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Manitoba Language Writing – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **identify and understand different text forms** so we can **choose the right one to communicate our ideas clearly and effectively.**

Sorting Books by Purpose

Drag and drop each book type from the word bank into the correct column to show whether it is meant to entertain or educate.

Books That Entertain

Books That Educate



Fairy tales	Encyclopedias	Comics
Biography books	Harry Potter series	How-to books
Diaries	History books	Graphic novels
Science books	Diary of a Wimpy Kid	Atlas



Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Part 2 – Action!

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

Idea Development Strategies: Talk To Others

Instruction: Pretend you are teaching a friend how to prepare a simple snack (like a sandwich, smoothie, or pancakes). Explain the steps, then write them below.

Title	
1	
2	
3	
4	
5	
6	
7	





Manitoba Language Writing – Grade 7

Building a Strong Paragraph

Read each sentence below and decide if it is a Topic Sentence, Supporting Detail, or Closing Sentence.

1	It helps me relax and express my creativity.	
2	Summer is my favourite season of the year.	
3	My favourite hobby is painting colourful landscapes.	
4	Painting isn't just a hobby; it's a way to show who I am.	
5	The warm weather allows me to swim, travel, and spend time outside.	
6	Soccer brings people together and makes me feel energized.	
7	Soccer is the best sport to play with friends.	
8	Summer is special because it's filled with fun and adventure.	

Topic Sentence
 Supporting Details
 Closing Sentence

Best Ending

Put a checkmark (✓) beside the ending that best completes the paragraph.

<p>...can improve learning focus. They cut down on distractions. They also build a shared school identity.</p> <p><input type="checkbox"/> Uniforms can help students aim their attention at class.</p> <p><input type="checkbox"/> Some students like to design their own jackets.</p> <p><input type="checkbox"/> Uniforms come in many fabrics these days.</p>	<p><input checked="" type="checkbox"/> Reading every day strengthens vocabulary. It exposes students to new ideas. It also trains the brain to concentrate for longer.</p> <p><input type="checkbox"/> Libraries sometimes host weekend events.</p> <p><input type="checkbox"/> Daily reading supports both language growth and focus.</p> <p><input type="checkbox"/> Paperbacks are easy to carry around.</p>
<p>Regular exercise supports mental health. It releases endorphins that lift mood. It also strengthens the heart and muscles.</p> <p><input type="checkbox"/> Overall, exercise improves both body and mind.</p> <p><input type="checkbox"/> Ultimately, sports stores can be crowded after school.</p> <p><input type="checkbox"/> In conclusion, many teams practise on weekdays.</p>	<p><input type="checkbox"/> Responsible online behaviour keeps people safe. Limiting personal data protects privacy. Using respectful language builds trust.</p> <p><input type="checkbox"/> After all, some apps change their layouts often.</p> <p><input type="checkbox"/> In summary, screens can be too bright at night.</p> <p><input type="checkbox"/> In conclusion, smart choices online protect relationships and information.</p>

Describing Scenes

Look at each picture and circle the adjective that best describes the scene.

	radiant	glowing	icy
	snowy	peaceful	warm
	green	misty	loud
	quiet	sandy	shady
	sunny	starry	dreamy
	calm	dark	crowded



Manitoba Language Writing - Grade 7

Direct or Indirect Characterization

Read each sentence and drag a ✓ to the box if it shows direct characterization or an ✗ if it shows indirect characterization.



Mia is a generous girl who always shares her lunch with those who forget theirs.	Noah quietly picked up the fallen books and handed them back with a gentle smile.
"You're the bravest person I know," said Ben as he smiled proudly at Clara.	Henry is selfish and only thinks about his own success, not the team's.
Lucas stayed behind after school to help clean the classroom, even though no one asked him to.	Olivia is an intelligent student who always gets perfect scores on her exams.
Sarah's hands trembled and her heart raced as she stepped onto the stage for her speech.	The students cheered as Daniel stepped forward, his eyes bright with determination.
James is careless and often loses his belongings everywhere he goes.	"I don't care what anyone says. I know I can win this," Emily said with confidence.

Match

Read each description carefully, then match it with (A-F) into the box.

1	A short summary that tells what the report is about.	
2	The section that explains why the topic matters and gives background.	
3	The main part of the report where facts, data, and details are explained.	
4	Extra information like charts, graphs, or data tables.	
5	The final section that sums up the most important points.	
6	The list of books, websites, or sources used.	

A	Introduction
B	Conclusion
C	Appendices
D	Abstract
E	References
F	Body

Word Search

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

- Limerick
- Narrative
- Sonnet
- Haiku
- Rhyming
- Free Verse

Find the poem types in the word search. Then, match each description by writing the correct type of poem on the lines provided.

