



Preview - Information



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

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

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Google Slides Lessons Preview





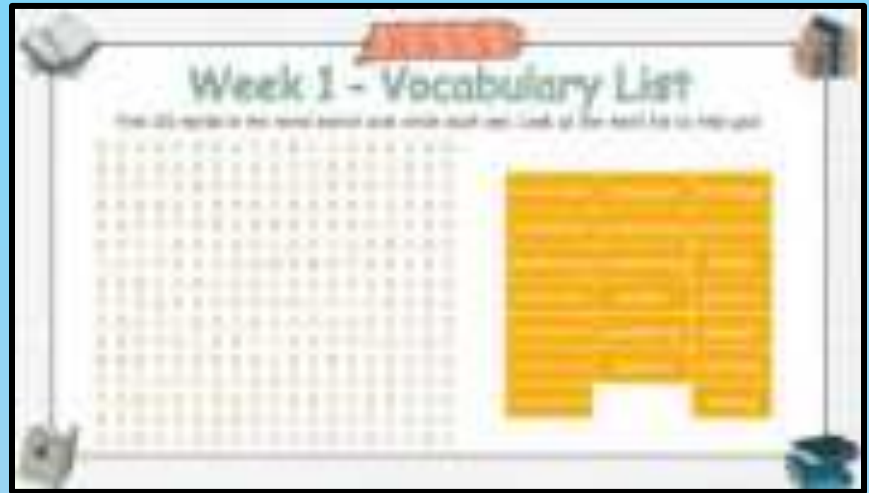
Manitoba Language Curriculum

Conventions, Spelling & Fluency – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Manitoba Language Curriculum Conventions, Spelling & Fluency - Grade 8

Suffix - ing

Drag the letters to fill the missing letters. Use the clues to help you with the words.

Clues:

- 1. A person who writes a story or a play.
- 2. A person who writes a book or a newspaper.
- 3. A person who writes a letter.
- 4. A person who writes a poem.
- 5. A person who writes a song.

Word Bank:

W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R
W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R
W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R
W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R
W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R	W R I T E R

Simple Sentences

Put sentences correctly. Drag the simple sentences to the pictures they mean. Remember, a simple sentence has one subject and one complete thought.

Drag the prefix on to the word it belongs to. Remember, a prefix is added to the beginning of a word.

write	mean	mess
year	short	old
play	young	jump
step	grand	in
back	stamp	all
right	road	over
inside	open	on
half	bring	trap
when	give	arrange
new	to	ask



Workbook Preview



Grade 8 – 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.	18-20, 26-28, 34-35, 41-42, 48-49, 55-57, 64-66, 73-74, 81-82, 89-90, 96-98, 104-106, 113-114, 120-121, 127-128, 134-135, 143-144, 150-152, 159-160, 167-168, 174-175, 181-183, 189-191, 198-199, 207-208, 216-217, 225-226, 234-235, 238-242, 244, 246-247, 250-254, 256, 258-259

Preview of 103 pages from this product that contains 447 pages total.

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

There are 30 weeks total.

1.2	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, 23-24, 29-31, 36-38, 43-44, 47, 53-54, 56, 58-60, 63, 67-68, 72, 75-76, 80, 83-84, 88, 91-92, 95, 99-100, 103, 107-109, 112, 115-116, 119, 122-123, 126, 129-130, 133, 136-137, 139, 143, 149, 153-155, 158, 161-162, 166, 169-170, 173, 176-177, 180, 184-185, 188, 192-193, 197, 200-202, 206, 209-210, 213-214, 222, 224, 227-228, 230, 233, 236-237, 241, 248-249, 257
2.1	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?

	Grade Band Descriptors	Pages
3.1	Learners are participating in, extending, and discussing creative processes for designing.	N/A
3.2	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	N/A
3.3	Learners are reconstructing, manipulating, and removing existing texts or sets of texts to create new ideas, forms, purposes, and messages.	N/A
3.4	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?

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

SCIENCE OF READING - 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 8, 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 8 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 8 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-	ea, ee
Week 2	suffix: -ing	bl, br
Week 3	prefix: re-	ch, sh
Week 4	suffix: -ly	sl, sy
Week 5	prefix: dis-	st, sp
Week 6	suffix: -able	lc, dr
Week 7	prefix: pre-	wh, qu
Week 8	suffix: -less	ou, ow
Week 9	prefix: ex-	ic, ur
Week 10	suffix: -ment	oa, oi
Week 11	prefix: in-	qr, ql
Week 12	suffix: -ful	sr, spr

Name: _____

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 Essential Vocabulary
 7-1

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 Sentence	Parts Of Speech - Interjection, Conjunction, Preposition
4	Correct Run-on Sentence	Independent Clauses
5	Sentence Form: Compound Sentences	Coordinating Conjunctions
6	Intro To Subordinating Conjunctions	Sentence Form: Complex Sentences
7	Complex Sentences With Relative Clauses	Complex Sentences With Prepositional Clauses and Using Mixed Sentence Types
8	Compound-complex Sentences	Compound-complex Sentences
9	Forms Of The Verb "To Be" (E.G., Am, Are, Be, Was, Being) and Use of Verbs Consistently	Linking Verbs (E.G., To Be, To Become, To Seem) and
10	Perfect Tense	Relative Pronouns (E.G., The Woman Who Called Earlier Did Not Leave A Message) as well as Pronoun-Antecedent Agreement
11	Imperative Verbs (E.G., Place Your Order In The Next Five Minutes.)	Interrogative Verbs (E.G., Did You Break My Favourite Toy?)
12	Intensive Pronouns (E.G., He Himself Was Responsible For His Success In Sports.)	Reflexive Pronouns (E.G., She Bought Herself A Mango.)
13	Proper Adjectives	Correlative Conjunctions
14	Gerunds As Nouns	Prepositional Phrases
15	Passive Versus Active Voice For Verbs	Converting Active And Passive Voice For Verbs

Reading Program - Overview

Weeks	Lessons	
16	Predicate Nouns	Predicate Adjectives
17	Adverbial Phrases and Imagery	Indirect Objects (E.G., They Gave Me A Pencil.)
18	Capital Letters In Dialogue	Commas And Quotation Marks To Mark Direct Speech And Direct Quotations From Texts
19	Capital Letters In Dialogue	Commas To Set Off Nouns Of Direct Address
20	Participles and Use of Parentheses	Commas To Set Off Advanced Phrases Or Clauses, Such As Appositives And Participles
21	Commas After Transitional Words Or Phrases	Commas To Set Off Conjunctive Adverbs
22	Colons To Indicate New Speakers In Script Dialogue	Colons In Formal Letters And Memo Salutations
23	Colons To Introduce A Quotation After A Complete Sentence	Colons For Introducing A List After A Complete Sentence
24	Semicolons To Separate Two Independent Clauses	Semicolons, Dashes, and Hyphens when Reading
25	Ellipses Or Dashes To Indicate An Admission, A Pause, Or A Break	Use of Hyphens for Line-Breaks and Form New Words
26	Spelling Variants in Print and Media Texts	Commonly Misspelled Words as well as Canadian VS Standard English
27	Adjusting Expression For Different Genres and Situational Varieties	Thesaurus Skills: Expanding Word Choices
28	Adjusting Expression For Different Genres and Formal and Informal Language	Morpheme Scavenger Hunt: Spotting Bases, Prefixes, And Suffixes In Texts
29	Reader's Theatre - Performance Reading Adjusting Tone And Pacing For Audiences	Fluency Readings - Providing A List Of Sentences That Get More Difficult To Read
30	Reader's Theatre - Performance Reading Adjusting Tone And Pacing For Audiences	Fluency Readings - Providing A List Of Sentences That Get More Difficult To Read

NAME: _____

FOUNDATIONS

PREVIEW



Week 1 - Vocabulary List

Unprecedented	Unanimous	Unscrupulous	Unparalleled	Unrelenting
Unattainable	Uninhibited	Unsubstantiated	Eavesdrop	Veneer
Weary	Deafening	Treason	Earliest	Foreseeable
Employee	Greenery	Deepen	Feeble	Freestyle

Cursive

Write the word using cursive writing.

	Trace	Write
Unprecedented	<i>Unprecedented</i>	
Unanimous		
Unscrupulous	<i>Unscrupulous</i>	
Unparalleled	<i>Unparalleled</i>	
Unrelenting	<i>Unrelenting</i>	
Unattainable	<i>Unattainable</i>	
Uninhibited	<i>Uninhibited</i>	
Unsubstantiated	<i>Unsubstantiated</i>	
Eavesdrop	<i>Eavesdrop</i>	

Name _____

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Handwriting Worksheets
11

Week 1 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Venue	<i>Venue</i>	
Library	<i>Library</i>	
Deafen	<i>Deafen</i>	
Treason	<i>Treason</i>	
Earliest	<i>Earliest</i>	
Foresawable	<i>Foresawable</i>	
Employee	<i>Employee</i>	
Greenery	<i>Greenery</i>	
Deepen	<i>Deepen</i>	
Feeble	<i>Feeble</i>	
Freestyle	<i>Freestyle</i>	

PREVIEW

PREFIX UN-

The prefix "un-" is used to give the opposite meaning to the word it's attached to. Think of it as a way to turn a word into its negative or reverse form.

Examples:

- **Known** - Something that is recognized or familiar.
- **Unknown** - Something that is not recognized, not familiar, or mysterious.
- **Tie** - To connect things together with a rope, string, etc.
- **Untie** - To remove the rope or string, separating the things that were connected.



Unscramble Rearrange the "un-" words using their definitions as hints.

NUMBER	SCRAMBLED	DEFINITION
1)	UNCEP	Not easy to understand or see.
2)	UNH	Remove contents from a vehicle or container.
3)	UN	Opposite or against nature.
4)	NEUDFNHAT	A request for help or kindness.
5)	UNLUSFE	Not helpful.

Completion Complete the sentences using the word in the box.

A. Unanimous	B. Unrelenting	C. Unattainable	D. Unconvinced
E. Unparalleled	F. Unscrupulous	G. Uninhibited	H. Unintentional

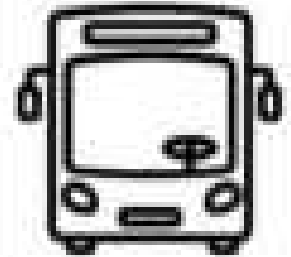
1)	The rumor was _____ and lacked any real evidence.
2)	His _____ effort in studying led to great results.
3)	The athlete's achievement was _____ in school history.
4)	The class decision to go on a field trip was _____.
5)	Beware of _____ sellers when shopping online.
6)	He danced _____ at the party, enjoying every moment.
7)	Her talent in art is _____ in her grade.
8)	Some thought the goal was _____, but she proved them wrong.

IDENTIFY SENTENCE FRAGMENTS

Sentence fragments are incomplete sentences that lack a subject, a verb, or both. They don't express a complete thought.

Examples:

- Running fast toward the bus.
- Without knowing the full story.
- In the garden all day.



Complete or Fragment?

Is the sentence complete or is it a fragment?

1) In the park, so busy.	Complete	Fragment
2) The cat jumped on the table.	Complete	Fragment
3) Laughing at the funny joke.	Complete	Fragment
4) Under the old, creaky wooden bridge.	Complete	Fragment
5) She read her book quietly in the library.	Complete	Fragment
6) During the long summer vacation.	Complete	Fragment
7) The sun sets beautifully over the mountains.	Complete	Fragment
8) Beside the flowing river.	Complete	Fragment

Fragment Repair

Repair each fragment to form a complete sentence.

1) Perfect for a picnic.

2) Walking through the dense forest.

3) Heading back to our campsite.

CORRECT SENTENCE FRAGMENTS

Correct sentence fragments are intentional incomplete sentences used in writing for emphasis or stylistic effect, even though they lack standard sentence elements.

Examples:

- At last!
- Beyond words!
- No turning back!

Identify Identify the sentence fragment that best conveys each given emotion.

a) Excitement	c) Hope	d) Anger	e) Joy
f) Curiosity	h) Surprise	i) Fear	j) Nostalgia
1. Bright days	2. A	3. Didn't see that coming!	4. Tears fall silently.
2. Remember those?	3. Laughter every	4. Can't wait!	5. Shadows lurking!
3. What lies beyond?	4. Lost, alone.	5. Screaming with rage!	

Write Create a correct sentence fragment from each sentence.

Sentence	I am so excited that I can barely wait.
Fragment	Just can't wait!
Sentence	The long and stressful day is finally over.
Fragment	
Sentence	After all the effort, it turned out to be for nothing.
Fragment	
Sentence	I wonder what mysteries lie beyond the visible horizon.
Fragment	

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

Unprecedented	Unanimous	Unscrupulous	Unparalleled	Unrelenting
Unattainable	Uninhibited	Unsubstantiated	Eavesdrop	Yenzer
Wear	Deafening	Treason	Earliest	Foreseeable
Employ	Greenery	Deepen	Feeble	Freestyle

PREVIEW

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 – Fluency Readings

Read

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

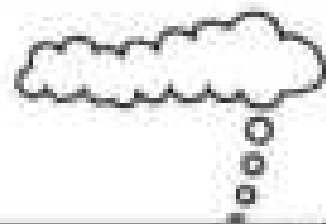
	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The park seemed to be a place of tranquility.				
2)	After a long day, the worker was home to find his dog was flaking off.				
3)	The unprecedented event was given unanimous approval.				
4)	It's risky to make decisions based on unsubstantiated claims.				
5)	The unrelenting noise in the city was almost deafening.				
6)	In the foreseeable future, such unparalleled success seems unattainable.				
7)	The unscrupulous employee decided to eavesdrop, revealing a feeble attempt at treason.				

PREVIEW

Visualization

Visualize

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



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

In a bustling market, stalls overflow with fresh produce and spices. The scent of spices fills the air, and vendors call out to customers.

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

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

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

PREVIEW

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

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



Complete or Fragment?

Is the sentence complete or a fragment?

1) Crazy events unfolding.	Complete	Fragment
2) A vote was cast.	Complete	Fragment
3) Her determination was non-stop.	Complete	Fragment
4) Hoping for better times.	Complete	Fragment

Identify

Identify the emotion conveyed by each fragment.

EMOTION	SENTENCE FRAGMENTS
	1) Any moment now
	2) Peace at last
	3) Never saw it coming

Week 2 - Vocabulary List

Yearning	Astonishing	Participating	Enthralling	Captivating
Exhilarating	Condemning	Diverting	Blabbering	Blatant
Blemish	Blisteringly	Blotchy	Blunder	Bracelet
Brilliant	Brouhaha	Brawny	Brute	Brotherhood

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

Answer	Word	Description
	Yearning	A) Physically strong, muscular
	Acting foolishly at length	
	Participating	B) Being very engaging
	Enthralling	C) Amusing, causing great surprise
	Captivating	D) Being among a group
	Exhilarating	F) A kind of deception
	Condemning	G) Fascinating, catching interest
	Diverting	H) Covered in spots
	Blabbering	I) A mark or flaw, spot, stain
	Blatant	J) Cruel person or animal
	Blemish	K) Expressing strong disapproval
	Blisteringly	L) Being actively involved
	Blotchy	M) A careless mistake
	Blunder	N) Obvious, without any attempt to hide
	Bracelet	O) Decorative band or chain for the wrist
	Brilliant	P) Strong desire for something
	Brouhaha	Q) Extremely fast, intense
	Brawny	R) Exciting, thrilling
	Brute	S) Extremely bright or clever
	Brotherhood	T) Entertaining, distracting

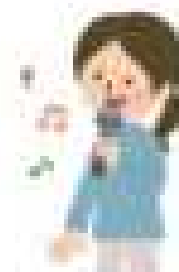
SUFFIX -ING



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

Examples:

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



Write

Change the sentences into present continuous tense using '-ing' verbs.

1) He plays football.	He is playing football.
2) They walk to school.	
3) The cat sleeps on the chair.	
4) She writes an email.	
5) The dog barks loudly.	
6) We watch a movie on Fridays.	
7) I read a book every night.	
8) You cook dinner every Sunday.	
9) The birds sing in the morning.	
10) The teacher explains the lesson.	

Write

Use the words below to create a meaningful sentence.

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

SENTENCE FORM: SIMPLE SENTENCES

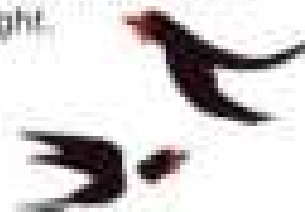
A **clause** is a group of words that gives information and has a subject and a verb.

A **simple sentence** is a sentence that has one independent clause that can stand alone.

This means it has a subject and a verb and expresses a complete thought.

Examples:

- The girl walks every morning.
- She reads a book.
- Birds fly south in winter.



Write _____ to the following to make a simple sentence.

1) Before lunch

2) After the movie

3) My best friend

4) The scariest moment

5) During the concert

6) Whenever I hear

Identify

Underline the simple sentences in the passage below.

While the morning sun peeked over the horizon, Marcus started his day. He pulled on his boots, which were still muddy from yesterday's adventure, and hurried downstairs. The aroma of pancakes filled the air, indicating his sister had been busy in the kitchen. Although he was eager to eat, Marcus remembered his promise to walk the dog first. As he leashed his eager beagle, he thought about the school project due next week. He knew that after breakfast, he would have to find a quiet spot to work. Today, like most days, promised a balance of duty and fun.

NOUNS, VERBS, ADJECTIVES, AND ADVERBS

Parts of speech are categories of words based on their function in a sentence:

- **Nouns** name people, places, things, or ideas (e.g., dog, city).
- **Verbs** describe actions or states (e.g., run, is).
- **Adjectives** describe or modify nouns (e.g., happy, blue).
- **Adverbs** modify verbs, adjectives, or other adverbs, often telling how, when, or where (e.g., quickly, often).



Identify the underlined word a noun, verb, adjective or adverb?

	The committee deliberated <u>garnestly</u> on the new policy.
	John was quite <u>persuasive</u> at the debate.
	She gave a <u>flawless</u> performance.
	4) He <u>rested</u> for the long day.
	5) The ancient <u>artifact</u> according to the museum curator.
	6) They navigate through the city <u>using</u> a old map.
	7) The cake she made was <u>extremely</u> tasty.
	8) The novel's protagonist is a <u>complex</u> character.
	9) She recited the poem from <u>memory</u> .
	10) The flowers in the garden grew <u>abundantly</u> this year.

Write

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

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

CROSSWORD PUZZLE

Crossword

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



Across

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

Down

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

Week 2 – Fluency Readings

Read

Today, we will calculate how quickly you read. You will do this by calculating how many words you read per minute.

Passage – Word Count = 109 Words

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

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count - at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words ÷ 330 seconds) × 60 = 207.2 WPM.

Time To Read
Divide 109/seconds
WPM

Visualization

Visualize

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

PREVIEW

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

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Complete the following to _____

1) Across the street
2) Beneath the stars
3) Through the window

Identify

Is the underlined word a noun, verb, adjective or adverb?

	1) The magician <u>effortlessly</u> performed the complex trick.
	2) That ancient monument is <u>revered</u> by all the locals.
	3) <u>During</u> the lecture, the professor <u>elaborated</u> on the topic.
	4) The team played <u>remarkably</u> well in the championship.
	5) A <u>serene</u> lake stretched out before the hikers.

Week 3 - Vocabulary List

Think Underline the prefix *-re* in each word. Circle the words with letter blends: *ch, sh*

Reconstruct	Refurbish	Reimagine	Reimburse	Reconcile
Redundant	Reassure	Reconfigure	Chauffeur	Chum
Chronicle	Chivalrous	Charlatan	Chrysalis	Sheepish
Shoo	Shrieking	Shroud	Shrewdly	Shanty

Instru Complete the sentences using the vocabulary list above. You may need to add a suffix to the words to make the sentence make sense.

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

RIBRESUFH	DSDHOY	ODSUHR	SRERUEAS	NSIHGRKIE

PREFIX RE-

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

Examples:

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

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

	YES / NO
1) Recharge	
2) Rebel	
3) Release	
4) Remark	
5) Reel	
6) Relay	
7) Recreate	
8) Realign	
9) Reink	
10) Reink	

Write Add the prefix "re-" to the given base words and use them in sentences.

Act	When she heard the news, she didn't know how to _____.
Build	_____
Call	_____
Cover	_____
Turn	_____

IDENTIFY RUN ON SENTENCES

What Are Run-on Sentences?

A run-on sentence is a sentence in which two or more independent clauses (complete thoughts) are joined without proper punctuation or conjunctions. This makes the sentence confusing and hard to understand.



Example:

- ❑ She was late for school she missed the bus.
- ❑ He wanted to play football his parents wanted him to study.

Sentences

Label each sentence as correct or run-on.

Sentences	Correct / Run-On
1. The concert was a success everyone enjoyed it yet no one left.	
2. He practiced piano every day he plays it very well.	
3. The experiment was a success she had predicted.	
4. It was cloudy and dark but the stars were still visible.	
5. The book was fascinating, spanning ancient times.	

Write

Correct the run-on sentences using punctuation and conjunctions.

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

The game was exciting everyone was cheering loudly.

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

INTERJECTION, CONJUNCTION, PREPOSITION

Interjection: A word expressing emotion, like "Wow!" or "Ouch!"

Conjunction: Connects words, phrases, or clauses; examples are "and," "but," "if" and "or."

Preposition: Shows the relationship between a noun (or pronoun) and other words in a sentence. Examples include in, inside, beside, over, below, after etc.

Write

Complete the sentences with the provided interjections.

1) Yay

2) Ah

3) Oops

4) Yikes

5) Ugh

Completion

Complete each sentence by writing the appropriate conjunction.

1) I wanted to go swimming, _____ the weather was too hot.

2) She studied hard for her exams _____ scored very well.

3) We can watch a movie _____ play a game.

4) He's not only intelligent _____ also very kind.

5) It was raining, _____ we decided to stay indoors.

Search

Underline the prepositions used in the story below.

In the morning, the birds chirped from above the trees. Below them, a gentle stream flowed beside a winding path. Through the mist, a deer peered out, standing near a patch of wildflowers. Amid the tranquility, children played around the old oak tree, while their laughter echoed across the field, under the vast, open sky.

Word Sudoku

Sudoku

Fill in the puzzle so that every row, every column, and every 3x2 box contains all the words without repeating them.

SHODDY	SHROUD	CHURN
REFURBISH	CHRONICLE	SHANTY

	SHODDY	SHROUD	CHURN		
CHURN	SHROUD	CHRONICLE	SHANTY		
SHODDY		SHROUD	CHRONICLE	SHANTY	
REFURBISH			SHODDY	SHROUD	CHURN
	REFURBISH	SHODDY	CHURN		SHANTY
		CHURN	REFURBISH	SHODDY	SHROUD



Week 3 – Fluency Readings

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

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



Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Correct the run-on sentences using appropriate conjunctions.

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

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

Identify

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

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

Week 4 - Vocabulary List

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

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

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

PREVIEW

SUFFIX -LY

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

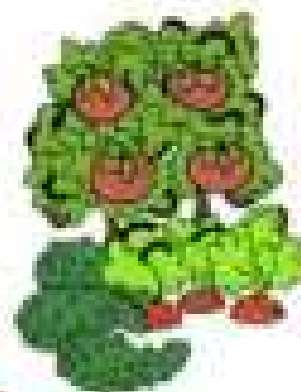
Examples:

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

Identify

Underline the adverb used in each sentence.

- 1) The teacher explained the concept clearly in the lively class.
- 2) She sang beautifully in the newly lit room.
- 3) He walked quickly toward the garden.
- 4) They worked tirelessly and hard in the mine.
- 5) The actor performed brilliantly in the first movie.
- 6) The speaker spoke forcefully about the time.
- 7) She carefully selected the only jewelry from the store.



Write

Use the following words to create a short news article.

Aggressively	_____
Skillfully	_____
Strategically	_____
Vigorously	_____
Steadily	_____

CORRECT RUN-ON SENTENCES

Run-on Sentence	Revised
The sun was hot we decided to stay indoors and play board games.	The sun was hot, so we decided to stay indoors and play board games.
My sister loves to paint she spends hours in her studio she creates beautiful landscapes and still life paintings.	My sister loves to paint, and she spends hours in her studio creating beautiful landscapes and still life paintings.

Insert Use punctuation to separate two or more complete sentences by adding periods and capital letters, as well as commas and conjunctions to join related sentences.

In the small town of Willowbrook everyone knew each other the streets were lined with colourful flowers and the market featured an ancient fountain however the most interesting part was the old library it was filled with countless books and mysterious artefacts some say it was haunted by a ghostly figure one day two curious teenagers decided to explore the library after school they took their flashlights and a camera their plan was to investigate any strange occurrences they were not afraid of ghosts but they were surprised to find a secret room behind the history section it was hidden behind a moving bookshelf filled with old diaries and maps which hinted at a hidden treasure in the town

Write Revise the following run-on sentences using simple sentence punctuation.

1) Jake rushed his homework to play soccer he didn't check his answers.

2) Emily loves painting she often forgets to take breaks.

3) The museum trip was exciting students loved the dinosaur fossils.

INDEPENDENT CLAUSES

An **independent clause** is a group of words that contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence.

Examples:

- They went to the park.
- She reads a book every night.
- The cat sleeps on the sofa.



Write _____ independent clauses from the provided compound sentences.

1) The game was going to be a loss, yet our team managed to score the winning goal in OT.

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

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

Subject – Teacher	Verb – _____

Subject – Soccer team	Verb – defeated

Subject – Chef	Verb – prepared

Hidden Word

Hidden Word

Fill the answers of the clues in the puzzle. Next, find the hidden word in the bold rectangles.



CLUES	
1)	Genuinely or true.
2)	Weak or unhealthy.
3)	Calm and peaceful.
4)	The day wages or salaries are paid.
5)	Depiction or representation of someone.
6)	Working very hard with a lot of energy.
7)	Excessively proud of oneself, conceited.
8)	Small and pretty.
9)	A sickness or illness.
10)	Seeming like real life.

THE HIDDEN WORD

Week 4 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	I walked down the aisle anxiously, holding a daisy bouquet. The church was serene, my heart beating wildly.	Angry	Happy
2)	I watched a beautiful portrayal of a hero, vividly and so real, so profound.	Frustrated	Joyful
3)	On payday, I spent almost all my money. At home, I realized I should have saved.	Curious	Serious
4)	I tried making mayonnaise; it was a frustrating attempt. I mixed ingredients abundantly, but the result was bland.	Worried	Calm
5)	I dream of a serene world, flying innocently through clouds. In these dreams, I'm free from any ailment.	Suspicious	Relieved
6)	Walking past a decaying house, I remembered old times. Its walls, viciously stripped of colour, stood vividly.	Cheerful	Annoyed
7)	Today, I jaywalked innocently across the street. A car honked viciously, and I jumped back, heart racing.		

Week 4 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below

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



Write

Revise the following run-on sentences by adding a comma or punctuation.

- 1) The thunderstorm was loud it kept everyone awake at night.

- 2) The science project was due Ryan and Mia were still experimenting.

Write

Create an independent clause from the given subject and verb.

S = The orchestra	V = performed

Week 5 - Vocabulary List

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

Letter Blend Write 10 st- and sp- words. Use ones from the list and your own vocabulary.

st-		sp-	
1)		1)	
2)		2)	
3)	8)	3)	8)
4)	9)	4)	9)
5)	10)	5)	10)

Write

Use the following words in a sentence.

1) Dismantle	
2) Disqualify	
3) Stamina	
4) Stalwart	
5) Sporadic	

PREFIX DIS-

The prefix "dis-" often suggests a negative or opposite meaning. When added to the beginning of a word, it typically indicates the reversal of the word's original meaning, or it can mean "not" or "apart."

Examples:

- **Dislike:** "Like" means to enjoy; "dislike" means not to enjoy.
- **Disappear:** "Appear" means to be seen; "disappear" means to vanish.



Match the following "dis" word to its definition.

1.	Disqualify	A) Declare unfit to participate.
2.	Dishearten	B) Cause to lose hope or enthusiasm.
3.	Disinfect	C) Try to destroy bacteria.
4.	Dismantle	D) A favorable circumstance or condition.
5.	Disenfranchise	E) Take away a legal right.
6.	Disadvantage	F) Put someone at a disadvantage in some service or employment.
7.	Disinfecting	G) Detach or separate from attachment.
8.	Disqualify	H) Take apart or pull apart.

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

Arm	
Disarm	
Place	
Displace	
Colour	
Discolour	

COMPOUND SENTENCES

A **compound sentence** is a type of sentence that combines two independent clauses (complete thoughts) using a coordinating conjunction (for, and, nor, but, or, yet, so). Each clause in a compound sentence could stand alone as a simple sentence, but they are joined to show a relationship.

Completion

Write a coordinating conjunction to complete the compound sentences.

- 1) The sun disappeared, _____ the sky turned orange.
- 2) She was tired, _____ she still finished her homework.
- 3) He loves to play basketball, _____ he also enjoys soccer.
- 4) It started to rain, _____ he shelter under a tree.
- 5) We could go on the trip, _____ we could play outside.
- 6) She forgot her umbrella, _____.
- 7) The teacher was strict, _____ he wanted the best for his students.
- 8) She doesn't like math, _____ does she like any other subject.

Write

Write a suitable independent clause that will complete the compound sentences.

- 1) The experiment was successful,

- 2) The team can't seem to score the puck,

- 3) The ancient ruins were discovered,

- 4) The author released a new book,

COORDINATING CONJUNCTIONS

Coordinating conjunctions are words that join two parts of a sentence that are similar, like two independent clauses, words, or phrases. They help to show the relationship between these parts.

"FANBOYS" is an acronym for seven common conjunctions: **F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o. When connecting two independent clauses (complete thoughts) using a FANBOYS conjunction, place a comma before the conjunction.

Example: 1) She plays piano, and she can sing. 2) Do you want tea, or do you want coffee?

Complete Complete the sentences using "FANBOYS".

1	She studied _____ her efforts paid off in the exam.
2	The cake _____ no one ate it.
3	The team played _____ they lost the match.
4	He forgot his password _____ he couldn't log in.
5	The book is long, _____ some _____ interesting.
6	You can either stay here, _____ or _____ us to the museum.
7	She didn't hear the alarm, _____ she _____ wants calling.

Write Create your own sentences using FANBOYS.

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

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

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



Word Scramble

Unscramble the word.

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

Week 5 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	As the sun set, he felt disheartened.				
2)	The mechanic had to fix the engine before the race.				
3)	Despite his stamina, the runner had the disadvantage of a sporadic spurt.				
4)	The stalwart guard watched the stockade, vigilant against any stowaway.				
5)	In the debate, she stipulated her points with spectacular clarity.				
6)	The growth of the town stagnated, disenfranchising many of its residents.				
7)	Their spaghetti dinner was a spontaneous event, enjoyed sparingly but memorably.				

PREVIEW

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Completion

Write a coordinating conjunction to complete each sentence.

- 1) You can play golf, _____ you can go swimming.
- 2) The dinner smelled good, _____ no one was hungry.
- 3) She studied hard for the test, _____ she passed with flying colours.
- 4) I enjoy reading books, _____ I also like listening to audiobooks.
- 5) He enjoys painting, _____ his sister prefers drawing.
- 6) The museum was fascinating, _____ we spent the whole day there.
- 7) The car wouldn't start, _____ would the car's battery turn on.

Week 6 - Vocabulary List

Think Underline the suffix *-able* and circle the words with the letter blend *tr*, *dr*

Attainable	Commendable	Biodegradable	Conceivable	Equitable
Indispensable	Inevitable	Believable	Tribunal	Triplicate
Triumphant	Trivial	Truncate	Transparent	Drenched
Drift	Drudge	Drawbridge	Drained	Dredge

Comp Complete the words by adding *dr* or *tr*.

1) _____ eadful	11) con_____ eption
2) _____ ode	12) _____ additional
3) _____ amatize	13) in_____ oduce
4) admini_____ ator	14) hy_____ ant
5) ex_____ ordinary	10) de_____ h

Pictionary

With a partner, draw a picture that represents a word from the list. Have your partner try to guess the word. Play *Who's Who?* after.

SUFFIX -ABLE

The suffix “-able” is added to verbs to form adjectives, meaning “capable of” or “suitable for.” It turns a verb into an adjective that describes something that can be done.

Examples:

- Enjoyable: From “enjoy,” meaning something that can be enjoyed.
- Readable: From “read,” referring to something that can be read easily.

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

Word	commend	commendable
Sentence	I was in full action; it's truly commendable teamwork, everyone.	
Word	affair	
Sentence		
Word	believe	
Sentence		
Word	understand	
Sentence		

Matching Choose the word that best suits each sentence.

1. The sculpture is heavy but _____ with some effort.	A) Solvable
2. Her alibi was barely _____ to the listening jury.	B) Believable
3. The concert was short yet _____ for everyone.	C) Measurable
4. It seemed complex, yet the puzzle was _____.	D) Movable
5. Improvement was small but _____ after practice.	E) Enjoyable

SENTENCE FORM: COMPLEX SENTENCE

A **complex sentence** is a type of sentence that combines one independent clause with at least one dependent clause connected by a **subordinating conjunction**.

An **independent clause** is a group of words that can stand alone as a sentence because it expresses a complete thought. A **dependent clause**, on the other hand, cannot stand alone as a sentence because it does not express a complete thought.

Example:

She was late to school **because** her alarm did not ring.

• She was late to school – independent clause

• because – subordinating conjunction

• her alarm did not ring – dependent clause



Write Underline the independent and dependent clauses and write the conjunction used in the sentences.

1) Although the experiment's results were conclusive,

1.

2) If you analyze the data carefully, you will see a pattern.

2.

3) She couldn't attend the workshop because her schedule conflicted.

3.

4) When the novel reaches its climax, the protagonist faces a choice.

4.

5) Since we are studying ecosystems, we should visit the local park.

Write Enhance the story by adding at least three complex sentences.

Olivia was walking through the woods near her home, a path she had taken many times.

But today, something was different: a soft whispering seemed to be calling her name, and the air was filled with an unusual chill.

SUBORDINATING CONJUNCTIONS

A **subordinating conjunction** is a word that connects a dependent clause to an independent clause, showing a relationship between them. The dependent clause cannot stand alone as a sentence; it depends on the independent clause to make sense.

Examples:

- **Because:** I did my homework because I had a test the next day.
- **Although:** Although it was raining, we went for a hike.
- **If:** If you study hard, you will do well in your exams.



Complete the sentences with the appropriate subordinating conjunction.

because	if	although	so that	even though
1) You'll become a professional _____ you practice regularly.				
2) He couldn't see the stars _____ it was cloudy.				
3) Everyone tried their best _____ the test was difficult.				
4) We decided to watch one more movie _____ it was late.				
5) They went out to play _____ they were tired.				
6) He saved his allowance _____ he could buy a new game.				














Write Contrast the given topics using sentences with subordinating conjunctions.

Winter and Summer	
Reading and Writing	
Hockey and Basketball	

CRACK THE CODE

Directions Use the code below to reveal each spelling word.

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

												
N												

CODE	CODE	ANSWER
eeooc>atff	eeooc>atff	
eeooc>atff	eeooc>atff	
eeooc>atff	eeooc>atff	
eeooc>atff	eeooc>atff	
eeooc>atff	eeooc>atff	
eeooc>atff	eeooc>atff	
eeooc>atff	eeooc>atff	
eeooc>atff	eeooc>atff	
eeooc>atff	eeooc>atff	
eeooc>atff	eeooc>atff	



Week 6 – Fluency Readings

Read

Today, we will calculate how quickly you read. You will do this by calculating how many words you read per minute.

Passage – Word Count = 100 Words

In the charming village, repairing the old, creaky drawbridge was inevitable. Villagers, gathered from rain, convened at the tribunal to discuss both trivial and pressing matters. Repairing the bridge was not a drudge but an indispensable task. By using biodegradable materials, a decision reflecting their transparency to the environment. Documents were prepared in triplicate, underlining the approach. Once rebuilt, the villagers' spirits were triumphant, no longer dismayed by the sight of the dilapidated bridge. This project wasn't just about what was attainable when a community unites for a common goal.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count – at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: (1,140 words ÷ 330 seconds) × 60 = 207.2 WPM

Time to Read
Divide 100/seconds
WPM

Questioning

**Instruction**

Read the passage and answer the questions that follow.

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

1) Who wanted to keep the beaches clean?

2) What united the coastal town's community?

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

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

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

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

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below

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

Write

Underline the dependent clause and circle the main clause in the sentences.

- 1) He missed the lecture as his previous appointment ran late.
- 2) Unless you grasp the fundamentals, solving advanced problems is difficult.
- 3) Even though the theory was disproven, it led to significant scientific discoveries.

