



# Preview – Information



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# Google Slides Lessons Preview





# Saskatchewan Language Conventions, Spelling – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

### Week 1 - Vocabulary List

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

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

### Prefix Un-

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

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

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Fluency Readings

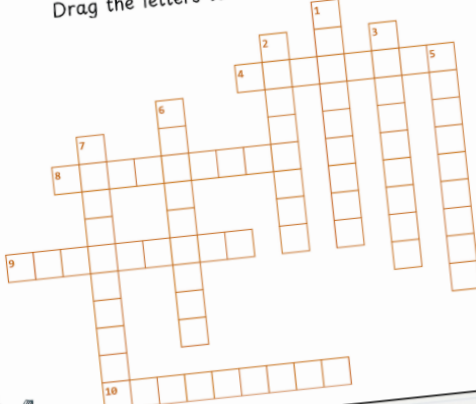
Look at the picture. Read both sentences. Mark the sentence that tells what is happening. ✓

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

# Saskatchewan Language Conventions, Spelling – Grade 7

## Prefix Re-

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



|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| a | e | x | s | u | c | r | n | i | r | a | t |
| g | a | t | n | a | r | t | a | p | r | c | e |
| e | e | k | c | r | s | e | c | r | e | e | i |
| n | r | f | e | a | d | c | m | r | a | m | g |
| o | n | r | r | e | o | r | n | e | t | c | l |
| f | e | r | a | o | e | d | i | c | e | z | e |
| r | e | c | e | r | n | e | p | o | l | i | r |

**Across**

- appear once more
- examine carefully again
- install once again
- connect back again

**Down**

- package again neatly
- make something again
- teach again properly
- confirm once again
- put in order again
- think about again

## Vocabulary List

Connect each word to match it with its correct meaning on the other side of the chart. Make sure every word is connected to the meaning that fits best.

|                                                  |                                       |                                                 |                                     |
|--------------------------------------------------|---------------------------------------|-------------------------------------------------|-------------------------------------|
| twist around rules <input type="checkbox"/>      | <input type="checkbox"/> irreversible | annoying or bothersome <input type="checkbox"/> | <input type="checkbox"/> obscure    |
| very painful experience <input type="checkbox"/> | <input type="checkbox"/> circumvent   | shiny shifting colours <input type="checkbox"/> | <input type="checkbox"/> surrender  |
| make very frustrated <input type="checkbox"/>    | <input type="checkbox"/> extraction   | feeling of annoyance <input type="checkbox"/>   | <input type="checkbox"/> irksome    |
| set someone free <input type="checkbox"/>        | <input type="checkbox"/> excruciate   | open or spread <input type="checkbox"/>         | <input type="checkbox"/> urgent     |
| dig something out <input type="checkbox"/>       | <input type="checkbox"/> exponential  | needing quick action <input type="checkbox"/>   | <input type="checkbox"/> adjourn    |
| cannot be undone <input type="checkbox"/>        | <input type="checkbox"/> exonerate    | give up control <input type="checkbox"/>        | <input type="checkbox"/> irony      |
| speed something up <input type="checkbox"/>      | <input type="checkbox"/> expedite     | care and support <input type="checkbox"/>       | <input type="checkbox"/> unfurl     |
| take something out <input type="checkbox"/>      | <input type="checkbox"/> exasperate   | hard to see <input type="checkbox"/>            | <input type="checkbox"/> iridescent |
| small selected part <input type="checkbox"/>     | <input type="checkbox"/> excavate     | opposite than expected <input type="checkbox"/> | <input type="checkbox"/> nurture    |
| grow very fast <input type="checkbox"/>          | <input type="checkbox"/> excerpt      | end a meeting <input type="checkbox"/>          | <input type="checkbox"/> irritation |

## Deep

Read each sentence and match the highlighted word to the correct category: action, an event, or a state of being.

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

# Saskatchewan Language Conventions, Spelling – Grade 7

## Week 12 - Vocabulary List

Choose the correct word to fill in the blank and complete each sentence.

