despite being caught by American patrols and the difficult terrain, she persevered to deliver her warning to James FitzGibbon. Her timely warning allowed British forces to prepare for the attack and ultimately secure a significant victory at the Battle of Beaver Dams.

#### Key Facts

- Date of perilous journey: June 1813
- Distance covered: 32 kilometres
- Date of Laura Secord Day: June 21

#### Legacy

Secord's legacy as a symbol of valour lives on, celebrated annually on Laura Secord Day, June 21. She remains a beacon of the vital roles women have played in Canadian history.

#### Bibliography

Crow, Charlotte. Laura Secord: The Heroine of 1812. Toronto: HarperCollins Publishers Ltd, 2006.

## Assignment – Biography

**Plan**

Choose someone famous and learn more about them and their life. On the next page, write down the information you'll need to write your bibliography

1) Who will be the subject of your biography?

2) Tell me \_\_\_\_\_ about their early life – when they were born, where they were born, what their \_\_\_\_\_ were, who their family was, did they live in poverty, etc.

3) Share 3-5 facts about their achievements and why they are \_\_\_\_\_ known for? What did they achieve? Why are they remembered?

**PREVIEW**

4) Describe their later life and what they'll be remembered for. When did they pass away or are they still alive? Where did they live?

5) Provide 1-3 interesting facts about their personality.

6) Now that you know more about the person you will write a preface that explains why you chose them. Explain why they are important and what your audience will learn if they read the biography.

**PREVIEW**

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

Sources of Information - Author, Title, Website, Date Accessed

**PREVIEW**

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

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Biography Worksheet  
2014

## Assignment – Biography Writing

**Rough Draft**

Write the rough draft of your biography below

**PREVIEW**

# Biography – Bibliography

## Bibliography

1)

2)

3)

4)

5)

6)

7)

8)

**PREVIEW**

# Cursive Writing Activities





# Cursive Writing Activities

## Practice

Write the letters in cursive in each of the boxes.

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

**PREVIEW**

## Cursive Writing Activities

**Practice**

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

Flowers bloom brightly.

The sun sets behind mountains.

The sun sets behind mountains.

Amoeba feeds in the dark water.

Courage is found in unlikely places.

**PREVIEW**

## Cursive Writing Activities

**Practice**

Trace the cursive stories below

Practicing mindfulness and gratitude  
can lead to a more positive outlook  
on life and better mental health.

Involving the community in a way  
that uplifts and empowers will have a  
healthy place to live and work.

By studying the causes and effects of  
pollution, we can develop strategies  
to reduce our environmental  
footprint and protect our planet.

**PREVIEW**

# Cursive Writing Activities

## Questions

Answer the questions below using cursive writing

Favourite animal at the zoo?

Favourite holiday destination?

What's your favourite sport?

Favourite pizza topping?

Favourite breakfast cereal?

What's your dream car?

Favourite amusement park ride?

What's your favourite joke?

**PREVIEW**



# Google Slides Lessons Preview





# BC Language Curriculum

## Conventions and Reading Strategies – Grade 7

### 3-Part Lesson Format

#### Part 1 – Minds On!

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



#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!







# Grade 7 – Language Conventions and Reading Strategies



<b>Big Idea 1</b>	Language and text can be a source of creativity and joy.
<b>Big Idea 2</b>	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
<b>Big Idea 3</b>	Exploring and sharing multiple perspectives extends our thinking.

**Preview of 91 pages from this  
product that contains 424 pages  
total.**

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

**There are 30 weeks total.**

178, 181-190, 197-  
195, 197-203, 205,  
207-212, 214-220,  
222-256

CR7.3	<p><b>Language varieties:</b> regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (e.g., texting versus essay writing)</p>	204, 206, 213, 221
CR7.4	<p><b>Syntax and sentence fluency:</b> 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>	15-18, 23-24, 31-32, 38-39, 45-46, 52-54, 62-63, 70-71, 77-78, 84-86, 92-94, 101-102, 110-111, 117-118, 126-125, 131, 139, 157, 165, 172, 179-180
CR7.5	<p><b>Conventions:</b> common practices in all standard punctuation use, in capitalization, and in Canadian spelling</p>	46, 117, 124, 133, 141, 149, 158-159, 164, 173, 179-180, 187-188, 196