Completion

Write the appropriate subordinating conjunction.

1) The audience applauded		the curtain fell.
2) The cat approached the newcomer		it was wary
3) Our project could win		We complete it on time.
4) The hikers saw the view		they reached the summit.

Name _____

58

Spelling Dictionary
23

Week 7 - Vocabulary List

Predecessor	Predicament	Preferable	Premonition	Premature
Preliminary	Preoccupy	Preclude	Whosoever	Whimsical
Wholesome	Whirlwind	Whisker	Whomever	Quadrant
Quantify	Quartet	Questionnaire	Quintessential	Quicken

Cursive

Write the word using cursive writing.

Word	Trace	Write
Predecessor		
Predicament		
Preferable		
Premonition		
Premature		
Preliminary		
Preoccupy		
Preclude		
Whosoever		

PREVIEW

Name _____

54

Spelling Dictionary
23

Week 7 - Vocabulary List

Cursive

Write the word using cursive writing.

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

PREVIEW

PREFIX PRE-

Understanding the Prefix "Pre-"

When we add "pre-" to the start of a word, it describes something that comes before something else in time or order.

- **Predecessor:** Someone who came before another in a position or role.
- **Preliminary:** An event or action that comes before the main one.
- **Premonition:** A feeling that something is going to happen before it does.



Matching Match the words below to their meanings.

- 1) **Reminisce** To look back on something, often with a sense of nostalgia.
- 2) **Return** To go back to something known again or to remind.
- 3) **Rebuild** To construct something again in a different way.
- 4) **Recall** To bring back something again.
- 5) **Reorganize** To pick up something in a new location or place.
- 6) **Retrieve** To arrange something in a new order.
- 7) **Reinforce** To construct or fortify something.

Write

Write the appropriate word to complete each sentence.

Predicament	Premonition	Predecessor
Preoccupy	Predecessor	Premonition

- 1) The new CEO made significant changes, unlike her _____.
- 2) He found himself in a _____ when he lost his way in the forest.
- 3) For environmental reasons, walking is _____ to driving.
- 4) She had a strange _____ that the day would bring unexpected news.
- 5) The _____ results indicate that the experiment was a success.
- 6) The thought of the upcoming competition began to _____ her mind.

COMPLEX SENTENCES WITH RELATIVE CLAUSES

A **complex sentence** with relative clauses is a type of sentence that contains a main clause (or independent clause) and one or more relative clauses (or dependent clauses). The relative clause gives extra information about a noun in the main clause and usually starts with a relative pronoun like "who," "which," "that," "whom," or "where."

Example: The restaurant, where we ate last night, serves amazing pizza."

Main clause: The restaurant serves amazing pizza.

Relative clause: where we ate last night (describes 'the restaurant').

Write Write an appropriate relative clause that logically completes the sentence.

- 1) The library, _____, is a great place to study.
- 2) The documentar _____, was both informative and moving.
- 3) The old mansion, _____, is said to be haunted.
- 4) The novel I'm reading, _____, has an unexpected twist.
- 5) The teacher, _____, is highly respected by her students.
- 6) The smartphone, _____, allows us to communicate.
- 7) The concert, _____, was attended by thousands of fans.

Write Make a complex sentence using the information given in the boxes.

I have a friend

He plays the guitar

They visited the Colosseum

A place where gladiators fought

I read a book

It was written by J.K. Rowling

COMPLEX SENTENCES WITH PREPOSITIONAL CLAUSES

Complex sentences with prepositional clauses are sentences that include at least one **independent clause** (a clause that can stand alone as a complete sentence) and at least one **prepositional clause** (a clause that starts with a preposition and functions as an adjective or adverb in the sentence).

Example:

The park **by the river**, where we often have our picnics, is closed today.

- **Independent clause:** The park is closed today
- **Prepositional clause:** by the river, (which tells us where the park is)
- **Relative clause:** where we often have our picnics. (which tells us more)

Search _____ line the prepositional clauses in the story below

Once upon a time, in a small town by the lake, there was a young girl named Maya. Every morning, Maya would walk to school with her best friend, Liam. One day, while they were walking, Maya realized she had lost her grandmother's necklace. She told Liam, "I must find it; it's very special to me because of my grandmother."

Liam, being a good friend, decided to help. They retraced their steps, looking under the benches and around the playground. As they searched, Maya said, with a hint of remembering wearing it at the park,

They reached the park and searched among the tall trees and beside the winding path. Suddenly, Liam shouted, "Look, over there by the swings!" To their delight, they found the necklace hanging on a branch.

Maya, filled with relief, said, "Thank you so much, Liam, I couldn't have found it without you and your keen eyes." They walked back home under the setting sun, happy about the day's adventure.

From that day on, Maya was more careful with her belongings, always remembering the adventure of finding the lost necklace.



WORD SEARCH

Word Search

Find the word bank words in the puzzle.

Predecessor	Predicament	Preferable	Premonition	Premature
Preliminary	Preoccupy	Preclude	Whatsoever	Whimsical
Wholesome	Whirlwind	Whisker	Whoever	Quadrant
Quadrant	Quartet	Questionnaire	Quintessential	Quicken

PREVIEW

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 7 – Fluency Readings

Read

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

	Sentence	Slow	Medium	Fast
1)	Tim, following his predecessor, faced an issue that starting over was a pain. He was short. He rushed through the process, but he was focused.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
2)	Later, a premonition came about his cat's whisker that he missed. The quartet's wholesome music background soothed him.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
3)	To quantify the problem, Tim filled out a questionnaire in his room, divided into quadrants. This initial quiz made him think hard.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
4)	His results were quintessential; they quickened his resolve to study more. Whoever had trouble with the test needed more practice.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast
5)	Despite the whirlwind of events, Tim wasn't distracted. No predicament could deter him, nor any whimsical thoughts. He worked steadily on.	<input type="checkbox"/> Slow	<input type="checkbox"/> Medium	<input type="checkbox"/> Fast

Questioning

**Instructions**

After reading the passage, write 6 questions and answer them below

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

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

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)	

Write

Fill in with the appropriate relative clause to complete the sentence.

- 1) The novel _____
- 2) The cookies _____
- 3) The treehouse _____ looms large in my memory.

Identify

Underline the prepositional clauses in each complex sentence.

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

Week 8 - Vocabulary List

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

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

Answer	Word	Description
	Breathless	A) cleverly problem-solving
	Defenceless	B) narrow trench
	Fearless	C) full of candles
	Merciless	D) bright highlight
	Ruthless	E) show
	Reckless	G) In the opinion of
	Weightless	H) Married partner
	Traceless	I) Without fear
	Mountainous	J) Without mercy
	Luminous	K) Brightly shining
	Resourceful	L) Carelessly dangerous
	Spouse	M) Without trace, undetectable
	Throughout	N) Without pity
	Carousel	O) Deep sadness
	Showpiece	P) Without weight, floating
	Prowess	Q) Skill or bravery
	Tallow	R) Full of mountains
	Toward	S) Without protection
	Furrow	T) Rotating amusement ride
	Sorrow	U) From start to finish

SUFFIX -LESS

The suffix “-less” means “without.” When added to a word, it describes something that does not have the quality of that word.

Examples:

- Careless: Without care.
- Fearless: Without fear.



Match: Match each “-less” word in the left with its meaning.

- | | | |
|----------------|--------------------------|--------------------------------|
| 1. Homeless | <input type="checkbox"/> | A) Without employment |
| 2. Jobless | <input type="checkbox"/> | B) Without any concerns |
| 3. Fearless | <input type="checkbox"/> | C) Without any companions |
| 4. Friendless | <input type="checkbox"/> | D) Without a place to live |
| 5. Careless | <input type="checkbox"/> | E) Without distress |
| 6. Tireless | <input type="checkbox"/> | F) Without attention to detail |
| 7. Clueless | <input type="checkbox"/> | G) Without taking needed rest |
| 8. Thoughtless | <input type="checkbox"/> | H) Without ideas or thinking |
| 9. Restless | <input type="checkbox"/> | I) Without peace or calm |
| 10. Worryless | <input type="checkbox"/> | J) Not considering the future |

Write: Write the appropriate “-less” word suitable for each sentence.

- 1) After the storm, the village was left completely _____.
- 2) The documentary showed the harsh reality of _____ people in cities.
- 3) The room was completely _____ during the exam.
- 4) The garden was _____ after the gardener was done weeding it.
- 5) In the middle of the chaos, he remained _____, confident in his plan.

COMPOUND-COMPLEX SENTENCES

A compound-complex sentence combines two or more independent clauses (complete thoughts) with at least one dependent clause (an incomplete thought).

Examples

- Although it was raining, we went for a hike, and we enjoyed the adventure.
- She finished her homework, but she still needs to study for the test because it's important.



Write each given sentence into a compound-complex one.

1) The sun set and the stars appeared.

2) He was hungry, but the restaurant was closed.

3) The movie was over, so we left the theater.

Completion Complete the sentences to form a compound-complex sentence.

1) Because the weather was beautiful,

2) Even though he was nervous,

3) The teacher began to grade the papers

4) While the cake was baking,

COMPOUND-COMPLEX SENTENCES

Identify Identify whether the underlined clause is dependent or independent.

Compound-Complex Sentence	Dependent	Independent
1) Although it was late, he decided to call her, and she was happy to hear from him.		
2) The rain started falling, but they continued playing because they loved football.		
3) While working on her assignment, she went out with her friends, and they had a great time.		
4) The lights were dimmed, and we told stories until the movie came on.		
5) He missed the bus, and he had to wait for a ride, since his friend was nearby.		
6) While she was cooking, the phone rang, and she answered it with a spoon in her hand.		

Write Continue the story using at least three compound-complex sentences.

Sarah discovered an old map in her attic, and she was interested in exploring. The map looked fragile. She decided to explore, and the map led her to a mysterious place at the edge of town.



CROSSWORD PUZZLE

Crossword

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


Across

2. A person's partner in marriage.
5. Having no pity or compassion.
7. In the direction of something.
8. Brave, not afraid of danger.
9. A revolving machine with model animals.
10. Exceptional skill or bravery in something.

Down

1. Emitting or reflecting light, glowing.
3. Hard animal fat used for candles.
4. Leaving no evidence or sign behind.
6. A feeling of deep sadness or grief.

Week 8 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	Feeling weightless and fearless, I soared through the mountainous landscape. My eyes were drawn to a bright, luminous star in the sky.	Witch	Opera Singer
2)	In a moment of desperation, I raced toward the carousel, my heart racing with excitement. It was a showpiece of intricate carvings and vibrant colors.	Robot	Alien
3)	As a resourceful teacher, I had learned to adapt from tallow and paint. My students were spellbound by its luminous beauty.	Cowboy	Detective
4)	I stood defenceless, yet fearless, facing my merciless opponent in the game. My spouse cheered me on, proud of my courage.	Grain	Zombie
5)	On a mountainous hike, I felt weightless yet sorrow-filled. Memories of my spouse, like a traceless shadow, accompanied me.	Old Wise Man	Villain
6)	I witnessed a ruthless debate, leaving opponents breathless with its intensity. Yet, throughout, I remained calm and resourceful in thought.	British Aristocrat	News Anchor
7)	In a reckless moment, I carved a furrow in the ground. My sorrow was deep, but I remained fearless and unyielding.	Valley Girl	Announcer

Week 8 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Convert the given sentence into a compound or complex one.

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

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

Identify

Identify whether the underlined clause is dependent or independent.

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

Week 28 - Vocabulary List

Aeronautical	Biomedical	Functional	Judgmental	Instrumental
Marginal	Occupational	Rational	Adeptly	Intercept
Deceptive	Susceptibility	Encryption	Pterodactyl	Wafting
Hefter	Uplift	Laffness	Sifted	Thriftily

Write 10 sentences using all 20 words. You'll need to use 2 words per sentence.

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

PREVIEW

SUFFIX -AL

The suffix "-al" is added to the end of words to indicate relating to or connected with something. It often turns a noun into an adjective.



Examples:

- Historical - Relating to history
- Seasonal - Pertaining to or dependent on a season

Complete each sentence by writing suitable words with the suffix "-al".

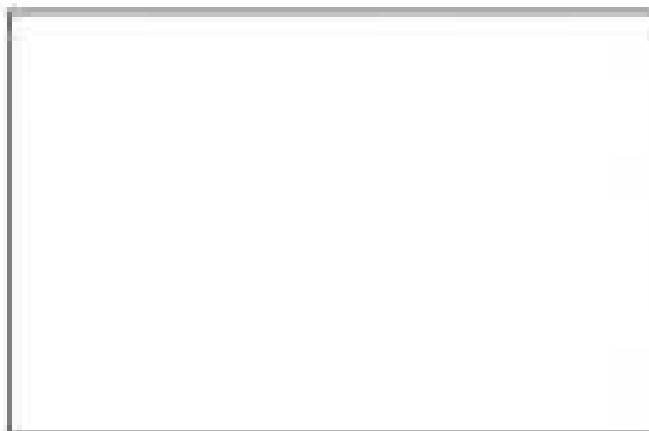
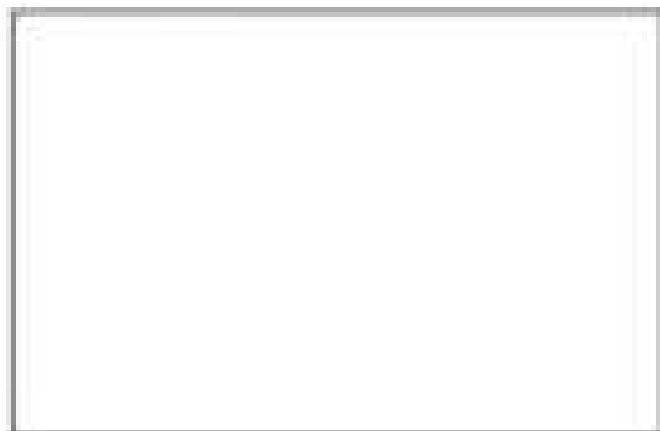
PREVIEW



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

Illustrate

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



ADJUSTING EXPRESSION FOR DIFFERENT GENRES

Genre Conversion

Transform the provided scene into different genres, adapting your expression to suit the style and audience of each one.



Scene Description: A student wins a national science fair with a project that uses recycled materials to generate clean energy

Press Release - Science Fair Organizers

Blog Entry - By a Science Fan

Science Magazine

Social Media Post - Twitter

PREVIEW

SPOTTING BASES, PREFIXES, AND SUFFIXES

- **Base Word:** This is a simple word that has meaning all by itself. Like in "unhappiness," the word "happy" is the base because you can use it on its own.
- **Prefix:** This is a set of letters you put at the start of a word to change its meaning. In "unhappiness," the "un-" at the beginning makes "happy" mean "not happy."
- **Suffix:** This is a set of letters you add to the end of a word to change what it means or how it's used. In "unhappiness," adding "-ness" changes "unhappy" from describing a feeling to naming the feeling, like from "unhappy" to "the state of being unhappy."

Word _____ Identify the prefix, base word, or suffix in each word.

Word	Prefix	Base Word	Suffix
Unbelievable			
Subconscious			
Interconnected			
Unkindly			

Scavenger Hunt

Underline the base words, prefixes, and suffixes.

The seaside town of Bayridge was usually serene, but today, a Festival of the air. Dark clouds gathered overhead as an impending hurricane edged in. Tim, the local weatherman, announced the urgent evacuation, his voice steady yet tinged with urgency. "The incoming storm," he declared, "is unlike any we've faced."

Families packed essentials, their movements quick and efficient. Young Mia, clutching her teddy bear, felt a mix of fear and awe. She had never witnessed the power of such a storm, the might of nature's unrelenting, undeniable, and unpredictable force.

As the first fierce winds howled, Bayridge braced for the hurricane's arrival, hoping their preparations would withstand the storm's test.

FORMAL VS INFORMAL LANGUAGE

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

Write

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



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

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
<p>Attended an enchanting concert, the orchestral and powerful rendition of Beethoven's 9th Symphony stirred the soul of the audience, leaving them in a state of awe and silence.</p>	<ul style="list-style-type: none"> ✓ Informal tone used ✓ Simplified language ✓ Emojis to convey emotion ✓ Hashtags for key themes 		
Social Media Post			
<p>🎧 Epic night at #GrandHall listening to Beethoven's 9th Symphony. Pure magic! 🎶 #ClassicalMusic #ConcertVibes</p>	<ul style="list-style-type: none"> ✓ Casual punctuation ✓ Emojis ✓ Hashtags 		

Analyze

Write a social media post equivalent to the formal narrative, using informal language.

Formal Narrative	
<p>The spacecraft's successful arrival marks a new chapter in cosmic exploration, igniting dreams of distant worlds and life beyond. Scientists worldwide celebrate this monumental achievement, heralding a future filled with untold possibilities.</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) To make (someone) happy or hopeful. |
| 2) Not very important. |
| 3) Very good at doing a task that is not easy. |
| 4) To pass through a strainer. |
| 5) To catch or stop something. |
| 6) The act of encrypting. |
| 7) Giving false impression. |
| 8) To move lightly through the air. |
| 9) Relating to both biology and medicine. |
| 10) Based on facts or reason. |
| 11) Large and heavy. |

WORD 10: _____

WORD 15: _____

Week 28 – Fluency Readings

Read

Read each passage using a different voice. Choose from one of the voices in the table and circle when you have read it using that voice.

	Passages	Voices	
1)	As a nautical engineer, I design functional and precise.	Angry	Happy
2)	In boom methods, I use rational.	Frustrated	Joyful
3)	Being instrumental in a project comes with responsibility.	Curious	Serious
4)	As a firefighter, I handle occupational hazards adeptly. Susceptibility to danger is managed.	Scared	Calm
5)	Our encryption is so advanced that even deceptive hackers can't breach it.	Worried	Determined
6)	In the digital age, we navigate with an understanding of its loftiness.	Suspicious	Relieved
7)	Hottest challenges lead to growth; we intercept obstacles with determination.	Cheerful	Annoyed

Week 28 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Scavenger Hunt

Underline the base word and circle the suffixes.

The neighborhood stirred as unhappy news of a lost pup spread. People gathered lampposts, and search parties roamed. Amidst the worry, a faint sound was undeniable when distant whimpers led to a scared, but safe, pup beneath

Genre Conversion

Write a headline for the genres below, using the description of the news.

Scene Description: An archaeologist's uncovering of an ancient tomb.

Genre	Expression
News Report	
Social Media	

Week 29 - Vocabulary List

Transcend	Transnational	Transcription	Transpiration	Transponder
Transmittance	Transversely	Transfiguration	Chuckle	Pickpocket
Firecracker	Racketeer	Clockwork	Freckled	Knapsack
Outspoken	Earthquake	Lakefront	Parakeet	Earmarked

Letter Blend Write 10 ck and ke words. Use ones from the list and your own vocabulary

ck		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) Transcend	
2) Chuckle	
3) Racketeer	
4) Knapsack	
5) Lakefront	

PREFIX TRANS-

The prefix "trans-" refers to going across, changing, or moving from one place, state, or form to another.

For example: the word **Transmit** means sending something across a distance, like a radio transmitting music signals.



Meaning

Identify the meaning of each "trans-" word

Number	Word	Meaning
1	Transcribe	A) Fully see-through
2	Transgression	B) To break a rule or law
3	Translocate	C) Move to another place
4	Transatlantic	D) Across the Atlantic
5	Transformation	E) A thorough change
6	Transverse	F) To go side across
7	Transgress	G) To go over type a copy
8	Transmarine	H) Across the ocean
9	Transformation	I) A change in form
10	Transparent	J) Fully see-through



PREVIEW

Think

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

READER'S THEATER

Read

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

Character	Dialogue
Narrator	In a small coastal town, residents are preparing for an approaching hurricane. The sky darkens, and the wind begins to howl.
Alex	Don't let those clouds! We need to make sure everyone is safe.
Jordan	Let's gather our emergency supplies for water and food.
Sam	Remember to check on our neighbours, especially the elderly.
Taylor	Grab your flashlights. Safety first.
Narrator	As the wind howls, the group works together to help in the community.
Alex	Jordan, help me load the supplies quickly.
Jordan	Got the hammer and nails, let's do this!
Sam	Taylor, let's check on Mr. and Mrs. Thompson's street.
Taylor	We'll make sure they know about the safety plan.
Narrator	The group remains vigilant, updating each other on their progress.
Alex	Stay in contact, and meet at the community center if needed.
Jordan	I'll spread the word about the safety plan.
Sam	Mr. and Mrs. Thompson are prepared now, thankfully.
Taylor	The hurricane might miss us, just got a message!
Narrator	Relieved, the group gathers back, their efforts strengthening the community's spirit.
Alex	Well done, everyone. We're stronger together. Let's stay prepared.
Jordan, Sam, Taylor	Together, we can weather any storm!

READER'S THEATER

Read

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

Character	Dialogue
Mia	I can't believe we're finally getting a pet! What should we choose?
Eli	How about a dog? They're loyal and fun to play with.
Sophia	They're independent and easy to take care of.
Liam	I think cats would be great, they're so cute and cuddly.
Olivia	I don't think we have the space we have too. Maybe a fish?
Mia	A fish would be perfect for our home.
Eli	But dogs can give us more excitement. It sounds more exciting.
Sophia	Cats are less work though. They can be very affectionate.
Liam	Rabbits are quiet and don't need a lot of space like us.
Olivia	Fish are simple to care for and don't need a lot of space.
Mia	We should consider the time we have for pet care.
Eli	True, a dog does need more attention and time.
Sophia	Cats are more independent, which could be better for our schedules.
Liam	I like the idea of a quiet pet like a rabbit.
Olivia	And fish bring a calming presence to any room.
Mia	Let's vote on it. Everyone pick your first choice!
Eli, Sophia, Liam, Olivia	[Everyone shares their choice]
Mia	Looks like we're getting a [result of the vote]! A new adventure begins!

READER'S THEATER

Read

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

Character	Dialogue
Jamie	Did you hear about the new science club? It seems like a fun way to learn and do cool projects. I'm thinking of joining.
Riley	The club sounds interesting. I wonder what we'll get to do. Maybe experiments or technology?
Casey	Joining a club sounds intimidating. I'm not sure if I'll fit in or if it's too challenging.
Avery	Don't worry, Casey! It's great for trying new things and making friends. We'll learn together.
Blake	Clubs are all about new experiences. It's a great way to learn and have fun.
Jamie	I heard the first project is building a model rocket. Imagine making and launching our own rocket!
Riley	That's so cool! Rocketry and space have always fascinated me. This club could be a great adventure.
Casey	But what if I don't know enough? I'm afraid I won't be able to understand.
Avery	It's okay to be new at something. We all learn by trying and making mistakes. We're in this together.
Blake	Exactly! We'll help each other out. The best part of a club is the support and teamwork.
Jamie	Let's go to the first meeting as a group. It'll be more fun and less daunting that way.
Riley	I'm excited about the projects and learning new things. Who knows what we might discover!
Casey	Alright, I'll give it a try. Attending the first meeting can't hurt, and it might be fun.
Avery	The rocket project will be a blast, literally! Can't wait to see what we can create together.
Blake	This club could be a highlight this year. New experiences, learning, and fun times ahead!

READER'S THEATER

Read

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

Character	Dialogue
Max	Have you guys seen the trail map? This hike is going to be epic, with all the scenic views and wildlife!
Lila	A bit excited but a bit nervous about the steep parts. I've never hiked a trail this long before.
Ethan	Don't worry, Lila. We'll stick together and take it slow if we need to. Safety is our top priority.
Zara	Agreed. I brought binoculars for the wildlife. I hope we get to see some deer or maybe even an eagle!
Noah	I'm in charge of the water supply. I've packed everyone's favourites and plenty of water to keep us hydrated.
Max	Let's make sure we leave no trace. We'll pack up everything we bring in, respecting nature as we go.
Lila	I've got the first-aid kit, just in case. Sarah brought sunscreen. Plus, I brought extra sunscreen and bug spray.
Ethan	I'm excited about reaching the summit. The views from up there are supposed to be breathtaking!
Zara	Don't forget to take pictures. I want to capture all the memories we make together on this adventure.
Noah	Let's make a pact to try and spot as many different birds as we can. Birdwatching can be surprisingly fun!
Max	Agreed! And let's start early to avoid the heat and the crowds. The morning light is perfect for photos.
Lila	I read that there's a hidden waterfall along the trail. It could be a great spot for a break.
Ethan	That sounds amazing! We should definitely check it out. This hike is about exploring and enjoying nature.
Zara	Can't wait to share this experience with you all. It's going to be a great day of discovery and friendship!
Noah	Here's to our first hike together! May it be the first of many. Let's make this an adventure to remember.

READER'S THEATER

Read

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

Character	Dialogue
Emma	I can't believe the old oak tree in the park was cut down. It was like a landmark to our childhood.
Liam	It's really sad. Remember how we used to play hide and seek around it? Those were good times.
Ava	The city council decided to remove it for safety reasons, but it still feels like losing a piece of our history.
Mason	It was a special place. It was where I first met all of you. It held so many memories.
Sophia	We've had to say goodbye to that tree. It's hard to imagine the park without it.
Emma	What if we create something to remember it by? Maybe a photo album with all our memories around the tree.
Liam	That's a great idea, Emma. It could be a way to keep the spirit of the oak tree alive in our hearts.
Ava	And we could write down our favourite memories and photos. It would be like a tribute.
Mason	I can contribute some drawings. I've sketched the tree and how it feels like an old friend.
Sophia	What about planting a new tree in the same spot? It won't be the same, but it can grow with new memories.
Emma	That's a beautiful idea, Sophia. It's a way to move forward but still honour our past.
Liam	Let's talk to the park manager about planting a new tree. It can be our gift to future generations.
Ava	We can all come back here years from now and see how it has grown, just like us.
Mason	It will be our legacy, a symbol of our friendship and all the good times we shared.
Sophia	It's a sad goodbye, but also a hopeful beginning. Let's make this new tree a symbol of resilience and new beginnings.

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 play. 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) Celebrating a friend's birthday party.
2) 🐕🚗🏠🏥	B) Taking the dog to the vet.
3) 🍔🍟🚗	C) Eating fast food on the go.
4) 🎉👯🎂🥳	D) Fun celebration.
5) 🏠👩🏠🏠🏠🏠🏠🏠🏠🏠🏠	E) Friends playing basketball game.
6) 🕒📖📖📖📖📖📖📖📖📖	F) Teachers leading study session.
7) 🌩️🌩️🌩️🌩️🌩️🌩️🌩️🌩️🌩️🌩️	G) Meteorologist predicting a storm.
8) 🏠🏠🏠🏠🏠🏠🏠🏠🏠🏠	H) Students playing the football.

Transform Can you translate the emoji statement into standard English?



Woke up with a smile at sunrise, enjoyed a bowl of cereal, and took the dog for a walk in the park.



FLUENCY READINGS**Error Tracking**

While reading, mark or note any words you misread or skipped. Afterward, review and practice reading these words correctly.

The Enigma of Echo Point

Nestled in a serene valley of Echo Point, three figures stood in contemplation: an artist, a geologist, and a historian. The artist, with a brush in hand, captured the charming beauty of the landscape, translating the scenery onto his canvas, each stroke a testament to the valley's timeless beauty.

The geologist, her hands reaching for the towering cliffs, analyzed the layers of rock. Each stratum told a story millions of years old, as fossils embedded like secret messages from ancient times. The echoes of her hammering away at samples resonated through the silent expanse.

At the heart of the valley, the historian pored over ancient diaries, piecing together the lore of the land. The whispers of the past were revealed in the relics she delicately handled, each item a chapter from the valley's forgotten past.

Their explorations at Echo Point intertwined, as the artist's palette, the geologist's discoveries, and the historian's chronicles, each wove a tapestry of knowledge and appreciation for the natural world and its untold stories.

Together, their work at Echo Point was not just a pursuit of their individual passions, but a collective symphony of art, science, and history, each echoes a reverberation of Echo Point's timeless saga.



WORD SEARCH

Word Search

Find the word bank words in the puzzle.

Transcend	Transnational	Transcription	Transpiration	Transponder
Transmittance	Transversely	Transfiguration	Chuckie	Pickpocket
Firecracker	Racketeer	Clockwork	Freckled	Knapsack
Outspoke	Earthquake	Lakefront	Parakeet	Earmarked

PREVIEW

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

Word Scramble

Unscramble the word.

KUECHLC		POKKCIETCOP	
RRERFAECRIC		RTEKEACER	
CKOLWROKC		DEKLCERF	
APSKCNKA		NDSPEKOUT	
HAEQKRAEUT		TNOFRAKEL	
AKEETRAP		DEMAEKRAM	

Week 29 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	Three boats on the lakefront let out a cheer for the freckled boy with a				
2)	After the racketeer was taken, the racketeer was provided by unforeseen events				
3)	The transponder beeped the clock signaling the transmittance of data				
4)	In the realm of transnational affairs, the transcription of key documents was vital.				
5)	Transpiration in plants occurs more rapidly than we perceive, like the silent flap of a parakeet's wings.				
6)	The pickpocket moved transversely through the crowd, as stealthy as a firecracker's fuse burning in the night.				
7)	Witnessing the transfiguration of ideas into actions is akin to earmarked dreams becoming reality.				

Week 29 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Meaning

What trans- word is being defined in each?

1) Converting speech into written document	
2) Plants releasing water vapour through leaves	
3) Device emitting a response signal upon reception	

Error Tracking

Read each sentence twice. How many mistakes did you have?

In an ancient library, young Ada encountered an enigmatic tome, its pages dense with discourse on existentialism, weaving through intricate labyrinths of metaphysical and phenomenological musings, challenging her perception of reality. Each sentence unfurled complex theories of existence, urging her to decipher the cryptic symbiosis between mind and cosmos.

of Mistakes

1st Try

2nd Try

Week 30 - Vocabulary List

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

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

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

1) _____	Beni_____	11) I_____oble
2) Da_____ling	_____ing	12) Sti_____ing
3) Ensi_____	_____ing	13) Lo_____evity
4) E_____ulf	9) _____ing	14) Ri_____let
5) Si_____ity	10) Desi_____ing	Alli_____ing

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

SUFFIX -IST

The suffix **"-ist"** is used to form nouns that describe a person who specializes in a particular field of study, or profession, or is a follower of a certain belief.

For example:

- **Biologist** - a person who studies biology
- **Dentist** - a person who practices dentistry.



Identify Underline all **-ist** words in the passage then match it with its definition.

In a small town nestled amidst lush forests, there lived an idealist named Maya. She was a biologist, but her true passion lay in advocating for environmentalism.

Her neighbor, a pragmatist, often debated with her about practical approaches to conservation. A minimalist, admired her dedication but preferred a simpler lifestyle. A pessimist, known for his pessimist views, doubted the impact of individual efforts. Meanwhile, a journalist was documenting these dynamics, intrigued by the interaction of different ideologies.

Maya often visited the herbalist, seeking natural remedies to stay healthy. The town's cyclist, an environmental activist, shared her passion for sustainable transportation. At the heart of the community was a florist, tending to various causes including Maya's environmental projects.

-ist words from the passage

Definition

- | | |
|----|---|
| 1) | <input type="checkbox"/> Reports news and events |
| 2) | <input type="checkbox"/> Expects negative outcomes |
| 3) | <input type="checkbox"/> Chases idealistic goals |
| 4) | <input type="checkbox"/> Advocates for social change |
| 5) | <input type="checkbox"/> Arranges and sells flowers |
| 6) | <input type="checkbox"/> Sees world realistically |
| 7) | <input type="checkbox"/> Donates to charitable causes |
| 8) | <input type="checkbox"/> Prefers simplicity |

READER'S THEATER

Read

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

Character	Dialogue
James	Look at the stars, aren't they amazing?
Lei	I've never seen so many stars before! The city lights usually hide them.
Keith	It's the perfect night for a campfire story. The fire's warmth, the stars above, it's ideal for a tale.
Riley	Do you know a good ghost story? Something thrilling and chillin'?
Casey	I think ghost stories are too scary, especially in the woods. Can't we stick to some good food?
Keith	How about a legend of a haunted forest? It's a classic story told around campfires.
Lei	Oh, I love legends. So intriguing, with twists and turns.
Casey	I'll pass on the ghost stories. Let's just focus on the roast marshmallows instead!
Riley	Marshmallows sound great, but I'd like to hear the story too! Maybe we can do both at the same time?
James	Alright, I'll start. Once upon a time, in a dark and mysterious shadow was seen lurking between the trees...
Lei	Wait, this forest? Are you sure that's a real ghost story in the same place we're at?
Casey	I agree with Taylor, maybe choose a different setting. Let's stick to home, perhaps a far-off adventure?
Riley	No, let's hear it! A good ghost story is exactly what this night needs.
Keith	Okay, but if I can't sleep tonight, I'm blaming you, Alex. You better be ready for some midnight reassurance.
James	Years ago, a mysterious figure was seen wandering these woods. Cloaked in darkness, it moved silently, almost like a wisp of smoke.
Lei	That's just an old camp tale to scare us, right? There's no truth to these ghost stories, surely?
Keith	Who knows? Some say the figure still wanders the forest, forever lost, forever searching for something unknown.
Riley	Let's stick to the marshmallows and forget the ghosts. We can make epic s'mores and share real-life adventure stories!
Casey	Agreed. Let's make the best s'mores ever and enjoy the night! We can tell stories of our own adventures and fun times.

READER'S THEATER

Read

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

Character	Dialogue
Alex	Wow, this book fair is amazing! So many books, so little time.
Bailey	I know, right? I'm on the lookout for the latest fantasy series.
Charlie	Alex's cool, but have you guys seen the science fiction section? It's out of this world!
Dana	Charlie! I'm more into mysteries myself. Anyone seen any good ones?
Eli	Speaking of mysteries, has anyone seen the limited edition of "The Whispering Shadows"?
Alex	Eli, that's the book I've been talking about! But I heard it's really hard to find.
Bailey	Let's split up and look for our own. We'll meet back here in 15 minutes.
Charlie	Great idea! And I found a stand with free hot chocolate.
Dana	Deal! Don't forget to check out the comic section. We're here to explore, after all.
Eli	Time's ticking, team. Let the hunt begin!
Alex	Look at this rare comic collection! I've never seen anything like this before!
Bailey	Over here, there's a whole section on sci-fi. The displays are stunning!
Charlie	Guys, check this out! A signed copy of "Galactic Wars"!
Dana	Anyone having luck with "The Whispering Shadows"? No luck in the detective section.
Eli	No luck here either. But there are so many other treasures.
Alex	True, it's not just about one book. There's so much to discover here.
Bailey	Yeah, I've already found three books I can't wait to read.
Charlie	And I found the snack stand! Does that count?
Dana	Only if you're sharing, Charlie!
Eli	Wait, what's that over there? Is that... "The Whispering Shadows"?
Alex	It is! Eli, you found it!
Bailey	Eli, you're our book fair hero!
Charlie	Looks like we owe you hot chocolate, Eli. Well done!
Dana	This calls for a celebration. Let's grab those hot chocolates and share our finds!
Eli	Best book fair ever! Let's make this a tradition.

READER'S THEATER

Read

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

Character	Dialogue
Jamie	It's time to settle this once and for all. What's the best ice cream flavour?
Taylor	Easy, it's obviously chocolate. Rich, creamy, and classic.
Morgan	Wrong, Taylor! Vanilla is the best. It's the perfect base for any topping.
Alex	Both wrong! Strawberry is the best. It's like a burst of summer in every bite.
Casey	Don't forget about mint chocolate chip. It's refreshingly cool with a crunchy chocolate chip.
Jamie	Let's talk about pairings. Why do you think chocolate is the best, Taylor?
Taylor	Chocolate goes with everything, and it goes well with everything.
Morgan	But vanilla is so versatile! You can pair it with fruits, syrups, even chocolate!
Alex	Strawberry is naturally sweet. It's like having dessert and a fruit bowl in one!
Casey	Mint chocolate chip is unique. It's not just sweet, it's so zesty and energising.
Jamie	Hmm, all compelling points. But what about the classic jamie-ins?
Taylor	Chocolate with fudge swirls or brownies? Unbeatable!
Morgan	Vanilla with caramel swirls or nuts? Perfect!
Alex	Strawberry chunks in strawberry ice cream - it's a classic!
Casey	The crunchy chocolate chips in mint ice cream make every bite exciting.
Jamie	Okay, let's talk about pairings. What goes best with your favourite flavour?
Taylor	Chocolate ice cream with a warm brownie? Unbeatable!
Morgan	Vanilla with apple pie is a classic combo.
Alex	Strawberry ice cream with a fresh waffle cone is a dream.
Casey	Mint chocolate chip with chocolate syrup. It's like a double treat!
Jamie	Tough decision! Each flavour seems to have its own special qualities.
Taylor	I guess it's about personal preference. Chocolate is still my favourite.
Morgan	I stand by vanilla. It's simple yet sophisticated.
Alex	Strawberry for me. It's just so fresh and delightful.
Casey	And I'm all about mint chocolate chip. Guess there's no clear winner, just favourites!

