



# Preview - Information



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# Google Slides Lessons Preview





# 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 from context, context clues, and questions, make inferences, predict outcomes, and evaluate how to better understand what we read.

**Build the Map**

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Consolidation - The Lighthouse in Fog**

1. **Reading Comprehension** - Skim the text and answer questions about the main idea and details.
2. **Questioning** - Write down three questions you have about the text and answer them.
3. **Visualizing** - Draw a picture of the lighthouse in the fog.
4. **Prediction** - Write down what you think will happen next in the story.
5. **Reflection** - Write down what you learned from the text.



# Manitoba Language Curriculum Reading Comprehension- Grade 7

### Q Exploring Cultural Elements

Use the passage below which contains information about a cultural element of the story. Choose the best answer from the three options provided. Circle or check the best answer.

11 The passage provides information about the cultural element of the story.	12 The passage uses the word "element" to mean a part of a whole.	13 The passage uses the word "element" to mean a part of a whole.
Answer: _____	Answer: _____	Answer: _____
14 The passage uses the word "element" to mean a part of a whole.	15 The passage uses the word "element" to mean a part of a whole.	16 The passage uses the word "element" to mean a part of a whole.
Answer: _____	Answer: _____	Answer: _____

### Implicit or Explicit?

Read each statement carefully. Circle if the writer's message is implicit or explicit. Draw "True" or "False" in the last column.

Characteristics	Implicit or Explicit?	True/False
17 The writer's message is stated directly in the text.		
18 The writer's message is stated directly in the text.		
19 The writer's message is stated directly in the text.		
20 The writer's message is stated directly in the text.		
21 The writer's message is stated directly in the text.		
22 The writer's message is stated directly in the text.		
23 The writer's message is stated directly in the text.		

### Q

Read the passage below and answer the questions that follow.

#### Part Two: The Gift of the Great Lakes

As the great lakes were emptying from the rain  
It was the night when the water was so high  
They returned the river to its old flow - going back to nature  
It started the rain and the river for their lives  
Everything - water, plants, animals - was part of one great life  
The lakes opened their arms and they needed the water  
It was the night when the water was so high  
The storm returned them from their part of nature's gift  
It started carefully and forward for their lives  
Together they worked through that night with energy and love.

1. The writer's message is stated directly in the text.	Answer: _____
2. The writer's message is stated directly in the text.	Answer: _____
3. The writer's message is stated directly in the text.	Answer: _____
4. The writer's message is stated directly in the text.	Answer: _____
5. The writer's message is stated directly in the text.	Answer: _____
6. The writer's message is stated directly in the text.	Answer: _____
7. The writer's message is stated directly in the text.	Answer: _____



# Manitoba Language Curriculum Reading Comprehension- Grade 7

### Point of View

Read each sentence carefully. Then identify the point of view of the sentence. Write the number of the sentence in a different color of ink on the lines and the words used to show this.

Point of View	Words used to show this
First Person	
Second Person	
Third Person	

### The Garden of Mirrors - Symbolic Meanings

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

Meaning	Symbol
Truth and self-reflection	The Mirror
Community and shared understanding	The Frog
Curiosity and growth through learning	The Willow
Confusion or ignorance	
Wisdom and forgiveness	

### Setting Table

Put them in the story

Setting	Symbol
1. A garden with many flowers and a small stream	1. The Garden
2. A pond with a lily pad floating on the water	2. The Pond
3. A forest with tall trees and a path through them	3. The Forest
4. A field with a scarecrow and a fence	4. The Field
5. A city with tall buildings and a busy street	5. The City
6. A beach with a lifeguard stand and a net	6. The Beach



# Workbook Preview



# Grade 7 – Language Manitoba ELA Curriculum



**Language as Sense Making:** How do learners understand what they hear, read, and view?  
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are demonstrating an understanding that texts are complex.	40-48
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	11-12, 17-26, 33-39, 47-167, 173-259
1.3	Learners are reflecting on and using what they know about texts and themselves to make purposeful and pers	58-64, 142-144, 159-167, 173-174, 176, 177, 221, 231
1.4	Learners are	175-177
1.5	Learners are reflecting	

**Preview of 150 pages from  
this product that contains  
368 pages total.**

**Language as System:** How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	N/A
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	33-39, 58-60, 85-86, 93-100, 106-107, 123-144, 162-167, 173-174, 176-177, 227-231, 247-259
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	N/A
2.4	Learners' automaticity with printed text is becoming secure and consistent.	184, 190-193

**Language as Exploration and Design:** How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>3.1</b>	Learners are designing for specific purposes and for different audiences.	N/A
<b>3.2</b>	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	19-20, 27-32, 58-64, 102-103, 168-174, 178-181, 229-231, 247-248, 257-259
<b>3.3</b>	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
<b>3.4</b>	Learners are blending experiences to represent ideas in different ways.	N/A

**Language as Power and Agency:**

How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

How do learners use language to influence others when they write, represent, and speak?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>4.1</b>	Learners are recognizing the need for validity and reliability.	104-107, 123-144
<b>4.2</b>	Learners are beginning to analyze differences in opinion.	79-80, 85-86, 146-152, 159-160, 215-220
<b>4.3</b>	Learners are expressing and supporting opinions and judgments.	79-80, 85-86, 146-152, 159-160, 213-220
<b>4.4</b>	Learners are recognizing that point of view has an impact on understanding.	106-107, 123-144
<b>4.5</b>	Learners are exploring the decision making of text creators.	157-160, 178-181
<b>4.6</b>	Learners are exploring how ideas like justice, equity, and fairness are complex.	N/A
<b>4.7</b>	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	N/A

# 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.
- Cross-Curriculum Connections: Government (social studies), Indigenous Communities, Energy (science)

# Understanding Reading Comprehension

## Understanding Reading Comprehension

Reading comprehension isn't just about reading words; it's about truly understanding them. This means you can remember and apply what you've read. It's a key skill you'll use in school and beyond.



## Why Reading Comprehension is Important

Reading comprehension is super important because it helps you learn, communicate better, and boosts your confidence. It helps you understand what you're reading, you can think more clearly, and think in creative ways. So, reading helps you in many different parts of your life.

## Strategies to Boost Reading Comprehension

### A) Before You Read: Preparation

- **Activate Prior Knowledge:** Think about what you already know about the topic; it will help you make connections.
- **Set Reading Goals:** Decide why you're reading (for school, work, research, or enjoyment)? Knowing this will help keep you focused.

### B) While You're Reading

- **Make Predictions:** As you read, try to guess what might happen next. This helps you stay engaged with the material.
- **Ask Questions:** Pose questions about the text to yourself. It encourages you to think critically about what you're reading.
- **Make Connections:** Relate what you're reading to your own experiences, or to other things you've read.

### C) After You've Finished Reading

- **Summarize Key Points:** Take a moment to think about the main ideas and the details that support them. It helps cement the material in your memory.
- **Make Inferences:** Use both clues from the text and your own knowledge to understand things that the author hasn't clearly stated.

# Understanding Reading Comprehension

## True or False

Is the statement true or false?

1) Reading comprehension is only about reading words.	True	False
2) Reading comprehension is important for school only.	True	False
3) Good comprehension improves communication skills.	True	False
4) Reading comprehension fosters creativity.	True	False
5) Prior knowledge is not useful in prereading.	True	False

Question: Describe reading comprehension and why is it important?

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## Matching

Match the strategies to their descriptions. Write the letter from the description beside the strategy.

Answer	Strategy	Description
	Purpose of Reading	A) Asking questions before, during, and after reading to deepen comprehension.
	Summarizing	B) Engaging with what you already know to better understand new information.
	Questioning	C) Creating a brief overview of the text.
	Activate Prior Knowledge	D) Relating the text to personal experiences, other texts, or to the world.
	Making Inferences	E) Identifying the reason for reading to focus attention.
	Making Predictions	F) Drawing conclusions based on evidence in the text and prior knowledge to deepen understanding.
	Making Connections	G) Telling what will happen next to engage with the text.

## Comprehension Practice – Making Connections

### "Sara's Solar Solution: Renewable Energy to the Rescue"

In a bustling Canadian town lived a curious and eco-conscious young girl named Sara. Sara was passionate about environmental science, and her favourite subject was renewable sources of energy.



One summer, Sara noticed that the local park was always full of litter. People visited the park often, but there were no lights, making it dark and dirty at night. Sara had a brilliant idea: why not use renewable energy to power lights in the park?

First, Sara created small solar panels that she installed on the roof of the park building. The panels soaked up the sun's rays during the day and stored it in batteries. At night, the stored energy powered LED lights, brightening up the park.



Next, Sara wanted to harness wind power. She designed a miniature wind turbine that could catch the lightest breeze. With the help of her dad, she installed it in the park. So, when the wind blew it generated electricity.

Sara didn't stop there, she also explored hydroelectric power. There was a small creek running through the park, so she created a tiny water wheel, and as the water flowed over it, it generated more electricity.

Finally, Sara introduced kinetic energy from playground equipment like the seesaws and swings so that when kids played on them, they generated energy that was stored and used to power the park's lights.

The mayor and community members were thrilled. They celebrated Sara's ingenuity by declaring a "Sara's Solar Solution Day" in the park, complete with solar-powered music and decorations. Sara beamed with pride, thrilled to have made her community safer and cleaner using renewable energy.



"Renewable energy isn't just the future," she said. "It's a way to make our lives better right now!"

Sara went home that night, excited and inspired, her mind buzzing with ideas for her next eco-friendly project.

## Comprehension Practice – Making Connections

### Pre-Reading

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

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### While Reading

As you read, stop and make connections to your life

#### Text-To-Self

What does the story remind you of in your life?

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#### Text-To-World

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

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#### Text-To-Text

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

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### After Reading

Summarize the main idea of the story and list 3 supporting details.

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

## Comprehension Practice – Newspaper Article

### "Our Planet's Future: The Power of Recycling"

Welcome, young readers! Today we're diving into a topic that is vital for our planet – recycling. Have you ever wondered what happens to your plastic bottles, paper, and cans after you toss them into the recycling bin? Let's find out!

Recycling materials like paper, glass, plastic, and metal involves turning them into new products. This process is crucial because it helps reduce waste, save energy, and protect our environment. When we recycle, we give these materials a second chance to be useful again, instead of ending up in landfills.



Imagine a mountain of garbage, as tall as a five-story building. That's a lot of trash! Unfortunately, much of this

waste could have been recycled. By recycling, we can shrink this mountain, making more space for nature and less pollution.

Recycling also saves energy. Producing new things from recycled materials uses less energy compared to making them from new resources. For instance, recycling aluminum cans saves 95% of the energy needed to make new cans from raw materials. That's like turning off the lights in your room for three whole days!

More recycling helps protect wildlife that don't recycle. Large pieces of trash in oceans or rivers harm fish and plants. By recycling, we keep our homes clean and safe.

So, how can you help? Start by separating your trash into paper, plastic, cans, and glass. Use separate bins. Always clean them before recycling. This small step can make a big difference.

Remember, each time you recycle, you are helping our planet breathe a little easier. You are part of a global team working towards a greener future. Let's all do our part and keep recycling!

**Comprehension**

Answer the following comprehension questions from the article.

1) What are three facts you learned from the article about recycling?

1

2

3

2) How does recycling save energy? Give an example mentioned in the article.

**Evaluate**

Answer the following questions about the article.

1) Based on the text, how important do you think recycling is to our planet, and why?

2) The author claims that recycling can help reduce a mountain of waste. How does the text provide to support this claim?

3) Why does the author believe that recycling saves energy? Can you find a part of the text that explains this?

**Comprehension Practice – Visualizing**

September 14, 1497

To: Sister Eleanor  
8 St. George Street  
Bristol, England

Dear Sister Eleanor,

I hope this letter finds you and the family well, and that the streets of Bristol are as lively as ever. I am writing from an awe-inspiring new land that we are calling the New World, just west of the Atlantic Ocean.

Upon stepping foot on this uncharted land, I was greeted by striking landscapes. Imagine forests that stretch as far as the eye can see, filled with towering trees the likes of which are unknown in England. Mountains rise majestically towards the sky, and the rivers sparkle in the sunlight. It is a paradise of endless natural resources—timber, fish, and more.

Our King, Henry VII, has sent me here to discover a direct route to Asia. While we have not yet achieved that purpose, we have stumbled upon something equally as big. This land is abundant in natural resources, from timber that can be used for shipbuilding to fish rich with oil. There are also promising whispers of precious metals like gold.

We have met with the local people, whom we refer to as the First Nations. These individuals are skilled in navigating this rich yet demanding land. They have taught us about the plants and animals in this new world, and they have been teaching us fishing techniques that are far more advanced than our own. They have also introduced us to foods we have never seen, rich in flavours and nutrients.

It's clear that a trading relationship with these First Nations could be beneficial for both sides. We are excited to establish good relations and have already exchanged items like metal tools for furs. These furs will be worth a lot in England!

This new world is full of promises and surprises, and I am documenting everything so that future expeditions can learn from our experiences. How I long for the day when I can take you sailing across the Atlantic to witness the marvels of this magnificent land.

Until then, you are in my thoughts and prayers, dear sister. I hope to return with stories that will fill your evenings with wonder.

With all my heart,  
Your brother, John Cabot the Explorer

## Comprehension Practice – Visualizing

### 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 two different pictures of what you are visualizing while

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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) Why do you think the First Nations were wise and skilled in living off the land?

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

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## What is Synthesizing?

### Understanding Synthesizing

**Synthesizing** is a higher-level thinking skill that you use to combine various pieces of information. This process helps you arrive at a deeper understanding of a subject. To simplify, think of it like making a smoothie with different fruits. Each piece of information is like an individual fruit, and synthesizing is the blending of all these fruits into a new, smoothie.



### Key Steps in Synthesizing Information

Before you can synthesize effectively, you need to gather accurate information from reliable sources. Here are the key steps for good synthesis:

1. **Read and Understand:** Carefully read each source. Understand the main ideas.
2. **Take Notes:** Jot down important points from each source.
3. **Compare and Contrast:** Notice the similarities and differences between the sources.
4. **Make Connections:** Link the information to what you already know or read.
5. **Formulate an Opinion:** After considering all sources, reach your own point of view.

### Why Synthesizing is Important

Synthesizing is a valuable skill not only in academics but also in everyday life. It helps you comprehend the subject matter deeply. It requires you to evaluate various pieces of information before coming to a conclusion. You make better choices by looking at all angles of an issue.

### List of Places You'll Use Synthesizing

- Writing essays
- Solving mathematical problems
- Making daily decisions
- Working on science projects

## Activity: Synthesizing

### Objective

What are we learning more about?

To develop students' ability to synthesize information from multiple sources, and create a cohesive and informative poster on a specific Canadian ecosystem.



### Materials

Use the following materials for the activity.

- Informational sources about Canadian ecosystems (books, articles)
- Poster board
- Markers, colored pencils, glue, scissors
- Access to a computer or Internet search (optional)

### Instructions

Follow the steps below to perform the activity.

- 1) Introduction:** Introduce the concept of ecosystems and discuss various types found in Canada (e.g., forests, tundra, freshwater). Encourage students to synthesize information from different sources to create a list of ecosystems.
  - 2) Group Formation:** Divide the class into small groups, assigning each group a different Canadian ecosystem.
  - 3) Research Phase:** Each group researches their assigned ecosystem using provided materials and optional online resources. Encourage them to look for information about the climate, flora and fauna, geographical location, and other ecosystem features.
  - 4) Synthesis and Poster Creation:** Students discuss in their groups and synthesize the information gathered. Each group designs and creates a poster that includes:
    - A map showing the location of their ecosystem in Canada.
    - Pictures or drawings of common plants and animals found in that ecosystem.
    - Interesting facts or features about their ecosystem.
    - A short paragraph summarizing why this ecosystem is important to Canada.
- **Presentation and Sharing:** Each group presents their poster to the class, explaining their findings. Encourage other students to ask questions for a better understanding.

**Example Ecosystems in Canada**

Boreal Forest	Pacific Coastal Rainforest	Arctic Tundra	Prairie Grasslands	Freshwater Lakes
Deciduous Forest	Rocky Mountain Alpine	Subarctic Tundra	Mixed Grass Prairie	Rivers & Streams
Atlantic Maritime	Great Lakes Forest	Northern Taiga	Aspen Parkland	Wetlands

**Research** Write down research notes about the following features of the ecosystem.

**Clim:** \_\_\_\_\_  
The ecosystem has \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Flora (Plants):** \_\_\_\_\_

\_\_\_\_\_

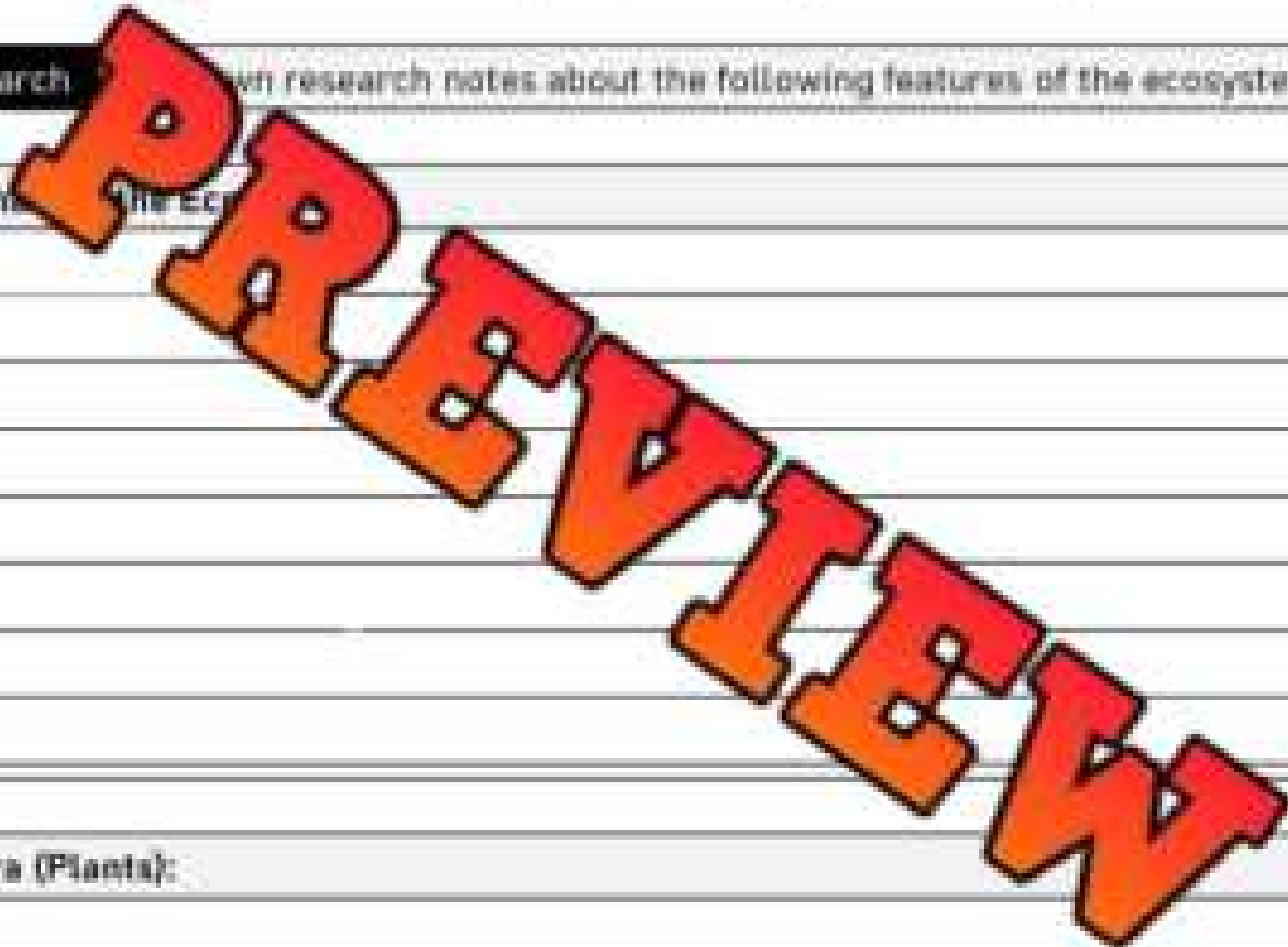
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Name: \_\_\_\_\_

Fauna (Animals):

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Geographical

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Unique Features:

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**PREVIEW**

**Sketch**

Sketch the layout of your poster in the space below.

**PREVIEW**

**Reflection**

Answer the questions below.

1) What was the most interesting fact you learned about your ecosystem?

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2) How does this ecosystem contribute to Canada's environment?

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**Evaluation**

Answer the questions below.

1) How confident do you feel you can synthesize information from different sources after completing this activity?

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2) What did you enjoy most about this activity?

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3) What is one question you still have about Canadian ecosystems?

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4) When do you synthesize information in your life? Explain an example.

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**PREVIEW**

## Comprehension Practice – Monitoring

### Instructions

Read the text below and monitor your comprehension by stopping and putting a checkmark on the following symbols at the comprehension checkpoints.



I understand this part



I am confused by this part of the text.



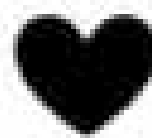
I am surprised by this part of the text.



I think this is an important part of the text.



I learned something new from this part of the text.



I really enjoyed this part of the text.

## Volcanoes and Earthquakes

### Introduction

Volcanoes and earthquakes are two of Earth's most dramatic phenomena, shaping landscapes and affecting lives throughout the world. This page explores the scientific mechanisms behind these events and dispels common myths associated with them.

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### Understanding Earthquakes

Earthquakes occur when there is a sudden release of energy in the Earth's crust, resulting in seismic waves that cause the ground to shake. This energy release is often due to the movement of tectonic plates, massive slabs of the Earth's surface that constantly shift and interact.

### Key Facts:

- The point on the Earth's surface directly above the earthquake start point (focus) is called the epicenter.
- Earthquakes are measured using the Richter scale, where each whole number increase represents a tenfold increase in amplitude.

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### The Power of Volcanoes

Volcanoes are openings in the Earth's crust that allow molten rock, gases, and debris to escape from beneath the surface. The formation of volcanoes is closely linked to the movement of tectonic plates, especially at divergent and convergent boundaries.

#### Types of Volcanoes:

- **Shield Volcanoes:** Broad, gently sloping sides formed by the eruption of lava.
- **Composite Volcanoes:** Steep-sided, symmetrical cones built by layers of lava flows and ash.
- **Cinder Cone Volcanoes:** Small, steep-sided volcanoes built by the accumulation of volcanic debris.



#### Myths and Reality

Myths surrounding volcanoes and earthquakes often involve gods or supernatural beings expressing anger or displeasure. Natural explanations for these phenomena. For instance, the ancient Greek god Hephaestus, the god of fire and metalworking, lived inside a volcano, which was believed to be his forge.



#### Natural Explanations

The movement of tectonic plates is the primary mechanism behind volcanoes and earthquakes. At divergent boundaries, plates move apart, causing magma to rise and form new crust, often creating volcanoes. At convergent boundaries, one plate dives beneath another, leading to earthquakes and sometimes volcanic eruptions.



#### Impact on Humanity

Volcanoes and earthquakes have played significant roles in shaping human history, from the destruction of Pompeii in 79 AD by Mount Vesuvius to the 2011 earthquake and tsunami in Japan. Understanding these natural events is crucial for preparedness and minimizing their impact on societies.



#### Conclusion

Volcanoes and earthquakes are dynamic expressions of Earth's internal energy. Through scientific inquiry, we have come to understand the natural processes driving these events, moving beyond myths to a deeper appreciation of our planet's power. This knowledge helps predict and respond to these natural phenomena, protecting lives and communities.

**Monitoring**

Answer these questions.

1) How did monitoring each part of the text help you in understanding the report?

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2) Was there any part of the text that confused you? What strategies did you use to overcome confusion?

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**Reflection**

Answer these questions.

1) Reflect on what you learned about the importance of evidence-based reasoning when exploring natural phenomenon like these.

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2) After reading the report, has your opinion about volcanoes and earthquakes changed? If so, how?

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**Comprehension Practice – Refocusing / Re-engaging****Instructions**

Read the text below. If you lose focus or engagement while reading the report. Turn the page and choose one strategy from the list to refocus and re-engage with the text. Reflect on your experience with using the strategies by answering the questions on the response worksheet.

**Ancient Egyptians And Their Contribution To Modern Society****Introduction**

The Ancient Egyptian civilization, flourishing along the Nile River, was known for its remarkable achievements and contributions that have significantly influenced modern society. This report explores their groundbreaking innovations in technology, architecture, and governance that continue to impact us today.

**Technological Innovations**

The Ancient Egyptians were skilled engineers and inventors, creating tools and techniques that laid the foundation for many modern technologies. One of their most significant contributions was the invention of papyrus paper, a material made from the papyrus plant.

This invention was crucial for record-keeping, literature, and communication. The concept of writing and documenting information remains central to modern society.

Additionally, the Egyptians excelled in medicine and healthcare. They were among the first to use medicinal compounds, perform surgery, and understand the importance of hygiene, which form the basis of modern medicine.

**Architectural Marvels**

The architecture of Ancient Egypt is world-renowned, with the Pyramids of Giza being one of the most iconic symbols of their engineering prowess. These structures not only showcase the Egyptians' advanced understanding of mathematics and geometry but also their ability to organize and execute large-scale projects, a principle that underpins modern construction and architectural design.

The use of columns in their temples and buildings influenced the classical architectural styles of Greek and Roman civilizations and continues to be a feature in modern buildings.

**Governance and Administration**

The Ancient Egyptian society was well-organized, with a structured government that played a pivotal role in the civilization's stability and growth. The concept of centralized governance under a Pharaoh laid the groundwork for the idea of nation-states and governance systems in the modern world.



Their bureaucratic system, involving scribes, administrators, and a legal system, has influenced contemporary administrative and legal practices. The idea of taxes, recorded in Egyptian documents, is also a concept that has been carried into the modern era.

### Art and Writing

Egyptian art and writing have had a lasting impact on the world. Hieroglyphics, the writing system of Ancient Egypt, is one of the earliest forms of written communication. The Rosetta Stone, which enabled the deciphering of hieroglyphics, opened up a new understanding of ancient history.

Egyptian art, known for its detailed and symbolic nature, influenced the art of subsequent civilizations and continues to be studied and admired for its beauty and complexity.

The Egyptian civilization has left an indelible mark on modern society. Their innovations, art, and influence us in numerous ways. As we look back at their achievements, we realize that the legacy of the Ancient Egyptians is woven into the very fabric of our world.

### Instructions

Choose one of the strategies, to re-focus and re-engage with the text. Use the strategy to implement your strategy if it requires you to draw a picture or a chart beside the strategy you choose.

1)	<b>Making Notes</b>	Jot down key words and summarize in your own words.	
2)	<b>Doodling / Sketching</b>	Draw related images or diagrams to represent concepts.	
3)	<b>Chunking Information</b>	Break the text into smaller sections and read each chunk.	
4)	<b>Asking Questions</b>	Write down any questions that come to mind while reading.	
5)	<b>Summarizing Paragraphs</b>	Write a one-sentence summary for each paragraph or section.	
6)	<b>Connecting to Prior Knowledge</b>	Note down anything that relates to what you already know.	
7)	<b>Predicting Outcomes</b>	Guess what might happen next or what a section will be about before you read it.	
8)	<b>Pausing and Reflecting</b>	Take a moment to think about what you've read every few paragraphs.	
9)	<b>Discussing with Peers</b>	Share a point or fact with a classmate and discuss.	
10)	<b>Setting Goals</b>	Set small goals, like reading a certain number of lines before taking a brief break.	

## 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. Have each student 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 that 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 can 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 Connections		
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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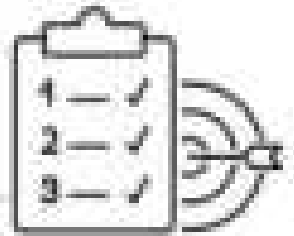
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Name \_\_\_\_\_

# 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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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.

**PREVIEW**

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 the book. What was it all about?	
_____	
_____	

**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.	
_____	
_____	

**PREVIEW**

## 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 remind you of?	
Text-to-Self	
Text-to-Text	
Text-to-World	

**Day 10**

Fill in the organizer below.

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

# Independent Reading BINGO

**BINGO**

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

B	I	N	G	O
Summarize the book 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's 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

- Creation Stories
- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements – norms, values, artifacts, music, and sports.
- Making connections to these cultural elements
- Visualizing different cultural text forms

## Creation Story – Abenaki First Nation: Odanak

### The Community of Odanak

The story of how the Abenaki community of Odanak came to be begins with Nokomis, the Grandmother Spirit.

Nokomis was journeying through the forest when she heard a melody coming from the St. Lawrence River. When she found a majestic turtle singing from its shell and an unearthly light, Nokomis was enchanted by its beauty and its sense of loneliness, so she decided to be its friend.

From the sacred clay she had sculpted the first Abenaki man and woman and placed them gently on the turtle's back. The turtle was overjoyed and offered to carry them and their future generations forever on its back of the Odanak community.

However, Nokomis warned them that they had a duty to respect Tabaldak, the Owner of the Sky, and all forms of life. She taught them to be kind, honest, and respectful, as these virtues help keep the environment healthy. She also taught them the importance of keeping the community close and strong, which was like the unbreakable shell of the turtle.

