



Preview – Information



**Thank you for your interest in this bundle.
Within this preview, you will see:**

- ✓ **A selection of worksheets included in each workbook. Keep scrolling to find the next resource included in the bundle.**

When you make a purchase, you will receive a folder with the .pdf workbook files inside.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Workbook Preview



Grade 9 – Language

A. Literacy Connections and Applications

Throughout Grade 9, in connection with the learning in strands B to D, students will:



	Curriculum Expectations - Overall Expectations	Pages
A1	Transferable Skills	
	Preview of 130 pages from this product that contains 332 pages total.	
A2	Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	8, 69, 85, 1-121, 1-148, 1-171, 1-216
A3	Applications, Connections, and Contributions	
	Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	132-135, 141-142, 180-181, 211-213, 236-238, 249-253, 255-257 243-248

Grade 9 – Language

D1. Developing Ideas and Organizing Content



	Curriculum Expectations – Specific Expectations	Pages
D1.1	Purpose and Audience identify the topic, purpose, and audience for various texts they plan to create; choose a text form, genre, and medium to suit the purpose and audience, and justify their choices	11-12, 63-68, 75-77, 79-80, 229, 243-244
D1.2	Developing Ideas generate and develop ideas and details about challenging topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences	13-15, 25-26, 37-39, 43-46, 50-53, 56-57, 79-80, 86-92, 100-101, 107, 112, 139-140, 157-158, 172-173, 193-194, 211-213
D1.3	Research gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the currency, quality, bias, and accuracy of information; verify the reliability of sources; and check copyright and cite the sources for all content created by others	122-124, 133-135, 144-147, 167-171, 180-181, 184-187, 197-199, 245-253, 255-259
D1.4	Organizing Content classify and sequence ideas and collected information, selecting effective strategies and tools, and identify and organize relevant content, evaluating the choices of text form, genre, and medium, and considering alternatives	29-35, 37-43, 50-57, 63-65, 70-71, 84-85, 93-94, 98-103, 106, 108, 116-117, 148-156, 159-166, 192, 201-206, 218-222, 224-228, 234, 240-242
D1.5	Reflecting on Learning evaluate the strategies and tools used to develop ideas and organize content for texts of the chosen forms, genres, and media, explain which were most helpful, and suggest steps for future improvement as a text creator	16-18, 28, 44, 48, 49, 74, 78, 83, 106, 136-138, 176-179, 182-183, 191, 195-196, 200, 217, 230-231, 239, 254, 261

Grade 9 – Language

D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	Producing Drafts draft complex texts of various forms and genres, including narrative, persuasive, expository, and informational texts, citing sources, and use a variety of appropriate media, tools, and strategies to transform information and communicate ideas	26, 58-59, 70-71, 79-80, 93-97, 107-109, 184-187, 197-199, 209-210, 235, 258
D2.2	Printing, Handwriting, and Word Processing write fluently, with a personal style, touch type quickly and accurately, and select and use appropriate word-processing programs and tools to produce texts of various lengths and complexity	22, 36, 45-46, 60-62, 75-77, 123, 128, 130-131, 209-210, 222-228, 232, 263-276
D2.3	Voice establish an identifiable voice in their texts, modifying language, style, and tone to suit the text's form, genre, audience, and purpose, and express their thoughts, feelings, and opinions about the topic clearly	19-21, 23-27, 63-68, 73, 77, 232-233
D2.4	Point of View and Perspective explain the explicit and implicit points of view, perspectives, and bias conveyed in their texts, evaluate how various audiences might respond, and suggest ways to acknowledge other perspectives	118-131
D2.5	Revision make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete, revise, and reorganize sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback	27, 111-112, 207-208, 214-216
D2.6	Editing and Proofreading edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers	44, 71, 80, 109, 174-175, 207-208, 214-216

Grade 9 – Language

D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	Producing Final Texts produce final texts using appropriate techniques and tools, including digital design and production tools, to achieve the intended effect	47, 58-59, 73, 82, 113-114, 188-189
D3.2	Publishing and Presenting Texts publish and present texts they have created, using various media and tools, and evaluate how their choices helped them communicate their intended message	133-135, 141-142, 180-181, 211-213, 223, 236-238
D3.3	Reflecting on Learning evaluate the strategies and tools they found helpful when publishing and presenting texts, reflect on what they learned at each stage of the creative process, analyze how their texts address various topics, and suggest steps for future improvement as a text creator	16-18, 28, 48, 74, 83, 115, 136-138, 143, 191, 200, 217, 239, 241



Understanding Text Forms

What Are Text Forms?

Text forms are organizational structures used to communicate ideas for specific audiences and purposes. Writers choose different text forms depending on whether they want to inform, persuade, entertain, explain, or analyze information. Understanding text forms helps readers interpret messages effectively and allows writers to communicate clearly and purposefully.

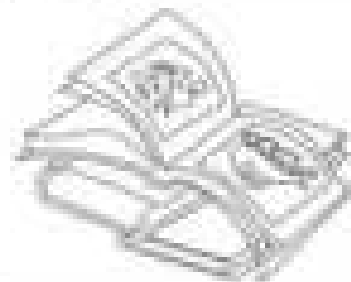
Common Text Forms

	Purpose	Common Examples
Narrative	Tells a story through characters, events, and conflict.	Novels, short stories, memoirs
Informational / Expository	Explains or informs about concepts, facts, or processes.	Textbooks, articles, reports
Descriptive	Creates a vivid, detailed picture of a person, place, or thing.	Travel writing, character descriptions
Persuasive	Encourages readers to accept a viewpoint or take action.	Editorials, advertisements, speeches
Argumentative	Supports a claim using evidence and reasoning while addressing counterarguments.	Essays, debates, position papers
Procedural	Provides instructions for completing a task or process.	Recipes, manuals, step-by-step guides
Literary Analysis	Examines and interprets literary texts.	Critical essays, response papers
Media Text	Combines visual, audio, and written elements to communicate messages.	Podcasts, social media posts, commercials, infographics

Why Text Forms Matter

Understanding text forms helps readers and writers:

- Identify an author's purpose and intended audience.
- Recognize how information is organized and presented.
- Evaluate the effectiveness of communication.
- Choose the most appropriate format for different situations.
- Develop stronger reading, writing, and critical-thinking skills.



Matching

Label each text form with its description.

	Narrative	A) Combines text, visuals, and audio to share a message.
	Expository	B) Uses evidence to support a claim and address other viewpoints.
	Descriptive	C) Uses vivid details to create a clear picture for the reader.
	Persuasive Writing	D) Analyzes themes, characters, and literary techniques.
	Argumentative	E) Explains facts, ideas, or concepts about a topic.
	Process	F) Gives step-by-step instructions to complete a task.
	Literary Analysis	G) Tells a story with characters, events, and conflict.
	Informative	H) Tries to influence the reader's opinion or actions.

Identify

Read each scenario and identify the most appropriate text form.

A student writes an essay about climate change using evidence.	
A travel writer describes a city's culture and landmarks.	
A company shares videos and images of its products.	
A writer examines the theme and symbols in a novel.	
A recipe explains how to prepare a healthy meal.	

Questions

Answer the questions below.

1) Why might an author choose an argumentative text instead of a narrative when discussing a controversial issue?

2) Which text form do you think is most effective for communicating information to teenagers today? Explain your answer using at least one example.

Idea Development Strategies

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

1. STRATEGIES FOR GENERATING IDEAS

Brainstorming	Mind Mapping	Researching	Asking Questions	Freewriting
Rapidly jot down all thoughts related to a topic. The key is to avoid censoring any ideas at this stage.	Draw your main idea at the center and branch out with related concepts. This helps visualize connections between various ideas.	Collect information from sources such as books, articles, and websites. Research can uncover new facts and perspectives.	Explore your topic by asking who, what, where, when, why, and how. This technique often reveals new aspects and deepens understanding.	Write continuously about your topic for a set time to discover new ideas.

2. ORGANIZING AND REFINING IDEAS

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 expressing your ideas without worrying about perfection in the first version.

Revision and Editing

- Review your draft to refine ideas and improve clarity. This may involve reorganizing points, enhancing descriptions, or correcting errors.

3. FURTHER ENHANCING IDEAS

- **Peer Discussion** - Discuss your ideas with classmates or teachers. Conversations can provide fresh perspectives and challenge your thinking.
- **Analogies and Examples** - Use analogies or real-life examples to make complex ideas easier to understand and more relatable.
- **Feedback Loop** - Regularly seek feedback on your drafts. Constructive criticism can identify areas for improvement that you may have overlooked.



Practice

Practice the different strategies below.

1) **Brainstorm:** Write down all words, ideas, examples, questions, and opinions that come to mind when you think about social media and misinformation.

Social Media and
Misinformation

2) **Graphic Organizer:** Organize and define your ideas by answering the following questions about social media and misinformation.

a) What is misinformation?

b) Where do people commonly encounter misinformation online?

c) What are some possible effects of misinformation on individuals or society?

d) What strategies can help people identify reliable information?

e) How can social media platforms help reduce misinformation?

f) What might happen if misinformation continues to spread unchecked on social media?

Practise

Practise the different strategies below.

3) Asking Questions: Imagine you are preparing a presentation about social media and misinformation. What questions could help you learn more about the topic? Write your questions below.

1. What is misinformation, and how does it spread on social media?

2.

3.

4.

5.

6.

7.

4) Peer Discussion: Discuss social media misinformation with a classmate. Share your opinions, concerns, and possible solutions. Record your notes from your discussion below.

1.

2.

3.

4.

5.

6.

7.

8.

Building Effective Paragraphs

Why Are Paragraphs Important?

Paragraphs help writers organize ideas clearly and guide readers through a text. Each paragraph should focus on one main idea and develop it with relevant details and explanations.

The Structure of an Effective Paragraph

1. Topic Sentence introduces the main idea of the paragraph and tells readers what the paragraph will focus on. It provides focus and direction, helping readers understand the purpose of the information that follows. A strong topic sentence is clear, specific, and directly related to the overall topic.

Example:

Social media has become a **new** way people communicate and share information.

2. Supporting Details develop the main idea presented in the topic sentence. These details may include facts, examples, evidence, statistics, observations, or personal experiences. Effectively using supporting details helps readers understand the topic more fully and strengthen the writer's argument.

Examples of Supporting Details

- Facts and statistics
- Real-world examples
- Explanations and descriptions
- Personal observations
- Evidence from research

3. The concluding sentence brings the paragraph to a close by restating the main idea. It reminds readers of the paragraph's focus and helps them transition to the next idea. A concluding sentence should summarize rather than introduce new information.

Example: As a result, social media continues to play an important role in communication.

Building Paragraph Unity

Unity means that all sentences in a paragraph work together to support one main idea. Every detail, example, and explanation should connect directly to the topic sentence. Including unrelated information can weaken the paragraph and make it harder for readers to follow.

Creating Coherence

Coherence refers to the logical flow of ideas within a paragraph. A coherent paragraph moves smoothly from one sentence to the next, helping readers understand how ideas are connected. Writers can improve coherence by organizing details logically and using transition words effectively.



Topic Sentence

Read each paragraph carefully. Infer the main idea and write an effective topic sentence that introduces the paragraph.

Topic Sentence

Artificial intelligence is becoming increasingly common in everyday life. From personalized recommendations on streaming platforms to virtual assistants that answer questions instantly, AI is changing how people interact with technology. As these systems become more advanced, it is important to consider both their benefits and their potential challenges. Ultimately, AI is reshaping the way society communicates, works, and learns.

Topic Sentence

Many people spend several hours each day on social media platforms. While these platforms can keep us connected and informed, they can also contribute to stress, misinformation, and unrealistic expectations. Learning to evaluate online content critically is an important skill in our digital world. Therefore, digital literacy has become essential for responsible social media use.

Topic Sentence

Climate change continues to impact our planet and the world in different ways. Rising temperatures, extreme weather events, and sea level rises are becoming more noticeable each year. Governments, organizations, and individuals all play a role in addressing these challenges. As a result, collective action is necessary to protect the environment for future generations.

Hooks

Rewrite each topic sentence to create a strong hook. Use the following techniques: Thought-provoking question, Surprising fact, and Interesting observation.

Basic Version

Technology has changed the way students learn.

Your Version

Boring Version

Social media influences how people communicate.

Your Version

Boring Version

Climate change affects communities around the world.

Your Version

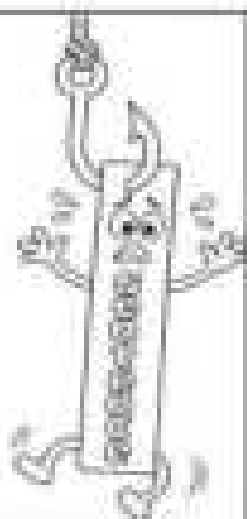
Writing Hooks – Improving Topic Sentences

Asking a Question: Begin with a question to make your readers curious.
Example: "Can social media do more harm than good?"

Use an Exclamation: Start with something exciting to grab your reader's attention.
Example: "What an amazing scientific breakthrough!"

Making a Bold Statement: By opening with a bold statement, you lay down a strong foundation for your readers.
Example: "Technology has changed our lives forever."

Adding an Interesting Fact: Tell an interesting fact to engage your readers.
Example: "Most teens check social media daily."



Hooks

Rewrite the topic sentence below using the different strategies.

Original Version	Artificial intelligence is becoming more common in schools.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Social media has changed how people communicate.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) Understanding how to budget, save, and manage money is an essential life skill. Financial literacy helps people make informed decisions about spending and investing. It can also prevent debt and improve long-term financial stability. As financial systems become more complex, these skills are increasingly valuable.

- a) Managing money wisely helps people make better financial decisions.
- b) Financial literacy teaches skills for saving, budgeting, and spending responsibly.
- c) Learning to budget can improve future financial opportunities.

2) Learning a second language improves communication skills and cultural awareness. It can also enhance employability, professional abilities, and career opportunities. In today's interconnected world, bilingual individuals often have an advantage. Language learning opens doors to personal and professional growth.

- a) Learning another language helps people connect across cultures.
- b) Studying a second language improves communication and creates new opportunities.
- c) Knowing multiple languages can support personal and academic growth.

3) Music has the power to reflect cultural values and emotions. It can inspire change, express emotions, and unite communities. Throughout history, music has been used to communicate important messages. Music remains a vital part of our evolving society.

- a) Musical traditions often reveal important aspects of culture and identity.
- b) Throughout history, music has been used to communicate ideas and bring people together.
- c) Music serves as a powerful form of expression that reflects and influences society.

4) Volunteering allows individuals to contribute positively to their communities. It develops leadership, teamwork, and communication skills. Many volunteers gain valuable experiences that support future careers. Serving others benefits both the community and the individual.

- a) Volunteer experiences help individuals develop skills that are useful in future careers.
- b) Community service creates positive outcomes for volunteers and the people they assist.
- c) Volunteering benefits communities while promoting personal growth and skill development.

Crafting Perfect Paragraphs

1) The Foundation of a Paragraph: Topic Sentence

A well-developed paragraph begins with a topic sentence. This sentence introduces the main idea and establishes the focus of the paragraph. An effective topic sentence should be clear, specific, and engaging, providing readers with a sense of what will be discussed. In academic writing, it serves as a guide for both the writer and the reader.

Example: Social media plays a significant role in shaping public opinion and influencing how people perceive current events.

2) Building the Paragraph: Adding Supporting Sentences

Once the main idea is established, supporting sentences provide the evidence and examples needed to develop it. These details may include facts, statistics, examples, observations, or logical reasoning. Strong supporting sentences expand on the topic while maintaining a clear, logical connection.

Supporting Sentence 1

Information can be shared instantly with millions of people through social media platforms, allowing news and ideas to spread within minutes.

Supporting Sentence 2

Users are exposed to a wide range of perspectives, which can broaden their understanding of issues or reinforce their beliefs.

Supporting Sentence 3

Trending posts, hashtags, and viral content often influence public opinion and draw attention to specific topics or events.

Supporting Sentence 4

However, because misinformation can spread quickly online, users must evaluate sources carefully and think critically before accepting information as accurate.

3) Wrapping Up: Crafting a Concluding Sentence

A concluding sentence brings the paragraph to a clear and effective close. Rather than introducing new information, it reinforces the main idea and summarizes the key points discussed. A strong conclusion helps create a sense of completeness and leaves the reader with a lasting understanding of the topic.

Example: Therefore, social media has become a powerful force in shaping public understanding while highlighting the importance of responsible digital citizenship.

**Supporting
Details**

Write three relevant supporting details that effectively develop each topic sentence. Use facts, examples, explanations, or reasons to support the main idea.

Topic Sentence	Reading helps develop critical thinking and analytical skills.
1	Reading helps people analyze ideas and information more carefully.
2	It encourages logical thinking when evaluating different viewpoints.
3	Reading develops independent judgment and informed decision-making.

Topic Sentence	Health is an important part of overall well-being.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Cyberbullying can have serious effects.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Conservation efforts help protect ecosystems and wildlife.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

**Paragraph
Expansion**

Expand the short paragraph below into a 150-200 word detailed paragraph. Add supporting details, examples, explanations, and a concluding idea while keeping the main message.

Starter Paragraph:

Technology has become an important part of education. It helps students access information, complete assignments, and communicate with teachers. However, devices and social media can also distract students from learning. Using technology responsibly allows students to enjoy its benefits while staying focused on their goals.

PREVIEW

Supporting Details

In the planning stage of writing, writers often generate many ideas about a topic. These ideas can then be grouped into broader categories that become the main points of a paragraph or essay. Organizing ideas in this way helps writers create focused, well-developed paragraphs with clear supporting details.

Example

Brainstorm: How does social media influence society: Sharing information quickly, Spreading information, Connecting people globally, Influencing opinions Promoting businesses, Encouraging online activism, Affecting mental health and Creating digital communities

3 Big Ideas: (1) Communication and Connection - connecting people globally, creating digital communities (2) Information and Information - sharing information quickly, influencing opinions, spreading information (3) Social and Personal Impact - affecting mental health, encouraging online activism, promoting businesses

Brainstorm

Brainstorm ideas for your topic. Select 3 big ideas to write about.

1) How Does Social Media Influence Public Opinion

Social Media and
Public Opinion

List three main ideas you chose from your brainstorming

1)

2)

3)

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

A conclusion sentence is the final sentence of a paragraph. Its purpose is to bring the discussion to a logical close by reinforcing the main idea and highlighting the significance of the supporting details. An effective conclusion helps readers understand the importance of the paragraph's message and leaves a lasting impression.

Key Elements of a Strong Conclusion

1. Reinstate Main Idea – A conclusion sentence should revisit the topic sentence without using it word for word. Instead, it should restate the central idea using fresh language that reflects the discussion presented in the paragraph.

2. Synthesize Supporting Details – Rather than listing details again, combine the key points into a brief summary of the topic.

Example Topic: The Benefits of Teamwork

Supporting Details:

- Teamwork promotes creativity and innovation.
- It allows individuals to learn from each other.
- It helps groups solve problems more effectively.

Synthesis:

Together, these benefits demonstrate how teamwork contributes to both individual and group success.

3. Emphasize Significance

A strong conclusion explains why the topic matters. It helps readers connect the paragraph's ideas to larger issues, real-world situations, or future implications.

Advanced Conclusion Strategies

1. Link the paragraph to a broader concept or real-world issue.

Example: For this reason, teamwork remains an essential skill in both academic and professional environments.

2. Show how the topic may influence future outcomes.

Example: As society becomes increasingly interconnected, the ability to work effectively with others will become even more valuable.

3. End with Reflection and encourage readers to think more deeply about the topic.

Example: Ultimately, the success of any group often depends on the willingness of its members to collaborate and support one another.



PREVIEW

True or False

Is the statement true or false?

1) A conclusion sentence should reinforce the main idea of the paragraph.	True	False
2) A strong conclusion may restate key points using different wording.	True	False
3) New evidence should be introduced in the conclusion sentence.	True	False
4) Conclusion sentences help create a sense of closure for the reader.	True	False
5) An effective conclusion can highlight the significance of the topic.	True	False

Identify

Check the statements that help create a strong conclusion sentence.

☐ Restate the main idea.	☐ Add new details.	☐ Introduce a new topic.
☐ Connect to a topic sentence.	☐ Summarize key points.	☐ Leave a final thought.
☐ Include unrelated sentences.	☐ Give random facts.	

Think

Circle the sentence you think is best.

1) Volunteering helps people contribute to their communities. It also develops leadership, teamwork, and communication skills. These experiences have lasting benefits.
a) Volunteering allows people to make a positive difference in their communities.
b) Volunteering often takes place in community centers and organizations.
c) Volunteering is a meaningful way to create positive change and gain personal growth.
2) Space exploration has expanded scientific knowledge and inspired future generations. As discoveries continue to improve our understanding of the universe, they will shape future generations.
a) Astronauts train for many years before going into space.
b) Space exploration remains an important investment in scientific progress.
c) Space agencies launch missions for different purposes.
3) Public transportation helps people travel efficiently in urban areas. It can reduce traffic congestion and support environmental goals. Many cities continue to improve their transit systems.
a) Public transportation plays a key role in building connected and sustainable communities.
b) Buses and trains are common forms of public transportation.
c) Many cities continue to expand their transit systems.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) Cultural diversity strengthens society by bringing together different perspectives, traditions, and experiences. Exposure to diverse cultures encourages respect, understanding, and cooperation among people. These connections contribute to stronger and more inclusive communities.