READER'S THEATER

Read

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

Character	Dialogue
Sam	I can't believe we're finally going on our trip to Canada! The excitement is unreal!
Jordan	I heard so much about the stunning landscapes and vibrant cities. Where do you think we should go?
Riley	It should be Niagara Falls. It's a breathtaking sight!
Harper	And we should also explore the Rocky Mountains. The views are supposed to be incredible.
Taylor	Don't forget about Toronto. The CN Tower and the museums are must-sees!
Sam	Imagine seeing the Great Canadian Game! It's their national sport, after all.
Jordan	I'm looking forward to trying poutine. I've heard it's a Canadian delicacy.
Riley	Oh, and maple syrup! We should definitely try some authentic Canadian maple syrup.
Harper	I'm most excited about seeing the moose. I've heard they're lucky enough to catch them!
Taylor	Let's not forget to pack warm clothes. Canada can get quite chilly, especially in the winter.
Sam	True. Also, we should learn some basic French phrases since we'll visit Quebec City.
Jordan	Agreed. It'll be respectful and fun to use a bit of French there.
Riley	What about wildlife? I'd love to see a moose or maybe even spot a beaver!
Harper	We should definitely be respectful of wildlife and keep a safe distance.
Taylor	How about canoeing? Canoeing in a Canadian lake sounds like a dream!
Sam	That's a great idea! It would be an adventure to remember.
Jordan	And let's not forget to take lots of photos. This is going to be an epic trip!
Riley	Absolutely! This trip is going to be a mix of nature, culture, and adventure.
Harper	Canada, here we come! Let's make the most of this incredible journey!
Taylor	Agreed. It's going to be an unforgettable experience. Let's make amazing memories!

READER'S THEATER

Read

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

Character	Dialogue
Max	Alright team, today's the day we make a difference. We're going to plant trees in our community park!
Ava	Excited! Planting trees is such an important step for the environment.
Leo	Let's grab our shovels and gardening gloves. Each of us can plant at least five trees.
Ella	Great idea! We'll need water jugs and shovels. We need to make sure these trees get enough water.
Noah	Don't forget to bring mulch to retain moisture and nutrients for the saplings.
Max	First things first, we need to clear any debris from the planting spots. We need clean soil.
Ava	I've read that we should space the trees properly. It's crucial for their growth.
Leo	Absolutely, Ava. About 2 meters apart should be good.
Ella	I'll start digging the holes. Remember, they should be as wide as the saplings' roots.
Noah	And not too deep. The roots should be just in contact with the soil.
Max	Good work, everyone. Let's gently place the saplings in the holes and cover them with soil.
Ava	I'll water the saplings. It's important they get enough water right from the start.
Leo	I'll spread the mulch around the base. Not too close to the stems, though.
Ella	This feels so rewarding. We're contributing to our community and the planet!
Noah	Yeah, and think of how these trees will benefit wildlife and provide shade in the future.
Max	Every tree we plant today is a step towards a greener future.
Ava	Imagine coming back here years from now and seeing a thriving grove!
Leo	That's the spirit! Every tree counts. We're making a real impact.
Ella	It's amazing what we can accomplish when we work together for a good cause.
Noah	Absolutely, let's keep this up! Today trees, tomorrow... who knows what else we can improve!

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) Using internet slang like "idk" for "I don't know" in chats.	
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 writing.	
7) Using memes to reply in a conversation.	

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 the sentences once. Count the number of mistakes (stumbled, mispronounced, etc.) you made in the provided column.

		No. of Mistakes
1.	Bluebirds blithely babble about babbling.	
2.	Gentle giants gather golden grains.	
3.	The student studied the starry sky studios.	
4.	Clever cats craft cunning plans with caution.	
5.	The thunderous theatre throng thoughtfully thinned.	
6.	Delighted ducks dived deep into the dewy pond.	
7.	Lively learners like lengthy library lessons.	
8.	Precise painters portray picturesque prairies perfectly.	
9.	Bold bakers bake batches of buttery biscuits.	
10.	The thoughtful therapist thought through the theory thoroughly.	

CRACK THE CODE

Directions Use the code below to reveal each spelling word.

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

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

CODE	ANSWER	CODE	ANSWER
W H O L E		W H O L E	
C H O C O L A T E		C H O C O L A T E	
C O O K I E		C O O K I E	
C H O C O L A T E		C H O C O L A T E	
C O O K I E		C O O K I E	
C H O C O L A T E		C H O C O L A T E	
C O O K I E		C O O K I E	
C H O C O L A T E		C H O C O L A T E	
C O O K I E		C O O K I E	
C H O C O L A T E		C H O C O L A T E	

PREVIEW

Week 30 – Fluency Readings

Read

Today, we will calculate how quickly you read. You will do this by calculating how many words you read per minute.

Passage – Word Count = 114 Words

The environmentalist and industrialist were debating in the town hall. A surrealist painted a picture nearby, while the opportunist exchanged fervent views with the pragmatist. The idealist, dignified and cognizant of the event's significance, managed the proceedings. The pessimist and doubtful, feared their efforts were prolonging the inevitable. The belonging felt during the campaign. The psychiatrist addressed the attendees with stringent debates, as attendees aimed to dredge up effective solutions. The view was the most malignant, was designated time. The day was an intricate web of conflicting beliefs, where everyone, from the opportunist to the pragmatist, sought a significant advance in the quest for a sustainable future.

To calculate your reading words per minute (WPM) speed:

- 1) Find the word count - at the top of the page.
- 2) Record the time taken in seconds to read the entire page.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

Calculation: $(1,140 \text{ words} \div 330 \text{ seconds}) \times 60 = 207.2 \text{ WPM}$

Time To Read
Divide 114/seconds
WPM

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Read the description provided and identify the word that ends with the suffix "-ist".

	1) Explores and studies the Earth's composition.
	2) Creates visual art, expressing beauty and emotion.
	3) Skillfully performs music on the piano.

Reading

Read each sentence once. Count the number of mistakes (stumbled words, mispronounced, etc.) you made in the provided column.

	Sentence	No. of Mistakes
1	The surrealist painted a dream on the canvas.	
2	The receptionist organized campaign flyers with care.	
3	Volunteers dredged the pond, mindful of the ecosystem.	



Google Slides Lessons Preview





Manitoba Language Writing – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Manitoba Language Writing – Grade 8

Sort the Earth Facts: Mountains, Deserts and Rainforests

Mountains	Deserts	Rainforests
<input type="checkbox"/> The Himalayas are the highest mountains in the world.	<input type="checkbox"/> The Sahara Desert is the largest desert in the world.	<input type="checkbox"/> The Amazon Rainforest is the largest rainforest in the world.
<input type="checkbox"/> Mount Everest is the highest mountain in the world.	<input type="checkbox"/> The Mojave Desert is the largest desert in North America.	<input type="checkbox"/> The Congo Rainforest is the second largest rainforest in the world.
<input type="checkbox"/> The Andes mountains run along the western coast of South America.	<input type="checkbox"/> The Gobi Desert is the largest desert in Asia.	<input type="checkbox"/> The Borneo Rainforest is the third largest rainforest in the world.
<input type="checkbox"/> The Rockies are the highest mountains in North America.	<input type="checkbox"/> The Kalbarri Desert is the largest desert in Australia.	<input type="checkbox"/> The New Guinea Rainforest is the fourth largest rainforest in the world.
<input type="checkbox"/> The Alps are the highest mountains in Europe.	<input type="checkbox"/> The Namib Desert is the largest desert in Africa.	<input type="checkbox"/> The Sumatran Rainforest is the fifth largest rainforest in the world.
<input type="checkbox"/> The Pyrenees are the highest mountains in Europe.	<input type="checkbox"/> The Atacama Desert is the driest desert in the world.	<input type="checkbox"/> The Madagascar Rainforest is the sixth largest rainforest in the world.
<input type="checkbox"/> The Sierra Nevada are the highest mountains in North America.	<input type="checkbox"/> The Sonoran Desert is the largest desert in the United States.	<input type="checkbox"/> The Indonesian Rainforest is the seventh largest rainforest in the world.
<input type="checkbox"/> The Tiber is the highest mountain in Italy.	<input type="checkbox"/> The Great Sand Sea is the largest desert in Africa.	<input type="checkbox"/> The Malagasy Rainforest is the eighth largest rainforest in the world.
<input type="checkbox"/> The Dolomites are the highest mountains in Italy.	<input type="checkbox"/> The White Sands Desert is the largest desert in the United States.	<input type="checkbox"/> The Cretaceous Rainforest is the ninth largest rainforest in the world.
<input type="checkbox"/> The Apennines are the highest mountains in Italy.	<input type="checkbox"/> The Great Sand Sea is the largest desert in Africa.	<input type="checkbox"/> The Permian Rainforest is the tenth largest rainforest in the world.

Order the words in the correct order.

Word	Order
Mount Everest	1
The Sahara Desert	2
The Amazon Rainforest	3
Mount Everest	4
The Sahara Desert	5
The Amazon Rainforest	6
Mount Everest	7
The Sahara Desert	8
The Amazon Rainforest	9
Mount Everest	10
The Sahara Desert	11
The Amazon Rainforest	12

Read and Complete Match-Up

Statement	Answer
The highest mountain in the world is Mount Everest.	1. The highest mountain in the world is Mount Everest.
The largest desert in the world is the Sahara Desert.	2. The largest desert in the world is the Sahara Desert.
The largest rainforest in the world is the Amazon Rainforest.	3. The largest rainforest in the world is the Amazon Rainforest.
Mount Everest is the highest mountain in the world.	4. Mount Everest is the highest mountain in the world.
The Sahara Desert is the largest desert in the world.	5. The Sahara Desert is the largest desert in the world.
The Amazon Rainforest is the largest rainforest in the world.	6. The Amazon Rainforest is the largest rainforest in the world.
Mount Everest is the highest mountain in the world.	7. Mount Everest is the highest mountain in the world.
The Sahara Desert is the largest desert in the world.	8. The Sahara Desert is the largest desert in the world.
The Amazon Rainforest is the largest rainforest in the world.	9. The Amazon Rainforest is the largest rainforest in the world.
Mount Everest is the highest mountain in the world.	10. Mount Everest is the highest mountain in the world.
The Sahara Desert is the largest desert in the world.	11. The Sahara Desert is the largest desert in the world.
The Amazon Rainforest is the largest rainforest in the world.	12. The Amazon Rainforest is the largest rainforest in the world.



Workbook Preview



Grade 8 – 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, 32-35, 40, 83, 88-92, 124-125, 153-158, 164, 187, 192-196, 203-206, 222-229, 242-245, 248-257, 266, 279-284, 295-296, 305-308, 322-329
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, 71-81, 83-91, 248-249
1.3	<p>Preview of 150 pages from this product that contains 441 pages total.</p>	
1.4		
Language		read.
write, represent,		

	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.	26-59, 61-70, 126-131, 136-149, 212-221
2.2	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.	13-14, 71-77, 83-87, 93-94, 120-123, 132-133, 150-154, 165-166, 201-202, 207-209, 258-265, 267-268, 297-299, 309-312
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.	23-31, 95-119, 190-191, 197-200, 269-282, 289-294, 300-307
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	13-14, 71-77, 83-87, 93-94, 120-123, 148-156, 201-202, 207-209, 258-265, 267-268, 297-299, 309-312

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?

	Grade Band Descriptors	Pages
3.1	Learners are participating in, extending, and discussing creative processes for designing.	17-22, 167-170, 181-186, 210-211, 238-241
3.2	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	171-173, 190-191, 222-227, 250-256, 313-318
3.3	Learners are reconstructing, manipulating, and revising existing texts or sets of texts to create new ideas, forms, purposes, and messages.	190-191, 203-206, 246-247, 330-331
3.4	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	330-331

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?

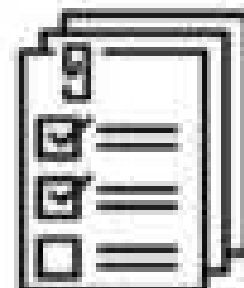
How do learners use language to influence others when they write, represent, and speak?

	Grade Band Descriptors	Pages
4.1	Learners are recognizing that one's identities are influenced by various factors and change over time and contexts.	N/A
4.2	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	167-170, 174-186, 188-189
4.3	Learners are exploring multiple perspectives, points of view, and interpretations.	167-170, 174-186, 188-189
4.4	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	N/A
4.5	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	11, 159-164, 195

Understanding Text Forms

Defining Text Forms

Text forms are the different structures and styles used in writing. Each form serves a unique purpose and follows specific conventions. Understanding these forms is essential for effective communication and comprehension.



Common Text Forms

Let's explore some key text forms:

- **Narrative:** Tells a story with characters, a setting, and a plot. Examples include novels, short stories, and biographies.
- **Expository:** Provides information or explanations about a topic, like in textbooks.
- **Descriptive:** Uses vivid descriptions to create a picture in the reader's mind.
- **Persuasive:** Attempts to convince the reader of a particular point of view.
- **Biography:** A detailed account of a person's life, including their experiences and achievements.
- **Book Review:** A critical analysis of a book, discussing its content, style, and impact.
- **Comic Strips:** Combines text and illustrations to tell a story or present information humorously.
- **Letter Writing:** A form of communication between individuals, often personalized and formal.
- **Lists:** Organizes information in a simple, easy-to-follow format.
- **Instructions:** Provides step-by-step guidance for completing a task.
- **Argumentative:** Presents a balanced view of a topic, highlighting different perspectives.
- **Poetry:** Expresses ideas and emotions through rhythm, rhyme, and imagery.
- **Journal:** A personal record of thoughts, feelings, and experiences.
- **Report:** A structured presentation of information on a specific topic.
- **Diary:** Similar to a journal but usually more private and personal.

Why Text Forms Matter

Understanding text forms is crucial for several reasons:

- **Enhanced Reading Skills:** Recognizing the form helps in understanding the writer's purpose and the text's structure.
- **Improved Writing Ability:** Knowing various forms aids in choosing the most effective way to convey a message.
- **Academic and Professional Success:** Different contexts require different text forms, so understanding them is key for success in both school and work.
- **Better Communication:** Each form has its conventions; understanding them helps in clearer and more effective communication.

Matching

Label each text form with its description.

Narrative	A) Organizes information in a simple, easy-to-follow format.
Expository	B) Offers facts and information about a specific topic.
Descriptive	C) Combines images and text in a sequence, often humorous.
Persuasive Writing	D) Aims to convince the reader of a particular viewpoint.
Biography	E) A structured, factual presentation on a specific topic.
Book Review	F) Critically evaluates and analyzes a book.
Compare/Contrast	G) Provides step-by-step guidance to perform a task.
Fiction	H) Tells a story with characters, a setting, and a plot.
Poetry	I) Uses rhythm, rhyme, and emotion to convey ideas.
Instructional	J) Uses detailed imagery to portray a person, place, or thing.
Argumentative	K) A detailed account of a person's life and achievements.
Poetry	L) Personal communication between individuals.
Journal	M) Presents different views on a topic, showing different sides.
Report	N) A private record of daily thoughts and feelings.

Questions

Answer the questions.

3) What is the main purpose of biographies?

2) Which text forms are your favourite to read and write? Explain your answer.

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

Identifying the Purpose of a Text

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



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

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

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

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

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

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

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

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

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

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

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

Name: _____

Think

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

Books That Educate	Books That Entertain

Think

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

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

Write

Write three text summaries that have the purpose to _____.

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

Idea Development Strategies

Strategies for Generating Ideas

Idea development is a critical process in writing and creative thinking. It involves expanding a basic thought into a structured, detailed concept. Here are some effective strategies to help develop ideas:

- **Brainstorming:** Rapidly jot down all thoughts that come to mind about your topic. The key is to avoid censoring ideas at this stage.
- **Mind Mapping:** Place your main idea at the center of a page and branch out with related thoughts. This visual approach is effective in connecting various ideas.
- **Researching:** Gather information from various sources like books, articles, and websites. Look for key points and factual data to strengthen your idea.
- **Asking Questions:** Challenge your ideas by asking questions such as who, what, where, when, why, and how. This process uncovers new aspects and deepens understanding.
- **Freewriting:** Write continuously about a topic for a set period. This unstructured approach can unearth deeper insights and unique perspectives.



Organizing and Refining Ideas

Once you have a pool of ideas, organizing and refining them is crucial for effective communication:

- **Creating Outlines:** Arrange your main ideas and supporting details in a logical sequence. An outline guides the structure of your writing.
- **Writing Drafts:** Transform your outline into a draft. Focus on getting your ideas down without worrying about perfection in the first go.
- **Revision and Editing:** Review your draft to refine the ideas. This may involve reordering points, enhancing descriptions, or clarifying arguments. Editing for grammar and syntax is also essential for clear communication.

Further Enhancing Ideas

To add depth to your ideas, consider these additional techniques:

- **Peer Discussion:** Discuss your ideas with classmates or teachers. This can provide new insights or challenge your thinking, leading to more refined ideas.
- **Analogies and Examples:** Use analogies or real-life examples to make complex ideas more relatable and understandable.
- **Feedback Loop:** Regularly seek feedback on your drafts. Constructive criticism can highlight areas for improvement that you might have overlooked.

Idea Development Strategies

Practice

Practice the different strategies below.

1) **Brainstorm:** Write all your thoughts down about your favourite hobby. Include all the reasons why it is your favourite hobby.



2) **Graphic Organizer:** Fill in the graphic organizer about your favourite video game.

a) What's the title of your favourite video game?

b) Can you describe your favourite character in the game?

c) What is the most challenging level or part in the game, and how did you overcome it?

d) What is the best strategy you've learned from playing this game?

e) How does playing this game make you feel?

f) If you could change one thing about the game, what would it be?

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Imagine your class has to create a group science project to present at the school science fair. What questions should you ask to ensure your project is interesting, educational, and stands out from the rest?

1. What is the main theme or topic of our science project?

2.

3.

4.

5.

6.

4) **Talk To Others:** Discuss with a friend about a book or movie you have recently watched/read. Share your favourite parts and ideas for an alternative ending or twist to the story. Write down your thoughts and suggestions for the book/movie.

1.

2.

3.

4.

5.

6.

7.

8.

PREVIEW

Activity: Voice in Song

Objective

What are we learning more about?

To help students understand and recognize the voice in music, including the emotions conveyed, the perspective from which it is sung, and who the character in the song might be.



Instructions

How will we complete the activity?

- 1) Choose a Song:** Pick a song you love. It can be from any genre or time period.
- 2) Listen Carefully:** Listen to the song twice. The first time, just enjoy it. The second time, pay close attention to the lyrics and the way the singer expresses them.
- 3) Identify Emotions:** On the back of the lyrics, list the emotions you can pick up from the song. Is the singer happy, sad, angry, or excited? Maybe they're feeling a mix of emotions? Jot down as many as you can!
- 4) Determine Perspective:** Think about who is "speaking" in the song.
 - **First Person:** Is the song being sung from the singer's perspective? ("I feel...")
 - **Second Person:** Is the singer singing to someone directly? ("You are...")
 - **Third Person:** Is the singer talking about someone else? ("She said...", "He said...")
- 5) Describe the Character:** Imagine the song as a short story and the singer is the main character.
 - **Age:** How old do you think they might be?
 - **Interests:** What hobbies or activities might they enjoy based on the song?
 - **Beliefs & Values:** What are some things that seem important to them?
 - **Personality Traits:** Are they adventurous, shy, rebellious, or maybe romantic?
- 6) Share & Discuss:** Once everyone has completed their analysis, take turns sharing your findings with the class. Discuss similarities and differences in interpretations.

Activity: Voice in Song

Instructions

Answer the questions below.

1) What emotions are you hearing in the song? Is the artist upset, excited, angry, etc. Write the emotion and then explain how you know.

2) What perspective is the song written in? First, second, or third person.

--	--

3) Describe who you think wrote the song based on the lyrics. Complete the table below.

Age	
Interests - Hobbies, Activities	
Beliefs/Values - What is Important To Them?	
Personality - Adventurous, Shy, Rebellious, Etc.	

4) Synthesize the information you have come up with. Describe the author of the song's voice by putting everything you learned together in a paragraph.

Personal Voice – Word Choice

Word Choice

Exchange the crossed-out word(s) for more interesting word choices.

In a small _____ town, a very old _____ brown bench sat under a tree in a nice _____ little park. A kind _____ old man with a small, happy _____ dog play with its owner. The grass _____ sky deep blue, but the scene was not very lively. _____ the dog, with its not-so-shiny coat, chased a dull _____ little interest. Everything seemed nice but unremarkable, a perfect _____ day for someone to make it more exciting _____.

A little _____ cat wandered _____ a quiet _____ street. The houses looked old _____ were pretty _____ It was a sunny day, yet the _____ with its soft _____ fur, paused near a big _____ interesting tree. Nearby, a regular _____ car drove past, adding not a hint of excitement to the boring _____ day.

Think

Write synonyms for the words below.

Small				
Hard				
Tall				

Analyzing Word Choice



Word Choice

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

Jack London - *The Call of the Wild* (1903)

"Buck did not read the newspapers, or he would have known that trouble was brewing, not alone for him but for every tide-water dog, strong of muscle and with warm, long hair, that lived in San Diego."

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

"Tom lay thinking. Presently he thought that he wished he was sick; then he could stay home from school. He consulted a doctor. He convulsed his system. No ailment was found, and he investigated the matter. He thought he could detect colicky symptoms, and he began to encourage them with a little medicine."

Robert Louis Stevenson - *Treasure Island* (1883)

"Squire Trelawney, Dr. Livesey, and the rest of these gentlemen will not write down the whole particulars about Treasure Island, from the beginning to the end, stopping nothing back but the bearings of the island, and that only because there is treasure not yet lifted. I take up my pen in the year of grace 17-- and go back to the time when my father kept the Admiral Benbow inn and the brown old seaman with the sabre cut first took up his lodging under our roof."

L.M. Montgomery - *Anne of Green Gables* (1908)

"Mrs. Rachel Lynde lived just where the Avonlea main road dipped down into a little hollow, fringed with alders and ladies' eardrops and traversed by a brook that had its source away back in the woods of the old Cuthbert place."

Rudyard Kipling - The Jungle Book (1894)

"Night-Song in the Jungle. It was seven o'clock of a very warm evening in the Seconee hills when Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips."

Kenneth Grahame - The Wind in the Willows (1908)

"The Mole had been working very hard all the morning, spring-cleaning his little home. First with his hands with dusters; then on ladders and steps and chairs, with a brush and a bucket. He had dust in his throat and eyes, and splashes of whitewash all over his black coat, and he was looking back and weary arms."

H.G. Wells - The Time Machine (1895)

"The Time Traveler (for so we called him) was expounding a recondite matter to us. His pale body quivered and trembled, and his usually pale face was flushed and animated."

Charles Dickens - A Tale of Two Cities (1859)

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair."

Write

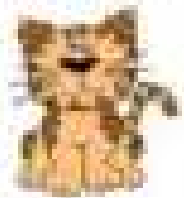
Write each of the words you liked from the excerpts above to form a vocabulary list you can use in the future.

Varying Sentence Lengths

Varying sentence length in writing helps make stories and explanations interesting. **Short sentences** can make ideas feel quick or important. **Long sentences** can give more detail and let you add more thoughts. It's like mixing fast and slow parts in a dance to make it more fun to watch. Long sentences use **conjunctions** to combine clauses (and, so, etc.)

Examples:

- The cat sat. It was nap time.
- Under a bright, glowing moon, the cat stretched out lazily across the soft, warm carpet, whiskers twitching slightly as it settled into a comfortable position for its evening nap.



Practice writing short and long sentences about the topics below.

Topic	My Favorite Sport
Short Sentence	_____
Long Sentence	_____ _____

Topic	Dream Vacation Destination
Short Sentence	_____
Long Sentence	_____ _____

Topic	When I Grow Up
Short Sentence	_____
Long Sentence	_____ _____

Varying Sentence Lengths

Write

The paragraph below has 10 sentences. Count how many words are in each sentence and then write your results in the table below. Then graph your results.

The sun set, casting a golden glow on the horizon. Evening crept in, and the forest's silhouette turned to a dark ink. Creatures stirred, embracing the night's cover. A bat fluttered, a whisper in flight. Stars blinked open in the navy sky. An owl's silhouette perched against the moon. Fireflies flickered amidst the trees like earthbound stars. A wolf howled, its voice carrying far. The moon rose higher, a beacon in the dark. The world, in hushed tones, whispered goodnight to the day.

Sentence #	1	2	3	4	5	6	7	8	9	10
# of Words										

1	2	3	4	5	6	7	8	9	10

Varying Sentence Lengths



Write Write a short paragraph using different lengths of sentences using the topics below.

A Place I'd Love to Visit: Describe a place you dream of visiting and what draws you to it.

Of Short Sentences

Of Long Sentences

If I Had a Superpower: Choose a superpower and describe how you'd use it.

Of Short Sentences

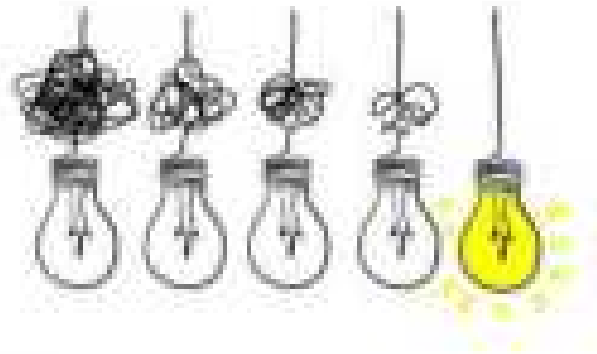
Of Long Sentences

PREVIEW

Exploring the Structure of Paragraphs

Paragraphs: Building Blocks of Essays

A paragraph is a unit of writing that consists of one or more sentences focusing on a single idea or topic. Understanding the structure of paragraphs is essential for creating clear and effective writing.



Key Components of a Paragraph

Every paragraph contains three main parts:

- **Topic Sentence:** The first sentence that introduces the main idea of the paragraph. It is clear and specific to guide the reader on what the paragraph will be about.
- **Supporting Details:** These sentences follow the topic sentence. They provide evidence, examples, facts, or statistics that support the main idea. These could include facts and statistics, quotes, anecdotes, and personal experiences.
- **Concluding Sentence:** This sentence wraps up the paragraph by restating the main idea or making a final statement. It should not introduce new information. It should clearly link back to the topic sentence, often reinforcing the main idea.

Crafting a Coherent Paragraph

For a paragraph to be effective, it must be coherent. This means that all the sentences should work together smoothly. Transitions such as 'for instance', 'in addition', 'however', and 'therefore' can help the reader understand how your ideas connect. The order of the supporting details is also important. They should be organized logically or in order of importance to build a strong argument or description.

Remember, a good paragraph is like a mini-essay itself. It has a clear beginning, middle, and end that communicate a single, focused idea. By mastering paragraph structure, you can create writing that is powerful and persuasive.

Topic Sentence

Read the paragraphs below and then write a topic sentence for each one.
 Tip: the conclusion sentence will help guide you!

Topic Sentence

It allows us to live countless lives and experience diverse emotions without ever leaving our homes. By turning pages, we can embark on grand adventures or unravel mysteries. In conclusion, fiction enriches our minds and stirs our imaginations like nothing else can.

Topic Sentence

It provides the necessary nutrients for growth and learning. Choosing fruits, vegetables, and whole grains in your diet can boost brain function and energy levels. Ultimately, making smart food choices lays the foundation for lifelong health and well-being.

Topic Sentence

It offers interactive and personalized learning experiences that were once impossible. With digital tools, information is more accessible and collaboration is easier. Therefore, technology is not just a tool for entertainment; it's a key part of our educational journey.

Hooks

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

Boring Version

Learning another language can be beneficial.

Your Version**Boring Version**

People are making progress in space technology.

Your Version**Boring Version**

Video games have changed a lot since they were first made.

Your Version

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) It controls thoughts, memories, and emotions, coordinating movements and bodily functions. Its network of neurons and synapses is vast, allowing us to process large amounts of information rapidly. Indeed, the brain's capabilities are what make each person unique.

a) The human brain is more complex than the most advanced computer.

b) The brain is a part of the body's nervous system.

c) People use their brains to think things.

2) Unlike fossil fuels, renewable energy without harmful emissions, combatting climate change. As technology improves, renewable energy becomes more accessible, promising a cleaner future. Harnessing these natural energy sources is vital for our planet's health.

a) Wind and solar are types of renewable energy.

b) Renewable energy sources like wind and solar are changing how we generate electricity.

c) Renewable energy is different from coal and oil.

3) From landing on the moon to rovers on Mars, space exploration has expanded our knowledge of the universe. The pursuit of understanding space unites scientists, sparking wonder and discovery. Space exploration represents humanity's boundless quest for knowledge.

a) Space exploration allows us to reach beyond Earth's atmosphere and uncover the cosmos' secrets.

b) Space is very big and has many planets and stars.

c) Astronauts go to space to learn new things.

4) The pyramids, especially, showcase the Egyptians' architectural genius and their beliefs in the afterlife. Archeological studies continue to unveil the intricacies of their society, reminding us of the ingenuity of ancient cultures. The legacy of Egypt lives on as a cornerstone of historical wonder.

a) Egypt is a country with a very long history.

b) Ancient Egyptians built pyramids that have lasted for thousands of years.

c) Ancient Egypt's civilization fascinates with its pyramids, hieroglyphics, and pharaohs.

Crafting Perfect Paragraphs

The Foundation of a Paragraph: Topic Sentence

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

Building the Body: Adding Supporting Sentences

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

Main Idea 1: Recycling Reduces Environmental Impact

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

Main Idea 2: Regular Reading Improves Language Skills

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

Wrapping Up: Crafting a Concluding Sentence

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



Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

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

Topic Sentence	Transportation has changed significantly in the last 200 years.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Regular exercise improves physical and mental well-being.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

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

Here's an example to illustrate this approach:

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

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

Brainstorm a topic you are interested in and then select 3 big ideas to write about.

1) How Could Being Invisible Change Your Life?

Invisibility
Superpower

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) Many students use the _____ to study _____, others prefer the quiet of their own rooms at home.

2) Science is my favourite subject because _____ explain _____ work _____ it has the coolest experiments.

3) History class can be fascinating _____ often _____ us valuable insights into the present by understanding the past.

4) We had planned to go to the beach _____, the storm _____ made us change our plans to indoor activities.

5) _____ I wake up to the sound of my alarm clock at 7:00 AM _____ I head downstairs to enjoy a balanced breakfast, which gives me the energy I need to start the day _____ I pack my school bag, making sure I have all my books and homework _____ it's time to catch the bus _____ I meet my friends on the playground before school begins, where we share stories and plan for the day ahead.

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

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



Elements of a Conclusion Sentence

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

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

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

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

3. Leaving a Lasting Impression:

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

Effective Conclusion Techniques

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

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

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

Conclusion Sentences Checklist

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

True or False

Is the statement true or false?

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

Think about which conclusion sentence you think is best.

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

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

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

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

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

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

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) The cosmos is a canvas of unending wonder, filled with the beauty of stars, the mystery of black holes, and the possibility of alien life. Space exploration pushes the limits of our knowledge and inspires dreams of distant worlds.

2) Technology, driving progress and innovation in the modern world, it revolutionizes communication, entertainment, and paves the way for advancements in medicine and science.

3) Healthy oceans are crucial for sustaining a diverse ecosystem and balancing the global climate. They are home to numerous species and a source of food and livelihood for millions.

4) Skateboarding is an exhilarating sport that offers a unique combination of physical activity and artistic expression. Riders glide, flip, and turn, showcasing their skills in parks and streets. This dynamic activity captivates those who seek both an adrenaline rush and a means to creatively express themselves.

Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
Topic Sentence	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
Conclusion Sentence	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
Main Idea	Clearly and consistently focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Two or three relevant details; all are relevant.	Two or three relevant details; one may be irrelevant.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some transitions used.	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are repetitive.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors that do not affect understanding.	Numerous errors that affect understanding.

Teacher Comments

Mark

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

Essay Writing – Thesis Statements

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

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

Topic	Main Ideas
Environmental Conservation	<ul style="list-style-type: none"> 1) Reducing waste is critical to protecting natural habitats. 2) Conservation initiatives help combat climate change. 3) Community awareness and participation are key to conservation.
Thesis Statement	
In this essay, I will discuss the importance of reducing waste to protect habitats, conservation to fight climate change, and the importance of public involvement for success.	

Topic	Main Ideas
The Benefits of Team Sports	<ul style="list-style-type: none"> 1) Team sports encourage physical fitness and health. 2) Participating in team sports teaches valuable social skills. 3) Being part of a team can boost self-esteem and confidence.
Thesis Statement	

Topic	Main Ideas
The Impact of Reading for Pleasure	<ul style="list-style-type: none"> 1) Reading for pleasure can boost literacy skills. 2) It allows for the exploration of different cultures and ideas. 3) Leisure reading can be a form of stress relief.
Thesis Statement	

Essay Writing – Thesis Statements

Brainstorm

Brainstorm 3 main ideas for each of the topics below. Then write a thesis statement for each.

Topic	Main Ideas
Can Video Games Educate? (3 reasons why)	1)
	2)
	3)
Thesis Statement	_____

Topic	Main Ideas
Is Plastic Packaging Good or Bad for the Environment?	1)
	2)
	3)
Thesis Statement	_____

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

Essay Writing – Thesis Statements

Think

Circle the best thesis statement below for the topic provided

Topic: The Role of Drones in Modern Society

- a) Drones are the new birds, except they're louder, and they don't sing.
- b) Drones have emerged as a transformative technology, altering surveillance, delivery systems, and recreational activities, while presenting new challenges to privacy and airspace.
- c) In the future, drones might be the preferred method of transportation for anti-aircraft.

Topic: Fashion and Sustainability

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

Topic: The Role of Public Libraries in the Digital Age

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

Topic: The Influence of Advertising on Youth Consumption

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

PREVIEW

Essay Writing - Globalization

Introduction

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



Main Idea 1: International Trade

One of the primary benefits of globalization is the ease of international trade. By reducing trade barriers, globalization has allowed goods and services to flow more freely across borders. This increased trade has led to economic growth in many countries, offering consumers a wider range of products at lower prices. Moreover, it has enabled businesses to expand globally, increasing competition and innovation. However, this also means local businesses often face stiff competition from international companies, which can lead to market saturation.

Main Idea 2: Cultural Exchange and Homogenization

Globalization has greatly encouraged cultural exchange, allowing people to share and experience diverse traditions, languages, and art forms. This exchange enriches societies, fostering greater understanding and appreciation. However, globalization can also lead to cultural homogenization, where dominant global cultures overshadow and diminish local cultures and traditions. This phenomenon can result in a loss of cultural diversity, as global influences often overpower unique local customs and practices.

Main Idea 3: Environmental and Labour Market Impact

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

Conclusion

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

True or False

Is the statement true or false?

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

Question

Answer the questions below.

1) What do you find interesting about the essay?

2) Write the thesis statement of the essay below.

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

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

PREVIEW

Essay Writing

1) Fill in the missing parts of the paragraphs below to complete the essay:

Topic: Renewable Energy

Introduction

Renewable energy, often hailed as the future of global power, has become increasingly important in our battle against climate change. In this essay, we will explore the multifaceted role of renewable energy in shaping a sustainable future, see how it impacts climate change, its potential to replace fossil fuels, and the specific challenges and benefits associated with solar and wind energy.