Nokomis returned to her journey, but not before telling the Abenaki that they must pass down this story through their Elders, so it would never be forgotten.

As generations unfolded, the people of Odanak thrived, always honoring the turtle and the teachings of Nokomis. They became skilled fishermen, hunters, and artisans, their crafts echoing the turtle's eternal song and Nokomis's wise teachings.

And so, the Abenaki of Odanak remember their creation, living as responsible stewards of the land and river, forever grateful to Nokomis and the turtle that carries them still.



**PREVIEW**

**Before Reading**

Read the title and examine the picture and then predict what the text will be about.

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**Comprehension**

Is the statement true or false?

1) Nokomis was a witch who lived in the forest all life.	True	False
2) Tabaldak is the name of the first Abenaki.	True	False
3) The people of Odanak were forced to leave their homes.	True	False
4) The first Abenaki were made from clay.	True	False
5) Nokomis is the Grandmother Spirit.	True	False

**Question**

Why is it important for the author to include these stories?

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**Making Connections**

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

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## Indigenous Norms and Values – Métis Story

### Luc, Marie, and the Trapped Fox

Long ago in the lands of the Métis, near the Red River, lived a young boy named Luc. He loved roaming the prairies and woodlands with his fiddle, playing tunes that echoed the spirit of the land. One day, Luc and his friend Marie stumbled upon a fox caught in a trap.

Marie wanted to free the fox right away, but Luc said, "Hold on. Let's ask the Elders. They'll know what's right."



They went back to the village and consulted Elder Jean, a respected figure who was well-known among the Métis and the land. Luc and Marie described the fox's situation.

Elder Jean listened carefully and then spoke. "Our ancestors have taught us the value of balance and respect for all creatures. We trap only for sustenance, never for mere sport, and we use every part of the animal, honouring its life."

Listening intently, Luc and Marie absorbed Elder Jean's words. He continued, "It's possible this fox has young ones waiting. We must be gentle with the balance of nature."

Guided by Elder Jean's words, they returned to the trapped fox and released it, watching as it scampered away into the woods. Over the next few days, they spotted the fox several times, always at a safe distance, playing with its kits.



Luc and Marie learned a vital lesson that day. They understood the teachings of their Métis ancestors about balance, respect, and responsibility. They committed to living these values, ensuring their actions harmonized with the natural world and their community's traditions.

And so, the story of Luc, Marie, and the trapped fox became an enduring tale among the Métis people, passed down through generations, reminding all Métis children about the importance of their values and living in balance with nature.

## Before Reading

What do you know about the Métis Indigenous group? Write 3 things.


## Question

Answer the question below

 1) **Brainstorm:** What 3 values are important to Métis people? Examples: curiosity, respect, freedom. Write the 3 values and explain why they are important.


 2) **Make a connection:** Do you have the same values?


## Comprehension Check

Is the statement true or false?

1) Marie wanted to consult the Elders.	True	False
2) Luc and Marie ignored Elder Jean's advice.	True	False
3) The story takes place near the Red River.	True	False
4) The Métis trap animals for sport.	True	False
5) The story promotes balance with nature.	True	False

## Indigenous Artifacts – Inuit Story

### Visualizing

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

### The Goggles of Wisdom

Long ago in the Arctic lands of the Inuit, a young boy named Kunik was fascinated by the objects stored in the qamag, their sod house. His eyes always fell upon a pair of intricately carved snow goggles made of ivory. Elder Nukilik told him they were made by Kunik's great-grandfather and had special powers.

"Those goggles help you see the true essence of nature. But they can only be worn by someone who has a pure heart," said Nukilik.

One day, Kunik couldn't resist. He picked up the goggles and ventured out into the snow. The world transformed before his eyes. He could see the spirits of the land, the ocean, and the animals.

**PREVIEW**

However, he noticed a group of caribou who looked distressed. Realizing they were being pursued by hunters not respecting hunting traditions, Kunik knew he had to act.

Remembering the teachings about balance and respect, Kunik approached the hunters and told them,

"We must care for the land and give thanks for it." Kunik shared the wisdom he had always learned, which the hunters fully understood.

The hunters listened and changed their ways. From that day on, Kunik wore the goggles on special occasions, teaching others about the balance and respect that his people had practiced for generations.

The goggles weren't just artifacts; they were a link to the values and teachings of his ancestors.

## Indigenous Sports – First Nation Story

### The Arrow of Community

In a Métis village by the Saskatchewan River, young Elise was passionate about archery. One summer, archers from distant communities arrived for a grand tournament. Elise was thrilled but heeded Elder Antoine's wisdom, "Archery is not just a test of aim, but a celebration of our heritage and the values we hold dear."



The day of the tournament arrived. Participants offered sage to the wind for good luck and grateful hearts. As arrows soared, Elise's aim was true, but she remembered Elder Antoine's words and took time to mentor younger archers, sharing Métis values of community and generosity.

In the final round, Elise had a choice. Instead of aiming for the far, high-scoring target, she chose a closer one, giving a younger, less experienced archer the chance to win. And win he did, to the cheering of the crowd. Elder Antoine nodded, pleased.

Through her selfless choice, Elise embodied the true spirit of the sport. She showed that archery, like all things, was a way to honour our traditions and the Creator. Her actions became a lesson passed down in the community, teaching that sports are not merely games but rites that uphold sacred values.



Years later, Elise became an Elder herself. Young archers listened intently as she recounted the tale of that memorable summer, emphasizing the importance of community and the teachings of the Elders.

Just as Elder Antoine had passed wisdom onto her, so did she pass it onto the new generation. The story of the tournament and the selfless arrow became a living tradition, ensuring that the deeper meaning of the sport—and the values it represented—continued to be honoured and celebrated in the Métis community.

**Before Reading**

Predicting: What will this story be about?

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**Making Connections**

Make a connection to self, text, and world.

Text-To-Self: What does this story remind you of in your life?

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

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Text-To-Text: What does the story remind you of a text you have not read or you have read?

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**Comprehension Check**

Circle the best answer to each question.

1) Where does the story take place?	Red River	Saskatchewan River
2) What sport is Elise passionate about?	Lacrosse	Archery
3) Who is the Elder that gives Elise advice?	Elder Antoine	Elder Ukiuq
4) What value does Elise display when she mentors younger archers?	Selfishness	Generosity
5) What is offered to the winds before the tournament?	Sage	Tobacco
6) What role does Elise take on later in life?	Judge	Elder

## Activity: Examining Indigenous Music

### Objective

What are we learning more about?

To deepen students' understanding of Indigenous culture and heritage by exploring an Indigenous song. The activity aims to teach students how to analyze the lyrics of a song to discover its themes, messages, and historical context.

### Instructions

How do we complete the activity?

- Introduction (5 minutes):** Briefly discuss the importance of music and songs in Indigenous culture.
- Song Selection (10 minutes):** Provide the list of Indigenous songs to each student. Let each student choose a song from the list.
- Listening and Reading (15 minutes):** Play the selected songs. Distribute printed lyrics and have students follow along.
- Analysis (15 minutes):**
  - Students will use highlighters or colored markers to identify any words or phrases that stand out to them.
  - On a separate piece of lined paper, students will jot down their thoughts on the song's themes, messages, or any cultural elements.
- Class Discussion (10 minutes):** Encourage students to share their analyses and discuss the meanings behind the songs.

### Songs

Below are some options for songs. You could also look up Canadian Indigenous artists and search for songs of interest.

Jeremy Dutcher - Ancestors Too Young	Bear Fox - Sky World Song
"Electric Pow Wow Drum" - A Tribe Called Red	Tanya Tagaq - Uja
Buffy Sainte-Marie & Tanya Tagaq "You Got To Run (Spirit Of The Wind)"	

**Research**

Answer the questions below.

1) Which Indigenous artist/song did you choose?

2) How does this song make you feel, and why do you think it evokes this emotion?

3) What is the main message of the song?

4) Listen closely to the lyrics or find the lyrics. Write a lyric that you liked. Write it below.

5) Why did you choose this lyric?

Reflect: What do you think of this song? Do you like it or dislike it? Explain.

**PREVIEW**

# Block 3: Reading Letters

## Focus

- Voice in letters
- New vocabulary, grammar rules, cohesive ties, sentence structure specific to letters
- Bias in texts (as applicable in letters) – Implicit and explicit perspectives in various texts
- Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you listen to a letter persuading you?

## Email Writing – New Vocabulary

Subject: Gear Up for Our Mathematical Expedition!

Hello Future Mathematicians,

Get ready to set sail on an epic journey through the world of numbers and equations!

🚢 📊 We're embarking on a mission to discover the mysteries of mathematics and how it impacts our daily lives.

Over the next month, we're transforming our classroom into a "Math Lab," where we'll unite theory and practice. Time to put on our intellectual caps and apply all the awesome things we've learned about math so far!

First up, we'll take on the role of 'Algebra Avengers.' That means we'll form teams to solve word problems, cracking equations and graphs. Exhilarating, right?

And guess what? A math whiz will drop by to give us tips on how to crack even the most challenging problems. 🏆

To cap it off, we'll have a Math Showcase where each team will showcase their findings. Prepare for charts, models, and creative projects that will make everyone appreciate the beauty of numbers. 📈

If you have any queries or need further assistance, don't hesitate to reach out.

See you all in class.

Ms. Thompson

### Vocabulary

Read the email and write any words that you don't know or look up their meaning.

Word	Meaning - Use Context Clues or Look Up Words

## Letter Writing – Sentence Structure

- 1) **Greeting Line:** Start your letter with "Dear [Friend's Name]."
- 2) **Opening:** Tell the person why you're writing.
- 3) **Body:** Keep your sentences short and easy to understand. Like: "I had a great time at the zoo."
- 4) **Connective Words:** Use words like "and," "so," "because" to link your thoughts together. Example: "I liked the monkeys because they were funny."
- 5) **Ask:** Ask a question if you have one. For example: "Can we go to the zoo again?"
- 6) **Close:** End your letter by saying thanks. Example: "Thanks for the awesome trip!"
- 7) **Sign off:** Finish with "Sincerely," and then put your name.



**Instructions:** Write the opening, greeting and circle the signature. Then answer the questions.

Dear Prime Minister,

I hope you're doing well. My name is Bella and I'm in grade 5. I want to ask if we can have more parks in our country.

Firstly, parks are important because they give our families to hang out. Moreover, they make our cities look pretty with all the trees and plants. In addition, parks can have more than just swings and slides. They can also have flower gardens, ponds, and places to walk.

So, can you please think about making more parks in our country? It would make kids like me really happy.

Thank you for listening. I know you want what's best for everyone.

Sincerely,  
Bella

1) Is a formal or informal voice used?

2) What cohesive ties were used?

3) Did the opening state the purpose of the letter? Explain.

4) How did Bella close the email.

## Letter Writing – Bias in Advertising

Dear Amazing Students,

Hello! I'm Turbo Tim, the world's best race car driver and video game champion! You won't believe what I have for you! It's the Turbo Tim Super Speedy Remote Car, and let me tell you, this toy car will zoom its way into your heart.

This isn't just any car, it's a car that will make all your dreams come true! Want to be the fastest kid around? This car will make it happen! Are you into robots? This car can transform into a robot! It's 1,000,000 times cooler than any other toy you could ever think of. If you don't have it, you're really missing out.

Don't wait! Get yours now! Having a Turbo Tim Super Speedy Remote Car is your ticket to being the coolest kid ever, just like me, Turbo Tim!

Catch you on the track!

Your soon-to-be best friend,  
Turbo Tim



### Questions

Answer questions

1) Is Turbo Tim biased in what toy is the best? Explain.

2) Is Turbo Tim giving you the full story, or just his own opinion? Why?

3) Why do you think Turbo Tim wrote this letter?

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

**Letter Writing – Inferences**

Ottawa, Ontario

September 18, 2023

Dear Aunt Maria,

I trust you are doing well. Ottawa is bustling with activity, especially in my role as a senator. We've just started the legislative session, and I thought I'd share some updates with you.

Just like Dad always wanted to be a senator, I've been busy working with fellow senators. Our job is to review and pass laws. It's a big responsibility, making sure that the laws are fair and good for everyone.

Just like Mom always puts thought into everything, I've been involved in thoughtful debates in the Senate chamber. We talk about important issues like healthcare and education. It's crucial to listen to different opinions before we make any decisions.

You wouldn't believe the amount of reading we do! It's almost like a full-time job, but for adults. We get reports, facts, and expert opinions to help us make the best choices.

This is critical for making informed choices, just like you do with your own decisions.

Don't worry, it's not all serious business; we also have a bit of fun. Like the time you helped Mom sell the crops in the market, we interact with the public and even host school visits. I love it when students come to learn about what we do.

Please say hello to Uncle Carl for me. Wishing you all good health and happiness.

Best wishes,

Senator Courtney Holmes

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

66

Reading Comprehension  
11

## Letter Writing – Inferences

### Local Inferences

Make inferences from the sentences below.

"You wouldn't believe the amount of reading we do!"

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"I love \_\_\_\_\_ to learn about what we do."

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"It's a big responsibility, making \_\_\_\_\_ and good for everyone in Canada."

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### Global Inferences

Make four inferences from the entire letter.

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**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
- Indigenous Storywork
  - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy
  - Indigenous cultures, relationships, communities, groups, nations, and lived experiences
- Literary devices – imagery and humour
- Sequencing the events of multiple plots in a story, explaining the cause and effect

## What is Indigenous Storywork?

### What is Indigenous Storywork?

Indigenous Storywork is a form of storytelling that comes from the First Nations, Métis, and Inuit cultures in Canada. It's not just about telling a story; it serves a higher purpose of teaching important life lessons.

### The Seven Principles

Indigenous Storywork is structured around seven key principles that serve as guides to make these narratives impactful.

- **Respect:** Showing respect and understanding towards others.
- **Responsibility:** Following through with duties and commitments.
- **Reciprocity:** The practice of giving back to the community.
- **Reverence:** Holding respect for sacred things and places.
- **Holism:** Seeing the whole picture, not just parts.
- **Interrelatedness:** Learning how every component is connected to the others.
- **Synergy:** Working together is more powerful than individual efforts.

### Why is it Significant?

Indigenous Storywork is more than just fun stories. It serves as a guidebook for ethical living, teaching us to respect not just other humans but also the earth and its creatures. It improves our understanding of how to take care of the environment and each other.

### How Do We Learn It?

We can learn this invaluable knowledge by listening to stories from people within these Indigenous communities. These stories are often shared during special cultural ceremonies, family reunions, and sometimes during educational sessions in schools.

Books and online resources also offer ways to learn more about these stories.



**PREVIEW**

# What is Indigenous Storywork?

**True or False** Is the statement true or false?

1) Indigenous Storywork teaches respect for the earth.	True	False
2) Holism focuses on the whole picture.	True	False
3) Synergy means working alone.	True	False
4) Indigenous Storywork is just for fun.	True	False
5) Respect means to respect for something.	True	False

**Questions** Answer the questions below.

1) Why is Indigenous Storywork significant?

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2) What 7 principles are taught in Indigenous Storywork?

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**Summarize** What is the main idea of the report and the supporting details?

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## The Tale of Lila and the Sacred Mountain

### The Tale of Lila and the Sacred Mountain

Elder Nokomis, with her deep, soothing voice, began to share a tale as children settled around the evening fire. "In our land, there's a tale about Lila and the Sacred Mountain," she said, her eyes reflecting the dancing flames.

Lila, a spirited young girl of the village, often ventured to the mountain to gaze at its towering peaks and whisper to the winds. She felt a deep connection, often leaving behind offerings of gratitude for the mountain's beauty.



One winter, the village experienced the coldest temperatures ever known. Their food stores began to deplete. Desperation drove Lila to offer her seeds and journeyed to the mountain's base, hoping to find a single seedling.

To her astonishment, the base was covered in a variety of plants and fruits, grown from the seeds she'd left. The mountain, in its quiet way, had reciprocated Lila's kindness.

She gathered the bounty and returned to the village. As they feasted, Lila shared her story. Elder Nokomis, even then a guiding force, remarked, "Through reverence, Lila honored the mountain, and through reciprocity, it provided for us."

The village learned an invaluable lesson. By respecting and giving to nature selflessly, nature often finds its own beautiful ways to give back, cherishing the bond of mutual respect and care.

From that day, the villagers approached the Sacred Mountain and all of nature with deep reverence, understanding the power of reciprocity.

**Questions:**

Answer the questions below.

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

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

3) Why is it important to have respect (or deep respect) for our environment?

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?

**PREVIEW**

## Narrator's Point of View

The narrator's point of view is about who's telling the story. There are three main kinds:

- **First-Person:** A character in the story is telling it. They use words like "I" and "we."  
Example: "I found a treasure!"
- **Second-Person:** The story talks to you, the reader. It makes you a part of the adventure. Words like "you" and "your" are used.  
Example: "You find a treasure!"
- **Third-Person:** Someone who isn't in the story tells it. This type uses words like "she," and "they."  
Example: "She found a treasure!"

Each type of narrator is used in stories!



### Instructions

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

1) I opened the mysterious door.	First	Second	Third
2) You find an ancient map.	First	Second	Third
3) We climbed the steep hill.	First	Second	Third
4) I caught the winning ball.	First	Second	Third
5) They reach the mountain's peak.	First	Second	Third
6) We found the hidden exit.	First	Second	Third
7) She forgot her best friend's birthday.	First	Second	Third
8) You hear a mysterious noise.	First	Second	Third
9) He picks up the phone.	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 Story of Forest Fire – Different Points of View

### First-Person:

Hello, I'm Sara, a fire lookout in Yellowstone Park. One day, Chief Warden Jenkins urgently called me into the office. "Sara, there's a forest fire near Old Faithful. We need to alert all campgrounds!" My stomach churned with both fear and responsibility.



I climbed up to the observation tower. As I scanned the horizon, I saw a plume of smoke. I radioed in the location to headquarters, knowing every second counted.

### Second-Person:

Picture yourself in my shoes, feeling the weight of your responsibility. The safety of campers and wildlife depends on your actions. Each flick of the radio dial feels immensely important; you know that families are at the campgrounds, probably roasting marshmallows, unaware of the peril.

Your palms are sweaty, your heart races, but you must stay calm. You have an alert to send out: lives to protect.

### Third-Person:

As Sara peered through her binoculars, her eyes widened at the sight of smoke ascending towards the sky. Old Faithful, an iconic geyser, was in the vicinity. She thought of all the campers, families, and animals that could be in danger.

Her fingers quickly dialed the radio, relaying the urgent message to the warden's office. "Initiate evacuation procedures! A fire is spreading near Old Faithful!" Her words echoed through radios across the park. Drained but fulfilled, Sara knew she had set the wheels in motion to protect Yellowstone.



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

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Personality Traits  
1-1-18

**Questions:**

Answer the questions below.

1) Which part of the story did you enjoy the most: first-person, second-person, or third-person? Explain your choice.

2) Summarize the sequence of events that happened in the story. Write 5 events in one sentence.

**PREVIEW**

**Personality Traits**

Describe Sara's personality. Give the traits you think she could be. ambitious, courageous, humble, confident, confident, empathetic, brave, honest, etc.


## Advantages/Disadvantage of Points of View

### Version 1: First-Person Point of View

Hey, I'm Liam! You know what's totally awesome? My top pick for a game is Stickball, a traditional Indigenous North American game! It's like lacrosse but way older. We play it as a community event sometimes, even involving our families!

Last Sunday was a thriller! I was part of Team Eagle, and we battled Team Wolf. The sticks we used were handmade. I swung the stick into the goal with finesse. My teammates shouted "Go, Liam!" I felt connected to centuries of tradition. In a dramatic victory by a single point, it was more than just a game.

If you want a game that's both fun and meaningful, consider playing Stickball. You might be captivated by the energy and community like I am!



### Version 2: Second-Person Point of View

Picture yourself as Liam, a young fan of Stickball with deep Indigenous roots. It's Sunday, the best day for playing this game. You're on Team Eagle, lined up against Team Wolf.

The handcrafted stick feels comfortable yet sturdy in your hands. You hurl the ball toward the goal, your aim true. Friends are cheering, their energy energizes you. You're part of a lasting tradition, and it fills you with pride. In a dramatic finish, Team Eagle snags the win by one point. Your face breaks into a smile as you realize you've participated in something much larger than just a game.

### Version 3: Third-Person Point of View

Liam is a young fan of Stickball, a game originating from Indigenous communities. Each Sunday, like clockwork, he and his community engage in an exciting match. This week, it's Team Eagle versus Team Wolf.

The stick, handcrafted by community elders, feels weighted with history. With skillful movements, Liam throws the ball toward the goal. His friends erupt in cheers, "Go, Liam!" These praises make him feel a sense of belonging and honour. After a tense finale, Team Eagle wins by just a single point. Liam's smile is big; he's not just playing a game, he's honouring a rich cultural heritage.

For Liam, Stickball isn't just about scoring points; it's about keeping a valued tradition alive, one Sunday at a time.

## Advantages/Disadvantage of Points of View

### 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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## Tall Tale – Exaggerated Folk Tale

### The Adventures of Zara and the Time-Twisting Twister

In the small town of Twistleton, there lived a girl named Zara, who was not an ordinary child. She had a secret power: her laughter could create twisters! These twisters were playful and harmless, swirling and twisting hair, much to the delight of her friends.

One sunny day, Zara and her friends decided to explore the mysterious, abandoned part of their town. As they ventured deeper, they found a pond that shimmered with rainbow light. When Zara laughed out loud, and a twister sprang to life, playfully skimming the pond.

Suddenly, the twister shimmered and became a Time-Twisting Twister! Before anyone could react, it whirled them away, taking them to the future. They landed in Twistleton, but it was different – filled with towering buildings made of glass and light.

In this future, they saw a statue of an older Zara, known as "The Twister Saver of Twistleton." She had saved the town from a great disaster. Amazed, the children wanted to return home. Realizing her mistake, Zara focused her laughter to undo the twister's work. In a blink, they were back in the present, safe and sound.

Zara learned a valuable lesson that day: her powers, though fun, needed to be used thoughtfully. She decided to use her twister-making ability only when it was safe and right. But the glimpse of the future stayed with them, especially the statue of Zara. What great deed would she do? Only time would tell.

From that day, Zara became more careful with her laughter, though she still created mini-twisters to play with her friends. She knew that one day, she might have to use her power for something much more important.



**PREVIEW**

**Character Analysis**

Answer the following questions to analyze Zara's character

1) What do you think Zara was thinking when she laughed at seeing the enchanted pond?

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2) Zara took some decisions in the story. Was there a decision that could have been better? Which one and why?

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3) The story has something interesting in the future. What do you think it could be?

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**Evaluation/Reflection**

Answer the following questions

1) What is a flash forward? What flash forward happened in the story?

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2) How do you think seeing the future affected Zara and her friends?

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3) What is the underlying theme of the story? What is the most important lesson you learned from the story?

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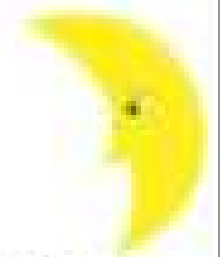
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## Personification & Anthropomorphism

Literary devices are cool tricks that writers use to make their stories extra special and fun to read. They help us imagine scenes, feel things, and get the story's message. Let's check out two.

**Personification:** This means describing something that's not human as if it is. It makes everything feel more real and alive. Example: "The moon winked at us from the sky."



**Anthropomorphism:** Here, animals or even objects like toys or cars do things we'd only humans to do, like talk or feel emotions. Example: In the book "The Tale of Two Rabbits," the rabbits have their own society and talk to each other.

**Think** About the passage and find examples of personification and anthropomorphism.

In a peaceful meadow surrounded by rolling hills, Sally the Squirrel often felt a sense of solitude. The tall grass rustled in a rhythmic pattern, as if inviting everyone to join their jubilant celebration. A new breeze danced playfully through the air, appearing to giggle with each ripple made by jumping fish.

On a particular evening, the sunset painted the sky in shades of orange and pink, as though bidding a warm farewell to the day. Timmy the Turtle, slowly making his way through the meadow, was captivated. "Sally, look around! The meadow is glowing with beauty tonight!"

Feeling the cool breeze stroke her whiskers like a gentle hand, Sally couldn't help but smile. "I got it, Timmy," she said, her spirits lifting. "Some evenings are just meant to be enjoyed, as if the meadow itself is comforting us, reminding us we're part of something beautiful."

Personification	
Personification	
Personification	
Personification	
Anthropomorphism	
Anthropomorphism	

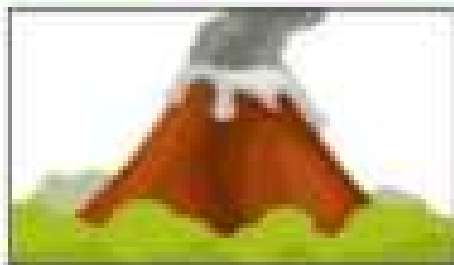
## Literary Device: Imagery in Narratives

When writers want to make their stories feel super real and alive, they use a special trick called "imagery." **Imagery** is a literary device where authors use detailed and descriptive words to paint pictures in our minds. It's like they're using words to create a movie scene in our heads!

For example, instead of just saying, "It was a nice day," a writer might use imagery to say:

- "The sun blazed brightly in the clear blue sky."
- "Birds sang sweet melodies from the treetops."
- "The colorful fresh flowers filled the air."

Describe the setting of the stories below by using imagery – descriptive words.



## Literary Device: Imagery in Narratives

**Draw**

Read the imagery in the excerpts from the stories below. Draw what you imagine.

The golden sun warmed the vast, open meadow, making daisies nod gently in the light breeze. Butterflies danced from flower to flower, their wings shimmering. A babbling stream whispered nearby, its waters sparkling.

The rain poured down in city streets shimmering under the streetlights. People held their colourful umbrellas, their feet splashing in the puddles. Tall buildings, draped in mist, stood like silent, watchful giants.

The busy marketplace was alive with bright colours and loud, happy voices selling fresh food. You could smell sweet fruits and spicy aromas swirling together as people moved from stall to stall. In the sunshine, the fresh fish sparkled like silver beside a stall filled with big, red tomatoes.

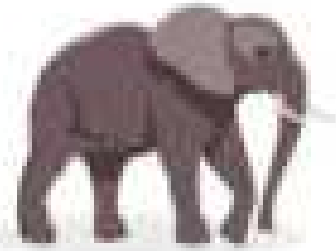
Captain Flint had a long, bushy beard the colour of midnight, and his eyes sparkled like the treasures he sought. He wore a faded red coat with golden buttons, and a parrot, bright and chatty, perched on his shoulder. Every step he took was with confidence, his boots echoing tales of the high seas.

**PREVIEW**

## Literary Devices: 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 get a better picture of things. For example:

- The pillow was soft as a ball of fur.
- The baby's smile is bright like the sun.
- The planet is big as an elephant.
- The fire is hot as fire.



**Think** Read the paragraph and underline examples of similes. Then write them below.

In the heart of a lush forest, a young rabbit named Alfie embarked on an adventure. His fur was as soft as a cloud, and his eyes sparkled like stars in the night sky. One sunny morning, he left his burrow, eager to explore. The forest was alive with sounds, each leaf rustling like a gentle applause.

As Alfie ventured further, he stumbled upon a stream that flowed like a ribbon of silver through the green. Nearby, a butterfly danced in the air, its wings fluttering as softly as a whisper on the breeze. Alfie watched a lion roar as a lion on a quest.

Suddenly, he spotted a berry bush, its fruits as red as rubies. As he reached for them, finding them as sweet as summer's first kiss. With a heart as full as a balloon, Alfie realized that adventures could be found in every corner of the forest. He hopped back home, eager to share his tales.

## Scavenger Hunt

Find books that have examples of similes.

Book Name	Example - Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

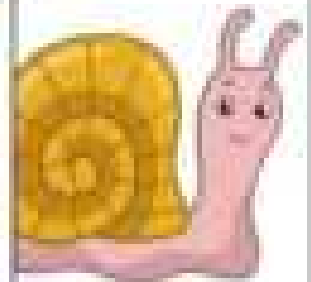
**PREVIEW**

## Matching

Match the sentence in Column A with the sentence in Column B that shows a simile.



Column A	Column B
As strong as	a razor
As sharp as	a snail
As smooth as	an ox
As sweet as	silk
As quick as	honey
As slow as	a feather
As cold as	lightning
As light as	ice



## Literary Devices: Metaphor

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

- The moon is a glowing cookie in the sky.
- Her eyes were shining stars.
- The clouds are going to rain today.
- His words were a warm blanket.



### Think

Read the passage below and underline the metaphors and circle the similes.

In a quaint village where the cobblestone streets were as smooth as golden marbles rolling across a vast playground, you embarked on an adventure. With a heart as brave as a lion, he ventured into the misty forest, a land of emerald secrets. The trees stood tall, their branches weaving intricate patterns of shade and sunlight, whispering tales of old.

Marcus, with eyes wide with wonder, saw the forest as a vibrant tapestry where every leaf played a part in nature's symphony. The bubbling stream was a crystal chalice, its waters murmuring stories of distant lands.

As the day folded into the arms of twilight, Marcus found a clear path where the stars peeked through the leafy dome like shy fireflies. He realized that even the smallest light can brighten the darkest night, a beacon of hope in the vast universe.

With a heart full of stories and eyes sparkling with dreams, Marcus journeyed home, his spirit as light as a feather riding the wind.