2) Climate change is one of the most pressing environmental challenges today. Rising temperatures, extreme weather events, and melting ice caps affect ecosystems and communities around the world. Addressing these issues requires cooperation from individuals, governments, and international organizations.

3) Time management is an important skill for academic and professional success. Planning tasks effectively helps reduce stress and improve productivity. Individuals who manage their time well are often better prepared to achieve their goals.

4) Scientific discoveries continue to improve quality of life around the world. Advances in medicine, technology, and environmental research help solve complex problems and create new opportunities. Innovation remains a driving force behind human progress.

Analyzing Paragraphs

Analyze:

Read the paragraphs below. Underline the topic sentence and conclusion sentence (or use highlighters). Then circle the 3 different supporting details. Lastly, write the main idea of the paragraph.

Digital privacy is becoming increasingly important in today's connected world. Many websites collect personal information from their users. Online scams and cyberattacks can put sensitive data at risk. Strong passwords and privacy settings help protect personal information. Therefore, safeguarding digital privacy is essential for staying safe online.

Main Idea _____

Journalism plays a vital role in a democratic society. News organizations provide information about current events and public issues. Investigative reporting can expose wrongdoing and bring about change. Reliable journalism helps citizens make informed decisions. Therefore, a free and responsible press is essential for an informed public.

Main Idea _____

Healthy sleep habits are important for overall well-being. Adequate sleep improves concentration and memory. It also supports physical health and emotional balance. Poor sleep can negatively affect academic performance. As a result, maintaining healthy sleep habits contributes to a more successful life.

Main Idea _____

Public libraries continue to provide valuable services to communities. They offer access to books, digital resources, and educational programs. Libraries create spaces for learning, research, and collaboration. Many community members rely on these resources for personal and academic growth. Therefore, public libraries remain important centers of knowledge and opportunity.

Main Idea _____

Protecting endangered species is essential for maintaining biodiversity. Every species contributes to the balance of its ecosystem. Habitat destruction and pollution threaten many animal populations. Conservation efforts help preserve wildlife for future generations. Ultimately, protecting endangered species supports a healthier natural environment.

Main Idea _____

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Identify what makes it effective, such as its organization, clear ideas, supporting details, vocabulary, and transition words. Then, work with a partner or group to create 4-8 success criteria for writing a strong paragraph.

Media literacy is an essential skill in today's digital world. Every day, people encounter information from news websites, social media platforms, blogs, videos, and online advertisements. While the internet provides quick access to knowledge, not all information is reliable, or unbiased. Some content may be misleading, incomplete, or even designed to influence public opinion. By evaluating sources, checking evidence, and seeking information from multiple perspectives, and recognizing bias, individuals can make informed decisions and avoid misinformation. Furthermore, media literacy is crucial for fostering responsible digital citizenship, and ethical online behavior. It helps distinguish between factual reporting and opinion-based content. As technology continues to advance communication and access to information, the ability to critically assess media has become more important than ever. Ultimately, media literacy empowers individuals to navigate the digital landscape with confidence, responsibility, and informed judgment.

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

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
The Benefits of Volunteerism	1) Volunteer work develops leadership skills. 2) It strengthens communities. 3) It promotes social responsibility.
Thesis Statement	
Volunteerism benefits society because it develops leadership skills, strengthens communities, and promotes social responsibility.	

Topic	Main Ideas
The Importance of Exercise	1) It improves physical health. 2) It reduces stress. 3) It increases energy levels.
Thesis Statement	

Topic	Main Ideas
The Impact of Reading for Pleasure	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	

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

Topic	Main Ideas
The Importance of Healthy Sleep Habits	1) Sleep improves focus and academic performance. 2) It supports physical and mental health. 3) It helps regulate emotions and reduce stress.

Thesis Statement

Topic	Main Ideas
The Influence of Celebrities on Youth	1) Celebrities can influence popular trends. 2) They may affect consumer choices. 3) They can encourage positive action.

Thesis Statement

Topic	Main Ideas
The Importance of Equality and Inclusion	1) Equality promotes fairness and opportunity. 2) Inclusion encourages respect for diversity. 3) Both strengthen communities and relationships.

Thesis Statement

Think

Circle the best thesis statement below for the topic provided.

Topic: The Effects of Cyberbullying

- a) Cyberbullying can occur through social media, messaging platforms, and online gaming communities.
- b) Cyberbullying can harm mental health, affect academic performance, and damage relationships.
- c) Cyberbullying remains a growing concern for schools, families, and online communities.

Topic: The Benefits of Outdoor Recreation

- a) Outdoor recreation improves physical fitness, reduces stress, and encourages appreciation for nature.
- b) Outdoor recreation includes activities like hiking, camping, and exploring natural environments.
- c) Outdoor recreation is becoming more popular as people seek activities beyond digital entertainment.

Topic: The Importance of Water Conservation

- a) Water conservation protects natural resources, reduces costs, and supports future generations.
- b) Water conservation requires individuals, businesses, and governments to work together effectively.
- c) Water conservation has become an important issue in many regions due to environmental challenges.

Topic: The Impact of Climate Change on Communities

- a) Climate change has become one of the most significant environmental issues of modern times.
- b) Climate change is discussed by scientists, governments, and environmental organizations worldwide.
- c) Climate change affects weather patterns, threatens ecosystems, and creates challenges for communities.

Essay Writing

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

Topic: Time Management

Introduction

Time management is an essential skill that helps students balance their academic responsibilities, personal activities, and daily tasks. By using time wisely, individuals can increase productivity, reduce stress, and achieve their goals more effectively. In this essay, we will explore the importance of time management, its benefits for students, and strategies for developing effective time management habits.

Main Idea 1: Benefits of Time Management

Main Idea 2: Developing Effective Time Management Habits

Main Idea 3: Strategies for Effective Time Management

Effective time management involves planning tasks, setting priorities, and creating realistic schedules. Students can use planners, calendars, or digital tools to organize their responsibilities and track deadlines. Breaking large tasks into smaller steps can make work more manageable and less overwhelming. Avoiding distractions and maintaining focus during study sessions can also improve productivity. By developing these habits, students can make better use of their time and achieve their goals more efficiently.

Conclusion

In conclusion, time management plays a vital role in helping students succeed academically and personally. It allows individuals to stay organized, complete tasks on time, and maintain a healthy balance between work and leisure. Although managing time effectively requires discipline and practice, the benefits far outweigh the challenges. By developing strong time management skills, students can improve their performance, reduce stress, and prepare themselves for future success.

Sample Ideas

Digital Citizenship	Sustainable Development	Human Rights Awareness
The Future of Work	E-Learning and Education	Cultural Diversity
Artificial Intelligence Ethics	Environmental Sustainability	Healthy Lifestyle Habits
Global Trade and Economics	Health and Wellness	The Impact of Video Games
Innovation and Technology	Effective Study Habits	Youth Participation in Society

Instruction: Answer the questions below.

1) Choose a topic you are interested in and list three main ideas about each.

Main Ideas

Example:
Artificial
Intelligence in
Education

How can artificial intelligence support student learning?
What are the pros and disadvantages of AI in schools?
What is the future of education?

1)

2)

3)

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

Name _____

58

Copyright © 2011 by
www.shutterstock.com

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Understanding Formal Letters

Formal letters are used for professional, academic, and official communication. They follow a specific structure and use respectful, objective language. Formal letters are commonly written for job applications, scholarship requests, complaints, inquiries, and communication with organizations or institutions.

Key Components

- **Sender's Address and Date** – Written at the top of the letter.
- **Recipient's Address** – Includes the name and address of the person or organization receiving the letter.
- **Salutation** – Greeting such as *Dear Mr. Cruz*, *Dear Ms. Santos*, or *Dear Sir/Madam*.
- **Body** – Presents the content of the letter clearly and logically. Each paragraph focuses on a specific point.
- **Closing** – Ends with a formal sign-off such as *Yours sincerely*, *Respectfully yours*, or *Yours faithfully*, followed by the sender's name.
- Formal letters avoid slang, informal idioms, and overly casual expressions. Their purpose is to communicate in a clear, respectful, and professional manner.

Exploring Informal Letters

Informal letters are written to friends, family members, or people with whom the writer has a close relationship. They use a friendly and conversational tone and often focus on sharing personal experiences, feelings, opinions, and news.

Characteristics

- **Personal Tone** – Uses everyday language and a warm, friendly style.
- **Flexible Structure** – While it generally includes a greeting, the format is less rigid.
- **Expressive Content** – May include personal stories, emotions, humor, and advice.
- **Casual Language** – Contractions and familiar expressions are acceptable and appropriate.

Informal letters allow writers to communicate naturally and build personal connections with the reader. They prioritize expression and relationship-building rather than strict professionalism.

Formal Letters	Informal Letters
Written for professional or official purposes	Written for personal communication
Uses formal and respectful language	Uses friendly and conversational language
Follows a fixed structure	Has a more flexible structure
Avoids slang and contractions	Include casual expressions and contractions
Focuses on facts and purpose	Focuses on personal thoughts and experiences

Think

Circle which type of letter or email is given in the example.

Dear Admissions Officer,

I am writing to inquire about the scholarship programs available for incoming senior high school students. I would appreciate any information regarding the application requirements and deadlines.

Respectfully,
Maria

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

Subject: Weekend Plans

Hi Sam,

How have you been? A few of us are planning to watch a movie this Saturday afternoon. It would be great if you could join us. Let me know if you're available.

See you soon,
Nathan

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

Dear School Principal,

I would like to request permission to organize a reading campaign for grade 5 students. I believe this activity would encourage literacy and strengthen students' reading habits.

Yours sincerely,
Angela Cruz

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

Hey Mia,

I just finished the novel you recommended! The ending was unexpected. I can't wait to talk about it with you tomorrow during lunch break.

Best,
Lara

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

True or False

Is the statement true or false?

1) Formal letters may include slang, emojis, and casual expressions.	True	False
2) Informal letters are often written to friends, relatives, or acquaintances.	True	False
3) Informal letters usually follow a more flexible structure and tone.	True	False
4) Formal letters are used for official communication.	True	False
5) The body of a formal letter should present ideas clearly and respectfully.	True	False
6) A formal letter typically includes a salutation and closing.	True	False

Purpose and Audience of Letters

Before writing a letter or email, it is important to consider its **purpose** and **audience**. The purpose explains why you are writing, while the audience is the person who will receive the message. Knowing both helps writers choose the appropriate tone, language, and format. Formal letters are written to professionals or organizations, while informal letters are written to friends and family. Understanding purpose and audience helps make communication clear, respectful, and effective.

Think

Read the purpose and audience of the email. Then decide if it will be a formal or

Audience	Purpose	Formal or Informal
School Principal	Starting a school campaign	
Best Friend	Inviting to a party	
University Office	Writing about a problem	
Student Council President	Discussing a new idea	
Employer	Asking about a job opportunity	
Cousin	Sharing school updates	
Librarian	Requesting research materials	
Coach	Explaining an absence	
Classmate	Planning a group meeting	
Exchange Student	Learning about their culture	
Scholarship Committee	Asking about applications	

Think

Think of 5 emails you might want to send. Will they be formal or informal?

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal

Analyzing Informal Emails

Informal emails are written to people you know well, such as friends, relatives, or classmates. They use a friendly and conversational tone and often include contractions, casual language, and personal opinions. Informal emails are commonly used to share news, make plans, ask questions, or stay in touch. Although they are less formal than business or professional emails, they should still be clear and respectful.

Analyze

Read the emails below. Underline the subject, closing, and any contractions. Describe the voice used in each email. Is the person happy, sad, scared?

Subject: Community Project

Hi Ava,

I'm researching a community project, and I'm curious about what you think. I've been considering starting a neighborhood clean-up or a tree-planting activity. Both options could make a positive impact and encourage more students to get involved. Let me know which idea you prefer.

Talk soon,

Noah

Author's Voice

Subject: The School Concert Was Amazing!

Hey Liam,

I can't stop thinking about last night's school concert! The music was incredible, and the energy from the audience made the event even better. I loved seeing the band competition because everyone played so well. I wish you could have seen it.

See you soon,

Sophia

Author's Voice

Subject: I'm Nervous About Tomorrow

Hi Emma,

I have a presentation tomorrow, and I'm feeling a little nervous about it. I've practised several times, but I'm still worried about speaking in front of the whole class. Hopefully, everything goes well. Wish me luck!

Take care,

Lucas

Author's Voice

Informal Email Writing - Interjections

Think

Add an appropriate interjection and describe the voice used.

Subject: Yikes! I Forgot the Presentation

Hi Jordan,

_____ I just realized our history presentation is tomorrow. _____
 I completely forgot to finish my slides. _____ I've been busy
 studying for subjects all week. _____ I guess I'll be working on
 it tonight.

Sincerely,
Mia

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

Subject: Wow! I Got Accepted

Hey Sam,

_____ I just received my acceptance letter from leadership
 program. _____ I wasn't expecting this result. _____
 all the hard work finally paid off. _____ I'm excited!
 comes next.

Cheerfully,
Ethan

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

Subject: Ugh! The Internet Went Down

Hi Ava,

_____ Our internet stopped working right before I submitted my
 assignment. _____ I had already finished everything. _____ I
 couldn't upload the file before the deadline. _____ I'm hoping my
 teacher understands the situation.

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

Yay!

Oh!

Ugh!

Ouch!

Wow!

Yipee!

Eek!

Yikes!

So,

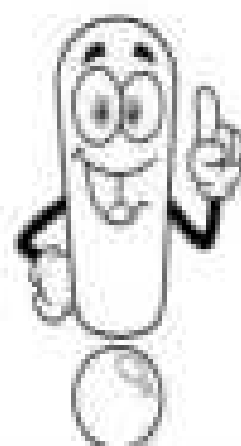
Ah!

Well,

Whoa!

Hi!

No!



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: Weekend Study Plan?

Hi Marco,

Hey! How are you? I've been thinking about our upcoming exams, and I was wondering if we should have a study session this weekend. Well, if we start reviewing early, we'll probably be a lot more confident next week. I was thinking we could meet at the library on Saturday morning for a few hours going over the subjects we find most challenging.

Oh, I'll bring my notes on Science and Math, along with some practice questions that our teacher shared in class. You can help me review Math since you always seem to understand the formulas better than I do. I still can't believe how quickly you solve some of those equations. We can also help each other and compare our answers to make sure we're ready.

After studying, we can take a break, grab a snack, and talk about our plans for the school fair next month. Ah, it'll be nice to relax for a bit after all that studying. Studying doesn't have to be boring if we make it a little more fun.

Yikes! The exams are only a week away, so we should definitely start preparing soon. Let me know what works best for you. If Saturday isn't a good time, we can always choose another time. Either way, I think studying together will help us feel more confident before the exams.

Talk soon,

Nina

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 your dream university and career plans
Cousin	Discussing the importance of financial literacy for teens
Friend	Reflecting on the influence of social media influencers
Older	Asking for advice about becoming more independent
Grandparent	Comparing life as a teenager today and in the past
Older Cousin	Asking for advice about preparing for senior high school

1) Who will be the audience of your informal email?	
2) What will be the purpose of your informal email?	
3) Brainstorm ideas you could include in your informal email. Consider your personal experiences, opinions, details, and questions you may want to ask.	
4) Write a suitable subject line.	
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! Grr! Seriously! You might also use lots of exclamation marks.

9) Write your email in the space 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	☐	☐
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?		

Edit

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

Criteria	☐	☐
Greeting		
Clear Topic Sentence		
Engaging Body – Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does It Make Sense?		

Assignment – Informal Email Writing

Write :

Write your informal email below.

PREVIEW

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	Words are lively and engaging	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	Uses many 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 mostly clear	Voice is inconsistent or unclear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Closing is appropriate	Closing is inappropriate	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 author's voice. Is the writer concerned, appreciative, hopeful, disappointed, or another emotion?

School Principal
Maple Grove Secondary School
123 Learning Avenue
Springfield, IL 62711

Dear _____,

I am writing to you about recycling bins around the school campus. Many students want to properly dispose of waste. However, there are not enough bins in common areas such as hallways, cafeterias, and gymnasiums. As a result, recyclable materials are often placed in regular garbage bins. Installing more recycling stations could help reduce waste, promote environmental awareness, and encourage responsible habits among students.

Sincerely,
Jordan Clarkson

Author's Voice _____

Volunteer Program Coordinator
Community Outreach Centre
45 Main Street
Riverside, ON K8P 3L7

Dear Volunteer Coordinator,

I would like to express my interest in participating in your youth volunteer program this summer. In addition, I am eager to develop leadership skills, meet new people, and contribute to meaningful community projects. Furthermore, volunteering would allow me to gain valuable experience while helping others and making a positive difference. I would appreciate any information regarding the application process and program requirements.

Kind regards,
Jessie Smith

Author's Voice _____

Success Criteria – Formal Letter

Analyze:

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 6 criteria that make a good formal letter.

Green Valley Secondary School
245 Learning Avenue
Toronto, ON M2H 2K7

Dear Principal [Name],

I am writing to express my support for the implementation of a student wellness week at our school. Many students experience academic pressure, extracurricular commitments, and personal responsibilities throughout the school year. As a result, stress can sometimes affect students' learning and overall performance.

Firstly, a wellness week would provide students with resources that promote mental health awareness, stress management, and healthy lifestyle choices. In addition, workshops on time management and study strategies would help students develop important life skills. Furthermore, these activities would encourage students to maintain a healthy balance between school responsibilities and personal well-being.

Moreover, organizing wellness-focused events would strengthen the school community by encouraging participation and collaboration among students, staff, and parents. Such initiatives would demonstrate the school's commitment to supporting students' academic success and personal growth.

Thank you for considering this suggestion. I believe a student wellness week will have a positive impact on our school environment and benefit many students.

Yours sincerely,
Alyssa Martinez

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

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below.

Audience	Purposes
Guidance Counselor	Asking about career pathways
University Admissions Office	Inquiring about admission requirements
Community Center Director	Proposing a youth mentorship program
School Board	Submitting an opinion letter
Public Health Office	Suggesting a health awareness campaign
Environmental Agency	Requesting information about local projects

1) Who will be the audience for your letter?

2) What will be the purpose of your letter?

3) Brainstorm anything that comes to mind for you about this purpose. What things could you write about to this audience?

4) What will be the main idea of your letter?

5) Write the greeting you will use.

6) Write the closing you will use.

Name: _____

80

Copyright © 2015 by Linda Ward Beech
All rights reserved.

Write

Plan your letter by brainstorming about your topic below.

7) Write 3 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What will you use to allow your supporting details to flow?

9) Write your conclusion of your letter.

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	☐	☐
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		
Formal language - no contractions		

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	
The date	
Address of the person receiving the letter	
A greeting	
Topic sentence	
Body with main points	
Transition words	
A closing, like "Sincerely"	
Your signature (your name)	
Formal language - no contractions	

Assignment - Letter Writing

Write:

Write the final letter below.

PREVIEW

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
Supporting Details	Most details support the topic	Some details support the topic	Some details support the topic	Details are missing or don't support the topic
Transition Words	Uses fitting transition words	Uses appropriate 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 informal and includes contractions and informal vocabulary	Language is very informal, with many contractions and informal vocabulary

Teacher Comments

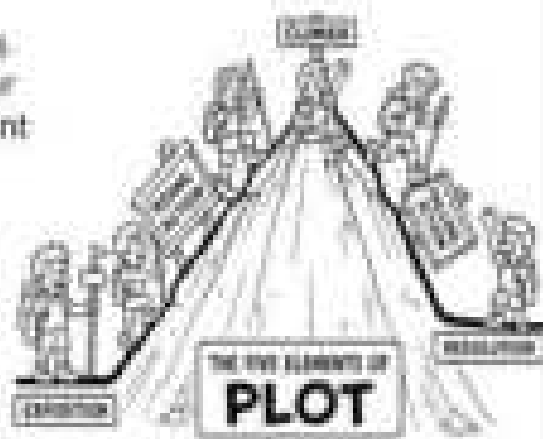
Mark

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

Intro to Narrative Writing

What is Narrative Writing?

Narrative writing is a form of creative writing that tells a story. The story may be based on real experiences or imagined events and is usually told from a specific point of view. The purpose of narrative writing is to engage readers through characters, conflicts, emotions, and meaningful experiences. A strong narrative allows readers to connect with the story and understand the message or theme behind it.



Key Elements of

- 1. Setting** refers to the time and place where the story occurs. A well-developed setting helps readers visualize the events and understand the atmosphere of the story.
- 2. Characters** are the people or beings in the story. The main character, often called the protagonist, drives the plot forward.
- 3. Conflict** is the problem or challenge that arises in the story. It may involve a struggle between characters, society, nature, or even a character's own thoughts and emotions.
- 4. Plot** is the sequence of events in the narrative. It follows a general structure:
 - **Introduction** - Introduces the setting, characters, and the initial situation.
 - **Rising Action** - Develops the conflict and builds tension.
 - **Climax** - The turning point or most exciting moment in the story.
 - **Falling Action** - Events that occur after the climax.
 - **Resolution** - The conflict is resolved, and the story concludes.
- 5. Theme** is the central message, lesson, or insight the writer wants readers to understand through the story.