Main Idea 1: Impact on Climate Change

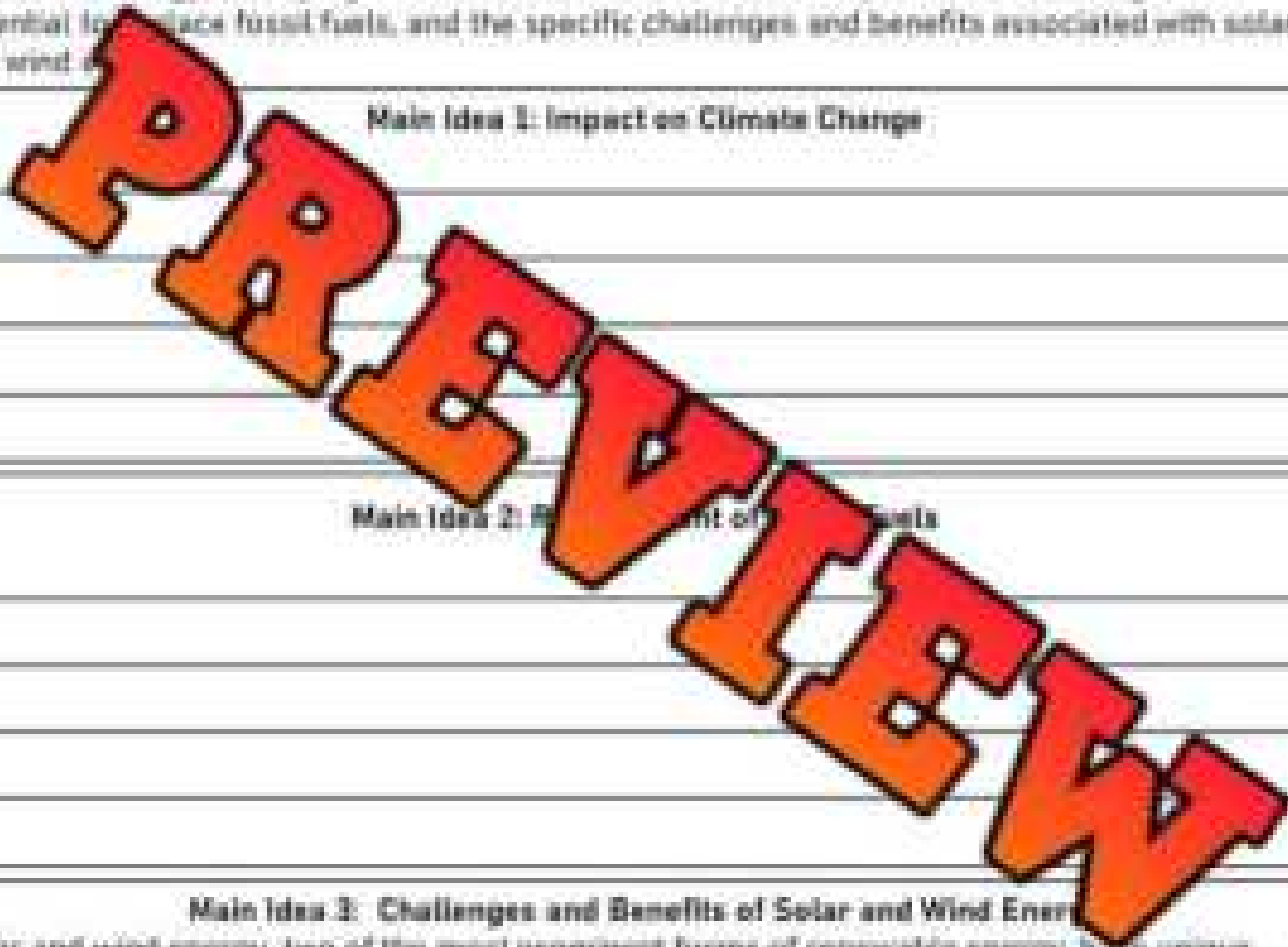
Main Idea 2: Potential of Solar and Wind

Main Idea 3: Challenges and Benefits of Solar and Wind Energy

Solar and wind energy, two of the most prominent forms of renewable energy, have unique benefits and challenges. Solar energy is abundant and sustainable, offering a clean power source, especially in sunny regions. Wind energy harnesses natural wind patterns to produce electricity, contributing to energy diversification. However, both face challenges such as the need for large land areas, variability in energy production, and initial setup costs. Overcoming these obstacles is essential for maximizing their benefits.

Conclusion

In conclusion, renewable energy presents a promising path towards a sustainable and environmentally-friendly future. Its significant role in mitigating climate change, potential to replace fossil fuels, and the specific attributes of solar and wind energy illustrate its importance in our energy landscape. While challenges remain, the continued development and support of renewable energy technologies are pivotal in our journey towards a cleaner, more sustainable world. By making these changes, we'll leave a healthier planet for future generations.



Essay Writing

Sample Ideas		
Robotics in Future	Fashion Evolution	Terry Fox's Marathon
Ocean Acidification	Social Media Influences	The Klondike Gold Rush
Genetic Engineering	Teen Fitness Routines	Louis Riel and the Métis
Climate Change Impacts	Video-Gaming Culture	The Quebec Referendum
Sustainable Agriculture	Music Genres' Popularity	Residential School Legacy

Instructions: Choose a topic and answer the questions below

1) Choose 3 topics from the table above and list three main ideas about each.

Topic	Main Ideas
Example: Renewable Energy	<ul style="list-style-type: none"> How does renewable energy impact climate change? Can renewable energy replace fossil fuels entirely? What are the challenges and benefits of solar and wind energy?
1)	
2)	
3)	

Name _____

Essay Writing

Write

Choose one of the three topics you selected, then write a five-paragraph essay about it.

Introduction - include a thesis statement

Main Idea 1

PREVIEW

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Understanding Formal Letters

Formal letters are essential in professional and official communications. They follow a specific structure and tone to convey messages in a respectful and clear manner. Often, they are used for applications, complaints, or official requests.



Key Components:

- **Sender's Address and Date:** Located at the top right corner.
- **Recipient's Address:** Placed on the left, below the sender's address.
- **Salutation:** Starting like "Dear Sir/Madam" if the recipient's name is unknown.
- **Body:** This is where the message is written. It's divided into paragraphs, each focusing on a specific point.
- **Closing:** Ends with phrases like "Sincerely" followed by the sender's signature and name.

Formal letters avoid casual language, contractions (like "can't" or "won't"). They are straightforward, polite, and to the point, emphasizing clarity and professionalism.

Exploring Informal Letters

Informal letters, on the other hand, are personal and casual. They are typically sent to friends, family, or acquaintances and have a relaxed tone.

Characteristics:

- **Personal Tone:** Informal letters can use everyday language and expressions.
- **Flexible Structure:** While it still has an address, date, salutation, and closing, the format is less rigid.
- **Expressive Content:** These letters often express personal feelings, updates, and stories. They can include jokes, idioms, and casual phrases.

Unlike formal letters, informal letters allow for a more creative and personal expression. They do not adhere strictly to rules of format and language, making them more free-flowing and expressive.

In summary, the main difference between formal and informal letters lies in their purpose and tone. Formal letters are structured and professional, used in official or business contexts, while informal letters are personal, relaxed, and used in casual communications. Understanding when to use each type is an important skill in both personal and professional life.

Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are typically used for personal communications.	True	False
2) Informal letters strictly follow a specific structure and format.	True	False
3) The sender's address in a formal letter is at the bottom left.	True	False
4) Formal letters always require the sender's signature at the end.	True	False
5) Informal letters often use the use of slang and everyday language.	True	False

Think: Which type of letter or email is given in the example.

Subject: Hey, About Math

Hey Alex,

Hope you're doing well! I'm a bit stuck on our math homework. Question 5 is super confusing. Can you help me out with it after school today?

Thanks a bunch!

Mia

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Dear Principal Johnson,

I am writing to express my interest in joining the school's debate team. I have participated in similar activities before and believe I can contribute significantly. I look forward to your favourable response.

Sincerely,

Ethan

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Hey Chris,

Guess what? I finally got that video game we talked about! It's awesome. We should totally play it together this weekend. Let me know if you're free.

Catch you later,

Jordan

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

Subject: Inquiry on Science Project

Dear Mr. Thompson,

I am seeking additional information regarding our science project's presentation requirements. Your assistance would be greatly appreciated.

Sincerely,

Jamie Parker

- | | |
|--------------------|-------------------|
| a) Formal Letter | c) Formal Email |
| b) Informal Letter | d) Informal Email |

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: Science Project Ideas?

Hey Jordan,

I'm brainstorming for our science project, and I'm super curious about your ideas. I was thinking of something space-related. How about we team up and explore the mysteries of space? Let me know your thoughts!

Curious

Mia

Author's Voice

Subject: Our Trip to the Zoo

Hey Chris,

I'm super excited about our field trip to the zoo next week. I can't wait to see the lions and monkeys. What are you most excited to see? Let's plan to take a lot of photos and maybe even get matching zoo hats!

Eagerly

Oliver

Author's Voice

Subject: My Cat's New Hat

Hey Riley,

You won't believe it, but I put a tiny hat on my cat, Whiskers. He looks hilarious! I'll show you a photo tomorrow. I bet it'll make you laugh just as much as I did. Let's see if we can make tiny hats for your dog too!

Bye,

Ethan

Author's Voice

PREVIEW

Informal Email Writing

Write

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

Audience	Purpose
Sports Team Members	Discussing team strategies or post-game reviews.
Subject:	

Audience	Purpose
Uncle	Planning a surprise party for your aunt's 50 th birthday.
Subject:	

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Omigod!	Eek!	So,	Well,
Oh!	Ouch!	Yippeee!	No!	Yikes!	Ah!	Whoa!

Think

Add an appropriate interjection and describe the voice used.

Subject: Eek! That Creepy Noise Again!

Hey Alex,

_____ I hear that eerie sound coming from the attic last night? _____, it was _____ too spooked to check it out alone. _____, I didn't sleep a wink. Can you go _____

Trembling,
Taylor

Voice (Angry, Sad, Mad, Frustrated, etc.) _____

Subject: Sob! My Broken Skateboard

Hey Sam,

_____! My skateboard snapped in two. _____, it's _____ a trusty sidekick. _____ all those memories of skating at the park. _____ maybe it's time for an upgrade? Could use some cheering up.

Sorrowfully,
Drew

Voice (Angry, Sad, Mad, Frustrated, etc.) _____

Subject: Yippeee! Surprise Party Details!

Hello Ava,

_____! We've got the biggest surprise party for Casey coming up. _____, she's going to be so shocked! _____, can you believe we've kept it a secret this long? _____, it's going to be epic!

Buzzing with excitement,
Eli

Voice (Angry, Sad, Mad, Frustrated, etc.) _____

Success Criteria – Informal Emails

Analyze

Read the email below. Write things you like about the email. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 7 criteria that make a good informal email.

Subject: Microscope Adventures Await!

Hey Aisha,

So, guess what? Next week in science, we're starting this super cool unit - it's all about the tiny world. Well, we'll actually get to use microscopes to check out cells and tiny organisms that we can't see with just our eyes.

Plus, I'm really excited to see all the weird and wonderful things living in just a drop of pond water. And you know what? We can even make slides on the craziest things we find.

Moreover, I've heard we'll get to see how cells divide, which is mind-blowing, right? And the best part is we'll be uncovering the mysteries of the tiny universe in a drop of water.

Remember to bring your detective hat because we're going to have a blast with this. Can't wait to see what we find and to share our "Eureka!" moments.

Later,
Jenna

PREVIEW

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Best Friend	Sharing exciting personal news
Sibling	Planning a surprise party for a parent
Cousin	Discussing plans for a family reunion
Classmate	Sending a digital photo album
School friend	Coordinating a video game session after school
Neighbour	Inviting over for a weekend barbecue

- 1) Who will be the audience for my informal email?
- 2) What will be the purpose of my email?
- 3) Brainstorm anything that comes to mind when I think of this purpose. What things could you write about to this audience?

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

7) What voice will you use in your email? Are you angry, happy, excited?

8) What adjectives/words will you use to communicate your voice? For example, if you're mad, you might use interjections like: Argh! Ugh! Orr! Seriously! You might also use _____ exclamation marks.

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

PREVIEW

Edit

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

Criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body - Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow - Does it Make Sense?		

PREVIEW

Edit

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

Criteria	<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?		

Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
Greeting	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
Topic Sentence	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Engaging Body/Word Choice	Details are lively and interesting	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	Uses appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
Voice	Voice matches purpose (e.g. happy, excited)	Voice is clear	Voice is inconsistent or unclear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Clear appropriate closing	Closing is unclear	Closing is missing or inappropriate

Teacher Comments

Mark	
------	--

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

Analyzing Formal Letters

Analyze

Read the letters below. Underline the greeting and closing. Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Customer Relations Department
Acme Electronics
100 Industrial Way
Tech City, CA 94000

Dear Mr. Smith,

Despite repeated requests, the repair remains unresolved. Consequently, I demand immediate action. As a result, I demand a full refund or a replacement, alongside an explanation of the delay. I request a prompt resolution to this matter.

Sincerely,
John T. Kirkland

Author's Voice

Alumni Association
Oldtown University
200 University Drive
Oldtown, OH, MBP 3R5

Dear Alumni Coordinator,

Regretfully, I must inform you of my inability to attend the upcoming alumni reunion. Due to unforeseen personal reasons, I find myself unable to join my peers in what I know will be a memorable event. Nevertheless, I send my best wishes for a successful reunion and hope to participate in future events.

Warm regards,
Sana Sadi

Author's Voice

Formal Letter Writing

Write

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

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

Rubric – Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
Date/ Address/ Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
Greeting	Greeting is appropriate and creative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
Topic Sentence	Clear and on topic	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Support Details	Most details support the topic	Most details support the topic	Some details support the topic	Details are missing or don't support the topic
Transition Words	Uses many fitting transition words	Uses some fitting transition words	Uses few transition words or they don't fit	No transition words are used
Closing	Closing is well chosen and creative	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate
Formal Language	Language is formal and there are no contractions	Language is formal – some contractions/informal vocabulary	Language is somewhat formal and informal	Language is mostly informal, with many contractions

Teacher Comments

Mark

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

Figurative Language - Simile

A **simile** is a special tool in writing that compares two different things using the words "like" or "as." It helps create a picture in your mind by showing how one thing is similar to another. Similes make stories and descriptions more colourful and fun to read.

Here are some examples of similes:

- The car raced down the street **as fast as a cheetah.**
- Her smile was **as bright as the sun** on a summer day.
- The tree had tall and strong **like a mighty warrior.**



Write _____ the similes below.

1)	As quiet _____
2)	As strong as _____
3)	Cold like _____
4)	Bright like _____

Write _____ Add a simile to the sentence.

1)	She sang _____ _____ in the talent show.
2)	The cat's fur was _____ _____
3)	His room was _____ _____ after the cleanup.
4)	She painted the canvas _____ _____

Figurative Language - Metaphor

A **metaphor** is like a secret code in a story that compares two different things without using the words "like" or "as." It's a way of saying that one thing is another thing to create a strong picture in your mind.

For example, if I say, "The classroom was a zoo," it doesn't mean there were actual lions and monkeys in the room. It's a metaphor to show that the classroom was very noisy and full of energy, just like a zoo. Metaphors make writing more interesting and help you see things in a new way.



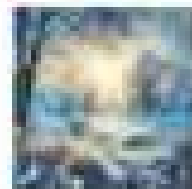
Write a metaphor using the information given and explain the metaphor.

Thing to Compare	Person	Sentence
Library	Treasure chest	_____ a treasure chest because of all the amazing _____ find inside.
Time	Thief	_____
Home	Prison	_____
Hope	Anchor	_____
World	Stage	_____
Voice	Melody	_____

Narrative Writing - Imagery

Imagery is when you use descriptive words in writing to create pictures in the reader's mind. It's like painting with words.

For example: The world was hushed under a thick blanket of snow. Each snowflake glistened like a tiny diamond in the early morning light.



Write Look at the images below and use your imagination to describe what you see.

PREVIEW



Narrative Writing - Imagery

Draw

Read the sentences below and draw what you imagine.

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

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

Narrative Writing - Hyperbole

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

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



Directions: Read the sentence. Is the sentence hyperbole?

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

Narrative Writing - Setting

Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

Analyze

The setting below has been written about a picnic. Describe what the writer sees, feels, hears, tastes, and smells.

Anna looks around at the cheerful picnic scene, her friends' laughter filling the air. She hears birds chirping in the distance, harmonizing with the rustle of leaves. The grass beneath her feels soft and cool, a gentle touch against her skin. She tastes the sweet juice of an apple, fresh and crisp. Fingers graze the rough texture of the picnic blanket, anchoring her in this moment of joy.

See	
Feel	
Hear	
Taste	
Smell	

Direct and Indirect Characterization

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

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

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

Write a sentence for each example below and circle what their character type might be.

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

Think

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

Character's Name: _____

Direct characterization

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

Indirect characterization

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

PREVIEW

Write

Describe the character in your own words.

Narrative Writing - Characters

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

My character is: _____

<p>What does the character look like?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What do they do? (actions)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What do they say?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Do others say anything about the character?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Narrative Structure – Character Types

Introduction to Character Types

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



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

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

Write

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

1) What is your character's name?

2) What is your character type?

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

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

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

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

PREVIEW

Narrative Writing - Characters

Analyze

Read the character introductions that could be used in different stories. Fill in the organizer.

Mia wears her hair in two braids that dance as she moves. Her warm smile and kind eyes make her friends feel at home. She is someone who can solve any riddle. She is a favourite when it comes to trivia. Plus, her ability to recall facts makes her a pro at trivia games.

Name	
Look	
Personality	
Special Trait or Talent	

Ben's freckles stand out under his short, sandy hair. He's always ready with a joke, but when it comes to building model airplanes, his serious side comes out. His models fly higher and longer than anyone else's. He dreams of becoming a pilot and soaring through the skies himself one day.

Look	
Personality	
Special Trait or Talent	

Lily's long, straight hair often hides her face as she stands over her science experiments. She's shy but shines when she starts talking about plants and flowers. Her garden at home is full of blooms that she's grown herself. She has a gentle touch with animals too, often found nursing injured birds back to health.

Name	
Look	
Personality	
Special Trait or Talent	

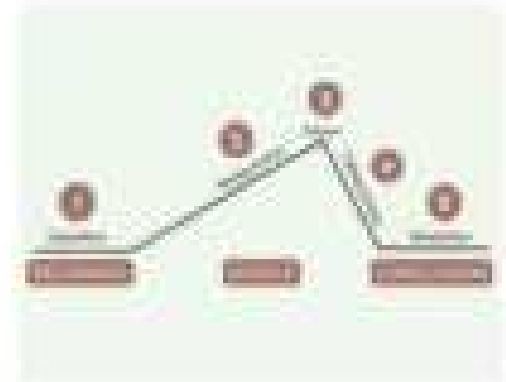
Narrative Structure

Understanding Narrative Structure

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

Starting the Story: Exposition

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



Building Up: Rising Action

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

The Big Moment: Climax

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

Wrapping Up: Falling Action

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

The End: Resolution

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

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

Fill In

Fill in the blanks.

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

Direction

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

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

Think

Read the following story summary and describe the structure.

Summary

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

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

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

Exposition

Rising Action

Climax

Falling Action

Resolution

PREVIEW

Narrative Writing – Linear Stories

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

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

Direction:

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

1) Name

Directions:

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

1) Beginning

2) Middle

3) End

PREVIEW

Narrative Writing – Cyclical Stories

Cyclical stories are like a circle. They start at one point, but instead of ending somewhere new, they come back to where they started. In cyclical stories, the end often reflects the beginning, and sometimes the same events or situations happen over and over.

Good example of a cyclical story is "The Lion King". The story ends with the presentation of Simba's own cub, showing the cycle of life continuing.

Direction:

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

1) Name

Directions:

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

1) Beginning

2) Middle

3) End

PREVIEW

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

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original: "Will you come with me? Asked Sara"

Edited

Original: "Time is dinner," Mom asked.

Edited

Original: "I'm so sorry," Emma said politely"

Edited

Original: The child whined and said "I'm hungry"

Edited

Original: "The museum was amazing" Whispered

Edited

Original: Sarah whispered, "And then he declared, This is the greatest day here of our lives."

Edited

Original: Emma said "I can't believe it's already April"

Edited

Original: Max yelled "I won the match"

Edited

PREVIEW

Character Personality and Dialogue

Think

Characters should have personalities like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality. There may be more than 1 answer.

Personality: Curious

- a) "I wonder why the sky is blue?" she pondered, eyes gleaming with interest.
- b) "I know a lot about the solar system," he stated, lacking any intrigue.
- c) "Can you read that?" she asked, diverting the subject.

Personality: Confident

- a) "I'm not really sure," he mumbled, uncertainty in his voice.
- b) "This challenge is no match for me," he declared confidently.
- c) "Maybe we should ask someone for help," he said without assurance.

Personality: Timid

- a) "I'm scared of the dark; can someone come with me?" she asked nervously.
- b) "Dark rooms are perfect for hide and seek!" he exclaimed, grinning broadly.
- c) "I can navigate the dark; it's easy," she lied, trembling nervously.

Personality: Enthusiastic

- a) "Let's get started on this project right away!" she chirped, clapping her hands excitedly.
- b) "I can't wait to see the results," he beamed, eyes shining with anticipation.
- c) "This is going to be the best day ever!" she exclaimed, bouncing on her toes.

Personality: Impulsive

- a) "Let's stop and think before going forward!" he suggested, thinking of a plan.
- b) "I bought it on a whim—it looked cool!" she giggled.
- c) "Why wait? The time is now!" she blurted out, grabbing her coat in a hurry.

Character Personality and Dialogue

Think

Write a line of dialogue for a character with the personality below.

Personality: Melancholic

Personality: _____

Personality: Reflective

Personality: Skeptical

Personality: Joyous

Personality: Courageous

PREVIEW

Emotions in Dialogue – Speaker Tags

Think

What emotion is the character feeling? Write an appropriate speaker tag.

Word Bank

Excitement	Sadness	Anger	Fear	Confusion
Happiness	Surprise	Disappointment	Determination	Curiosity

Emotion	Dialogue	Speaker Tag
	"This game! We actually did it!"	Tom exclaimed excitedly.
	"What about us free tickets?"	Emily _____ _____
	"I won't be in here with you."	Mark _____ _____
	"We'll find a way to make it work."	Josh _____ _____
	"What if we can't find another day to go?"	_____
	"Wait, is the fair for one day only?"	Lily _____ _____
	"Oh no, I can't believe I double-booked myself."	Mike _____ _____
	"Actually, now that I think about it, maybe it's all week?"	Jessica _____ _____
	"How did you get those tickets, anyway?"	Tim _____ _____
	"I'm so annoyed with myself for this scheduling mistake."	Sophie _____ _____

Adding Dialogue to a Story

Write

Read the story below. Then add dialogue in the blanks below to improve the story.

In the corner of Jayden's grandmother's attic, beneath a pile of vintage clothes, Jayden found an old pocket watch. It was golden and still ticking, despite its age.

_____ Jayden whispered, intrigued by the engraving on the back.

Taking the watch to his grandmother, he found her in the garden. She looked up with a smile and turned to a look of surprise.



_____ said, her eyes locking onto the watch.

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

_____ his grandmother pondered as she held the watch to her hands.

She flipped the watch open and pressed a tiny button on the side. A small compartment opened, revealing a folded piece of paper.

_____ Jayden gasped, leaning in closer.

His grandmother unfolded the paper with trembling hands. On it was a short note that read:

_____ she read aloud, her voice filled with emotion.

Success Criteria – Narrative

Analyze

Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that make a good narrative.

Checkmate in the Park

In the heart of the bustling city, a group of students gathered around an old chessboard in the park.

"I believe I can win in ten moves," Jamal boasted confidently, setting up his pieces with precision. "You're on, Jamal," Maya replied, her eyes twinkling with challenge.

As the game progressed, a crowd began to gather. "She's got him on the run," a bystander whispered. Maya moved a knight across the board.

"No way, Jamal's setting a trap for other people," a boy nearby said excitedly. "Checkmate," Maya announced with a smirk, her hand resting on the king.

Jamal leaned in, scrutinized the board, and admitted, "You've got me. Well played." "You underestimated the power of the queen," she said with a friendly nudge.

As they reset the pieces, an old man who had been watching chimed in. "You kids give me hope for the future!"

Their laughter filled the air, mixing with the city sounds. To them, the park was more than just a game; it was where friendships were forged and memories made. It was a place where the classroom walls didn't exist.

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

Edit

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

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting - Uses 5 Senses		
Vivid Descriptions - Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue - Use of Quotations		

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		

Activity: Story Swap Revision Party

Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

Materials What is needed to complete the activity?

- Drafts of narrative stories
- Pencils and highlighters
- Highlighters (to mark areas for revision)
- Revision checklist (to check the success criteria)



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is not criticism.
- 2) **Fair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

Feedback

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner do well?

2) Based on the success criteria, what does your partner need to change?

3) What is your favorite part of the story?

4) Write 3 questions you have about your story.

1)

2)

3)

5) Hand this sheet back to your partner. Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 3 changes.

1)

2)

3)

PREVIEW

Intro to Personal Narrative Writing

What is Personal Narrative Writing?

A personal narrative is a story about your own life or an experience you've had. It's a way to share something important about yourself with others, showing them who you are through a story.



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:** These are the people involved in your personal narrative, but you can also include other people who play a role in 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 personality?

5) What are your strengths and weaknesses?

Strengths

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

PREVIEW

Personal Narrative Planning – My Identity Journey

Planning

Plan and fill in 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? _____



Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
Interesting Plot	The plot is highly engaging and keeps the reader's attention throughout.	The plot is interesting but lacks some details.	The plot is somewhat engaging but needs more development.	The plot lacks interest and is confusing.
Characters	Characters are well-developed, with clear traits and motives.	Characters are defined but need more depth.	Characters lack some development and depth.	Characters are one-dimensional or lacking.
Beginning, Middle, and End	The story has a clear beginning, middle, and end.	The story has a beginning, middle, and end, but one part may be weak.	One or more parts of the story (beginning, middle, end) are lacking or undeveloped.	The story does not have a clear beginning, middle, or end.
Setting (senses)	The setting is vivid and described using all the senses.	The setting is described but lacks detail.	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
Word Choice	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks variety or sophistication.	Word choice is basic or repetitive.	Word choice is inappropriate or confusing.
Title	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is generic or uninteresting.	The title is irrelevant or missing.
Quotations	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are not used throughout the story.

Comments

Mark

Persuasive Writing - Research

Research in persuasive writing is crucial. It helps you gather evidence to support your arguments effectively.

For example, when persuading your friends that chocolate ice cream is the best flavour, research helps you find reasons like its taste and popularity. You can collect information from books, interviews, or personal tests.



This evidence strengthens your argument, making it more convincing. Without research, you rely solely on your words, but with it, you have solid proof, making your writing more powerful.

Research in this activity will help you to learn more about the topics:

Topic	Which province and territory?
1) Before you start researching, decide on an opinion. Write it down below. If you're unsure, ask some of your classmates what they think and then choose an opinion to write about.	
2) Now you'll need to find research about why the province or territory is the best. You might want answers to these questions below.	
Sports Teams In The Province	
Average Temperature	
Average Snowfall	
Average Rainfall	
Famous Landmarks	

Persuasive Writing - Research

Research

Fill in the table below to learn more about the topics.

Popular Sports	
Notable People	
Attractions	
Average Income Does The Province Rank In Canada?	
Average House Price By Province - Rank In Canada	
3) What else did you find that makes this province	
4) Talk to classmates and teachers about why they like the province you chose. Write down 4 things you find out.	
1)	
2)	
3)	
4)	

Persuasive Writing - Research

Plan

Fill in the table below to plan your paragraph about your research topic.

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

3) What facts do you think are most convincing? Write them below.

4) Write a closing sentence.

Write

Write a paragraph about what you think is the best.

PREVIEW

Understanding Bias in Persuasive Writing

Recognizing Bias in Persuasive Writing

Bias in persuasive writing is when the writer's personal opinions, beliefs, or preferences skew the presentation of information or arguments. It's crucial to understand bias because it influences how information is received and interpreted, and it can shape our opinions and decisions. Especially in today's world, where we are constantly bombarded with information, being able to identify bias helps us make informed decisions.

Types and Signs of Bias

Bias can manifest in several ways in writing:

- **Word Choice:** The use of emotional or loaded language is a strong indicator of bias. Words like "tragedy" or "miracle" carry emotional weight and can sway the reader's opinion.
- **Selective Information:** A common type of bias occurs when a writer only presents information that supports their view while ignoring contradictory evidence.
- **Use of Generalization:** Making broad statements that oversimplify groups, situations, or events often indicates bias.
- **One-Sided Arguments:** A clear sign of bias is when a writer only presents one aspect of an argument or issue.

Evaluating Sources for Bias

To critically analyze texts for bias, consider the following steps:

- **Investigate the Author's Background:** The author's experience, affiliations, or expertise can provide context for potential biases.
- **Examine the Evidence:** Reliable and unbiased writing should include well-supported arguments with verifiable facts or data.
- **Explore Multiple Perspectives:** Reading varying viewpoints on the same issue can highlight biases and provide a more balanced understanding.
- **Reflect on Personal Biases:** Recognizing your own preconceptions can help in reading and evaluating texts more clearly.
- **Look at the Publication Source:** The platform or publication where the piece appears can also influence its slant or bias.



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Winter is, without question, the best season of the year. The crisp, cold air is invigorating, unlike the oppressive heat of summer. Snow transforms the world into a magical wonderland, something no other season can claim. Skiing, snowboarding, and building snowmen are joys unknown to the dreariness of other seasons. People often praise summer, but they forget the discomfort of sweating and the annoyance of bugs. Winter, with its cool breezes and beautiful snowflakes, is clearly superior.

1) What is the opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective - people who do not agree.

Cats are undoubtedly the superior pet choice for anyone who values independence and grace. Dogs and put dogs and other pets to shame. While dogs demand attention and walks, cats are self-sufficient and dignified. They embody elegance and grace as they slip their way into your heart. Dogs may be loyal, but cats choose their humans, making their affection far more meaningful. In the world of pets, cats are the clear rulers. Their sleek coats and mysterious allure.

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective - people who do not agree.

Version 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 Watson,

I hope this letter finds you well. I have an idea that I believe would make our school the most unique and exciting in the entire district. What if we replaced all our textbooks with comic books? Every single textbook!

Imagine learning through superhero adventures, exploring history in comic panels, and doing science with illustrated experiments. It would make every class super engaging and fun. Who doesn't love comics? We would all be looking forward to every lesson!

I know some might think this is unusual, but I'm convinced it's a game-changer. Our school would be the talk of the town, and students would be thrilled to come to class each day.

I can't wait to start reading 'The Adventures of History Man' in our classes! Thank you for considering my idea!

Yours excitedly,
Anna Philips

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 Anna.

PREVIEW

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



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

Activity – Finding Bias in Writing**Think**

Write the bias each person might have below

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

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

PREVIEW

Assignment – Persuasive Essay Writing

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

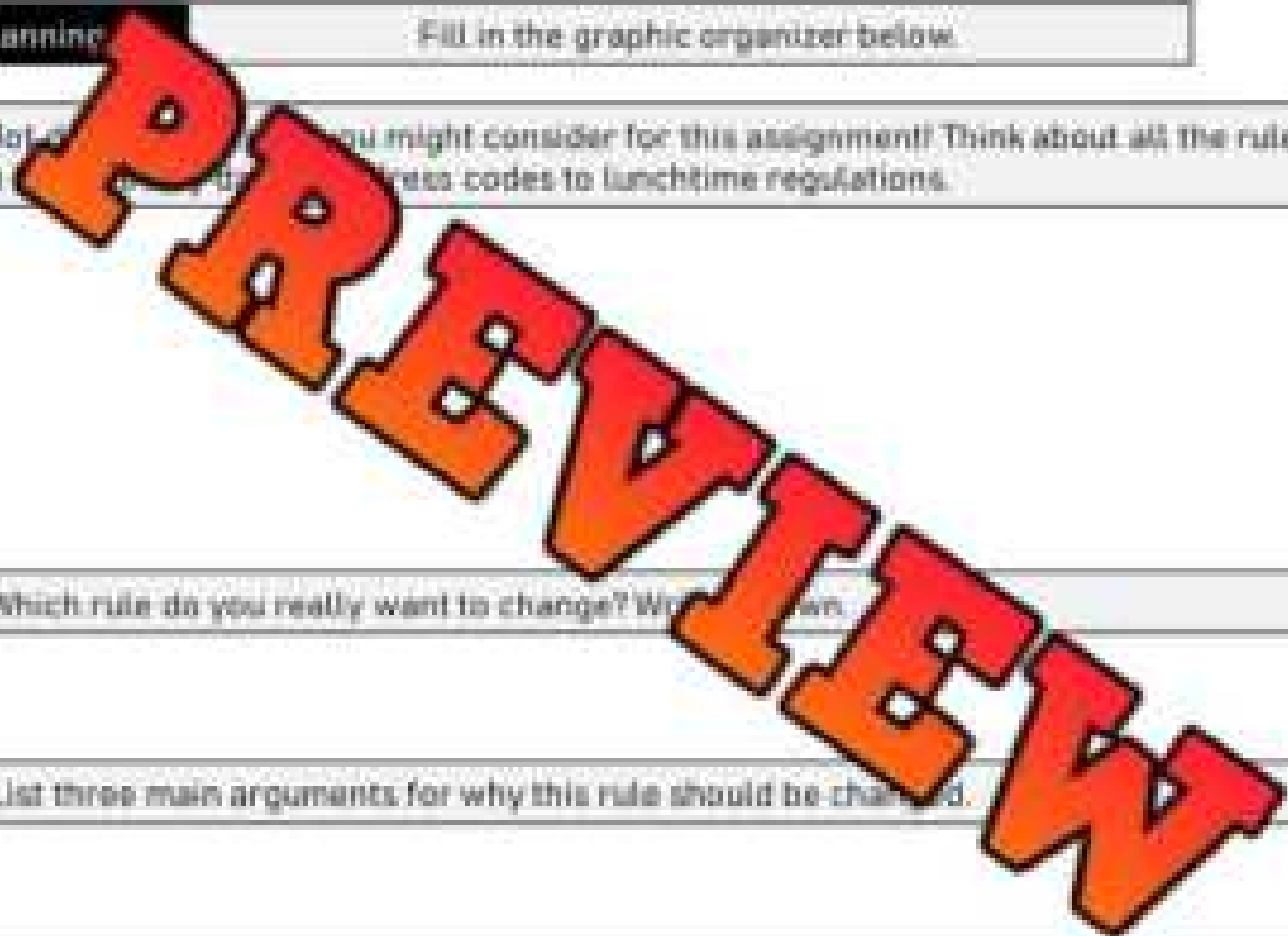
Planning Fill in the graphic organizer below.

1) List 5-10 rules you might consider for this assignment! Think about all the rules you see around you. Examples: dress codes to lunchtime regulations.

2) Which rule do you really want to change? Write it down.

3) List three main arguments for why this rule should be changed.

4) Write your thesis statement here.



Research

Answer the questions below

Think about the rule change you want made. What facts or statistics might help you be more persuasive? For example, if you want longer recesses, find statistics stating that longer recesses improves academic performance. Look for at least one stat for each of your main ideas.

Main Ideas	Statistics

PREVIEW

Writing

Write your thesis statement and 5 topics in the following format

Introduction with Thesis Statement at the End

Rubric – Persuasive Writing Assignment

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Structure	Essay has a clear five-paragraph structure, including introduction, conclusion, and three body paragraphs.	Essay follows a five-paragraph structure with minor deviations.	Essay loosely follows the five-paragraph structure but lacks clear division.	Essay does not follow the five-paragraph structure.
Introduction & Thesis	Introduction is engaging, provides context, and presents a clear thesis.	Introduction provides context and includes a thesis statement, but may lack engagement.	Introduction and thesis statement are present but lack clarity or relevance.	Introduction is missing, incomplete, or fails to include thesis.
Conclusion	Conclusion summarizes main ideas and restates the thesis with a strong verbal flourish.	Conclusion summarizes main ideas and restates the thesis, but with less flourish.	Conclusion is present but doesn't summarize main ideas or may simply repeat the thesis.	Conclusion is missing or fails to summarize the main ideas or relate to the thesis.
Main Ideas & Statistics	Each main idea is supported by relevant, accurate statistics and clearly connects to the thesis.	Main ideas are supported by statistics, but some may be less relevant to the thesis.	Some main ideas lack clear statistics or statistics are not clearly connected to the thesis.	Main ideas are not clearly stated or supported by statistics.
Persuasive Elements	Uses a variety of persuasive techniques effectively to strengthen the argument.	Uses some persuasive techniques effectively, but the argument lacks balance.	Uses some persuasive techniques, but the argument is unbalanced and lacks persuasive elements.	Lacks persuasive elements or uses them ineffectively to strengthen the argument.
Grammar & Mechanics	The writing is free of grammatical and spelling errors, enhancing readability and flow.	There are minor grammatical or spelling errors, but they do not impede readability.	Grammatical and spelling errors are noticeable and may impede readability.	Frequent grammatical and spelling errors.

Comments

Mark

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, give and receive feedback.	Yes	No

2) What other writing goals could you set?