## Scavenger Hunt

Find books that have examples of metaphors

Book Name	Example - Describe or quote the example.
"Corduroy"	The department store is a wonderland.
"Harold and the Purple Crayon"	The crayon is Harold's magic wand.

## Match The Column

Match the words in Column A with the correct metaphorical descriptions in Column B to create complete sentences.

Column A	Column B
Life	The best medicine
Snow	Balls of cotton
Laughter	A white blanket
Clouds	A whirlwind
Romance	A rollercoaster

## Literary Device: Humour in Narratives

Using **humour** as a literary device in narratives means using funny words, situations, or characters in a story to make readers laugh or smile. Here's how you can do it:

**Exaggeration:** Make something much bigger, smaller, or weirder than it actually is. Like saying, "My backpack was so heavy, I felt like I was carrying an elephant!"

**Funny Dialogue:** Have characters say things in a funny or silly way. For example, a bird might say, "I forgot how to fly!" when it's just resting.

**Silly Situations:** Put characters in unexpected or goofy situations. Imagine asking a fish how to climb a tree!

**Funny Characters:** Create characters with quirky habits or traits, like a dog who believes he's a cat or a mouse who's afraid of nuts.

**Play on Words (Puns):** Use words that sound the same but have different meanings in a funny way. For instance, "I put a nut in my backpack and he said he'd put it on his bill."

**Surprising Endings:** End the story in a way that is unexpected and makes readers laugh. Maybe the scary monster just wanted to borrow a pencil!



### Questions

Answer the questions below.

1) **Exaggeration:** Describe a pet that is so big, it could be mistaken for a monster.

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2) **Dialogue:** Imagine two animals having a conversation at a bus stop. What do they talk about?

Animal 1	
Animal 2	
Animal 1	
Animal 2	

## Sequencing the Plot of a Story

A) Sophia couldn't believe what she was seeing. There, partially covered in soil, was not just any rock, but a meteorite! It sparkled mysteriously, catching her eye as she felt her heart rate soar with excitement. She carefully started to unearth it, using the tools from her geology kit.

B) Sophia had always been fascinated by space and geology. She devoured books on the solar system, asteroids, and meteorites. Her room was a treasure trove of space-themed decor and mineral specimens, resembling a junior scientist's lab.

C) "Sophia, you've made an incredible discovery!" Ms. Davis, her science teacher and astronomy enthusiast, exclaimed. "Don't forget to record all your observations." Sophia nodded enthusiastically, starting to write down the characteristics of her find in her astronomy journal.

D) Equipped with her geology kit consisting of trowels, magnifiers, and a sturdy journal—Sophia was a member of her school's astronomy club. They were on their first field trip to an area where meteorites had reportedly fallen.

E) Finally, with the meteorite fully unearthed, Sophia placed it in a cushioned box. She was eager to analyze it further in Ms. Davis's science lab.

F) The next day at school, Sophia and Ms. Davis shared their findings. Ms. Davis wrote, "This is remarkable; it appears to have high iron content." Ms. Davis examined it under a microscope. "It might be a part of a larger asteroid."

G) Stepping off the school bus earlier, Sophia felt a bit nervous about the new business. All her worries melted away the moment she spotted the parking lot.

H) The following week, Sophia shared her discovery with the astronomy club members. They listened with rapt attention as she outlined the meteorite's unique properties. She felt immense pride; not only had she made a scientific contribution, but her dream of becoming an astronomer was also a step closer to realization.



### Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

Plot Sequence	

## Narrative Writing - Cause and Effect

In stories, "cause and effect" shows that one event occurs as a result of another. It's like a series of connected actions.

- Cause: The snow falls. Effect: Kids go sledding.
- Cause: You practice piano. Effect: You play better songs.
- Cause: A firework explodes. Effect: People look up and cheer.



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

The <u>strong wind</u> blew the trees away wildly.	Cause	Effect
He <u>pressed the button</u> and the motor started moving.	Cause	Effect
The chef <u>added spices</u> giving the soup a new flavour.	Cause	Effect
The ball <u>hit the window</u> , causing it to shatter.	Cause	Effect
The storm <u>arrived suddenly</u> , forcing everyone to seek shelter.	Cause	Effect
The car <u>ran out of fuel</u> , causing it to stop.	Cause	Effect
The alarm clock <u>rang</u> , waking her up from sleep.	Cause	Effect
The rain <u>poured down</u> , making the streets wet and slippery.	Cause	Effect
The door <u>slammed shut</u> , causing a loud noise to echo.	Cause	Effect

**Think**

Think of either the cause or effect that matches below.

Cause	Effect
She waters the plants,	
	so now you are tired
They ignored the instructions,	
	so you took a nap

## The Beginning of Democracy

### The Beginning of Democracy: The Story of Athena City

In a bustling city called Athena City, a wise leader named Marcus had a big idea. "Why should only a few people decide everything?" he wondered. "Let's give everyone a chance to have their say!"

His son, Leo, was really excited about this. "Wow, Dad, this could change everything!" he thought. He started making signs and flyers to let everyone know about his new idea, which Marcus called "democracy."



Around the same time, Mayor Olivia was also thinking about Marcus's idea. "Democracy, huh? This could be a real game-changer," she thought. She talked to Marcus with a plan. "What if we start with a small group of people making decisions? Then we can see how it goes."

Leo was daydreaming about how cool it would be to have everyone voting on important stuff. But then he realized not everyone was happy with the old way of doing things. "Oh no, some people are against this idea," he heard someone saying.

Marcus liked Mayor Olivia's idea and they started with a small council of regular folks. This meant that Leo's dream of everyone voting right away had to wait.

After a little bit of time, the city saw what happened when more people helped make decisions. Parks got cleaner. Schools got better. People were happier. Marcus and Mayor Olivia gathered data to show that democracy was working.

The effect was amazing! People felt like they had a voice, and they took better care of their city. For Leo, it was like a dream come true. He saw how one idea could make a big difference for everyone. Democracy didn't just change the rules; it changed people's lives, making the city a better place to live for everyone.

**Cause/Effect**

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

1) Finish the effects of the causes below.

He started making signs and flyers to share his idea.

More people made decisions in the city.

On no account should we give up.

2) Think of the cause for the effects below.

Then everyone will have a voice.

The streets got cleaner, and the air got better.

Everyone was able to get to work on time, and no one had to wait.

**Plots**

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


## Fantasy Story - Predicting

### The Secret of the Cosmic Crystal

Once upon a time, in the small, peaceful town of Galaxyville, there lived a curious boy named Jake and his clever sister, Mia. They were fascinated by stars and planets and often dreamt about space adventures. One clear, starry night, while they were gazing at the sky through their telescope, they spotted a mysterious light falling into the nearby forest.

Excited and curious, Jake and Mia decided to investigate. The next morning, with backpacks full of snacks and a flashlight, they set off towards the forest. Through the thick trees and over the rocks, following the mysterious light,

they entered a dark forest. They discovered a hidden cave. The walls of the cave shimmered like a sky filled with different colors. In the center of the cave, they found a glowing crystal, as big as a basket, radiating a powerful magical energy.

Suddenly, a robotic voice echoed from the cave, "Protect the Cosmic Crystal from Zerax!"



#### Prediction

Stop and predict what you think will happen next in the story!

1) Who do you think is Zerax? Can it be an evil character?

2) What do you think the Cosmic Crystal means and why does it need to be protected?

3) Continue the story by writing the ending.

Startled, Jake and Mia turned around to see a robot, rusty but friendly, who introduced himself as Orbit. Orbit explained that the crystal had the power to create or destroy entire planets. The evil alien, Zorax, was after it to conquer the universe.



Jake and Mia knew they had to act fast to keep the crystal safe. They teamed up with Orbit to hide the crystal in a place where no one, especially Zorax, could find it. As they journeyed deeper into the forest, Zorax, fierce and determined, followed them closely.

In a thrilling chase, Jake, Mia, and Orbit dodged Zorax's traps, using their cleverness and quick thinking. They reached an ancient, hidden spaceship, which Orbit explained could teleport them to a safe, unknown location.

As Zorax's red eyes glowed in the dark, Jake and Mia quickly activated the spaceship. In a burst of colorful light, the crystal vanished, sent to a secret place far away. Zorax, realizing he was defeated, fled back to space in anger.

After the successful mission, Jake, Mia, and Orbit celebrated their victory. They had saved their planet and the crystal. They walked back home, under the twinkling stars, knowing their secret mission would always be a special memory. Galaxyville remained a peaceful place, and the heroes who had protected it from the shadows. Jake and Mia looked up at the night sky, dreaming of their next new adventure.

### Evaluation

Answer the following questions.

1] Was your prediction about the story, correct? If not, what was the correct prediction?

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2] Use two character traits to describe Orbit and explain why you chose those traits.

Character Trait	Explanation

## Drama Story – The Lost Melody

### The Lost Melody

Once in a small coastal town, there lived a girl named Emma, who loved music more than anything else in the world. Music was her escape, her joy, and her connection to her mother, who had been a talented pianist before she passed away. Emma inherited her mother's old piano, a beautiful, albeit slightly worn, instrument that sat in the corner of their living room.



One day, a fierce storm hit the town, and massive waves crashed against Emma's home, flooding the lower floor and destroying many of their belongings, including the cherished piano. Emma was heartbroken; she had lost her home, but the piano felt like her last connection to her mother, now silenced.

In the weeks that followed, the community came together to rebuild. One of the volunteers was Mr. Harmon, the music teacher from Emma's school. He noticed Emma's quiet despair and learned about the damaged piano. Understanding the depth of her loss, Mr. Harmon offered to help repair it.

As they worked on the piano together, Emma shared stories of her mother, and Mr. Harmon shared his own story of finding solace in music after losing his wife. Their conversations were filled with moments of sadness and laughter, and a bond formed between the teacher and his student.

## Drama Story – The Lost Melody

The emotional theme of coping with loss and finding hope was ever-present. Emma struggled with her grief, but as the piano slowly came back to life under their careful hands, so did her spirit. She realized that her connection to her mother wasn't just in the piano itself but in the love for music they shared.

The day the piano was finally restored, Emma sat at the keys, her fingers trembling. With the town's help in the rebuilding efforts, she played a piece her mother loved. The music swelled, filling the room and touching everyone there. It was a moment of triumph and testament to her character's growth and resilience.



As the notes faded, the room erupted in applause. Emma looked at Mr. Harmon, her eyes shining with tears of gratitude. She had lost much but had gained a mentor and friend who helped her see that her mother's melody would always be with her, in every note she played.

The story concluded with Emma and Mr. Harmon starting a fundraiser to repair other instruments damaged in the storm, bringing music back into the lives of many. Emma's journey had shown her the power of community and the healing strength of sharing one's passion.

**Character  
Analysis**

Describe Emma. Think about her personality, interests, and how she behaved in the story. Write at least three sentences about her character.

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**Evaluation/Reflection** Answer the following questions about the story.

1) What is the main theme of the story? What is the overall message or lesson?

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2) How did the story make you feel? Did it inspire you, make you sad, or feel something else? Explain your feelings.

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3) Explain how the three emotions below were portrayed in the story.

Sad	
Happy	
Proud	

# 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 and 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 part of the story.

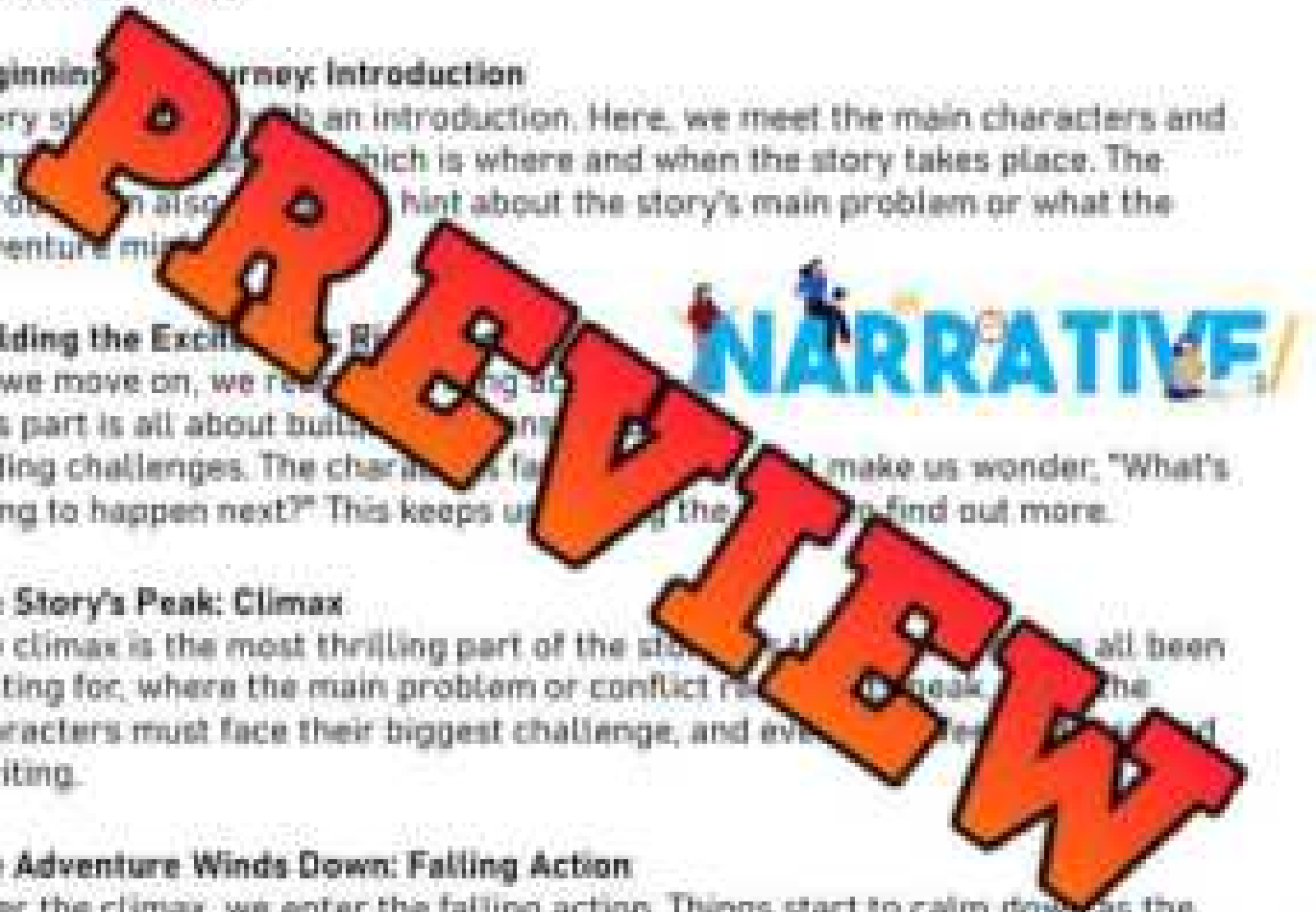
### The Adventure Winds Down: Falling Action

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.



Answer

Which part of the narrative structure is described?

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

Identify

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

1) During the science fair, Leo's project began to bubble and hiss, drawing a crowd of curious onlookers.	Falling Action	Rising Action
2) In a daring move, Hugo leapt over the fence, his hands grasping the cold metal railing in time.	Introduction	Climax
3) After the storm passed, the villagers emerged from their homes untouched, a miracle they couldn't explain.	Falling Action	Rising Action
4) The once-cursed forest flourished again, with the villagers and wildlife living in harmony.	Resolution	Climax
5) As the sun rose, Ethan found the lost puppy, bringing it back to its grateful owner, Mrs. Bianca.	Falling Action	Rising Action
6) With the final spell cast, the room went silent, and the once-menacing shadows vanished into thin air.	Climax	Resolution
7) With each step up the ancient tower, Nora felt the mysterious amulet grow warmer against her skin.	Falling Action	Rising Action
8) On his first day in the new town, Leo made an unlikely friend—a small, talkative parrot.	Introduction	Climax
9) As the storm approached, Maya and her friends hurried to fortify their makeshift fort with branches and leaves.	Falling Action	Rising Action
10) Years later, the friends would reminisce about the summer adventure that brought them closer together.	Resolution	Climax

## Story Mapping - Secrets of the Echo Cave

Once upon a time, in a bustling underwater city hidden deep in the ocean, lived two adventurous friends, Brandon and Marina. They had always dreamt of exploring the mysterious Cave of Echoes, a place full of ancient alien artifacts, but no one dared to enter because of the legendary Guardian that protected it.

One morning, driven by curiosity and the thrill of adventure, Brandon and Marina decided to see the cave for themselves. They equipped themselves with glowing headlamps and set off, swimming past colourful coral reefs and schools of shimmering fish.

As they approached the cave, they noticed strange symbols etched into the rock walls, some with glowing warnings. They ventured inside, their headlamps illuminating the dark interior. The cave was filled with wondrous light, emanating from glowing crystals and iridescent crystals, and alien gadgets were scattered all around, unlike anything they had ever seen.



Suddenly, they encountered the Guardian, a massive, glowing alien creature with a single, glowing eye. It spoke in a deep, rumbling voice, expressing its disappointment that they had entered the cave. Brandon and Marina realized they had disrupted the peace of this secret place. The Guardian explained their fascination and promised to protect the cave's secrets if they could solve an ancient puzzle.

Understanding their genuine remorse, the Guardian offered them a deal. If they could solve an ancient puzzle, they would be granted a glimpse of the cave's greatest treasure. Working together, they deciphered the puzzle, revealing a hidden chamber filled with alien technology that promised to clean the oceans.

Grateful for the experience and the valuable lesson learned, Brandon and Marina returned home, their minds buzzing with ideas on how to use the newfound technology for the good of their underwater world. They had not only found an incredible adventure but also a way to make a difference.

**Instructions**

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

**Introduction**

**Rising Action**

**Falling Action**

**Climax**

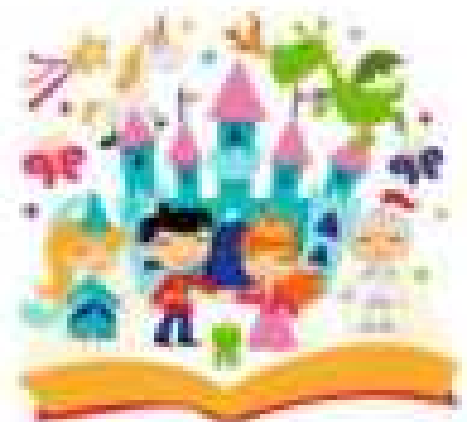
**Resolution**

**PREVIEW**

## Characterization

### Understanding Characters in Stories

When you read a story, meeting different characters is like meeting new friends or sometimes foes. But how do we get to know them? Let's dive into the world of characters in stories!



### What is Characterization?

Characterization is the way writers share what characters are like. Think of it as a recipe that helps understand who these characters are, from their personality to their actions.

### Types of Characterization

- 1) **Direct Characterization:** The author tells us directly what a character is like. For example, "Alex is brave." It's straightforward, like a friend telling you about someone.
- 2) **Indirect Characterization:** This is where we discover things about the character through their actions, what they say, how they interact with others, and what others say about them. For instance, if Alex jumps into a river to save a puppy, we figure out he's brave without being told directly.

### How to Analyze Characters

To understand characters better, think about these points:

- **Looks:** What does the character look like? This can tell us a lot about them.
- **Actions:** What does the character do? Their actions can show us their true nature.
- **Words:** What does the character say, and how do they say it? This can reveal their thoughts and feelings.
- **Thoughts:** What is going on in the character's mind? Sometimes, we get a peek into their thoughts.
- **Reactions:** How do others react to the character? This can show us how the character fits into their world.

By looking at these aspects, you can become a character detective, uncovering the hidden depths of characters in any story you read!

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

1) Mia is very kind and always helps her friends, especially when they're feeling sad or need support.	Direct	Indirect
2) When a stray dog wandered onto the playground, Sophie gently took care of it and made sure that it is safe.	Direct	Indirect
3) During group work, Bianca listened intently to everyone's ideas, and showed interest in all of them.	Direct	Indirect
4) Mrs. Brown, our music teacher, is incredibly patient and encourages all her students.	Direct	Indirect
5) Tess is a kind and helpful girl who loves to help others without expecting anything in return.	Direct	Indirect
6) When he found a lost wallet on the school ground, Caleb immediately turned it in to the principal.	Direct	Indirect
7) Every lunch break, Dylan sits under his favourite tree, completely absorbed in reading a book.	Direct	Indirect
8) During the long walk for the field trip, Miss Smith shared interesting stories to keep everyone entertained.	Direct	Indirect
9) Miss Green, our librarian, is knowledgeable and enjoys sharing interesting facts with us.	Direct	Indirect
10) After winning the race, Simon did not boast his victory and made sure to shake hands with every competitor.	Direct	Indirect
11) Leo is quite mischievous and often comes up with playful pranks.	Direct	Indirect
12) Coach Bennett is passionate about sports and inspires us to do our best no matter what happens.	Direct	Indirect
13) In the middle of the chaos, Grace found a way to solve the problem without any fuss.	Direct	Indirect
14) Without hesitation, Mia jumped into the game, even though she had never played before.	Direct	Indirect
15) Principal Harvey is strict but fair, and he values honesty above all.	Direct	Indirect

## Characterization – Finley’s Fantasy

In a magical garden filled with twinkling lights and whispering flowers, there lived a curious creature named Finley. Finley wasn't like anyone you've ever seen before; with wings shimmering in a kaleidoscope of colours and eyes that sparkled like stars, this being was truly one of a kind.

Finley had the remarkable ability to change colours. When they were happy, they glowed with vibrant hues. When they felt sad, they turned a deep, melancholic blue. When they were excited, they shimmered with brilliant gold. When content, they glowed with a warm, golden light. This made Finley a natural storyteller, helping everyone understand how they felt with a single word.



One sunny day, while exploring the enchanting garden, Finley stumbled upon a peculiar rock that seemed to pulse with a faint light. Curious, Finley reached out a gentle hand, and the moment they touched it, a brilliant light erupted from the rock, enveloping them.

When the light faded, standing before Finley was a small, grumpy gnome named Alastair. Alastair had been trapped in the rock for ages. Finley, with a flick of their wing, had set him free. Grateful for his freedom, Alastair promised to grant Finley one wish.

Finley thought hard. They had the power to wish for anything, but they already had what mattered most: a magical garden full of friends and a place to express their feelings in the most extraordinary way. So, Finley wished for the garden to remain a safe haven for all magical beings, where everyone could live in harmony.

Alastair nodded, and with a wave of his hand, the garden glowed even brighter, its magic stronger and more inviting than ever. Finley and Alastair became fast friends, and together, they looked after their enchanted garden, making sure it was a place where every creature, big or small, felt welcomed and loved.

Finley, with their ever-changing colours and kind heart, reminded everyone that it's our differences that make us special and that understanding each other's feelings can create a world filled with magic and friendship.

**Instructions**

Characterize Finley. In the middle draw what you think they look like and answer the questions related to their personality.

What does Finley do?

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

What does the character look like?

What traits do you think Finley has?

What do other characters in the story think of

**PREVIEW**

## Story – Character Identification And Comparison

### Elara and the Feast of Unity

In the heart of a lush, sprawling village named Green Hollow, where the river's melody harmonized with the birdsong, lived a young girl named Elara. With hair as golden as the harvest and a spirit as vibrant as the wildflowers, Elara was known for her unwavering sense of justice and fairness. Her beliefs were as solid as the ancient oaks that lined the village path, and her viewpoints, clear as the stream that nourished their lands.

Elara's strength, through her empathy, she could feel the  
which she understood the silent language  
of the trees. Her only weakness was her impulsiveness,  
often acting on her sense of right and wrong  
without pondering the consequences. Elara preferred the  
simplicity of nature to the complexities of village  
politics and had a hidden garden in the woods,  
where she felt most at peace.



One day, a dispute arose in Green Hollow. The beautiful harvest was unevenly distributed, with the wealthier families receiving more than their fair share, leaving the less fortunate with meagre portions. Tension grew, as whispers of discontent wove through the village like a chilling breeze before a storm.

Elara, witnessing the injustice, felt a fire ignite within her. She believed everyone in Green Hollow deserved an equal share of the harvest. Her passion led her to voice her concerns to the village elder, but her impulsive nature led to heated arguments. The villagers, accustomed to the village in their unique way, from the bakers to the farmers, the weavers to the woodcutters, all played a part in the tapestry of village life.

Determined to restore equity, Elara voiced her concerns at the village gathering, her words flowing with the passion and conviction of a rushing river. However, her impulsiveness led her to speak harshly of those she saw as unjust, causing some villagers to turn away, their pride wounded.

Realizing her approach might have deepened the divide, Elara sought the counsel of the village elder, Maeve. Maeve, with eyes as wise as the ages, listened to Elara's turmoil and gently reminded her that change is nurtured with understanding, not with force.

Taking Maeve's words to heart, Elara organized a village feast, inviting every family, rich and poor. She used her love for nature to decorate the gathering with wildflowers, creating a space where all felt welcome. As the feast unfolded, Elara encouraged everyone to share stories of their contributions to the village, weaving a tapestry of unity with each tale.

As the moon climbed high, casting a silver glow over Green Hollow, a newfound sense of camaraderie blossomed. Moved by Elara's genuine effort and the shared stories, the villagers agreed to distribute the harvest fairly, ensuring no table was left wanting.

Elara's journey taught her that justice is not just about standing up for what is right but also about understanding the hearts of others. Her beliefs in fairness and equity, coupled with her newfound patience, healed the rift in Green Hollow, leaving the village stronger and more united than ever. And as the seasons changed, the story of Elara and the feast of unity became a cherished tale, a reminder that in the heart of every challenge lies the seed of harmony, waiting to be nurtured by the hands of justice and compassion.

**Identify** a description of the following factors that influence Elara's character and story.

Factor	Description
Values	
Beliefs	
Viewpoints	
Strengths	
Weakness	
Preferences	
Habits	

**Compare**

Compare your own character traits with those of Elara. How is your personality similar or different from Elara's?

Similarities	Differences

**Write**

Write a short letter to Elara. Introduce yourself and explain how you relate to her story. Share your thoughts on the story and how they compare to what you might have done in the same situation. Conclude by offering Elara a piece of advice or asking her a question about her choices.

Lined writing area for the letter.



# 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?
- ✓ Examining different perspectives
- ✓ Reading Comprehension Strategy: Inferencing

## Persuasive Writing – Thinking Critically

Hey, friend! I'm Mrs. Kim, and I make awesome school uniforms. Ever wonder why uniforms might be the best thing for schools? Let me share some cool reasons!

First up, uniforms make everyone equal. It doesn't matter if your clothes are brand new or hand-me-downs, we all look the same. This means less teasing and more team spirit!

Second, uniforms help you focus. Seriously, no more worrying about what to wear. You can put all your brainpower into learning and having fun in class.

Next, let's talk about money. Buying a couple of uniforms is way cheaper than needing a closet full of clothes. Plus, it makes your parents super happy!

Also, think about safety. When everyone wears the same uniform, teachers can spot you easily if everyone is wearing the same uniform. It keeps the whole group safe and together.

So, uniforms aren't just for show. They're better in so many ways. They're like a team, and your school is cooler! Cool, right?



### Think Critically

Answer the questions below.

1) Who wrote the persuasive text?


2) Is the author biased? Do they have a reason for being biased?

3) Is Mrs. Kim forgetting a perspective in her writing? What perspective is she forgetting?

4) Why would researching the other perspective be wise before making an opinion?

## Inferences - Persuasive Writing Advertisement

### Boost Your School Grades with Our Amazing Study Planner!

Hey students, are you tired of forgetting assignments and feeling overwhelmed with schoolwork? Get organized and stress-free with our super cool Study Planners! 

### Why Pick Our Study Planners?

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!

- Save Time:** Research shows that kids who plan their work forget 30% fewer assignments!
- Save Time:** Your work is done by 20% by knowing what's due and when!
- Built to Last:** Our planners are made of tough materials that can survive the whole school year!

### Numbers Speak Volumes!

- 92% of our users said they felt more organized!
- 86% reported less stress!
- A whopping 100% would tell their friends to use our Study Planners!

### Think of the Extra Free Time!

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!

### A Smart Choice

Our Study Planner pays for itself by helping you ace tests and assignments, saving you tons of stress!

So, why not get ahead? Level up your school life today with our awesome Study Planners!

 **Order Now and Get Ready to Succeed!**

**Local Inferences**

Make inferences based on the sentences below

"Research shows that kids who plan their work forget 30% fewer assignments!"

"If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends - fun = happy life!"

A whopping 10% of all the kids who signed up to use our Study Planners!

"Reduce your study time by 20% by knowing what's due!"

**PREVIEW**

**Global Inferences**

Make 4 inferences based on the information above

## Inferences – Implicit or Explicit Evidence

- **Explicit Evidence:** This is when something is told to you straight up, so there's no guessing needed.

Example: Your mom says, "Dinner is at 6 PM," so you know for sure when it's time to eat.



- **Implicit Evidence:** This is when something isn't said out loud, but you can still figure it out.

Example: Your dog keeps running to the door and wagging its tail, so you guess that it wants to go for a walk.

**Instr:** The information provided is explicit, meaning it's directly stated. Form a conclusion that can be drawn based on this clear evidence.

Example - Evidence: She is brushing her teeth at 9 PM.

Conclusion: She will be in bed before 9PM.

1) Explicit Evidence: She is wearing a winter coat.