Techniques for Effective Narrative Writing

- ✓ **Descriptive Language** - Use sensory details and vivid descriptions to help readers imagine the setting, characters, and events.
- ✓ **Dialogue** - Dialogue reveals character personalities, develops relationships, and moves the story forward.
- ✓ **Show, Don't Tell** - Instead of simply stating emotions, demonstrate them through actions, thoughts, and dialogue.
- ✓ **Character Development** - Allow characters to grow, change, or learn something important throughout the story.
- ✓ **Consistent Point of View** - Maintain a clear perspective, whether writing in first person or third person.

True or False

Is the statement true or false?

1) A narrative may be based on real experiences or fictional events.	True	False
2) Conflict is the challenge or problem that drives the plot.	True	False
3) The climax is usually the least important part of a narrative.	True	False
4) Strong narratives often include dialogue and descriptive details.	True	False
5) A narrative should have a clear resolution to conclude the story.	True	False

Question

Answer the questions below.

1) Write the main idea of narrative writing?
2) Story Idea Generator Create three narrative ideas. Each idea should be developed into a full narrative. Include a character, a conflict, and a resolution. Example: A student discovers an abandoned journal in the library. The journal describes events at school.

Think

Write the beginning, middle, and end for the story idea below.

Beginning: Setting/characters. Middle: Main problem. End: Solving the problem.

Story Prompt: During a city-wide power outage, a teenager receives a mysterious text message from an unknown number.

Beginning	
Middle	
End	

Narrative Writing - Setting

Analyze

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

The abandoned railway station stood beneath dark stormy clouds. Rusted tracks disappeared into the fog, while a cool breeze carried the scent of old pine wood. Leaves rustled in the wind, creating a soft, whispering atmosphere. As dawn settled over it, the place felt as though the fog was hiding a secret.

See

Feel

Hear

Taste

Describe

Imagine the story and use extra details you can see.

Describe the setting. Make up

See

Feel

Hear

Taste

Smell



Use your notes above to write the setting in paragraph form.

Narrative Writing - Characters

Analyze

Read each character description. Then identify the character's physical traits, personality traits, motivation, and strengths.

Marcus was known throughout the school for his confidence and leadership skills. Tall and athletic, he excelled academically with his role as captain of the basketball team. While he enjoyed sports, he also enjoyed deep conversations and achieving academic success. His biggest goal was learning how to overcome failure and use it as a motivation to improve.

Name _____

Look _____

Personality _____

Goal or
Motivation _____

Strengths _____

Sofia spent her weekends volunteering at the local animal shelter. She had a calm presence and an endless curiosity about the natural world. Her ability to remain patient during difficult situations made her someone others trusted. She hoped to pursue a career in veterinary medicine and dedicate her life to caring for animals.

Personality _____

Goal or
Motivation _____

Strengths _____

Noah was fascinated by technology and spent much of his free time building computer programs. His curiosity often led him to ask difficult questions that others overlooked. While he could be impatient when solving problems, he never gave up on a project. He dreamed of creating technology that could improve people's lives.

Name _____

Look _____

Personality _____

Goal or
Motivation _____

Strengths _____

Narrative Writing - Plot

Constructing the plot of your story is an essential step in developing an engaging narrative. Most narratives follow a structure that guides the events and shows how the conflict develops and is resolved. The key elements of plot include:

1. **Exposition** - Introduces the setting, characters, and situation.
2. **Rising Action** - Events that build tension and develop the conflict.
3. **Climax** - The turning point or most intense moment of the story.
4. **Falling Action** - Events that occur after the climax.
5. **Resolution** - The conflict is resolved, and the story concludes.

Practice writing a short story plot below. Then fill in the organizer.

While researching the town's history, Aiden discovers an old journal hidden behind a shelf in the town library. The journal contains clues about a missing artifact that disappeared decades ago. Intrigued, Aiden follows the clues and uncovers evidence that suggests the artifact may be in the town square. As he investigates, he realizes that someone else is searching for the artifact and is ahead of him. First, Aiden faces several challenges, including misleading clues and a rival searcher. Eventually, he discovers the artifact hidden beneath an abandoned courtyard. Just as he finds it, the rival searcher attempts to claim the discovery, but Aiden presents his findings to the local historians. The artifact is preserved in the town museum, and Aiden's discovery solves a long-standing mystery.

Character	
Exposition	
Rising Action	
Climax	
Falling Action	
Resolution	

Brainstorm

A story should have a plot, challenge, or something to achieve.
Brainstorm a bunch of problems/challenges your characters could face.

Plot
Ideas

Practice

Choose a plot idea from above and write it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Describe the setting of the story.

Practice

Fill in the organizer below.

4) **Exposition** - Introduce the setting, main characters, and the situation at the beginning of the story. What is happening before the main conflict begins?

5) **Rising Action** - Describe the events that develop the conflict and build tension. What obstacles and discoveries do the characters encounter? List at least three key events.

6) **Climax** - Describe the turning point of the story, the most intense or important moment when the main conflict reaches its peak.

7) **Falling Action** - Explain what happens immediately after the climax. How do the characters respond to the outcome of the turning point?

8) **Resolution** - Describe how the conflict is resolved. What happens to the characters at the end of the story, and what lesson or message is revealed?

Using Quotations in Narratives

Quotation Marks in Dialogue

Knowing how to use quotation marks in conversations is very important. These special marks help readers understand when a character is talking in a story. Let's go through eight important rules with examples for each.



- 1) Quotation Marks for Speaking:** When a character talks in a story, you need to put quotation marks (" ") around what they say. They serve as a signal to readers, indicating that someone is speaking.
- 2) Commas and Descriptive Tags:** When you use a tag like "said" or "yelled" to identify who is speaking, it's important to use a comma before or after the tag. Examples: Sarah said, "I'm going to the park," or "I'm going to the park," she yelled.
- 3) Punctuation Goes Inside:** If a character's speech ends with a period, comma, question mark, or exclamation point, these punctuation marks go inside the quotation marks. So, if someone asks, "What time is it?" 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,' it inspired me."
- 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 a 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 Each sentence contains one or more errors in the use of dialogue, quotation marks, punctuation, capitalization, or dialogue tags. Rewrite each sentence correctly.

Original "I can't believe they canceled the competition" said Jordan.

Edited

Original "Can you share the information", asked Mia.

Edited

Original "This experiment is a great success!" exclaimed the scientist.

Edited

Original Ethan whispered do you think we have a chance?

Edited

Original "This evidence changes everything" declared the scientist.

Edited

Original Ava explained, "My mentor always says, Never ignore the details."

Edited

Original "We have less than an hour left!" announced the team leader.

Edited

Original Marcus asked "Have you reviewed the final proposal yet?"

Edited

Writing Using Quotations

Practice

Directions: Write a dialogue between a Student and a Teacher about the responsible use of artificial intelligence (AI) in education. Use quotation marks correctly and include appropriate speaker tags (e.g., said, asked, replied, explained).







Practice

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

You	
Your Celebrity	
Your Celebrity	
You	
Your Celebrity	
You	
Your Celebrity	
You	
Your Celebrity	
You	

PREVIEW

Analyzing a Short Story - Quotations**The Forgotten Blueprint**

During a research project at the city museum, two students, Ava and Ethan, discovered a faded blueprint hidden inside an old archive box. Curious about its origin, Ava examined the document closely and said, "This blueprint doesn't match any of the exhibits on display."



Ethan studied the markings and replied, "You're right. It looks like _____ for a structure that was never completed."

As they were reading, they found notes attached to the blueprint. "According to this journal, the project was abandoned more than fifty years ago." Surprised by the discovery, Ethan remarked, "Imagine how different the city might look if it had been finished."

Later, the students interviewed an elderly architect who had worked on the project. "Many people believed the design was a failure at its time," he recalled. After hearing the story, Ava concluded, "This blueprint is a valuable historical record." The discovery helped the students understand how ideas from the past can influence the present and shape the future.

Questions

Answer the questions below.

1) Write four different speaker tags used in the story.

2) Write an example of when the speaker tag was before the quote.

3) Write an example of when the speaker tag was after the quote.

4) Which quotation best reveals the theme of the story? Explain your answer.

Writing Speaker Tags

questioned	reported	proposed	explained	admitted
replied	suggested	announced	wondered	observed
announced	declared	reassured	reminded	recommended
asserted	reported	declared	encouraged	inquired

Fill in the blanks. Speaker tags help readers understand how dialogue is delivered and what a character's emotions, attitude, or intentions. Choose the most appropriate speaker tag for each sentence.

1)	"Could you handle this on your own, strong enough?" she _____ thoughtfully.
2)	"I wonder how the weather will change over time," he _____.
3)	"Let's review the data and make a conclusion," she _____ with a smile.
4)	"I believe this source is the most reliable," he _____ confidently.
5)	"The debate competition will begin shortly," he _____ formally.
6)	"I declare this meeting officially open," the chair _____.
7)	"You should consider another perspective," she _____ calmly.
8)	"Our team achieved the highest score," he _____.
9)	"Could you explain your reasoning?" she _____ politely.
10)	"Remember to submit your research proposal," he _____ the class.
11)	"I've completed the first draft of my essay," she _____ to her group.
12)	"I propose a new recycling initiative for the school," he _____ at the meeting.
13)	"I admit my conclusion was incomplete," he _____.
14)	"I'll help you prepare for the presentation," she _____ kindly.

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. In the box, draw a scene you imagined while reading.

The Storm Shelter

The sky darkened as heavy clouds rolled over the coastal town. Ethan hurried home from school, gripping his backpack tightly as the wind began to howl. Rain poured down in sheets, making it difficult to see the road ahead.

As he searched for shelter, he noticed an elderly woman struggling with several grocery bags. Without hesitation, Ethan rushed over and offered to help.

"Thank you," the woman said gratefully.

"The storm arrived much faster than I expected."

Together, they made their way toward a nearby community center. Just as they reached the entrance, a loud crack of thunder echoed through the air, followed by a brief power outage. Inside the center, neighbors gathered to wait out the storm. Some shared flashlights while others comforted frightened children. Ethan realized that even during difficult times, people could come together and support one another.

When the storm finally passed, the townspeople stepped outside to find the sky clear and bright once again.

1)

2)

3)

4)

5)

6)

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Street Magician	Loses a mysterious artifact	City Festival
Chess Champion	Competes against an unknown prodigy	National Tournament
Museum Explorer	Finds a hidden room	History Museum
Musician	Finds a song that changes memories	Concert Hall
Librarian	Discovers books that predict events	Grand Library
Game Designer	Creates a game world in a virtual world	Digital City

Plan

Choose a plot and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Exposition – Describe the setting and how your characters first discover the problem.

Practice

Fill in the organizer below.

4) **Rising Action** - Describe the events that develop the conflict and build tension. What obstacles, challenges, or discoveries do the characters encounter? List at least three key events.

5) **Climax** - Describe the turning point of the story. What is the most intense or important moment when the conflict reaches its peak?

6) **Falling Action** - Explain what happens immediately after the climax. How do the characters respond to the outcome of the turn of events?

7) **Resolution** - Describe how the conflict is resolved. What happens to the characters at the end of the story, and what lesson or message is revealed?

8) What is a good title for your story?

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

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	☒	☒
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

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 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		

Understanding Persuasive Writing

What Is Persuasive Writing?

Persuasive writing is a form of communication that aims to convince an audience to accept a particular viewpoint, support an idea, or take a specific action. Writers use logical reasoning, evidence, and persuasive language to influence the opinions or decisions of their readers. Persuasive writing is commonly used in editorials, speeches, advertisements, debates, proposals, and opinion articles.

Purpose of Persuasive Writing

The purpose of persuasive writing is not only to express an opinion but also to persuade others to agree with it. It is based on a reasonable and well-supported argument. Effective persuasive writing encourages readers to think critically about an issue and consider the writer's position. Examples include:

- Convincing a government to adopt a new policy
- Persuading a group of people to support a community project
- Arguing for environmental conservation initiatives
- Supporting or opposing a candidate in an election



Strategies for Effective Persuasive Writing

To create a convincing argument, consider the following strategies:

1. **Know Your Audience** - Consider the values, beliefs, and interests of your readers. Understanding your audience helps you choose more effective arguments.
2. **Establish a Clear Position** - State your claim or thesis clearly at the beginning of your piece so readers understand your viewpoint.
3. **Support Ideas with Evidence** - Use facts, statistics, expert opinions, and real-world evidence to strengthen your argument.
4. **Appeal to Logic and Emotion** - Persuasive writing often combines logical reasoning with emotional appeals to make arguments more impactful.
5. **Address Counterarguments** - Acknowledge opposing viewpoints and explain why your position remains stronger or more reasonable.

Key Elements of Persuasive Writing

- **Claim (Thesis Statement)** - A clear statement of the writer's position on an issue.
- **Reasons** - Arguments that explain why the claim should be accepted.
- **Evidence** - Facts, examples, statistics, or expert opinions that support each reason.
- **Counterargument** - An opposing viewpoint that the writer recognizes and responds to.
- **Call to Action** - A statement that encourages the audience to think, agree, or take action.

Remember

Strong persuasive writing combines a clear position, convincing evidence, logical reasoning, and effective language to influence an audience. The goal is to persuade readers through well-developed arguments rather than personal opinion alone.

**Persuasive
Challenge**

Choose one issue and write a persuasive paragraph convincing the school administration to support your position.

Scenario: Your school is considering one of the following changes:

- ☐ Extending lunch breaks
- ☐ Requiring school uniforms
- ☐ Allowing students to use cell phones
- ☐ Allowing students to wear hats

Questions

Write your answer to the question.

1) How is persuasive writing different from other types of writing? What do you think and why?

2) Why are debates a common example of persuasive writing?

True or False

Is the statement true or false?

1) Persuasive writing relies on evidence and reasoning to support a claim.	True	False
2) A strong persuasive argument should consider opposing viewpoints.	True	False
3) Emotional appeals should be the only evidence used in persuasive writing.	True	False
4) The thesis statement clearly communicates the writer's position.	True	False
5) Persuasive writing aims to influence the reader's opinion or actions.	True	False

Persuasive Writing - Research

Research is a key part of persuasive writing because strong arguments are supported by reliable evidence. Before convincing others to accept your opinion, you need to gather facts, statistics, expert opinions, and real-world examples.

For example, if you argue that social media should have stricter age restrictions, research can help you find evidence about online safety, mental health, and digital responsibility. The stronger your evidence, the more convincing your argument becomes.



Good researchers do not rely only on personal opinions. They use research to support their claims, address opposing viewpoints, and strengthen their credibility.

Research

able to learn more about the topic.

Topic	Which Canadian province offers the best quality of life?
1) Before you start researching, decide which province you believe offers the best quality of life. Write your opinion below and explain why you chose it.	
2) Research your chosen province and complete the table below. List reliable sources to gather evidence that supports your opinion.	
Population	
Cost of Living	
Employment Opportunities	
Education and Schools	
Healthcare Services	
Safety and Crime Rate	
Climate and Environment	
Famous Cities and Attractions	

Research

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

Community and Culture	
Colleges and Universities	
Natural Resources	
Public Transportation	
Interesting Facts	

3) Based on your research, what features make this province an excellent place to live? Use specific details to support your answer.

4) Interview classmates, family members, or community members. Ask why they would or would not choose to live in your province. Record five responses below.

1)	
2)	
3)	
4)	
5)	

5) Using your research, create a 2-3 page digital persuasive report that argues your chosen Canadian province offers the best quality of life. Create it using Google Docs, or a similar program, then submit it to your teacher's assignment submission folder.

Your report must include:

☐ A clear title	☐ Captions for each visual
☐ An introduction stating your claim	☐ At least 2 citations from reliable sources
☐ At least 3 headings	☐ A References/Bibliography section
☐ At least 2 subheadings	☐ Consistent formatting (font, spacing, alignment)
☐ Evidence from your research	☐ Page numbers
☐ At least 2 visuals (images, charts, maps, or tables)	☐ A concluding paragraph that reinforces your claim

Understanding How Bias Influences Persuasion

What is Bias?

Bias occurs when a writer presents information in a way that favors a particular opinion, perspective, or agenda. While persuasive writing aims to convince readers, biased writing may present information unfairly by emphasizing certain facts while ignoring others. Learning to recognize bias helps readers evaluate arguments critically and make informed decisions.



Common

Bias in persuasive texts in several ways:

1) **Loaded Language** - Writers may use emotionally charged words to influence how readers feel about a topic.

Example: "The policies of countless citizens."

2) **Selective Use of Evidence** - Writers may only include evidence that supports their position while leaving out information that presents a different viewpoint.

3) **Oversimplifications** - Broad generalizations about groups, events, or situations without sufficient evidence.

Example: "All teenagers spend too much time on social media."

4) **One-Sided Arguments** - Biased writing often presents only one side of an issue and fails to acknowledge opposing viewpoints.

How to Evaluate Bias

When reading persuasive texts, ask yourself the following questions:

1) **Who is the Author?** - Consider the author's background, expertise, and potential motivations for writing.

2) **What Evidence is Used?** - Determine whether the claims are supported by reliable facts, statistics, studies, or expert opinions.

3) **Are Multiple Perspectives Included?** - Strong arguments often acknowledge and respond to opposing viewpoints.

4) **Is the Language Neutral or Emotional?** - Look for words that appeal strongly to emotions rather than logic and evidence.

5) **Is the Source Credible?** - Consider whether the information comes from a reliable source.

Why is Recognizing Bias Important?

Understanding bias allows readers to think critically about the information they encounter. By evaluating evidence, considering multiple perspectives, and identifying persuasive techniques, readers can make informed judgments rather than accepting arguments at face value.

Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Social media has become one of the most damaging influences on teenagers today. It constantly distracts students from schoolwork and encourages unhealthy comparisons between people. Many teens spend hours scrolling through meaningless content instead of developing useful skills or spending time with family and friends. While some claim social media helps people connect, the negative effects on mental health and productivity far outweigh the benefits. Schools and parents should place stricter limits on social media use.

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.

Video games are unfairly criticized by people who do not understand their benefits. Many games improve problem-solving skills, teamwork, creativity, and strategic thinking. Critics often focus on a few negative examples while ignoring the many positive aspects. Children can gain valuable skills through gaming. In fact, some educational institutions have incorporated game-based learning because of its effectiveness. Instead of viewing video games as a waste of time, society should recognize them as a powerful learning tool.

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 a member of the school board. A student has submitted a proposal to replace all textbooks with comic books. Analyze the letter for bias, missing evidence, and weak reasoning before deciding whether the proposal should be approved.

Dear School Board Members,

I am writing to propose an exciting change that could improve education in our school district: replacing traditional textbooks with comic books. Imagine learning through superhero adventures, history through illustrated stories, and science through narrative. Lessons would be more engaging, and students would be excited to read. Instead of reading long chapters, students could understand concepts through short stories.

Many students find textbooks difficult to follow. Comic books capture attention and make information more accessible. If every subject would become more interesting if taught this way, students would be more motivated to attend class. Some people may say comic books are less educational than textbooks, but modern graphic novels often contain complex information. If they can tell sophisticated stories, they can also teach academic concepts.

This change could make our district a leader in innovative education. Students would enjoy learning more, and schools everywhere would follow.

Thank you for considering this proposal.

Sincerely,
Alex Morgan

1) What is the author's opinion?

2) What reasons does the author provide to support the proposal? List 3.

3) Identify three examples of biased or emotionally loaded language used in the letter.

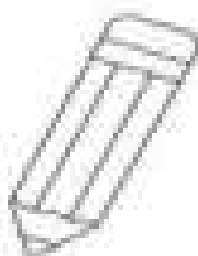
Activity – Finding Bias in Writing**Tough Job**

Write your response letter back to Alex Morgan.

PREVIEW

Include:

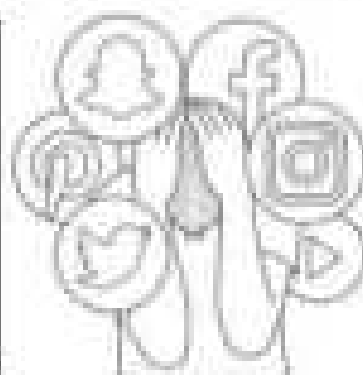
- ☐ A greeting
- ☐ Topic sentence
- ☐ Body with main points



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

Synthesizing – Social Media and Teen Mental Health**Passage 1: The Benefits of Social Media**

Social media allows teenagers to connect with friends, share experiences, and build communities based on common interests. Many students use platforms to collaborate on school projects, seek academic support, and stay informed about current events. Social media can also provide opportunities for self-expression and creativity through videos, artwork, writing, and other forms of content creation.

**Passage 2: Challenges of Social Media**

Despite the benefits, excessive social media use has been linked to increased stress, anxiety, and sleep problems among teenagers. Constant exposure to carefully curated images and lifestyles can create unrealistic expectations and negative self-comparisons. Cyberbullying and online harassment can also affect students' emotional well-being and self-esteem.