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

Goals – Checking In

Did you achieve your goals?

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



2) As you worked on your writing this week, did you reach your goal?

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

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? _____

Synthesizing – Letters to the Mayor

Synthesize

Pretend you are the mayor. You have received 3 different letters. Read each letter and synthesize the information, forming one opinion.

Dear Mayor Robinson,

I hope this message reaches you in good spirits. I'm Kyle, an eighth grader at Riverside Middle School, and I'd like to discuss the topic of public art in our community. In our social studies class, we learned about the importance of art in society. Public art makes our city more vibrant and inspiring! Murals, sculptures, and installations could transform dull spaces into places of pride and conversation. More art in public places means more creativity and community connection. I hope you'll consider making our town a canvas for local artists.

Warm wishes,
Kyle Patel

Dear Mayor Robinson,

Greetings! I'm Layla from Westview School, and I've been thinking a lot about public art. While art is important, shouldn't we focus on more pressing issues? Problems like potholes and broken sidewalks seem more urgent. I understand that art can be beautiful, but many of my classmates agree that the budget might be better spent on practical improvements. I believe fixing what's broken is a sign of community care that precedes public art. Maybe there's a way to be struck?

Sincerely,
Layla Hernandez

Hello Mayor Thompson,

My name is Ethan, and as a student at Greenfield Middle School, I'd like to share my thoughts on public art in our city. Some say it's essential, while others prefer spending on infrastructure. I've noticed that empty walls and unused spaces could be perfect for art, but they could also be used for community bulletin boards or urban gardens. Art is powerful, but so is a community's practical needs. Could we find a way to combine both art and function?

Best regards,
Ethan Smith



Synthesis

After reading all three letters, write a letter in response to everyone.
Synthesize the 3 letters and form an opinion that you can tell all three people.

PREVIEW

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 plots 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 story or 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)	"High Hopes" by Panic! At The Disco "Mama said, Burn your biographies, Rewrite your history, Light up your wildest dreams, Museum victories, everyday, We wanted everything"
2)	"I'm a Porshe" by Sia "I'm a Porshe, I'm a Porshe with no brakes, I'm invincible, Yeah, I win"
3)	"Stronger (What Doesn't Break)" by Kelly Clarkson "What doesn't break you makes you stronger, Stand a little taller, Doesn't mean I'm lonely"
4)	"Titanium" by David Guetta ft. Sia "You shoot me down, but I won't fall, I am titanium, You shoot me down, but I won't fall, I am titanium."
5)	"Can't Stop The Feeling!" by Justin Timberlake "I got this feeling inside my bones, It goes electric, warms me from the on, All through my city, all through my home."
6)	"Believer" by Imagine Dragons "Don't you tell me what you think that I could be, I'm the one at the sail, I'm the master of my sea, oh-oh, The master of my sea, oh-oh"
7)	"Keep Your Head Up" by Andy Grammer "This is just a journey, drop your worries, You are gonna turn out fine"

Name: _____

Instructions

Choose a lyric and create a comic that represents the message/theme.

Which lyric did you choose? How will you represent it?

PREVIEW

Reconstructing Texts – From Fairy Tale to News Report

The Lost Melody of Verdant Vale

In the heart of Verdant Vale, a village where music intertwined with the very essence of nature, there was an ancient melody passed down through generations. This melody, known as the Heartsong, was said to be the source of the land's prosperity, ensuring harmony between the villagers and the natural world.

However, over time, the melody was forgotten, locked away in the heart of the forest by a mysterious creature known as the Nighthawk. The disappearance of the Heartsong brought a curse upon Verdant Vale; crops withered, rivers ran dry, and a heavy silence fell over the land.

Eloise, a young girl with a spirit as bright as the dawn, believed in the tales her grandmother told of the Heartsong. With the village on the brink of despair, she embarked on a quest to find the melody. Armed with only her courage and a small, silver flute passed down from her ancestors, she ventured into the forest.

The deeper into the woods she went, the more she heard the whispers of the Nighthawk's wrath. Yet, amid the darkness, she found a guide in the form of a luminescent fox, whose coat shimmered with the colors of a sunset. The fox, a guardian of the forest's magic, led Eloise to the very place where the Nighthawk perched, its eyes glowing like embers in the night.

Facing the creature, Eloise raised her flute and played a melody of hope. The Nighthawk, moved by the purity of her intent, revealed that the Heartsong was not to be found but one to be created. It was the music of unity, of hearts daring to dream. With this revelation, Eloise played once more, her notes weaving through the trees, calling the villagers to the forest's edge.

As the people of Verdant Vale joined in, singing and playing instruments long silent, the Heartsong was reborn. The land flourished once again, not because the melody was found, but because it was shared. The Nighthawk, no longer a creature of fear, took to the skies, its cry a harmonious part of the vale's symphony.

Eloise returned as a hero, but she knew the true victory was the village's unity and the music that now danced on the wind. Verdant Vale never forgot the Heartsong again, a testament to the power of community and the enduring magic of hope.

The End.

Planning

Fill in the components of the news report below.

1) **Headline:** (Create a catchy headline for your news report.)2) **Lead:** (Write a sentence or two summarizing the main event as if it just happened.)3) **The Main Story:** (Write the rest of a news story. Remember to describe what happened, who was involved, where it took place, and when.)4) **Quotes:** (Include "quotes" from key characters. Who do you think Eloise, The Nighthawk, and The Luminescent Fox say if they were interviewed?)

Eloise's Decision:

The Nighthawk

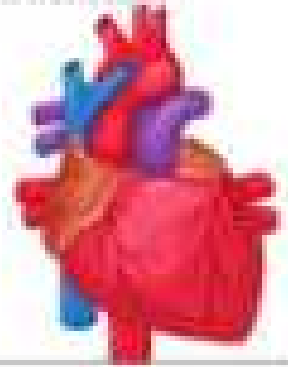
The Luminescent
Fox5) **Conclusion:** (How did the events conclude? What was the aftermath or resolution?)**PREVIEW**

Writing a Report – Circulatory System

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Facts

Organisms and Systems

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

Planning

Fill in the components of the report below.

Introduction - What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion - Summarize the report in just a few sentences.

PREVIEW

How To Research Effectively

Understanding Effective Research Techniques

Research is a key skill that helps us discover new information, solve problems, and learn about topics in depth. When you research effectively, you gather reliable and relevant information that enhances your knowledge and understanding. Let's explore some important techniques to make your research more effective.

First, identify your research topic or question. This gives you a clear goal and helps you stay focused. If you're researching "The impact of plastic on marine life," your goal is to find information specifically on this topic.

Finding Reliable Sources

A crucial part of research is finding sources that are credible and reliable. Here are some tips:

- **Use academic databases:** These provide access to scholarly articles and papers.
- **Check the author's credentials:** Ensure the author is knowledgeable about the subject.
- **Look at publication dates:** Make sure the information is up-to-date and current.
- **Evaluate the source's purpose:** Understand if the source aims to inform, persuade, or entertain.

Remember, not all information found, especially from the internet, is accurate or trustworthy. Always cross-check facts and data from multiple sources.

Good Searches	Bad Searches
Photosynthesis process steps	What are the newest things found on Mars?
Causes of World War I	What are the main ideas in Shakespeare's Hamlet?
Mount Everest climbing history	How and Why did the French Revolution happen?

Organizing Your Findings

Once you gather information, organize it systematically. Create notes and summaries of what you've learned. This will help you understand the topic better and make it easier to refer back to the information later. Good organization also makes it easier to present your findings clearly, whether in a written report or a presentation.



Think

Is the search good or bad?

1) Please give me information on the Roman Empire history	Good	Bad
2) World's fastest animals	Good	Bad
3) What are some healthy foods to give me more energy in the morning?	Good	Bad
4) Elements in the periodic table	Good	Bad
5) I need to know about how the water cycle operates	Good	Bad
6) Tectonic plates and earthquakes	Good	Bad
7) Find out about the American Civil War battles	Good	Bad
8) Renewable energy	Good	Bad
9) What's the process of photosynthesis?	Good	Bad
10) Great Wall of China history	Good	Bad

Questions

Answer the questions below.

1) Why is research important according to the passage?		

2) What are some examples of reliable sources mentioned in the passage?		

3) Is the description of the website below trustworthy? Yes, or no?		
1) An established news organization's website for current events.	Yes	No
2) Social media posts from unverified and non-expert accounts.	Yes	No
3) The official website of a reputable NGO, providing reports and research on global issues.	Yes	No
4) A website selling health supplements with exaggerated health claims.	Yes	No
5) A YouTube video from an unqualified individual promoting pseudoscience.	Yes	No

Research Process

Introduction

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



Questioning

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

Gathering

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

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

Organizing

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

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

Recording

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

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

Conclusion

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

PREVIEW

Research Activity - Questioning

Think

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

Topic 1: Continents - Ex. How many continents are there on Earth?

	Questions	Answers
1		
2		
3		
4		
5		

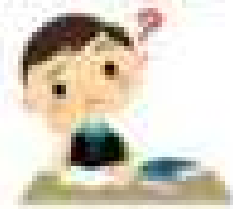
Topic 2: Canada - In which province is the Canadian capital?

	Questions	Answers
1		
2		
3		
4		
5		

Report Writing – Introductions

A good introduction makes people want to read more. Here's how you can make your introduction better:

- Start with a fun fact
- Start with a question
- Has a thesis statement that explains what the report will be about
- Keep it short and interesting!



Analyze

Read the introductions below and use a checkmark if it meets the criteria.

Did you know that octopuses have three hearts? Why do these sea creatures need so many? This essay delves into the extraordinary anatomy of the octopus, uncovering the secrets behind its multiple hearts and how they support its survival in the ocean's depths.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

The Golden Gate Bridge deals with a lot of engineering details. This essay will explore the engineering principles behind this iconic structure, including its design and the materials that contribute to its resilience.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

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

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Report Writing – Introductions

Write

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

Topic: How to play hide and seek

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Topic: A day in the life of a student

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

What is a Haiku?

What is a Haiku?

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

Morning Song

Gentle morning light
 Birds singing in harmony
 Daybreak comes alive

Falling Leaves

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

Write

Finish the Haiku poems below.

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

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

How to Write a Rhyming Poem

Basics of Rhyming Poetry

Rhyming poetry is a form of writing where words at the end of lines have similar sounds. This type of poem is enjoyable to read and write because the rhymes create a musical rhythm. Using rhymes shows the reader creative the author is as they have the ability to not only express their feelings, but also do it with rhyming words.



Steps to Write a Rhyming Poem

1. Choose a Rhyme Scheme

- AABB: Lines 1 and 2 rhyme together, and lines 3 and 4 rhyme together.
- ABAB: Lines 1 and 3 rhyme together, and lines 2 and 4 rhyme.
- ABCB: Only lines 2 and 4 rhyme.

2. Select Words to Rhyme: Think of words related to your theme and list their rhyming pairs. For example, if your theme is 'stars', you might list 'stars', 'cars', and 'mars'.

3. Plan Your Lines: Start writing your lines, keeping your chosen rhyme scheme in mind. Try to make each line similar in length for a consistent flow.

4. Revise for Meaning and Flow: Once you've written your poem, read it aloud. This will help you hear if the rhythm flows smoothly and if the meaning is clear.

Tips for Writing Rhyming Poems

- Keep the language simple and clear.
- Focus on the rhythm as much as the rhyme.
- Don't force a rhyme; it's okay to change words to make a better rhyme.
- Use a thesaurus or rhyming dictionary for more word ideas.
- Practice makes perfect, so keep writing different types of rhymes.

Sampling Rhyming Poem

In the sky, stars twinkle bright (A)
Their dance enchants the quiet night (A)
Each a story, old and grand (B)
In the vast, mysterious land (B)

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Light			
Green			
Head			
Stars			
Blue			
Cloud			
Mountain			
River			

Write

Finish the poem below using rhyming words.

AABB Poem

Beneath the moon so big and bright, (A)

Stars shimmer with a gentle light. (A)

In dreams where adventures blend, (B)

ABCB Poem

In a world where dreams take flight, (A)

Adventures wait beyond the moon, (B)

Underneath the wide blue sky, (C)

AABB Poem

The sun sets low in the sky, (A)

As birds fly around, they say, (A)

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

AABB Poem

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

Carrying whispers soft and low, (A)

What is a Limerick Poem?

What is a Limerick Poem?

A limerick is a type of poem known for its humour and playful rhythm. Originating in Ireland, these poems have become popular worldwide for their quirky and often nonsensical nature. They are short and easy to remember, making them a favourite among all ages, especially for those who enjoy a good laugh through words.

Limerick Structure

- **Lines:** Consists of five lines in total.
- **Rhyme:** The rhyme pattern follows AABBA. This means the first, second, and fifth lines rhyme with each other, and the third and fourth lines have their own rhyme.
- **Metre:** It follows a specific rhythm or meter. The first, second, and fifth lines typically have ten syllables, while the third and fourth lines are shorter, with five or six syllables.
- **Content:** Often humorous, whimsical, or nonsensical.
- **Tone:** Lighthearted and playful, aiming for laughter or amusement.

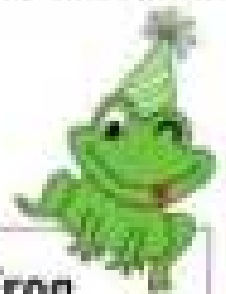
Examples of Limericks

The Dancing Cat of Spain

There once was a cat from Spain,
 Who loved to dance in the rain.
 With a purr and a twirl,
 She'd leap and swirl,
 In her world without any pain.

Comedian Frog

Frog had a very loud croak,
 That made the bank folk
 Jump a bit
 When he hopped
 And everyone loved



Write

Finish the Limerick poems below.

Topic: The Bear with a Flair

Line 1	There once was a bear with a flair,
Line 2	For combing his thick, shaggy hair.
Line 3	With a brush and a bow,
Line 4	He'd steal the show,
Line 5	

What is a Limerick Poem?

snug	leap	dance	yummy	slide
stance	hungry	small	pride	tall
tug	peep	chance	all	funny

Write

Use the word bank words to fill in the limericks below.

Line 1: There once was a goat, always, _____

Line 2: Who'd find his shirts, finding them quite _____

Line 3: He'd check them _____

Line 4: He'd check them _____

Line 5: In a field, he'd find them _____

Line 1: A penguin who loved to _____

Line 2: Seized every possible _____

Line 3: With a flap and a _____

Line 4: He'd waddle with _____

Line 5: The star of the ice in his _____

Line 1: A squirrel, curious and _____

Line 2: Loved to climb trees, both big and _____

Line 3: With a scamper and _____

Line 4: From branch to branch, he'd _____

Line 5: Watching the world, enthralled by it _____

Writing an Acrostic Poem

Write

Write an acrostic poem about rainbow. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Rain	Main	Plain	Gain	Pain
	Night	Sight	Flight	Might
	Criticism	Spasm	Enthusiasm	Sarcasm
	Mark	Lark	Spark	Mark
	Flies	Lies	Lies	Pies

R

A

I

N

B

O

W

PREVIEW

All About Comic Strips

Exploring the World of Comics

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



Key Elements of Comics

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

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

Significance of Comics

Comics are not just entertaining; they play a crucial role in various aspects of culture and education:

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

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

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

1) What is happening in the comic according to the pictures?

2) Before writing in the comic, write a rough draft below by writing what the duck will say in each frame.

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

Writing Comic Strips – Cake Time

Instructions

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

Panel 1:

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

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

Dramatopoeia: "Tick tock" from the kitchen clock.

Panel 2:

Setting: Emma reads the recipe book and oven timer. Emma's hand reaches for the knob.

Dialogue: Emma says, "Oh, 30 minutes it is!"

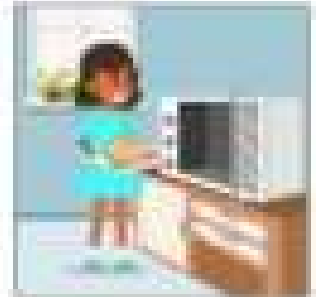
Dramatopoeia: "Ding" from the oven timer.

Panel 3:

Setting: Emma pulls a perfectly baked cake from the oven.

Dialogue: Emma says, "Yum, that's perfect!"

Dramatopoeia: "Ding" as the timer rings.



PREVIEW

Assignment: Online Comic Strip

Objective

What are we learning more about?

Students will plan and create a comic strip using an online comic strip software, learning about the structure of stories and expressing their creativity through visual storytelling.

Materials

What do you need for the assignment?

- 1) Sharp pencil and paper for planning
- 2) Access to online comic strip software (such as MakeBeliefsComix or Pixton.com platforms)
- 3) Internet-connected device (computer or tablet)



Instructions

How do we complete this activity?

- 1) **Brainstorm Ideas:** Begin by brainstorming ideas for your story, considering the characters, setting, problem, and solution.
- 2) **Plan on Paper:** Use the back side of this page to sketch the comic strip, identifying the beginning, middle, and end of the story.
- 3) **Use Online Software:** Utilize the chosen online comic strip software to create the comic strip digitally, following the plan sketched on paper.
- 4) **Add Dialogue and Onomatopoeia:** Encourage students to add dialogue and sound effects to bring their comic to life.
- 5) **Review and Edit:** Review the work, make necessary adjustments, and ensure that the story flows well.
- 6) **Share with Class:** Allow students to share their creations with the class, discussing what they learned through the process.

Assignment: Online Comic Strip

Plan

Plan your story by answering the questions below.

1) Brainstorm at least 5 different themes for a comic strip. Examples: outer space, sports, dinosaurs, etc.

2) Which theme do you like best?

3) What characters will you have in your story?

4) Describe what could happen in each part of the story. Be creative! Be sure to include details as you might not be able to find the exact images you are looking for.

Beginning

Middle

End

PREVIEW

Assignment: Online Comic Strip

Plan

Plan your story by answering the questions below

4) How many panels will your story have?

5) Write the scene that will happen in each panel. Use speech/thought bubbles.

Panel 1

Panel 2

Panel 3

Panel 4

Panel 5

6) What sound effects will you include? Write what panel it will happen in and include what onomatopoeia you will use.

PREVIEW

Biography – Marie Curie

Preface

This book delves into the inspiring life of Marie Curie, a pioneering physicist and chemist who broke barriers in science. Marie Curie's story is not just about her groundbreaking discoveries in radioactivity, but also about her resilience in the face of adversity and her unwavering dedication to science. As the first woman to win a Nobel Prize, her life journey from Poland to the pinnacle of scientific achievement offers a powerful message about the role of determination and intelligence in overcoming obstacles.



Introduction

Marie Curie, born in Poland in Warsaw, Poland, in 1867, is celebrated as one of the most influential scientists of all time. Her extensive work in the field of radioactivity not only earned her two Nobel Prizes but also fundamentally changed our understanding of physics and chemistry.

Early Life and Education

Growing up in a family that valued education, Marie was a top student despite the challenges of living in a Russian-occupied Poland where her education for women was restricted. Undeterred, she worked as a governess to help finance her dream of studying science. In 1891, Marie moved to Paris to attend the Sorbonne, where she excelled despite financial hardships and health issues.

Pathbreaking Scientific Achievements

Marie Curie's scientific career was marked by remarkable discoveries and achievements:

- In 1898, alongside her husband Pierre Curie, she discovered two new elements, polonium and radium, introducing the term 'radioactivity'.
- In 1903, she became the first woman to win a Nobel Prize in Physics, which she shared with Pierre Curie and Henri Becquerel for their work on radioactivity.
- In 1911, Marie Curie was awarded her second Nobel Prize, this time in Chemistry, for her discovery and study of radium and polonium.

Impact and Legacy

Marie Curie's research was crucial in the development of X-rays in surgery, and her mobile X-ray units during World War I saved countless lives. Her pioneering work laid the foundation for modern nuclear physics and cancer therapy. She passed away in 1934 due to aplastic anemia, a result of prolonged exposure to radiation. However, her legacy lives on. She opened doors for women in science, exemplifying courage and perseverance. Her discoveries continue to benefit humanity, and her life story remains a source of inspiration worldwide.

Questions

Answer the questions below.

1) Write the headings used in the biography?

2) After reading the preface, why do you think authors include a preface?

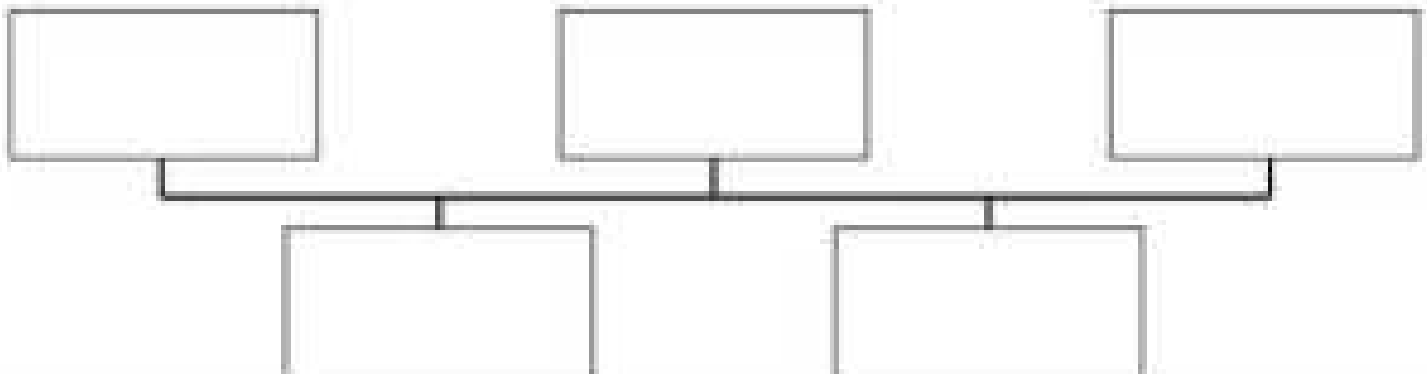
3) How did the author introduce the biography? Was it helpful?

4) Why do you think the author chose to write about _____? What can we learn from her?

PREVIEW

Timeline

Timelines are often included in biographies. Create a timeline using the information in the biography.



Researching Skills - Plagiarism

What's Plagiarism?

Plagiarism is using someone else's work or ideas and claiming them as your own. It's not allowed in school.

DO NOT
COPY

Avoiding Plagiarism:

1. **Paraphrasing:** After reading something, write it in your own words. It should be about the same length as the original.
2. **Summarizing:** Write down only the main points in a shorter way.
3. **Quoting:** Use someone's exact words, put them in "quotation marks" and mention you found them.

Practice paraphrasing, summarizing, and quote the passages below.

Original Passage: Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies. It's part of the Milky Way galaxy. The planets orbit the Sun, a star that offers light and heat to Earth."

Paraphrasing	The solar system includes eight planets and their moons, as well as comets, asteroids, and other celestial objects. It belongs to the Milky Way galaxy. These planets orbit around a star that offers light and warmth to our planet.
Summarizing	The solar system, part of the Milky Way galaxy, contains eight planets, and various celestial bodies, all providing light and heat to Earth.
Quoting	"Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies."

Original Passage: Photosynthesis is a process used by plants and other organisms to convert light energy, usually from the Sun, into chemical energy. This process uses sunlight, carbon dioxide, and water to produce oxygen and glucose, a type of sugar that plants use for energy.

Paraphrasing	_____
Summarizing	_____
Quoting	_____

Researching Activity – Note Taking

Instruction

While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling.

Introduction

Tecumseh, a renowned leader of the Shawnee people, stands out in history as a symbol of Indigenous resistance and unity against U.S. expansion. In March 1768 in the Ohio Valley, he rose to prominence as a warrior and a persuasive orator, opposing American encroachment into Indigenous territories.

**Early Life**

Tecumseh, whose name translates to "Red Star" or "Panther Across The Sky," was born into the Shawnee First Nation during a period of great upheaval and conflict. His father, Puckeshinwa, a respected warrior, fought against white settlers when Tecumseh was just a child. This early experience instilled in him a deep commitment to defending his people and their ancestral lands.

Formation of a Confederacy

Tecumseh grew up during a period of constant displacement and warfare for his nation. As a young warrior, he envisioned a united Indigenous front to resist the encroachment of European settlers on their lands. His travels across the Midwest and the South helped him forge alliances with other tribes. His compelling speeches and charismatic leadership drew many to join his cause.

Struggle Against American Expansion

Tecumseh opposed the Treaty of Fort Wayne in 1809, where Indigenous lands were ceded to the U.S. government. He argued that no single nation had the right to sell land, which was a common resource. He rallied First Nations to resist, leading to increased tensions.

The War of 1812

With the outbreak of the War of 1812, Tecumseh allied with the British against the United States. He played a crucial role in several battles, including the Siege of Detroit. His leadership and strategy significantly aided the British war effort.

Death and Legacy

Tecumseh was killed in the Battle of the Thames on October 5, 1813. His death marked the end of Indigenous resistance in the Ohio Valley. However, his vision, bravery, and quest for justice left an enduring legacy, symbolizing the struggle for Indigenous rights and sovereignty.

Note Taking

While your teacher is reading, write down notes in point form.

PREVIEW

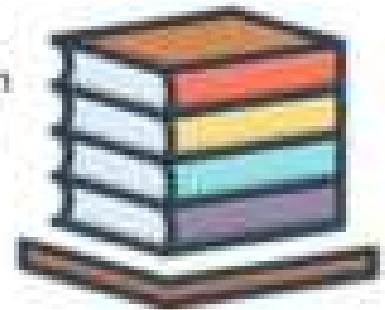
Pictures

Draw things that will help in your research and note taking.

Researching Skills - Bibliography

Exploring Bibliographies

A **bibliography** is a detailed list of references used in preparing written work – in essence, it's a list of all the sources from which you have borrowed words or ideas. When you are working on a project or an essay, it is crucial to acknowledge the sources of the information that you use to support your arguments. This not only gives proper credit to the authors but also enables others to find the information that you found.



Steps to Writing a Bibliography in MLA Format

When you write an essay or a project, you'll need a bibliography to list the sources where you got your information. In the MLA (Modern Language Association) format, here's how to write a bibliography:

- 1) **Collect Information:** Gather all the details from each source, such as the author's name, the title of the work, the publisher, and the publication date.
- 2) **Choose MLA Format:** This format is commonly used for literature and arts papers. Your teacher will tell you if MLA is the correct format for your assignment.
- 3) **Organize Sources Alphabetically:** Sort the entries by the author's last name. If a source doesn't have an author, alphabetize by the title.
- 4) **Write the Entries:** For MLA, list the author's last name, the title of the work, the publisher, and the date.
- 5) **Cite Websites Carefully:** For online sources, include the author's name, the title, the website title, the date of publication, and the URL.

Sample MLA Bibliography Entries:

- "Climate Change Effects." National Geographic. 2022. www.nationalgeographic.com/climatechange
- Rowling, J.K. *Harry Potter and the Philosopher's Stone*. Bloomsbury, 1997.
- "Understanding Photosynthesis." Science for Kids, 2023. www.scienceforkids.org/photosynthesis

Finalizing Your Bibliography:

- Double-check each entry for proper punctuation, capitalization, and italicization.
- Verify that all URLs are accurate and do not include hyperlinks.
- Ensure your list is in alphabetical order and follows the MLA formatting rules.

Activity Title: Partner Biography Research

Objective

What are we learning more about?

In this activity, you and your partner will work together to research facts about a famous person of your choice. You will focus on collecting information for a future biography and practice organizing your research and keeping track of your sources for a bibliography.



Instructions

How do we complete the activity?

- 1) **Choose a Famous Person:** With your partner, choose a famous person that you both find interesting and would like to learn more about. This could be a historical figure, a scientist, an artist, or anyone else you'd like to learn more about.
- 2) **Divide the Research:** Divide the research into categories between you and your partner. You will need to find information in the following categories:
 - Early Life: 1 fact
 - Achievements: 3 facts
 - Later Life and Legacy: 1 fact
 - Quote: 1 quote from the person
 - Picture: 1 picture of the person
- 3) **Use Different Sources:** Look for information in books, encyclopedias, or other resources available in the classroom.
- 4) **Keep Track of Sources:** As you find each fact, quote, or picture, write down where you found it. Include the author's name (if available), title of the book or webpage, publisher, and date. If it's a website, include the URL and date of access.
- 5) **Organize Your Research:** On a piece of paper, organize your research into the categories mentioned above. Write the facts in complete sentences.
- 6) **Create a Bibliography:** With your partner, write down the sources you used in a separate section, without organizing them into the bibliography format. Your teacher will help you learn how to format them later.
- 7) **Share Your Research:** Present your organized research and bibliography to the class, explaining why you chose the person and what you found most interesting about their life.

Activity Title: Partner Biography Research

Research

Fill in the organizer below to complete your research. You could write your research on the computer as well, in a PowerPoint or Word document.

Who will you research more about?

Ex. Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Success Criteria – Biography

Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria.

Biography – Sir John A. Macdonald

Preface

Sir John A. Macdonald's pivotal role in the formation of the Dominion of Canada and his enduring legacy as the country's first Prime Minister make him a central figure in Canadian history.



Introduction

Sir John A. Macdonald, a statesman and visionary leader, is celebrated in Canada as the founding father of the nation. Born on January 10, 1815, in Glasgow, Scotland, he later immigrated to Canada, where his leadership and decisions shaped the course of the country.

Early Life

Macdonald's family moved to Montreal when he was just a boy. His early exposure to the complexities of colonial politics and his career laid the foundation for his future political success.

Achievements

Defining Moment: The Confederation of 1867
Sir John A. Macdonald's most significant achievement was his unwavering dedication to the idea of confederation. He played a pivotal role in uniting the provinces of Canada, forming the Dominion of Canada on July 1, 1867. His leadership as the first Prime Minister set the stage for the growth and prosperity of the new nation.

Key Facts

- Date of Confederation: July 1, 1867
- First Prime Minister of Canada
- Leader of the Conservative Party

Legacy

Sir John A. Macdonald's legacy as a visionary leader and the architect of Canada's confederation endures today. His contributions to the nation's development, including the construction of the Canadian Pacific Railway and his dedication to unity, continue to shape the identity of Canada.

Bibliography

Smith, Donald. *Sir John A. Macdonald: Father of the Dominion*. Toronto: McClelland & Stewart, 2017.

Assignment – Biography

Plan

Choose someone famous and learn more about them and their life. On the next page, write down the information you'll need to write your bibliography.

1) Who will be the subject of your biography?

2) Tell me _____ about their early life – when they were born, where they were born, what their parents were like, who their family was, did they live in poverty, etc.

3) Share 3-5 facts about their achievements and why they are _____ known for? What did they achieve? Why are they remembered?

PREVIEW

4) Describe their later life and what they'll be remembered for. When did they pass away or are they still alive? Where did they live?

5) Provide 3-5 adjectives that describe their personality.

6) Now that you know more about the person you will write a preface that explains why you chose them. Explain why they are important and what your audience will learn if they read the biography.

PREVIEW

Name: _____

Sources of Information - Author, Title, Website, Date Accessed

PREVIEW

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 type="checkbox"/>	<input type="checkbox"/>
Interesting Introduction		
At Least 5 Facts/Statistics		
Early Life - Shares when they were a kid and growing up.		
Achievements - Shares the big things they did or made.		
Later Life - Write about what they did when they were older.		
At least 1 quote that reflects their personality		
Picture of the person		
Preface - is informative and grabs attention		
Optional - Bibliography - list of websites/books		

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		
Interesting Introduction		
At Least 5 Facts/Statistics		
Early Life - Shares when they were a kid and growing up.		
Achievements - Shares the big things they did or made.		
Later Life - Write about what they did when they were older.		
At least 1 quote that reflects their personality		
Picture of the person		
Preface - is informative and grabs attention		
Optional - Bibliography - list of websites/books		

Rubric – Biography Writing

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
Interesting Introduction	It makes me want to read more!	It's a bit interesting.	It doesn't grab my attention much.	It doesn't grab my attention.
At Least 5 Facts/ Statistics	More than 5 facts, really detailed.	Exactly 5 true things shared.	Less than 5 facts, needs more.	Less than 5 facts.
Early Life	Great details about when they were young.	Tells a bit about them growing up.	Doesn't say much about them being a kid.	Doesn't talk about early life.
Achievements	They talk about the big things they did.	Talks about some big things.	Leaves out big achievements.	Leaves out most achievements.
Later Life	Lots of detail about what they were like when they were older.	Some detail about their later years.	Doesn't talk about their later years much.	Doesn't talk about older years.
At Least 1 Quote	At least one perfect quote that fits.	One quote is there.	No quotes included.	No quotes included.
Bibliography	Variety of sources used and cited properly.	Multiple sources and cited properly.	Some sources used but not cited properly.	No source used or not cited.

Teacher Comments

Mark

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

Mix & Match: Crafting Your Unique Text Form

1. Look back at the topics you've learned.
2. Choose 2 or more of these writing styles that you find interesting and combine elements from each chosen style to create a new kind of writing.



Example

Here's a table with 10 creative ideas for combining different text forms.

New Text Form	Combination of Text Forms	Description
Poem Biography	Poetry Writing + Biography Writing	Write a biography of a famous person using poetry. Each stanza could represent a different phase of their life.
Persuasive Comic	Persuasive Writing + Comic Strips	Create a comic strip that argues for or against an issue, using characters to present different points of view.
Narrative Report	Narrative Writing + Report Writing	Tell a story using facts and data, blending narrative with informative reporting.
Letter to a Hero	Letter Writing + Biography Writing	Write a letter to a historical figure, expressing admiration and sharing your thoughts about their life.
Poem Letter	Poetry Writing + Letter Writing	Write a letter in poetic form, expressing feelings or sharing thoughts in a creative way.
Science Story	Report Writing + Narrative Writing	Narrate a scientific discovery or experiment as a story, with characters, dialogue, and a plot.
Persuasive Poem	Persuasive Writing + Poetry Writing	Craft a poem that persuades the reader about an environmental issue, using persuasive language and poetic devices.
Comic Biography	Comic Strips + Biography Writing	Illustrate the life of a famous scientist, artist, or leader in comic strip form, highlighting key moments and achievements.
Adventure Report	Narrative Writing + Report Writing	Write a report as if you're an explorer discovering a new land, blending facts with narrative elements.
Fantasy Newsletter	Letter Writing + Narrative Writing	Create a newsletter from a fictional world, including news stories, letters, and advertisements, all within a narrative framework.

Planning

Plan your writing below

1) What is the title of your new text form?

2) What text forms are you combining?

3) What will the topic/theme of your assignment be about?

4) Use the space below to plan your ideas. If you're writing a story, organize your ideas into a beginning, middle, and end. If you're writing a report, organize your ideas into an introduction, body, and conclusion.

PREVIEW

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below

The practice sheet contains ten rows of handwriting lines. Each row is divided into two columns. The first column contains a series of cursive letters for tracing, and the second column contains a series of cursive letters for independent practice. The letters are: Row 1: 'a's; Row 2: 'b's; Row 3: 'c's; Row 4: 'd's; Row 5: 'e's; Row 6: 'f's; Row 7: 'g's; Row 8: 'h's; Row 9: 'i's; Row 10: 'j's.

A large, diagonal watermark reading "PREVIEW" in a stylized, orange-to-red gradient font is overlaid across the center of the page.

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

Stars shine brightly.

Flowers are beautiful.

Adventures are fun.

Patience brings rewards.

Creativity sparks innovation.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below

Reading books allows us to explore
that worlds, learn from history,
and be imaginative.

Exploring books reveals new ideas
that would benefit the
world, from science to
business journals.

Ancient civilizations left behind some
inspiring monuments, such as the
pyramids of Egypt, shrouded in
mystery.

PREVIEW

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What are your plans for the weekend?

Which country do you dream of attending?

How are you feeling right now?

What's your favourite sport to watch?

What did you have for breakfast today?

What is your favourite animal?

Where do you want to live in the future?

What's your next goal?





Google Slides Lessons Preview





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 strategies. We will explore how readers use them to make connections, ask questions, infer meaning, predict outcomes, and monitor their understanding.

Refocusing / Re-engaging

Activity	Description	Duration
1. Read the passage carefully and think about how good readers use strategies to understand and respond to texts.		
2. Read the passage carefully and think about how good readers use strategies to understand and respond to texts.		
3. Read the passage carefully and think about how good readers use strategies to understand and respond to texts.		
4. Read the passage carefully and think about how good readers use strategies to understand and respond to texts.		
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7. Read the passage carefully and think about how good readers use strategies to understand and respond to texts.		
8. Read the passage carefully and think about how good readers use strategies to understand and respond to texts.		
9. Read the passage carefully and think about how good readers use strategies to understand and respond to texts.		
10. Read the passage carefully and think about how good readers use strategies to understand and respond to texts.		