Conclusion:

2) Explicit Evidence: The sign says 'Out of Order'.

Conclusion:

3) Explicit Evidence: He is brushing his teeth and it is dark out.

Conclusion:

4) Explicit Evidence: The game starts at 8:00 a.m. It takes you 38 minutes to get ready.

Conclusion:

5) Explicit Evidence: The oven timer is beeping.

Conclusion:

6) Explicit Evidence: The teacher handed out art supplies.

Conclusion:

## Propaganda – Critical Analysis

**Propaganda** is a way of sharing ideas or information with the purpose of influencing people's opinions or behaviors. It is often used by governments, organizations, or individuals to persuade large groups of people to think or act in a certain way.

Propaganda can be found in various forms, such as posters, advertisements, social media posts, or news articles. It's important to critically evaluate the information we receive to understand if it's propaganda and what it's trying to achieve.

**Instructions:** Read the text below and then critically analyze it by answering the questions on the next page.

### The Future of Our Planet: A Call to Arms

Citizens of Tomorrow,

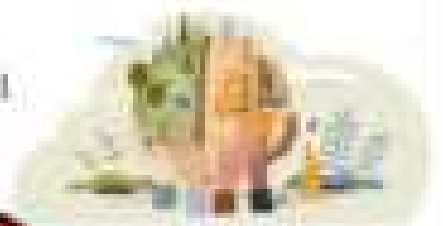
The world stands at a crossroads, and the choices we make today will shape the destiny of all living beings. The greatest challenge of our time is the environment, and the actions we take now will echo through generations.

On one hand, some argue for the unrestricted growth of technology and industry, claiming it is the engine of economic prosperity. They say, "Why curb the very innovations that have elevated our way of life?" Others, backed by powerful corporations, paint a picture of a future where progress overcomes all environmental challenges.

On the other hand, a growing chorus of activists and scientists demands immediate, drastic action to combat climate change. They proclaim, "The Earth is on the brink of irreversible damage!" With fervent appeals and alarming data, they advocate for sweeping changes to how we live, work, and consume. Their vision is one of harmony with nature, but at what cost to our current way of life?

But let us not forget the silent majority, those who find themselves caught in the middle, unsure of whom to believe. They wonder, "Is the situation truly as dire as some say, or is this another case of alarmism?"

As the leaders of tomorrow, you must sift through these conflicting narratives. Question the motives behind the messages. Are they rooted in scientific truth, personal gain, or genuine concern for the planet? The time has come to wield your critical thinking like a beacon in the fog of propaganda. The future is in your hands. What will you choose?



**Critical Analysis**

Answer the questions below.

1) What are the three perspectives mentioned in the text regarding the environment and technological advancement?

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2) Is there any part where the author uses exaggeration to make a point? Describe it.

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3) Can you detect any bias in the text? Which perspective presents the different perspectives? Explain.

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**Creative Reflection**

How do you envision the future if we follow the path suggested by the environmental activists? What about if we follow the path suggested by the technological advancement? Describe both scenarios.

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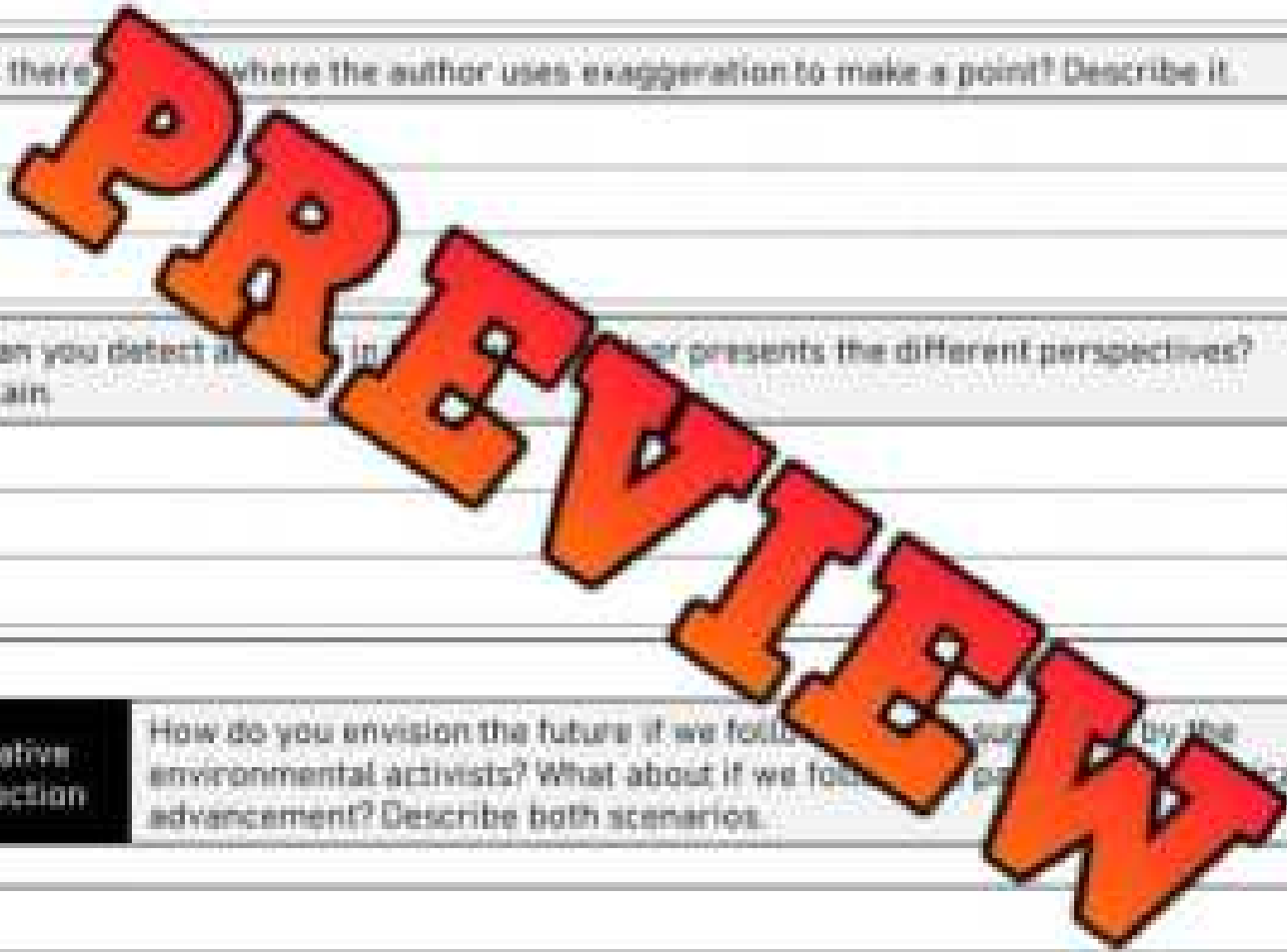
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# Block 6: Expository Writing

## Focus

### **Reports**

- ✓ Text features like bold, hyperlinks, etc.
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

### **Procedural Writing**

- ✓ Reading how-to-guides
- ✓ Comparing procedural writing

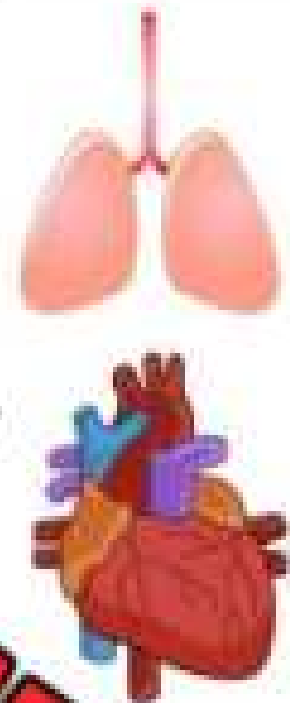
## Comprehension – Text Features in Reports

### What are Body Systems and Human Health?

The human body is like a well-oiled machine with different parts working together. These parts are organized into systems that have special jobs. Understanding these systems helps us keep healthy.

#### Key Body

- **Respiratory System:** Helps you breathe. Lungs take in oxygen and give carbon dioxide.
- **Circulatory System:** Arteries, blood, and veins work together to pump blood all over your body.
- **Digestive System:** Breaks down food so your body can use it for energy and growth.
- **Nervous System:** Includes your brain and spinal cord. This system controls everything you do.



### Why is Health Important?

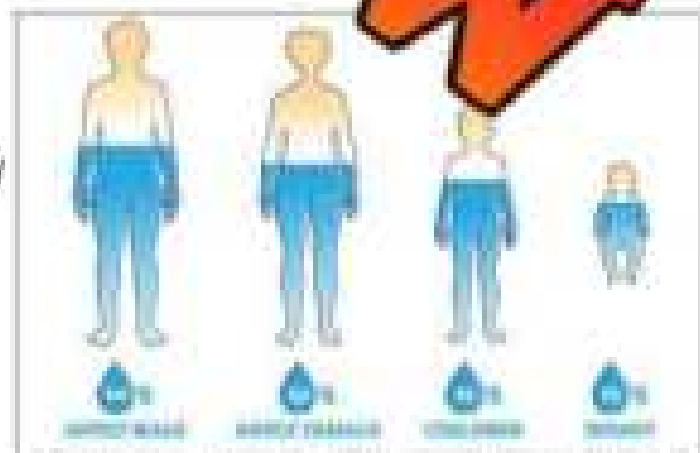
Staying healthy means all these systems can do their jobs. Eating right, exercising, and getting enough sleep are key ways to stay healthy.

#### Ways to Stay Healthy

- 1) Eating fruits and vegetables
- 2) Exercising for at least 30 minutes a day
- 3) Sleeping for 8-9 hours a night
- 4) Drinking plenty of water

#### Signs You Should Visit a Doctor

If you're feeling really tired, have a lot of pain, or can't breathe well, it's a sign something might be wrong. Doctors can examine you and suggest what to do next.



Caption: Water in the Human Body by Age

**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is this report helpful to the reader?

**Making Connections**

Make connections to your world, and to other texts.

**Text-To-Self:** What does the report remind you of about your life?

**Text-To-World:** What does the report remind you of that is happening around the world?

**Text-To-Text:** What does the report remind you of about another text you have read?

**PREVIEW**

## Cause and Effect Report – Deforestation

### Introduction

Deforestation is when large areas of trees are cut down or removed. This report explains why deforestation happens and what effects it has on our planet.



### Causes of Deforestation

#### 1) Food Production

One major cause of deforestation is to clear land for farms where people can grow food. Also, trees are cut down to make space for people to live and build houses.

#### 2) Wood and Paper

Trees are a source of wood for building buildings. They are also used to make paper products like books and newspapers.

### Effects of Deforestation

#### 1) Harm to Animals

When trees are removed, animals lose their homes and many struggle to live and find food. Deforestation can lead to fewer animals in the area and even some species becoming extinct.

#### 2) Climate Change

Trees help in absorbing carbon dioxide, a gas that contributes to climate change. When trees are cut down, more of this gas stays in the air, leading to a warmer planet.

#### 3) Soil Problems

Trees help hold soil in place. Without trees, soil can be washed away by rain, making it harder to grow plants in the future.

### Conclusion

Deforestation is a serious issue. It leads to loss of animal homes, contributes to climate change, and causes soil erosion. By understanding these causes and effects, we can find better ways to protect our forests and the environment.

## True or False

Is the statement true or false?

1) Deforestation is the process of planting more trees.	True	False
2) Trees are cut down to make wood and paper products.	True	False
3) Deforestation leads to soil erosion, making it difficult to grow plants.	True	False
4) One of the main reasons for deforestation is to create land for farming.	True	False
5) Deforestation has no effect on animals living in the forest.	True	False

Explain Answer the following questions.

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

2) Name three environmental impacts of deforestation.

3) How does deforestation lead to climate change?

4) Do you think the report effectively covers the topic? Why or why not?

5) How easy was it to understand the report due to the text features (lists, headings, etc.)

 Very easy Easy Neutral Somewhat difficult Very difficult

## Comprehension – Text Features in Reports

### A Shining Example: Brightwood Elementary School's Inclusive Journey

Brightwood Elementary is an extraordinary school dedicated to making every student feel welcome and part of the community. Not only do they aim for a diverse environment, but they also focus on the emotional well-being of their students. Let's dive deeper into how they're making a positive impact!

#### Why Brightwood Elementary Stands Out

Brightwood Elementary goes the extra mile to ensure that all students, no matter their backgrounds or abilities, feel at home. They create an atmosphere where students thrive academically and emotionally.

#### Creating Safe Spaces

Apart from the quiet rooms for overwhelmed students can find solace. The school also introduced "mindfulness corners" with items like stress balls and mood cards to help students regulate their emotions.



#### Different Learning Aids

Brightwood provides a range of educational tools, from noise-cancelling headphones to interactive whiteboards. This ensures students can learn in ways that best suit their individual needs, making education more accessible for everyone.

#### Specialty-Trained Teachers

Teachers at Brightwood undergo advanced inclusivity training. They are equipped not just with academic strategies but also with **emotional intelligence** skills to support the diverse needs of their students.

#### Activities That Go the Extra Mile

Brightwood isn't just about academics; they believe in holistic development. They offer:

- Unified sports teams, encouraging kids from all abilities to play together
- Art classes that offer accessible materials like textured papers and nontoxic paints
- Musical performances that incorporate sign language and visual cues

Thanks to Brightwood Elementary, students learn what an authentically **inclusive** school feels like, enriching their lives and better preparing them for the world ahead.



**Text Forms**

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Define the words.

**PREVIEW**

**Summarize**

Determine the main idea and supporting details of the report.

1) What is the main idea of the report?

2) Write 4 supporting details that make the main idea stronger

## Inferencing Practice

### Inference

Read the short reports written by Indigenous people in Canada. Then make an inference based on what you read.

#### Ice Fishing: More Than Just Fun

Hey, I'm Kayal! In the northern regions, ice fishing is more than just an activity for leisure; it's a lifeline. Our winters stretch on, making fish a crucial part of our diet. Plus, we catch extra to give our neighbours!

#### United We Stand: The Value of Working Together

We need teamwork here. It's a group effort. This is crucial for safety reasons, but it also helps us catch more fish. Working as a team helps us fish more effectively!

#### The Powerful Totem Poles: More Than Just Art

Hi, I'm Lilal! Totem poles aren't just pretty pieces of wood; they're our history books. Each figure carved into a totem pole tells us stories from our past and helps us learn about our traditions. Every carving has its own story to tell.



#### Art That Connects Us

In our Haida Nation, art is more than just pretty pictures; it's a living memory of who we are, and it illustrates our beliefs. From our totem poles to our masks, we learn to carve and create, linking us to both our community and our ancestors.

#### Navigating Our Story: The Art of Canoe Building

Hi there, I'm Mikal! Canoes are much more than just boats for us. We use them for many things, like fishing, getting around, and special ceremonies as well!

#### Wisdom in Every Canoe: Learning the Craft

Canoes are deeply rooted in our traditions. Our older folks guide us in crafting them and share tales about the adventures our forefathers had while paddling these special boats.

## Fur Trade: A Journey Through the Ojibwe Nation

### The Fur Trade Through Indigenous Eyes

Hey, young explorer! I'm Makoons, and I'm from the Ojibwe Nation in Canada. Today, let's dive into the fur trade era, a really important time in our history!

### Before the Fur Trade: Our Original Ways

Before Europeans arrived, we were already experts in using the land. We hunted, fished, and used animals, using every part so nothing was wasted. Fur wasn't just for warmth in cold winters.

### Trading with the World

When Europeans came, they wanted furs from our lands. We traded with them and other countries. We became important partners. They gave us tools and blankets in exchange for furs. But remember, trading was not new to us. We had networks long before they came.



Illustration of Ojibwe people doing fur trade.

### Changes and Challenges

The fur trade brought new things but also some problems. More trapping led to fewer animals. Some Ojibwe communities moved to be closer to trading posts, which changed our traditional ways of living.

### Staying Strong

Even when things got tough, we didn't give up. Our people were smart leaders and skilled trappers. We adapted and found ways to keep our culture alive. Today, we continue to share our history and traditions with new generations.

### Our Place in the Story

The fur trade is just one chapter in our long history. Though it brought changes, good and bad, we remain resilient. Learning about the fur trade helps us all understand the bigger picture of Canada's past.

And there you have it! The fur trade was a complex time, but it's crucial to know all sides of the story, especially ours!

**About the Text**

Answer the questions below.

1) Who wrote the report? Whose perspective is being explained?

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2) What text features are used in the report?

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**Inferencing**

Answer the questions about the text below.

1) What do you think Makoons means when he said, "We hunted, fished, and trapped animals, using every part so nothing was wasted?"

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2) What do you think Makoons means when they said, "Fur was our most important trade for cold winters?"

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3) What did Makoons mean when they said, "When European settlers came, they wanted furs to send back to their countries. We became important trading partners. They gave us goods like metal tools and blankets in exchange for furs."

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# Report – Justice, Equity And Fairness

## Introduction

Justice, equity, and fairness are important values that help make the world a better place. They ensure that everyone is treated fairly and has equal opportunities.

## Global Statistics on Justice

- According to the World Justice Project, only 52% of people worldwide feel that their local justice system treats them fairly.
- The United Nations reports that 1 in 5 people still face discrimination due to race or gender.
- The World Bank estimates that 10% of the world's population lives on less than \$1.90 a day, highlighting the severity of income inequality.
- The International Labor Organization highlights that the global unemployment rate is expected to remain at pandemic levels until at least 2023, disproportionately affecting low-income countries.
- The United Nations World Urbanization Prospects reports that 75% of the global population live in urban areas, with some cities exceeding healthy levels, often in lower-income neighborhoods.

## Equity in Education

- UNESCO states that 258 million children and adolescents globally do not access to basic education.
- Girls are 1.5 times more likely than boys to be completely out of the educational system in countries with low equality.

## Fairness in Healthcare

- The World Health Organization found that in some countries, the rich have access to 3 times more healthcare services than the poor.
- About 100 million people are pushed into extreme poverty each year because of healthcare expenses.

## What Can We Do?

- Educate ourselves and others about these issues.
- Support organizations that work towards justice and equity.
- Treat everyone with kindness and fairness in our daily lives.

Justice, equity, and fairness are essential for a healthy society. The statistics show that many people around the world still face challenges in getting fair treatment. It's important for countries to work together to improve these issues. By understanding these values and the statistics behind them, we can all contribute to making the world a more just and equitable place.



**Note-taking** means writing down important information to help you remember it later. You listen or read carefully and write down the main points or ideas. Then you can look at your notes later to help you understand or remember what you read.

**Note-taking**

Read the justice report and take notes in the graphic organizer below.

List Key Terms

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Questions I Have About The Report

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Words I Need To Define

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5 Most Main Points

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# Report – Galaxies In The Universe

## Introduction to Galaxies

Galaxies are vast collections of stars, gas, dust, and dark matter, all held together by gravity. They are the fundamental structures of the cosmos, with over 2 trillion galaxies in the observable universe, each playing a pivotal role in the story of space.



## Types of Galaxies

### • Spiral Galaxies

Spiral galaxies, characterized by their flat, disk-like shape with winding spiral arms, make up about 70% of the observable universe. Our Milky Way is a classic example, spanning approximately 100,000 light-years in diameter. Another famous spiral galaxy is Andromeda, located about 2.5 million light-years from Earth.

### • Elliptical Galaxies

These galaxies come in spherical or elongated ovals and lack the distinct arms of spiral galaxies. They comprise about 25% of the observable universe's galaxies. Elliptical galaxies can range in size, with some containing up to 10 trillion stars and extending over 300,000 light-years across.

### • Irregular Galaxies

Irregular galaxies do not have a defined shape and account for approximately 25% of galaxies. They often result from galactic collisions or interactions. The Large and Small Magellanic Clouds, visible from Earth's southern hemisphere, are examples, located about 163,000 and 200,000 light-years from Earth, respectively.

## Number and Distribution

Astronomers estimate there are over 2 trillion galaxies in the observable universe, with galaxies ranging from dwarf galaxies, containing as few as 100 million stars, to massive galaxies with 100 trillion stars. Galaxies can be found isolated, in pairs, small groups, or large clusters containing thousands of galaxies spread over millions of light-years.

## Galaxies and Dark Matter

Dark matter, though invisible and undetectable directly, constitutes about 27% of the universe's mass and energy. Its presence is inferred from its gravitational effects on visible matter in galaxies. For instance, the rotational speed of galaxies suggests that 85-90% of a galaxy's mass is dark matter.

## Conclusion

Galaxies are not just collections of stars and planets; they are the cornerstones of the universe's structure. From the majestic spirals to the enigmatic ellipticals and the chaotic irregulars, galaxies are a testament to the complexity and beauty of the cosmos. As we peer deeper into space, we continue to unravel the mysteries of these celestial wonders, bringing us closer to understanding the universe's grand design.

**Scanning or skimming** a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's like searching for clues without reading every single word. You glance at the titles, pictures, and some sentences to understand what the text is mostly about.

**Skim And Scan**

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

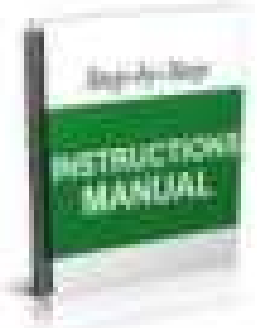
	Questions	Answers
1)	Why do galaxies cluster together?	
2)	What is a type of galaxy with spiral arms?	
3)	What galaxy has the largest diameter?	
4)	What shape are elliptical galaxies?	
5)	What percentage of galaxies are elliptical?	
6)	What is the diameter of the Milky Way?	
7)	What are irregular galaxies lacking?	
8)	What percentage of a galaxy's mass is dark matter?	
9)	How many galaxies are in the observable universe?	
10)	What type of galaxy is the Magellanic Cloud?	
11)	What is a group of galaxies called?	
12)	What is the universe's mass percentage of dark matter?	

**PREVIEW**

## What is Procedural Writing?

### What is Procedural Writing?

Procedural writing is a form of writing that guides us through the steps of completing a task. It can be compared to the instructions found in a manual for assembling furniture or the steps listed in a recipe. This style of writing is crucial because it provides clear guidance on how to achieve a specific outcome, ensuring we follow the correct process.



### Features of Procedural Writing

- **Title:** The text begins with a title that clearly indicates the task.
- **List of Materials:** A list of all items required before outlining the steps, ensuring the reader has everything needed.
- **Sequential Order:** The instructions are organized in a sequential order, often with numbering to indicate the order of steps.
- **Clear Directions:** The instructions are straightforward and easy to comprehend, avoiding unnecessary details.
- **Command Verbs:** It frequently uses imperative verbs that prompt action, such as 'write', 'fold', or 'insert'.
- **Illustrations or Diagrams:** Often, visuals are included to provide a better understanding of the steps involved.

### Example: Crafting a Simple Origami Boat

#### Materials:

A square piece of paper

#### Steps:

- 1) Place the paper on a flat surface, with one corner pointing towards you.
- 2) Fold the paper in half by bringing the bottom corner up to meet the top corner, forming a triangle.
- 3) Take the left and right corners of the triangle and fold them upwards to meet at the top point.
- 4) Gently pull the two layers at the bottom apart to open up your origami boat.
- 5) Your origami boat is now ready to be displayed or used in water play!

This example illustrates how procedural writing can guide us in creating a simple origami boat. By following the steps outlined, we can achieve the desired result effectively.

**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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Mr. \_\_\_\_\_ seen instructions before? When do you get instructions?  
 Connect \_\_\_\_\_ 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 in the boat.

Order	Steps
	Take the left and right corners of the triangle and fold them upwards to meet at the top point.
	Your origami boat is now ready to be displayed or used in water play!
	Gently pull the two layers at the bottom apart to open up your origami boat.
	Fold the paper in half by bringing the bottom corner up to meet the top corner, forming a triangle
	Place the paper on a flat surface, with one corner pointing towards you.

# 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
	Take small amounts of the mixture and roll them into balls about the size of a golf ball.
	<b>Spaghetti With Meatballs Recipe</b>
	In a large pan used for meatballs, pour in tomato sauce and bring to a boil.
	In a bowl, mix ground beef, bread crumbs, egg, salt, pepper, and garlic powder with your hands to mix well.
	<b>Ingredients</b>
	<ul style="list-style-type: none"> <li>➤ Spaghetti noodles (1 box)</li> <li>➤ Ground beef (about 500 grams)</li> <li>➤ Bread crumbs (1/4 cup)</li> <li>➤ 1 egg</li> <li>➤ Salt (1 teaspoon)</li> <li>➤ Olive oil (1/2 cup)</li> <li>➤ Tomato sauce (1 can)</li> <li>➤ Grated cheese (optional)</li> <li>➤ Pepper (1/2 teaspoon)</li> <li>➤ Garlic powder (1/2 teaspoon)</li> </ul>
	In a large pan, heat olive oil over medium heat. Add ground beef and cook until brown on all sides. Remove meatballs from the pan.
	Once spaghetti is cooked, use a colander to drain the water out.
	Fill a large pot with water and a pinch of salt. Bring it to a boil.
	Put the meatballs back in the pan with the tomato sauce. Cover and let it simmer for about 10 minutes.
	Place spaghetti on a plate, top with meatballs and sauce. Sprinkle some grated cheese on top if you like.
	Add spaghetti noodles to boiling water and cook according to the package instructions until they are soft.

# Comparing Instructions – Washing Clothes

**Compare:**

Read both instructions. Which is easier to understand?

Step 1	Separate light and dark clothes.
Step 2	Fill two tubs with water.
Step 3	Add detergent in one tub.
Step 4	Wash clothes.
Step 5	Rinse with clean water.
Step 6	Drain and wring out clothes.
Step 7	Let clothes dry.

## HOW TO WASH CLOTHES BY HAND

**1** SEPARATE LIGHT AND DARK CLOTHES

**2** FILL TWO TUBS WITH WATER

**3** ADD DETERGENT TO ONE TUB

**4** WASH CLOTHES

**5** RINSE WITH CLEAN WATER

**6** DO NOT WRING OUT CLOTHES

**7** LET CLOTHES DRY

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

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Reading Comprehension  
1.1.14

Before Reading

Prediction

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

During Reading - Write 2 questions that come to mind while you read.

After Reading

Answer the questions

1) Which set of instructions were easier to understand? Explain.

2) Make a connection. Have you ever washed clothes by hand? Or do you know someone who washes clothes by hand? Explain.

**PREVIEW**

# Block 7: Poetry

## Focus

- ✓ Literary devices in poetry – imagery and humour.
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

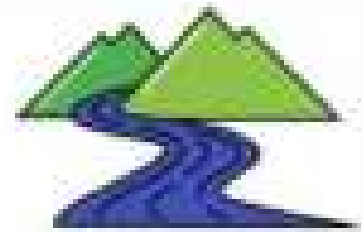
## Types of Poems

Poetry is an enchanting way to share feelings, concepts, and narratives. This captivating form of writing comes in various styles, each with distinct elements that make them special. Let's explore a few!

### Haiku: A Breath of Nature

Originating from Japan, Haikus are nature-centric poems that are concise but expressive. They follow a strict syllable pattern: the first line has 5 syllables, the second has 7, and the third has 5.

Gentle river flows  
Mountains guarding its pure course  
Nature's harmony



**Acrostic: The Secret in Poetry**  
Acrostic poems are poems where each line contains a hidden message. The first letter of each line, when read vertically, spells out a particular word or statement. This creative technique makes the poem extra enjoyable.

Sunny skies are blue

Under clouds, the rays peek through  
When it starts to rain, it's true!

### Limerick: Laughter in Lines

Limericks are light-hearted poems made to elicit laughs. These five-line poems have a specific rhyme scheme: lines 1, 2, and 5 rhyme, while lines 3 and 4 form their own rhyming pair. They also have a set rhythm. They are often humorous and playful.

The little boy named June,  
Who sailed the river  
He sent out a message  
Then went on his way  
Then he wondered who  
Was on the other side.

### Cinquain: The Structured Five-Liner

Cinquains have a set structure of five lines, where each line serves a specific function. Line 1 is a single-word title, line 2 has two descriptive words, line 3 includes three action words (verbs), line 4 contains a four-word feeling, and line 5 gives a synonym or related term for the title.



Moon  
Bright, quiet  
Shining, illuminating, waning  
Guide through the night  
Satellite





## Haiku Poetry – Inuit Observations

### Haiku Poetry – Inuit Observations

Long ago, the Inuit people thrived in the Arctic regions that are part of modern-day Canada. They were skilled at hunting, fishing, and adapting to the extreme cold. However, when European explorers arrived, the Inuit way of life began to change significantly, sometimes causing conflict.

Here are some thought-provoking haikus that can help us think about what life was like for the Inuit as changes unfolded.

Sea once boundless, vast—  
Ship sails through the frozen sea—  
Inuit use old ways.



Engines roar, smoke out—  
Hunters adapt to new ways.

Northern lights dance—  
Overwhelmed by distant ship,  
Skyline forever changed.

Whale, fish, and blubber,  
Exchanged for metal and cloth—  
What value, our lore?



These haikus serve as tiny windows into the Inuit experience. Each poem reveals complex emotions and situations that happened as two different cultures crossed. The Inuit, resilient and resourceful, continue to adapt while holding onto their traditions. This form of poetry allows us to reflect on their resilience and the weight of their experiences during this transitional period.

**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) "New paths cross old ways"

2) "Seal splash the air, Engines roar, drown out the calls"

3) "Northern lights high, lit by distant ships"

4) "What value, our lore?"