The speech was \_\_\_\_\_ and made everyone think deeply.

spiteful meaningful sprawled sprightly

His comment was \_\_\_\_\_ and meant to upset others.

sprouted spiteful meaningful peaceful

The storm caused an \_\_\_\_\_ day full of surprises.

strategic thoughtful fruitful eventful

The new system helped \_\_\_\_\_ the work process.

woeful sprout stricken streamline

A loud test can be a major \_\_\_\_\_ for students.

strategy strength stressor spryly

Daily practice will \_\_\_\_\_ your reading skills.

stratify sprawl strengthen stressor

The cat \_\_\_\_\_ across the warm floor.

sprawled powerful fruitful sprightly

The puppy moved in a \_\_\_\_\_ way across the yard.

spiteful sprightly woeful strategic

New leaves \_\_\_\_\_ after the spring rain.

stratified sprawled sprouted stricken

The team felt proud after a \_\_\_\_\_ season with many wins.

successful peaceful woeful drive!

## Declarative Sentences

Read all the sentences on the right. Choose only the declarative sentences. Drag each declarative sentence to the picture it matches.



My mom is cooking dinner.

Go play soccer in the park.

Water the flowers in the garden.

Are we playing soccer in the park?

He drinks a glass of milk every day.

Why is the dog barking loudly?

The flowers are growing.

We are playing soccer in the park.

Is the cat sleeping on the chair?

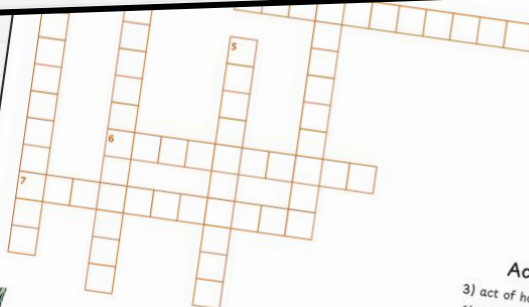
The cat is sleeping on the chair.

Listen to the barking dog.

Is my mom cooking dinner?

The dog is barking loudly.

Drink a glass of milk every day.



### Across

- 3) act of honouring
- 6) rule or control
- 7) act of teaching

### Down

- 1) group born together
- 2) act of exploring
- 4) getting ready beforehand
- 5) number of people



# Google Slides Lessons Preview





# Saskatchewan Language Curriculum

## Reading Comprehension– Grade 7

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

#### Learning Goal

#### What are Reading Comprehension Strategies?

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



#### Build the Map

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

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

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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

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



#### Consolidation – The Lighthouse in Fog

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





# Saskatchewan Language Curriculum

## Reading Comprehension– Grade 7

Read the email. Then, drag the boxed words to their correct meanings on the table that is found on the right side.

Dear Students,

Our class has been invited to join the community **initiative** next Saturday to help clean up Riverside Park. This event is organized to **stimulate** environmental awareness and teamwork among local schools. Volunteers will help **amass** litter, separate recyclables, and plant small shrubs near the riverbank.

Please wear **robust** shoes and bring a reusable water bottle. All supplies will be **allocated**, but you are encouraged to bring gloves if you have them. This is a great opportunity to make a positive **impact** and show pride in our neighbourhood.

See you all there!

Sincerely,  
Mr. Thomson

### Match Their Meanings

| Drag and drop the vocabulary words below | Meaning – Use Context Clues or Look Up Word Meanings  |
|------------------------------------------|-------------------------------------------------------|
|                                          | A powerful or lasting effect on something or someone  |
|                                          | To gather items, usually for a specific purpose       |
|                                          | A project or action started to make a positive change |
|                                          | Supplied or made available for use                    |
|                                          | To support or kick-start an idea                      |
|                                          | Strong and able to last a long time                   |

allocated

initiative

amass

stimulate

robust

impact

### Implicit or Explicit?

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

Explicit

Implicit

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

### Main Plot

Plot

Subplot

### Story Strip

- 1) The friends design and build their drone after school, testing it every weekend.
- 2) Mia feels nervous about presenting their drone design and starts practising public speaking at home.
- 3) Jay, one of the team members, starts a rivalry with another racer, which causes tension in the group.
- 4) During the final race, their drone malfunctions mid-air, and they rush to repair it.
- 5) After the race, Jay apologizes to his teammates and learns the value of teamwork.
- 6) The friends celebrate when their repaired drone wins the competition.