# READING PROGRAM - OVERVIEW

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

**PREVIEW**

# READING PROGRAM - OVERVIEW

Weeks	Lessons	
16	Introduction to Predicate Nouns and Imagery	Basis of Capitalization
17	Introduction to Predicate Adjectives and Understanding Similes and Metaphors	Advanced Capitalization Rules
18	Relative and Participial Phrases: Introduction	Punctuation Basics: Periods and Question Marks
19	Relative and Participial Phrases: Advanced Usage	Using Colons for Explanations and Quotations for Secondary Information
20	Relative and Participial Phrases	Semicolons: Basics
21	Advanced Relative and Participial Phrases	Semicolons: Advanced Usage
22	Commas After Transitions and Commas for Control with Comparative Adjectives	Commas for Lists and Appositives
23	Commas for Introductory Phrases	Hyphens, Ellipses and Dashes
24	Vocabulary: Context Clues: What Do You Think The Underlined (Challenging) Word Means?	Hyphens, Ellipses and Dashes for Compound Words and Phrases
25	Frequently Misspelled Words And Formal And Informal Conventions	Decoding: Spelling Lists: Compound Words and Compound Sentences
26	Using US Formal English And Frequently Misspelled Words	Creating Synonyms and Using Understanding Similes and Metaphors
27	Adjusting Expression for Different Genres and Situational Varieties	Thesaurus Skills: Expanding Word Choices
28	Adjusting Expression For Different Genres	Morphemes Scavenger Hunt: Spotting Roots, Prefixes, and Suffixes in Texts
29	Reader's Theatre - Performance Reading: Adjusting Tone and Pacing for Audiences	Fluency Readings – Providing A List Of Sentences That Get More Difficult To Read
30	Reader's Theatre - Performance Reading: Adjusting Tone and Pacing for Audiences	Fluency Readings – Providing A List Of Sentences That Get More Difficult To Read

**PREVIEW**



# FOUNDATIONS OF LANGUAGE

**PREVIEW**

## Week 1 - Vocabulary List

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

Cursive

Write the word using cursive writing.

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

Name \_\_\_\_\_

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Handwriting Worksheets  
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## Week 1 - Vocabulary List

Cursive

Write the word using cursive writing.

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

**PREVIEW**

## PREFIX UN-

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

### Examples:

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



### Matching

Match the word with its definition.

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

### Completion

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

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

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

# IDENTIFY SENTENCE FRAGMENTS

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

**Examples:**

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



Complete or Fragment?

Is the sentence complete or is it a fragment?

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

Fragment Repair

Repair each fragment to form a complete sentence.

1) The cat on the windowsill.

---



---

2) In the middle of the night.

---



---

3) In the dim light of the attic.

---



---

# CORRECT SENTENCE FRAGMENTS

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

**Examples:**

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



Identify the sentence fragment correct or not?

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

Mix and Match

Match the fragment to a sentence.

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

# WORD SEARCH

**Word Search**

Find the word bank words in the puzzle.

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

**PREVIEW**

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

**Word Search**

Make your own word search using 8 of the words.


**Word Bank**


## Week 1 – Fluency Readings

**Read**

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

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

PREVIEW

## 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 the heart of twilight, two young explorers tiptoed through a garden where ruby-red roses and sapphire-blue irises bloomed even under the cloak of night. Glimmering fireflies wove between the flowers, casting a magical glow that danced upon the children's awestruck faces. A maze of towering sunflowers stood like sentinels, their golden heads bowing to the whispers of the evening breeze. Overhead, a velvet sky was sprinkled with diamond stars, winking down at the labyrinth below. A round pond, clear as crystal and still as glass, reflected the moon's radiant smile. The air was filled with the rich, sweet scent of jasmine, inviting the children to sit by the pond's edge, where they could watch the silver fish darting like arrows in the moonlight.

## Week 1 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Complete or Fragment?

Is the sentence complete or a fragment?

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

### Mix and Match

Match the fragments with its suitable ending.

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

## Week 2 - Vocabulary List

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

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

Answer	Word	Description
	Laughing	A) Green vegetable.
	Digesting	B) Showing joy with sound.
	Distracting	C) Showing signs of bravery.
	Receding	D) Showing a path or way inside.
	Collaborating	E) Having a snowstorm.
	Comprehending	F) Moving forward quickly.
	Negotiating	G) Drawing attention to oneself.
	Navigating	H) Drawing a plan for building.
	Blistering	I) Working together.
	Blizzard	J) Causing great fear.
	Blueprint	K) Lung inflammation.
	Blurt	L) Say suddenly without thinking.
	Blustering	M) Dangerously fast.
	Bloodcurdling	N) Discussing to reach agreement.
	Bronchitis	O) Breaking or violation.
	Broccoli	P) Finding one's way.
	Breakneck	Q) Talking loudly, boastfully.
	Bravado	R) Extremely hot or fast.
	Bristle	S) Understanding something.
	Breach	

## SUFFIX -ING



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

**Examples:**

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



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

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

**Write**

Use the words below to create a meaningful sentence.