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exemplar - The Train Through the Storm

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

1. **Identifying the Main Idea** - What is the main idea of the passage? How does the author develop this main idea?

2. **Summarizing** - Write a short summary of the passage. How does the author develop this main idea?

3. **Monitoring** - Monitor what you are reading and think about how good readers use strategies to understand and respond to texts.

4. **Predicting** - Predict how the story will end. How does the author develop this main idea?

5. **Inferring** - Infer what you can from the passage. How does the author develop this main idea?



Manitoba Language Curriculum Reading Comprehension- Grade 8

Implicit or Explicit?

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

Characteristics	Answer
11 The text uses short, punchy words - it's casual but a convincing letter of the law.	
12 Every neighbourhood should have their own local police station.	
13 The author "talks down" to you - they might need a reality check after the 2011 election.	
14 It's a long text with a lot of words to read and think about after they're learned.	
15 The author's job title would probably lead to some learning through.	
16 The text is full of facts and figures after the main information is presented.	
17 Reading sections of the text will take the reader by surprise.	

From The Story to The Principle

Put from The Story to the Principle.

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13 The text is full of facts and figures after the main information is presented.	
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Manitoba Language Curriculum Reading Comprehension- Grade 8

Character Power Match-Up!

Match each character on the left to the correct power or powers. Drag the character name into the box next to the power. You may use a power more than once.

Character	Power
Flame the Fly Hunter	Can control plants and create forests from seeds.
Thunder the Fly Swatter	Can read minds and communicate directly.
Fire the Fly Smothering Poet	Can heal others using light and air.
Lead the Shadow Hunter	Can travel between thought worlds.
Hide the Great Swatman	Can disappear flames to protect the forest.

RECYCLE

DO YOU KNOW?

Recycling is the process of converting waste materials into new materials and objects. This is generally faster and cheaper than using virgin materials. Recycling also conserves natural resources, reduces the amount of waste sent to landfills and incinerators, and saves energy. For example, recycling one ton of paper saves 17 trees, 7000 gallons of water, and 4000 kilowatt-hours of electricity.

Light Activity - What One is Hiding?

When I am hidden, I glow through the night. I am not a fire, but I am bright.	When I am hidden, I glow through the night. I am not a fire, but I am bright.
When I am hidden, I glow through the night. I am not a fire, but I am bright.	When I am hidden, I glow through the night. I am not a fire, but I am bright.



Workbook Preview



Grade 8 – 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.	29-35, 47-53
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.	18-11, 15-29, 36-208, 215-324
1.3	Learners are using a variety of thinking processes to	44-58, 68-88, 94-103, 109-143
1.4	Learners are	4-163, 170, 235-311

Preview of 150 pages from this product that contains 467 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.	N/A
2.2	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.	24-25, 95-68, 84-91, 101-105, 133-140, 183-187, 201-204, 217-226, 269-278, 292-300, 318-311
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.	N/A
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	237, 320-321

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?

	Grade Band Descriptors	Pages
3.1	Learners are participating in, extending, and discussing creative processes for designing.	N/A
3.2	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	26-28, 188-193, 195-204, 209-214, 217-226, 227-234, 264-267, 294-300, 310-311, 322-324
3.3	Learners are reconstructing, manipulating, and renaming existing texts or sets of texts to create new ideas, forms, purposes, and messages.	N/A
3.4	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?

	Grade Band Descriptors	
4.1	Learners are recognizing that one's identities are influenced by various factors and change over time and contexts.	84-91, 101-105, 135-140, 227-230
4.2	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	149-181, 249-270
4.3	Learners are exploring multiple perspectives, points of view, and interpretations.	75-79, 269-290
4.4	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	84-91, 101-105, 135-140, 147-181
4.5	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	178-181, 231-234

Block 1: Reading Comprehension Strategies - Basics

Focus

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

Understanding Reading Comprehension

What is Reading Comprehension?

Reading comprehension is the ability to understand and process the information that you read. Effective comprehension strategies can help you become a better reader. These strategies are tools you can use before, during, and after reading to grasp the content more fully.

Strategy 1: Before Reading: Active Engagement

To enhance your reading comprehension, consider employing different strategies at various stages:

1. Before Reading: Active Engagement

- **Preview the Text:** Look for titles, headings, and any illustrations or graphs.
- **Set a Purpose:** Decide why you are reading the text.
- **Connect to Prior Knowledge:** Think about what you already know about the topic.

2. During Reading: Active Engagement

- **Ask Questions:** As you read, ask questions like "Who is the character?" or "What is the main idea?"
- **Visualize:** Create mental images of what you are reading.
- **Make Inferences:** Use context and knowledge to understand details.
- **Making Predictions:** Use clues from the text to guess what will happen next.

3. After Reading: Reflecting on the Text

- **Summarize:** Summarize what you've read in your own words.
- **Evaluate:** Judge the text's ideas or the quality of the story. Decide what was well done and what could be improved.

By applying these strategies, you can improve your reading comprehension skills and become a more effective reader. Remember, comprehension is a skill that improves with practice, so keep reading!



PREVIEW

True or False

Is the statement true or false?

1) It's helpful to set a purpose before you begin reading.	True	False
2) Visualizing can help you understand the text during reading.	True	False
3) Asking questions while reading can clarify confusing points.	True	False
4) Evaluating the text is a strategy used during reading.	True	False
5) Making inferences is not a reading comprehension strategy.	True	False

Question

Why is skimming reading without comprehending a waste of time?

Matching

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

Answer	Strategy	Description
	Preview	A. Picture in your head while you read.
	Make Predictions	B. Look at the title, headings, and any illustrations.
	Ask Questions	C. Decide why you are reading the text.
	Make Inferences	D. As you read, ask questions like "Why did the character do that?"
	Summarize	E. Think about what you already know about the topic.
	Evaluate	F. Use context and knowledge to understand deeper meanings.
	Activate Prior Knowledge	G. Use clues from the text to guess what will happen next.
	Set a Purpose	H. Judge the text's ideas or the quality of the story. Decide what was well done and what could be improved.
	Visualize	I. Summarize what you've read in your own words.

Comprehension Practice – Making Connections

Riverside Tales: The Story of Population Distribution

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

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

One day, while Ethan and Liam were playing board games, they decided to visit their friend Ava, who lived in a rural area. Ava's home was different from both Ethan's and Liam's. It stood alone, surrounded by open fields and a dense forest. This was a scattered population distribution, common in rural areas where houses are spread out over large distances.

As they biked towards Ava's house, Ethan noticed the changing landscapes. Along the river, houses were aligned like pearls on a string. As they approached Maple Grove, the houses huddled together like a family. As they pedalled through the countryside, the vast open spaces between houses gave them a sense of freedom and tranquility.

Upon reaching Ava's house, they were greeted by her golden retriever, Max, who barked happily. Ava showed them around her family's farm, where they grew various crops and raised a few animals. She explained that living in a scattered population area meant fewer neighbours and more space, but it also meant longer trips to school and the supermarket.

As the day went by, the three friends discussed the advantages and disadvantages of living in different types of population distributions. Ethan liked the beauty and accessibility of living by the river, Liam enjoyed the community feel of his subdivision, and Ava loved the peace and space of the countryside.

That evening, as they watched the sunset from Ava's porch, they realized that no matter where they lived, their friendship was the bridge that connected their different worlds. They promised to always make time for adventures, exploring each other's neighbourhoods and learning about the diverse ways people can live.



Pre-Reading

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

While Read

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

Text-To-

What does the story remind you of in your life?

Text-To-World

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

Text-To-Text

What does the story remind you of about other texts you have read?

After Reading

Summarize the main idea of the story and list

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



Comprehension Practice – Predicting

The Life-Changing Impact of Access to Clean Water

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



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

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

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

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

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

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

The End

Pre-Reading

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

While Reading

Make predictions as you read. For example, in paragraph 3, it says, "One day, things began to change when a group of engineers arrived in town. They had a plan for the town's water. They had a well. They had a good idea." You could stop there and predict what the engineers will do.

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

After Reading

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

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

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

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.



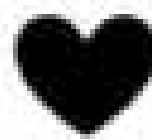
I am surprised by this part of the text.



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.

The Life Cycle of a Star: A Cosmic Journey

Introduction

Stars are the basic building blocks of galaxies, and their formation is a fascinating process that spans billions of years. From their fiery birth in nebulae to their ultimate fate, stars undergo a series of transformative stages. This report explores the life cycle of a star and dispels some of the myths surrounding these celestial bodies.

✓		?		!		*		+		
---	--	---	--	---	--	---	--	---	--	--

Birth of a Star: The Nebula Stage

Stars begin their life in nebulae, vast clouds of dust and gas in space. When a region within a nebula collapses under its own gravity, it begins to heat up, forming a protostar. This is the initial phase of a star's life cycle.

Key Facts:

- The Orion Nebula is one of the most well-known star-forming regions, visible to the naked eye.
- It takes millions of years for a protostar to evolve into a main sequence star.

✓		?		!		*		+		♥
---	--	---	--	---	--	---	--	---	--	---

The Main Sequence: A Star's Prime

The main sequence is the longest stage of a star's life. During this phase, stars fuse hydrogen into helium in their cores, releasing immense amounts of energy. This nuclear fusion is what makes stars shine.

The Sun, our closest star, is currently in its main sequence phase, which is expected to last about 10 billion years.



The Final Stages: Giants, Supernovae, and Dwarfs

As stars exhaust their hydrogen fuel, they enter the final stages of their life cycle, which can vary dramatically based on their initial mass.

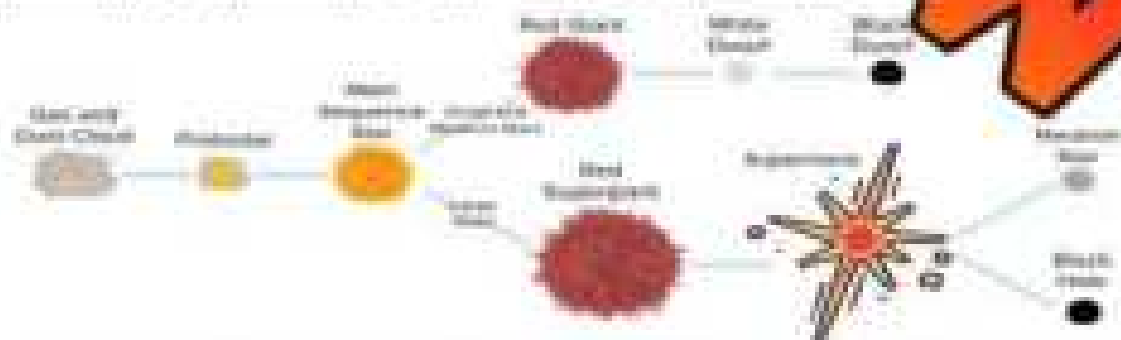
Types of Final Stages

- **Red Giants:** Average stars, like the Sun, expand into red giants, eventually shedding their outer layers to form a planetary nebula, leaving behind a white dwarf.
- **Supernovae:** Massive stars may undergo a supernova explosion, resulting in either a neutron star or a black hole.
- **Black Holes:** The most massive stars can collapse under their own gravity to form black holes, regions in space where the gravitational pull is so strong that nothing, not even light, can escape.



Debunking Star Myths

Contrary to some myths, stars are not small or nearby objects. They are massive and located at vast distances from Earth. The twinkling we see is caused by Earth's atmosphere, not the stars' twinkling.



The life cycle of a star is a testament to the dynamic and ever-changing nature of the universe. Through the study of stars, we gain insight into the processes that govern the universe and the origins of the elements that make up the world around us.

Monitoring

Answer these questions.

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

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

Reflection

Answer these questions.

1) Reflect on what you learned about the importance of monitoring when exploring Cosmic phenomena.

2) After reading the report, has your understanding of stars and how they are formed improved? If so, how?

PREVIEW

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.

Animal Adaptations and Habitats

Introduction

Animals are fascinating creatures that live in various environments across the world. From the freezing Arctic to the scorching deserts, animals have found incredible ways to survive. This report explores how animals adapt to their environments and why biodiversity is crucial for the health of our planet.



Understanding Animal Adaptations

Adaptations are special features that help animals survive in their habitats. These can be physical, like the thick fur of a polar bear that keeps it warm in cold conditions, or behavioral, such as birds migrating to warmer areas during winter.

Common Animal Adaptations

In the animal kingdom, certain adaptations are more effective than others in ensuring survival. Here are some of the most frequent adaptations:

- **Camouflage:** Many animals, like the chameleon, change their colors to blend with their surroundings, making it harder for predators to spot them.
- **Hibernation:** Bears and some other animals go into a deep sleep to conserve energy when food is scarce.
- **Water Conservation:** The kangaroo rat living in deserts hardly ever drinks water: it gets its moisture from the seeds it eats and has kidneys that conserve water efficiently.
- **Webbed Feet:** Found in aquatic animals like ducks and otters, webbed feet act as paddles, making swimming efficient.
- **Long Beaks:** Birds like the hummingbird have long beaks to extract nectar from flowers, showcasing an adaptation to their feeding habits.
- **Thick Blubber:** Marine mammals like whales have a thick layer of fat called blubber that insulates their bodies in cold water.
- **Nocturnal Lifestyle:** Many animals, including owls, have adapted to being active at night to avoid predators and conserve water.

These adaptations not only demonstrate the ingenuity of nature but also highlight the diversity of strategies animals use to navigate their environments.

The Importance of Biodiversity

Biodiversity refers to the variety of life in a particular habitat or ecosystem. It includes not just animals, but plants, fungi, and microorganisms. High biodiversity ensures that ecosystems are resilient, meaning they can withstand changes and challenges like climate change or pollution.

Why Biodiversity Matters

Biodiversity provides essential services like clean air and water, pollination of plants, and decomposition of waste. Diverse ecosystems mean a wide variety of crops and animals for food, making our food supply more secure. Many medicines have been discovered from plants and animals in diverse ecosystems.

The Role of Niches in Biodiversity

Animals contribute to biodiversity by allowing species to occupy different niches. This reduces competition for resources and allows a wider variety of life to thrive in the same environment.

Instructions

Choose one of the strategies, to re-focus and re-engage with the text. Use the strategy to implement your strategy if you need to write or draw. Record the strategy you choose.

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

Reflection

Answer these questions.

1) Were there any sections that you found challenging or difficult to focus on? How did you overcome these challenges?

2) Which part was most interesting to you, and why? Did you lose focus and engage?

3) Rank the strategy you used from 1 (most helpful) to 5 (least helpful) based on how it helped you engage with the report. Explain why that strategy was effective.

1	2	3	4	5

4) Did you use any other strategies not listed above to help you focus or re-engage with the report? If so, what were they, and how did they help?

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.



Instructions

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 Predictions		
Questioning		
Making Connections		
Summarizing		
Making Inferences		

Questions

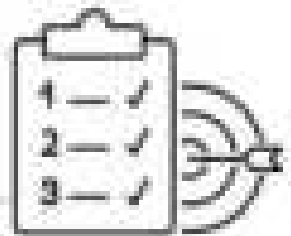
Answer these questions.

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

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

Name _____

MY GOAL PLANNER



My goal is to: _____

Ways I can work toward my goal:

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



Why this goal is important: _____

PREVIEW

New things I will try:

I am going to work harder at: _____

read:

Name _____

40

Reading Log
1.1.14

READING LOG

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

Instructions

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

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

Total minutes read for the month: _____

**INDEPENDENT
READING
ACTIVITIES**

Independent Reading - Responses

Day 1

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

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

Day 2

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

Name of Book	
Before Reading: What genre is this – fiction, non-fiction, funny, adventure, etc.?	
During Reading: Making Connections – What does this book remind you of in your life?	
After Reading: Make an inference – Something that wasn't stated in the book.	

Independent Reading - Responses

Day 9

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Make a Connection - How does the book make you think about?	
Text-to-Self	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

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

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.	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 story to a friend and ask them to ask you a question about the author.	Describe the story to a friend and ask them to ask you a question about the author.	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.	Free Space	Draw a character from the book.	List 3 new facts or ideas you learned from this book.
Create a new ending: Write 3 sentences on how you'd end the story differently.	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings.	Write a diary entry pretending you are a character from the book.	Explain the main problem in the story and how it was solved.
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it.	Write about a moment in the story that surprised you and explain why.	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you.

Block 2: Cultural Text Forms

Focus

- Songs from different Indigenous communities
- Adjusting reading rate for comprehension
- Cultural elements - norms, values, social hierarchy, past times, language, and taboos.
- Making connections to these cultural elements
- Visualizing different cultural text forms

Inuit Story - Language

Whispers of Inuktitut

In the cool, vast stretches of the Arctic, a small Inuit community thrived, their language, Inuktitut, was a song composed of the land's deep silences and the ice's melodies. Within this community lived a young girl named Ava, whose spirit was as bright as the Aurora Borealis.

Ava's father, whom she lovingly called Aataa, looked out the window into the old way of life. One morning, as the dawn lighted the ice, Aataa greeted Ava with a warm smile. "Nattiq," he said, as a cloud in the sky lit up with a soft glow, feeling the word melt in her heart as it accompanied the gentle breeze.



As they walked by the ice floes, Aataa pointed towards a seal peeking through an ice hole, saying, "Nattiq." Ava watched the seal quickly dive back into the water and decided 'nattiq' must be the Inuit word for seal, a word that moved like a swift shadow.

Handing her a soft piece of clothing, Aataa said, "Aarsaniq." Ava felt the warmth of the garment and understood it was 'aarsaniq', the word that shielded them from the biting wind.

When the northern lights danced across the sky, Aataa whispered, "Aarsaniq." Ava, her eyes wide with wonder, decided that 'arsaniq' described the vibrant lights that painted the heavens, narrating stories of the land.

Throughout the day, Ava learned more words, each a key to unlock the stories and wisdom of her people. "Anaanaga," Aataa called her, which she guessed meant 'my child', hearing the love in his voice.

That night, as the stars shimmered like a silver tapestry above, Ava realized that these words were treasures, rich with history and life, linking her to the land and her ancestors. With each Inuit word, she felt her heritage come alive, a heritage that she was now a part of, and would one day pass on, like the eternal ice beneath her feet.

The End

Before Reading

Answer the questions below before reading

1) Why are you reading this text?

2) What do you think this text will be about? How do you know?

Comprehension

Write if the statement true or false?

1) Ava's community is located in the same region.	True	False
2) Ava's grandfather is affectionately called 'Aataa'.	True	False
3) Ava encounters a polar bear on her way to school with Aataa.	True	False
4) The garment given to Ava by Aataa is meant to keep her warm.	True	False
5) Ava and Aataa watch a rabbit during their time together.	True	False

Answer

Write what you think these words from the Inuktitut language mean from the story.

Aataa	
Ullaakkut	
Nattiq	
Atigi	
Arsaniq	
Anaahaga	

Indigenous Social Hierarchy

The Circle of the Community

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



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

They first gathered the Elders. In a circle, their voices rich with stories of old. "The Elders hold our wisdom and guide us with their knowledge," Rowan explained. Kai nodded, understanding that their stories were very important.

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

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

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

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

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

Pre-Reading

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

Draw

What you were visualizing while reading the story.

Comprehension Check

Is the statement true or false?

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

Indigenous Norms – Ojibwe Story

A Day with the Ojibwe: The Heartbeat of Tradition

In the serene village where the Ojibwe First Nation people have thrived for generations, the air was filled with the scent of cedar and sweetgrass. Among the Ojibwe, traditions and values were not just old tales but the essence of everyday life.

On a day when the colours of autumn painted the landscape, a young Ojibwe boy named Mitig set out to explore his culture. His grandmother, Grace, a keeper of customs, would start his journey. It began at the break of dawn, with the sun rising and waking up to the rhythmic drumming of their nation.

Grace led Mitig to the community fire where people gathered. The fire, she explained, was a sacred element, symbolizing warmth, life itself. "We gather here as a family, sharing stories, wisdom, and giving thanks," Grace said. Mitig understood that respecting the fire, a central point for gatherings, was crucial to Ojibwe values.

They moved on to the shores of the glistening lake, where Grace spoke of water as the blood of Mother Earth, teaching Mitig the value of protecting natural resources. "Water is life, and we must treat it with the utmost respect," she said, her voice calm and steady.

Throughout the day, Mitig learned the importance of community, the shared responsibility everyone held, and the value placed on living in harmony with nature. He was taught to honour the wisdom of the Elders, to listen more than he spoke, and to give back more than he received.

As the evening stars began their watch, Mitig had found a deeper connection to his people's norms and values. The stories, the practices, the respect for all living things had been woven into his heart, and he felt ready to add his own thread to the rich tapestry of the Ojibwe First Nation culture.



Before Reading

Predicting: What will this story be about?

Comprehension Check

Is the statement true or false?

1) The _____ sender filled the air in the village.	True	False
2) _____'s _____ is known as the keeper of customs.	True	False
3) The fire symbolizes _____, division and hardship for the Ojibwe people.	True	False
4) The Ojibwe community _____ the sound of a guitar.	True	False
5) Listening and giving back _____ and _____ making and receiving _____ in Ojibwe culture.	True	False

You Choose

Choose a reading comprehension strategy that you used to understand the text – Preview, Making Predictions, Ask Questions, Visualize, Infer Purpose, Making Inferences, Summarize, Evaluate The Text, or Summarize.

Why did you choose this strategy?

How did it help you understand the text?

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?

Letters – Voice in Letter Writing

February 5, 2024
To: Principal Bennett
678 Oak Street
Vancouver, BC



Dear Principal Bennett,

I am writing to share how much I enjoy learning about formal letter writing in class. It's interesting to understand the elements of a professional letter and to practice a new, more formal way of communicating.

Learning to write letters makes me feel more prepared for future academic and professional tasks. I'm enjoying to know how to properly address and conclude a letter, and I'm proud of my progress.

Thank you for providing such a great curriculum.

Sincerely,
Jamie Lee

February 5, 2024
To: Alex
123 Pine Crescent
Calgary, AB

Hey Alex,

What's up? We started learning how to write informal letters in English class, and guess what? It's pretty cool to write stuff in an old-school way. It's way more personal than a text, and you can actually see someone's personality in their handwriting!

We don't have to be super formal or anything, which is nice. It's like writing to a pen pal, remember when we talked about that? I think you'd like it too. We should try sending letters to each other for fun!

Write back soon!

Cheers,
Jordan

P.S. I'm sending you a drawing of that superhero we will create together next time. Get your coloured pencils ready!



True or False

Is the statement true or false?

1) Both letters are written in a formal tone.	True	False
2) The letter to the friend is meant to be casual and personal.	True	False
3) The informal letter to the friend suggests exchanging letters for fun.	True	False
4) The formal letter to the principal is signed with just a first name.	True	False
5) A postscript is included in the formal letter to the principal.	True	False

Question

Answer the questions below.

1) You are writing a letter to your friend. The words sound, like talking to a friend or a teacher. Which letter type does it sound like? Write 'Y' or 'F'.			
2) What voice would you use to write the letter below. Different voices could be: funny, serious, fact-based, bossy, excited. Write the voice in the box. Then circle if it would be a formal or informal letter.			
Favourite Author		Formal	Informal
Grandparent		Formal	Informal
City Mayor		Formal	Informal
Favourite Music Band		Formal	Informal
Gym Trainer		Formal	Informal
A Journalist		Formal	Informal
Pen Pal		Formal	Informal

Letter Writing – Bias in Advertising

Hello Mrs. Benjamin,

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

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

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

Cheers,
Jamie Scribble
Jamie's Jumbo Journals



Questions

Answers

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

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

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

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

Letter Writing – Inferences

Bay Street, Toronto
October 2, 2023

Dear Cousin Frederic,

I trust you're doing great over in Vancouver. With school back in session, we've hopped right into the history of our great nation. And as you tell you, I'm completely jazzed about the unit on the Canadian Pacific Railway. Honestly, it's a mind-blowing tale of how it literally united our country.



Mr. Sprague, our history teacher, is all fired up when he talks about the railway stretching from coast to coast. As he gets that sparkle in his eye narrating how each spike and tie brought our Canadian nation together, it's like we're reliving the binding of east to west with every lesson.

When he recounts the last spike being driven at Craigellachie, our class erupts with the same spirit as if we're witnessing the birth of a new nation. He's convinced us that the railway didn't just carry goods but also the dreams and connections of every Canadian.

Let's face it, if you're poring over maritime history, you'll appreciate missing the train on this one. There's no saga quite like the one where thousands of miles of steel track were laid together by thousands of miles of steel track. Makes me wish I could travel back in time and witness the first transcontinental train roll out.

To top it off, we're building our very own classroom railway model, planning a trip to a historical train station! Learning this way makes history come to life, and my pride in our heritage is steaming more than ever.

And for a bit of extra fun, our school's fall festival will have a railway theme. What better way to celebrate and honour the ingenuity and persistence of those who laid down the tracks of our nation?

As Thanksgiving is around the corner, I'm reminded of last year's festivities. Hoping you'll have a blast as well! Do pass my hellos to Aunt Samantha and Uncle Benedict.

Riding the rails of history,
Harper

P.S. Do you like my train sketch?

Name: _____

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Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"It's a mind-blowing tale of iron and steam that literally united our country."

"When I saw the spike being hammered in at Craigellachie, our class erupts with excitement, as if we were witnessing the birth of modern Canada."

"Learning this way makes history come alive. Our pride in our heritage is steaming more than ever."

PREVIEW

Global Inferences

Make four inferences from the entire text.

Block 4: Narratives

Focus

- Indigenous storytelling – norms, values, social hierarchy, past times, language, and taboos
- Include cultural text forms – Indigenous story telling, songs
- Identify narrators' point of view – limited, omniscient, or unreliable
- Indigenous Storywork
 - Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
 - Read and listen to stories from First Nations, Metis, and Inuit creators.
- Literary devices – Irony, Satire, and Allusion
- Sequencing the events of multiple plots in a story, explaining the cause and effect

What is Indigenous Storywork?

Introduction to Indigenous Storywork

Indigenous Storywork is an educational tradition amongst Indigenous peoples, teaching wisdom through storytelling. It's a practice where stories aren't just for amusement; they're living lessons involving the audience actively, and bridging the past with the present.



Seven Principles of Indigenous Storywork

Each principle of Indigenous Storywork is a vessel for teaching and learning for all people:

- 1) **Respect:** Illustrated by characters who treat others with honor and care, showing children the importance of respect.
- 2) **Responsibility:** Illustrates how characters hold their duties, demonstrating the importance of being accountable.
- 3) **Reverence:** Taught through stories that instill awe and deep appreciation for life's mysteries and the natural world.
- 4) **Reciprocity:** Shown in exchanges and actions that benefit all, highlighting the balance of giving and receiving.
- 5) **Holism:** Portrayed in stories that include emotional, physical, and spiritual aspects, teaching the interconnectedness of life's facets.
- 6) **Interrelatedness:** Revealed in tales that connect people with nature, emphasizing the bonds between all living things.
- 7) **Synergy:** Demonstrated in collective triumphs, showcasing how unity can lead to greater achievements than individual efforts.

How Stories Are Shared

Indigenous stories are traditionally spoken by elders, often during ceremonies and depicted in art forms, ensuring the preservation and continuation of cultural wisdom.

The Importance of Storywork

Storywork is vital in Indigenous cultures, nurturing community ties and educating the young about cultural ethics and life's lessons. It's a dynamic process that evolves with each generation, enriching Indigenous heritage.

True or False

Is the statement true or false?

1) Indigenous Storywork is solely for entertainment purposes.	True	False
2) Respect is taught through characters' interactions with nature.	True	False
3) Responsibility in stories is demonstrated by the villain's actions.	True	False
4) Reciprocity in stories highlights the benefits of sharing.	True	False
5) Synergy is about individual success over collective efforts.	True	False

Question

Answer the questions below.

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

Indigenous Storywork - Narrative

The Circle of the Cedar Tree

Long ago, in a lush valley surrounded by whispering woods, there was a thriving indigenous community known for their cedar trees. Among them lived a young girl named Aiyana. She had a spirit as pure as the sparkling streams and a heart full of respect for all living things.

One day, the community's wise elder, Grey Owl, called Aiyana to him. "The time has come for you to take on responsibilities that come with being a part of our community," he said, handing her a small, perfectly round cedar seed. "Just as our cedar trees stand tall because they are nurtured and cared for with responsibility, so too must we live in interrelatedness with our lives."



Aiyana accepted the responsibility she had promised. She planted it near the river, where the land was rich and fertile. She began to sing. With each day, Aiyana visited the seed, watering it with care and words of encouragement. She learned to respect the seed's pace, not rushing it, understanding that growth takes time.

As moons passed, the seed sprouted into a small sapling. Aiyana's responsibility grew with it. She guarded the sapling from the harsh winds that blew from the heavy rains. She spoke to it of the community's stories, the traditions that made it a part of their shared history.

Eventually, the sapling grew into a magnificent cedar tree. The community gathered around, marveling at its beauty and strength. Aiyana shared her journey, explaining how her respect and responsibility, along with the tree's interrelatedness to their lives, helped it flourish.

The cedar tree became more than just a tree; it was a testament to the principles that Aiyana held dear. It provided wood for their homes, leaves for their medicines, and a gathering place for the community. In return, they honoured it, a circle of gratitude and life that would go on for generations.

And so, Aiyana's story became a legacy, teaching others the importance of living with respect, fulfilling responsibilities, and acknowledging the interrelatedness of all life, just like the circle of the cedar tree.

Questions

Answer the questions below.

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

2) Why are stories like this told by elders to the younger kids in Indigenous communities?

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3) Why are stories like this more effective than just plain explanations?

Storywork Traits

What Indigenous Storywork traits were present in this story? How were these three traits used?

PREVIEW

Narrator's Point of View

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

1. **First Person:** The first-person point of view involves the narrator being a part of the story, often as the main character. This view uses pronouns like "I" and "we." For example, "I couldn't believe what I was seeing as I entered the ancient castle."
2. **Second Person:** The second-person point of view directly addresses the reader as "you," making them the subject of the story. It's less common in fiction. An example is, "You stepped slowly, feeling the lock click open."
3. **Third Person:** The third-person point of view means the narrator is not a character in the story and describes characters by their names or as "he," "she," or "they." For example, "The car crashed against the shore, lost in thought."

Instructions

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

1) Every morning, I jog past the hills.	First	Second	Third
2) You find a hidden door in your room.	First	Second	Third
3) He watched the sunset, feeling a sense of peace.	First	Second	Third
4) I felt the rain on my face and I smiled widely.	First	Second	Third
5) You think you see a shadow move, but it's gone now.	First	Second	Third
6) When I opened the book, its secrets spilled out like water.	First	Second	Third
7) Oliver thought he was alone, until he heard the footsteps.	First	Second	Third
8) Emma looked at the map, her heart racing with excitement.	First	Second	Third
9) With each step, you feel the floorboards creak beneath you.	First	Second	Third

Book Hunt

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

Name of Book	Point of View

Eco-Friendly Homes – Different Points of View

First Person

Hi, I'm Jenna. My friend Lena and I have been working on a project for school about eco-friendly homes. We visited this incredible house on Maple Street. It was made of sustainable materials like bamboo and recycled steel. What fascinated me the most was the rainwater harvesting system they had installed. It felt empowering to see how each choice made a difference to the environment.

As I walked through the house, I could feel the fresh air circulating around the living plants in every corner. Climbing to the rooftop, we were greeted by a lush green garden, which was irrigated by the rainwater. It provided fresh produce for the household.



Second Person

Imagine you're Jenna, and alongside your friend Lena, you're exploring an eco-friendly house for your school project. You stand in front of the house, built from bamboo and reclaimed steel. You're intrigued by its rainwater harvesting system, feeling a sense of pride in witnessing sustainable living in action.

As you move through the space, the air feels pure, permeated by the scent of plants thoughtfully around you. You make your way to the rooftop and discover a garden, serving as both insulation and a source of food.

Third Person

Jenna and her friend Lena were on a mission to understand eco-friendly living for a school assignment. They visited a house on Maple Street, notable for its construction from sustainable materials. Jenna was particularly impressed by the home's system for collecting rainwater.

The air inside was crisp and clean, a testament to the indoor plants dotting the home. When they climbed to the roof, they found a garden oasis that served multiple purposes: insulation for the home and a bounty of fruits and vegetables.

Name: _____

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Reading Comprehension
1.1.14

Questions:

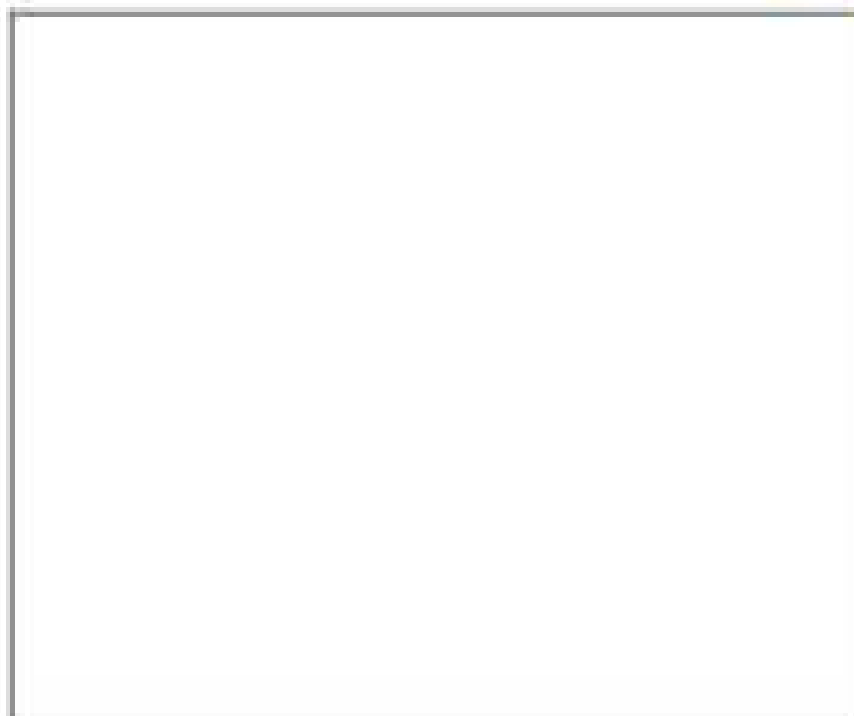
Answer the questions below.

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

2) Which do you prefer, the first person or the third person version? Explain why.

Visualize

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



PREVIEW

Advantages/Disadvantages of Points of View

First Person

My name is Avery, and I've always been fascinated by gadgets and gizmos. Living in Dalesville, a small community known for its artisan shops and friendly faces, I never imagined how technology could change our lives. But when our school introduced tablets instead of textbooks, my world changed. I could explore the depths of knowledge and the expanse of space with just a few swipes. Information was at my fingertips, and learning became an adventure. From that moment on, I began to see how technology could transform our quality of life in ways I never thought possible.



Second Person

Now, picture yourself walking through the streets of Dalesville. Your smartphone connects you with friends, helps you navigate the city, and even lets you pay for the local craftsman's creations with a simple tap. You control the lights and temperature with your voice, saving energy and money. You use wearables that monitor their health, giving them—and you—peace of mind. In a world where technology not only simplifies tasks but also opens up new possibilities.

Third Person

The residents of Dalesville have woven technology into the fabric of their everyday lives. On any given day, the local café buzzes with the sound of digital meetings, as entrepreneurs connect with clients across the globe. The town library has become a hub for community learning, with workshops on digital literacy for all ages. Even the farmers market operates efficiently, as vendors track their inventory with smart devices. Technology, once a mere tool, has become a cornerstone of enhancing life in Dalesville. The people here, from Avery with her boundless curiosity to the eldest residents enjoying new conveniences, thrive in this interplay of innovation and everyday life.

Name: _____

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

First Person	Second Person	Third Person

Reflect

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

Narrator's Point of View - Types

Types of Narrators

In literature, the **narrator** is the voice that recounts the story. There are three primary types of narrators that readers can encounter, each with its distinctive style and influence on the story.

Omniscient Narrators

An **omniscient** narrator has an all-knowing point of view. They can see every character's thoughts and every event in the story.

• Example:

A classic example is "The Spider and the Fly" by E.B. White, where the narrator knows the thoughts and feelings of both the fly and the spider.

Another example is "The Great Gatsby" by F. Scott Fitzgerald, where the omniscient viewpoint allows the reader to understand the inner lives of multiple characters, including Jay Gatsby, Nick Carraway, and Daisy Buchanan.

Limited Narrators

Limited narrators offer a more focused perspective. They only know the thoughts and feelings of one character—or at most, a few characters.