**Visualizing**

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

## Limerick Poem – Alliteration

### Limerick Poetry – First Nation Reflection

Today, we're going to read limericks that shine a spotlight on various communities from different periods in history and cultures. This time, the limericks are from the Aztec Empire, the Roman Republic, and the Inuit community in Canada.

Each of these limericks uses an interesting literary technique known as alliteration. Alliteration, words near each other in the sentence start with the same initial letter, makes them more engaging and rhythmic.

#### Aztec Empire:

An Aztec named Glive,  
 He went to his archive.  
 He found a scroll with  
 His Aztec metrics



Aztec art

#### Roman Republic:

Rambunctious Rosie from  
 She roamed the roads, far from home  
 With reliable rains,  
 She rode through the plains,  
 She was skilled so she never was thrown.

#### Inuit Community:

An icy Inuit named Bertrand,  
 Ice-fished in the Nunavut land.  
 With an igloo as base,  
 In this icy-cold place,  
 Inuit traditions he did understand.



**Questions**

Answer the questions below

1) What is an alliteration?

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2) How did alliterations used in the limericks improve the poems?

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3) Which poem did you like the best?

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4) What was your favourite part of the poem and explain why it was your favourite.

Quote

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Explain

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**PREVIEW**

**Questioning**

Write 3 questions you had about the poems

1)

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2)

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3)

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## Cinquain Poems – Critical Thinking

### Cinquain Poetry – Insights into Métis Culture

Cinquains are short poems with five lines, where each line performs a specific role, such as describing or depicting action. Want to add more flair to your cinquain? Incorporate similes and metaphors! A simile compares two things using "like" or "as," while a metaphor says something is something else. For instance, you can say a fiddle's tune is "as joyful as a prairie breeze" or call a river "Nature's highway." Here are cinquains that bring to life aspects of Métis culture, featuring similes and metaphors for added depth.

#### Fiddle Tune

Fiddle

Quick, sweet

Playing, resonating, thrilling

Like a prairie breeze

Melody



#### Red River Cart

Cart

Wooden, sturdy

Carrying, rolling, travelling

A mode of transport for travelling

Vehicle



#### Bison Hunt

Bison

Mighty, wild

Running, dodging, charging

As unstoppable as time

Game



#### Sash

Sash

Colourful, woven

Tying, wrapping, adorning

A ribbon of unity

Belt



#### Jig Dance

Dance

Lively, fun

Twirling, hopping, stepping

A foot-tapping celebration

Rhythm



#### Métis Flag

Flag

Blue, white

Waving, uniting, symbolizing

A tapestry of culture

Banner



**Critical Thinking**

Answer the questions below.

1) In "Fiddle Tune" why do you think the fiddle is described as the "prairie breeze"? What does that metaphor tell you about the fiddle's importance?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) What emotion does the "Bison Hunt" poem make you feel? Happy, sad, excited, calm, scared, surprised, nervous, creative, etc. Explain.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Which poem did you like best?

\_\_\_\_\_

4) What was your favourite part of the poems? Quote a line and explain why it was your favourite.

Quote	_____
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Explain	_____
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**PREVIEW**

**Visualizing**

Re-read the poems below and draw what you are picturing.

Jig Dance

Red River Cart

<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
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## Rhyming Poems – Critical Thinking

### Rhyming Poetry – Matter

Rhyming poems are quite catchy because they have words that sound the same at the end of each line! You can use different rhyme schemes like ABAB or AABB to make your poem unique. Rhyming makes the poem memorable and enjoyable to read. In these poems, we are diving into the fascinating world of matter—its changes and forms. Matter can be solid, liquid, or gas, and it can change from one form to another.

### Solid Matter

Solid stuff is firm and strong,  
Locked in place, it doesn't budge.  
From chairs to rocks, easy to see,  
Solid matter, stable as a tree.

### Liquid Matter

In a cup, or flowing in a stream,  
Liquid matter is like a dream.  
It takes the shape of its container fast,  
From a puddle to oceans so vast.

### Gaseous Matter

A gas will spread out, far and wide,  
Filling spaces, it can't hide.  
From oxygen to water vapour,  
Gaseous matter is quite the shape-shifter.

### Phase

From ice to water, or steam,  
A phase change is what we mean.  
With heat or cold, matter rearranges,  
Through melting, freezing, it changes.

### Sublimation

A special change, quite rare to find,  
From solid to gas, it leaves liquid behind.  
Like dry ice to fog, as we can see,  
Sublimation is as mystifying as can be.

### Condensation

Water vapour, in the air,  
Finds a chill and lingers there.  
Turns to droplets, as if to say,  
"I'm liquid now, hip hip hooray!"

**Critical Thinking**

Answer the questions below.

1) In "Solid Matter," the phrase "locked in place" is used. What does this tell you about the properties of solid substances?

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2) The "Phase Changes" poem mentions different changes like ice to water. Can you think of other situations where phase changes can occur and explain how they work?

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3) Which poem did you like best?

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4) What was your favourite part of the poems? Quote it and explain why it was your favourite.

Quote

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Explain

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**PREVIEW**

**Visualizing**

Re-read the poems below and draw what you are picturing.

Sublimation

Condensation

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# 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 – humour and imagery

## Finding Bias in Reviews

### What is Bias in Reviews?

**Bias** means the reviewer has a strong preference that influences their opinion. For instance, if a person is a big fan of space adventures, they might praise all books about space, even if some are just okay.

On the other hand, if someone isn't keen on mystery stories, they might downplay a well-written mystery book. It's also possible for a reviewer to be biased against certain topics, like talking animals, and mark them down even if many people enjoy those stories. This is why it's best to read different reviews to get a more balanced view.

Read the reviews and answer the questions.



**Review: "The Galactic Battle: Alien Invasion"**  
Whoa! "The Galactic Battle: Alien Invasion" is hands-down the greatest movie of all time! If you skip this, you're missing out on a cinematic experience. The movie features aliens and humans teaming up, and the aliens are the most intriguing beings ever, and finally, a movie captures the excitement of other aliens or alien enthusiasts, making it ideal. The villain, Earth Defender, sounds like a joke because defending Earth is way less cool than exploring the galaxy. Honestly, nothing more important than space and aliens seems pointless now. You need to watch this game-changer!

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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3) What could you do to learn more about this movie?

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## Our Voice in Review Writing

### What is Voice in Writing?

In writing, different people have different "voices," kind of like how everyone's voice sounds different when they talk. The words they choose, how long their sentences are, and even the punctuation used can show who wrote something. So even if you don't see the person's name on the page, you might guess who wrote it by looking at these things. It's like each writer has their own special way of saying things!

### Voice

A family of 4 watched a movie and each wrote a review. Read them below.

A) I love dragons. I wish, why they not show them more? Everyone was talking and talking but I was bored. Can we watch a dragon movie next time?

E) The emotion in the film is so touching. I struggle to find a movie that tugs at the heartstrings while keeping even so much action scenes weren't exactly my cup of tea, but it was wonderful to see it explored as a family.

C) Okay, this film had some legit cool moments. Indie music, like whoever curated that playlist needs a raise. But let's be real, is the teen romance? Super cringe. Nobody my age talks or acts like that.

D) Those car chase scenes, wow! Felt like I was right back in my high school days listening rock music and feeling invincible. The storyline had its ups and downs, but when they revved those engines, it brought me back. Could've used a plot twist to spice things up, though.

1) Which family member wrote which review?

Dad	Mom	Teenager	Youngest

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

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## Using Humour in Review Writing

Imagine you're reading a review about a new toy. Instead of the reviewer just saying, "This toy is fun!" they might make a funny comparison, like "This toy is so fun, it's like a dance party for your fingers!" That's using humour.

In review writing, humour:

- **Grabs Attention:** Funny sentences makes people interested in reading the review.
- **Makes it Memorable:** If a review makes you laugh, you'll probably remember it more than a boring one.
- **Softens Criticism:** If someone doesn't like something, using humour can make the criticism less harsh. Instead of saying, "The toy breaks easily," they might say, "The toy has taken a nap and never woke up!"

**Review** Read the reviews below that use humour and answer the questions.

1) This book was so boring, even the words turned into glue!

What it Means	_____
Is it a good topic sentence?	_____

2) The pizza was so cheesy, even the mice asked for the recipe!

What it Means	_____
Is it a good topic sentence?	_____

3) The movie was so slow, even snails asked for a fast-forward button!

What it Means	_____
Is it a good topic sentence?	_____

## Literary Devices in Reviews

Literary devices are specific techniques that authors employ to make their writing more engaging and to clarify their viewpoint.

- **Similes:** A comparison using 'like' or 'as' - "This movie was as suspenseful as a high-stakes chess match."
- **Metaphors:** A comparison without using 'like' or 'as' - "The protagonist is a ticking time bomb of emotions."
- **Alliteration:** Using the same initial sound in a sequence of words - "Bold, brave, and brilliant."
- **Humour:** Jokes or funny comparisons to lighten the mood - "That chapter was so funny, even the fish started giggling!"

**Example:** Read the review and find examples of the literary devices used.

**Jumping into "The Secret Space" is like finding a lost chocolate bar in your jacket pocket - a delightful treat!**

In this episode, Sara and Alex discover a spaceship that looks like it retired from space races and look up hiding in a galaxy where thought pushing buttons was just kids' play, but whoops! Suddenly, they're being taken to a robot-run diner in another galaxy.

While this book could give any space saga a run for its money, any little detours that steal the show. It's an action-packed roller coaster that, once you think you've caught your breath, it tosses you into an intergalactic loop.

I give this book a solid 5/5 stars. It was so captivating, I found myself dry pouting with neglect. It's a must-flip for every budding astronomer or dreamer of a space escapade without the bulky suit.



Similes

Metaphors

Alliteration

Humour

## Review Writing - Inferences

Title: "An Enchanting Expedition in Wizard Wally's Whimsical Realm"

### Introduction

Hey, fellow readers! Are you in the mood for an enchanting tale? "Wizard Wally's Whimsical Realm" will whisk you off to a world so magical, it's like stepping into your wildest dreams. For fans of mystic spells and heroic quests, this is your must-read.



### Summary

In this story, a young boy named Tim stumbles upon Wizard Wally's enchanted book, which transports him to an otherworldly kingdom filled with mythical beings—like dragons and fairies. To return the cap and exit this whimsical realm, Tim must navigate a series of challenging and beggling tests.

### Thoughts

Diving into this book is like jumping into a cauldron of magic—it's bubbling with laughs and magic! Characters? They're so lively, I could draw them from my pencil. The story tips faster than a squirrel on a sugar rush, with the author's wide use of words that paint pictures in your brain, making it feel like you've discovered a secret stash of sparkling stories.

### Rating

I rate this book a perfect 5/5 stars, no questions asked! It was so riveting, I didn't even want to stop for a snack. Any youngster interested in magical stories should give it a read today!



**Examine**

Read the review on the previous page and find examples of the literary devices used.

Write 1 example of each of the following literary devices used in the review.

Similes

Metaphors

Alliteration

Humour

**Inferencing**

Answer the questions to show your understanding.

1) **Global Inference:** Describe who you think the author is based on the word choice, sentence structure, and punctuation used in the review. What do you think about them?

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2) **Local Inference:** What did the author mean when they wrote, "Chickadees are so lively, I thought one might borrow my pencil."

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3) **Local Inference:** What did the author mean when they wrote, "The story zips faster than a squirrel on a sugar rush."

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# Block 9: Graphic Texts

## Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns and features 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.

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3) Global Inference: Who do you think gave the duck the plant? Explain two options.

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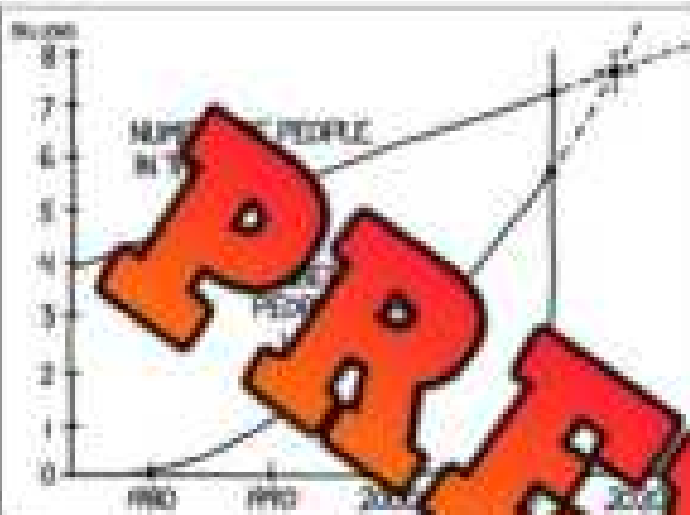


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# Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS OUTNUMBERED

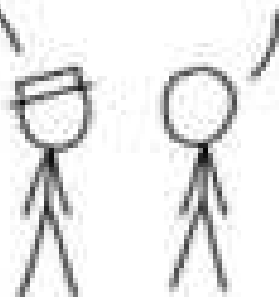
1) What is the comic about?

2) Where did you start to read? Why did you choose there? Did you re-read anything?

HOW ARE YOU?

EXCRUCIATINGLY AWARE OF HOW MUCH OF EACH OTHER'S GROSS LUNG AIR WE'RE BREATHING.

I MEAN, FINE!  
HOW ARE YOU?



Is this a...?

3) What do you think of this comic? Explain.

## Photo Essay - A Day in the Playground

A **photo essay** is a collection or series of photographs that are intended to tell a story or evoke a series of emotions in the viewer. It is a form of visual storytelling wherein each photograph serves a purpose in a larger narrative.

### Instructions

View the pictures below. As you observe each image, notice how they show various aspects of playground activities throughout the day. Reflect on the different emotions and activities in each photo. This will help you understand how a playground is a space of joy, friendship, and learning.

1



2



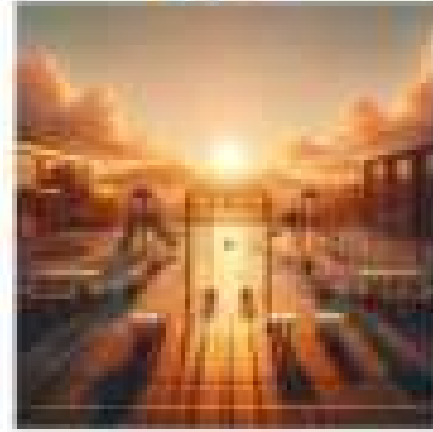
3



4



5



**Instructions**

Carefully look at each image in the photo essay. For each photo, write down what you see and think about how it relates to our daily activities and emotions in the playground.

**Photo 1: Morning Arrival**

What do you see in this photo?

How does this make you feel or what do you think about it?

**Photo 2: The of**

What do you see in this photo?

How does this make you feel or what do you think about it?

**Photo 3: Quiet Corner**

What do you see in this photo?

How does this make you feel or what do you think about it?

**Photo 4: Lunch time**

What do you see in this photo?

How does this make you feel or what do you think about it?

**PREVIEW**

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

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Worksheet Generator  
12/14

**Photo & Team Sports**

What do you see in this photo?

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How does this make you feel or what do you think about it?

---

---

**Photo & Family**

What do you see in this photo?

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How does this make you feel or what do you think about it?

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**Final Reflection**

What did you learn about playing activities and how they make us feel? Share your thoughts about your photo essay.

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**Draw**

Draw yourself playing with your friends on the playground.



## Text Features in Infographics

Infographics are unique visual tools that present information in a format that's easy to grasp. They can cover various subjects, like wildlife habitats, the process of composting, or even the development of a popular video game!

In infographics, you'll typically encounter:

- **Headings:** These clarify the main concept or theme of the infographic.
- **Illustrations or icons:** These visuals support the text by representing its meaning.
- **Annotations:** These labels identify specific sections or elements within the images.
- **Concise Bullet Points:** These offer factual information in an easily digestible way.

### Examining Text Features

1) Give the infographic a title.

2) Which 4 lifecycles are shown?

#### LIFE CYCLE OF BIRD



- Consists of 4 stages
- 1. Egg
- 2. Hatchling
- 3. Juvenile
- 4. Adult

#### LIFE CYCLE OF FROG



- Consists of 4 stages
- 1. Egg
- 2. Tadpole
- 3. Froglet
- 4. Adult

#### BUTTERFLY

- Consists of 4 stages
- 1. Egg
- 2. Larva
- 3. Pupa
- 4. Adult

#### LIFE CYCLE OF COCKROACH



- Consists of 4 stages
- 1. Egg
- 2. Nymph
- 3. Adolescent
- 4. Adult

LIFE CYCLES RESEMBLE TO THE SERIES OF STAGES THAT OCCUR IN AN ORGANISM FROM BIRTH TO DEATH

3) What are the stages of a bird's life cycle?

4) What are the stages of a frog's life cycle?

5) What are the stages of a butterfly's life cycle?

6) Check off if there are the components below in the infographic.

Headings	<input type="checkbox"/>	Annotations	<input type="checkbox"/>
Illustrations	<input type="checkbox"/>	Bullet Points	<input type="checkbox"/>

## 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, such as Ottawa.
- **Red Dots:** A small red dot marks cities, and a bigger red dot is for the capital of Canada.
- **Highways:** Lines that may be numbered, like "Hwy 1," show the big roads you



# 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) What does it mean when the first letter of a word is capitalized on a map?  
\_\_\_\_\_
- 4) What do red dots on a map represent?  
\_\_\_\_\_
- 5) What does a bigger red dot represent?  
\_\_\_\_\_

**Examine**

Take a close look at the map and write any information you learn from it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

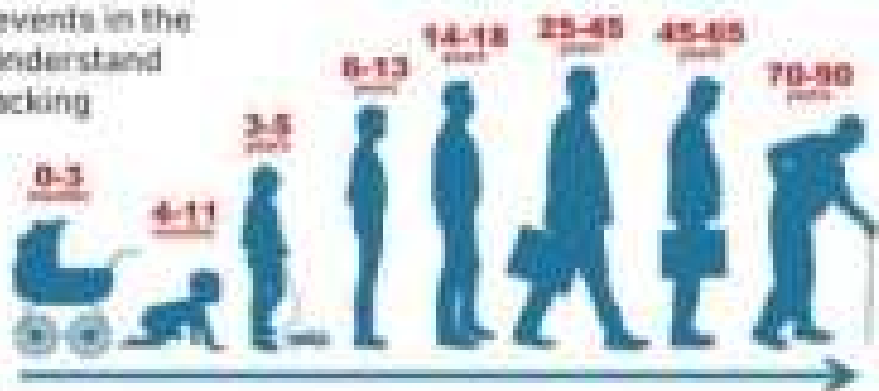
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## Graphic Text - What's a Timeline?

A **timeline** is a tool that arranges events in the order they happened, helping us understand the flow of events. Whether it's tracking major historical events, like the invention of the wheel, or personal milestones such as your first bicycle ride, timelines provide a picture.



**Features of a Timeline?**

- **Time:** Shows when an event happened. They could range from a year to a second day of our lives.
- **Events or Milestones:** Descriptions of the significant happenings, for example, "I was born on..."
- **Lines:** A continuous line of events, visually representing the progression of time from one point to another.
- **Arrows:** Occasionally, arrows are used to show the direction in which time flows, generally from past to future.
- **Visual Aids:** Some timelines use images to help illustrate each event.

### Analyze

Look closely at the timeline and answer the questions.

1) What features are part of this timeline?

2) How do people age? Explain what you've learned from the timeline.

3) Did the timeline help you learn about how we change as our age increases? Or would a paragraph have been a better choice? Explain.

# Block 10: Biographies

## Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections

# What Are Biographies?

## Understanding Biographies

A **biography** is a type of book that tells the story of someone's life. Think of it as a time machine, explaining the person's achievements, emotions, and significance. These life stories can focus on a wide range of people, from scientists to activists, and on both the accomplished and the struggling.



## What's Inside a Biography?

A well-made biography can help you improve your understanding of someone's life. Here's a breakdown of the typical sections you'll find:

- **Preface:** Where the author explains why they wrote the biography.
- **Introduction:** First pages that offer a snapshot of the individual, possibly explaining why their story is interesting.
- **Chapters:** Segments that split up the story, covering different periods or important events in the person's life.
- **Visuals:** Whether it's photos or illustrations, these images show the appearance or actions.
- **Timeline:** This chart places important dates and events in chronological order, helping with understanding.
- **Glossary:** A section that defines challenging words used throughout the book.

## Why the Text Features Matter

These text features serve as tools that improve the reading experience. For example, if a word is highlighted or is in bold, it's likely important to the story and its definition can usually be found in the glossary. A preface helps us understand the perspective of the story as we learn more about the author.

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

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Reading Comprehension  
12.14.13.13

**Prereading**

Before reading, answer the questions below.

Read the title and headings and write what you already know about this subject.

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**Summary**

Summarize the reading – follow the instructions below

Main Idea

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Supporting  
Detail # 1

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Supporting  
Detail # 2

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Supporting  
Detail # 3

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Summary – Write a summary with the main idea and supporting details in paragraph form.

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**PREVIEW**

## Biography – Terry Fox

### Terry Fox: A Canadian Hero

#### Preface

When I set out to write this biography, it was with the hope of sharing Terry Fox's incredible story with a new generation. Every Canadian knows the name Terry Fox, but not everyone knows the full depth of his courage and dedication. Through his life, we can learn the power of determination, the importance of hope, and the impact just one person can have.

#### Early Life

Terry Fox was born on July 28, 1958, in Winnipeg, Manitoba, Canada. He loved sports like basketball and hockey from the time he was a little kid. But when he was 18, doctors told him he had cancer. They decided to have his right leg removed. This huge challenge didn't stop Terry. He gave up basketball and hockey.

#### Remarkable Marathon of Hope

In 1980, Terry started his famous **Marathon of Hope**. He wanted to run all the way across Canada from coast to coast, hoping to get people talking about cancer and giving money for research. He ran almost a marathon's distance, and Canadians everywhere cheered him on. His hard work, lots of people started donating to help find a cure for cancer.

#### Legacy and Philanthropy

Terry didn't get to finish his Marathon of Hope because he had already done something awesome. He showed everyone in Canada that you can be brave and never give up. Every year, people remember Terry by doing the **Terry Fox Run**, and they've raised over \$800 million for cancer research. Terry's story is still inspiring people today to do great things.

#### Timeline

- 1958: Born in Winnipeg, Manitoba
- 1976: Found out he had cancer
- 1980: Started the Marathon of Hope
- 1981: Terry passed away, but his story lives on
- 1988: Terry was added to Canada's Sports Hall of Fame

#### Glossary

- Marathon of Hope:** Terry's big run across the country to help fight cancer.
- Prosthetic Leg:** A man-made leg that replaces one that's missing.
- Philanthropy:** Helping others, especially by giving money to good causes.
- Legacy:** What someone is remembered for after they're gone.
- Cancer Research:** Scientists working hard to find out more about cancer and how to beat it.



Terry Fox

**Prereading**

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Terry Fox.

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**During Reading**

Stop and write questions about what you are reading.

1	<hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/>

**Questions**

Answer the questions below.

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

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2) What is a preface? What did it tell you in this report?

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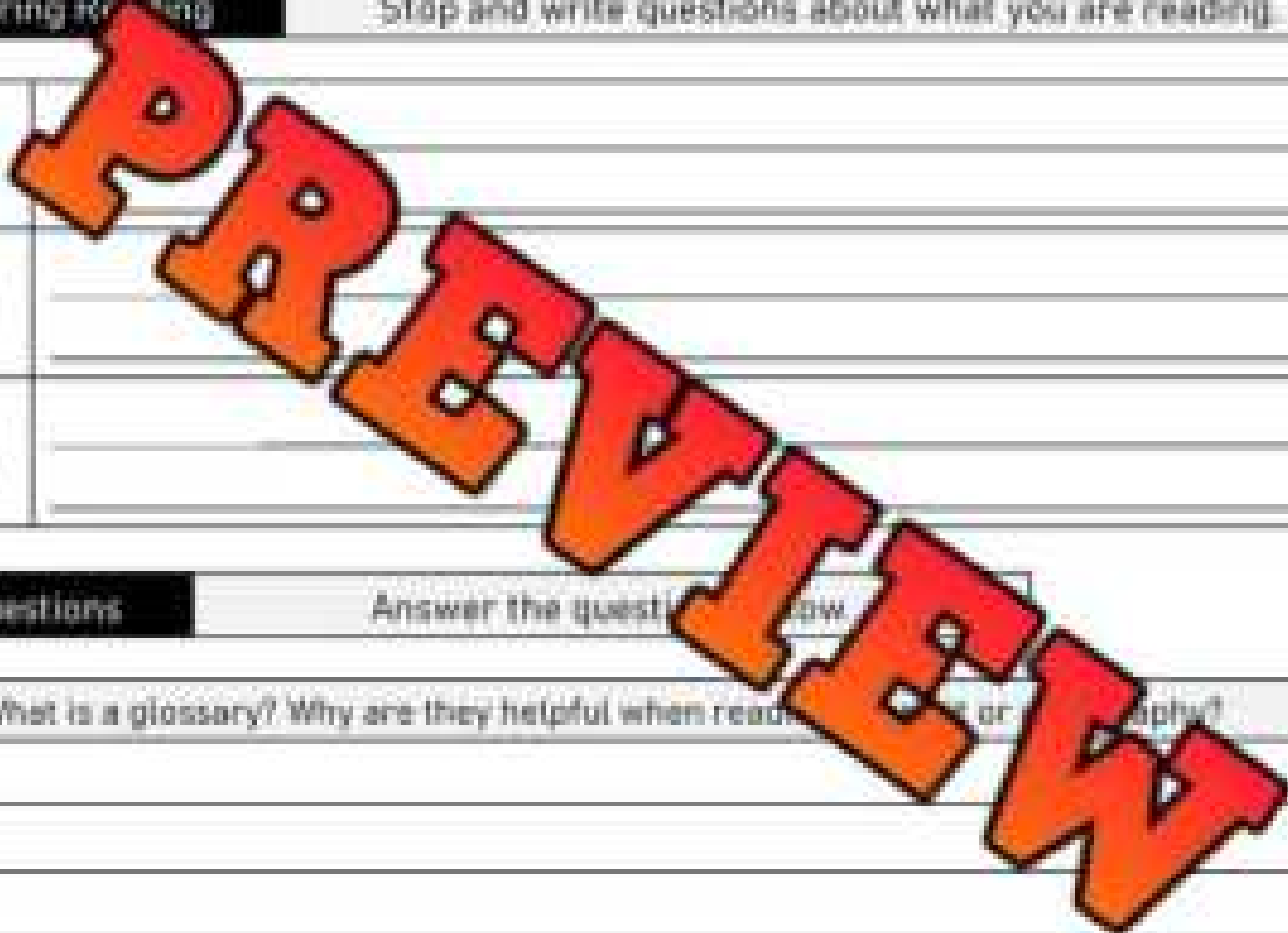
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3) How does the picture of Terry Fox help you understand him better?

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# Biography – Louis Riel: The Métis Political Leader

## Louis Riel: The Métis Political Leader

### Preface

Our past is filled with incredible individuals who made big changes and faced tough challenges. Louis Riel is one such person from Canadian history who stood up for his community's rights and beliefs. By learning about his story, we can better understand Canada's rich history and the people who shaped it.

### Louis Riel's Early Life

Born on February 21, 1844, in the Red River Settlement, now part of Manitoba, Canada, Louis Riel was a member of the Métis community, people with both Indigenous and European ancestry. Growing up, he learned a lot and felt a deep connection to his people.

### Major Achievements

Louis stood tall for his community, leading two major uprisings: the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885. He aimed to guard the rights and traditions of the Métis and Indigenous peoples from a growing Canadian rule. He even led a provisional government in 1870. His actions led to the Canadian leaders.

### Life After the Rebellions and Legacy

Though Riel did so much, some didn't agree with his actions, and he was sadly tried and executed for treason in 1885. His bravery didn't end there. Today, especially in Manitoba, many remember and respect him for standing up for Métis and Indigenous rights.

### Timeline

1844: Born in the Red River Settlement

1869-70: Led a big uprising called the Red River Rebellion

1885: Led another fight, the North-West Rebellion, but faced a tragic end

**Legacy:** He's remembered as a hero for the Métis and Indigenous communities

### Glossary

- **Métis:** Folks of mixed Indigenous and European family lines.
- **Rebellion:** Standing up against those in charge.
- **Provisional Government:** A short-term leadership group.
- **Rights:** The things everyone should be free to do.
- **Treason:** Going against one's own country.
- **Legacy:** What we remember someone for.



Louis Riel

## Understanding

Is the statement true or false?

1. Louis Riel was born in Ontario.	True	False
2. Riel led one major rebellion.	True	False
3. The Metis have both Indigenous and European ancestry.	True	False
4. Riel was elected head of a permanent government.	True	False
5. Riel was born in 1844.	True	False
6. Riel was elected in 1886.	True	False
7. He led the 1885 rebellion in 1885.	True	False
8. Riel tried to protect Indigenous rights.	True	False
9. The Red River was the first of Quebec.	True	False
10. Riel's legacy continues to influence Manitoba.	True	False

## Critical Thinking

Answer the questions below.

1) Inference: How is Louis Riel's legacy viewed in Manitoba?

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2) Inference: How do you think an alliance would have helped Louis Riel's rebellion?