Passage 3: Finding a Healthy Balance

Experts suggest that social media should be used in moderation. Setting screen-time limits, taking breaks from devices, and engaging in offline activities can help maintain mental wellness. Digital literacy and responsible online behaviour are also important skills that allow students to use social media safely and effectively.

Draw

Create a visual that shows how social media can impact teen mental health. Your drawing should show the benefits, the challenges, and how to achieve a healthy balance.

A large, empty rectangular box with a thin black border, intended for the student to draw their visual representation of social media's impact on teen mental health.

Synthesizing – Social Media and Teen Mental Health**Synthesis**

Combine information from all three passages to explain how social media affects teen mental health. In your response, discuss the benefits, the challenges, and the importance of maintaining a healthy balance when using social media.

PREVIEW

Understanding Informational Reports

Abstract

The abstract provides a concise overview of the report. It briefly summarizes the topic, purpose, major findings, and key points, allowing readers to quickly understand what the report is about before reading the full document.



Introduction

The introduction introduces the topic and explains why it is important. It establishes the purpose of the report, provides relevant background information, and outlines the main areas that will be discussed in the body sections.

Body

The body contains the main information, evidence, and explanations related to the topic. Information is organized into clearly defined sections so that readers can easily follow and understand the report.

Headings and Subheadings

Headings identify major topics, and subheadings divide larger topics into smaller, more focused categories. These features improve clarity and help readers locate specific information efficiently.

Lists

- **Numbered Lists:** Present information in a specific, sequential order.
- **Bulleted Lists:** Present related information in a non-sequential order.

Appendices

Appendices contain supplementary information that supports the main discussion. Examples may include raw data, survey results, interview transcripts, or additional research materials.

Conclusion

The conclusion summarizes the key information presented in the report and reinforces the significance of the findings. It may also highlight broader implications, future considerations, or recommendations based on the evidence discussed.

Glossary

- **Analysis:** The process of examining information, evidence, or ideas.
- **Structure:** The way information is arranged and organized within a report.

References

References acknowledge the sources used in the report and allow readers to verify information or conduct further research. Proper referencing strengthens the credibility and reliability of a report.



True or False

Is the statement true or false?

1) An abstract gives a brief overview of the report.	True	False
2) Subheadings divide topics into smaller sections.	True	False
3) References identify the sources used.	True	False
4) Appendices contain essential information only.	True	False
5) A conclusion summarizes key findings.	True	False

Questions

Answer the questions below.

1) Write a brief overview of an informational report?

2) Describe each of the following.

Abstract	
Headings/ Subheadings	
References	
Appendices	
Conclusion	

**Headings
Practice**

Think of a topic, like "Artificial Intelligence" and write two possible headings you could use and 2 subheadings for each heading

Heading	Subheading	Subheading

Heading	Subheading	Subheading

Informational Reports: Non-Fiction

Fiction is writing that is created from the author's imagination, although it may contain realistic elements. Non-fiction is based on real events, people, information, or research. Understanding the difference helps readers evaluate information and determine whether a text is intended to entertain, inform, or explain.

Think

Are the sentences below from a fiction or non-fiction?

Fiction		1) A teenager discovered a hidden portal that transported her to a kingdom floating above the clouds.
Fiction	Non-fiction	2) The Great Barrier Reef is the largest coral reef system in the world.
Fiction	Non-fiction	3) A scientist invented a machine that allowed people to communicate with animals.
Fiction	Non-fiction	4) The Universal Declaration of Rights and Freedoms became part of the United Nations Charter.
Fiction	Non-fiction	5) Wolves communicate with each other through howls, body language, and scent marking.
Fiction	Non-fiction	6) An enchanted sword grants its owner the ability to control storms and lightning.
Fiction	Non-fiction	7) Renewable energy sources such as solar and wind power can help reduce greenhouse gas emissions.
Fiction	Non-fiction	8) A group of explorers discovered a hidden underwater kingdom in the ocean and ruled by mermaids.
Fiction	Non-fiction	9) The human heart pumps blood throughout the body by contracting and relaxing its muscles.
Fiction	Non-fiction	10) Every full moon, the statues in the town square came to life and shared ancient secrets.

Think

Write at least 2 fictional and 2 non-fictional stories you've read recently. As an option, you could also find books in your class library.

Fiction	Non-fiction
1)	
2)	

Writing a Report – Climate Change

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) Select one of the three headings: **Causes (C)**, **Effects (E)**, or **Solutions**.
- 3) Organize the facts into an introduction for your report. Use the three headings above as a guide. Write a conclusion that summarizes how the branches work together. Do not include all the facts in your report.

Facts

Organize the facts below.

Burning fossil fuels releases greenhouse gases into the atmosphere.

Rising global temperatures contribute to more frequent heat waves.

Planting trees helps absorb carbon dioxide from the atmosphere.

Deforestation reduces the Earth's ability to remove greenhouse gases.

Melting glaciers contribute to rising sea levels.

Using renewable energy reduces dependence on fossil fuels.

Carbon dioxide traps heat in the atmosphere.

Extreme weather events are becoming more common in many regions.

Improving public transportation can reduce carbon emissions.

Methane released from livestock contributes to climate change.

Changes in climate can disrupt ecosystems and biodiversity.

Conserving energy at home can help lower greenhouse gas emissions.

Increased droughts can affect agriculture and food production.

Solar and wind power generate electricity with fewer emissions.

Human activities are the primary driver of modern climate change.

Planning

Fill in the components of the report below.

Introduction - What will the report be about?

Body - What are the 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.

Name _____

165

Guided Reading
ELA

PREVIEW

Building Strong Research Skills

Understanding Effective Research Techniques

Research is a critical skill that allows individuals to investigate questions, evaluate information, and develop informed conclusions. Effective research involves more than simply gathering facts; it requires selecting reliable sources, analyzing evidence, and identifying relevant information.

The first step in any research project is defining a clear research question or objective. A focused question helps narrow the search process and ensures that the information collected is relevant to the topic being studied. For example, instead of researching "climate change," a researcher might investigate "How does climate change affect biodiversity in the Arctic?"

Evaluating Credibility

One of the most important aspects of research is determining whether a source is trustworthy. Consider the following factors:

- **Examine the author's credentials:** Determine whether the author has expertise or qualifications related to the topic.
- **Check publication dates:** Some topics, especially in science and technology, change rapidly over time.
- **Analyze the source's purpose:** Consider whether the source aims to inform, persuade, entertain, or sell a product.
- **Verify information across multiple sources:** Cross-referencing information from different sources helps confirm accuracy.
- **Use reputable organizations and publications:** Academic journals, government websites, and educational institutions are often reliable sources.



Organizing and Analyzing Information

After gathering information, researchers should organize their findings into categories, themes, or key ideas. Taking notes, recording sources, and identifying patterns in the evidence can help strengthen understanding of the topic.

Effective Search Strategies

Well-designed search terms help researchers locate relevant information efficiently.

Effective Search Terms	Less Effective Search Terms
Effects of climate change on Arctic ecosystems	Tell me about climate change
Causes of youth homelessness in Canada	Why are some teens homeless?
Renewable energy advantages and disadvantages	Is renewable energy good?
Impact of social media on teen mental health	What does social media do?

Think

Is the search good or bad?

Causes of climate change in Arctic regions

Good

Bad

Tell me everything about climate change

Good

Bad

Impact of social media on adolescent
mental health

Good

Bad

Effects of renewable energy on the
environment

Good

Bad

Factors which contribute to biodiversity loss

Bad

Animals in danger

Good

Bad

How artificial intelligence is used in research

Good

Renewable energy

Good

Bad

Questions

Answer the questions below.

1) Why is evaluating sources an important part of the research process?

2) Why should researchers compare information from multiple sources to reach conclusions?

True or False

Is the statement true or false?

1) An abstract gives a brief overview of the report.

True

False

2) Subheadings divide topics into smaller sections.

True

False

3) References identify the sources used.

True

False

4) Appendices contain essential information only.

True

False

5) A conclusion summarizes key findings.

True

False

Search Smart: Online Research Challenge

Objective

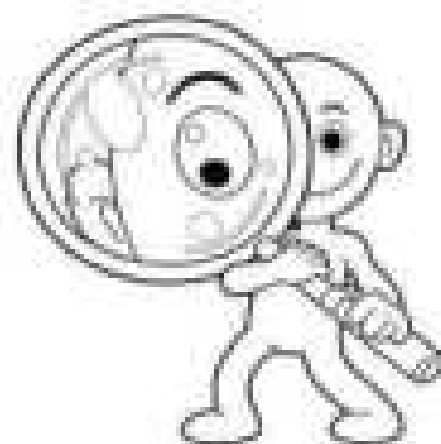
What are we learning more about?

Students will develop research and digital literacy skills by locating information from online sources. They will also learn how to evaluate the credibility and reliability of websites before using information in their work.

Materials

What is needed to complete the activity?

- Computer or tablet with internet access
- Pre-written questions
- Paper and pen

**Instructions**

How do we complete the activity?

- 1. Read and Analyze the Questions:** Carefully read each question provided. Identify the key words and important concepts. The questions will help guide your search. Think about what information you need to find to answer each question.
- 2. Conduct an Online Search:** Use a search engine to locate information for each question. Try different search terms and phrases to find the most relevant information. Focus on websites that appear reliable, such as educational institutions, government agencies, museums, scientific organizations, or reputable news sources.
- 3. Evaluate and Record Information:** Read the information you find and determine whether it answers the question accurately. Record your answer in complete sentences and write down the name or URL of the website where you found the information. If multiple sources provide similar information, compare them to confirm accuracy.
- 4. Review and Reflect on Your Sources:** After completing all questions, review your answers and sources. Consider whether your sources are trustworthy and whether the information is current, accurate, and supported by evidence. Be prepared to explain why you selected your sources and how they helped you find the answers.

Research

Find answers to the questions below

Question	Answer	Source - Website Name
1) What is the largest desert in the world?		
2) Which country produces the most renewable energy?		
3) What volcano erupted in 1980?		
4) Who developed the theory of relativity?		
5) What is the primary goal of the United Nations?		
6) Which planet has the most moons in the solar system?		
7) What is the significance of the Magna Carta?		
8) How does climate change affect sea levels?		
9) What is biodiversity, and why is it important?		
10) Which Canadian province has the largest population?		
11) What is the greenhouse effect?		
12) Who was the first person to travel into space?		

Question	Answer	Source - Website Name
13. What are the main causes of air pollution?		
14. How do vaccines help prevent diseases?		
15. What is the deepest point in the ocean?		
16. Who was credited to the development of the first vaccine?		
17. What are the three branches of the Canadian government?		
18. Why are bees important to ecosystems?		
19. What is artificial intelligence (AI)?		
20. Which country has the longest coastline in the world?		
21. What is the purpose of the Charter of Rights and Freedoms?		
22. How do earthquakes occur?		
23. What is the difference between weather and climate?		
24. Why is the Amazon Rainforest considered important?		
25. What is the International Space Station (ISS)?		

Report Writing – Introductions

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

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



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

Have you ever heard that glaciers are melting faster than ice cream? Scientists studying climate change are worried about this. This report examines the effects of melting glaciers on temperatures, then discusses some practical actions individuals and communities can take to reduce them.

- ☐ Starts with fun fact
- ☐ Has a thesis statement
- ☐ Starts with a question
- ☐ Keep it short and interesting!

Artificial intelligence is becoming part of our everyday life, from smartphones to online learning platforms. This report explores how artificial intelligence works, its advantages in education and industry, the ethical concerns surrounding its use, and the responsibilities of users in modern society.

- ☐ Starts with fun fact
- ☐ Has a thesis statement
- ☐ Starts with a question
- ☐ Keep it short and interesting!

Did you know coral reefs support thousands of marine species despite covering only a small part of the ocean? This report explains the importance of coral reefs, the threats they face, and conservation efforts that help protect these valuable underwater ecosystems worldwide.

- ☐ Starts with fun fact
- ☐ Has a thesis statement
- ☐ Starts with a question
- ☐ Keep it short and interesting!

Social media connects billions of people every day, making communication faster than ever before. This report discusses both the positive and negative effects of social media, including its influence on relationships, mental health, communication, and responsible digital citizenship among teenagers today.

- ☐ Starts with fun fact
- ☐ Has a thesis statement
- ☐ Starts with a question
- ☐ Keep it short and interesting!

Report Writing – Introductions

Write

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

Topic: Plastic Pollution in Oceans

Starts with fun fact

Has a thesis statement

Starts with a question

Keep it short and interesting!

Topic: The Role of Technology in Education

Starts with fun fact

Has a thesis statement

Starts with a question

Keep it short and interesting!

Report Writing – Conclusions

- **Summarize the Main Points:** Mention the main things you talked about.
- **Call to Action:** Suggest something fun or interesting to do, like reading a cool book or chatting about the topic.
- **Connect to the Introduction:** Restate your thesis statement using different words.
- **End with Something Interesting:** End with a cool fact or a question to make your reader think.



Analyze the conclusions below and use a checkmark if it meets the criteria.

In summary, climate change continues to affect ecosystems, weather patterns, and communities around the world. This report explored its major causes, environmental impacts, and potential solutions, including reducing greenhouse gas emissions. Although the challenge is significant, individuals and communities consistently can contribute to meaningful change. Conserving energy, recycling, and protecting natural habitats all make a difference. Working together, we can reduce our environmental impact and act on climate change. What action could you begin taking to help protect the planet for future generations?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

In conclusion, renewable energy helps reduce pollution and protect natural resources. This report explored different renewable energy sources, their benefits, and the challenges of using them. Supporting cleaner energy creates jobs and a more sustainable future. Everyone can help by conserving energy and making environmentally responsible choices. What could you do to support clean energy in your community?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

To conclude, maintaining a healthy lifestyle requires making positive choices every day. This report explained the importance of balanced nutrition, regular exercise, quality sleep, and good mental health. Healthy habits improve overall well-being and reduce future health risks. Every small decision contributes to a healthier future. What healthy habit could you begin improving today?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Report Writing – Conclusion

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

Topic: The Benefits of Regular Physical Exercise

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Topic: The Causes and Effects of Air Pollution

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Problem-Solution Report

A problem-solution report is a type of informational writing that identifies a real-world issue, explains its causes and effects, and proposes practical solutions. It helps readers understand a problem while presenting evidence-based recommendations for addressing it effectively.

Defining the Problem

A strong problem-solution report begins by clearly describing the issue. Before suggesting solutions, the writer should explain:

- What the problem is
- Why the problem is important
- The short-term and long-term effects
- A clear understanding of the problem helps readers recognize the need for a solution



Developing Practical Solutions

After analyzing the problem, the writer should propose realistic and achievable solutions. Each proposed solution should include:

- How the solution addresses the problem
- Resources or support needed
- Possible challenges during implementation
- Expected benefits if the solution succeeds
- The solutions should be logical, realistic, and supported by evidence whenever possible

Evaluating the Best Solution

Not every solution is equally effective. A report should compare possible solutions by considering factors such as:

- Effectiveness
- Cost and available resources
- Time required
- Feasibility
- Long-term impact
- Evaluating these factors helps determine which solution is the most practical

Monitoring Results

After a solution has been implemented, it is important to evaluate whether it is achieving the desired outcome. This involves monitoring improvements over time, gathering feedback from the people affected, identifying any new challenges that arise, and making adjustments when necessary. Regular evaluation helps determine if the solution remains effective or if further improvements are needed to address the problem successfully.



Think

For the problems below, write 2 solutions that could solve the problems.

Plastic Waste in the Community: Large amounts of plastic waste are accumulating in parks, streets, and waterways because many people do not properly dispose of or recycle their garbage.

1

2

Student Stress: Many students feel overwhelmed by assignments, examinations, extracurricular activities, and personal responsibilities, making it difficult to maintain a healthy balance.

1

2

Excessive Screen Time: Many students spend hours each day using phones, computers, or gaming devices, reducing physical activity, sleep, and face-to-face interactions.

1

2

Food Waste in the School Cafeteria: A significant amount of food is thrown away during lunch each day, leading to unnecessary waste and increased disposal costs for the school.

1

2

Water Conservation: Many households and schools waste clean water through leaking faucets, leaving taps running, and unnecessary water use, contributing to water shortages and higher utility costs.

1

2

Brainstorm

Write a list of problems related to the themes below.

Theme: School Environment

1

2

3

Theme: Technology

1

2

3

Theme: Online Privacy

1

2

3

Theme: Air Pollution

1

2

3

Theme: Peer Pressure

1

2

3

Theme: Academic Pressure

1

2

3

Problem/Solution Report – Success Criteria

Reducing Excessive Screen Time Among Teenagers

Understanding the Problem

Excessive screen time is a growing issue among teenagers. While technology offers many benefits, too much screen use can affect health, learning, sleep, and relationships. Developing healthier digital habits can help students maintain a better balance.

Solution 1: Establish Healthy Screen Time Limits

One effective solution is to set daily limits for recreational screen use. Students can create schedules that balance studying, exercise, family time, and entertainment. Using screen-time trackers and turning off notifications during homework can help reduce distractions. Schools can also encourage responsible technology use by promoting healthy digital habits.

Possible Challenges

- Breaking bad habits can be difficult.
- Some schools may lack resources for computer use.
- Students need consistent support to maintain limits.



Solution 2: Encourage More Offline Activities

Another solution is to replace screen time with meaningful offline activities. Playing sports, reading, volunteering, learning musical instruments, and spending time with family and friends can improve physical and mental health. Being active also provides extracurricular activities that encourage students to interact, build stronger social connections, and reduce screen dependency.

Advantages

- Improves physical and mental health.
- Strengthens communication and social skills.
- Encourages a healthier balance between technology and daily life.

Limitations

- Students may have limited free time.
- Some activities require equipment or transportation.
- Motivation may decrease without family or peer support.



Evaluating the Solutions

The success of these solutions can be measured by tracking screen time, monitoring school performance, observing sleep habits, and collecting feedback from students, parents, and teachers. Comparing these results over time helps identify the most effective strategies.

Conclusion

Reducing excessive screen time requires effort from students, families, and schools. Setting healthy limits and spending more time on offline activities can improve health, learning, and overall well-being.

Questions

Answer the questions below.

1) What is the problem in the report?

2) Why do you think it is important to include the cons or downsides of a solution as well as the pros and benefits?

3) Which solution would be more effective? Explain your answer.

4) Why is it important to evaluate solutions that have been implemented?

Analyze

After reading the report, jot down 5-7 things you learned. Then, discuss with your classmates to make a list of 3 changes that should be made.

1)

2)

3)

4)

5)

6)

7)

Assignment – Writing a Problem/Solution Report

Write

Choose one topic from the list below or create your own problem that interests you.

Teen Vaping	Fake News on Social Media	Climate Change
Poor Time Management	Food Waste	Deforestation
Waste Management	Unhealthy Eating Habits	Academic Stress

1) What problem do you want to talk about?

2) What are 1-3 ways you can fix that problem?

1

2

3

3) How can we evaluate the solutions you have found?

4) Let's start by talking about the problem. Why is it a big deal? How does it affect you or affect others? Why do we need to find a solution? How would things be different without this problem?

Write

Plan your report by filling in the graphic organizer below.

5) Write down your ideas to fix the problem below. Tell us how your idea would help and how we can make it happen. Make sure to tell us everything – the pros and cons of the solution.

Solution Heading

PREVIEW

Solution Heading

PREVIEW

Solution Heading:

6) Evaluation: How do you tell if the solutions are working?

7) Conclusion: Wrap it up by stating why the problem was solved and how these solutions will help make the world a better place.

Rubric – Problem and Solution Report

Criteria	Great (4)	Good (3)	Okay (2)	Needs Work (1)
Introduction	Clear start with a reason for the report.	Tells us what the report is about.	Brief mention of the topic.	Hard to tell what the report will be about.
Problem	Explains the problem in detail and tells us why it's important.	Describes the problem with some details.	Mentions a problem but lacks details.	Not clear on what the problem is.
Solutions	Offers strong ideas to solve the problem.	Has good ideas to help with the problem.	Gives some ways to help, but not much detail.	Ideas to fix the problem are missing or not clear.
Evaluation of Solutions	Offers strong ideas to solve the problem.	Offers methods to solve solutions, with less detail.	Mentions evaluation of solutions but lacks specific methods.	Does not mention how to evaluate solutions.
Conclusion	Wraps up the report by reminding us of the problem and solutions.	Offers a short ending to the report.	Offers a short ending to the report.	Doesn't wrap up the report or misses main points.
Flow/ Coherence	Everything is in order and it's easy to follow from start to end.	Mostly smooth with a few jumps in the story.	Some jumps in the story.	Jumbled or hard to understand how it's organized.
Details	Uses lots of examples and reasons to make points clear.	Gives some examples to help us understand.	Has few examples and reasons.	Doesn't use examples or reasons to support the report.

Teacher Comments

Mark

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

Exploring the World of Poetry

What is Poetry?