A short, funny 5-line poem with rhythm and rhyme.	
A poem with 14 lines that follows a rhyme pattern.	
A short 3-line poem from Japan.	
A poem that tells a story with characters and events.	
A poem with no set pattern or rhyme.	
Words sound the same at the end of lines.	



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Manitoba Language Curriculum Reading Comprehension- Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

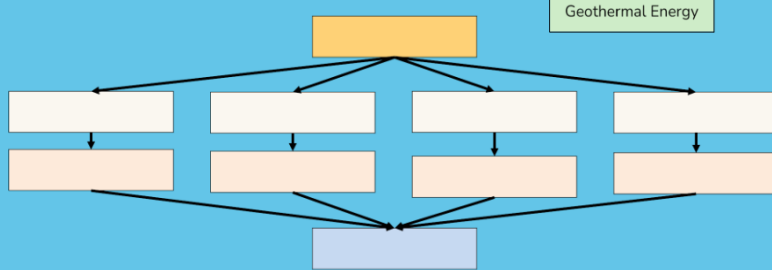
We are learning to understand different reading comprehension strategies so we can make connections, ask questions, make inferences, predict outcomes, and visualize ideas to better understand what we read.



Build the Map

Use the pre-made idea boxes to complete the concept map. Connect the main idea to its related subtopics and examples.

Flowing water spins turbines in dams	Wind Energy	Solar Energy
Captures moving air with turbines	Hydro Energy	Renewable Energy
Uses sunlight and solar panels	Uses heat from inside the Earth	Sustainable Future
Geothermal Energy		



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the passage carefully and think about how good readers use strategies to understand and respond to texts.

Emma spends a weekend at her grandfather's lighthouse on a rocky point. Thick fog wraps the harbour; the horn blows every thirty seconds. The air smells of salt and kelp. Waves slap the stones. Grandpa polishes the glass, and the red beam sweeps the grey. The radio crackles: "...low battery...north buoy..." then silence. Emma notices gulls gone quiet and the barometer needle low. In the boathouse, coils of rope and bright lifejackets hang ready. Grandpa checks the tide chart and circles midnight. He asks Emma to keep the log while he tests the backup lamp. Through the window she spots a faint shape near the bell buoy. It drifts, then jerks sideways. The horn sounds again, longer, and Emma wonders who is out there.



Consolidation – The Lighthouse in Fog

- 1) Making Connections** – (1) How does this scene connect to something you know—an adventure story, or a similar thing you've faced? (2) Name a real event or story about a rescue or warning at sea. How is it similar?
- 2) Questioning** – (1) What how/why question would you ask about the radio message "...low battery... north buoy..."? (2) What is one more need-to-know question you have about the faint shape near the bell buoy?
- 3) Visualizing** – Describe the scene using three senses (sight, sound, smell). Quote the trigger words.
- 4) Prediction** – (1) What do you predict might happen by midnight, when the tide changes? Why? (2) Who or what do you predict the faint shape could be? Explain your best reason.
- 5) Inference** – What can you infer about the weather that is coming? Use two clues.



Consolidation



Manitoba Language Curriculum Reading Comprehension- Grade 7

Exploring Cultural Elements

Each question asks which cultural element is being shown in part of the story. Choose the best answer from the three options provided. Put an X in the box for the correct answer.

<p>1) The people placing cedar branches by the doorway shows which cultural element?</p> <p><input type="checkbox"/> Art</p> <p><input type="checkbox"/> Architecture</p> <p><input type="checkbox"/> Rituals</p>	<p>2) The gathering inside the great roundhouse is an example of which cultural element?</p> <p><input type="checkbox"/> Values</p> <p><input type="checkbox"/> Ceremonies</p> <p><input type="checkbox"/> Dance</p>	<p>3) The great roundhouse made from cedar logs and bark shows which cultural element?</p> <p><input type="checkbox"/> Architecture</p> <p><input type="checkbox"/> Rituals</p> <p><input type="checkbox"/> Art</p>
<p>4) The dancers moving in circles with swirling ribbons represent which cultural element?</p> <p><input type="checkbox"/> Ceremonies</p> <p><input type="checkbox"/> Values</p> <p><input type="checkbox"/> Dance</p>	<p>5) The painted masks and sand drawings in the roundhouse display which cultural element?</p> <p><input type="checkbox"/> Art</p> <p><input type="checkbox"/> Rituals</p> <p><input type="checkbox"/> Architecture</p>	<p>6) When people reflect on kindness, courage, and care for one another, they are expressing which cultural element?</p> <p><input type="checkbox"/> Ceremonies</p> <p><input type="checkbox"/> Values</p> <p><input type="checkbox"/> Dance</p>

Implicit or Explicit?

Read each statement carefully. Decide if the writer's message is explicit or implicit. Drag "Explicit" or "Implicit" to show your answer.

