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Manitoba Language Curriculum

Conventions, Spelling & Fluency – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 - Vocabulary List

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

foreseeable	employee	freestyle
uninhibited	unanimous	unparalleled
deafening	unrelenting	feeble
unattainable	veneer	greenery
unscrupulous	eavesdrop	deepen
unsubstantiated	treason	earliest
unprecedented		weary

Correct Sentence Fragments

Read each sentence fragment on the left. Then draw a line to the complete sentence on the right that best completes the idea or makes the most sense.

Sentence Fragments	Complete Sentences
If only he tried. <input type="checkbox"/>	<input type="checkbox"/> The lightning lit up the entire sky.
Right on time. <input type="checkbox"/>	<input type="checkbox"/> He tripped and fell to the ground.
Worried they would. <input type="checkbox"/>	<input type="checkbox"/> The bus arrived just as the bell rang.
In a flash. <input type="checkbox"/>	<input type="checkbox"/> Start too early or act too soon.
With all her strength. <input type="checkbox"/>	<input type="checkbox"/> He could have won the race.
So close to the finish line. <input type="checkbox"/>	<input type="checkbox"/> They stopped and looked down at the ocean below.
At the edge of the cliff. <input type="checkbox"/>	<input type="checkbox"/> She pushed the heavy door open.
Before the sun rose. <input type="checkbox"/>	<input type="checkbox"/> The farmer was already working in the field.
For the very first time. <input type="checkbox"/>	<input type="checkbox"/> She performed on stage in front of an audience.

Part 2 – Action!










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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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

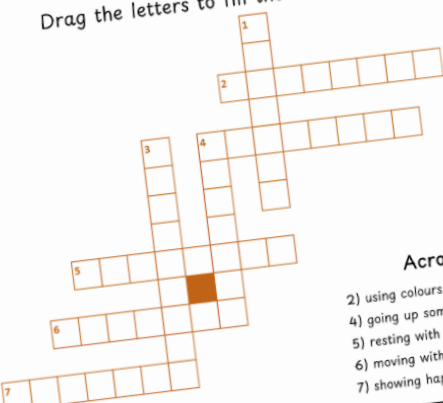
	<input type="checkbox"/> The worker felt weary but determined.		<input type="checkbox"/> The path seemed unattainable to hikers.
	<input type="checkbox"/> The employee felt weary after work.		<input type="checkbox"/> The claim was unsubstantiated and feeble.
	<input type="checkbox"/> The thief used a polite veneer.		<input type="checkbox"/> The suspect faced charges of treason.
	<input type="checkbox"/> The hike left us weary afterward.		<input type="checkbox"/> The decision received unanimous support.
	<input type="checkbox"/> The spy tried to eavesdrop quietly.		<input type="checkbox"/> The artist removed the false veneer.
	<input type="checkbox"/> The employee arrived at the earliest hour.		<input type="checkbox"/> The music grew deafening very quickly.

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Suffix - ing

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



i	k	i	n	p	g	n	i	g	n	i
k	g	e	d	i	g	i	n	n	k	g
l	t	n	w	o	i	t	l	a	n	l
b	s	f	e	n	s	r	a	l	g	i
o	p	m	i	c	s	l	n	m	n	w

Across


- using colours to make art
- going up something high
- resting with eyes closed
- moving with your feet
- showing happiness on your face

Down

- making a picture with a pencil or crayon
- paying attention to sounds
- making food by heating it

Simple Sentences

Read each sentence carefully. Drag the simple sentences to the pictures they match. Remember, a simple sentence has one subject and one complete thought.



The bird flies, and the wind blows.	The girl paints a picture.
The dog runs fast.	The girl paints, and her brother watches.
The bird flies high.	The bird flies high, but the wind was strong.
The children play football.	The dog runs but gets tired.
The baby cries, and Mom comes.	The boy reads a book.
The boy reads and then sleeps.	The baby cries.