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3) Personality trait: Use one word to describe Louis Riel. Then explain why you chose that word. Examples - brave, creative, loyal, curious, confident, ambitious, calm, etc.

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## Biography – Albert Einstein: The Genius of Physics

### Albert Einstein: The Genius of Physics

#### Preface

Have you ever wondered about the brilliant minds that have shaped our world? Albert Einstein is one of those minds! He asked big questions about the universe and found answers that changed the way we see everything. Let's explore his life and learn about his amazing discoveries.

#### Albert Einstein's Early Years

Born in Ulm, Germany, Albert Einstein was always curious. When his parents weren't experts in science, they supported his curiosity. Young Einstein was so into science that he read advanced topics on his own, beyond his school level.



#### Pioneering Contributions

Einstein is famous worldwide for his theory of relativity, introduced in 1905. This theory changed how we think about space, time, and gravity. Instead of doing lots of experiments, Einstein used his imagination and math to come up with his ideas.

One of his biggest contributions is the equation  $E=mc^2$ , which tells us about the connection between matter and energy. This has affected many areas, including how we use nuclear energy.

#### Later Life and Impact

Einstein never stopped exploring and thinking. He added to our knowledge of quantum mechanics and the whole universe. He also spoke up for things he believed in, like equal rights for everyone and being careful with nuclear weapons. Although he died in 1955, his groundbreaking thoughts still shape science, and his beliefs guide scientists in doing the right thing.

#### Glossary

- **Relativity:** A theory about how space and time are linked.
- **$E=mc^2$ :** A formula showing how matter and energy are two sides of the same coin.
- **Quantum Mechanics:** How super tiny particles behave and interact.
- **Cosmology:** Learning about the universe's start and how it grows.
- **Ethical:** Doing what's right and good.

**During Reading**

While you read, stop and jot down 5 notes about his accomplishments and things he did. When you're done, order them from first event to sixth.

Accomplishments - What Einstein Did	Order (1-5)

**Timeline**

Make a timeline showing and labelling the important events in Einstein's life.

Blank area for drawing a timeline.

**PREVIEW**



# Google Slides Lessons Preview





# Manitoba Language 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!





# Manitoba Language Writing – Grade 7

### Building a Strong Paragraph

Checklist	Notes
1. I have a topic sentence that states my main idea.	
2. My sentences clearly explain and support my topic sentence.	
3. I use linking words to connect my sentences.	
4. I use a variety of sentence structures.	
5. I use a variety of punctuation marks.	
6. I use a variety of vocabulary words.	
7. I use a variety of capital letters.	
8. I use a variety of end punctuation.	
9. I use a variety of transition words.	

Checklist

Writing Paper

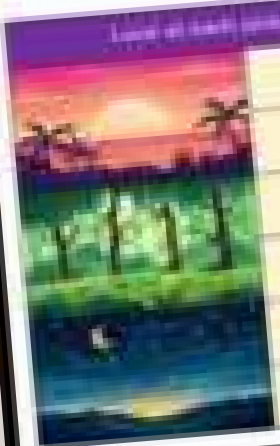
Writing Paper

### Writing Linking

Linking Words	Examples
First	First, I went to the store.
Next	Next, I went to the bank.
Then	Then, I went to the park.
After that	After that, I went to the mall.
Finally	Finally, I went home.
Before	Before I went to school, I had breakfast.
After	After I finished school, I went home.
When	When I was young, I lived in a small town.
While	While I was walking, I saw a dog.
As	As I was walking, I saw a dog.
Because	Because I was late, I ran.
So	So I ran.
Therefore	Therefore, I ran.
Thus	Thus, I ran.
Consequently	Consequently, I ran.
As a result	As a result, I ran.
Due to	Due to my lateness, I ran.
On account of	On account of my lateness, I ran.
Because of	Because of my lateness, I ran.
As a result of	As a result of my lateness, I ran.
Due to the fact that	Due to the fact that I was late, I ran.
On account of the fact that	On account of the fact that I was late, I ran.
Because of the fact that	Because of the fact that I was late, I ran.
As a result of the fact that	As a result of the fact that I was late, I ran.
Due to the fact that I was late	Due to the fact that I was late, I ran.
On account of the fact that I was late	On account of the fact that I was late, I ran.
Because of the fact that I was late	Because of the fact that I was late, I ran.
As a result of the fact that I was late	As a result of the fact that I was late, I ran.

### Describing Scenes

Scene	Color	Texture	Sound	Smell
Beach	Blue, Yellow, Green	Sand, Water	Waves, Seagulls	Salt, Sun
Forest	Green, Brown	Leaves, Trees	Birds, Wind	Earth, Fresh Air
Mountain	Green, Brown, Blue	Rock, Grass	Wind, Waterfalls	Earth, Fresh Air
City	Grey, Blue, Green	Concrete, Buildings	Trucks, Cars	Concrete, Pollution
Field	Green, Yellow	Grass, Flowers	Wind, Birds	Grass, Fresh Air
Mountain	Green, Brown, Blue	Rock, Grass	Wind, Waterfalls	Earth, Fresh Air
City	Grey, Blue, Green	Concrete, Buildings	Trucks, Cars	Concrete, Pollution
Field	Green, Yellow	Grass, Flowers	Wind, Birds	Grass, Fresh Air





# Manitoba Language Writing – Grade 7

### Direct or Indirect Characterization

<p>Mark is described as a shy person who is the best of both worlds: calm and happy.</p>	<p>Mark is described as a shy person who is the best of both worlds: calm and happy.</p>
<p>When the school principal says "I'll try to be more positive, as I can."</p>	<p>When the school principal says "I'll try to be more positive, as I can."</p>
<p>She is described as a very kind and caring person.</p>	<p>She is described as a very kind and caring person.</p>
<p>She is described as a very kind and caring person.</p>	<p>She is described as a very kind and caring person.</p>
<p>She is described as a very kind and caring person.</p>	<p>She is described as a very kind and caring person.</p>

### Match

<p>1. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	Community
<p>2. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	Classroom
<p>3. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	Neighborhood
<p>4. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	Country
<p>5. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	City

### Word Search

<p>1. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	Community
<p>2. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	Classroom
<p>3. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	Neighborhood
<p>4. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	Country
<p>5. A group of people who are interested in the same subject or activity.</p>	<input type="checkbox"/>	City



# Workbook Preview



# Grade 7 – Language Manitoba ELA Curriculum



**Language as Sense Making:** How do learners understand what they hear, read, and view?  
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts.	9-12, 17-22, 30-37, 53-58, 67-78, 84-91, 109-110, 115-116, 151-154, 160-163, 184-188, 195-198, 214-221, 233-236, 239-249, 258-260, 273-277, 288-289, 294-302, 316-324
1.2	Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences.	15-16, 67-77, 79-83, 94-87
1.3	Learners are using a variety of thinking	
1.4		

**Preview of 150 pages from  
this product that contains  
428 pages total.**

**Language**

write, represent, listen, speak, and view.

**read.**

	Grade Band Descriptors	Pages
2.1	Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization.	38-51, 59-66, 117-118, 131-144, 204-213, 328-343
2.2	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.	13-14, 79-83, 92-93, 111-114, 119-125, 129-130, 145-150, 164-167, 193-194, 199-201, 250-257, 261-262, 290-293, 303-306
2.3	Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.	23-26, 94-108, 126-128, 183-185, 189-192, 263-276, 278-287, 294-301
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	13-14, 67-73, 79-83, 92-93, 164-167, 193-194, 199-201, 250-257, 290-293, 303-306

**Language as Exploration and Design:** How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate these ideas?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>3.1</b>	Learners are participating in, extending, and discussing creative processes for designing.	17-22, 168-171, 303-303, 229-232
<b>3.2</b>	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	173-174, 183-185, 314-328, 241-247, 307-315, 316-322
<b>3.3</b>	Learners are reconstructing, manipulating, and revising existing texts or sets of texts to create new ideas, forms, purposes, and messages.	183-185, 195-198, 237-238, 325-326
<b>3.4</b>	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	325-326

**Language as Power and Agency:**

How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

How do learners use language to influence others when they write, represent, and speak?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>4.1</b>	Learners are recognizing that one's identities are influenced by various factors and change over time and contexts.	N/A
<b>4.2</b>	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	168-171, 175-182
<b>4.3</b>	Learners are exploring multiple perspectives, points of view, and interpretations.	168-171, 175-182
<b>4.4</b>	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	155-163
<b>4.5</b>	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	11-12, 90, 187

# 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 goal 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.

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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2) As you worked on your writing this week, did you reach your goal? How did you feel about it?

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

	<hr/> <hr/> <hr/> <hr/>
--	-------------------------





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

12

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Practice

Choose one prompt from the box below and write about it for 8 minutes.

**PREVIEW**

Count your words. How many words did you write? \_\_\_\_\_

Count your lines. How many lines of words did you write? \_\_\_\_\_

## 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 writing 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

 Convincing readers with arguments.

Narratives

 Detailed information on a topic.**Questions**

Answer the questions

1) What is the main purpose of persuasive writing?

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

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

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## 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 – 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 \_\_\_\_\_. \_\_\_\_\_ 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.

Kindergarteners	Yummy	Weirdo	YOLO	Tea	Howie
	Notepad	Uh-oh	Potty	Tummy	Bubba
Elementary School Students	Taxes	Debt	Ghosted	Meme	Recess
	Hand	Lowkey	Cool	Awesome	Flex
High School Students	Being	Stress	Adulting	Anxiety	Squad
	Stress	Wellness	Viral	Vibe	
Parents	Hyped	Mentorship	Stream	Groceries	
	Mentorship	Selfie	Chill	Finance	Meme
Seniors	Pension	Syllabus	Legs	Planned	Adm.
	Zumba	Discount	Trending	Rain	News

### 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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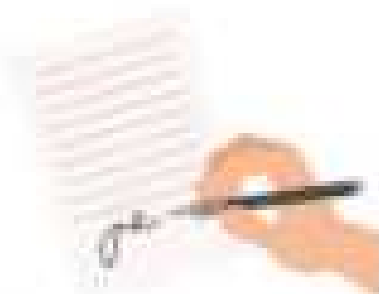
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## Activity: Secret Agent Notes

### 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 Impersonation Target:** You're a secret agent. Your mission is to leave a note, but you can't let anyone know it's from 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**



# 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. It 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 find out more about the world. Libraries are key in schools because they're a quiet place to get 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 usual 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 like 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've written 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 Academic 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 cognitive function.

#### 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 the topic and then select 3 big ideas to write about.

1) Why would flying be a superpower you would 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 favourite 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 favourite treat for many people. It is loved for its rich taste and creamy texture.

2) Video games are engaging, dynamic, and sometimes educational. They challenge our reflexes and brainpower, offering more than just fun. While some critics argue that many educators find value in their interactive learning potential.

a) Video games, though fun, often offer educational insights and challenge.

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.

## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) Clouds are fascinating objects in the sky. They change shapes and can be fluffy, thin, or dark, depending on the weather. Watching them can be calming and fun. They are **so** important as they can release water we need.

2) Books offer a fun time to **pass**. There are stories about magic, adventures, and fact books. You can go on many journeys without leaving home.

3) Bicycles are an amazingly useful invention. They are **used** by many people and people ride them for fun or to get around. You pedal to move. You can see the streets and in parks.

4) Space is a vast and mysterious place that stretches far beyond our Earth. It's filled with countless stars, planets, and galaxies. Scientists are doing their best to explore space, so we can learn more about it.

**PREVIEW**

## Success Criteria - Analyzing Paragraphs

### Analyze

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

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.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

**PREVIEW**

**Write** Plan your paragraph by brainstorming about your topic below.

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

1

2

3

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

**PREVIEW**

Edit

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

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

Edit

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

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

# Assignment - Paragraph Writing

Write:

Write your paragraph below.

**PREVIEW**

# Reflection - What Did I Learn?

**Think**

Write five things you learned from completing this writing assignment.

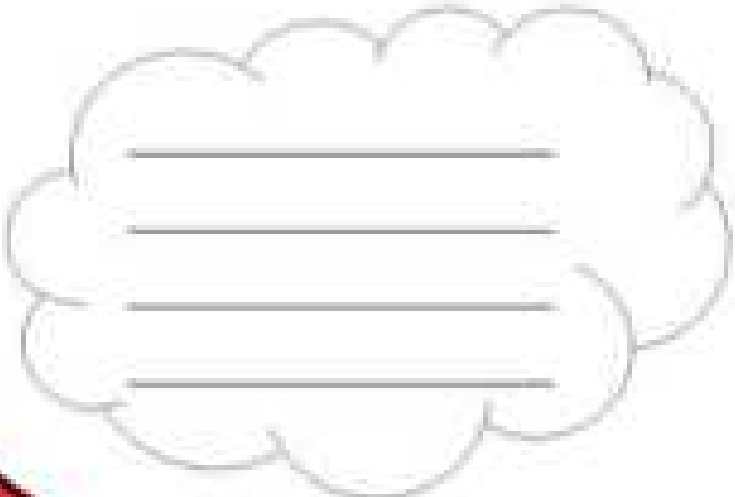


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**PREVIEW**

What I Learned

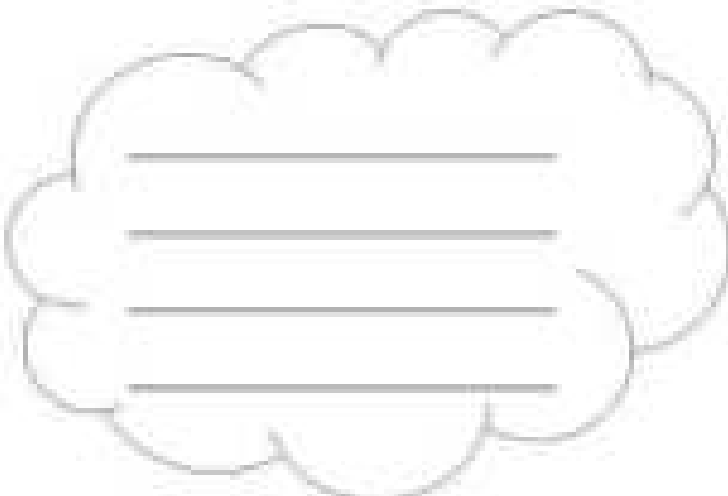


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## Rubric - Paragraph Writing

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>	Clearly and consistently focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
<b>Supporting Details</b>	Two or three relevant details; all are relevant.	Two or three relevant details; one may be irrelevant.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
<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.	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.

### Teacher Comments

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**Mark**

### 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.
Thesis Statement	
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.
Thesis Statement	
_____	
_____	
_____	

Topic	Main Ideas
Renewable Energy	1) Renewable energy reduces pollution. 2) It is a sustainable resource. 3) Investing in renewable energy creates jobs.
Thesis Statement	
_____	
_____	
_____	

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

Topic	Main Ideas
Reading Books	<ol style="list-style-type: none"><li>1) Reading enhances knowledge and vocabulary.</li><li>2) It improves concentration and focus.</li><li>3) Books can transport readers to different worlds.</li></ol>

**Thesis Statement**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic	Main Ideas
Bullying Prevention	<ol style="list-style-type: none"><li>1) Bullying causes significant emotional damage.</li><li>2) Education is key to reduce its occurrence.</li><li>3) Schools must implement effective bullying policies.</li></ol>

**Thesis Statement**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic	Main Ideas
Technology in Education	<ol style="list-style-type: none"><li>1) Technology provides interactive learning experiences.</li><li>2) It gives students access to a wealth of information.</li><li>3) Technology prepares students for a digital future.</li></ol>

**Thesis Statement**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**PREVIEW**

## 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)
<b>Thesis Statement</b>	_____
_____	_____
_____	_____

Topic	Main Ideas
Why are Pets Good or Bad for People?	1)
	2)
	3)
<b>Thesis Statement</b>	_____
_____	_____
_____	_____

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Essay Writing – Thesis Statements

**Think**

Circle the best thesis statement below for the topic provided

**Topic: The 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 cooking.

**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 lives by changing weather patterns, making ice cream melt faster in the summer, and making it harder to grow crops.
- 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 cultural 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.

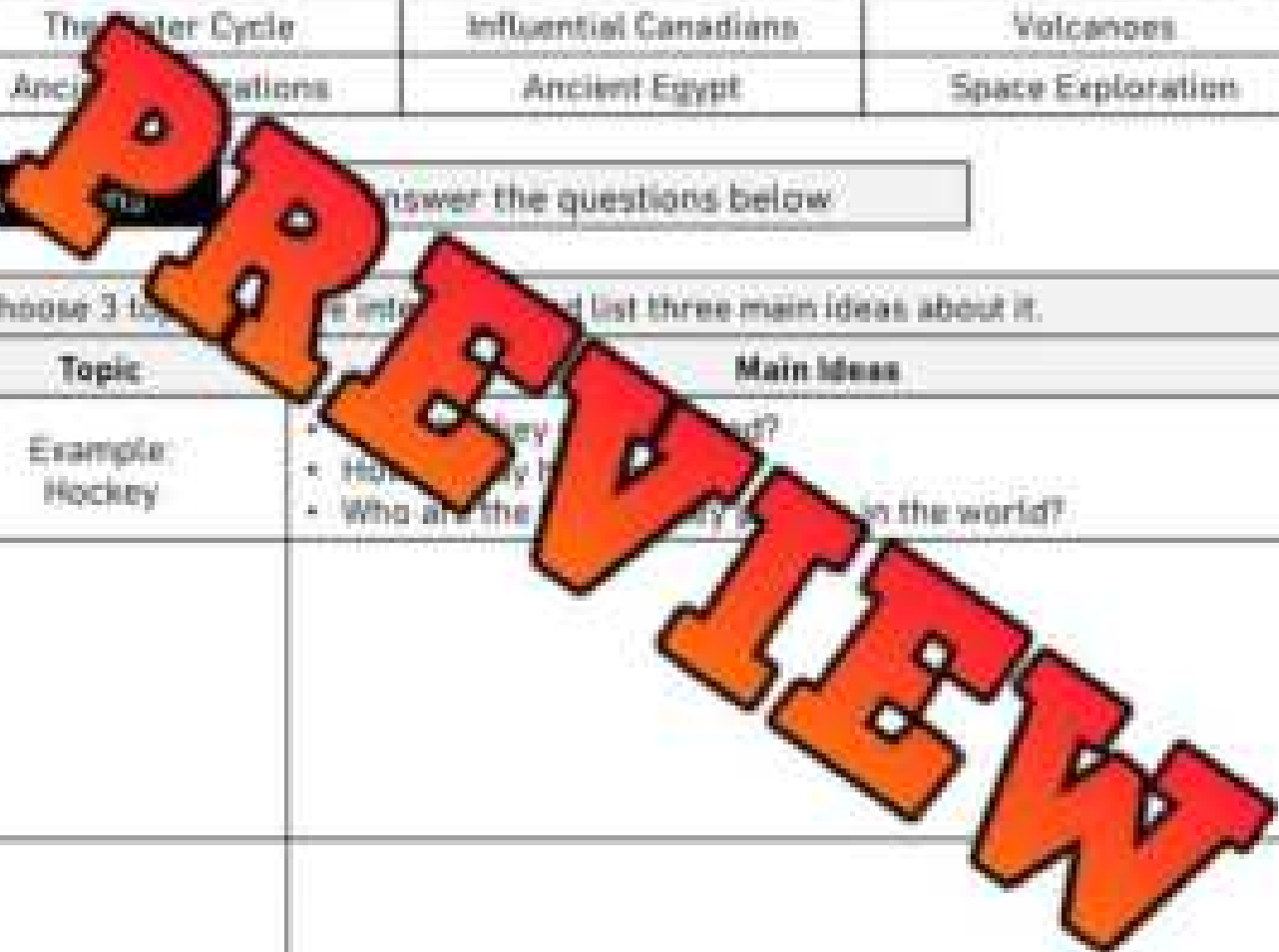
## Scaffolding - Essay Writing

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 best 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 of all time, 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**

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**Main Idea 1**

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**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 formal letters, 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 can 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
Neighbor	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 an invitation to a party	Formal	Informal
School Newspaper	Write an article about the school	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 of each email.

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 real 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 missing 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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Worksheet Generator  
www.worksheetsonline.com

## 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:	

**PREVIEW**

## 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:** Project

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

**Analyse**

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, that was like magic! The sugar mixed with the water and dissolved right into it.

But wait, there's more! Next, I tried mixing salt in 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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Personal Information  
1111

## 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	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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## Intro to Narrative Writing

### What is Narrative Writing?

Narrative writing is a type of writing that tells a story. It's like sharing a little adventure with your readers. In a narrative, you can talk about real events from your own life, create fictional stories, or even combine both. The goal is to take your readers on a journey, making them feel like they are right there with you.

### Parts of a Narrative

- 1. Introduction:** Every narrative starts with an introduction. This is where you introduce the main characters and the setting. By describing the setting, you tell the reader where the story is taking place and help them picture what is happening.
- 2. Middle:** The middle is the part of the story where the action happens. It's the exciting part where events unfold, and characters face challenges or adventures. This is the heart of your story.
- 3. Conclusion:** Lastly, we have the conclusion. This is where you wrap up your story. You tell your readers how the story ends and how the characters are affected or how they changed. It's like tying a bow on a present; it gives your story a neat finish.

### Tips for Great Narrative Writing

- Use descriptive words to paint a picture in your reader's mind.
- Show, don't tell. Instead of saying, "It was a scary night," describe the spooky shadows, eerie sounds, and how your heart raced.
- Use dialogue to make your characters come alive. Let them speak and show their personalities.
- Organize your story in a clear order: beginning, middle, and end.
- Edit and revise your work to make it the best it can be.



Remember, the best narratives are the ones that make your readers feel like they're part of the adventure. So, let your imagination run wild, and start writing your own narratives!

**True or False**

Is the statement true or false?

1) Narrative writing is all about telling real stories.	True	False
2) The conclusion of a narrative ties up the story.	True	False
3) Descriptive words are not important in narrative writing.	True	False
4) In narrative writing, you should "show, don't tell."	True	False
5) Dialogue can bring characters to life in a narrative.	True	False

**Question**

Answer the questions below.

1) What are many examples of narrative writing?

2) Idea generation is often inspired by your interests. Consider challenges you encounter in these activities.

Example: Alex, the aspiring musician, looks for the way to a show.

**Think**Write the beginning, middle, and end for the story idea below.  
Beginning: Setting/characters. Middle: Main problem. End: Solving the problem.

Story idea: To celebrate his 11th birthday, Jake is given a mysterious book that grants him the ability to talk to animals.

Beginning	
Middle	
End	

## 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 head, 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 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 of 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	

**PREVIEW**

## 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 example below and circle what their character type might be.

1	Max is always the first to arrive 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 his _____, 10 years, his dignity intact.	Direct	Indirect
5	"Lily, your curiosity will take you far," said her teacher to the _____ in class.	Direct	Indirect
6	Keira passed the ball to a teammate, her eyes on the group'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:

What does the character look like?

What do they do? (actions)

What do they say?

What do others say about the character?



## 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.

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	

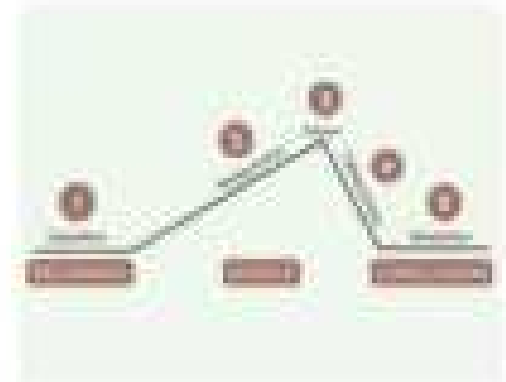
# Narrative Structure

## 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 highest point 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 halls 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	Climax
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 participated regardless of the outcome. To their surprise and joy, they won first place and 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**

## 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 - Suspense

**Suspense** is that "what's going to happen next?" feeling in a story. It's when you're reading or writing and can't wait to turn the page. You add suspense by making something uncertain and important to your readers.



Here are some examples of suspense:

- **Mystery Box:** Maybe your character finds a locked box in their grandparent's attic. What's inside? Who does it belong to? You make your readers wait a bit before they find out. That's suspense!
- **Cliffhanger:** When a story ends abruptly, and you're left hanging until the next chapter. Your character might be about to open a door to a mysterious world, but the chapter ends. You'd really want to read on, right?

Write

Choose a scene from a story and write a scene filled with suspenseful details.

**The Final Penalty Kick:** In a crucial soccer match, the score is tied, and the game is tied and comes down to a final penalty kick. A player is chosen to take the shot, carrying the team's hopes and dreams.

**The Vanishing Act:** During the school talent show, a student magician attempts a trick they've never tried before making themselves disappear. But when the curtain falls, they are nowhere to be found, not just from the stage, but seemingly from the entire school.

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

## Using Quotations in Narratives

**Edit**

Fix the mistakes below.

Original: John said "I will be going to the movie tonight".

Edited

Original: "Where do you want to go now?" Asked Lily.

Edited

Original: "I'm not sure" he pondered "if this is the right way".

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**

## Writing Using Quotations

**Practice**

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

You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____

**PREVIEW**

## Character Personality and Dialogue

**Think**

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality. There may be 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) "That's not my cup of tea 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 her hand.

**Personality: Optimistic**

- a) "Ugh, this is too difficult!" she announced, frowning.
- b) "Challenges are just opportunities in disguise," he grinned, shaking his thumbs up.
- 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.

## 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 can't get the part, I won't stay in the school." Emily says.	Emily _____ _____
	"That's worse than the last play!"	Mark _____ _____
	"It's okay, I'll practice harder and be ready to go again next time."	Sam _____ _____
	"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 began to dig, their hands and tools shaping the sand. Onlookers wandered by, casting curious glances at the growing creation.

“\_\_\_\_\_” their friend Zoe called out, leaning on 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 blanks 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 about my class," Ethan \_\_\_\_\_
- 2) "I think we should start our discussion 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, wearing a sun 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, boiling away a piece of plastic.

Mayor Marina, visiting the beach, praised them. "Be proud of such 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

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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		

## Intro to Personal Narrative Writing

### What is Personal Narrative Writing?

A personal narrative is like telling a story from your life.

It's your chance to share a piece of your world with others, showing them what you've been through or what's important to you.



### Key Elements of a Personal Narrative

- **Setting:** This is the time and place when your story takes place. Think about the places that are important to you and what time it was in your life.
- **Characters:** The main characters in your personal narrative, but you can also include other people who are part of the story. Describe who was involved and what they mean to you.
- **Plot:** The plot is what happens in your story. Think about a specific event or experience that changed you or helped you grow.
- **Conflict:** Most good stories have a problem or challenge. Think about a character you face. What was a challenge or problem you encountered? How did you react to it?

### Tips for Better Narrative Writing

- ☑ Start by introducing yourself and give some background information to help readers understand your story.
- ☑ Use descriptive language to paint a vivid picture of your characters and settings.
- ☑ Show, don't tell, by describing actions and emotions rather than just stating them.
- ☑ Include dialogue to make your characters speak for themselves.
- ☑ Explain how the event or experience ended and what you learned from it.

With these basics in mind, you're ready to start your journey into narrative writing. Just like any skill, the more you practice, the better you'll get at making interesting and captivating stories.

**Write**

Fill in the sections below to explore different parts of your identity. There's no right or wrong answer – this is all about you!

1) What are three words you would use to describe yourself?

2) Where is your family originally from?

3) What traditions do you celebrate?

4) How would you describe your family?

5) What are your strengths and weaknesses?

Strengths	Weaknesses

6) What are your beliefs and values? (examples: fairness, inclusivity, kindness, community)

## Personal Narrative Planning – My Identity Journey

**Planning**

Plan your personal narrative, focusing on how your identity has evolved in the graphic organizer below.

Write about the main theme of your narrative focused on a specific aspect of your

Briefly introduce where and when your story starts.

Describe an event or experience in detail, including where it occurred, the people involved, and any specific date or time period it relates to.

How have these experiences changed you? And what lessons have you learned?

How has your identity evolved through these experiences?

**PREVIEW**

## Revision – Take a Closer Look

**Instruction**

Take a closer look at your previous activity to answer each questions below. Mark "yes" or "no". Make changes in your writing for each question that you marked "no". Then color the box to show you edited your writing.



Criteria	Yes	No
Is your topic clearly presented?		
Do your points support your main argument or topic?		
Are your supporting details relevant to the topic?		
Have you checked your work for proper spelling and used Canadian English conventions?		
Have you consistently used appropriate capitalisation throughout your writing?		
Are all sentences punctuated correctly, including the use of commas, periods, and question marks?		
Have you varied your sentence structure to maintain the reader's interest?		
Does your language and tone suit the purpose of your writing and the intended audience?		
Have you provided a conclusion or closing statement that ties together your ideas?		

PREVIEW

## Revision – Writing Feedback Sheet

Read your friend's writing carefully. Look for different types of mistakes: capital letters, punctuation, spelling, grammar, word choice, and sentence structure. Use the table below to count how many of each mistake you find. If you don't find any, check '0', if not, check the number that you counted. For word choice, look for words that could be more interesting. Suggest a new word if you can!



Remember to be kind with your feedback. Our goal is to help each other become better writers!