• Example:

For instance, in the "Harry Potter" series by J.K. Rowling, the story is primarily told from Harry Potter's viewpoint, providing a direct connection to his experiences and limiting the information to what he knows. This approach keeps the reader engaged and often increases suspense.

Unreliable Narrators

Unreliable narrators present a story with a questionable truth. They may be biased, misled, or intentionally deceptive.

• Example:

Holden Caulfield in "The Catcher in the Rye" by J.D. Salinger is a well-known unreliable narrator. His personal biases and emotional state colour his storytelling, which compels readers to question his version of events and seek the underlying truth.

Narrative Importance

The type of narrator used in a story shapes our experience as readers. It affects how much we know about the plot and characters, and it can influence our connection to the story. Understanding the different types of narrators helps us appreciate and interpret the tales we read more deeply.



PREVIEW

Analyze

Read each passage below carefully. Determine which type of narrator is being used: omniscient, limited, or unreliable. Write your answer in the space provided and explain why you chose that type of narrator based on clues from the text.

1) "Everyone thinks they know the story of the haunted mansion, but they have it all wrong. I've seen what lies within, the shadows that move when they shouldn't, and the lights that flicker without reason. But, of course, maybe that's just what I want to believe, what makes my tales at the campfire more interesting."

Type of Narrator

2) "I walked down the hallway in my school feeling different today. Maybe it was the overcast sky or perhaps I had finally done my homework for the first time. I couldn't tell if the glance of the people was a sign of judgment or if I was just imagining things."

Type of Narrator

3) "The morning sun peeked through the curtains, touching the edge of the bed where Michael lay asleep. In his dream, he was back in the forest, the leaves whispering secrets he couldn't quite hear. Downstairs, his sister Jenna was already up, her mind racing with the anticipation of the day's plans."

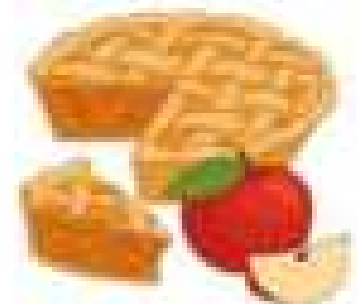
Type of Narrator

Narrator's Point of View - Types

Omniscient Narrator

The Greenwood village fair was filled with laughter and the sweet smell of treats. Clara, who helped in her family's bakery, stood by her apple pie, her hands covered in flour. She bit her lip, hoping the judges would love her pie.

Not far away, Frederick, who also entered the contest, watched her. He secretly thought Clara's pie was the best, even better than his own. The judges, Mrs. Abigail and Mr. Barnaby, were eating each pie. Mrs. Abigail, who knew a lot about baking, loved Clara's pie. Mr. Barnaby, who just loved sweets, thought Frederick's pie was the best. Both judges agreed that Clara's pie was so good, it was hard to eat.



Limited Narrator

I stood there in my floury apron, watching the judges eat my apple pie. I kept peeking at Frederick's pie, which looked as good as mine, and I felt a little queasy in my stomach. I really wanted to win. The judges, Mrs. Abigail and Mr. Barnaby, were eating carefully.

Mrs. Abigail's face didn't give away anything, but I noticed her eyes were enjoying all the pies. I tried to guess what they thought, but it was hard to tell. The whole fair was buzzing around me, but all I could think about was my decision.

Unreliable Narrator

You see, at the Greenwood fair, it seemed like my pie had its own spotlight, while Frederick's pie just sat there, looking ordinary. I'm sure the judges had already made up their minds. Mrs. Abigail, she's tough on everyone, and Mr. Barnaby, well, he just loves anything that's sweet.

They should just give me the prize already. But you know how these things go, sometimes it feels like they're just guessing. I mean, my pie is clearly the winner - at least that's what I think, but what if the judges don't see it?

Analyze

Read each passage again and answer the following questions. Think about how the narrator's point of view changes the way the story is told and how it influences your understanding of the events.

Passage 1

How can you tell this passage is told from an omniscient narrator's perspective?

What might the story look like from Clara's limited point of view? Explain one reason why this might affect the story's impact.

Passage 2

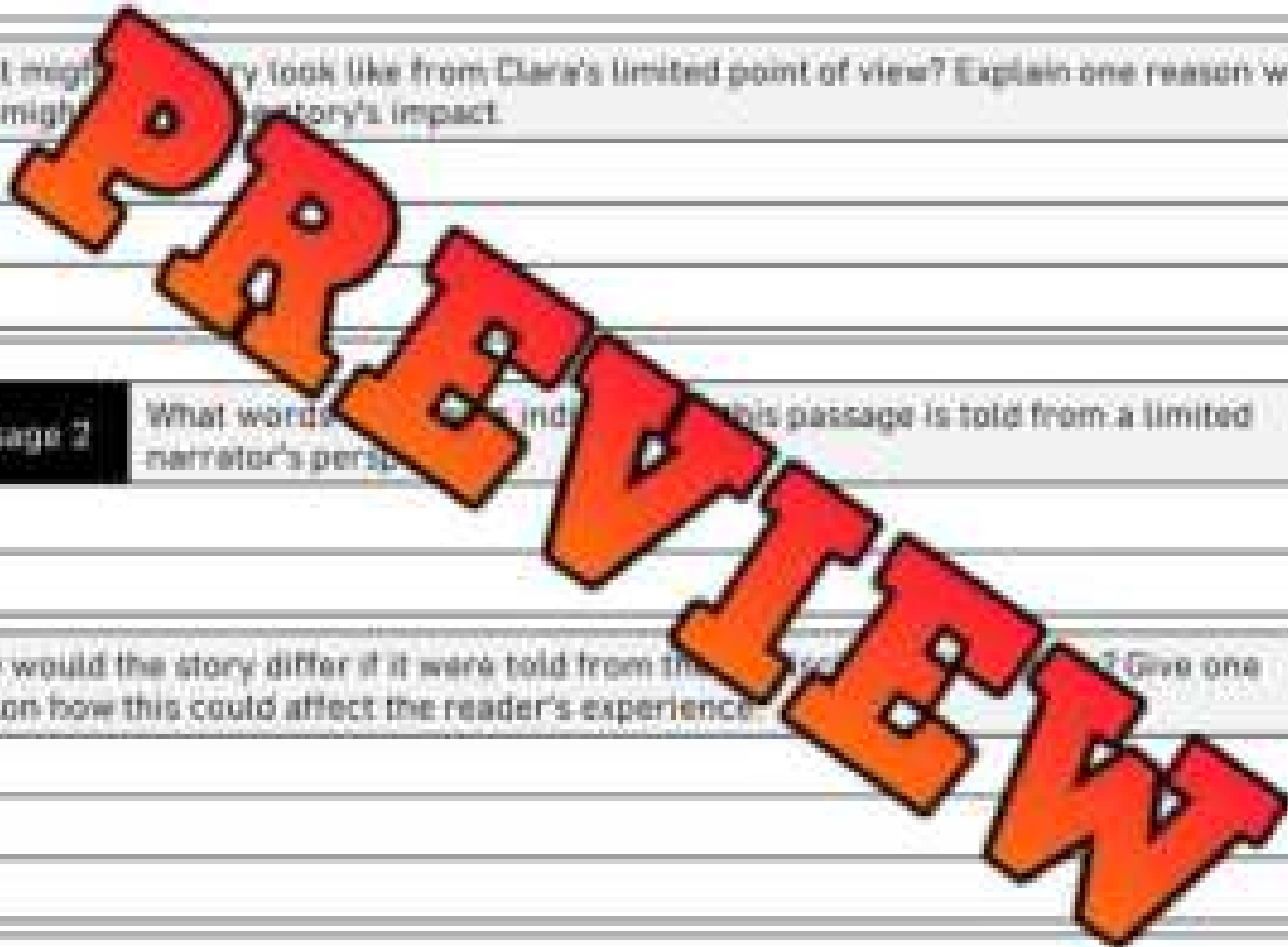
What words and phrases indicate this passage is told from a limited narrator's perspective?

How would the story differ if it were told from the omniscient narrator's perspective? Give one reason how this could affect the reader's experience.

Passage 3

What elements in the passage show that the narrator might be unreliable?

If this story were told by a limited narrator, what information or details might be different?



Hyperbole & Idiom

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

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



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

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

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

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

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

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

Hyperbole - Visualizing

Visualize

Draw what you are picturing when you read the hyperboles below

Her smile was as bright as a thousand suns.

His backpack weighed a ton.

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

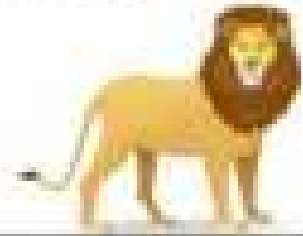
The tree trunk filled the sky.

PREVIEW

Simile

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

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



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

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

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

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

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

Simile

Instructions

Write a sentence with each simile below.

1) as strong as an ox

2) as tough as leather

3) as fast as an arrow

4) spread like wildfire

5) glow like a lantern

6) as gentle as a lamb

7) swing like a pendulum

8) as quick as lightning

9) flow like a river

10) as sharp as a blade

PREVIEW

Metaphor

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

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



This is a story. Read the story below and find examples of metaphors.

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

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

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

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

PREVIEW

Metaphor

Scavenger Hunt

Find books that have examples of metaphors.

Book Name	Example - Describe or quote the example.
"Conbury"	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 descriptions in Column B to create complete metaphors.

Column A	Column B
The library	A shadow
The moon	A volcano ready to burst
His mind	A keeper of secrets
Her anger	A compass guiding through the storm
His imagination	A treasure chest of stories
The city skyline	An anchor keeping him steady
The old house	A kaleidoscope
His determination	A silent guardian of night
His courage	A symphony of silhouettes

Imagery

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

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



Think

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

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

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

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



Imagery

Instructions

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

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



PREVIEW

	_____
	_____
	_____
	_____
	_____

Instructions

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

Sensory Language – My Favourite Place

Instructions

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

1) What is this place?

2) Where is this place?



What do you see there?

What do you smell there?

What do you hear there?

What do you touch there?

What do you taste there?

Irony

Literary devices are special techniques that writers use to make their writing more interesting and to help readers understand their stories and messages better. Think of them like the secret ingredients in your favourite dish that make it taste amazing.

Irony is a literary device where words are used in a way that their intended meaning is different from the actual meaning of the words. It's like saying, "Oh, great!" when you actually mean something is not great at all. It's important because it can add a twist of humour or help to highlight differences between appearances and reality.

For example, if a fire station burns down, that's ironic because you wouldn't expect a place that helps to catch on fire itself. Or in a story, if a character says "I just love doing housework" when they actually don't, that's also irony. It helps us see the difference between what is said and what is really meant.

Think

if you can find examples of irony.



Jamie spent weeks reading all the books in the library to "Win Friends," but somehow, he still had no one to sit with at lunch. The forecast predicted rain all week because the weather report insisted it would pour, yet not a drop fell during the entire week. And on the day he forgot his coat, the skies opened up due to a cold front. Finally, his cat, Chaos, won a "Best Behaved Pet" award the very day he scratched a hole in their couch.

List 3 examples of irony used in the passage.

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

List 3 examples of irony used in the passage.

Satire

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

For example, the TV show "The Simpsons" uses satire by showing the silly side of a regular American family to comment on bigger issues in society. Disney's "Shrek" pokes fun at traditional fairy tales while also showing the problems with how they portray real life. It's like telling a joke with a message.



Think Read the passage and identify the examples of satire used in the story.

In the town of Periwinkle, there was a road that was always green. Mrs. Prim prided herself on her roses, never noticing the traffic jams. One day, Mr. Bigwig, promised to cut traffic by adding more lanes, soon, the road jumped to eight lanes instead of four. And at Central School, a rule was made to stop announcements so students could study in peace, but the intercom announcements reminding them to be quiet were so frequent, nobody could concentrate at all.

List 3 examples of satire used in the passage.

At Sunnydale Middle School, the 'No Gum Chewing' policy was championed by Principal Popper, who constantly smacked his gum during announcements. The new 'High-Tech Learning Initiative' meant every student received a tablet, but they were only used to prop open the old, creaky windows in the computer lab. And during 'Fitness Fridays,' the gym was closed for staff meetings, leaving the kids to jog around the cafeteria, dodging flying paper bats and dodgy fruit salads.

List 3 examples of satire used in the passage.

Allusion

An **allusion** is when a writer mentions something or someone from history, literature, politics, or culture, and it's like a secret wink to those who recognize it. It's important because it can add deeper meaning or emotions without explaining a lot.

For example, if I write, "He was a real Romeo with the class," it alludes to Romeo from Shakespeare's "Romeo and Juliet," suggesting that he is romantic or lovesick. Or saying "She has the patience of Job," refers to the biblical character known for his patience. It's a quick way to paint a picture or give a hint about a person or situation.



Think **Read** carefully below and identify examples of allusion.

Alex zoomed through the neighborhood on his bike, feeling like Hermes with his winged sandals. He passed by the old woman who was known as the girl who cried wolf—no one believed him. As he raced against time, he didn't want to face the wrath of his mother, a real Athena when it came to her wisdom and strategic warfare when it came to tardiness. As he pedaled, he thought of an Odyssean adventure at school that day, minus the cyclops, of course.

List 3 examples of allusion used in the passage.

In Ms. Green's garden, the tomato plants had grown as tall as Jack's beanstalk, reaching for a sky that looked straight out of a Van Gogh painting. Nearby, Charlie hoped to find a golden ticket hidden among the zucchinis. Each bloom seemed to whisper secrets like the ones at the heart of *The Secret Garden*, promising magic in every leaf. When the school bell tolled, it was a call to adventure, perhaps to uncover a mystery worthy of Sherlock Holmes himself.

List 3 examples of allusion used in the passage.

Sequencing the Plot of a Story

A) The schoolyard was abuzz with students admiring the autumn leaves, but Layla's thoughts were on the old story her grandmother had told her. She had spoken of a hidden treasure in the heart of the oldest maple tree in their town, a story passed down for generations but never confirmed.

B) As she approached the tree, she noticed the initials 'L.M.' carved into the bark, her grandmother's initials. Layla's heart raced with excitement, and she wondered if there was any truth to the tales she had grown up hearing.



C) As Layla, Gavin, and Rhea looked on in awe, the old story she'd always heard wasn't just coins; it was a connection to her past, wrapped in the beauty of the autumn.

D) It was a crisp morning when Layla noticed the maple tree's leaves had turned a fiery red overnight. The tree, a centerpiece in the town's folklore, and this morning, its vibrant color seemed to be calling to her.

E) Suddenly, Rhea's hand hit something hidden beneath the leaves to reveal a small, rusted metal box. It looked ancient and well-worn as if it had been touched by many hands over the years.

F) Eagerly, they pried the box open to find a collection of old coins and a note that read, "For Layla, when the leaves turn red..."

G) After school, Layla's curiosity got the best of her, and she sneaked back to the tree, which stood alone at the top of a small hill in the park.

H) With her friends Gavin and Rhea at her side, they began to search for the treasure at the base of the tree. They moved through the fallen leaves, their laughter and chatter a stark contrast to the silent anticipation that filled Layla.

Sequence

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

Plot Sequence	

Narrative Writing - Cause and Effect

In narrative writing, **cause** and **effect** is a relationship where one event (the cause) makes another event happen (the effect).

For example, if a character forgets their umbrella (cause), they might get soaked in a sudden rainstorm (effect). Another example is if a student studies diligently (cause), they may receive high marks on their test (effect).



These connections help to explain why things happen and make the story more coherent for the reader.

Instruction: Circle the underlined part of the sentence the cause or effect?

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

Think

Think of either the cause or effect that matches below.

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

Freshwater Ecosystems – Cause and Effect

The Ripple Effect

In the heart of Cedar Valley, Willow Creek wound its way through the land, a vital freshwater ecosystem that was more than just a stream. Because the creek flowed freely, it provided essential hydration to the fields, leading to bountiful harvests each year.



One day, a young boy named Finn, a curious and observant boy with a keen interest in nature, noticed that the beavers built their dams, creating small ponds that became homes to frogs and newts, causing the biodiversity in the creek to increase.

Due to the clean water, the plants along the creek banks flourished, which attracted various insects, including butterflies and bees. This meant that the fish population grew healthy and strong. As the fish thrived, they became a vital food source for the local bear population, which kept the ecosystem balanced.

During the autumn months, when the leaves from the surrounding trees fell into the creek, they decomposed and became nutrients for the aquatic plants, restoring the water environments.

The creek's health was put to the test when the town decided to build a new road across the valley. If the creek was redirected, Finn understood that the fields would dry up, causing crops to fail, which would lead to a shortage of food for the community.

Finn, equipped with his observations and knowledge, spoke up at the town meeting. His compelling explanation of the consequences swayed the town's people to reconsider the road's design, thus preserving the creek's natural path.

As a direct result of the town's decision, the fields remained fertile, and Willow Creek continued to sustain not just the land but the community's way of life. The choice to save Willow Creek allowed the children of Cedar Valley, like Finn, to grow up understanding the irreplaceable value of their local freshwater ecosystem.

This understanding promised that the creek would be cherished and protected for many years, ensuring that the whispers of the flowing water would be heard by future generations.

The End

Cause/Effect

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

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

The creek flowed freely

The beavers built their dams

Because these fish thrived,

2) Think of the causes that go with the effects below.

resulting in lush underwater environments.

a shortage of food for the community

Willow Creek continued to sustain not just the land but the community's way of life.

Think

Write any 3 questions you can think of from the story

Plots

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

PREVIEW

Story Structure

Understanding Story Structure

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

Linear Structure

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

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

Cyclical Structure

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

A classic example is "The Lion King," where the cycle of life and death is a significant role, and the story concludes with the beginning of a new cycle.

Iterative Structure

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

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

Non-Linear Structure

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

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



PREVIEW

Answer

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

Instructions

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

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

Humour Story – Cyclical Structure

Quentin's High-Flying Mishap

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

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



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

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

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

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

Analysis

Answer the following questions.

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

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

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

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

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PREVIEW

Fantasy Story – Iterative Structure

Alaric's Lesson: The Unrepeatable Magic of Time

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

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



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

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

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

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

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

Analysis

Answer the following questions.

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

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

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

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

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

PREVIEW

Drama Story

The Unseen Canvas

In the heart of a bustling city, there was an unremarkable building where Alex, a young and talented muralist, had his studio. His life was a canvas of vibrant colours and bold strokes, but beneath the surface, Alex wrestled with an unseen challenge: his diminishing eyesight.

Alex's talent was gradually fading, a fact he kept hidden, for he would not let it hinder his budding career. He poured his heart and soul into his art, creating murals that brought life to the city streets and became galleries in themselves. No one knew the silent battle he was fighting.

His best friend, Mia, a budding photographer, noticed subtle changes in Alex's work. The lines weren't as sharp, the colours less vibrant. One day, she approached Alex. Initially, he brushed her off, but the weight of his secret became too heavy to carry.

Under the soft glow of streetlights, Alex confessed his fear and the slow loss of his sight.

Mia was shocked but stood by Alex, encouraging him to seek help. Despite his reluctance, he visited a doctor, only to receive news that his condition was irreversible. Devastated, Alex decided to give up on his art, believing his work would no longer be the same.

Mia, however, saw things differently. She believed in Alex's resilience and his passion for art. To show him, she organized an exhibition of his work. At the exhibit, the city came alive with Alex's art. People were moved, not just by the beauty of the murals but by the story behind them.

Among the crowd was a renowned artist, Elena, who was visually impaired herself. She shared her own journey, how she adapted her techniques to continue her passion for art. Inspired, Alex realized that his career wasn't over; it was just taking a different path.

The story culminates with Alex starting a new mural, guided by touch and memory, with Mia and Elena by his side. The mural wasn't perfect, the lines a bit uneven, the colours blending in unexpected ways. But it was a testament to his resilience, a bold statement that his creativity wasn't bound by his sight.

Alex's journey wasn't just about loss; it was about finding new ways to express his art and embracing change. His story left a lasting impression on the community, reminding everyone that even in the face of adversity, one can create something beautiful and meaningful.



Character Analysis

Answer the following questions.

1) Why do you think Alex chose to keep his diminishing eyesight a secret? What emotions might he have been feeling during this time?

2) Can you identify a trait that Alex displays throughout the story? (e.g., determined, secretly angry) Provide an example from the story to support your answer.

3) How did Mia's actions affect Alex's feelings and outlook on his situation?

4) Identify and discuss two different emotions that Alex experiences in the story. What events or interactions led to these emotions?

5) If you were in Alex's situation, would you have made the same decisions he did? Why or why not?

PREVIEW

Narrative Structure

Understanding Narrative Structure

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

Starting Off: The Introduction

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



Building Up: Rising Action

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

The Peak: Climax

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

Coming Down: Falling Action

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

Wrapping Up: Resolution

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

Answer

Which part of the narrative structure is described?

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

Identify

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

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

Story Mapping - Desert of Stars

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

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

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



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

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

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

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

Instructions

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

Introduction

Rising Action

Falling Action

Climax

Resolution

PREVIEW

Characterization

Understanding Characters in Stories

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

What is Characterization?

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



Types of Characterization

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

How to Analyze Characters

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

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

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

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

Questions

Answer the questions below.

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

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

Instructions

Read the sentences and identify what characterization type is used.

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

Block 5: Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – Local inferences and global inferences using explicit and implicit evidence – Do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

Persuasive Writing Advertisement

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- **Master the Art of Persuasion**: Learn the art of convincing others with clarity and logic.
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Our Expert Educators

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

Workshop Features

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

Exclusive Workshop Perks

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

Session Schedule

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

Reserve Your Seat Now

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

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

True or False

Is the statement true or false?

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

Questions

Answer the questions below.

1) What is persuasion?

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

Original Word	Option 1	Option 2	Option 3	Option 4
Fast				
Hard				
Strong				
Important				
Smart				



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

Real Estate Agent	
Advertising Executive	
Recruitment Consultant	
Copywriter	

Inferences - Persuasive Writing Advertisement

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Local Inferences

Make inferences based on the sentences below.

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Thousands of 5-Star reviews from book lovers everywhere.

Protects your drink during longest reading marathons.

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

PREVIEW

Global Inferences:

Make 4 inferences based on the entire text.

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.

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

The Digital Dilemma: Social Media's Grip on Today's Youth

Social media is like a vibrant, colorful party where people from all over the world. It's like a big digital party where everyone is invited. But is this party really as great as it seems? Some folks think social media is like a magic wand that brings happiness and bread, while others are not so sure. It is an incontrovertible truth that social media, the very fabric of modern communication, is shaping the minds of our youth. While it offers a world of connection and information, it is also potentially perilous than any tool that we have ever seen before.

Consider this: studies by top-tier institutions reveal that the average teenager spends an upwards of seven hours a day glued to their screens, submerged in a digital world. This isn't just leisure; it is an immersion in a realm that dictates trends, shapes opinions, and ideologies with an unprecedented authority.

Yet, is it all a facade? Some argue that social media is merely a mirror that reflects our true selves back at us. They claim it empowers the voiceless, democratizes information, and fosters a global community unlike any other. But at what cost? The erosion of privacy, the spread of misinformation, and the amplification of division are prices too steep to pay.

Here's another thing to think about: social media is like a tool, kind of like a hammer. You can use a hammer to build something awesome, or you could accidentally hurt yourself with it. It's not the hammer's fault, it's about how we use it. So, is social media making our lives better, or are we letting it control us too much?]

As we stand at this crossroads, one must question: Are we masters of our digital domain, or have we become its servants? The answer lies not in the technology itself but in how we choose to wield it. The future is in our hands, but it is imperative that we tread carefully, lest we lose ourselves in the digital abyss.

Critical Analysis

Answer the questions below

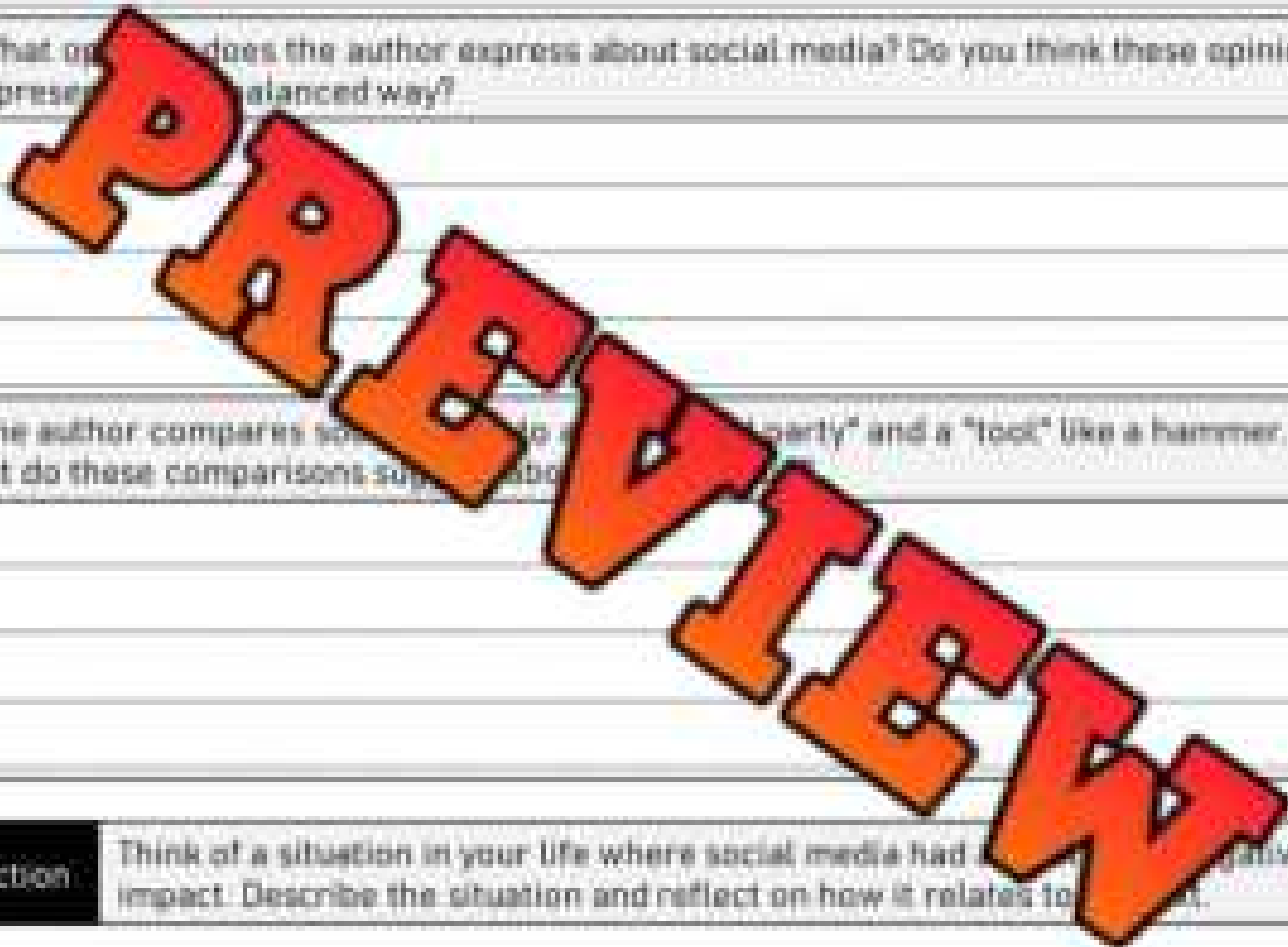
1) The text mentions "studies by top-tier institutions" without being specific. Why is it important to know the sources of these studies to ensure credibility of the argument?

2) What opinion does the author express about social media? Do you think these opinions are presented in a balanced way?

3) The author compares social media to a "party" and a "tool" like a hammer. What do these comparisons suggest about social media?

Reflection

Think of a situation in your life where social media had a negative impact. Describe the situation and reflect on how it relates to the text.



Block 6:

Expository Texts

Focus

- ✓ Cause and effect essays – text forms and example essay
- ✓ Compare and contrast essays – text forms and example essay
- ✓ Problem and solution report – text pattern: the order of the report
- ✓ Diversity, inclusion, and accessibility themes - facts
- ✓ Five-paragraph essays and thesis statements
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Synthesizing
- ✓ Procedural Writing – How-to Guides, Comparing Instructions

Comprehension – Text Features in Reports

Preface

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

Understanding Plant Cells

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



Key Structures and Functions

Several key structures perform specific functions:

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

Unique Features of Plant Cells

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

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

Glossary

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

True or False

Is the statement true or false?

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

Text F

Answer the questions below.

1) What is the main idea of the report?

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

Summarize

Determine the main idea and supporting details.

1) What is the main idea of the report?

2) Write 4 supporting details about the main idea.

Cause and Effect Report

Introduction to the Issue

In today's educational landscape, digital devices are ubiquitous in the lives of Grade 8 students. While these devices can be powerful tools for learning, they also introduce distractions that can significantly impact students' academic performance and well-being.

The Root Cause: Digital Intrusion

Digital distractions primarily originate from the constant presence of smartphones, tablets, and laptops. These devices provide access to games, social media, and messaging apps which can pull students away from educational tasks.

- Social media notifications
- Online gaming sessions
- Text messages from friends



Effects on Learning

The presence of digital distractions has several negative effects on students:

• Decreased Focus

Regular interruptions from digital devices can break concentration, making it harder for students to follow lessons and understand complex topics.

• Lowered Academic Performance

The disruption in focus can lead to poorer academic results. Students might find it difficult to complete assignments or prepare for exams effectively.

• Impact on Mental Health

Excessive screen time and the need to constantly respond to notifications can increase stress levels and negatively affect students' mental health.

Bibliography

- "Digital Distractions in the Classroom: Student Performance and Behaviour." *Journal of Educational Research*, vol. 112, no. 2, 2019, pp. 131-138.
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- Thompson, L. "Screen Time and Its Effect on Adolescent Development." *Child Development Perspectives*, vol. 5, no. 4, 2021, pp. 45-50.

This cause-and-effect report has outlined the ways in which digital devices can distract students, potentially hindering their academic and personal growth.

Evaluate

Evaluate the report based on the text features used

1) Describe the cause and then write the effects of the cause.

Cause

Effect

Effect

Effect

2) Were the **cause** clearly written in the report? Explain.

3) Create a glossary of these words from

Ubiquitous

Intrusion

Concentration

Disruption

4) Give the report a suitable title.

5) How did the bibliography add to the authenticity of the report?

PREVIEW

Problem and Solution Letter

Dear Editor,

I am writing to address a concern that is affecting many students in our community, which is the lack of access to healthy food options in our school cafeterias. It has come to my attention that the choices available during lunch are often high in sugar and low in nutritional value, which is not conducive to the learning and health of our students.

This is primarily due to the limited budget for food services, which results in the purchase of cheap, processed food items. Additionally, there is a lack of education about healthy eating and nutrition, which further exacerbates the problem. Students are more likely to choose less nutritious options when they are available.



The solution to this problem requires a multi-faceted approach. Firstly, increasing the budget for school food programs would allow for the purchase of fresher, healthier food items. Introducing local produce can be a game changer for the health of our students. Secondly, incorporating nutrition education into the curriculum can empower students to make better food choices. Lessons on how to read nutrition labels and understanding the benefits of whole foods over processed ones would be particularly beneficial.

Moreover, schools could collaborate with local farmers or establish school gardens, which would not only provide fresh produce but also offer educational opportunities for students. Lastly, creating a student-led committee to give input on the cafeteria menu could ensure that the food is both appealing and nutritious.

These solutions, though requiring initial effort and investment, could have long-lasting positive effects on student health, well-being, and academic performance. Ensuring our students have access to nutritious food is paramount, and with the cooperation of our school community, it is an achievable goal.

Sincerely,
Professor Sandra Jules

Evaluate

Evaluate the letter based on the text features used.

1) What was the problem stated in the letter?

2) An expository letter exposes facts. Did this letter have facts? Give examples.

3) Would you read a professional report or letter? Explain.

Reflection

Answer the questions below.

1) Do you agree or disagree with the points made in the letter? Explain your reasoning.

2) How did the layout of the letter help you understand? Would it be better if the solutions were stated before the problem in the letter?

PREVIEW

Essays – Text Features

Understanding Essays

An **essay** is a piece of writing that is usually quite short and focuses on one subject. It can discuss, explain, or present an argument about that topic. Essays are not like stories or news articles. Instead, they often share a personal viewpoint – usually the writer's own thoughts. Many people write essays at work or for school projects.

Key Features of an Essay

To help you read and follow the main ideas, essays have certain features:

- **Headings and Subheadings:** These point the reader to the main parts of the essay.
- **Introduction and Conclusion:** These parts open and close the essay. The introduction presents the topic, and the conclusion sums up the main ideas.
- **Main Argument or Thesis Statement:** In the introduction, this sentence gives a preview of the central idea or argument.
- **Paragraphs:** Essays are made up of paragraphs. Each paragraph talks about one specific idea that helps explain or support the main argument.

Different Kinds of Essays

Depending on the purpose and topic, there are several types of essays:

- **Narrative Essays:** These essays tell a story to get a point across.
- **Descriptive Essays:** These focus on the details about a subject to help the reader imagine it as if they were seeing it.
- **Chronological Essays:** These lay out events or ideas in the order that they happened.
- **Cause and Effect Essays:** These explore the reasons why something occurred and the results that followed.
- **Compare and Contrast Essays:** These compare similarities and differences between two subjects.
- **Argumentative Essays:** These essays make a case for a particular point of view, providing evidence and reasons to support it.

True or False

Is the statement true or false?

1) Essays do not present the author's point of view.	True	False
2) Essays should have an introduction and a conclusion.	True	False
3) The main argument of an essay is called the thesis statement.	True	False
4) Descriptive essays focus on the sequence of events.	True	False
5) Argumentative essays provide evidence to support opinions.	True	False

Match _____ from the essay topic to the type of essay that would be used.

Type of Essay	Topic
Narrative	Should I do homework individually or in groups?
Descriptive	How did it feel to be a Canadian astronaut.
Chronological	The development of Canada and the United States.
Argumentative	The seasonal periods of the winter festival in Quebec.
Compare and Contrast	The historical events of the Winter Olympics.

Think

Think of topics you would want to write for _____ essay type.

Type of Essay	Essay Topic
Narrative	
Descriptive	
Chronological	
Argumentative	
Compare and Contrast	

Compare and Contrast Essay – Educational Systems

Comparing Educational Systems: Canada vs. United States

Introduction

Education systems play an important role in shaping the future of our societies. The purpose of this essay is to look at the school systems in Canada and the United States. We'll see how they are similar and what makes them different, like who decides what schools teach, how teachers work, how students are tested, and how schools help students from different backgrounds.

Curriculum and Control

The Canadian education system is governed at the provincial level, leading to significant differences in curriculum and standards across the country. In contrast, the United States education system is controlled at the state levels, with federal influence through funding and law making.



Teaching and Evaluation

Canadian teachers generally require a Bachelor's degree and additional certification from a provincial college of teachers. In the U.S., requirements can vary widely by state, but all teachers must have a Bachelor's degree and complete a teacher education program. When it comes to student evaluation, Canadian schools tend to use various assessment methods with an emphasis on formative assessment (e.g., feedback while working), whereas U.S. schools have a stronger focus on standardized testing.

Structure and Stages

Both systems have multiple stages: elementary, middle, and secondary. In Canada, elementary usually goes from Kindergarten to Grade 5, middle school from Grade 6 to 8, and high school from Grade 9 to 12. In the U.S., elementary often runs to Grade 5, middle school up to Grade 8, and then high school concludes with Grade 12. Post-secondary institutions in both countries offer a wide range of programs, but tuition fees are typically higher in the United States.

Social Context and Inclusivity

Canadian schools often emphasize bilingualism, with French and English as official languages. They also focus on inclusivity and multiculturalism. U.S. education integrates diversity in its curriculum but also faces challenges regarding equal access to quality education across different socio-economic groups.

Conclusion

In conclusion, Both countries aim to provide quality education but differ in governance, teaching methods, and educational stages. Canada emphasizes provincial control, bilingualism, and inclusivity, while the U.S. highlights local governance, federal influence, and standardized testing.

True or False

Is the statement true or false?

1) Canadian teachers do not require a Bachelor's degree.	True	False
2) The U.S. has lower post-secondary tuition costs than Canada.	True	False
3) Canadian schools emphasize bilingualism in their curriculum.	True	False
4) Both countries offer public, private, and home-schooling options.	True	False
5) In the U.S., elementary often runs from Kindergarten to Grade 8.	True	False

Evaluate

Answer the following questions.