Drag the prefix re- in front of the words below. If adding re- does not make sense, leave the word as is.

write
rain
play
turn
book
cycle
bottle
build
game
draw

swim
start
paint
dance
read
pizza
open
drink
give
use

make
visit
jump
do
cat
cover
run
train
arrange
pack



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Conventions, Spelling & Fluency – Grade 8

Suffix -ly

Drag the correct -ly ending into the boxes to make a word. Some words may need you to cover the last letter.

q u i e t	a n g r y	t i d y
l o u d	g e n t l e	w i s e
e a s y	c r a z y	s i m p l e
n o b l e	h u m b l e	s a f e
c a l m	s a d	s t e a d y
k i n d	f u n n y	e a g e r

ly
ily
y

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

Exemplify	Exercise	Exist
Exclaim	Exact	Expel
Expense	Exfriend	Examine
Excommunicate	Explain	Extradite
Expulsion	Extract	Excavate

Use the letters in the boxes to spell the words below that begin with the prefix "In-".

u n h e l t y i	v i e a n t i c	j t s n u c i e i
c i e d e n n t	q n y t i u i e	b n i l a i t y i
p c a n i a i b e	i l a m n f r o	d c i n e n t e



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Manitoba Language Curriculum Reading Comprehension– Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We are learning to understand different reading comprehension strategies so we can explain how readers use them to make connections, ask questions, infer meaning, predict outcomes, and visualize ideas while reading.



Refocusing / Re-engaging

Put an X in the box for the correct answer.

<p>1) What is a common reason an experienced reader suddenly drifts off while reading a long informational article?</p> <p><input type="checkbox"/> The sentences are too short</p> <p><input type="checkbox"/> The text contains dense, difficult or complicated material</p> <p><input type="checkbox"/> The title is too interesting</p>	<p>2) When you notice you've read an entire paragraph but can't explain what it means, what should you do?</p> <p><input type="checkbox"/> Read faster to "push through" the confusion</p> <p><input type="checkbox"/> Skip ahead two pages</p> <p><input type="checkbox"/> Stop and pinpoint the exact sentence that caused confusion</p>	<p>3) Which of these best shows "active re-engagement" with a difficult science or history text?</p> <p><input type="checkbox"/> Writing a brief margin note that summarizes the author's point</p> <p><input type="checkbox"/> Highlighting random words</p> <p><input type="checkbox"/> Waiting for someone else to explain it later</p>
<p>4) What strategy helps rebuild concentration after your mind wandered?</p> <p><input type="checkbox"/> Starting a different assignment</p> <p><input type="checkbox"/> Taking a pause, setting a purpose, then rereading the last section</p> <p><input type="checkbox"/> Ignoring the confusion and continuing</p>	<p>5) When is it most helpful to chunk a text into smaller parts while reading?</p> <p><input type="checkbox"/> Whenever the text introduces layered ideas</p> <p><input type="checkbox"/> Only during a test</p> <p><input type="checkbox"/> Only when reading fiction</p>	<p>6) What is a strong sign that you have successfully re-engaged with the text?</p> <p><input type="checkbox"/> You remember one random fact</p> <p><input type="checkbox"/> You feel more bored than before</p> <p><input type="checkbox"/> You can clearly explain how the new information connects ideas</p>

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

Rain lashed against the windows as the midnight train sped through the countryside. Inside, the passengers huddled quietly, the steady rhythm of wheels echoing under the thunder's growl. Lightning flashed across the dark fields, and the lights flickered for a moment. Alex glanced out the window, spotting a faint orange glow near the tracks in the distance. The conductor's radio crackled, "...fallen branch...line ahead..." before cutting out. Passengers exchanged nervous looks. The train slowed, then shuddered to a stop. Through the misty glass, Alex thought he saw a figure moving near the signal light—then it vanished.



Consolidation – The Train Through the Storm

- 1) Making Connections** – (1) What real-life experience, movie, or story does this scene remind you of? (2) Why do you think people often connect storms or travel scenes with mystery or tension?
- 2) Questioning** – (1) What question would you ask the conductor after the radio cut out? (2) What is one question that would help you understand what might happen next?
- 3) Visualizing** – Describe what you "see" and "hear" in this scene using three sensory details.
- 4) Prediction** – (1) What do you think Alex might do next? (2) What do you predict the orange glow near the tracks could be? Explain your reasoning.
- 5) Inference** – Based on the clues in the story, what can you infer about how Alex is feeling? Give two pieces of evidence from the text.



Consolidation



Manitoba Language Curriculum Reading Comprehension— Grade 8

Implicit or Explicit?

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

Explicit

Implicit

Characteristic	Answer
1) The bus route changes every week—it's almost like a guessing game at this point.	
2) Every neighbourhood should have more trees and green spaces.	
3) The café's "fast service" slogan might need a reality check after my 20-minute wait.	
4) It's funny how some people forget to signal until after they've turned.	
5) The movie's plot twist wasn't exactly hard to spot halfway through.	
6) Our local park looks amazing after the clean-up volunteers worked all weekend.	
7) Reading outside in the evening makes the whole day feel calmer.	