Characteristic	Answer
1) Every student should take part in community service—it builds character.	
2) The new school schedule is great—it finally gives us enough time for lunch.	
3) The art club's mural makes the hallway look so much brighter.	
4) I guess some people think cleaning up after themselves is optional.	
5) It's strange how some teachers never seem to notice when the Wi-Fi stops working.	
6) I can't say the cafeteria pizza is my favourite, but it's... interesting.	
7) Joining the robotics team was the best decision I made this year.	

Drag the principle to the matching part of the story.


Part from The Gift of the Great Lake	Principle
Eli felt grateful while learning from his uncle.	
Eli and his friends cleaned the river after the storm.	
They returned the river to its clear flow, giving back to nature.	
Eli thanked the salmon and the river for their song.	
"Everything—water, people, animals—was part of one great circle."	
The salmon needed them, and they needed the salmon.	
Eli and his friends worked together to help the river.	
The storm reminded them how every part of nature affects another.	
Eli listened carefully and honoured his uncle's wisdom.	
Together, they created change that helped both people and nature.	

- Interrelatedness
- Respect
- Reverence
- Synergy
- Holism
- Responsibility



Manitoba Language Curriculum Reading Comprehension- Grade 7

Point of View



Read each sentence carefully. First, identify the point of view of the sentence. Then, rewrite the sentence in a different point of view of your choice and tell which point of view you used.

First Person **Second Person** **Third Person**

Original Sentence	Original Point of View	Rewrite the Sentence in a New Point of View	New Point of View Used
1) I couldn't believe how quiet the museum was after closing time.			
2) You open the letter and realize it's an invitation to a secret club.			
3) They raced across the frozen lake before the sun disappeared.			
4) I picked up the old photograph and recognized the faces instantly.			
5) You step into the theatre as the lights begin to dim.			

After reading, match each character to the symbol that might be teaching through these symbols.

The Garden of Mirrors – Symbolic Meanings

Truth and self-reflection	
Community and shared understanding	
Carelessness and growth through learning	
Confusion or ignorance	
Wisdom and forgiveness	

- Rowan
- The Mirrors
- The Fog
- The Villagers

Matching Table

Match the descriptions on the left. Then, draw a line to match it to the correct name on the right.

Part from the Story	Name
"A glowing tunnel hidden beneath a snowy ledge"	a) Heart-Rune
"Towering crystal pillars humming softly in the cavern"	b) Frostfall Passage
"A carved ice rune pulsing like a heartbeat"	c) Light-Wall Map
"A narrow ice bridge stretching across the chamber"	d) Storm-Orb
"A floating orb swirling like a tiny storm"	e) Crystal Columns
"A glowing map projected across the crystal walls"	f) Glacier Bridge



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Manitoba Language Curriculum

Conventions, Spelling & Fluency – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 - Vocabulary List

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

ungrateful	greatest	proceed
unceremonious	refugee	unorthodox
conceal	release	disease
unwarranted	unease	volunteer
employee	unhindered	beneath
unfathomable	engineer	demean
unknown		pioneer

Prefix Un-

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

Unit	Unfinished	Uniform
Unwrap	Until	Unfair
Unicorn	Unusual	Unkind
Unclear	Unhappy	Unite
Understand	Undo	Unable

Part 2 – Action!

- Writing
- Matching
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- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
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Fluency Readings

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

 <input type="checkbox"/> The runner moved unhindered forward.	 <input type="checkbox"/> The pioneer explored new lands alone.
 <input type="checkbox"/> She achieved her greatest goal today.	 <input type="checkbox"/> The employee arrived early for work.
 <input type="checkbox"/> The treasure lay beneath the sand.	 <input type="checkbox"/> The engineer repaired the broken bridge.
 <input type="checkbox"/> He sounded ungrateful after the gift.	 <input type="checkbox"/> The path led into the unknown.
	<input type="checkbox"/> They will proceed with the plan.
	<input type="checkbox"/> The volunteer helped during the storm.



Manitoba Language Curriculum

Conventions, Spelling & Fluency – Grade 7

Visualization

As you read, pause and visualize the characters, setting, and objects. Circle the words or phrases that help you imagine the scene.

On a bright and sunny afternoon, three cheerful friends happily rode their shiny bicycles around a wide, green park filled with tall, leafy trees and soft, open grassy fields. The trees had thick, dark green branches that provided cool shade from the warm golden sunlight, while a gentle, refreshing breeze softly moved the leaves, creating a calm, rustling sound. A playful brown dog ran quickly across the soft, freshly cut grass, wagging its tail excitedly as it chased a bright red ball thrown by its laughing owner. Nearby, a small, crystal-clear pond reflected the bright blue sky and fluffy white clouds above. Several white ducks swam slowly across the water, leaving gentle ripples behind them, while tiny dragonflies hovered quietly near the sparkling surface.