Poetry is a form of literature that uses carefully chosen words, sound, rhythm, and imagery to express ideas, emotions, and experiences. Unlike prose, which is written in paragraphs, poetry is usually arranged in **lines** and **stanzas**. Poets often use figurative language and other literary devices to create meaning, encourage interpretation, and leave a lasting impression on the reader.



Common Poems

Poets use different forms, each with its own structure, purpose, and style.

1. **Haiku:** A traditional Japanese poem consisting of three lines with a 5-7-5 syllable pattern. Haikus often describe nature or a single moment in time.
2. **Sonnet:** A poem with 14 lines and a specific rhyme scheme. Sonnets often explore themes such as love, nature, or the passage of time.
3. **Free Verse:** A poem that does not follow a regular rhyme scheme or meter. It allows poets greater freedom to express thoughts and emotions creatively.
4. **Narrative Poem:** A poem that tells a story with characters, setting, dialogue, and plot while maintaining poetic language.
5. **Limerick:** A humorous five-line poem with an A-B-A-B-A rhyme pattern, often ending with an unexpected or amusing twist.
6. **Acrostic:** A poem in which the first letter of each line spells out a word or message when read vertically.

Poetic Devices

Poets use literary devices to strengthen meaning, create vivid imagery, and make their writing more memorable.

- **Metaphor:** Compares two unlike things without using like or as.
- **Simile:** Compares two things using like or as.
- **Personification:** Gives human qualities to animals, objects, or ideas.
- **Imagery:** Uses descriptive language that appeals to the five senses.
- **Alliteration:** Repeats the same beginning consonant sound in nearby words.
- **Symbolism:** Uses an object, person, or event to represent a deeper meaning.

Why People Read and Write Poetry

Poetry allows writers and readers to explore ideas from different perspectives. It can communicate emotions, preserve culture, challenge opinions, and inspire reflection. Many poems encourage readers to think critically by using symbolism, figurative language, and multiple layers of meaning. Poetry also develops creativity, vocabulary, and analytical thinking, making it an important part of literature and language learning.

True or False

Is the statement true or false?

1) Poetry is usually written in lines and stanzas rather than paragraphs.	True	False
2) A sonnet is a 14-line poem with a specific rhyme scheme.	True	False
3) Free verse poems must follow a regular rhyme pattern.	True	False
4) Narrative poems tell a story using characters and plot.	True	False
5) Symbolism gives human qualities to objects or ideas.	True	False

Question

Answer the questions below.

1) Explain the difference between a haiku and a free verse poem.
2) Why do poets use literary devices such as metaphor and symbolism?
3) How can poetry help readers understand emotions and different perspectives?

Write

Write words that can make the reader feel the emotion.

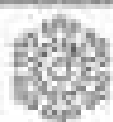
Hopeful	
Lonely	
Confident	
Grateful	
Heartbroken	
Frustrated	
Anxious	

Haiku Poem

A **haiku** is a traditional Japanese poem that captures a single moment, image, or feeling using concise and vivid language. It follows a **5-7-5 syllable pattern** arranged in three lines. Rather than telling a complete story, a haiku invites readers to reflect on nature, seasons, emotions, or everyday experiences through imagery and careful word choice. Although many modern haiku do not always follow the exact syllable count, they continue to emphasize simplicity, observation, and deeper meaning.



Winter Snow



Snowflakes gently fall, (5)
Blanketing the earth, (7)
Morning frost on the grass. (5)

City Rain

Rain taps empty streets, (5)
Umbrellas bloom in silence, (7)
Neon lights shimmer, (5)



Write

Complete each haiku using the 5-7-5 syllable pattern.

Topic: Ocean Sunrise

Line 1	Golden waves awaken
Line 2	
Line 3	Seabirds greet the dawn

Topic: Winter Dawn

Line 1	Frost coats silent fields.
Line 2	Morning mist hides distant hills.
Line 3	

Topic: Autumn Evening

Line 1	Leaves dance with the wind.
Line 2	
Line 3	Twilight fills the woods.

Rhyming Poem

Understanding Rhyming Poetry

Rhyming poetry uses repeated end sounds to create rhythm, musicality, and emphasis. While rhyme makes poems enjoyable to read aloud, effective poems also use imagery, figurative language, and carefully chosen words to communicate ideas and emotions. A successful rhyming poem balances sound with meaning, allowing the rhyme to strengthen the message rather than distract from it.

Steps to Writing a Rhyming Poem

1. Choose a Topic and Purpose

Decide what you want to explore. Your topic might focus on nature, friendship, personal experiences, or a social issue. Think about the message or emotion you want to convey to your reader.

2. Select a Rhyme Scheme

A rhyme scheme organizes the pattern of rhyming words.

- AABB – Lines 1 and 2 rhyme, and 3 and 4 rhyme.
- ABAB – Lines 1 and 3 rhyme, and 2 and 4 rhyme.
- ABCB – Only Lines 2 and 4 rhyme.
- ABBA – Lines 1 and 4 rhyme, and 2 and 3 rhyme.

3. Brainstorm Rhyming Words

List words related to your topic and group them into rhyming pairs. A rhyming dictionary or online tool can help you discover more creative vocabulary.

Example (Theme: Hope):

- light – bright
- rise – skies
- dream – stream
- tomorrow – sorrow

4. Draft Your Poem

Write your first draft by following your chosen rhyme scheme. Focus on creating clear images, using descriptive language, and maintaining a consistent rhythm throughout the poem.

5. Revise and Improve

Read your poem aloud to check whether the rhythm flows naturally. Replace weak or forced rhymes, improve word choice, and make sure every line contributes to your overall message.

Tips for Writing Effective Rhyming Poems

- Let the meaning guide the rhyme, not the other way around.
- Use vivid imagery and sensory details.
- Avoid predictable or repetitive rhymes whenever possible.
- Maintain a consistent rhythm throughout the poem.
- Read your poem aloud to improve its flow.
- Revise several times before writing your final copy.



How to Write a Rhyming Poem

Warm-Up

Write three meaningful rhyming words for each word below. Choose words that could be used in a poem.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Hope			
Light			
Journey			
Storm			
Peace			
Ocean			
Future			
Silence			

Write

Complete each poem by following the rhyme scheme. Be sure your final lines fit the poem's meaning as well as the rhyme.

AABB Poem

The morning sun begins to rise. (A)

Its golden light fills open skies. (A)

Each step I take reveals my way. (B)

ABCB Poem

A single star lights up the night. (A)

The quiet moon begins to glow. (B)

Dark clouds drift slowly overhead. (C)

AB

The river flows through the valley. (A)

The wind sings softly through each tree. (B)

Its peaceful beauty calms the scene. (A)

ABBA Poem

The autumn leaves begin to fall. (A)

Cool breezes whisper through the trees. (B)

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 those who enjoy a good laugh.

Limerick Structure

- **Lines:** Consists of five lines.
- **Rhyme Scheme:** The rhyme scheme follows AABBA, where the first, second, and fifth lines rhyme with each other, and the third and fourth lines rhyme with each other.
- **Rhythm:** The poem has a specific rhythm or meter. The first, second, and fifth lines typically have eight or nine syllables, while the third and fourth lines are shorter, with five or six syllables.
- **Content:** Often humorous, whimsical, or nonsensical.
- **Tone:** Lighthearted and playful, inviting laughter or amusement.

The Curious Inventor

There once was an inventor named Claire,
Who built flying machines in the air.
Though one flew too high,
It vanished from the sky,
Now birds search for gadgets up there.

The Midnight Librarian

A librarian worked late each night,
Keeping old stories safe from the light.
Books whispered with cheer,
For readers to hear,
Till dawn brought them back to sight.

The Jumpy Frog

A frog had a croak,
That made the toad folk
Nod and bob.
He'd jump and hop,
And everyone laughed at his joke.

Write

Finish the Limerick poems below.

Topic: The Forgetful Wizard

Line 1	There once was a wizard named Gray,
Line 2	Who misplaced his spells every day.
Line 3	With a flick and a spark,
Line 4	He lit up the dark,
Line 5	



Write

Finish the Limerick poems below.

Topic: The Inventor's Robot

Line 1	A young inventor built one bright machine,
Line 2	The cleverest robot he'd ever seen,
Line 3	It danced every night,
Line 4	Beneath moonlight so bright,
Line 5	

Topic: The Mountain Explorer

Line 1	He set off before dawn,
Line 2	Across a mountain lawn,
Line 3	
Line 4	He pushed through
Line 5	

Topic: The Mischief Raven

Line 1	A raven delighted in tricks,
Line 2	Confusing magicians with flicks,
Line 3	
Line 4	Then flew far beyond,
Line 5	

Topic: The Lonely Lighthouse

Line 1	A lighthouse stood high by the sea,
Line 2	Watching waves roll endlessly free,
Line 3	Though storms filled the night,
Line 4	
Line 5	

Write

Use the word bank words to fill in the limericks below.

curious	invention	mystery	boldly	hidden
whisper	explore	distant	journey	glowing
silent	discover	fearless	ancient	beyond
discovery	book	camp	wonder	back

Line 1 There once was a traveler so _____

Line 2 Who searched for a city _____

Line 3 With courage and _____

Line 4 He found a _____

Line 5 Legend to remember him _____

Line 1 A school filled with _____

Line 2 That amazed every kid _____

Line 3 With gears showing _____

Line 4 Its future looked _____

Line 5 It became the school's great _____

Line 1 A library stood old and _____

Line 2 Filled with stories quietly _____

Line 3 Each page gave a _____

Line 4 Leading readers to _____

Line 5 Where forgotten adventures were _____

Line 1 A climber kept moving _____

Line 2 Toward peaks that stretched far _____

Line 3 Though the pathway was _____

Line 4 He refused to turn _____

Line 5 His success became truly _____

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

1) Think of things you like. These can help you think of poem ideas. Like friends, hobbies, sports, seasons, weather, etc.

2) Which topic will you pick for your poem?

3) When you think about this topic, what words come into your head? Write down words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4	Rhyme 5

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick poem below.

Line 1

Line 2

Line 3

Line 4

Line 5

5) Draw your poem below.

6) Practice rewriting your limerick in cursive writing.

Line 1

Line 2

Line 3

Line 4

Line 5

Writing A Limerick Poem

PREVIEW

What is a Biography?

A **biography** is a factual account of a person's life written by someone else. It explains important events, achievements, challenges, and the impact the person had on others. A biography goes beyond dates and facts by showing how a person's experiences, decisions, and values shaped their life. It also helps readers understand the lessons a person learned and how they influenced others or changed society. Biographies may feature famous leaders, scientists, artists, athletes, activists, or ordinary people who made an extraordinary difference.

Why Read Biographies?

Reading biographies helps us understand how people overcome obstacles, achieve goals, and respond to challenges.

- **Gain Inspiration:** Learn about determination, resilience, and hard work from people who achieved their goals.
- **Learn from Experience:** Gain insights into choices, mistakes, and lessons learned throughout a life.
- **Explore History:** See how historical events affected individuals and how individuals influenced history.
- **Build Empathy:** Learn about different cultures, perspectives, and life experiences.

Key Parts of a Biography

Most biographies include the following sections:

- **Introduction:** Introduces the person and explains why their life is significant.
- **Early Life:** Describes their childhood, family, education, and early influences.
- **Major Events:** Highlights important experiences, accomplishments, and turning points.
- **Challenges:** Explains the obstacles they faced and how they overcame them.
- **Legacy:** Describes how their contributions continue to influence others.

Why Biographies Matter

Biographies help us understand how real people faced challenges, made important decisions, and created positive change. By studying their lives, we can develop critical thinking, appreciate different perspectives, and apply valuable life lessons to our own goals and experiences. They also inspire us to persevere through difficulties, recognize the importance of determination and integrity, and understand how one person's actions can make a lasting impact on others and society.



True or False

Is the statement true or false?

1) A biography only includes basic facts like birth and death.	True	False
2) Reading biographies can be a source of inspiration.	True	False
3) Biographies do not provide historical context.	True	False
4) Biographies help understand different perspectives.	True	False
5) Biographies always start with the person's death.	True	False

Question _____ Answer the questions below.

1) How do reading challenges faced by a person in a biography inspire us in our daily lives?

2) If you could write a biography about _____, who would it be and why?

3) How do biographies help us understand historical events? _____

Three Events

Write 3 events in your life that people might want to read about.

1)	
2)	
3)	

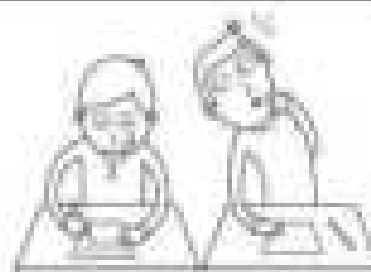
Researching Skills - Plagiarism

What's Plagiarism?

Plagiarism is using someone else's work or ideas and claiming them as your own. It's not allowed in school.

Avoiding Plagiarism:

1. **Paraphrasing:** After reading something, write it in your own words. It should be about the same length as the original.
2. **Summarizing:** Write down only the main points in a shorter way.
3. **Quoting:** Use someone's exact words, put them in "quotation marks" and make sure you found them.



Practice: Read, paraphrase, summarize, and quote the passages below.

Original Passage: Climate change is causing temperatures around the world to rise. It affects weather patterns, causes more extreme weather events, and threatens ecosystems. Scientists encourage people to reduce greenhouse gas emissions and use sustainable practices to protect the planet for future generations.

Paraphrasing

Global warming is causing temperatures to rise, changing weather patterns, causing more extreme weather events, and threatening ecosystems. Experts recommend reducing greenhouse gas emissions and using sustainable practices to protect the planet.

Summarizing

Climate change is harming the environment. Reducing greenhouse gas emissions is important for protecting the future.

Quoting

"Climate change is causing temperatures around the world to rise."

Original Passage: Social media has changed how people communicate by providing instant information and global connections. While it encourages collaboration and creativity, it can also spread misinformation. Responsible users verify information before sharing it and respect the privacy and opinions of others.

Paraphrasing

Summarizing

Quoting

Practice

Paraphrase, summarize, and quote the passages below.

Cybersecurity involves protecting computers, networks, and personal information from online threats. Strong passwords, two-factor authentication, and cautious internet use help reduce the risk of cyberattacks. As technology continues to grow, cybersecurity becomes increasingly important for individuals and organizations.

Paraphrase

Summarizing

Quoting

Space exploration has expanded our understanding of the universe through satellites, telescopes, and space missions. Scientists study celestial bodies to answer questions about the origins of the universe and the conditions on Earth. New discoveries continue to shape modern science.

Paraphrasing

Summarizing

Quoting

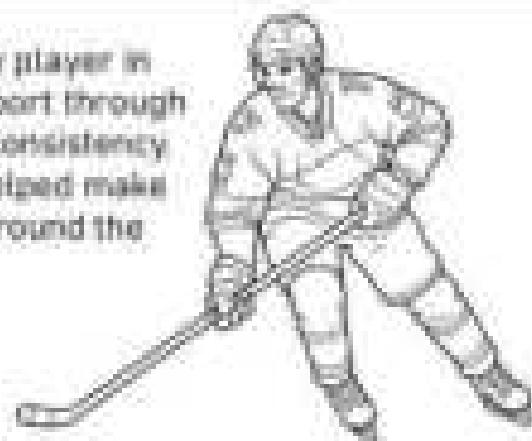
Researching Activity – Note Taking

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

Wayne Gretzky is widely regarded as the greatest hockey player in history. Known as "The Great One," he transformed the sport through his exceptional vision, leadership, and remarkable consistency. His achievements inspired generations of athletes and helped make ice hockey one of the strongest national symbols around the world.



Early Life

Wayne Gretzky was born on January 27, 1961, in Brantford, Ontario. From a young age, he showed a natural talent for hockey. He spent countless hours practising on the backyard rink, developing skills like shooting, passing, game awareness, and discipline that made him stand out from other young players.

Rise to Hockey Stardom

Gretzky began playing professional hockey as a rookie for the Edmonton Oilers in 1979. His remarkable ability to anticipate plays, create scoring opportunities, and lead his teammates quickly made him one of the league's biggest stars. His early performances helped popularize hockey across North America and attract new fans.

Record-Breaking Career

Throughout his career, Gretzky set more than 60 NHL records, many of which still stand today. He won four Stanley Cups with the Edmonton Oilers and earned nine Hart Trophies as the league's Most Valuable Player. He remains the NHL's all-time leader in goals, assists, total points, and many other offensive records.

Legacy

Wayne Gretzky retired in 1999 but continues to influence hockey through coaching, mentoring, and promoting the sport. His dedication, sportsmanship, humility, and record-breaking accomplishments have made him a Canadian icon. Today, he is remembered not only for his extraordinary talent but also for inspiring young athletes to work hard, stay humble, and pursue excellence both on and off the ice.

Note Taking

While your teacher is reading, write down notes in point form.

PREVIEW

Pictures

Draw things that help with 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 writing 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.

Researching Skills - Bibliography

Practice

Organize the information below in a bibliography

For a Book

- Author: Margaret Atwood
- Title: *Survival: A Thematic Guide to Canadian Literature*
- Publisher: House of Anansi Press
- Publication Year: 2012

For a Book

- Author: David Suzuki
- Title: *The Sacred Balance: Rediscovering Our Place in Nature*
- Publisher: Greystone Books
- Publication Year: 2007

For a Website

- Author: Government of Canada
- Title of Webpage: *Change Indigenous Land Use*
- Website: Government of Canada
- URL: <https://www150.gc.ca>
- Date Accessed: March 20, 2026

For a Website

- Author: Canadian Museum of History
- Title of Webpage: *The History of Indigenous Peoples in Canada*
- Website: Canadian Museum of History
- URL: <https://www.historymuseum.ca>
- Date Accessed: March 20, 2026

Bibliography

Activity Title: Biography Research Project

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 practise organizing your research and keeping track of your sources for a bibliography.

**Instructions**

How will we complete the activity?

- 1) **Choose a Famous Person:** With your partner, choose a famous person that you both find interesting. This could be a historical figure, a scientist, an artist, or anyone else you'd like to learn more about.
- 2) **Divide the Research:** Split research tasks 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, websites, encyclopedias, or other resources available in the classroom or library.
- 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?

Early 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	

Achievements: Fact #3	Source Information	
	Author	
	Title	
	Website	
	Date	

Later Fact #1	Source Information	
	Author	
	Title	
	Website	

Quote	Source Information	
	Author	
	Title	
	Website	
	Date	

Picture - Source Information	
Author	
Title	
Website	
Date	

Success Criteria – Biography

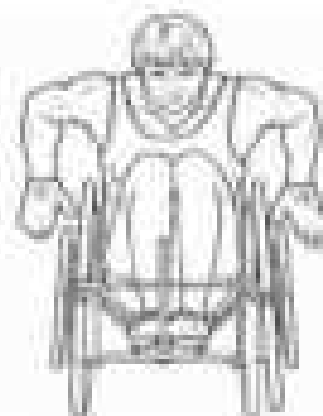
Analyze

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 – Rick Hansen

Preface

This biography explores the remarkable life of Rick Hansen, a Canadian Canadian and humanitarian whose determination inspired and changed the world. After a life-changing accident left him paralyzed, he refused to let his disability define him. Through courage, resilience, and leadership, he became a global advocate for accessibility, inclusion, and equal opportunities for people with disabilities.



Introduction

Rick Hansen was born on October 17, 1957, in Alberni, British Columbia. He is one of Canada's most respected and inspiring figures. Best known for his Man in Motion World Tour, Hansen demonstrates how courage and determination can overcome extraordinary challenges. His life has transformed attitudes toward disability both in Canada and internationally.

Early Life and Injury

As a child, Hansen enjoyed sports and outdoor activities like fishing, hiking, and camping. At the age of 15, he was seriously injured in a car accident and suffered a spinal cord injury that left him paralyzed from the waist down. Despite this dramatic setback, Hansen remained determined to continue his education, pursue his interests, and pursue ambitious goals.

The Man in Motion World Tour

In 1985, Rick Hansen began the Man in Motion World Tour, travelling around the world in his wheelchair to raise awareness about spinal cord injuries and the abilities of people with disabilities. Over 26 months, he travelled more than 40,000 kilometres through 34 countries, inspiring millions while raising funds for medical research, rehabilitation, and accessibility initiatives.

Impact and Legacy

Rick Hansen founded the Rick Hansen Foundation, which supports accessibility and spinal cord research. He has received many honours, including the Order of Canada. Today, his life continues to inspire people to overcome obstacles, support others, and create a more inclusive society.

Assignment – Biography

Plan

Choose someone famous and learn about them and their life. On the Sources of Information page, write the information you'll need for 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 the _____ were, 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?

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 1-3 sentences on their personality.

6) Now that you know more about the person you've chosen, write a preface that explains why you chose them. Explain why they are important and what the audience will learn if they read the biography.

Sources of Information - Author, Title, Website, Date Accessed

PREVIEW

Assignment – Biography Writing

Rough Draft

Write the rough draft of your biography below.