# Saskatchewan Language Curriculum

## Reading Comprehension– Grade 7

### Which Point of View Works Best?

After reading, answer the multiple-choice questions by putting "X" on the correct advantage or disadvantage of each point of view.

X

#### 1) What is an advantage of Story 1?

- ☐ Helps readers feel the character's emotions closely
- ☐ Lets readers know everyone's thoughts
- ☐ Keeps the story distant and objective

#### 2) What is a disadvantage of Story 1?

- ☐ Gives away the ending too early
- ☐ Focuses only on one viewpoint
- ☐ Uses too many pronouns

#### 3) What is an advantage of Story 2?

- ☐ Keeps the reader outside the story
- ☐ Explains what all characters feel
- ☐ Pulls the reader directly into the adventure

#### 4) What is a disadvantage of Story 2?

- ☐ Some readers may dislike being told what to do
- ☐ It never uses sensory details
- ☐ It hides the main character's goal

#### 5) What is an advantage of Story 3?

- ☐ Focuses on only one emotion
- ☐ Describes the whole scene clearly and calmly
- ☐ Uses "I" for personal connection

#### 6) What is a disadvantage of Story 3?

- ☐ Always uses second person
- ☐ May feel less emotional or distant
- ☐ Makes it hard to follow the plot

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

### The Garden of Mirrors – Symbolic Meanings

#### Answer

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

Lila

Rowan

The Mirrors

The Fog

The Villagers

### Part from the Story

- "A glowing tunnel hidden beneath a snowy ledge"
- "Towering crystal pillars humming softly in the cavern"
- "A carved ice rune pulsing like a heartbeat"
- "A narrow ice bridge stretching across the chamber"
- "A floating orb swirling like a tiny storm"
- "A glowing map projected across the crystal walls"

#### Name

- a) Heart-Rune
- b) Frostfall Passage
- c) Light-Wall Map
- d) Storm-Orb
- e) Crystal Columns
- f) Glacier Bridge



# Google Slides Lessons Preview





# Saskatchewan Language Writing – Grade 7

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**LEARNING GOAL**

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

### Word Choice by Audience

For each audience row, circle the words that best match that audience's voice.

|                       |            |             |            |            |            |
|-----------------------|------------|-------------|------------|------------|------------|
| Science Teacher       | hypothesis | results     | guess      | history    | procedure  |
|                       | globe      | conclusion  | variables  | replicate  | noun       |
| Teachers              | cooldown   | formative   | playbook   | defense    | Lesson     |
|                       | rubric     | chart       | assessment | grade      | drill      |
| Pilots / Airline Crew | glaze      | altitude    | runway     | marinade   | airspeed   |
|                       | turbulence | stanza      | compost    | cabin crew | captain    |
| Artists / Designers   | palette    | composition | contrast   | barometer  | illusion   |
|                       | lab        | typography  | stanza     | abstract   | capsule    |
| Lawyers / Judges      | appeal     | affidavit   | marinade   | chorus     | precedent  |
|                       | verdict    | tempo       | respawn    | statute    | deposition |

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Write to an Audience: Word Choice in Action

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

| Audience | Word Choices |  |  |
|----------|--------------|--|--|
|          |              |  |  |

Large empty box for writing a short letter to an audience.



# Saskatchewan Language Writing – Grade 7



## Building a Strong Paragraph



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

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

Topic Sentence

Supporting Details

Closing Sentence



Read each definition carefully and match the transition word from above.