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

# SENTENCE FORM: SIMPLE SENTENCES

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

### Examples:

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



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

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

### Write

Complete the following to make simple sentences.

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

## NOUNS, VERBS, ADJECTIVES, AND ADVERBS

Parts of speech are categories of words based on their function in a sentence.

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



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

	1) The <u>girl</u> walked slowly across the path.
	2) He has a <u>large</u> collection of comic books.
	3) She <u>usually</u> eats cereal in the morning for breakfast.
	4) The <u>driver</u> looked at the passing car.
	5) Taylor said <u>nothing</u> if he saw the word.
	6) The old house at the <u>end</u> of the street looks haunted.
	7) I placed my book on the <u>table</u> next to the chair.
	8) He walked alone on the <u>dark</u> street.
	9) Sarah wants a bicycle for her <u>birthday</u> .
	10) They <u>play</u> soccer in the park every weekend.

Write

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

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

**CROSSWORD PUZZLE****Crossword**

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

**Across**

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

**Down**

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



## Visualization

### Visualize

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



The morning sun rises over a quiet beach. Waves gently roll onto the sand. Palm trees line the edge of the shore. In the sand, there are different shells scattered around. In the distance, a lighthouse can be seen in the far distance. The lights are turned off as day begins to break.

Tall buildings line every city street. Cars and trucks fill the roads, and people walk along the sidewalks. There's a small park with many benches where someone is painting on a canvas.

An old wooden bridge crosses a small stream in the forest. Trees with green leaves surround the area, and a few birds can be seen flying from branch to branch. The water in the stream flows over rocks, making a bubbling sound.

A snowy field stretches out with a hill in the background. Kids are sledding down the hill, and there's a snowman on the side with a carrot nose and coal eyes. The sky is clear, and the sun is shining.

In the countryside, there is a farm with a red barn and a large field. Cows and horses are grazing in the field. A tractor is parked near the barn, and there is a stack of hay bales next to it.

**PREVIEW**

## Week 2 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

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

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

### Identify

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

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

## Week 3 - Vocabulary List

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

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

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

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

LERTSEH	EFORMM	HNCDMLEAE	SIKRDHE	CGANRHI

## PREFIX RE-

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

### Examples:

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



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

#	SENTENCES	YES / NO
1)	He <u>decided</u> to change his argument after his teacher's feedback.	
2)	She wanted to <u>revisit</u> the museum this summer.	
3)	They will <u>rerun</u> the movie because it was so popular.	
4)	I'll <u>recook</u> the pasta because I didn't like it.	
5)	Can you <u>relisten</u> to that song since I missed the lyrics?	
6)	We should <u>rethink</u> our strategy after the team meeting.	
7)	It's time to <u>replay</u> the video for the new students.	
8)	He will <u>rebook</u> his flight ticket due to a schedule change.	
9)	She will <u>redraw</u> her artwork because she got new colours.	
10)	They want to <u>redrink</u> the smoothie because it was delicious.	

**Write**

Write a sentence changing the underlined verb to happen again.

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

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

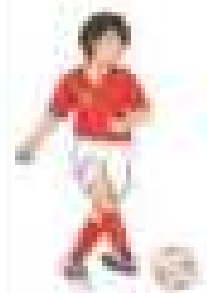
## IDENTIFY RUN ON SENTENCES

### What are run-on sentences?

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

#### Example:

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



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

	Sentence	Correct / Run-On
1	The school has to refer to policies students agree.	
2	I need to rejoin the team I was fired.	
3	There's a rusty shack with a sign that says 'No Parking'.	
4	My brother shuns broccoli he doesn't like it.	
5	The chameleon changes colour it's fascinating.	
6	The new student is charismatic, everyone likes him.	

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

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

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

She's a great singer everyone enjoys her performances.

## INTERJECTION, CONJUNCTION, PREPOSITION

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

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

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

Fill in the blank

Write the suitable interjection for each statement.

1)	That roller coaster looks intense.
2)	I _____ rubbed my toe on the chair.
3)	_____ I was _____ detecting that loud noise.
4)	_____ I _____ at home.
5)	_____ I _____ the _____ for our team.



Identify

Circle the conjunctions in each sentence.

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

Search

Underline the prepositions used in the story below.

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

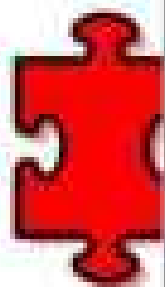
# Word Sudoku

## Sudoku

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

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

**PREVIEW**



## Week 3 – Fluency Readings

**Read**

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

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

## Week 3 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Sentence or Run-On

Label each sentence.