PREVIEW

Biography – Bibliography**Bibliography**

1)

2)

3)

4)

5)

6)

7)

8)

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	50	8
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	50	8
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 a kid.	Tells a bit about them growing up.	Doesn't say much about them being a kid.	Doesn't talk about early life.
Achievements	Talks about the big things they did.	Talks about big things.	Leaves out big achievements.	Leaves out most achievements.
Later Life	Lots of details about what they were older.	Says a bit 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.	Quote doesn't fit.	No quotes included.
Bibliography	Variety of sources used and cited properly.	Multiple sources and cited properly.	Some sources used but not cited properly.	One source used and not cited.

Teacher Comments

Mark

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



Workbook Preview



Grade 9 – Language

Ontario ELA Curriculum

	Outcomes	Pages
C1.1	Read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge	19-20, 28-31, 46-49, 153-154, 161-162, 200-201, 210-211, 218-219
C1.2	analyze and compare the characteristics of various text forms and genres, including cultural text forms, and provide evidence to explain how they help communicate meaning	25-27, 44-48, 59-66, 72, 86-88, 91-94, 146-147, 153-154, 161-162, 166-171, 177-180, 182-193, 224-225, 234-251, 311-315
C1.3	Preview of 130 pages from this product that contains 437 pages total.	
C1.4	evaluate how images, graphics, and visual design are used to communicate, and contribute to meaning in a variety of texts	172-174, 231-232, 281-298, 302-305
C1.5	identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre	42-49, 91, 94, 148-152, 214-215, 265-270
C1.6	analyze the narrator's point of view, including limited, omniscient, or unreliable, in a variety of texts, explain how it is communicated, and suggest alternative points of view, giving reasons	98, 113-118, 265-268
C1.7	read, listen to, and view a wide variety of text forms by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences	72-84, 104-112, 136-144, 204-205, 222-223, 252-257

Grade 9 – Language

Ontario ELA Curriculum

	Outcomes	Pages
C2.1	identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts	11-12, 21-22, 51-57
C2.2	identify a variety of purposes for engaging with texts, select texts from diverse creators that are suitable for the purposes, and explain why the selections are appropriate	11-12, 17-18, 51-57, 175-180
C2.3	make predictions using background knowledge and textual information, pose questions to confirm or refute their predictions, and revise or refine their understanding as indicated	11-12, 15-23, 21-22, 51-57
C2.4	select suitable strategies, such as rereading, using the glossary, asking questions, and consulting references and other resources, to monitor and confirm their understanding of complex texts and solve comprehension problems	11-12, 17-28, 23-31, 37-41, 51-57, 204-207
C2.5	connect, compare, and contrast the ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them	11-26, 51-57, 93, 212- 213, 220-221
C2.6	summarize and synthesize the important ideas and supporting details in complex texts, and draw effective conclusions	11-12, 17-18, 51-57, 67-71, 93, 210-211, 273-279
C2.7	explain and compare how various strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals for future improvement	23-24, 25-41, 51-57, 79-88, 204-209

Grade 9 – Language Ontario ELA Curriculum

	Outcomes	Pages
C3.1	analyze literary devices, including allusion, analogy, juxtaposition, and flashback, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience	119-131, 234-257, 269-270
C3.2	make local and global inferences, using explicit and implicit evidence, to explain and support their interpretations about various complex texts	21-22, 83-84, 94, 146-152, 157-160, 181, 214-215, 271-272, 276-279
C3.3	analyze complex texts, including literary and informational texts, by assessing the credibility, reliability, and significance of information and formulating conclusions	19-20, 67-68, 95-97, 99-102, 163-164, 194-199, 216-219, 286-293, 310-315
C3.4	analyze cultural elements that are represented in various texts, including, norms, values, social hierarchy, pastimes, language, and taboos, by investigating the meanings of these elements, making connections to their lived experience and culture, and considering how the inclusion of these elements contributes to the meaning of the text	73-84, 104-112, 136-144, 181, 204-205, 265-266
C3.5	analyze explicit and implicit perspectives communicated in various texts, evaluate any evidence that could show bias in these perspectives, and suggest ways to avoid any such bias	95-96, 98, 155-156, 163-164, 212-215, 222-223, 259-264
C3.6	explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, respond to the insights and messages conveyed, and different positions presented	159-162, 175-176, 216-217, 220-223
C3.7	compare the ways in which historical periods, cultural experiences, and/or socio-political conditions and events have influenced two or more texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations, and how they relate to current lived experiences	77-78
C3.8	assess the effectiveness of the critical thinking skills they used when analyzing and evaluating various texts, and set goals to improve their use	155-156, 159-160

Block 1:

Reading Comprehension and Writing Strategies

Focus

- ✓ Reading comprehension strategies
- ✓ Making inferences, predictions, and visualizations
- ✓ Monitoring and improving comprehension
- ✓ Applying reading strategies to informational texts
- ✓ Effective writing techniques
- ✓ Voice, vocabulary, cohesive ties, and sentence structure in writing

Strategies for Effective Reading Comprehension

Skilled readers apply different strategies **before, during, and after reading** to deepen their understanding and evaluate the author's message.

1. Before Reading: Preparing to Read

- **Preview the Text** - Examine the title, headings, images, graphs, and text features to predict the topic and organization of the text.
- **Identify the Purpose** - Determine whether the text is intended to inform, persuade, entertain, or explain.
- **Activate Background Knowledge** - Reflect on what you already know about the topic and connect it to the text to help you interpret the text.

2. During Reading: Understanding and Learning

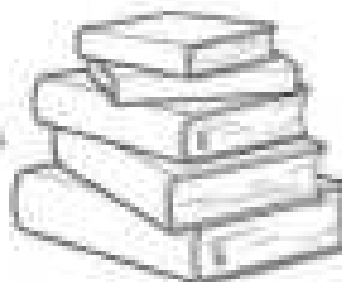
- **Ask Analytical Questions** - Pose questions that encourage deeper thinking, such as *What is the author's purpose?*, *What evidence supports this idea?*, or *How does the text communicate its message?*
- **Visualize Information** - Create mental images to better understand descriptions, events, and concepts presented in the text.
- **Draw Evidence-Based Inferences** - Connect evidence with prior knowledge to make logical conclusions that are not directly stated in the text.
- **Make and Revise Predictions** - Use information from the text to predict upcoming events or ideas, then revise your predictions as new information is presented.
- **Monitor Your Understanding** - Pause periodically to check for comprehension and use strategies such as rereading, annotating, or looking up unfamiliar words to clarify meaning.

3. After Reading: Reflecting and Evaluating

- **Summarize Key Ideas** - Identify the central ideas and supporting details, then explain them using your own words.
- **Evaluate the Text** - Assess the quality, reliability, and effectiveness of the author's ideas, evidence, and organization.
- **Respond Critically** - Consider how the text connects to your own experiences, other texts, or real-world issues, and support your opinions with evidence from the text.

Why These Strategies Matter

Using these strategies helps readers become more thoughtful and independent learners. By analyzing ideas, evaluating evidence, and making meaningful connections, readers develop stronger comprehension skills and become better prepared to interpret a wide variety of complex texts.



True or False

Is the statement true or false?

1) Previewing a text helps readers understand its purpose and organization.	True	False
2) The author's purpose affects how a text is written.	True	False
3) Inferences should be based on textual evidence.	True	False
4) Good readers never revise predictions while reading.	True	False
5) Evaluating a text includes judging its evidence.	True	False

Matching

Match the strategies to their description by writing the letter from the box inside the strategy.

Answer	Strategy	Description
	Predict	A. Determine why the author wrote the text.
	Identify Purpose	B. Make predictions that deepen your understanding of the text.
	Ask Questions	C. Use textual evidence and prior knowledge to make logical inferences.
	Activate Prior Knowledge	D. Examine titles, headings, and text features before reading.
	Visualize Information	E. Identify the main idea and supporting details in your own words.
	Draw Evidence-Based Inferences	F. Predict what may happen next while thinking as you read.
	Make and Revise Predictions	G. Connect what you already know to what you are reading.
	Monitor Your Understanding	H. Reread, annotate, or use reference tools when meaning is unclear.
	Summarize Key Ideas	I. Create mental images to better understand ideas and events.

Question

How do reading strategies help you understand a complex text? Give 2 examples.

Making Connections

Making connections is an active reading strategy that helps readers build deeper understanding by linking ideas from a text to their own experiences, other texts, and real-world events. These connections encourage readers to think critically, recognize patterns, and interpret the author's message more effectively.

Text-to-Text Connection

Compare the ideas, themes, characters, or events in one text with those in another. Recognizing similarities and differences between texts helps readers understand how different authors communicate meaning.



Text-to-Self Connection

Relate the text to your own experiences, knowledge, beliefs, or emotions. Personal connections can help readers understand characters' motivations, conflicts, and themes while reflecting on their own lives.

Text-to-World Connection

Connect the ideas in the text to current events, social issues, or global challenges. These connections help readers recognize the relevance of the text and understand its broader significance.

Making Connections

Make connections to _____

1) Mia was about to post a funny photo of her friend online, but she paused, realizing it might embarrass her classmate. Instead of posting it immediately, she asked for permission first.

Text-to-Self

Text-to-Text

Text-to-World

Comprehension Practice – Inferencing

An **inference** is a logical conclusion that readers make by combining **textual evidence** with their own knowledge and experiences. Authors do not always state every detail directly, so readers must look for clues in the text to interpret ideas, understand characters' motivations, and recognize deeper meanings. Strong inferences are supported by evidence rather than personal opinion.

Example

During a group presentation, Liam glanced repeatedly at the classroom clock, avoided eye contact with his classmates, and repeatedly adjusted the notes in his hands. Although the author never says how Liam feels, readers can infer that he is nervous because of his body language.

Infer Make logical conclusions while answering the questions.

1) After receiving a new tablet, Emma smiled briefly before placing the device face down and returning to her seat.

What can you infer about Emma?

2) Noah arrived at school early with a binder full of notes. He reviewed them quietly before class began.

What does this suggest about Noah?

3) When the teacher announced a group debate, Olivia listened carefully, taking a plan that helped her team.

What can you infer about Olivia?

4) During a discussion about climate change, Daniel checked the author's sources before sharing his opinion.

What does this reveal about Daniel?

5) After moving to a new city, Aiden was quiet at first. By the end of the semester, he was joining clubs and volunteering at school events.

What can you infer about Aiden?

Infer

Make 3 inferences about the sentences below.

1) When the teacher returned the research essays, Ethan quietly reread the comments in the margins, highlighted several suggestions, and opened his laptop before the next class began.

2) Ava stood outside a community centre holding a donation box while volunteers carried winter clothing into the building. Despite the cold weather, she greeted every visitor with a smile.

3) As the debate ended, Liam reviewed the notes he had taken from both teams before writing a response in his notebook.

4) During the science lab, Maya carefully repeated the experiment and her results were different from those of her group members.

5) Before posting an article online, Noah checked the author's credentials, compared information from several reliable websites, and verified the publication date.

MY READING ACTION PLAN

My reading goal is: _____

Action Steps (List at least three actions you will take to achieve your reading goal.)

1. _____

2. _____

3. _____

Resources That Will Help Me (What resources, strategies, or people will help you achieve your goal?)

How I Will Know I Am Successful (Describe how success will look like. How will you know you have improved?)

List the types of texts you will read to help you achieve your goal.

1. _____
2. _____
3. _____
4. _____
5. _____

Reflect on your progress and identify your next steps.

Target Date
I will achieve my goal by: _____

Name _____

36

Guided Reading
12.1

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	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 BINGO

BINGO

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

B	I	N	G	O
Summarize the book so far.	Make a prediction about what will happen next.	Name the main character and describe them in one sentence.	Draw a new book cover that you think fits the story.	Rate the book between 1-5 and explain your rating.
What's your favourite part? Describe it in 3 sentences.	Write a question you would ask the author.	Describe the setting and explain why it is important.	Compare this book to another one you've read. What's similar? What's different?	Tell a friend about the book in 4 sentences.
Write an important lesson you learned from the story.	Choose a favourite character and explain why in 3 sentences.	Free Space	Draw a picture of 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 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 3: Understanding Articles and Media Literacy

Focus

- ✓ Understanding articles and their text features
- ✓ Identifying an author's purpose and intended audience
- ✓ Distinguishing facts, opinions, and claims
- ✓ Evaluating credibility, bias, and reliable sources
- ✓ Comparing informational texts using evidence

What Are Articles?

Understanding Articles

An **article** is a nonfiction text written to inform, explain, or sometimes persuade readers about a specific topic. Articles are published in newspapers, magazines, websites, and other media sources to share current events, research, opinions, or useful information. Unlike stories, articles are based on facts, evidence, interviews, or expert knowledge. They often include titles, headings, photographs, captions, and other text features that help readers understand the information more easily.

Types of Articles

1) News Articles

News articles report recent events and current issues that are important to the public. They answer questions such as who, what, when, where, why, and how using factual information. News articles are usually written in a clear, objective style and are intended for readers interested in local, national, and international news.

2) Magazine Articles

Magazine articles explore topics in greater detail than newspaper articles. They may focus on science, technology, culture, or entertainment. Magazine articles often include detailed information, photos, interviews, and high-quality photographs. Although they are based on facts, some magazine articles may also include the writer's perspective or interpretation.

3) Online Articles

Online articles are published on news websites, blogs, and digital magazines. They provide quick access to current information and are updated as new information becomes available. Many online articles include interactive graphics, or multimedia elements that help readers explore topics. Because anyone can publish information online, readers should evaluate if the source is accurate, reliable, and trustworthy.

Key Characteristics of Articles

- Present factual information about a topic
- Have a clear title and organized sections
- May include photographs, captions, or graphics
- Use evidence, facts, or expert opinions
- Are written for a specific purpose and audience
- Can be found in print or digital formats

Newspaper, magazine, and online articles all provide information, but they differ in purpose, style, and format. Newspaper articles report current events, magazine articles explore topics in greater detail, and online articles often include digital features. Understanding these differences helps readers find and evaluate reliable information.



Articles

Read each article carefully. Pay attention to its purpose, structure, and text features. Then, complete the activities on the following pages.

Newspaper Article

Community Volunteers Plant 500 Trees in Toronto Park

By Emma Carter

Toronto, Ontario | May 14, 2026

More than 300 volunteers gathered at Riverdale Park on Saturday to plant over 500 native trees as part of a city-wide environmental initiative.

The event, organized by the Toronto Parks Department and several local environmental groups, aimed to improve air quality and increase green spaces throughout the city.

Volunteers participated despite light rain.

"We're grateful for all the residents helping improve our community," said Parks

Coordinator [Name].

City officials hope the initiative will continue throughout the summer as part of Toronto's urban forest expansion program.

Magazine Article

Why Spending Time Outdoors

Imagine finishing a stressful workday, stepping outside to walk through a local park. Within minutes, your mind begins to feel calmer. Your mood starts to improve. According to researchers, spending time in nature can reduce stress, boost concentration, and support emotional well-being.

Many Canadians spend several hours each day on digital devices. While technology has many benefits, too much screen time may increase anxiety and reduce physical activity.

Outdoor activities such as hiking, cycling, gardening, or even a walk in your neighbourhood park provide opportunities to disconnect and reconnect with nature.

Experts also suggest that spending time outdoors encourages social interaction, physical exercise, and greater appreciation for the environment. Even 20 to 30 minutes outside each day can make a positive difference.

Online Article

Simple Ways to Reduce Plastic Waste

Published: June 2, 2026

Reducing plastic waste starts with small everyday choices. Bringing a reusable water bottle, using cloth shopping bags, and recycling correctly can all make a positive difference.

Many communities across Canada are encouraging residents to reduce single-use plastics to protect wildlife and keep parks, rivers, and lakes clean. Every small action contributes to a healthier environment.

Have another idea? Share your favourite eco-friendly habit in the comments below!

Identify

Write the letter of the correct article beside each description.

A	Newspaper Article	B	Magazine Article	C	Online Article
---	-------------------	---	------------------	---	----------------

1) Uses a digital format and encourages reader interaction.	
2) Reports a recent event using facts, a date, and a location.	
3) Explores a topic in greater depth and provides explanations.	
4) Focuses on informing readers about a current community event.	
5) Includes publication date and ends by inviting readers to comment.	

Compare

Compare the articles by identifying the purpose and one text feature of each article.

Article Type		One Text Feature
Newspaper		
Magazine		
Online		

Question

Answer the questions below.

1) Which article would be the most reliable source for learning about _____?
Explain your answer using evidence from the article.

2) Which article did you find most engaging? Explain how its organization, language, or text features influenced your opinion.

Features of Articles

Articles are designed to inform, explain, or persuade readers about a particular topic. To communicate information clearly and effectively, writers use a variety of **text features**. These features organize ideas, highlight important details, and guide readers through the text. Whether an article appears in a newspaper, magazine, or online publication, recognizing these features helps readers understand the author's message and locate key information more efficiently.



1) A **headline** is the main title of an article. It captures the reader's attention while introducing the subject. A strong headline is clear, informative, and encourages people to continue reading.

Example: Community Celebrates Local Park

2) A **byline** identifies the author of the article. It tells readers who wrote the piece and may also include the author's position or affiliation. Knowing the author can help readers evaluate the credibility of the information.

Example: By Emma Carter

3) A **caption** is a brief explanation placed below or to the side of an image. It describes what is shown in the picture and explains how the image relates to the main topic. Captions often provide additional details that are not included in the main text.

Example: Students participate in a community tree-planting event.

4) A **hyperlink** is clickable text or an image that directs readers to another website or source. Hyperlinks are commonly found in online articles and allow readers to explore related information, supporting evidence, or additional resources.

Example: [Learn more about Canada's recycling programs.](#)

5) A **sidebar** is a separate section that presents extra information related to the main topic. It may include facts, definitions, statistics, timelines, or tips that help readers understand the subject without interrupting the main article.

Example:

Did You Know?

Canada has more freshwater lakes than any other country in the world.

6) **Images** include photographs, illustrations, maps, charts, graphs, or diagrams that support the written information. They help readers visualize ideas, explain complex information, and make an article more engaging. Images should be relevant, accurate, and clearly connected to the topic.

Matching

Match each article feature in Column A with its correct purpose in Column B. Write the letter of the correct answer on the line.

Headline	☐	☐	A) Gives extra facts or related information without interrupting the main text.
Byline	☐	☐	B) Explains what is shown in an image.
Caption	☐	☐	C) Identifies who wrote the article.
Hypertlink	☐	☐	D) Attracts readers and introduces the main topic.
Sidebar	☐	☐	E) Provides visual support for the information.
Images	☐	☐	F) Connects readers to additional online information.

Build an Article

You are creating an article about an environmental campaign. Complete each feature below.

Headline	
Byline	
Caption (Write a caption for a photo showing students planting trees.)	
Sidebar (Write one interesting fact related to the topic.)	
Hypertlink (Suggest one website readers could visit to learn more.)	

Understanding Author's Purpose and Audience

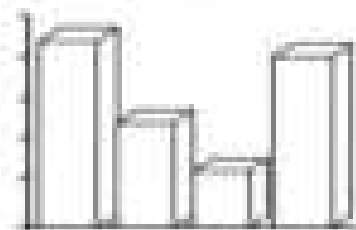
Understanding Audience

Every author writes with a specific audience in mind. The audience may include students, community members, researchers, policymakers, or the general public. Knowing the audience influences the author's decisions about vocabulary, tone, level of detail, and examples.

How Authors Communicate Meaning

Authors carefully select language, organization, and text features to communicate ideas effectively. These choices help readers understand the purpose and message of the text. Some common techniques include:

- **Headings and subheadings** to organize information
- **Illustrations and diagrams** to support understanding
- **Facts and statistics** to establish credibility
- **Examples and analogies** to make ideas relatable
- **Emotional or persuasive language** to influence opinions
- **Dialogue and descriptions** to develop characters and settings
- **Symbolism and cultural references** to communicate deeper meanings and traditions
- By examining these features, readers can analyze how an author's choices contribute to the overall message.



Connecting Purpose, Audience, and Genre

Different text forms and genres communicate meaning in different ways because each is created for a specific purpose and audience. For example, a nonfiction text presents factual information about a person's life, while a narrative story develops characters, setting, and conflict. An informational article explains a process using factual evidence, whereas an Indigenous story often shares cultural teachings, values, traditions, and relationships with the land. Recognizing these differences helps readers compare texts, identify their unique characteristics, and understand how each genre communicates meaning to its intended audience.

When reading a text, it is also important to identify its purpose. Writers usually create texts to inform, explain, entertain, or persuade readers.

- **Inform** – To provide factual information about a topic or event.
- **Explain** – To help readers understand an idea, process, or concept by giving clear details.
- **Entertain** – To engage readers through interesting, enjoyable, or imaginative content.
- **Persuade** – To convince readers to agree with an opinion or take a specific action.

Understanding a text's purpose, audience, and genre helps readers interpret the author's message, evaluate how information is presented, and appreciate why different text forms are used in different situations.



Comprehension Practice - Author's Purpose and Audience**Instructions**

Read each description. Complete the table by identifying the author's purpose, intended audience, and one text feature or characteristic that helps communicate the message.

Text Description	Author's Purpose	Intended Audience	One Characteristic or Text Feature
1) A news article reports on a community planning event using facts and photos.			
2) A speech encourages teenagers to volunteer with organizations based on personal experience and persuasive language.			
3) An informational article explains the effects of climate change using headings, diagrams, and scientific evidence.			
4) An Indigenous story teaches respect for nature through symbolism and traditional teachings.			
5) A biography describes Terry Fox's life using factual information arranged in chronological order.			