## Transition Words - Supporting Details

|                                          |               |                                                  |               |
|------------------------------------------|---------------|--------------------------------------------------|---------------|
| Too                                      | Moreover      | Finally                                          | However       |
| Similarly                                | Alternatively | Along with                                       | In addition   |
| But                                      | Meanwhile     | First                                            | In conclusion |
| Introduces the beginning step or point.  |               | Signals the last point.                          |               |
| Points out that two things are alike.    |               | Summarizes the main ideas at the end.            |               |
| Shows contrast or an opposite idea.      |               | Reinforces the previous idea with extra detail.  |               |
| Suggests another option or choice.       |               | Indicates disagreement or difference.            |               |
| Introduces extra supporting information. |               | Adds something similar to the first idea.        |               |
| Adds another idea at the end of a list.  |               | Indicates two things happening at the same time. |               |

## Choose the Best Ending

Read each paragraph and draw a checkmark (✓) beside the ending that best completes the paragraph.

School uniforms can improve learning focus. They cut down on outfit distractions. They also build a shared school identity.

- ☐ Uniforms can help students aim their attention at class.
- ☐ Some students like to design their own jackets.
- ☐ Uniforms come in many fabrics these days.

Regular exercise supports mental health. It releases endorphins that lift mood. It also strengthens the heart and muscles.

- ☐ Overall, exercise improves both body and mind.
- ☐ Ultimately, sports stores can be crowded after school.
- ☐ In conclusion, many teams practise on weekdays.

Reading every day strengthens vocabulary. It exposes students to new ideas. It also trains the brain to concentrate for longer.

- ☐ Libraries sometimes host weekend events.
- ☐ Daily reading supports both language growth and focus.
- ☐ Paperbacks are easy to carry around.

Responsible online behaviour keeps people safe. Limiting personal data protects privacy. Using respectful language builds trust.

- ☐ After all, some apps change their layouts often.
- ☐ In summary, screens can be too bright at night.
- ☐ In conclusion, smart choices online protect relationships and information.



# Saskatchewan Language Writing – Grade 7



## Identifying Character Traits

|          |          |           |       |             |
|----------|----------|-----------|-------|-------------|
| Honest   | Lazy     | Patient   | Brave | Selfish     |
| Careless | Reliable | Impatient | Kind  | Hardworking |



Read each passage carefully and drag the best word from the word bank that describes the character's trait.

|   |                                                                                                    |  |
|---|----------------------------------------------------------------------------------------------------|--|
| 1 | Mia always helps her younger brother with homework, even when she is tired from school.            |  |
| 2 | Daniel never forgets to water the plants, feed the dog, or finish his chores before playing games. |  |
| 3 | Aiden admitted to his teacher that he forgot to do his assignment, instead of making an excuse.    |  |
| 4 | Clara argued with her friends and kept all the snacks for herself during the picnic.               |  |
| 5 | Luke waited calmly for his turn at the doctor's office, even though the line was very long.        |  |
| 6 | Sarah studied late at night, woke up early, and still worked hard on her project.                  |  |
| 7 | Ben ran into the storm to rescue his puppy, even though it was dangerous.                          |  |
| 8 | Emily forgot to lock her bike and left her books outside in the rain.                              |  |

Everyone would agree...  
This must be dealt with or else...  
I strongly believe...  
Do you realize...  
Everybody knows that...  
It is obvious that...  
You must know...  
No sane person would agree that...  
I think that...  
Most people would agree that...  
Obviously, no one would disagree that...  
How could you possibly think...

|                     |                          |
|---------------------|--------------------------|
| match<br>beside it. | Stating Opinion          |
| A                   | Appealing to Everyone    |
| B                   | Warning or Urging Action |
| C                   | Challenging the Reader   |
| D                   | Dismissing Other Views   |
| E                   |                          |



## Word Search

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

|                                   |                                    |                                     |
|-----------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Limerick | <input type="checkbox"/> Narrative | <input type="checkbox"/> Sonnet     |
| <input type="checkbox"/> Haiku    | <input type="checkbox"/> Rhyming   | <input type="checkbox"/> Free Verse |

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

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