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

### Identify

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

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

**Week 4 - Vocabulary List**

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

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

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

## SUFFIX -LY

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

### Examples:

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



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

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

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

Efficiently	_____
Desperately	_____
Cautiously	_____
Unexpectedly	_____
Swiftly	_____

**CORRECT RUN-ON SENTENCES**

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



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

1) My dad loves to mow the lawn he does it all day long.

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

3) She loves chocolate ice cream I prefer vanilla.

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

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

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

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

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

## CLAUSES IN A SENTENCE

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

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

### Identify

Determine if the clauses are dependent or independent.

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

### Write

Write the independent and dependent clauses from the complex sentence.

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

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

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

# Hidden Word

**Hidden  
Word**

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



**CLUES**

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

**THE HIDDEN WORD**


## Week 4 - Fluency Readings

**Read**

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

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

## Week 4 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Revise the following run-on sentences by adding punctuation.

1) We wanted ice cream the store was closed.

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

### Write

Write the independent and dependent clause from the complex sentence.

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

## Week 5 - Vocabulary List

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

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

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

**Write**

Use the following words in a sentence.

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

# PREFIX DIS-

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



**Examples:**

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

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

Dissemble	Disassemble	Disarray	Disrespect
Disseminate	Disseminate	Disassociate	Disappoint

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

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

Locate	
Dislocate	
Approve	
Disapprove	



## COMPOUND SENTENCES

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

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

**FANBOYS** = For And Nor But Or Yet So

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



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

1) The ground is \_\_\_\_\_

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

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

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

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

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

## COORDINATING CONJUNCTIONS – USING COMMAS

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

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

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

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



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

**Write** Create your own sentences using FANBOYS

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

# WORD SEARCH

## Word Search

Find the word bank words in the puzzle.

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

**PREVIEW**

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

## Word Scramble

Unscramble the word:

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

## Week 5 - Fluency Readings

**Read**

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

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

PREVIEW

## Week 5 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below

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

### Write

Write a suitable independent clause that can stand on its own and sentences.

1) The movie started at 7 pm.

2) We baked cookies for the fundraiser.

### Completion

Complete the sentences using "FANBOYS".

- |   |  |
|---|--|
| 1 | I enjoy reading books, _____ I also like listening to audiobooks.        |
| 2 | I was feeling tired, _____ I decided to finish my work first.            |
| 3 | He will either complete the project, _____ he will ask for an extension. |
| 4 | The museum was interesting, _____ the art gallery was even better.       |

## Week 6 - Vocabulary List

**Think**

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

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

**Comp**

Complete the words by adding dr or tr.

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

**Pictionary**

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

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## SUFFIX -ABLE

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

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



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

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

**Write**

Use the given words in meaningful sentences.

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

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

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

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

## SENTENCE FORM: COMPLEX SENTENCES

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

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

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

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

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

**Examples:** 1) Because I was bored, I watched TV. 2) Although it was dark, we played outside.

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

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

2) \_\_\_\_\_, she will doubt her skills.

3) \_\_\_\_\_, you will miss the night.

4) \_\_\_\_\_, the game was postponed.

5) \_\_\_\_\_, he did not know what to do.

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

### The Unexpected Visitor

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

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## SUBORDINATING CONJUNCTIONS

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

**Examples:**

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



**Complete** Write the appropriate subordinating conjunction.





	since	though	because	after	unless	whereas	until
1) The draperies were elegant							the curtains were ordinary.
2) The artifact was ancient							its origin was traceable.
3) The lake dried up							of the drought.
4) The design is rigid							it's interchangeable.
5) She felt drowsy							she had read until midnight.
6) The agreement is done							it has not been signed.
7) The wind was fierce							the trees were bent.
8) The forest was dense							the path was hard to find.













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

Mountains and Beaches	
Books and Movies	
Urban and Rural Life	

# CRACK THE CODE

**Directions** Use the code below to reveal each spelling word.

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

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

CODE	ANSWER	CODE	ANSWER
g-a-p-p-l-e		h-e-l-p	
h-e-l-p		h-e-l-p	
h-e-l-p		h-e-l-p	
h-e-l-p		h-e-l-p	
h-e-l-p		h-e-l-p	
h-e-l-p		h-e-l-p	
h-e-l-p		h-e-l-p	
h-e-l-p		h-e-l-p	
h-e-l-p		h-e-l-p	
h-e-l-p		h-e-l-p	



## Week 6 – Fluency Readings

### Read

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

### Passage – Word Count = 112 Words

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

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

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

#### Example:

Words: 1,140

Time taken: 330 seconds (5:30)

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

Divide 112/seconds

WPM

## Week 6 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Write

Create complex sentences using the words below.