Short Answer

Why is it important to identify an author's purpose before reading a text?

Comprehension Practice – Comparing Articles

Instructions

Read Text A and Text B carefully.


Text A

Last Saturday, volunteers planted more than 500 native trees in Riverside Park to improve local habitats and reduce soil erosion. Community members of all ages participated in the event, which was organized by the city's environmental department. Local officials praised the volunteers for their efforts and announced plans for future conservation projects.

Text B

Planting trees is one of the simplest ways individuals can help protect the environment. Communities should organize more tree-planting events because trees improve air quality, provide habitats for wildlife, and strengthen neighborhoods. Small actions today can create a healthier future for everyone.

Complete

Complete a table comparing the two texts. Use evidence from each text to support your answers.

Question	Text A	Text B
What text form or genre is it?		
What is the author's purpose?		
Who is the intended audience?		
Give two characteristics of the text.		
Give one piece of evidence supporting your answer.		

Synthesize

Write your version of the texts using information from both.

Comprehension Practice – Evidence Hunt**Instructions**

Read the informational article below. Then complete the Evidence Hunt table by finding evidence that identifies each characteristic.

Protecting Urban Green Spaces

Urban parks, forests, and wetlands provide important benefits for both people and wildlife. They improve air quality, reduce flooding, support biodiversity, and create spaces where communities can enjoy outdoor recreation.

Across many municipalities have introduced tree-planting projects, habitat restoration, and environmental education campaigns to protect these natural areas. Local organizations often encourage residents to volunteer in clean-up events and conservation projects.

Protecting green spaces requires cooperation between governments, community organizations, and individuals. Small actions, such as planting native species or reducing litter, can contribute to healthier and more sustainable communities.

Identify

Find one piece of evidence from the text that identifies each characteristic.

Characteristic	Evidence from Text
Purpose	
Audience	
Genre	
Text Features	
Language Style	
Main Idea	

Fact, Opinion and Claim

When reading articles, it is important to recognize the difference between **facts**, **opinions**, and **claims**.

1. **Fact** - A statement that can be proven true with evidence.
2. **Opinion** - A personal belief or feeling that may differ from one person to another.
3. **Claim** - A statement or argument that needs evidence to convince readers.

Understanding these concepts helps readers evaluate whether information is reliable.

Fact

Opinion

Claim

Identify

Read each sentence. Write Fact, Opinion, or Claim.

1) Plastic pollution is a problem in our world.	
2) Every Canadian community has a weekly clean-up drive.	
3) This national park is the most beautiful in Canada.	
4) Scientists have found microplastics in drinking water.	
5) Schools should require students to recycle every day.	
6) Many newspapers include photographs and captions.	
7) Online articles are the fastest way to receive news.	
8) Reading different sources helps people understand an issue better.	
9) Magazine articles are more enjoyable than newspaper articles.	
10) Communities can reduce waste by using reusable bags.	
11) Most news articles include a headline and a byline.	
12) Social media should not be the only source of news.	
13) Canada has thousands of freshwater lakes.	
14) Infographics are the easiest way to understand information.	
15) Checking reliable sources before sharing information can reduce misinformation.	

Analyze

Read each article. Decide whether the article is mainly based on Opinions, Facts, or Claims. Then explain your answer using evidence from the text.

Article 1: Community Recycling Program Shows Positive Results

The Town of Maple Creek introduced a community recycling program three years ago. Since then, the amount of household waste sent to local landfills has decreased by 18 percent. Residents now recycle paper, glass, plastic, and metal through curbside collection. Town officials also report that more families are participating in environmental workshops each year.

Article 2: Canada's Most Beautiful National Park

Many visitors believe that Banff National Park is the most beautiful place in Canada. Its mountain views, turquoise lakes, and wildlife make every visit unforgettable. Some people say no other park offers the same breathtaking experience, making it the perfect destination for nature lovers.

Article 3: Schools Should Reduce Plastic Waste

Many educators believe schools should reduce the use of single-use plastics. They suggest encouraging students to bring reusable water bottles and lunch containers. Supporters argue these changes can reduce waste, protect the environment, and help students develop responsible habits.

Credibility

Credibility is the quality of being trustworthy, accurate, and reliable. When reading information from newspapers, magazines, websites, or social media, it is important to determine whether the source can be trusted. A credible source is usually written by a qualified author, supported by facts or evidence, current, and free from misleading or biased information. Evaluating credibility helps readers make informed decisions and avoid misinformation.

Is the Source Credible? Read each situation. Write Credible if the source is trustworthy or Not Credible if it is not. Then, briefly explain your answer.

1) A source by the Government of Canada with references.	☐ Credible ☐ Not Credible	Reason _____ _____
2) A social media post that makes a surprising claim but provides no evidence or source.	☐ Credible ☐ Not Credible	Reason _____ _____
3) A magazine article written by an environmental scientist and supported by research findings.	☐ Credible ☐ Not Credible	Reason _____ _____
4) A website that does not list an author or publication date.	☐ Credible ☐ Not Credible	Reason _____ _____
5) A newspaper article that includes interviews with experts and quotes from official government reports.	☐ Credible ☐ Not Credible	Reason _____ _____
6) A blog that promotes a product but provides only personal opinions without supporting evidence.	☐ Credible ☐ Not Credible	Reason _____ _____

Bias and Point of View

Every text is written from a point of view, which is the perspective or position of the writer. Writers make choices about the information they include, the words they use, and the way they present ideas. Understanding a writer's point of view helps readers think critically about the message being communicated.

Some texts use objective language, which presents information based on facts, evidence, and observable details without expressing personal feelings. Other texts use subjective language, which reflects personal opinions, emotions, beliefs, or judgments. Recognizing the difference helps readers determine whether a text is informing or influencing.

Readers can distinguish between facts and opinions. A fact is a statement that can be verified with reliable evidence, while an opinion expresses a personal belief, preference, or judgment that may differ from one person to another.

Another way to identify bias is by looking for a clear side, opinion, or perspective. Bias occurs when a writer or speaker presents information in a way that favors one side, opinion, or perspective.

Identify

Write whether each statement is Objective or Subjective. If it is Objective, place a ✓ beside the word Objective. If it is Subjective, place a ✓ beside the word Subjective.

1) Canada has ten provinces and three territories.

☐ Subjective

☐ Objective

2) Smartphones are the best learning tools for every student.

☐ Subjective

☐ Objective

3) Only irresponsible people fail to recycle their plastic waste.

☐ Subjective

☐ Objective

Understanding Reliable Sources

A **reliable source** is a source of information that is accurate, trustworthy, current, and supported by evidence. Reliable sources are usually created by qualified authors, researchers, government agencies, educational institutions, or respected news organizations. Before publishing information, these sources check facts, verify evidence, and review their content to ensure it is as accurate as possible.



Today, information is available almost everywhere, especially on the internet and social media. While the internet makes information easier to access, not everything people read or watch is reliable. Blogs, videos, and social media posts may contain personal opinions, outdated information, or false facts. For this reason, readers should carefully evaluate information before accepting it as true or sharing it with others.

How to Identify a Reliable Source

When evaluating a source, ask the following questions:

- **Who created the information?** Is the author, organization, or publisher qualified to create the information?
- **Is the information supported by evidence?** Does it include facts, statistics, research, quotations, or references?
- **Is the information current?** Check the date of publication to make sure the information is up to date and relevant.
- **What is the purpose of the source?** Is it meant to inform, educate, persuade, entertain, or sell something?
- **Can the information be verified?** Compare it with other reliable sources to see if they present similar information.

Examples of Reliable Sources

Reliable sources often include:

- Government websites (such as .gc.ca or .gov)
- Universities, colleges, and educational institutions
- Scientific journals and research organizations
- Reputable newspapers and news organizations
- Books and reference materials published by credible publishers

Why Reliable Sources Matter

Using reliable sources helps readers distinguish facts from opinions and unsupported claims. Reliable information leads to stronger research, better decision-making, and more convincing arguments. It also helps prevent the spread of misinformation by encouraging readers to think critically, verify evidence, and evaluate the credibility of the information they encounter before accepting or sharing it.



True or False

Is the statement true or false?

1) Government websites are usually reliable sources.	True	False
2) Social media posts are always accurate.	True	False
3) Reliable sources include facts and evidence.	True	False
4) Publication dates show if information is current.	True	False
5) Comparing reliable sources helps verify information.	True	False

Questions

Answer the questions below.

1) What are two reliable sources when doing research?

2) List three questions you can ask in evaluating whether a source is reliable.

3) How can using unreliable sources affect your research?

Examples

Write one example of each source below.

Government Website	
Educational Institution	
News Organization	
Scientific Journal	
Book	
Social Media Post	
Personal Blog	

Research Activity: Evaluating an Online Article

Objective

What are we learning more about?

Learn how to research a topic of personal interest and evaluate whether an online article is reliable by examining its author, publication date, evidence, purpose, and source. Students will use their critical thinking skills to decide if the information is trustworthy and explain their evaluation using evidence from the article.

Materials

What do we need to complete the activity?

- Computer or tablet with internet access
- Google Chrome or other web browser
- Google Docs, Microsoft Word, or other word processing software for recording answers
- Activity worksheet (provided)



Instructions

How do we complete the activity?

1. Choose a topic that interests you. It may be related to science, technology, sports, history, health, the environment, animals, or any other subject.
2. Find one informational article about your topic using a search engine. Choose an article from a website that appears professional, educational, or trustworthy.
3. Read the entire article carefully. As you read, pay attention to the author, the publication date, the evidence provided, and the overall purpose of the article.
4. Record the article's information on your worksheet, including the article title, website, author's name (if available), and publication or last updated date.
5. Complete the reliability checklist by evaluating the article's author, evidence, currency, purpose, and credibility. Write evidence from the article to support each of your answers.
6. Decide whether the article is Reliable, Somewhat Reliable, or Not Reliable. Write a short paragraph explaining your decision using evidence you found while evaluating the source.

**Evaluating
Article**

Choose one informational article about a topic that interests you. Record the article's topic, title, website, author, and publication date.

Article Title:	
Website:	
Author:	
Date Published:	

**Reliability
Check**

Read each question carefully. Put a ✓ in Yes or No, then write evidence from the article that supports your answer.

Is the author (name or title) listed?	☐ Yes ☐ No	Evidence:
Is the information supported by facts or evidence?	☐ Yes ☐ No	Evidence:
Is the article current?	☐ Yes ☐ No	Evidence:
Is the purpose to inform rather than sell or persuade?	☐ Yes ☐ No	Evidence:
Does the article appear trustworthy?	☐ Yes ☐ No	Evidence:

Explain

Write 3-5 complete sentences explaining why you believe the article is Reliable, Somewhat Reliable, or Not Reliable. Use evidence from your checklist to support your explanation.

Block 4:

Narratives

Focus

- ✓ Understanding narrative texts and narrative structure
- ✓ Identifying different narrator's points of view
- ✓ Recognizing and interpreting literary devices
- ✓ Exploring Indigenous narratives and cultural elements
- ✓ Analyzing how story elements develop meaning and theme

Understanding Narrative Texts

A **narrative** is a text that tells a story to entertain, inform, or communicate a message. It may be fictional or based on real events. Most narratives include characters, a setting, a conflict, and a theme, which work together to develop the story and help readers understand its meaning.

Elements of a Narrative

- **Setting** – where and when the story takes place.
- **Characters** – the people, animals, or imaginary beings in the story.
- **Conflict** – problem or challenge the characters must face.
- **Theme** – central message or lesson of the story.



Question: Read the story below. Then identify the setting, characters, conflict, and theme by filling in the table.

Lost Notebook

Emma realized she forgot her notebook in the school library just minutes before her science class. The notebook contained a lot of research for an upcoming environmental science project. She knew she would not be able to finish her presentation on time. She searched every corner of the study tables, and asked the librarian if anyone had turned it in, but the notebook was nowhere to be found.

Later that afternoon, a classmate discovered the notebook on a reading table and returned it to the librarian. Emma was relieved. She thanked her classmate for being honest and helpful. The experience reinforced her values and showed her the value of responsibility, kindness, and helping others.

Narrative Element	Answer
Setting	
Characters	
Conflict	
Theme	

True or False

Is the statement true or false?

1) A narrative may be fictional or based on real events.	True	False
2) The setting tells readers where and when the story takes place.	True	False
3) The theme is the problem or challenge that the characters must solve.	True	False
4) Characters can be people, animals, or imaginary beings in a story.	True	False
5) A conflict is the challenge the characters face.	True	False

What is Indigenous Storywork?

Indigenous Storywork is an approach to learning through stories developed by Indigenous scholar Dr. Jo-ann Archibald (Shum G'um Xiem). It recognizes that stories are more than entertainment—they are a way of sharing knowledge, preserving culture, teaching values, and strengthening relationships. Indigenous stories encourage readers and listeners to reflect on their experiences, respect different perspectives, and understand the connections between people, the land, and the natural world. Through Storywork, learning becomes a shared experience that values listening, reflection, and meaningful dialogue.

Seven Principles of Indigenous Storywork

The following principles show how stories are shared, understood, and respected.

- **Respect** – Listen and value the knowledge, experiences, and perspectives shared by others.
- **Responsibility** – The knowledge learned from stories is thoughtful, ethical, and respectful.
- **Reverence** – Appreciate the cultural, historical, and environmental significance of stories.
- **Reciprocity** – Learn from others while giving back to the community.
- **Holism** – Understand that learning involves the heart, and spirit working together as a whole.
- **Interrelatedness** – Recognize that people, communities, nature, and all living things are connected.
- **Synergy** – Understand that learning together creates new understanding through cooperation and shared experiences.



How Stories Are Shared

Indigenous stories may be shared through oral storytelling, books, songs, ceremonies, artwork, dance, and digital media. They are often passed from one generation to the next to preserve languages, histories, traditions, cultural knowledge, and community values. Elders and Knowledge Keepers play an important role in sharing these stories and ensuring they are passed on with care and respect.

Why is Indigenous Storywork Important?

Indigenous Storywork helps readers and listeners understand Indigenous perspectives, cultures, and ways of knowing. It encourages respect, empathy, critical thinking, and meaningful relationships while supporting reconciliation and appreciation for the diversity of First Nations, Métis, and Inuit communities across Canada. By learning through stories, students gain a deeper understanding of cultural traditions and recognize the importance of listening to diverse voices and experiences.

True or False

Is the statement true or false?

1) Indigenous Storywork shares knowledge through stories.	True	False
2) Respect is one of the principles of Indigenous Storywork.	True	False
3) Indigenous stories are shared only through books.	True	False
4) Interrelatedness teaches that all living things are connected.	True	False
5) Indigenous Storywork helps people understand Indigenous cultures.	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 – Reverence & Reciprocity

The Gift of the Sweetgrass

Inspired by First Nations Teachings

Long ago, a young First Nations girl named Mika walked with her grandmother to gather sweetgrass near a quiet lake. The morning air was cool, and birds filled the forest with song. Sunlight filtered through the tall trees. Before picking her first braid, her grandmother paused, faced the four directions, and quietly thanked the Creator for the gift of the land.



She said, "Everything on the land should be received with gratitude. It reminds us to live with kindness." Mika watched as her grandmother carefully gathered only a small patch, leaving plenty behind so the plants could continue to grow for her family and the generations to come.

"We take only what we need," her grandmother said. "The land provides for us, so we must care for it in return. We have a responsibility to continue to care for our people."

As they walked home, Mika learned about local plants, the changing seasons, and how all living things are connected. Her grandmother said that the forests, animals, and people all depend on one another. Mika began to understand that caring for the land also meant caring for her community and future generations.

Back in the community, the sweetgrass was washed, dried, and used in ceremonies and gatherings. Mika helped the Elders prepare the braids, which were given to families, visitors, and those who needed comfort or encouragement. Everyone accepted the gifts with gratitude and respect. She realized that these strengthened relationships and reminded everyone that a community grows stronger when people care for one another.

That evening, as they sat beside the fire, her grandmother smiled and said, "Reverence teaches us to honour every living thing. Reciprocity reminds us to give back whenever we receive. These teachings keep our people, our traditions, and the land in balance."

From that day on, Mika gathered sweetgrass with gratitude, shared generously, and cared for the land with respect. She understood that protecting nature today would preserve its gifts for future generations. The teachings of reverence and reciprocity became part of her daily life, guiding her choices and strengthening her connection to her family, her community, and the natural world.

The End

Questions

Answer the questions below.

1) What character is in the story? Describe their personality.

2) What was the setting in this story?

3) What was the story about? How did the village survive?

4) **Make a Connection:** Stories like this can teach us lessons we can use in our lives. What did you learn from this story that you can use in your life?**Storywork Traits**What Indigenous Storywork traits did you learn?
How were these two traits taught?

Indigenous Storywork – Holism and Synergy

The Red River Canoe

A Métis Story

For generations, the Métis people travelled the rivers of the Canadian Prairies in sturdy birchbark canoes. The rivers provided food, transportation, and a place where families gathered to share stories, traditions, music, and knowledge from one generation to the next. Every journey along the water offered an opportunity to learn about the land, respect nature, and strengthen the bonds within the community.

Among the Métis was a curious young girl named Lila, who loved joining her grandfather on his journeys along the Red River. As they paddled through the calm waters, he pointed out the stars and fish, explaining that each played an important role in keeping the world balanced. One day, he told Lila that the Métis people had always respected the land because they knew it was the only home they needed to live.



One summer, Lila noticed that the river had become muddy and fish were becoming harder to catch. Curious and concerned, she asked her grandfather why. He smiled gently and said, "When our ancestors came here, everything connected to it. We took care for the land just as it has always cared for us." Lila and her grandfather visited the Elders, who shared stories of what had happened to the river. They learned that erosion along the riverbanks had damaged fish habitats and affected many living things. To help, the community decided to work together to restore the river.

Families planted native grasses and willow trees to strengthen the banks. The Elders agreed to protect spawning areas, while children helped collect litter and water young plants. Everyone contributed according to their abilities, knowing that even small actions could make a meaningful difference when people worked together with a shared purpose.

By the following spring, the river ran clearer, fish returned, and birds nested once again along the shore. During a community gathering, the Elders explained that **holism** teaches that people, animals, plants, and the land are all connected, while **synergy** reminds us that cooperation allows communities to accomplish more than individuals working alone. Lila realized that caring for the land also meant caring for one another. She understood that every act of kindness and responsibility helped strengthen both the environment and the community. From that day forward, she proudly carried these Métis teachings with her, knowing that respect, teamwork, and shared responsibility would protect the river and its gifts for future generations.

The End

Questions

Answer the questions below.

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

2) What was the resolution to the problem?

3) Make a Connection: How does your team? How does you doing your part help the entire team?

Storywork TraitsWhat Indigenous Storywork traits did you observe in this story?
How were these two traits taught?

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 opened the door 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 refers to characters by their names or as "he," "she," or "they." For example, "The car crashed against the shore, lost in thought."

Instructions

Read the story and decide which point of view is being used.

1) I packed my backpack before my big trip.	First	Second	Third
2) You step into the cave and hear water dripping nearby.	First	Second	Third
3) You read the message and quickly hid it in your pocket.	First	Second	Third
4) Sophia closed her notebook and walked toward the room.	First	Second	Third
5) Ava searched the library for the missing history book.	First	Second	Third
6) Daniel smiled as the judges announced the winner.	First	Second	Third
7) I opened the envelope and found an unexpected letter.	First	Second	Third
8) You follow the narrow trail through the quiet forest.	First	Second	Third
9) I felt relieved after finishing my final presentation.	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

Narrator's Point of View - Types

Understanding Narrators

The **narrator** is the voice that tells a story. The narrator's point of view influences what readers know about the characters, events, and themes. It determines how much information is revealed, whose thoughts and feelings are shared, and how readers interpret the events. Writers carefully choose the narrator to shape the reader's understanding, create suspense, develop empathy for characters, and strengthen the overall message or purpose of the story.



Omniscient Narrator

An omniscient narrator knows the thoughts, feelings, and actions of all the characters. This narrator can move between characters' perspectives and reveal information that no single character could provide.

Example:

Maria felt confident before the debate, but her opponent secretly doubted her own abilities. Neither student realized the judge had already been impressed by both presentations.

Limited Narrator

A limited narrator follows the thoughts and experiences of one character. Readers understand the story through that character's perspective, even if they know what other characters are thinking unless it is revealed through their actions or dialogue.

Example:

Liam tightened his grip on the letter. He wondered whether he was losing everything, but he had no idea why his sister looked so relieved.

Unreliable Narrator

An unreliable narrator may present events inaccurately because of personal bias, limited understanding, strong emotions, or intentional dishonesty. Readers must evaluate the narrator's account carefully and look for clues that suggest another interpretation.

Example:

"I'm certain everyone was laughing at me," Noah insisted, although none of his classmates had even looked in his direction.