Drag the principle to the matching part of the story. One answer can be used twice.

Part from *The Gift of the Great Lake*

Part from The Gift of the Great Lake	Principle
Ruby thanked the tree for its gift.	
The group used each piece wisely.	
They worked together to make the drum.	
The friends sang as they worked in harmony.	
The drum's sound brought people together.	
Ruby reminded everyone to show care for nature.	
They shared songs and stories while working.	
The drum's rhythm echoed through the valley.	
They honoured the fallen cedar before using it.	
The dance connected people, Earth, and ancestors.	

Principle Bank

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

Is it serious?

Some sentences are written in a serious way, and some are written to make a point. Look at each statement from the story and decide if it is serious or not serious.


Characteristic	Answer
1) The mayor declared the town perfect every morning on television.	
2) Citizens smiled exactly 12 times a day because of a government rule.	
3) People were sent to a "Joy Refresher Workshop" for frowning.	
4) The town library was empty because reading made people "too curious."	
5) The mayor banned rain because it ruined people's hair.	
6) Tourists visited once, took photos, and never came back.	



Manitoba Language Curriculum Reading Comprehension- Grade 8

Character Power Match-Up!

Match each character on the left to its correct power or trait on the right. Then, discuss why each pair makes sense before drawing your lines.



Characters	Magical Abilities or Traits
Elaria the Sky Healer	A Can control plants and make forests come alive.
Thorne the Fire Guardian	B Can read minds and communicate silently.
Lira the Whispering Archer	C Can heal others using light and air.
Kael the Shadow Runner	D Can move unseen through darkness.
Mira the Green Sorceress	E Can summon flames to protect the realm.

RECYCLE



As stewards of the environment, the Forest Service is committed to reducing waste and conserving our resources.

DID YOU KNOW...?

- For every 10% of recycled glass used to make new glass containers, energy costs drop 2-3%.
- The energy used to make up to 20 cans from recycled aluminum equals the same amount of energy to make 1 completely new can.
- Every 1 ton of recycled plastic saves 2 month's worth of water supply for one person and almost 2,000 pounds of oil consumption.

About 80% of what Americans throw away is recyclable, yet our recycling rate is only 28%.

USDA Sustainable Operations

- 1) Is the poster an action?
- 2) What is the main message of this poster?
- 3) Why does the poster include statistics like "80% of what Americans throw away is recyclable"?
- 4) How do the images help support the message?
- 5) Why do you think they included a QR code at the bottom?
- 6) What audience do you think this poster is targeting?
- 7) How does the poster encourage people to take action?



Reading Activity - Which One is Haiku?

Silver rain tapping, Echoes ripple through the park, Footsteps blur in mist.	Midnight stars glimmer, Silent phones light sleepy eyes, Dreams fade into screens.
Reason: _____	Reason: _____
My homework sits there, Judging me with quiet rage, I scroll one more time.	Through subway windows, City lights blink and vanish fast, Stories rush beyond.
Reason: _____	Reason: _____



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Manitoba Language Writing – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **recognize and understand different text forms** so we can **explain their features and use them to communicate ideas effectively.**

Identifying the Author's Purpose

Decide whether the author's purpose is to Inform, Persuade, Entertain, or Express.

1	An article about how volcanoes erupt	
2	A funny comic strip about a talking dog who wants to be a chef	
3	A poster asking students to join the school clean-up drive	
4	A personal letter to a cousin about feeling nervous on the first day of school	
5	A mystery short story about a missing necklace at a birthday party	
6	A brochure explaining how to stay safe during a typhoon	
7	A speech convincing students to stop bullying and be kinder to others	
8	A poem about missing a friend who moved to another city	

Entertain

Express

Inform

Persuade



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Idea Development Strategies: Talking to Others

Talk To Others: Discuss with a friend an anti-bullying week plan. Share the theme, events, roles, promotion, and how you'll track impact. Write your outline on lines 1–6.







Manitoba Language Writing - Grade 8

Word Choice by Audience

For each audience row, circle the words that do not match that audience's voice.