Student Name \_\_\_\_\_

Reviewer's Name \_\_\_\_\_

Type Of Error	What To Look For	Number Of Errors You Found										
Capitalization Errors	Letters that should be capitalized but aren't, like the start of sentences or names.	0	1	2	3	4	5	6	7	8	9	10
Punctuation Errors	Missing or wrong marks like periods (.), commas (,), or question marks (?).	0	1	2	3	4	5	6	7	8	9	10
Misspelled Words	Words that don't look right. Check with a dictionary or ask a teacher if unsure.	0	1	2	3	4	5	6	7	8	9	10
Grammar Errors	Sentences that sound wrong or are hard to understand.	0	1	2	3	4	5	6	7	8	9	10
Word Choice Changes	How many boring word choices did you find?	0	1	2	3	4	5	6	7	8	9	10
Sentence Structure	Look for variety. Do most sentences start the same way or are most of them simple sentences.	0	1	2	3	4	5	6	7	8	9	10

## 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 \_\_\_\_\_

## Activity: Being Persuasive

### Objective

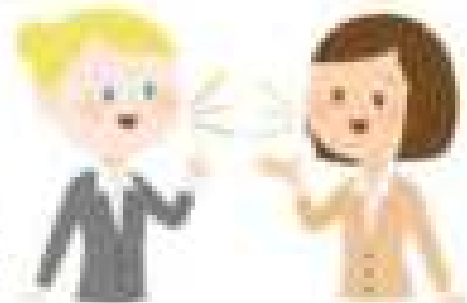
What are we learning more about?

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

### Materials

What is needed to complete the activity?

- \_\_\_\_\_
- Timer or clock



### Instructions

How will we complete the activity?

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

## Persuasive Writing - Opinions

**Opinion**

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

	Topic	Opinion - Yes or No?
1)	Should every student play a sport in school?	
	Reason 1	
	Reason 2	
	Reason 3	

2)	Should schools be open during the year?	
	Reason 1	
	Reason 2	
	Reason 3	

3)	Should there be a no-homework policy for Friday?	
	Reason 1	
	Reason 2	
	Reason 3	

4)	Should schools offer more art and music classes?	
	Reason 1	
	Reason 2	
	Reason 3	

# Version 2: 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 Walker,

I hope everything's going well. I've got this exciting idea for our school: How about adding a climbing wall in our playground? Let me share why I think it's a brilliant thought.

Firstly, it's so adventurous! Climbing walls are super fun. Recess would become the most exciting time of the day, with all of us challenging ourselves to climb higher.

Secondly, it's not just fun; it's learning too. We could understand about balance, strength, and coordination while we climb.

Moreover, students would get extra exercise as they use the climbing wall. They will improve their strength and endurance. I read that grip strength is the number one predictor of overall health and longevity.

I truly hope you'll give my suggestion a chance. It could make our recess time truly special!

Warm regards,  
Jamie, 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 Jamie.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PREVIEW**

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



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

# Synthesizing – Lions

### Passage 1: The Role of the Lion in Controlling Herbivore Populations

Lions are known as apex predators, meaning they are at the top of the food chain. They primarily prey on large herbivores such as zebras, wildebeests, and antelopes. By doing so, lions play an essential role in controlling the populations of these herbivores. If the herbivore populations were left unchecked, they could overgraze and deplete the plant resources, like grasses, acacia tree leaves and shrubs in the savannah, causing an imbalance in the ecosystem.



### Passage 2: Social Dynamics within a Lion Pride

A lion pride typically consists of several females, their cubs, and a few males. Females are usually the primary hunters, working in groups to take down prey. The males defend the territory and cubs. This social structure allows lions to hunt more effectively, making them successful predators in their environment. The pride's success, in turn, helps maintain the balance of the African Savannah.

### Passage 3: The Lion's Impact on the Ecosystem

Aside from their role in controlling herbivore populations, lions also influence the presence of other smaller predators like hyenas and leopards. Lions often steal kills from these predators and can sometimes even kill them, reducing competition for food. This behavior ensures that lions remain the dominant predator, shaping the hierarchy and biodiversity in the savannah.

**Draw a Food Chain**

Draw a simple food chain that includes lions and at least two other animals in the African Savannah.

**PREVIEW**

# Synthesizing – Lions

## Synthesis

Combine the information from the three passages to write one short summary about lions in the African Savannah.

Handwriting practice area with 20 horizontal lines. A large, diagonal watermark reading "PREVIEW" is overlaid across the lines.

# All About Expository Writing

## What is Expository Writing?

Expository writing is a style of writing that focuses on explaining, informing, or clarifying a topic. It's all about giving information in a clear manner without adding personal opinions or trying to convince the reader of something. The main aim is to provide readers with accurate and straightforward facts.

## Key Features

- **Factual:** Expository writing is based on true information. It does not include personal opinions.
- **Clear:** It uses simple words and sentences to make the topic easy to understand.
- **Organized:** It is presented in a logical order.



## Different Types of Expository Writing

1. **Instruction Lists:** These are written by giving step-by-step instructions. An example is a recipe that lists down the ingredients and the steps to follow to prepare the dish.
2. **Informational Reports:** These give detailed information about a topic, answering questions like who, what, where, when, and why. For example, if you write a report about pandas, you'd learn about their habitat, what they eat, and how they behave.
3. **Problem and Solution Essays:** These identify a problem and then discuss ways to solve it. For instance, an essay might discuss the problem of litter and propose solutions like installing more bins or starting an awareness campaign.
4. **Comparison Essays:** These describe the similarities and differences between two things. An essay might compare two types of animals, like cats and dogs, and discuss how they are alike and how they are different.
5. **Cause and Effect Essays:** These look at the reasons something happens and its results. For instance, an essay might explore the causes of rain and then discuss its effects on the environment.

## Using Expository Writing:

When you want to share information or explain something in detail, expository writing is the tool to use. It helps readers understand topics better by presenting facts in an organized and clear manner. Whether you're reading a textbook, a how-to guide, or a scientific report, you're likely seeing expository writing in action.

**True or False**

Is the statement true or false?

1) Expository writing should always avoid personal biases.	True	False
2) A report on climate change is an example of expository writing.	True	False
3) Expository writing can include personal opinions.	True	False
4) "How-to" lists are an example of expository writing.	True	False
5) Headers and bullet points make expository writing harder to understand.	True	False

**Question**

Answer the questions below.

1) Write a sentence about personal biases in expository writing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) In what situations might a "how-to" list be used?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Which Type?**

Write the type of expository text you would use to answer each question below.

1) All about animals	
2) The problem of Climate Change and how to solve it	
3) Which is better for you, water or juice?	
4) How to grow tomatoes	
5) A recipe for how to make brownies	
6) If you install solar panels, what will happen?	
7) Which soil do sunflowers grow best in - sand, silt, or clay?	
8) What happens when waves crash against the shoreline?	

# 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

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

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

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**Title:**

**Introduction**

**Materials**

**Instructions**

**Tips/Notes/Cautions/Warnings**

**PREVIEW**

**Reconstructing Text: News Article to Diary****A Glimpse into Our Sun's Latest Flare**

*Published on February 10, 2024*

Yesterday's news anchors announced a breakthrough as scientists released one of the largest solar flares in the past decade. Earth witnessed stunning auroras visible far beyond usual locations. Dr. Elena Martinez, a solar physicist, explained that solar flares are eruptions of energy from the Sun, capable of affecting Earth in various ways.

Solar flares can affect Earth in several ways. Besides creating beautiful auroras, they can also disrupt satellite communications and power grids. Thankfully, this flare's effects were

mostly visual, adding a spectacular light show to the night sky.

Local resident, Alex Thompson, shared their experience: "I've never seen the northern lights before. Last night, they were right outside my window. It was like a dance of colours in the sky. Truly unforgettable."

As we continue to explore our day-to-day lives, events like this flare remind us of the dynamic and ever-changing nature of space. The next time you look up at the sky, remember that there's a whole universe of phenomena happening right above us, just waiting to be discovered.



**Instructions**

Now imagine you are one of the kids who had a chance to see the solar flares. Turn the news article about the Sun's flare into a personal diary entry.

**PREVIEW**

## Reconstructing Text: Melody to Manga

### Objective

What are we learning more about?

To enhance students' understanding of storytelling through music by visualizing and translating the story or message of a song into a comic strip format. This activity aims to develop creativity, comprehension, and artistic expression.



### Instructions

How do we complete the activity?

- 1) Think about how music tells a story or shares a powerful message, just like the lyrics of songs or the plot of movies. Lyrics are not just melodies; they are stories waiting to be told.
- 2) We have a list of amazing songs with unique stories and messages. Take a look at the list and pick the one that resonates with you most. Each song is a journey, and you get to choose which path to explore.
- 3) Imagine the scenes as they unfold. What is the main message is the song sharing with you?
- 4) Now you will turn the story or message of your song into a comic strip. Each panel will be a piece of the song's story.
- 5) With the comic strip template given to you, bring your vision of the song to life on paper.
- 6) Once your comic strip is complete, you'll have the chance to share it with the class. Show us how you interpreted the song through your art. How does each panel represent a part of the story or the message you found in the lyrics?
- 7) In the end, we'll display all the comic strips around the classroom or a common area. This way, everyone can see the diverse stories and messages found in music, all through your eyes.

**Read**

Take a look at the list and pick the lyric that speaks to you the most.

1)	<b>"Brave" by Sara Bareilles</b> "Say what you wanna say, And let the words fall out, Honestly, I wanna see you be brave."
2)	<b>"The Name" by The Script feat. will.i.am</b> "You're in the hall of fame, And the world's gonna know your name, You're shining with the brightest flame."
3)	<b>"Count on Me" by Bruno Mars</b> "You can count on me like 1, 2, 3, I'll be there... 'Cause that's what friends are supposed to do."
4)	<b>"Wavin' Flag" by K'naan</b> "When I get older, I will be stronger, call me a lion, just like a wavin' flag."
5)	<b>"Roar" by Katy Perry</b> "I got the eye of the tiger, a fighter, Dancing through the rain, I'm a champion, and you're gonna hear me roar."
6)	<b>"Scars To Your Beautiful" by Alessia Cara</b> "You don't have to change a thing, The world could change its heart, No scars to your beautiful, we're stars and we're beautiful."
7)	<b>"Wake Me Up" by Avicii</b> "So wake me up when it's all over, When I'm wiser and I'm older, All this time I was finding myself, And I didn't know I was lost."

**PREVIEW**

**Instructions**

Choose a lyric and create a comic that represents the message/theme.

Which lyric did you choose? How will you represent it?

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**PREVIEW**



## Reconstructing Texts – From Fairy Tale to News Report

### Little Red Riding Hood

Little Red Riding Hood, a kind-hearted and curious young girl, lives at the edge of a vast, enchanted forest. One sunny morning, her mother, concerned for the health of Little Red Riding Hood's grandmother, who lives deep within the forest, bakes a batch of warm, sweet treats and packs a basket of fresh fruits. Little Red Riding Hood is tasked with delivering this care package to her grandmother with strict instructions to stay on the path and not to speak to anyone.

Eager to help, and captivated by the beauty of the forest, Little Red Riding Hood sets off on her journey, surrounded by the sounds of birdsong and the rustle of leaves. As she walks, she captures her imagination with every step. However, the tranquility is broken when she encounters a cunning wolf, who, upon learning of her destination, hatches a devious plan to reach the grandmother's house first.

The wolf takes a shortcut through the dense woods and arrives at the grandmother's cozy cottage before Little Red Riding Hood. Using his trickery, he convinces the grandmother to open the door, and he devours her whole by the wolf, who then dons the grandmother's clothing to disguise himself.

Upon arrival, Little Red Riding Hood is immediately struck by the appearance of her "grandmother." With each observation, she notices something off. "What big eyes you have," "What big ears you have," and "What big teeth you have." The wolf's disguise becomes increasingly unconvincing, culminating in the terrifying revelation of his true identity. Just as the wolf is about to leap forward, a woodsman, passing by the cottage, hears the commotion and rushes in to rescue both Little Red Riding Hood and her grandmother, freeing the latter from the wolf's belly.

The story of Little Red Riding Hood, her escape from danger, and the heroics of the woodsman spread quickly through the village, becoming a cautionary tale of wisdom, bravery, and the importance of heeding advice when venturing into the unknown realms of the world.

**Planning**

Fill in the components of the news report below.

1) **Headline:** (Create a catchy headline for your news report.)

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2) **Lead:** (Write a sentence or two summarizing the main event as if it just happened.)

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3) **The Body:** (Step through the events as a news story. Remember to describe what happened, who was involved, where it took place, and when.)

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4) **Quotes:** (Include "quotes" from key characters. What might Little Red Riding Hood, the Grandmother, the Wolf, or the Woodsman say if they were interviewed?)Little Red  
Riding Hood:

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The  
Grandmother:

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The Wolf:

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The  
Woodsman:

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5) **Conclusion:** (How did the events conclude? What was the aftermath or resolution?)

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**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, why do some not purr, 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 or something 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

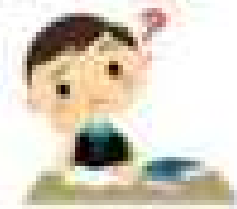
Question	Answer	Source - Website Name
1. The biggest planet in our solar system is Jupiter. What's its largest moon called?		
2. The largest world is called _____.		
3. Marshmallows are made of _____, sugar, corn syrup, and gelatin.		
4. Who invented the telephone?		
5. Penguins can't fly, but where 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 learning, allowing us to access 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.

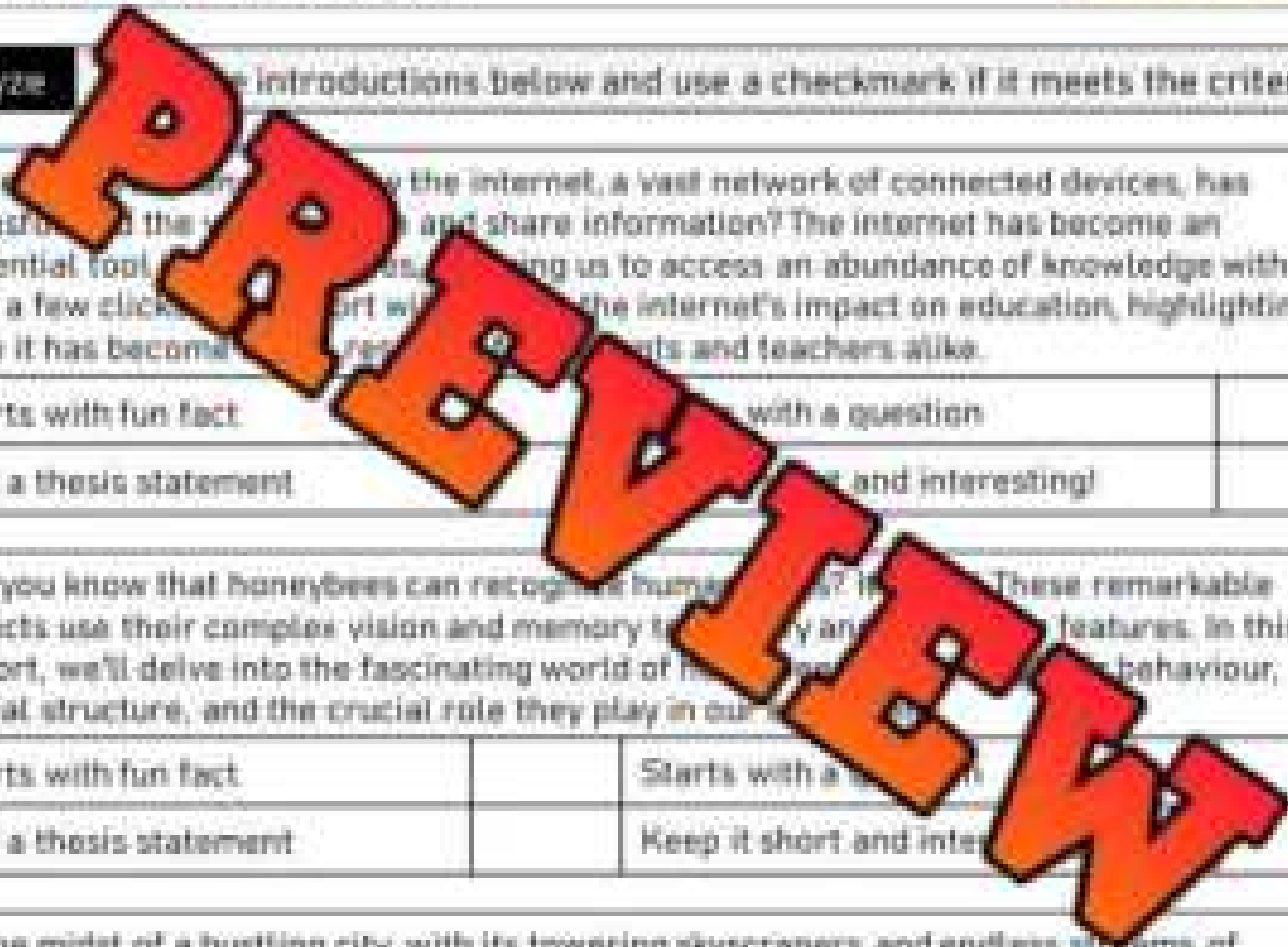
Starts with fun fact	Starts with a question	
Has a thesis statement	Keep it short and interesting!	

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 behavior, 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 – Conclusions

- **Summarize the Main Points:** Mention the main things you talked about.
- **Call to Action:** Suggest something fun or interesting to do, like reading a cool book or chatting about the topic.
- **Connect to the Introduction:** Mention something from the start of your report to make it feel complete.
- **End with Something Interesting:** End with a cool fact or a question to make your reader think.



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

In conclusion, reading books is not just an escape into fantasy. It expands our vocabulary, broadens our understanding of the world, and develops empathy. Let's challenge ourselves to read a new book every month, exploring different genres and authors. Remember that every page you turn adds to the journey of our own story.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

To finish, I want everyone to start recycling. It's important for our planet. Let's all do it starting now.

Summarize the main points

Connect to the introduction

End with something interesting

As we have seen, the Confederation of Canada was not just the uniting of territories, but the beginning of a diverse and strong nation. Let's take a moment to appreciate the intricate tapestry of our history and strive to learn more about our heritage. Reflecting on the journey we started at the introduction of this report, let's continue to build on the legacy of unity and diversity that is the cornerstone of our country.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

## Activity – Finding Diagrams/Pictures/Charts

### Objective

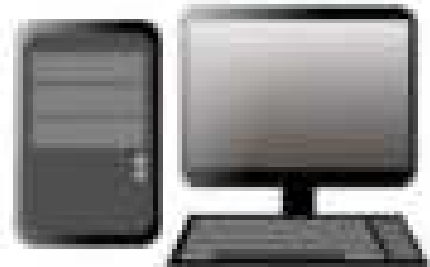
What are we learning more about?

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

### Materials

What is needed to complete the activity?

- Computer
- PowerPoint or Google Slides
- Prompts (see page 238)



### Instructions

How do we complete the activity?

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

**Activity – Finding Diagrams/Pictures/Charts****Prompts**

Find visuals that go with these topics below

**Question**

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 Problem-Solution Report?

### Understanding Problem-Solution Reports

#### The Basics of a Problem-Solution Report

A **problem-solution report** is a type of writing where we first describe a problem and then suggest one or more solutions to fix it. It's like when you notice there's a leak in your school's roof, and you write a report to repair it. The leak is the problem, and the repair is the solution.



#### Key Components of a Problem-Solution Report

- 1. Identification of the Problem:** You clearly describe the issue or challenge. It's important to define the problem so everyone understands what's going wrong. For instance, "Many students don't have a quiet place to read at home."
- 2. Suggested Solutions:** After identifying the problem, you propose ways to solve it. Using our example, solutions might be:
  - Creating a quiet reading corner in the classroom.
  - Starting a library club where students can read during school hours.
  - Encouraging families to make a silent reading time at home.
- 3. Evaluation of Solutions:** This is where you think about the pros and cons of each solution. Maybe the reading corner is a quick fix, but starting a library club might help more students in the long run.

#### Why These Reports Matter

Problem-solution reports are helpful in school and life. They teach us to think critically, identify issues, and come up with effective ways to address them. The next time you see something that needs fixing or improving, whether it's in your school or community, you can use this type of report to share your ideas and help make things better.

# Problem and Solution Report

**Think**

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

**Reducing Classroom Waste:** Explore ways to decrease the amount of waste generated in the classroom.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Addressing Bullying in Schools:** Explore strategies to reduce bullying in schools.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Encouraging Reading for Pleasure:** Find creative methods to encourage students to read for pleasure outside of school hours.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

## Problem/Solution Report – Success Criteria

### Introduction - Problem

Climate change is a serious challenge we're all facing. It's causing our planet to heat up, which leads to problems like ice melting where polar bears live and more extreme weather like hurricanes. But there are things we can do to help slow down this process. In this report, we'll look at three different ways to tackle climate change and the good and not-so-good points about each one.

### Solution 1: Planting More Trees

First up, planting trees! Trees are amazing because they take in carbon dioxide—helping slow warming—and give out oxygen, which we need to breathe. They also make our surroundings cooler and give animals a place to live.

The good news is trees need a lot of room to grow, and in cities where there's not much space, that can be tricky. Plus, trees don't grow overnight; they take years to get big enough to make a difference. And we need to look after them, which can take time and money.

### Solution 2: Switching to Renewable Energy

Our second solution is using renewable energy instead of fossil fuels like oil. Renewable energy comes from the wind, sun, and water, which doesn't run out and it doesn't pollute the air. That's great because it means less harmful gas being put on the planet.

However, setting up things like wind turbines or solar panels can cost a lot of money at the start. Also, the wind isn't always blowing and the sun isn't always shining, so these energy sources can be a bit unpredictable. Plus, we need to change the way we get and use electricity, which is a big job.

### Solution 3: Reducing, Reusing, and Recycling

#### Pros:

- Reducing waste decreases the amount of garbage in landfills, which helps reduce methane.
- Reusing items reduces the need to produce new items, which often creates emissions.
- Recycling materials like paper and plastic can save energy and natural resources.

#### Cons:

- Recycling facilities can be costly to build and maintain.
- Not all materials can be recycled, and some recycling processes use a lot of energy.

### Conclusion

So, there you have it—three solutions to help fight climate change. Trees can clean the air, renewable energy can replace dirty fuels, and the three Rs can reduce the trash that harms our planet. Each idea has its pros and cons, but if we combine them, they can really make a difference. It's important for us, including kids, to support these actions. After all, it's our future we're protecting!



**PREVIEW**

**Questions**

Answer the questions below.

1) What is the problem in the report?

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

3) Which solution did you think would solve the problem? Explain.

**PREVIEW**

**Analysis**

After reading the report, jot down 5-7 things you think we should do. Then, discuss with your classmates to make a list of 8 or more things that are great.

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

# Assignment – Writing a Problem/Solution Report

Write

Plan your report by filling in the graphic organizer below.

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

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

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

**PREVIEW**





## Rubric – Problem and Solution Report

Criteria	Great (4)	Good (3)	Okay (2)	Needs Work (1)
<b>Introduction</b>	Clear start with a reason for the report.	Tells us what the report is about.	Brief mention of the topic.	Hard to tell what the report will be about.
<b>Problem</b>	Explains the problem in detail and tells us why it's important.	Describes the problem with some details.	Mentions a problem but lacks details.	Not clear on what the problem is.
<b>Solutions</b>	Strong ideas to solve the problem with details.	Has good ideas to help with the problem.	Gives some ways to help, but not much detail.	Ideas to fix the problem are missing or not clear.
<b>Conclusion</b>	Wraps up the report by talking about the main points.	Wraps up the main points.	Gives a short ending to the report.	Doesn't wrap up the report or misses main points.
<b>Flow/Coherence</b>	Everything in order and it's easy to follow from start to end.	Most parts follow from the main idea.	Some parts are hard to follow.	Jumbled or hard to understand how it's organized.
<b>Details</b>	Uses lots of examples and reasons to make points clear.	Gives enough examples to help us understand.	Some examples are missing.	Missing examples or information to understand the report.

### Teacher Comments

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**Mark**

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

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## 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 nature's world 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

### The Basics of Rhyming Poems

A **rhyming poem** is a type of poem where certain words at the end of lines sound similar to each other. It's like when you hear a song and some of the lines end with words that sound the same. This is called **rhyme**. **Rhythm**, on the other hand, is like a pattern or beat that makes the poem flow smoothly when read out loud.



### Choosing a Rhyme

There are different ways you can choose the rhymes in a poem. This is called a **rhyme scheme**. Here are a few common ones:

- **ABAB**: The first and third lines rhyme with each other, and the second and fourth lines rhyme with each other.
- **AABB**: The first two lines rhyme with each other, and the next two lines also rhyme.
- **ABBA**: The first and last lines rhyme, and the second and third lines rhyme with each other.

For example, in an **ABAB** rhyme scheme:

Line A: The sky so bright and blue,  
Line B: Watching clouds as they float by.  
Line A: Look how fast that bird flew,  
Line B: in the vast open sky.

### Sampling Rhyming Poems

The sun shines bright in the sky. (A)  
Playing hide and seek, oh my! (A)  
Leaves rustle with the gentle breeze. (B)  
Nature's beauty is sure to please. (B)

### Selecting Your Words

When writing a rhyming poem, it's essential to pick words that convey your message and rhyme well with each other. A dictionary or a rhyming dictionary can be handy tools. For example, if you want a word that rhymes with "night", you might think of "light", "sight", or "right".

## 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)

## 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.

#### Ben's Biking Day

Ben biked on a big bumpy hill,  
 Going down with a thrill.  
 He'd pedal and he'd giggle,  
 He'd race and he'd giggle,  
 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'd go to \_\_\_\_\_

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 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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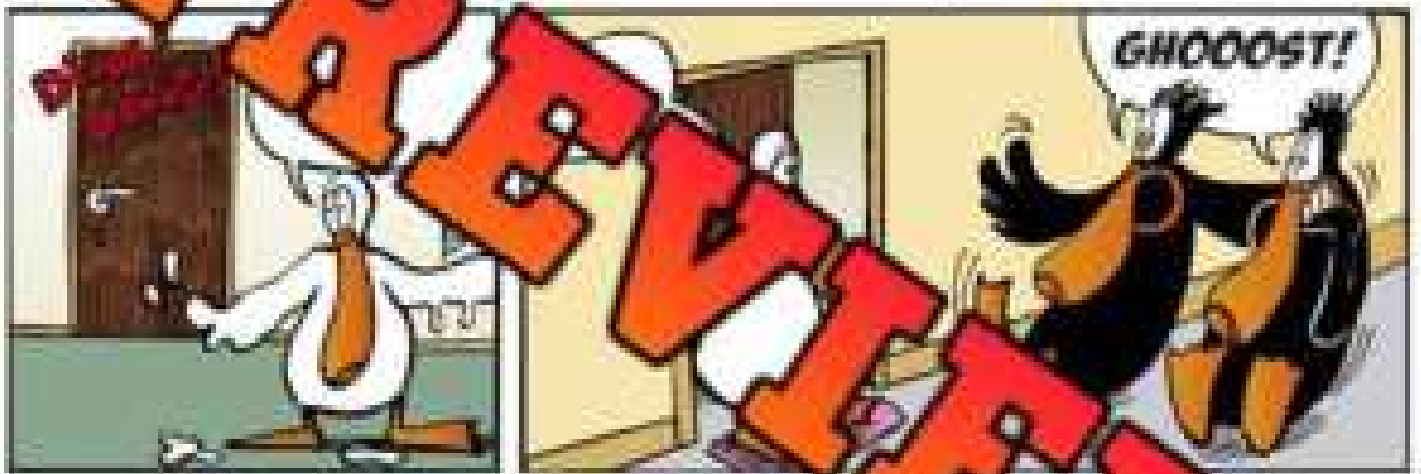
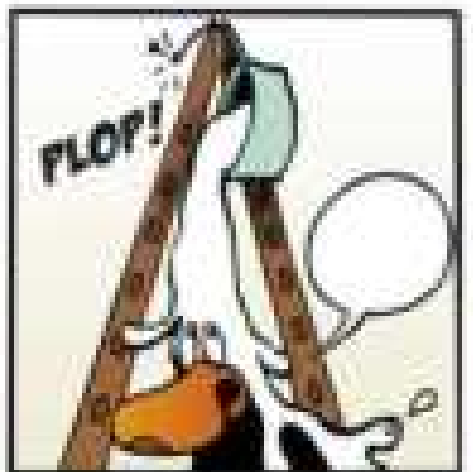
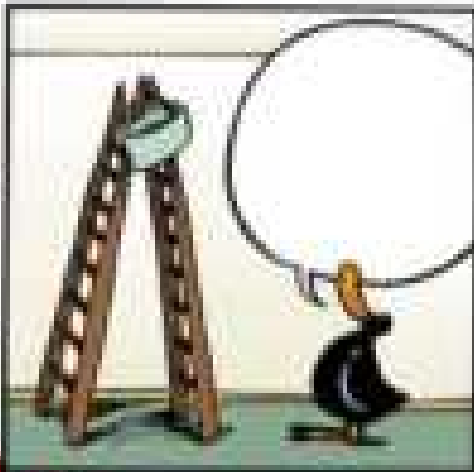
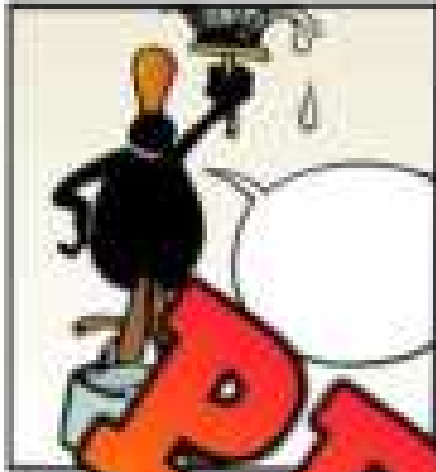
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# Writing A Comic Strip



**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)	

# Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



## 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! I got it! Divide by 3!"

**Dramatopoeia:** Sam says "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 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 happened, 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 researching 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?