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

### Completion

Write the appropriate subordinating conjunction.

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

## Questioning

**Instruction**

Read the passage and answer the questions that follow.



On a bright Sunday morning, Emily gripped her ticket tightly as she walked through the gates of the bustling amusement park. The air was filled with the scent of popcorn and the distant echo of lively music. Emily, with a passion for thrilling rides, had been counting down the days until the park's grand opening of the new roller coaster. With her friends by her side, she navigated through the crowds, her eyes set on the towering structure that looped and twisted against the clear blue sky. As they approached, her heart beat faster in anticipation. It was finally their turn, Emily and her friends hopped into the coaster car, laughing as the ride plunged down the first steep drop. They spent the day indulging in cotton candy, and taking pictures to capture the joy of the moment.

1) Who is the main character?

2) When did Emily visit the amusement park?

3) Where was Emily's main destination within the amusement park?

4) Why was Emily particularly excited about the amusement park that day?

5) What was Emily holding as she entered the amusement park?

6) How did Emily and her friends feel during their first roller coaster ride?

Name \_\_\_\_\_

59

Prewriting, Spelling, and  
Cursive (L3)

## Week 7 - Vocabulary List

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

Cursive

Write the word using cursive writing.

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

**PREVIEW**

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

Write the word using cursive writing.

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

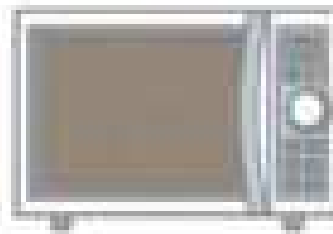
**PREVIEW**

## PREFIX PRE-

### Understanding the Prefix "Pre-"

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

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



**Matching** Match the words below to their meanings.

- |              |                          |   |
|--------------|--------------------------|---|
| Prejudge     | <input type="checkbox"/> | Form an opinion before knowing facts.         |
| Preheat      | <input type="checkbox"/> | Determine mathematically.                     |
| Preexist     | <input type="checkbox"/> | Have life or presence.                        |
| Preplan      | <input type="checkbox"/> | Make a plan or plan beforehand.               |
| Prejudge     | <input type="checkbox"/> | Determine in advance.                         |
| Prejudge     | <input type="checkbox"/> | Form an opinion before reaching a conclusion. |
| Precalculate | <input type="checkbox"/> | Exist before a certain time.                  |
| Calculate    | <input type="checkbox"/> | Organize.                                     |

**Write**

Use the given words in meaningful sentences.

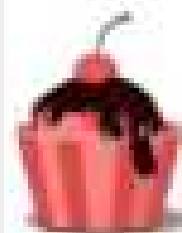
Heat	
Preheat	
Plan	
Preplan	
Order	
Preorder	

## CORRELATIVE CONJUNCTIONS

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

**Examples:**

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



**Complete**    Fill in the appropriate correlative conjunctions.

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

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

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

4) \_\_\_\_\_ the rain stops, \_\_\_\_\_ we won't be able to go to the park.

5) She can play \_\_\_\_\_ the guitar \_\_\_\_\_ the piano at the school concert.

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

1) Either you can help with the dishes \_\_\_\_\_

2) He will bring both his notebook \_\_\_\_\_

3) You can either \_\_\_\_\_

4) The movie was neither entertaining \_\_\_\_\_

5) \_\_\_\_\_ you \_\_\_\_\_ your friend \_\_\_\_\_

## CONJUNCTIVE ADVERBS

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

### Examples:

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



Match the conjunctive adverbs to its definition

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

Completion Choose the most suitable conjunctive adverbs from the list above.

1) The exhibit was informative; \_\_\_\_\_, it was stunning.

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

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

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

5) Finish your homework; \_\_\_\_\_, no movie tomorrow.



## Week 7 – Fluency Readings

**Read**

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

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

PREVIEW

## Questioning

**Instructions** After reading the passage, write 6 questions and answer them below



As the Monday morning sun peeked over the horizon, Alex pressed his nose against the cold windowpane, eyes wide with wonder. Overnight, the first snowfall of the season had transformed the neighbourhood into a sparkling winter wonderland. Eager to experience the fresh snow, Alex quickly donned his warmest coat, a knitted hat, and his new snow boots. The purpose of his early morning venture was clear - he wanted to be the first to leave footprints in the untouched blanket of snow. Stepping outside, he felt the crunch of snow beneath his boots and the chill of the winter air as he took a deep, frosty breath. Alex spent the afternoon building a snowman in his yard, complete with a carrot nose and button eyes. He gazed in awe, marveling at the way the snowflakes glistened in the light of the rising sun.