Marine Biologist	plankton	chorus	salinity	history	spawning
	biodiversity	estuary	blueprint	coral reef	rebound
News Reporter	lead	headline	caption	byline	capsule
	on-the-record	press conference	source	umami	zoning
Basketball Coach	rebound	zone defense	chlorophyll	full-court press	pivot
	Affidavit	pick-and-roll	shot clock	reef	preheat
Chef / Baker	altitude	zoning	umami	statute	glaze
	proof dough	whisk	preheat	simmer	respawn
City Planner / Architect	blueprint	stanza	mixed-use	rebound	elevation
	foundation	traffic flow	marinade	respawn	zoning

Transition Words - Supporting Details

Choose a good transition word for the supporting details.

First	Comparing	Contrasting	Adding	Concluding
next	similarly	however	also	finally
then	likewise	but	in addition	in conclusion
afterward	equally	on the other hand	furthermore	to sum up
meanwhile	in the same way	alternatively	moreover	all in all
last	as well as	conversely	plus	in summary
	along with	nevertheless	too	in the end

- I like eating apples every day, _____ my friend likes bananas more than apples.
- We played soccer at the park, _____ it started to rain very hard.
- I went to the park in the afternoon, _____ I saw a big brown dog running around.
- She was very tired after school, _____ she still kept running with her friends.
- We baked a tray of cookies together, _____ we shared them and ate them happily.

Connect the Hyperbole!

Match the first part of each sentence with its correct hyperbolic expression. Drag the letter of the correct answer.

1	I am so hungry...	
2	If you tell mom I broke her vase...	
3	When I fell in front of the class...	
4	He likes to talk. His speeches are...	
5	I haven't seen you...	
6	That suitcase weighed...	
7	Your brain is the size...	
8	These shoes were so expensive...	
9	He was so funny...	
10	I nearly drowned...	

A	...never ending...
B	...I wanted to disappear forever!
C	...I could eat a horse.
D	...I'll be grounded forever!
E	...they cost me an arm and a leg.
F	...I was dying of laughter.
G	...in her tears.
H	...in ages.
I	...a ton!
J	...of a pea!



Manitoba Language Writing – Grade 8

Sort the Earth Facts: Mountains, Deserts and Rainforests

Instruction: Read the facts labeled A–L and drag each letter into the correct column

Mountain	Desert	Rainforest

A	Mount Everest is the highest mountain above sea level in the Himalayas.	G	Mauna Kea in Hawaii is the tallest mountain from base to peak
B	The Atacama Desert in Chile is one of the driest places on Earth.	H	The Sahara is the world's largest hot desert.
C	Antarctica is technically Earth's largest cold desert.	I	The Congo Basin is the second-largest tropical rainforest and home to gorillas and okapi.
D	The Andes are the longest continental mountain range.	J	Borneo's rainforest shelters endangered orangutans and vast peat swamps.
E	The Alps formed where the African and Eurasian plates collided.	K	The Amazon holds Earth's largest tropical rainforest.
F	Australia's Daintree Rainforest is among the oldest continuously surviving rainforests.	L	The Gobi Desert is expanding due to desertification and strong winds.

Questioning **Gathering** **Organizing**

Drag the research step above on each tool or strategy card where it best fits.

1	Note pad	
2	Graphic organizer (outline/Venn)	
3	Library search computer (catalog)	
4	Trusted info websites (school database / online encyclopedia)	
5	Rough draft + works cited list	
6	Coloured sticky notes	
7	5Ws question sheet	
8	Charts or pictures of data (graphs/infographics)	
9	Interview questions list	
10	Website check list	

Problem and Solution Match-Up

For each problem, then match it to the best solution. Write the letter of the solution next to each numbered problem.

1	Mia left her laptop charger at school, and her assignment is due tonight.	
2	Carlos and his partner haven't divided tasks for their history project, which is due in three days.	
3	Tasha twisted her ankle at practice, and it's swollen and painful.	
4	Leo can't find his bus pass on the morning of the field trip.	
5	Priya overslept and will be 20 minutes late; there's a quiz at the start of class.	
6	Jordan spilled water on a library book he borrowed.	

A	Contact the teacher before class, explain the situation, and ask to take the quiz later then arrive safely even if tardy.
B	R.I.C.E. the injury (rest, ice, compression, elevation), tell a coach/guardian, and skip practice until checked.
C	Borrow a compatible charger from a classmate or the school library and submit the assignment once charged
D	Report the loss and bring alternate ID/cash to get a replacement pass at the office before boarding.
E	Meet today to make a task list with deadlines and use a shared document to track progress.
F	Tell the librarian immediately, follow their instructions and don't hide the damage.