1) Identify the text features used in the essay and write it down.

2) Which text features were used in the text? How do they help you understand better?

Compare

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

Canadian Educational System	US Educational System

Chronological Essay – Indigenous Groups

Indigenous Groups in Canada: A Brief History

Introduction

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

Pre-Contact

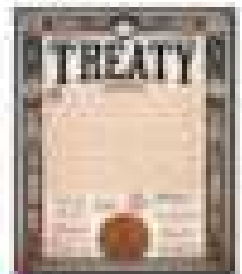
Before European arrival, Indigenous groups thrived across what is now Canada. They lived through hunting, fishing, and farming, with societies structured around complex systems of governance. For example, the Iroquois Confederacy, known for its sophisticated political system, was established long before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

European Contact

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

Treaties and the Indian Act

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



Residential Schools and Reclamation

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

Current Times

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

Conclusion

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

True or False

Is the statement true or false?

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

Evaluate

Answer the following questions.

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

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

3) In your opinion, what is the significance of acknowledging the contributions of Indigenous peoples?

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

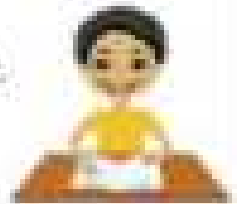
5) How easy was it to understand the essay due to the text pattern?

<input type="checkbox"/> Very easy	<input type="checkbox"/> Easy	<input type="checkbox"/> Neutral	<input type="checkbox"/> Somewhat difficult	<input type="checkbox"/> Very difficult
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Five Paragraph Essay – Thesis Statement

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

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



Finding the thesis statement in a 5-paragraph essay is simple. It tells us the three main points of the essay so we know what to expect. It is written in one sentence.

Find

Below are five examples of thesis statements for essays. Underline the thesis statements below. Then underline the three main points in the thesis statements.

1) As teenagers grow, their bodies need to develop properly and stay active. This essay will explore why it's crucial for them to prioritize nutritious meals over fast food, the benefits of balanced diets, and the impact of good eating habits on their overall well-being.

2) Social media has become a dominant force in the digital age. In this essay, we will examine how social media platforms influence our perceptions of ourselves, their effect on mental health, and the importance of using them responsibly.

3) Canadian Confederation marked a pivotal moment in the nation's history. This essay will outline the events leading up to the formation of Confederation, the key figures involved in this process, and how it shaped the country's future.

4) The exploration of space has always fascinated humankind. In the upcoming paragraphs, we will explore the reasons behind investing in space travel, the benefits it brings to Earth, and the potential for future discoveries.

5) As the world seeks sustainable energy solutions, renewable resources are increasingly important. This essay will focus on the advantages of renewable energy sources, compare them to fossil fuels, and highlight their potential to change how we power our lives.

Five Paragraph Essay – Thesis Statement

Write

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

1) The stars above us hold many secrets. In this essay, _____

2) Have you ever _____ different school systems in Canada and the United States? This essay _____

3) Robots might seem like science fiction, but they're part of our lives. This essay will _____

4) Music can have a deep effect on the development of teenagers. As you read this essay, you will learn _____

PREVIEW

5-Paragraph Essay – Comparing Lifestyles

Diverse Cultures, Diverse Lifestyles

Traveling around the world, you'll spot that people in different places do things in their own special way. This essay will cover the following: what a regular day looks like for different cultures, what's on their dinner plates, and how they party during festivals. By peering into these parts of life, we can understand the differences between cultures.

One of the most important aspects of lifestyle is the daily routine, which includes work and leisure time. In many Western cultures, there is a significant emphasis on individual achievement and career progression, which often leads to a fast-paced and structured daily schedule. In Eastern cultures, there tends to be a stronger focus on family and community, with gatherings and family meals playing a central role in everyday life.

Food and dietary habits are another area in which cultural lifestyles manifest. Mediterranean diets, for example, are known for their health benefits and consist largely of fresh produce, grains, and olive oil. In stark contrast, traditional Inuit diets in the Canadian Arctic rely heavily on meat and fish, a result of the harsh environment. These eating habits are not merely preferences but are deeply rooted in local resources and historical practices of the regions.

Cultural festivities and traditions also offer a lens into the lifestyle of a community. Festivals like Diwali in India, celebrated with lights and fireworks, and the Carnival in Brazil, marked by parades and music, are integral to their respective cultures. These events are often expressions of cultural heritage and collective joy, showcasing the importance of community involvement and the preservation of tradition.

In essence, the lifestyle of a culture is a tapestry of its people's daily routines, food habits, and traditional celebrations. The contrasts between different cultures' lifestyles are as instructive as they are fascinating, offering a window into the values and priorities of societies around the world. Through understanding and respecting these differences, we can foster greater cross-cultural awareness and harmony.

Questions

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

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

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

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

4) Thesis statement: Write the thesis statement in _____

5) How is a 5-paragraph essay organized?

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

1)	
2)	
3)	

PREVIEW

Blog Post – Listing Information

10 Effective Strategies to Boost Your School Grades

As students, striving for better grades is a common goal. Here's a list of ten straightforward strategies to help elevate your academic performance:



- 1. Set Specific Goals:** Start with clear, achievable objectives for each subject. This could mean aiming for a certain percentage or mastering a specific concept.
- 2. Organize Your Time:** Use a planner to manage your time wisely. **Allocate** specific hours for homework, study, and leisure to balance your workload.
- 3. Create a Study Schedule:** Break down your study material into manageable sections and spread your study sessions over time, avoiding last-minute cramming.
- 4. Active Participation:** Engage in class activities attentively, ask questions, and participate in discussions to clarify doubts.
- 5. Effective Note-Taking:** Develop a consistent method for taking notes. Organized notes can be incredibly helpful for review before exams.
- 6. Understand, Don't Memorize:** Focus on understanding the material rather than just memorizing it. This helps you apply knowledge to different contexts.
- 7. Regular Revision:** Make it a habit to review your notes regularly. This reinforces learning and helps transfer knowledge to long-term memory.
- 8. Seek Help When Needed:** If you're struggling with a topic, ask for help. This could be from teachers, classmates, or even educational videos online.
- 9. Healthy Lifestyle Choices:** Never underestimate the power of good sleep, proper nutrition, and regular exercise. A healthy body fosters a sharp mind.
- 10. Self-Assessment:** Test yourself frequently on the material you've learned. Practice with past tests, quizzes, or create your own questions for review.

Improving grades isn't about working harder, but about working smarter. Implementing these strategies can make a significant difference in your academic journey. Remember, consistency is key, so keep at it, and you'll see the results in your report card!

Text Forms

Answer the questions below.

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

2) Blogs are written to get clicks. Write a new title that is "click bait."

Synthesize

Write a short story for the bolded words in the blog post.

Evaluate

Evaluate the blog post by answering the following questions.

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

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

PREVIEW

Study Strategy – Read, Recite, Review

Mountains of the World

Types of Mountains

- 1) **Fold Mountains:** Formed by the folding of the Earth's crust (e.g., Rocky Mountains).
- 2) **Block Mountains:** Created when large areas are broken and move upwards (e.g., Sierra Nevada).
- 3) **Volcanic Mountains:** Formed by volcanic activity (e.g., Mount Fuji).
- 4) **Dome Mountains:** Formed by magma pushing beneath the crust (e.g., Black Hills).

Mountain Statistics

- Mount Everest, in the Himalayas, is the highest mountain peak in the world, standing at 8848 meters (29,029 feet).
- The Andes in South America is the longest mountain range, stretching over 7,000 kilometers (4,350 miles).
- Over 50% of the world's freshwater comes from mountain sources.
- Approximately 15% of the world's population lives in the mountains.

Mountains in Canada

- The Canadian Rockies stretch over 2,500 miles (4,023 miles) from British Columbia to New Mexico.
- Mount Logan, located in the Yukon, is Canada's highest peak at 5,959 meters (19,551 feet).
- The Canadian Rockies are over 55 million years old.

Mountains and Climate

Temperature drops by about 6.5°C for every 1,000 meters (3,280 feet) increase in altitude. The snow line in mountains ranges from 2,400 meters (7,874 feet) in the polar regions to over 5,500 meters (18,044 feet) near the equator.

Mountains and Biodiversity

Mountains are home to about 25% of terrestrial biodiversity. They contain about half of the world's biodiversity hotspots.

Mountains and Recreation

Mountain tourism attracts about 15–30% of global tourism. Popular activities include hiking, skiing, and mountaineering.

Mountains and Resources

- Mountains provide essential resources such as minerals, forest products, and agricultural products like coffee.
- They are also important for renewable energy sources like hydroelectric power.



For tomorrow's quiz on the "Mountains of the World" report, follow this study strategy of read, recite and review. Prepare well and good luck!

Read

Follow these instructions.

Start by reading the report thoroughly. Pay special attention to important details like statistics, names of mountains, and unique facts. Try to understand the main points and how they connect to each other. It's not just about skimming through, it's about really absorbing the information.

Recite

After reading a section, close the report and try to recall or 'recite' what you just read. This can be done by speaking out loud or writing down the key points from memory in your own words. This step is crucial as it helps transfer information from short-term to long-term memory, making it easier to recall during the quiz.

PREVIEW

Review

Follow these instructions.

After reciting, pair up with a classmate and review the report together. Discuss and clarify any challenging sections. This time, focus on the parts that were difficult to remember during the recitation. Reviewing helps to reinforce the information and clarify any points that were not clear the first time.

This collaborative approach allows you to learn from each other's insights and understanding, enhancing the overall learning experience. Sharing and comparing notes can reveal new perspectives or details you might have missed on your own. It's a good idea to repeat this step a few times for maximum retention.

Quiz

Multiple Choice

Circle the correct answer.

1) What type of mountain is formed by the folding of the Earth's crust?

- a) Dome Mountains b) Block Mountains c) Fold Mountains d) Volcanic Mountains

2) Which mountain is an example of a Volcanic Mountain?

- a) Black Mountains b) Rocky Mountains c) Sierra Nevada d) Mount Fuji

3) How tall is Mount Everest?

- a) 7,523.89 meters b) 8,848 meters c) 9,425.73 meters d) 8261.34 meters

4) What is the longest mountain range in the world?

- a) Rocky Mountains b) Himalayas c) Andes d) Alps

5) How much of the world's fresh water comes from mountains?

- a) 25% b) 50% c) 75% d) 100%

6) What percentage of the world's population lives in mountainous areas?

- a) 5% b) 10% c) 15% d) 20%

7) Which is Canada's highest peak?

- a) Mount Logan b) Mount Robson c) Whistler Mountain d) Mount Columbia

8) At what altitude does the snow line start in polar regions?

- a) 1,400 meters b) 2,400 meters c) 3,400 meters d) 4,400 meters

9) What percentage of global tourism is attracted by mountain tourism?

- a) 5-10% b) 10-15% c) 15-20% d) 20-25%

10) How old are the Canadian Rockies?

- a) 20 million years b) 30 million years c) 45 million years d) 55 million years

Report – Our Solar System

Our Cosmic Neighbourhood

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



The Mighty Sun

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

Planets Galore

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

Amazing Dwarf Planets

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

Comets: Cosmic Snowballs

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

A Journey to Remember

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

The Fascinating Kuiper Belt

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

Research

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

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

PREVIEW

Blog Post: School Cafeteria Food

 3 Comments/ Posted on Date:
February 5, 2024

User Comments:

Nourishment Over Nickels


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


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

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

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

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

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

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

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



PREVIEW

Evaluation

Answer the questions below.

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

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

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

4) Is the author biased towards one viewpoint? If so, how do you know?

PREVIEW

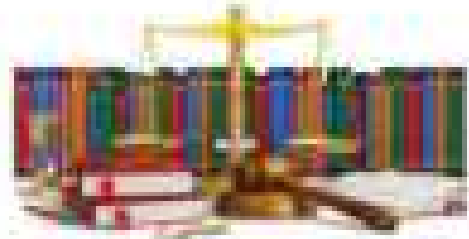
Reflection

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

Report – Justice, Equity And Fairness

Introduction to Core Values

Justice, equity, and fairness are foundational pillars that support the structure of a compassionate and functional society. These principles ensure that every individual receives fair treatment and equal opportunities regardless of their background.



Global Justice Overview

- The World Justice Project's Rule of Law Index reveals that countries with higher scores support stronger economies and better public health.
- The 2023 Human Development Report from the United Nations indicates that over 4 billion people lack access to basic services, highlighting a global justice gap.

Equity in Education

- UNESCO's Report on Education for All shows that in some countries, only 4% of the poorest 20% complete upper secondary school, compared to 36% of the wealthiest.
- Gender disparities remain a challenge, with 130 million girls worldwide out of school, according to UNICEF.

Fairness in Healthcare Analysis

- The WHO emphasizes that in some regions, children from the poorest households are twice as likely to die before age 5 compared to those from the wealthiest.
- A Lancet Global Health study estimates that investing in primary healthcare could prevent up to 8.6 million deaths a year in low-income and middle-income countries.

Income Inequality and Employment

- The International Labour Organization highlights that the global unemployment rate is expected to remain above pre-pandemic levels until at least 2025, disproportionately affecting lower-income countries.
- The World Bank notes that 10% of the world's population lives on less than \$1.90 a day, underlining the severity of income inequality.

Environmental Justice Concerns

The United Nations Environment Programme reports that 75% of the global population live in areas where particulate pollution exceeds healthy levels, often in lower-income neighborhoods and countries.

Steps Forward

- Advocate for equal opportunities in education, healthcare, and employment.
- Support grassroots organizations that work towards closing the justice gap.
- Practice inclusivity and kindness in our communities to encourage fairness.

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

Questions I Have About The Report

Words I Need To Define

5 Most Main Points

PREVIEW

Report – World's Most Unique And Rare Animals

Introduction

The animal kingdom is full of incredible diversity, with millions of species inhabiting our planet. Among these, some animals stand out due to their unique characteristics and rarity.

1. Okapi

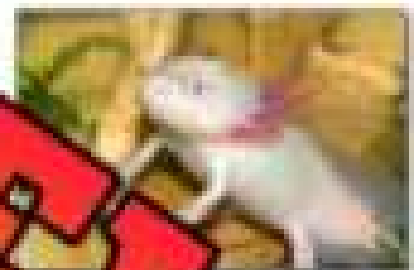
The Okapi, often called the "forest giraffe," is a rare mammal found in the dense rainforests of the Democratic Republic of Congo. Despite its zebra-like stripes, it is the only living member of the giraffe family. Okapis are mostly solitary, with a diet consisting of leaves, grass, and other plant materials. There are approximately 10,000 to 20,000 okapis left in the wild, making them a near-threatened species.

2. Kakapo

The Kakapo, also known as the "flightless parrot," is a flightless bird native to New Zealand. It is the world's only nocturnal parrot, with a weight of up to 4 kg. Kakapos are nocturnal and have a distinct musty scent. They are known for their complex social interactions. With fewer than 250 individuals remaining, Kakapos are critically endangered, primarily due to habitat destruction.

3. Axolotl

The Axolotl is an aquatic salamander known for its remarkable regenerative abilities; it can regrow entire limbs and parts of its heart and brain. Native to the lake complex of Xochimilco near Mexico City, Axolotls are endemic to the wild, with numbers declining due to pollution and habitat loss.



4. Gharial

The Gharial is a distinctive crocodilian with a long, narrow snout adapted for catching fish, its primary diet. Found in the river systems of the Indian subcontinent, Gharials are critically endangered, with fewer than 200 breeding adults remaining. Habitat destruction and fishing practices have significantly reduced their population.

5. Saola

Known as the "Asian unicorn," the Saola is one of the world's rarest large mammals, discovered in 1992 in the Annamite Range of Vietnam and Laos. This elusive creature is so rare that no population estimates are available, and it has been seldom seen in the wild. Saolas are threatened by hunting and habitat loss.

6. Tuatara

The Tuatara is a reptile found only in New Zealand, resembling lizards but belonging to a distinct lineage dating back to the dinosaur age. They can live over 100 years and have a third "parietal eye" on their forehead, thought to help regulate their body rhythms. Tuataras are vulnerable due to introduced predators and habitat changes.

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)	What is the nickname for the Okapi?	
2)	What is the Okapi known as?	
3)	What animal is known for its regenerative abilities?	
4)	What distinguishes the Gharial?	
5)	Where are Gharials found?	
6)	When was the Saola discovered?	
7)	How long can Tuataras live?	
8)	What unique feature do Tuataras have?	
9)	Where is the Kakapo native to?	
10)	What threatens Tuataras' survival?	
11)	How solitary are Okapis?	
12)	Where are Axolotls native to?	

PREVIEW

Following Instructions – Drawing an Inuksuk

Draw

Follow the procedural text below to draw an inuksuk.

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

Name: _____

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Worksheet Generator

Following Instructions – Drawing an Inuksuk

Draw

Draw the inuksuk below.

PREVIEW

Comparing Instructions – Cooking BBQ Meal

Compare

Read both instructions. Which is easier to understand?

Step 1	Gather your materials.
Step 2	Use charcoal and professional tools to make barbecue.
Step 3	Pre-heat your grill 15-20 minutes before cooking.
Step 4	Place pre-marinated meat, sausages, fish or chicken on grill.
Step 5	Cook for 15-20 minutes depending upon its thickness.
Step 6	Remember that vegetables are cooked faster than meat, about 3-7 minutes.
Step 7	Put meat and vegetables on a plate and enjoy your barbecue meal.



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 question.

1) Which set of instructions were easier to understand?

2) Make a connection: Have you ever cooked a barbecued meal before? Or do you know someone who cooks it? Explain.

PREVIEW

Block 7: Poetry

Focus

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

Haiku Poetry – Types of Animals

Haiku Poetry – Types of Animals

Haiku poetry, with its brief and structured format, allows us to capture the essence of a subject in just a few words. Each of haiku's limited syllables challenge us to focus on the most striking features of a topic.

In this case, we can distill the defining characteristics of mammals, birds, reptiles, and amphibians into these short, vivid snapshots.

Mammal

Fur soft, gentle breath,
 Nuzzles with tender care,
 Rhythmic, steady pace.



Feathers kiss the breeze,
 Songs woven through the air,
 Nests cradle life's start.

Reptile

Ancient eyes glinting,
 Scales that whisper to the sun,
 Silent, they bask, still.



Amphibian

Wet skin, land and pond,
 Metamorphosis of form,
 Dual lives intertwined.



Inferences

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

1) "Hearts beat in rhythm"

2) "Nests of _____'s start"

3) "Silent, they bathe"

4) "Dual lives intertwined"

PREVIEW

Visualizing

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

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Cinquain Poems – Critical Thinking

Cinquain Poetry – Exploring Indigenous Communities Through Cinquain Poetry

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

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

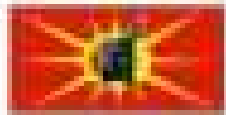
Néhiyaw
 Vast, wild prairies,
 Buffalo once roamed free,
 Whispering tales in the strong wind,
 Stronghold.



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



Mohawk
 Strong groups
 Warriors fight
 Clan mothers' have wisdom,
 The keepers of the Eastern Door,
 Proud, fierce.



Salish
 Cedar weaver
 Salmon streams, down
 Totems telling me ancient tales,
 Coastline.



Mikmaq
 Eastern dawn's light,
 Petroglyphs, history,
 Eagles soaring over high tides,
 East coast.



Haida
 Carving sculptures,
 Totems against the mist,
 Ravens trickster creation tales,
 West coast.



Critical Thinking

Answer the questions below.

1) How did the format of cinquains help you learn about these Indigenous communities?

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

3) Which poem did you like the most?

PREVIEW

You Choose

Choose a reading comprehension strategy to help you understand the text - Preview, Making Predictions, Ask Questions, Make Connections, Summarize, Making Inferences, Summarize, Evaluate, Making Connections, Synthesize, and Analyze.

Why did you choose this strategy?

Rhyming Poems – Critical Thinking

Rhyming Poetry – Important Landmarks of Canadian Geography

Rhyming poetry is like a tune made with words, where the end of one line has a matching sound to the end of another. The pattern of these rhymes can vary.

For instance, in AABB, the first two lines rhyme with each other and the next two have a different matching sound. With ABAB, every other line rhymes, and in ABCB, it's just the second and fourth lines that sound the same. Each pattern makes the poem sound

Rocky Mountains

In the west, the Rocky Mountains
Majestic peaks, so grand,
From B.C. to Alberta's land,
Wildlife thrives, nature's hand.



Niagara Falls

Niagara's waters, powerful and tall,
Ontario's pride for one and all,
Where the water sprawls,
A natural, nature's walls.



Great Bear Rainforest

On the coast, where the cedars crest,
The Great Bear Rainforest spans the land,
Raindrops fall at the raven's behest,
Here, in silence, the wild expands.



Bay of Fundy

Nestled on the coast,
Bay of Fundy tides
To rise and fall on a rocky ledge,
A moonlit dance of ocean's decree.



Canadian Shield

Ancient rocks, a shield so vast,
Covering lands, long and fast,
In Canada's grip, it's firmly cast,
Echoes of the geological past.



St. Lawrence River

St. Lawrence River, a flowing force,
Winds its way from a northern source,
Along its banks, the aspens quiver,
Nature's gifts, the great deliverer.



Critical Thinking

Answer the questions below.

1) Re-read the poems carefully. Write 3 things you learned from them about Canadian landmarks.

2) Which poem has AABB, ABAB, or ABCB rhyming patterns?

AAAA

ABCB

3) Which poem do you like the best?

4) What was your favourite part of the poem? Explain why it was your favourite.

Quote

Explain

Visualizing

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

Canadian Shield

Niagara Falls

--	--

Identifying Poems and Literary Devices

Instructions

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

Trees whispering "Shush,"
 Leaves mock the silent forest,
 Nature's hushed gossip.

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Simile

A baker who feared getting stout,
 Ate salads to lessen his doubt,
 But when night came around,
 In cookies he drowned.
 His diet was in, then it sprouted out.

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Metaphor

Eagle as Zeus
 Mighty as Zeus
 Soaring, hunting, ruling.

Like thunderbolts through the night sky
 Griffin

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Simile

Clouds as a lion in the night,
 Clouds as a lion in the night,
 Clouds as a lion in the night,
 Clouds as a lion in the night,
 Clouds as a lion in the night.

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Simile

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

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Rhyme

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

Poem Type

Literary Devices Used

 Satire
 Irony
 Allusion
 Idiom

Block 8: Book Reviews

Focus

- ✓ Bias in book reviews - identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews - Irony, Satire, and Allusion

Finding Bias in Reviews

What is Bias in Reviews?

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

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

Bias

Read the reviews and answer the questions.

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

As a connoisseur of deep-fried anything, "The Joy of Cooking Brussels Sprouts" had nothing to do with my favorite author, Kale P. Turnipson, gushes over these little green grenades as the most important culinary discovery since sliced bread. Come on, who in their right mind would tell me how to season and sauté Brussels sprouts?

The entire book is a monotonous ode to Brussels sprouts. Kids at my school's cafeteria leave behind on their plates. The pictures are of Brussels sprouts, which don't help their unappealing reputation. It attempts to make the most of the health benefits and "divine" taste of this notorious veggie.

But let's be real - no amount of fancy seasoning can change the true nature of Brussels sprouts. If you're after a book that tickles the taste buds, this isn't it. My advice? Skip the sprouts and go for a book about on desserts instead. That's where the real joy of cooking is found.



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

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

Literary Devices in Reviews

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

1. **Irony**: Irony in reviews highlights discrepancies, like saying a dull movie was "as exhilarating as a nap."
2. **Satire**: Satire in reviews pokes fun at a work's flaws, e.g., calling a predictable plot "strikingly innovative."
3. **Allusions**: Allusions in reviews reference well-known works, like comparing a character to Cinderella's transformation.

Examine Read the review below and find examples of the literary devices used.

Movie Review: "Paint Dry: A Study in Colour" – 5/5 stars

"Watching *Paint Dry: A Study in Colour* is like watching a thriller of a documentary, perfect for those who find joy in adrenaline. The film's use of the chromatic variety. The film takes you on a wild ride through the history of various surfaces. And let's talk about the suspense; will the eggshell finish hold up under pressure, or will the matte remain stoically smooth? It's a rollercoaster of emotions, easy to flat.

Each brush stroke is captured in real-time, providing a cinematic experience as dynamic as a statue. Who knew that painting could be as enthralling as skydiving? Buckle up for the heart-stopping scene where the colour transitions from beige to slightly less beige. It's a wild journey through time and paint, a must-see for anyone passionate about the aggressive pace of drying paint. Prepare to be glued to your seat, much like the paint to the wall.

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

Review Writing - Inferences

Title: "A Towering Tale of Decisions"

Introduction

Embark on a journey with "The Tower of Choices," a book that cleverly disguises real-life history as an exciting tale, using smart jokes and surprises to make you think and laugh.



Summary

Here, Lily and Marcus, a friend you might know, and Marcus, as reliable as the book, face a big test. They find a tower where each level is a different point in history, making choices that teach them about the past—like a fun quiz in a giant tower.

Thoughts

The author uses allusion, making the tower feel like a book, with each floor a chapter full of exciting lessons. The phrase "Choose wisely" is used throughout the book like advice from famous leaders, with Lily flipping a coin and Marcus making big decisions. The story's fun twists—the trapped animal points to a hidden message, the mirror pokes fun at how much people can love looking at themselves, and the tower's path is like the pattern of our DNA, full of human ups and downs.

This book is like a brain workout. It uses satire, making fun of our mistakes in a friendly way, while irony hides in the story, showing us that even as times change, people often stay the same.

Rating

"The Tower of Choices" is a brain-teasing adventure, mixing history and tough decisions with the thrill of a climb. It's full of clever hints and jokes that will make you think and giggle. This book gets five stars for making the old stories of history help us with choices we face today.



Examine

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

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

Allusion

Satire

Irony

Inferencing

Answer the questions below to show your understanding.

1) **Global Inference:** Describe what you think the author's attitude is toward the book based on the word choice, sentence structure, and punctuation used in the review. What do you infer about them?

2) **Global Inference:** Do you think you would like this book? Explain everything you read in the text.

3) **Local Inference:** What did the author mean when they wrote, "while irony hides in the story, showing us that even as times change, people often stay the same."

Assignment: Book Review

Objective

What are we learning more about?



To enhance students' understanding and appreciation of different literary genres and text forms through personalized exploration and critical analysis. This activity aims to develop their analytical and writing skills while encouraging them to delve into genres that spark their personal interest.

Instructions: How do we complete the activity?

Step 1: Choose a Genre/Topic
Students select a genre or topic that interests them. This could include mystery, science fiction, historical fiction, biographies, or novels, or works by specific writers, storytellers, or filmmakers.

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

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

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

Step 5: Write the Review
Students write a book/film review. The review should include:

- A brief summary of the plot/story/theme without giving away major spoilers.
- Personal reflections on what they enjoyed or found challenging.
- Analysis of how the work fits within its genre and any unique aspects it brings to it.
- A recommendation for who might enjoy this work and why.

Step 6: Share and Reflect

- Students present their reviews to the class or in small groups, discussing their chosen genre and the work they reviewed.
- Classmates ask questions and share their thoughts, fostering a collaborative learning environment.

5) Did anyone recommend this book/film/ to you? If yes, what did they say about it?

6) From what perspective is the story told (first-person, third-person, etc.)?

7) Who are the main characters, and are they flat or round characters?

8) Were there any key plot developments? How did they affect your reading/viewing experience?

9) How does the work fit within its genre? Does it follow the conventions of the genre, or is it different?

10) After experiencing this work, has your opinion about the genre changed in any way?

11) Would you recommend this book/film to others? Why or why not?

PREVIEW

Block 9: Graphic Texts

Focus

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used.

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

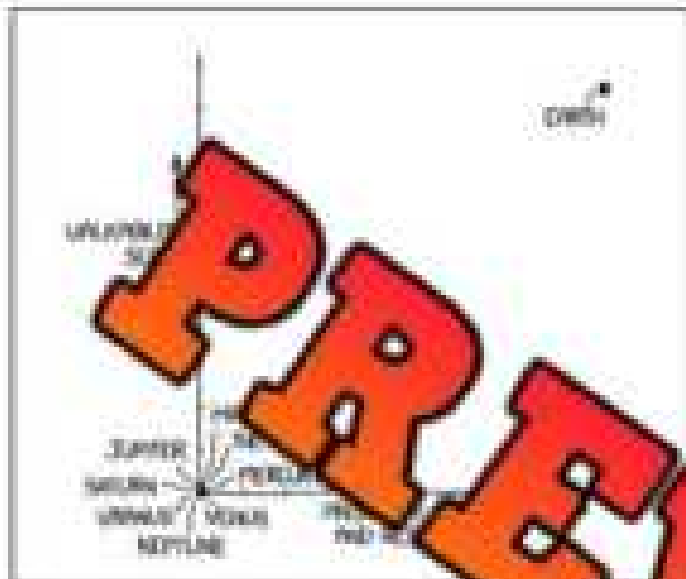
2) Is the joke explained explicitly, or is it implicit? Explain the joke.

3) Literary Device: Satire - What is satirical in the comic?

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



Caption: After doing a real-estate office layout, you get why this place is so popular.

1) What is the comic about?

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



Caption: The Atlantic Ocean is expanding about 4 cm each year.

1) What is the comic about?

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

Understanding Comics

Analyze

Read the comic and answer the questions.



Circle the text features used:

Speech Bubbles

Thought Bubbles

Captions

Sound Effects

Panels/Frames

Facial Expressions

1) Summarize the comic above. What happened?

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

3) Describe the satire used in this comic.

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. Toronto, Ottawa, being the capital of Canada, is capitalized.
- **Red Dots:** A small red dot is for a city, and a bigger red dot is for the capital of Canada.



Reading Maps – Text Features

Questions Answer the questions below.

- 1) What do the big, capitalized words on a map usually represent?
- 2) How can you identify provinces or territories on a map?
- 3) How do you identify cities on a map?
- 4) What do black dots on a map represent?

Think Label the provinces/territories on the map with the correct name. Use the correct capitalization. Label Canada in the sea with a thick border.

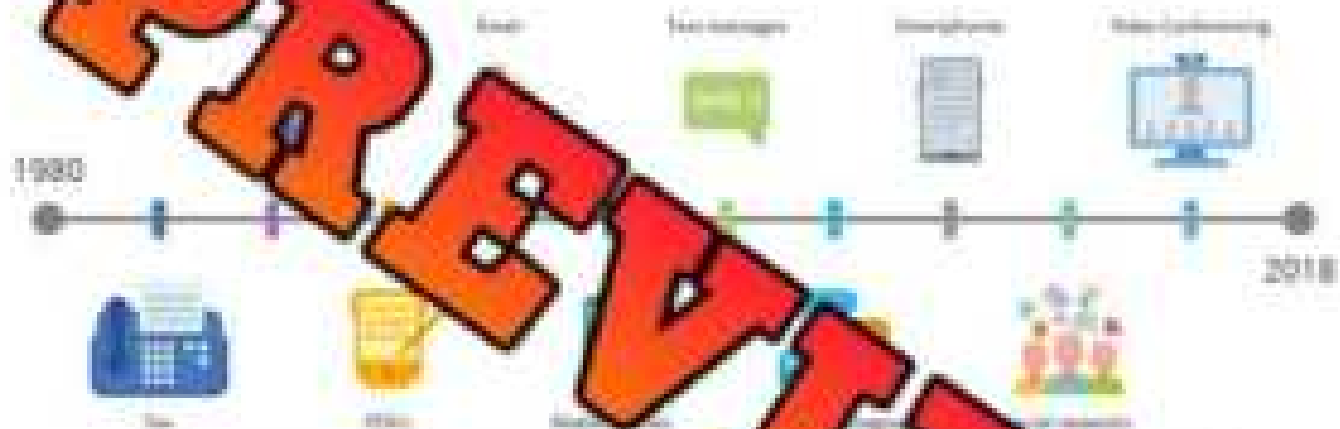
Prov.	Terr.	City
Ontario	Yukon	Ottawa
Alberta	Northwest Territories	Edmonton
Manitoba	NWT	Victoria

Graphic Text - What's a Timeline?

What's a Timeline?

Timelines are a way to show events in the order they happened, usually from oldest to newest. They help us understand the sequence and timing of important events. In timelines, you'll often see:

- **Dates:** These tell you when something happened.
- **Events:** Short descriptions of what occurred on those dates.
- **Labels:** Words that clarify or categorize the events.
- **Arrows:** show the direction of time, like past to present.
- **Pictures:** can add more detail and make the timeline interesting.



Analyze

Look closely at the timeline. What do you notice?

1) What features are part of this timeline?

2) How has communication changed? Explain what you've learned from the timeline.

3) Did the timeline help you learn about communication? Or would a paragraph have been a better choice? Explain.

Block 10: Biographies

Focus

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

Biography – Samuel De Champlain

Samuel De Champlain: Father of New France

Preface

In this biography, we will explore the life of Samuel de Champlain, a French navigator, cartographer, soldier, and explorer. Samuel de Champlain's expeditions laid the foundations for the French colonies in the New World, and his administrative efforts earned him the title "Father of New France." His commitment to exploration and understanding the importance of fostering good relationships with Indigenous peoples were pivotal in the development of the Canadian territories.

Early Life and Voyages

Samuel de Champlain was born around 1574 in Brouage, France. He began exploring North America in 1603, mapping the Atlantic coast and parts of Canada. Champlain founded Quebec City in 1608, establishing it as the capital of New France, a vast territory that covered a large part of Canada.

Partnerships with Indigenous Peoples

Champlain recognized the importance of working with Indigenous communities. He forged alliances with the Huron and Algonquin peoples, agreeing to aid them against their enemies, the Iroquois. This cooperation was crucial for the survival and expansion of the French settlers.

Expansion of New France

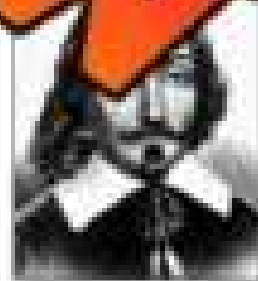
Champlain continued to explore and expand New France, traveling extensively in the region. He travelled the region extensively, establishing trading posts and settlements throughout the territory. He sought to create a successful colony, despite facing challenges such as harsh winters and conflict with opposing forces.

Timeline

- 1574: Born in Brouage, France
- 1603: First voyage to North America
- 1608: Founded Quebec City
- 1609: Fought alongside the Huron and Algonquin against the Iroquois
- 1635: Passed away in Quebec City

Glossary

- **Cartographer:** A person who draws or produces maps.
- **Colonies:** Territories controlled by a foreign power.
- **Explorer:** A person who travels to new places to learn about them.
- **Indigenous:** Native to a particular place.
- **Navigator:** A person who directs the route or course of a ship.



Samuel De Champlain

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Samuel De Champlain.

During Reading

Stop and write questions about what you are reading.

1	_____
2	_____
3	_____

Questions

Answer the questions.

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

2) How does the picture of Samuel De Champlain help you understand him better?

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

PREVIEW

Biography – Alexander Graham Bell

Alexander Graham Bell: Inventor of the Telephone

Alexander Graham Bell's Early Innovations

Alexander Graham Bell was born on March 3, 1847, in Edinburgh, Scotland. Influenced by his family's work in elocution and speech, Bell developed an interest in sound technology at a young age. He moved to Canada in 1870 and later to the United States to continue his research.

Invention of the Telephone

Bell's invention of the telephone was patented in 1876. This groundbreaking technology revolutionized communication, making it possible to hear the voice of another person from a distance. His invention changed the way the world interacts, shrinking vast distances and connecting societies like never before.

Other Contributions and Legacy

Aside from the telephone, Bell worked on other projects, including advancements in aviation, hydrofoils, and eugenics. He was a founding member of the National Geographic Society. Bell passed away on August 2, 1922, at his estate in Nova Scotia, leaving behind a legacy as a prolific inventor with a significant impact on modern technology.

Timeline

- 1847: Born in Edinburgh, Scotland
- 1870: Moved to Canada
- 1876: Patented the telephone
- Late 1800s: Worked on aviation and hydrofoil projects
- 1922: Died in Nova Scotia, Canada

Glossary

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



Alexander Graham Bell

Understanding

Is the statement true or false?

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

Critical Thinking

Answer the questions below.

- 1) Inference: How is Bell's legacy viewed today? Why is it important?
- _____
- _____
- _____
- 2) Inference: Why is the invention of the telephone so important to our lives today?
- _____
- _____
- _____
- 3) Personality trait: Use one word to describe Alexander. Then explain why you chose that word. Examples - brave, creative, loyal, curious, confident, ambitious, calm, etc.
- _____
- _____
- _____