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)

### Completion

Fill in with the appropriate conjunction.

1) Sadly,	Becky	Janet can
2) He's	good at math	art.
3)	finish homework now	during lunch tomorrow.

### Identify

Write the most suitable conjunctive adverb.

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

## Week 8 - Vocabulary List

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

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

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

## SUFFIX -LESS

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

### Examples:

- “Hopeless” means without hope.
- “Toothless” means without teeth.



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

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

**Write**

Use the given words in sentences.

Words	Sentences
Priceless	
Countless	
Seamless	

# IDENTIFYING COMPLEX SENTENCES

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



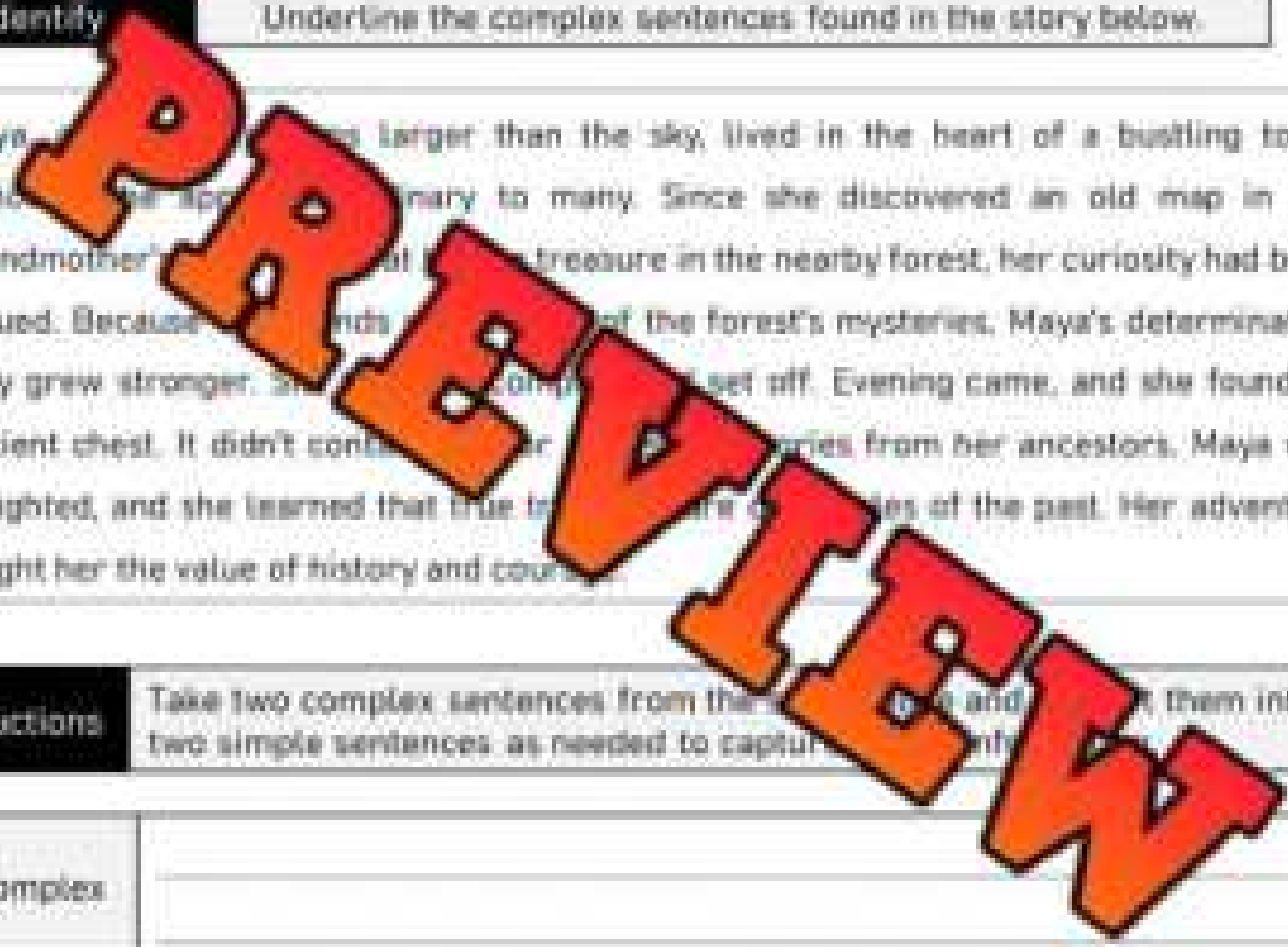
**Identify** Underline the complex sentences found in the story below.