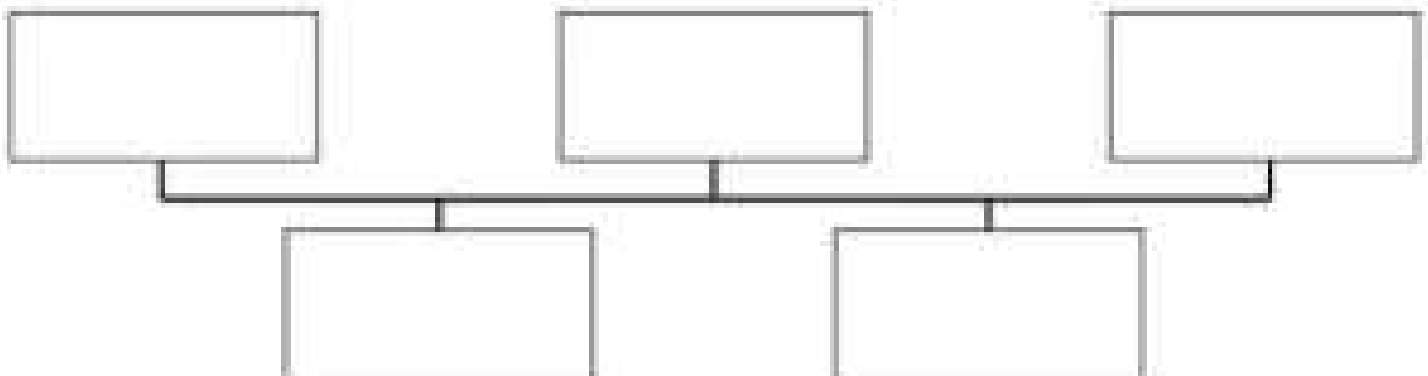
3) How did the author introduce the biography? Was it helpful?

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 by efficiently 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:**

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**Summarizing:**

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**Quoting:**

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## 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.



# Cursive Writing Activities

# Cursive Writing Activities

Practice

Trace the cursive letters below

Handwriting practice lines for cursive letters. Each row contains a set of cursive letters for tracing on a three-line grid. The letters are: 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**

# 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 of day.

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 government in areas that utilize and conserve water will have a healthy place to live in the future.

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.

What's your favourite colour?

What's your favourite job?

Which season do you like best?

Favourite school subject?

Favourite ice cream flavour?

What is your favourite sport?

What's your favourite movie?

What's your favourite game?

**PREVIEW**



# Google Slides Lessons Preview



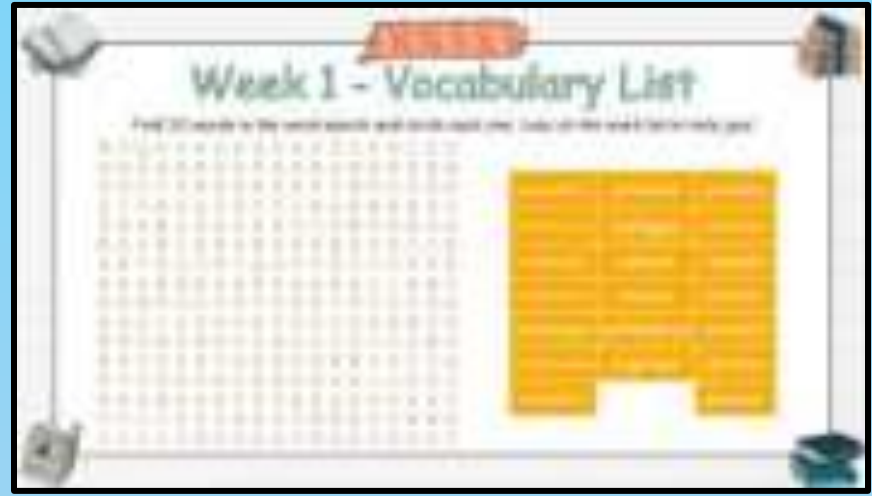


# Manitoba Language Curriculum Conventions, Spelling & Fluency – Grade 7

## 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!









# Workbook Preview



# Grade 7 – Language Manitoba ELA Curriculum



**Language as Sense Making:** How do learners understand what they hear, read, and view?  
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
11	Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts.	18-20, 24, 34-35, 41-42, 48-49, 58, 65-67, 73-74, 80-81, 88-89, 94-95, 104-106, 113-114, 120-121, 127, 128, 211, 125-126, 143-145, 151-153, 161-162, 168-169, 175-176, 182-184, 190-192, 195, 198-199, 208-209, 216-217, 228, 234-235, 238, 239-234, 237-242, 243-244, 247, 251, 252, 257, 258, 267.

**Preview of 104 pages from this product that contains 431 pages total.**

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

**There are 30 weeks total.**

13	Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.	12-14, 17, 21-22, 25, 29-30, 31, 34-37, 40, 43-44, 47, 50-51, 55, 59-60, 64-65, 72, 75-76, 79, 83-85, 87, 90-91, 95, 99-100, 103, 107-109, 112, 115-116, 119, 122-123, 126, 129-130, 132, 134, 137-138, 140, 142, 146-147, 150, 154-156, 161, 163-164, 167, 170-171, 174, 177-178, 181, 185-186, 189, 193-194, 197, 200-202, 205, 207, 210-212, 214-215, 218-219, 222, 225, 234-237, 239, 242, 245-246, 247, 248.
14	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	N/A

**Language as Exploration and Design:** How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>3.1</b>	Learners are participating in, extending, and discussing creative processes for designing.	N/A
<b>3.2</b>	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	N/A
<b>3.3</b>	Learners are reconstructing, manipulating, and removing existing texts or sets of texts to create new ideas, forms, purposes, and messages.	N/A
<b>3.4</b>	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	N/A

**Language as Power and Agency:**

How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

How do learners use language to influence others when they write, represent, and speak?

	<b>Grade Band Descriptors</b>	<b>Pages</b>
<b>4.1</b>	Learners are recognizing that one's identities are influenced by various factors and change over time and contexts.	N/A
<b>4.2</b>	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	N/A
<b>4.3</b>	Learners are exploring multiple perspectives, points of view, and interpretations.	N/A
<b>4.4</b>	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	N/A
<b>4.5</b>	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	N/A

## READING PROGRAM - OVERVIEW

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 7, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Teachers are also required to use derivational families to support spelling words with different letter blends.

Therefore, our reading program will be broken down into 30 weekly word lists that align with the skills and procedures in the grade 7 conventions and vocabulary curriculums. Each week, teachers will focus on one affix and two graphemes.

The remaining words in the word lists consist of challenging vocabulary that students in grade 7 can become familiar with. They will work with these words to build automaticity when decoding and to add these words to their everyday vocabulary.

Weekly Plan		
Week Number	Prefix/Suffix	Letter Blends
Week 1	prefix: un-	oa, oo
Week 2	suffix: -ing	bl, br
Week 3	prefix: re-	ch, sh
Week 4	suffix: -ly	el, ey
Week 5	prefix: dis-	et, ep
Week 6	suffix: -able	ir, or
Week 7	prefix: pre-	wh, qu
Week 8	suffix: -less	ou, ow
Week 9	prefix: ex-	ir, ur
Week 10	suffix: -ment	oa, oi
Week 11	prefix: in-	gr, gl
Week 12	suffix: -ful	str, spr

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

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 Supplemental Curriculum  
 71-2

# READING PROGRAM - OVERVIEW

Weekly Plan		
Week	Prefix/Suffix	Blend/Digraph/Diphthong
Week 13	prefix: non-	ar, or
Week 14	suffix: -ness	pl, pr
Week 15	prefix: sub-	cr, cl
Week 16	suffix: -tion	sn, sm
Week 17	prefix: inter-	ie, igh
Week 18	suffix: -ous	ew, ue
Week 19	prefix: anti-	fl, fr
Week 20	suffix: -y	ul, ul
Week 21	prefix: mis-	wr, kn
Week 22	suffix: -ize	ou, ew
Week 23	prefix: super-	mp, mb
Week 24	suffix: -ship	th, ph
Week 25	prefix: auto-	ce, ci
Week 26	suffix: -er	or, ore
Week 27	prefix: co-	lt, ld
Week 28	suffix: -al	pt, ft
Week 29	prefix: trans-	ck, ke
Week 30	suffix: -ist	gn, ng

# 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	Correct Run-on Sentences	Clauses – Clauses in a sentence
5	Sentence Form: Compound Sentences	Coordinating Conjunctions – FANBOYS: Using Commas
6	Sentence Form: Complex Sentences and Using Mixed Sentence Types	Intro to Subordinating Conjunctions
7	Correlative Conjunctions	Conjunctive Adverbs
8	Identifying Complex Sentences in Your Independent Reading Books	Conditional Conjunctions
9	Basic Sentence Structures: Simple, Compound, and Complex	Functions of Nouns
10	Sentence Form: Compound-Complex Sentences	Functions of Pronouns and Common Subjective and Objective Forms Of Pronouns
11	Sentence Form: Compound-Complex Sentences	Deep Dive into Verbs and 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

# 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	Participles and Participial Phrases: Introduction	Punctuation Basics: Periods and Question Marks
19	Participles and Participial Phrases: Advanced Usage	Using Colons for Explanations and Quotations for Secondary Information
20	Introduction to Adverbial Phrases	Semicolons: Basics
21	Adverbial Phrases: Advanced Function	Semicolons: Advanced Usage
22	Commas After Transitional Words	Using Commas with Comparative Adjectives
23	Commas For Introductory Phrases	Introduction to Ellipses and Dashes
24	Vocabulary: Context Clues: What Do You Think The Underlined (Challenging Word) Means?	Advanced Use of Ellipses and Dashes for Omission, Pause, or Break
25	Frequently Misspelled Words And Formal And Informal Conventions	Decoding: Chunking - Breaking Down Bigger Words and Canadian Versus Standard English
26	Using US Formal English And Frequently Misspelled Words	Creating Synonyms and Understanding Similes and Metaphors
27	Adjusting Expression for Different Genres and Situational Varieties	Thesaurus Skill: Expanding Word Choices
28	Adjusting Expression For Different Genres	Morpheme 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



# 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 \_\_\_\_\_

13

Period \_\_\_\_\_

## 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.

2) Unlocked

3) Unlike

4) Unseen

5) Unsure

Different from; not similar to.

To free from being bound.

Not certain or confident.

Something that is locked.

### Completion

Complete the sentences with the correct "un-" word.

a. unorthodox

b. unhindered

c. unease

d. unload

e. unload

f. unknown

g. unwarranted

h. unravel

i. unobtrusively

j. ungrateful

- 1) She felt a sense of \_\_\_\_\_ walking through the \_\_\_\_\_ alley.
- 2) Even after receiving the gift, he seemed \_\_\_\_\_ and did not 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) All the way to the window.	Complete	Fragment
2) The blue sky with a few clouds.	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.
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	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	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
2) Every time I hear that song.	Complete
3) I enjoy watching sunsets.	Complete
4) Whenever the dog barks.	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	Branchitis
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 a lack of bravery.
	Receding	D) Showing a lack of confidence.
	Collaborating	E) Drawing a line on the inside.
	Comprehending	F) Having a snowstorm.
	Negotiating	G) Moving forward slowly.
	Navigating	H) Drawing a plan for building.
	Blistering	I) Plan for building.
	Blizzard	J) Working together.
	Blueprint	K) Causing great fear.
	Blurt	L) Lung inflammation.
	Blustering	M) Say suddenly without thinking.
	Bloodcurdling	N) Dangerously fast.
	Branchitis	O) Discussing to reach agreement.
	Broccoli	P) Breaking or violation.
	Breakneck	Q) Finding one's way.
	Bravado	R) Talking loudly, boastfully.
	Bristle	S) Extremely hot or fast.
	Breach	T) Understanding something.

## 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. Digging	
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 sentences by putting a check mark (☑) if the sentence is in simple structure.

1) The cat meows.	6) Rain feels cold.
2) Even though I tried, I failed.	7) She reads and draws well.
3) The dog barked and ran.	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

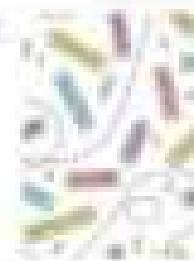
Complete the following to make simple sentences.

- 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>that</u> if you use 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>birth</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 move along the roads, and people walk on the sidewalks. There's a small park with many benches where someone is sitting and 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, she 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	

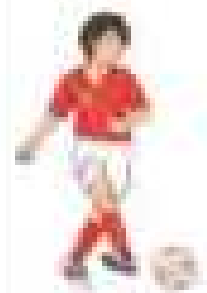
## IDENTIFY RUN ON SENTENCES

### 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'm tired.	
3	There's a rusty shack with a sign that says 'Warning'.	
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) | He was _____ reacting that loud noise. |
| 4) | My mother _____ at home.               |
| 5) | _____ the captain 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
	CHAGRIN	SHUN
REALIGN	CHAGRIN	CHASTISE
SHIRKED	SHUN	CHASTISE

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 she 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 art project, he reimagined his art project. His art teacher, a chaperone, advised him to focus on 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** 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 everything 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 project was straightforward. 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 was 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.

		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)	I will _____ if not read correctly.
2)	He went to _____ from that mean group.
3)	He _____ his way _____; not _____.
4)	I will _____ to _____ 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>		

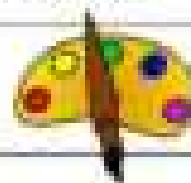
## COORDINATING CONJUNCTIONS – USING COMMAS

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 do a new hobby, _____ I started painting.
2	She's always a pushover, _____ she never follows trends.
3	The experiment _____ lead to a breakthrough.
4	The theatre had a special show, _____ 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	O	N	O	U	R	C	S	T	Z	Y	J	K				
B	J	I	X	T	L	D	L	R	Z	X	E	E	I	K	L	W	R		
S	T	R	A	T	O	N	A	T	G	P	H	M	D	T	Y	A			
F	O	Z	J	S	U	O	D	F	D	V	S	W	U	M	H	C	B		
L	T	R	H	T	N	I	O	P	P	D	T	E	P	L	W	G	O	M	
D	I	S	A	S	S	O	C	I	A	T	E	M	Y	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	B	P	L	I
S	P	O	N	S	O	R	E	L	B	M	E	S	S	A					

## 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** Write five 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 been signed.
7) The wind was fierce							the trees were bent.
8) The forest was dense							the view was obscured.













**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-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	
g-a-u-r-a-n-t-e-e		g-a-u-r-a-n-t-e-e	





## 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 \_\_\_\_\_

54

Prepositions  
23

## 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>	

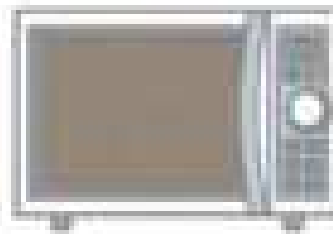
PREVIEW

## 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.                        |
| Preempt      | <input type="checkbox"/> | Act first 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.

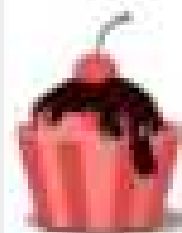
Heat	
Preheat	
Plan	
Preplan	
Order	
Preorder	

## 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 will go to the park.

5) She can play \_\_\_\_\_ the guitar \_\_\_\_\_ 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, but 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
nevertheless	<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 also true
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.

# WORD SEARCH

**Word Search**

Find the word bank words in the puzzle.

Preposterous	Prevalent	Predominant	Precious	Preemptive
Preamble	Precipitate	Precedence	Wherewithal	Whittle
Whistle	Whipped	Whirring	Wholesale	Quantum
Quiver	Quarantine	Quiver	Quicksand	Quadruple

**PREVIEW**

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

**Word Search**

Make your own word search using 8 of the words from the word bank.


**Word Bank**


## Week 7 – Fluency Readings

**Read**

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

	Sentence	Slow	Medium	Fast
1)	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 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

## 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, all the while 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

**PREVIEW**

## 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 pity.
	Pointless	E) Having no purpose or use.
	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 _____ and 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.



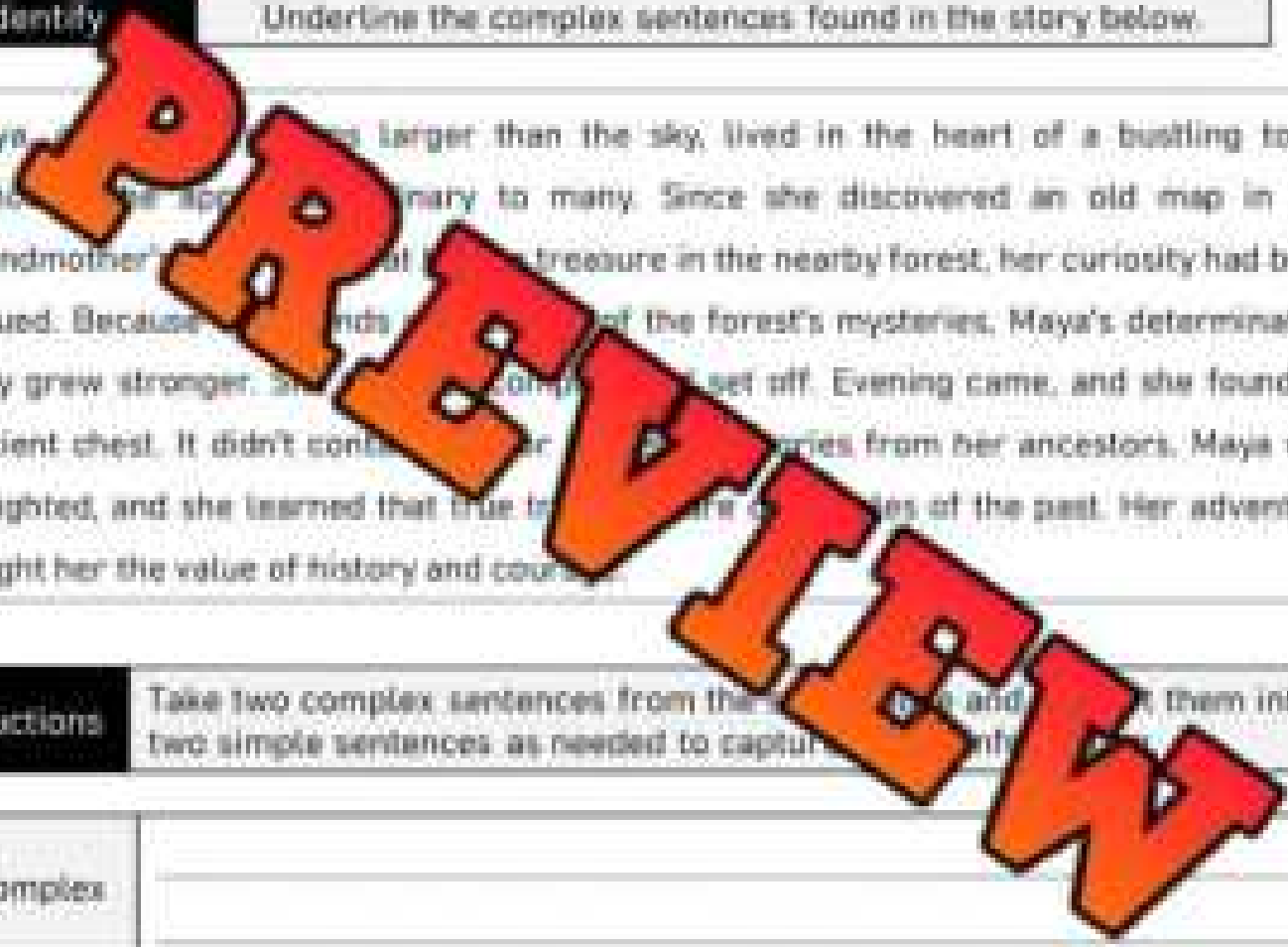
**Identify** Underline the complex sentences found in the story below.

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 \_\_\_\_\_ 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"/>	Day
<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"/>	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.

### News Report

### Scientific Paper Abstract

### Social Media Post

**PREVIEW**

## 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 Identify whether the underlined is a prefix, base word, or suffix.

_____	_____	_____	Anticlimactic
_____	_____	_____	Subterranean
_____	Miscellaneous	_____	Deactivation
_____	Illogicality	_____	Reorganizational
_____	Overpopulation	_____	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.

## SOCIAL MEDIA MESSAGE


**Analyze**

Compare the formal narrative and the social media post, focusing on the differences in language conventions, tone, and mood between the two.

Formal Narrative	Formal	Post
The school's science fair showcased an array of innovative projects, with student-led experiments in robotics, renewable technologies, and sustainable	✓ Informal tone used	
	✓ Simplified language	
	✓ Emojis to convey emotion	
	✓ Hashtags for key themes	
Social Media Post		
Science fair success! 🎉🌱 From eco-tech to future innovations, the making! #Innovate#SustainTheFuture	✓ Casual punctuation	
	✓ Informal tone	
	✓ Emojis to convey emotion	

**Analyze**

Write a formal narrative equivalent to the social media post, using the standard language conventions.

Formal Narrative	Social Media Post
	 <p>🌱🌿 School Green Squad in action! Planted 200+ trees this week! 🌳👤</p> <p>#EcoWarriors #GreenSchool #FutureLeaders #MakeADifference #PlantingHope</p>

## 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 WORD**

## 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 excited about the regional science fair, performing experiments and answering questions promptly at all times.	Frustrated	Joyful
3)	I feel a spiritual connection to 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

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

**Write**

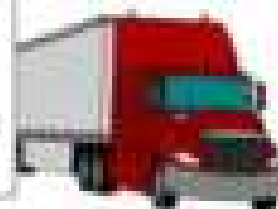
Use the following words in a sentence

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
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- 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, but 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 a key 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 where the past is hid."
Riley	The clock? Like the clock on the north field?
Jordan	That's it! It's about the shadow of the big oak tree! Away from the sun!
Peyton	Okay, I'm intrigued. Let's go find it out there.
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 spot.
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 tricky.
Aria	Check these strange markings on the trees. Do you think they're a sign?
Blake	Maybe from an ancient alien codes!
Cory	Guys, shh! Don't let the walkie-talkie... whispering.
Devon	There's nothing on the radio. 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	...performance order.
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 ...telling jokes? Will the charm work for me too?
Tara	Gavin, that's a brave choice! ...let's get everyone ready backstage.
Professor Lumen	Indeed, Gavin. The enchantment supports your ...Your words will be heard as intended.
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 you.
Professor Lumen	The curtain rises soon. Let your doubts be cast aside and let your courage take center stage.
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 does 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 unlocking." 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. Are we 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!

## EMOJIS AND EXPRESSIVE CONVENTIONS

It's an exciting time to explore how language conventions are not just rules to follow, but tools with which to be creative. One of the most vibrant examples of this playful language evolution is the use of emojis. These colourful symbols have become a language unto themselves, breaking down barriers of text to convey emotions, situations, and responses that words alone may not fully capture.

- **Example:** Expression like "I'm laughing so hard!" into a simple 😂

**Matching** Match the emoji statements with their correct meanings in English.

Emoji Statement	Meaning in English
1) 🌙👤🛌	A) Goodnight, I'm sleepy.
2) 🎧🎵	B) Listening to music.
3) 📖👏	C) Good job on your studies.
4) 🎬👤😭	D) That movie made me cry.
5) 🎂👤🎉	E) Happy birthday!
6) 🏃👤📖📝	F) Studied hard.
7) 😴👤🕒	G) Woke up late.
8) 🏠👤🏆	H) Won the game.

**Transform** Convert the emoji statements into standard English.

🏃 Morning jog, 📖📝 History test, 🍕 Lunch, 🎮 After school, 😴🕒

Jogged in the morning, stressed over a history test, had pizza for lunch, played video games after school, and now I'm exhausted.

🚗 Ride to school, 📖 Math, 🍕 Lunch, 🎵 Music club, 🏠👤 Evening chill

🕒👤 Late wake, 🍳 Brunch, 📖👤 Study grind, 🏠🏆 Game win, 🎬👤 Movie time

## 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
Quack	Awaken	Makeshift	Mistaken	Undertaker

E	C	I	T	N	A	L	T	A	S	N	A	R	T	Q	V	S		
O	B	C	H	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	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	Q	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

**PREVIEW**

## 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 dog was frolicking by the pond while the children played 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



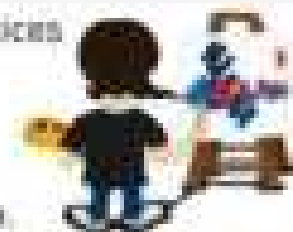
## SUFFIX -IST

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 medicines and substances.	Pharmacist
5) Studies mental and social behaviours.	Psychologist
6) Researches and writes books.	Novelist
7) Reports news, writes articles.	Journalist

**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 already. 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 need to 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 look like they were made by intelligent beings!
<b>Captain Vega</b>	Incredible discovery, Zara! But let's not jump to conclusions. We'll 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, we actually 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 road sign for you. Keep your eyes peeled for more, Lilly!
<b>Dad</b>	Whoops, looks like the GPS is still trying to lead us.
<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	That's not good. This 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 such thing as the Whistling Thief.
Riley	Wait, Alex, your family's story. Why is your family'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 only appear in the shadows.
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 cick) 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 program, 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
<b>Max</b>	Okay, team, Operation Birthday Bash is a go! We have exactly one week to plan the best surprise party ever for Dakota!
<b>Lila</b>	I'm thinking a superhero theme! Dakota loves comics, so we could have capes, masks... the whole nine yards!
<b>Sam</b>	How are we going to keep this a secret? Dakota always finds out everything. Plus, where will we have it?
<b>Jules</b>	At the school gym. It's big, and I can distract Dakota after school with my homework.
<b>Max</b>	Great idea, Sam. You're in charge of getting Dakota to the gym without saying anything out of the way of.
<b>Lila</b>	I'll handle the costumes. Maybe we can all wear superhero masks as well!
<b>Sam</b>	Knowing Dakota, she'll probably find the gym to find me. This is going to be a disaster...
<b>Jules</b>	Not with all of us on it. We'll need a solid plan and some clever distractions. Plus, Max is the king of planning!
<b>Max</b>	That's right! We'll have a schedule to check in on the costumes. Sam, think of a good reason to need help.
<b>Lila</b>	Max, I'll also create a secret group chat for us to talk up each other without risking Dakota overhearing.
<b>Sam</b>	I guess I can tell Dakota I lost something and need help. She always takes forever.
<b>Jules</b>	And I'll make sure the gym is booked. I know the coach will help us out with this.
<b>Max</b>	It's all coming together. Remember, not a word to Dakota. We need to act completely normal.
<b>Dakota</b>	Hey, what's everyone whispering about? You guys are acting weird.
<b>Lila</b>	Oh, just discussing a new... group project. Right, Max?
<b>Max</b>	Exactly! Just a boring history project. Nothing interesting.
<b>Dakota</b>	Cool, well, if you need any help, let me know. See you all later!
<b>Jules</b>	(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 loops.
<b>Jamie</b>	Okay, I'll do it. But not 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!

## SOCIAL MEDIA MOOD

**Comment** Write comments on the post using slang and emojis to make it suitable to the content.

**Think** Review the statements below and react with the appropriate emoji. Use 🍷 if you love the idea, or 🙄 if you disagree.

Statements	Emoji Reaction
1) Skipping punctuation in casual chats to speed up the conversation.	
2) Using all caps in a message to show excitement.	
3) Adding extra letters to words to show emotion, like "soooo happy!"	
4) Using emojis instead of words to express feelings.	
5) Using hashtags in sentences to highlight the main idea.	
6) Using acronyms like LOL and BRB in formal communication.	
7) Choosing creative spelling for words to show creativity.	

## 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
trhndcae	onhthout	
adthndcae	trhndcae	
ndthndcae	trhndcae	
trhndcae	trhndcae	
ndthndcae	trhndcae	
trhndcae	trhndcae	
trhndcae	trhndcae	
trhndcae	trhndcae	
trhndcae	trhndcae	
trhndcae	trhndcae	

## Week 30 – 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 = 113 Words

In the quiet town of Greenwood, an activist, a nutritionist, a pharmacist, and a philanthropist joined forces for healthier living. A dedicated publicist heralded their mission with signs highlighting the tangible benefits of their work. When a foreign antagonist and manipulator gnawed at the town's trust, the activist, undeterred, signaled the need for action to diagnose the town's troubles.

In the crowd, a novelist found inspiration in tales of a community wrangling with repugnant deeds yet emerging stronger. Torn between the need for truth amidst the lies, disengaging from the wrongdoer's shadow, the town, like its people, would not be marred by unkindness, their collective resilience a source of pride.

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

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

**Example:**

Words: 1,140

Time taken: 330 seconds (5:30)

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

Time To Read
Divide 113/seconds
WPM

## Week 30 - Vocabulary Quiz

### Spelling

When your teacher reads the word, spell it below.

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

### Identify

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

	1) 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.	