Prefix Re-

Use the letters to fill the crossword boxes. Use the clues to help you make the words!

Across

- 4) appear once more
- 8) examine carefully again
- 9) install once again
- 10) connect back again

Down

- 1) package again neatly
- 2) make something again
- 3) teach again properly
- 5) confirm once again
- 6) put in order again
- 7) think about again

Draw a line to connect each word to its definition of the chart. Make sure every word is connected.

make feel new <input type="checkbox"/>	<input type="checkbox"/> reiterate	protect from danger <input type="checkbox"/>	<input type="checkbox"/> shelter
move into place <input type="checkbox"/>	<input type="checkbox"/> reimagine	avoid on purpose <input type="checkbox"/>	<input type="checkbox"/> shackle
say again <input type="checkbox"/>	<input type="checkbox"/> renegotiate	hold back or restrain <input type="checkbox"/>	<input type="checkbox"/> shirked
discuss again <input type="checkbox"/>	<input type="checkbox"/> reevaluate	scold or punish <input type="checkbox"/>	<input type="checkbox"/> shrouded
improve a system <input type="checkbox"/>	<input type="checkbox"/> reacquaint	metal explosion pieces <input type="checkbox"/>	<input type="checkbox"/> shrapnel
imagine differently <input type="checkbox"/>	<input type="checkbox"/> reform	avoid or neglect duty <input type="checkbox"/>	<input type="checkbox"/> chastise
meet again <input type="checkbox"/>	<input type="checkbox"/> rejuvenate	covered or hidden <input type="checkbox"/>	<input type="checkbox"/> chagrin
change to fit in <input type="checkbox"/>	<input type="checkbox"/> realign	feeling of shame <input type="checkbox"/>	<input type="checkbox"/> chaperone
judge again <input type="checkbox"/>	<input type="checkbox"/> chronic	supervise closely <input type="checkbox"/>	<input type="checkbox"/> charismatic
lasting a long time <input type="checkbox"/>	<input type="checkbox"/> chameleon	charming personality <input type="checkbox"/>	



Manitoba Language Curriculum

Conventions, Spelling & Fluency - Grade 7

Prefix Dis-

Drag the prefix Dis- in front of the words where it makes a real word. If adding Dis- does not make sense, leave the word as it is.

approve	honest	appear
woman	cuss	come
spoon	connect	order
appear	light	pear
believe	trust	like
connect	able	guise
mate	play	hale
shoes	sect	comfort
obey	agree	pleased
respect	manage	proper

Dis

Subordinating

Read each sentence carefully. If the sentence has a subordinating conjunction, drag an X to the box. If it does not have one, drag an empty box.

Because it was raining, we stayed inside.	<input type="checkbox"/>
The cat slept under the table.	<input type="checkbox"/>
After I finished my homework, I played games.	<input type="checkbox"/>
The children ran and shouted on the playground.	<input type="checkbox"/>
Since it was cold, we wore our jackets.	<input type="checkbox"/>
I will go to the park if it stops raining.	<input type="checkbox"/>
She smiled and waved at her friend.	<input type="checkbox"/>
While he cooked, she set the table.	<input type="checkbox"/>
The bus stopped suddenly at the corner.	<input type="checkbox"/>
Although she was tired, she finished the race.	<input type="checkbox"/>
Before we left home, we checked the weather.	<input type="checkbox"/>

After the movie ended, we went for ice cream.	<input type="checkbox"/>
Because she practised daily, she improved quickly.	<input checked="" type="checkbox"/>
Since I missed breakfast, I was hungry by noon.	<input type="checkbox"/>
The baby laughed loudly.	<input type="checkbox"/>
Although it was late, we kept talking.	<input type="checkbox"/>
We walked to school together.	<input type="checkbox"/>
The sun shone brightly in the morning.	<input type="checkbox"/>
If you study hard, you will pass the test.	<input type="checkbox"/>
The teacher smiled at the class.	<input type="checkbox"/>
When the bell rang, the students lined up.	<input type="checkbox"/>
The bird flew across the sky.	<input type="checkbox"/>

Verbs

Drag the highlighted verb to what it shows: an action, an event, or a state of being.

Describes an action <input type="checkbox"/>	<input type="checkbox"/> The room was silent during the test.
Describes an event <input type="checkbox"/>	<input type="checkbox"/> The meeting occurred after lunch.
States of being <input type="checkbox"/>	<input type="checkbox"/> The parade began downtown at noon.
	<input type="checkbox"/> He feels nervous about the exam.
	<input type="checkbox"/> The accident happened on the highway.
	<input type="checkbox"/> The class watched the movie quietly.
	<input type="checkbox"/> She runs every morning before school.
	<input type="checkbox"/> The answer seems correct.
	<input type="checkbox"/> She is very excited today.
	<input type="checkbox"/> He builds models after dinner.