Maya was a girl whose imagination was larger than the sky, lived in the heart of a bustling town, although she loved the quiet of the countryside more than the busy streets. Since she discovered an old map in her grandmother's attic that led to a hidden treasure in the nearby forest, her curiosity had been piqued. Because she was fascinated by the forest's mysteries, Maya's determination only grew stronger. So one day, she bravely set off. Evening came, and she found an ancient chest. It didn't contain gold or jewels, but old letters from her ancestors. Maya was delighted, and she learned that true treasure lies in the stories of the past. Her adventure taught her the value of history and courage.

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

Complex	_____
Simple	_____

Complex	_____
Simple	_____



## CONDITIONAL CONJUNCTIONS

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

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

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

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

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

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

# CROSSWORD PUZZLE

## Crossword

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



### Across

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

### Down

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

## Week 8 – Fluency Readings

**Read**

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

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

## Week 8 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

Underline the complex sentence in the paragraph below.

While Maria explored the ancient forest, she stumbled upon a glowing orb. Illuminated by the dappled sunlight, a mysterious book lay atop a moss-covered rock. Though she felt drawn to it, she hesitated, remembering her grandmother's cautionary tales about enchanted objects.

### Write

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

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

**Week 28 - Vocabulary List**

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

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 some words to mean "related to" or "having the characteristic of."



**Examples:**

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

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

<input type="checkbox"/>	Dance
<input type="checkbox"/>	Herb
<input type="checkbox"/>	Fin
<input type="checkbox"/>	Tri
<input type="checkbox"/>	Forest

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

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

**Write**

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




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**PREVIEW**

# ADJUSTING EXPRESSION FOR DIFFERENT GENRES

## Genre Conversion

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



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

**PREVIEW**

### News Report

### Scientific Paper Abstract

### Social Media Post

## SPOTTING BASES, PREFIXES, AND SUFFIXES

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

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

Anticlimactic	
Subterranean	
Deactivation	
Reorganizational	
Prejudicial	

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

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

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

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

# Hidden Word

**Hidden Word**

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



### CLUES

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

### HIDDEN WORDS

## Week 28 – Fluency Readings

**Read**

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

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

## Week 28 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Word Morph

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

Unbelievable	Interpretation
Irreplaceable	Reproduction
Nonconformist	Overproduction

### Genre Conversion

Write a sentence in the voice of the genre provided.

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

Genre	Expression
News Report	
Social Media	

## Week 29 - Vocabulary List

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

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

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

**Write**

Use the following words in a sentence

1) Clockwise	
2) Quake	
3) Awaken	
4) Transient	
5) Transfuse	

## PREFIX TRANS-

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

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



**Identify** Write the appropriate word to complete each sentence.

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

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

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

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

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

## READER'S THEATER

**Read**

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

Character	Dialogue
Alex	Guys, look at this place! Have you ever seen so many books?
Bailey	Like every story ever told is in this room. But we should be careful; this place is really old.
Charlie	What's the scariest that can happen? Get trapped with the ghosts of old books?
Dana	No! I've heard people here about a hidden treasure in the library, only for those who know the "Whispering Tome" aloud.
Elliot	The Whispering Tome is for those who believe in library magic.
Bailey	Uh, guys? Did you hear that book click?
Alex	No backing out now. We've got to find it. Let's look for that book!
Charlie	Found it! "The Whispering Tome" we got it! "Within the heart of stories told, lies a truth as pure as gold."
Elliot	Perhaps it's more literal. The heart of the library's center—could be where your journey begins.
Bailey	Right! The oldest section is in the middle. Let's go there.
Alex	Look! A golden heart is carved into the floor here.
Dana	There's a panel with letters here, like a combination. We need to try something.
Elliot	Remember the riddle: The truth as pure as gold... The word "true" maybe?
Bailey	It's a coin! And look, there's an inscription: "The true treasure of knowledge is wisdom to share."
Alex	So the real treasure wasn't gold or riches, but the wisdom gained from these books!
Charlie	That, and this cool coin! Think the vending machine will accept it?
Elliot	No need for worry, I have the key. But you must promise to cherish the true treasure you've found tonight.
All	Thank you, Elliot!
Elliot	Remember, every book has its tale to tell!

## READER'S THEATER

Character	Dialogue
Sam	Check this out! I found an old map behind the history display. It mentions a time capsule!
Riley	A time capsule? That sounds like something out of a movie. Can we find it?
Jordan	The legend says it was buried by the class of '73. There's supposed to be a riddle to its location.
Peyton	Time capsules are cool, but riddles? How do we even know it's real and not just a story?
Taylor	Let's try to solve it! If it's real, we could be famous!
Sam	The riddle says, "Underneath the clock's tick, away from the sun, lies the place to look." Can anyone help?
Riley	The clock? Like the clock on the north field?
Jordan	That's it! It's at the base of the big oak tree! Away from the sun!
Peyton	Okay, I'm intrigued. Let's go dig it out!
Taylor	Imagine the stories it could tell! It's a piece of history and an adventure!
Sam	Here we are. There's a loose brick here. It must be the capsule!
Riley	(excitedly) Guys, there's a metal box in here!
Jordan	That's the time capsule! We actually found it!
Peyton	Wait, we should document this. Let's make sure we can pass it on for others to find in the future.
Taylor	It's filled with letters and photos from students back then. So cool!
Sam	They left a message for the future: "Cherish your days, they pass like a whisper."
Riley	This is incredible. We're literally touching history.
Jordan	And making history! Fifty years later, the capsule is found by us!
Peyton	We should add our own items and re-bury it for the next fifty years.
Taylor	Let's do it. And the play will end with this very moment.
All	(proudly) To the future!

## READER'S THEATER

**Read**

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

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

## READER'S THEATER

**Read**

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

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

## READER'S THEATER

**Read**

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

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

# READER'S THEATER

## Read

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

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

## FLUENCY READINGS

### Error Tracking

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

### The Marigold Mysteries

In the bustling town of Marigold Heights, three figures stood out: a botanist, a blacksmith, and an archaeologist. The botanist, with a magnifying glass, peered into the heart of a flower, its petals a mosaic of colours. His notes filled a journal, the ink as vibrant as the veins of the leaves he studied.

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

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

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



Vocabulary	Definition

# WORD SEARCH

## Word Search

Find the word bank words in the puzzle.

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

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



## Word Scramble

Unscramble the word.

ITNREANST		NGITTACSNAR	
SFUTRANSE		TIATLANTSNRAC	
MISTLHCBKA		KACUSRKC	
LNUCEKX		KILNGDUC	
CISEKWOLC		GDFICNLIKR	
FHSMAERT		NETAKSIM	

## Week 29 – Fluency Readings

**Read**

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

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

PREVIEW

## Week 29 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Meaning

What trans- word is being defined in each?

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

### Error Tracking

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

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

## Week 30 - Vocabulary List

**Think**

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

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

**Comp**

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

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

**Pictionary**

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

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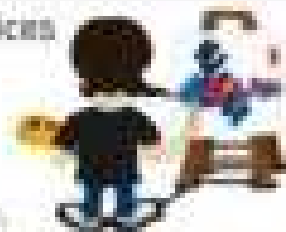
## SUFFIX -IST

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

**For example:**

"artist" means someone who practices art.

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



**Identify**

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

1) Studies living organisms.	Biologist
2) Treats and prevents oral diseases.	Dentist
3) Production, distribution, consumption, and use of goods and energy.	Economist
4) Studies the nature, substances, and properties of matter.	Chemist
5) Studies mental and social behaviours.	Psychologist
6) Researches and reports on current events.	Journalist
7) Reports news, writes articles, and interviews people.	Publicist

**Write**

Use the provided words in meaningful sentences.

Activist	
Publicist	
Pharmacist	
Novelist	
Optometrist	

## READER'S THEATER

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

## READER'S THEATER

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

## READER'S THEATER

**Read**

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

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

## READER'S THEATER

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

## READER'S THEATER

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

## READER'S THEATER

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

## FLUENCY READINGS

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

**Fluency means:**

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



















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

	Sentence	No. of Mistakes
1	A quick zephyr whirled through the trees.	
2	Vivacious Vanessa valued her friendships.	
3	Complex technicalities confounded the astute.	
4	Precocious pupils prefer preposterous proposals.	
5	The cacophony in the cafeteria caused considerable consternation.	
6	An anomaly in the algorithm anomalistically activated an alarm.	
7	The chronology of chronological events was chaotically chronicled.	
8	The philosopher's thesis on metaphysical miscalculations was mesmerizing.	
9	Pseudoscientific psychobabble perplexes pragmatic pupils profoundly.	
10	The lexicographer's lexicon elucidated exceptionally esoteric expressions.	

# CRACK THE CODE

**Directions** Use the code below to reveal each spelling word.

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

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

**PREVIEW**

CODE	CODE	ANSWER
trhndoes	onhthout	
adthndoes	trhndoes	
ndthndoes	trhndoes	
trhndoes	trhndoes	
ndthndoes	trhndoes	
ndthndoes	trhndoes	
ndthndoes	trhndoes	
ndthndoes	trhndoes	
ndthndoes	trhndoes	
ndthndoes	trhndoes	



## Week 30 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

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

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

### Reading

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

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