Why Point of View Matters

A narrator's point of view shapes how readers interpret characters, conflicts, and themes. Recognizing whether a narrator is omniscient, limited, or unreliable helps readers evaluate the information presented, identify bias, and develop a deeper understanding of the story.

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) "I've always said the principal secretly changes the exam questions just to make my class nervous. My friends laugh when I tell them, but I'm convinced it's true. Then again, maybe I only believe it because after failing the last quiz it was easier to blame someone else."

Type of Narrator

2) "Sofia waited outside the room, smoothing the wrinkles from her jacket. She wondered whether she had enough time to check her answers would leave a good impression. When the door opened, she took a deep breath and stepped inside."

Type of Narrator

3) "Marcus smiled as he accepted the award, believing his hard work had finally paid off. Across the auditorium, his sister felt equally proud, remembering the late nights she had spent helping him practise. Their teacher watched both of them, knowing that their determination had inspired the entire class."

Type of Narrator

Literary Devices

Literary devices are techniques that writers use to make their writing more engaging, meaningful, and memorable. They help develop characters, emphasize ideas, create vivid images, and encourage readers to think more deeply about a text. Recognizing literary devices helps readers better understand an author's purpose and message.



True or False

Is the statement true or false?

1) Literary devices help writers communicate ideas more effectively.	True	False
2) Every literary device should be interpreted literally.	True	False
3) Writers use literary devices to add deeper meaning and interest.	True	False
4) Understanding literary devices helps with reading comprehension.	True	False
5) Literary devices are only for fun and entertainment.	True	False

Questions

Answer the questions.

1) Why do authors use literary devices in stories and texts?

2) How do literary devices help readers understand a text's message or theme?

3) Describe one literary device you already know. Explain how it helps improve a piece of writing.

Hyperbole & Idiom

Hyperbole: It is an intentional exaggeration used to emphasize an idea or create a dramatic effect. It is not meant to be taken literally.
Example: "I've told you a million times to submit your assignment on time."



Idiom: It is a common expression whose meaning is different from the literal meaning of its words. Readers must understand the figurative meaning from context.

Example: "Break the ice" means to start a conversation or make people feel more comfortable.

Think: Find the idiom and find examples of hyperboles and idioms.

Debate Championship

The auditorium was packed for the championship debate to begin. Ethan adjusted his notes and said, "I've practiced this speech a thousand times." His teammate Maya smiled and said, "Just break the ice; everything will get easier."

As Ethan stepped onto the stage, he felt his heart beat out of his chest. The audience seemed silent, and for a moment he thought he was standing still. Taking a deep breath, he began presenting his argument. Halfway through the debate, one competitor made a mistake. Maya quietly whispered, "Don't let it throw you off. Keep your eye on the prize." Ethan nodded and continued speaking. By the end of the competition, the judges praised his clear reasoning and strong evidence.

After the winners were announced, Ethan laughed and said, "I couldn't have done all that practice." Although the competition had been challenging, his hard preparation, teamwork, and confidence had helped them succeed.

Hyperbole	
Hyperbole	
Hyperbole	
Idiom	
Idiom	
Idiom	

Hyperbole - Visualizing

Visualize

Draw what you are picturing when you read the hyperboles below.

She laughed so loudly the whole town
could hear her.

The waves were high enough to touch
the clouds.

The homework pile reached the ceiling.

She waited until she felt a
bit better.

Simile and Metaphor

A **simile** compares two unlike things using the words **like** or **as**. Writers use similes to create vivid descriptions and help readers visualize people, places, or ideas more clearly.

Example: The lake was as smooth as glass.

A **metaphor** compares two unlike things **without** using **like** or **as**. It describes one thing as if it were another to create a stronger image or express meaning.

Example: The classroom was a zoo during lunch.

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

		Column B
As harmonious as	☐	a spider's web
As piercing as	☐	the waves against the shore
As intricate as	☐	a choir in-unison
As radiant as	☐	the silence of the stars
As vibrant as	☐	a still winter breeze
As relentless as	☐	the clear, cloudless sky
As profound as	☐	the summer rain
As momentary as	☐	the sun in the sky

Scavenger Hunt

Find books that have examples of metaphors.

Book Name	Example - Describe or quote the metaphor.
"Conduoy"	The department store is a wonderland.

Instructions

Write a sentence including each simile or metaphor below.

1) as strong as an ox

2) as tough as leather

3) as wild as

4) spread like

5) glow like a lantern

6) the test was a tightrope

7) time was a stealthy thief

8) loyalty is an anchor

9) her diary is a garden

10) his mind is a labyrinth

PREVIEW

Analogy

An **analogy** compares two different things to explain an idea or make it easier to understand. Unlike a simple comparison, an analogy shows how two situations are alike in order to clarify a concept, solve a problem, or persuade the reader.

Examples:

- **Learning:** Learning a new language is like building a bridge—each new word helps you connect with more people.
- **Teamwork:** A successful team is like an orchestra; every member has a different role, but they all work together to create harmony.
- **Responsibility:** Managing your time is like planting a garden. The more care and attention you give, the better the results.
- **Guidance:** A good teacher is like a lighthouse, providing guidance and support during difficult times.
- **Perseverance:** Solving a tough problem is like climbing a mountain. Each step may be difficult, but persistence leads you closer to your goal.

Think

Read the passage and identify the analogies. Then, write each analogy in the space provided.

The School Robotics Competition

Preparing for the robotics competition was like assembling a puzzle. Every team member had a different piece of knowledge, and only by putting them together could they complete the project.

As the deadline approached, Maya reminded her teammates that solving a difficult problem is like climbing a mountain. It requires patience, determination, and taking small progress instead of rushing to the top.

During the presentation, Ethan explained that a strong team is like the gears in a clock. Each gear has a different purpose, but they must work together for the entire system to function properly.

When the judges announced the winners, the team realized that success is like growing a tree. It begins with small efforts, develops through consistent hard work, and becomes stronger over time.

Complete the Analogy

Check the best ending to complete each analogy.

1) Reading is like exercising because it _____.

☐ makes books heavier☐ strengthens the mind☐ takes place outdoors

2) A teacher is like a guide because they _____.

☐ solve every problem☐ help others find the right path☐ always know everything

3) Teamwork is like a puzzle because _____.

☐ puzzles are fun☐ puzzles are colourful☐ they are both games

4) A goal is like a destination because _____.

☐ you need a plan to reach destinations that are far away☐ maps are colourful

5) Time is like money because _____.

☐ clocks are expensive☐ it should be used wisely☐ everyone has a watch**Explain**

Read each analogy. Explain its meaning in your own words.

1) Knowledge is a key that unlocks opportunities.

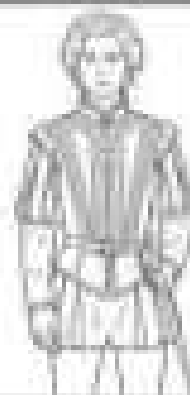
2) A goal is like a destination on a map.

3) Mistakes are stepping stones to success.

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 _____ 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 house where she 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 Medusa. With her wisdom and strategic warfare when it came to tardiness. As he pedaled, he felt like Odysseus for 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.

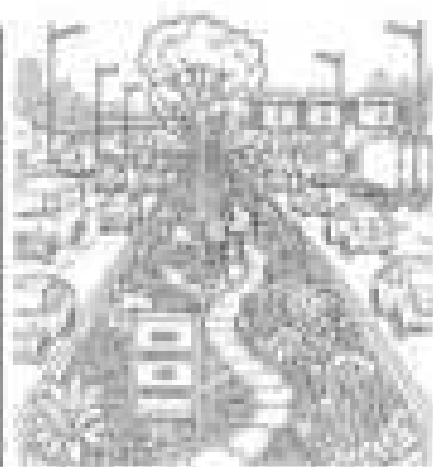
List 3 examples of allusion used in the passage.

Juxtaposition

Juxtaposition is a literary device in which a writer places two contrasting ideas, characters, settings, or situations close together to highlight their differences. By comparing opposites, writers help readers notice important themes, create stronger imagery, or better understand a character or conflict. Juxtaposition encourages readers to think about how the contrast adds meaning to the text.

Example:

A peaceful forest stood beside a busy highway, emphasizing the contrast between nature and chaos.



Think **Read each passage below and identify three examples of juxtaposition.**

The old library, with its worn wooden shelves and silent workers, stood next to a modern glass skyscraper. While the library's worn wooden shelves held ancient books, the modern building displayed glowing digital screens and silent workers. A young historian slowly turned the pages of a faded journal as, across the street, a busy crowd of people walked past while staring at their phones. The quiet atmosphere of the library contrasted sharply with the busy sounds of traffic and construction outside, reminding visitors that the old and the new can exist side by side.

List 3 examples of juxtaposition used in the passage.

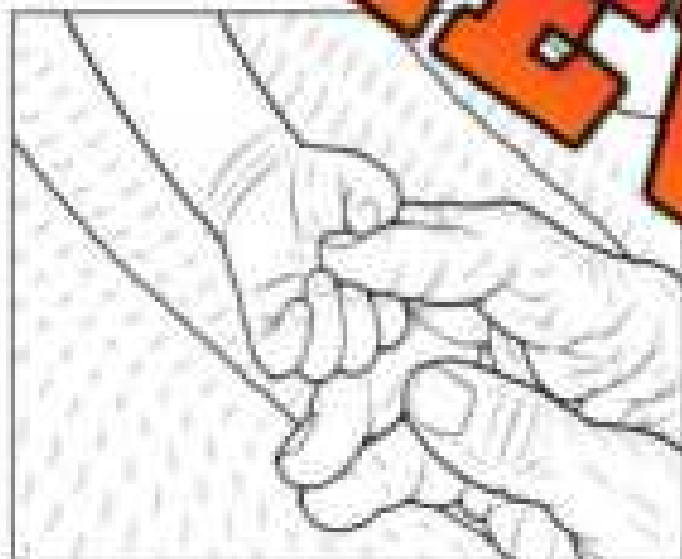
During the school's community service day, Maya noticed two very different attitudes among the volunteers. One group laughed while collecting litter and encouraged everyone to work together. Another group complained about the heat and counted the minutes until they could leave. Although both groups completed the same task, one focused on helping others while the other cared only about finishing quickly. By the end of the day, the cheerful volunteers had inspired many classmates to join them, while the others walked away without making new friends.

List 3 examples of juxtaposition used in the passage.

**Analyzing
Juxtaposition**

Juxtaposition is frequently used in visual and literary texts. Study each image carefully. Identify the contrasting elements and explain the effect of the juxtaposition.







Flashback

A **flashback** is a literary device in which the story briefly returns to an earlier event before continuing in the present. Writers use flashbacks to reveal important background information, explain a character's motivations, or deepen the reader's understanding of the plot. Flashbacks help connect past experiences with present events, making the story more meaningful and engaging.



Example: When accepting the award, Maya remembered the countless hours she had spent practicing her school and the encouragement her grandfather had given her years earlier.

Think: Read each passage carefully. Each passage contains a flashback. Identify at least two events that happened in the past (flashback) and two events that happen in the present. Write them in the boxes.

Winning the Medal

Liam stood quietly at the awards ceremony, holding his gold medal over in his hands. As his name echoed through the auditorium, he thought back to his first track meet two years earlier, when he stumbled during the race. He recalled the countless early morning practices, the sore muscles, and his coach's encouraging words to never give up. The applause brought him back to the present, and he smiled as he walked onto the stage to receive his medal.

Past (flashback)

Present

The Old House

Maya unlocked the front door of her childhood home for the first time in years. Dust covered the furniture, and the rooms felt much smaller than she remembered. As she walked into the living room, she thought back to rainy afternoons spent building blanket forts with her younger brother and listening to her grandmother tell stories by the fireplace. The sound of a moving truck outside brought her back to the present, reminding her it was time to begin a new chapter.

Past (flashback)

Present

Narrative Structure

A **narrative structure** is the way a story is organized from beginning to end. It provides a logical sequence of events that helps readers follow the plot, understand the characters' development, and recognize the central conflict and theme. Most narratives follow a clear pattern that introduces the story, builds tension, reaches a turning point, and ends with a meaningful resolution. Understanding narrative structure allows readers to see how each part of the story contributes to its overall message.

Introduction (Exposition)

The introduction, often called the exposition, introduces the main characters and the setting. It provides important background information so that readers can understand the story's context. During this stage, the author often hints at the main conflict or challenge that the characters will eventually face, preparing readers for the events that follow.



Rising Action

The rising action is the series of events that build up to the main conflict. As new challenges, obstacles, and complications arise, the tension increases. Characters are forced to make important decisions, reveal their personalities, and respond to difficult situations. This part keeps readers engaged by creating suspense and anticipation for what will happen next.

Climax

The climax is the turning point and the most intense moment in the story. It is where the main conflict reaches its highest point, and the protagonist must face the challenge or make a critical decision. The outcome of the climax determines the direction of the remaining events and often reveals the story's most important themes.

Falling Action

The falling action takes place after the climax. During this stage, the immediate conflict begins to resolve, and readers see the consequences of the characters' choices and actions. Loose ends begin to come together, the tension decreases, and the story moves toward its conclusion.

Resolution (Conclusion)

The resolution is the final stage of the narrative. The conflict is resolved, the remaining questions are answered, and readers discover how the characters have changed because of their experiences. A strong resolution provides a sense of closure while reinforcing the story's theme or central lesson, leaving readers with a lasting understanding of the narrative.

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 Circle the part of the narrative structure you think this sentence is from.

1) Mia discovered an old map in her grandmother's attic, sparking her curiosity.	Falling Action	Rising Action
2) As the cave became darker, Leo and Mia hurried to find the hidden exit before the tide rose.	Introduction	Climax
3) The dragon let out a powerful roar as Ava raised her magic sword for the final battle.	Rising Action	Rising Action
4) After defeating the dragon, the kingdom slowly returned to peace as everyone celebrated their victory.	Resolution	Climax
5) Emma thanked the firefighters for rescuing her puppy, and life returned to normal.	Falling Action	Rising Action
6) Noah noticed strange footprints leading into the forest and decided to investigate.	Climax	Rising Action
7) The bridge suddenly collapsed behind the explorers, forcing them to find another dangerous route.	Falling Action	Rising Action
8) With only seconds left, Sofia solved the final clue and unlocked the ancient chest.	Introduction	Climax
9) The family packed their belongings and reflected on everything they had learned during their adventure.	Falling Action	Rising Action
10) The mystery was finally solved, and the missing necklace was returned to its owner.	Resolution	Climax

Cultural Story – Inuit Traditions

Learning from the Northern Sky



One clear winter evening, Sila sat quietly beside her grandmother outside their home, wrapped in warm caribou-skin clothing as they watched the northern lights dance across the Arctic sky. The snow sparkled beneath the moonlight, and the cold air was filled with silence except for the gentle sound of the wind moving across the frozen land. To Sila, the sky looked magical, but her grandmother reminded her that it was also a source of knowledge that had guided Inuit families for countless generations.

Pointing toward the stars, her grandmother explained how their ancestors had travelled safely across the Arctic before maps, compasses, or GPS existed. By studying the stars' positions and the movement of the northern lights, experienced travellers could navigate during long winter nights. She told Sila that survival in the Arctic wasn't just about strength, but also observation, patience, and learning from the natural world.

As they continued watching the sky, Sila's grandmother encouraged her to notice other signs around them. She explained how the direction of the wind shaped the snow into patterns that could point travellers toward safe paths. The tracks left by Arctic animals, the thickness of the sea ice, and the changing colors of the aurora were all important clues. Every observation helped Inuit families make wise decisions about hunting, traveling, and caring for one another throughout the seasons.

Later that evening, the family gathered inside their warm home. As the Elders began sharing stories that had been passed down through many generations, some stories described successful hunting journeys, while others taught lessons of courage, perseverance, cooperation, and showing respect for people, animals, and the land. The children listened carefully, knowing that each story carried valuable knowledge that could not be found in books alone.

As Sila listened, she realized that every lesson her grandmother had shared outdoors was connected to the stories being told inside. The stars, the snow, the animals, and the wisdom of the Elders all worked together to teach important life lessons. She understood that knowledge was not learned in a single day but passed from one generation to the next through observation, experience, and storytelling.

Before going to sleep, Sila looked once more through the window at the northern lights shining above the Arctic. She felt proud to be learning the traditions of her people and understood that preserving this knowledge would help future generations remain connected to their culture, their community, and the northern land they called home.

Comprehension

Answer the questions below.

1) Identify two Inuit cultural elements shown in the story. Explain how each one helps the community.

1)

2)

2) How did the author learn survival skills from her grandmother? Give two examples from the story.

Perspectives

Answer the questions below.

1) What message does the author want readers to learn from this story? Use evidence from the story to support your answer.

2) Think about your own life. Have you ever learned an important lesson from an Elder, grandparent, parent, or another trusted person? Describe what you learned and explain how it helped you or changed the way you think.

Block 5:

Persuasive Texts

Focus

- ✓ Understanding the purpose and structure of persuasive texts
- ✓ Identifying persuasive techniques and supporting evidence
- ✓ Analyzing claims, opinions, and credibility
- ✓ Making inferences and evaluating persuasive messages
- ✓ Writing clear and convincing persuasive arguments

What Is A Persuasive Text?

What Are Persuasive Texts?

Persuasive texts are written or spoken to influence the reader's thoughts, opinions, or actions. Rather than simply sharing information, they present a clear point of view and support it with convincing reasons and evidence. Persuasive writing is commonly used in advertisements, speeches, opinion articles, editorials, letters, and online campaigns to encourage people to think or act in a particular way.

Purpose of Persuasive Writing

- accept a point of view
- change a decision
- support a claim
- solve a problem
- take a specific action



Key Elements of Persuasive Text

Every persuasive text contains several essential elements that help the writer communicate their message. These elements work together to present a clear argument, support it with evidence, and persuade a specific audience.

1) Audience

The audience is the person or group the writer wants to persuade. Effective writers think about who will read the text and choose vocabulary, tone, and evidence that will appeal to that audience.

2) Claim (Position)

The claim, also called the position, is the writer's main opinion or argument. It tells readers exactly what the writer believes or wants them to support.

3) Reasons and Evidence

- Reasons explain why the claim is valid.
- Evidence proves the reasons by using facts, statistics, examples, expert opinions, or real-life experiences.

Types of Persuasive text	Purpose
Advertisement	Encourages people to buy a product or service.
Speech	Persuades an audience through spoken arguments.
Opinion Article	Presents the writer's viewpoint using reasons and evidence.
Editorial	Expresses a newspaper's or organization's opinion about an issue.
Letter (Persuasive Letter)	Attempts to convince a specific person or group to take action or change a decision.

Direction

Read each claim and write F for Fact, O for Opinion, and E for Evidence.

1) Teenagers need approximately 8-10 hours of sleep each night.	
2) School uniforms look more professional.	
3) A survey found that students who exercise feel less stressed.	
4) Homework should only be assigned on weekdays.	
5) Recycling one aluminum can saves enough energy to power a television for hours.	

Identify

For each statement, identify the claim, audience, and purpose of the message.

1) "Our school should replace disposable plastic bottles with refill stations to reduce waste and protect the environment."	
Claim	
Audience	
Purpose	
2) "Reading for just 20 minutes every day can improve memory, concentration, and academic success."	
Claim	
Audience	
Purpose	
3) "Public transportation should be free for students because it makes school more accessible."	
Claim	
Audience	
Purpose	
4) "Students should be allowed to use digital textbooks because they are lighter, easier to update, and better for the environment."	
Claim	
Audience	
Purpose	

Techniques of Persuasion

Understanding Persuasion

Persuasion is the process of influencing others to accept your ideas, opinions, or actions. Writers and speakers persuade their audience by using techniques that appeal to emotions, logic, or credibility. Effective persuasion encourages readers to think critically before making a decision.

Emotional Appeals connect with the audience's feelings. They can create emotions such as happiness, sadness, fear, excitement, or compassion, which may influence the audience's opinions or actions.

Key Elements

- **Shared Experiences:** Using personal experiences or stories to create a personal connection.
- **Powerful Imagery:** Using visual details to evoke strong emotional responses.
- **Music and Sound:** Using auditory effects to establish mood and strengthen the message.



Logical appeals persuade through facts, evidence, statistics, and clear reasoning. Rather than relying on emotions, they focus on rational arguments.

Steps to Build a Logical Argument

- **State the Fact:** Begin with a clear and accurate statement of the issue.
- **Provide Evidence:** Support the argument with facts, statistics, or expert opinions.
- **Explain the Connection:** Show how the evidence directly supports the main argument.

Combining Emotions and Logic

The most effective persuasive messages often combine emotional appeals with logical arguments. They encourage readers to connect emotionally while also providing credible reasons and evidence to support the argument.

Trust Matters

A persuasive message becomes stronger when it comes from a credible or trustworthy source. People are generally more willing to accept information when they believe the writer or speaker is knowledgeable, reliable, and well-informed.

Other Persuasive Techniques

Repetition - repeats important words or ideas to make them memorable.

Rhetorical Questions - encourages readers to think without expecting an answer.

Comparison - compares two ideas to highlight advantages or disadvantages.

Inclusive Language - uses words such as we, our, and us to involve the audience.

Call to Action - clearly tells readers what they should do next.

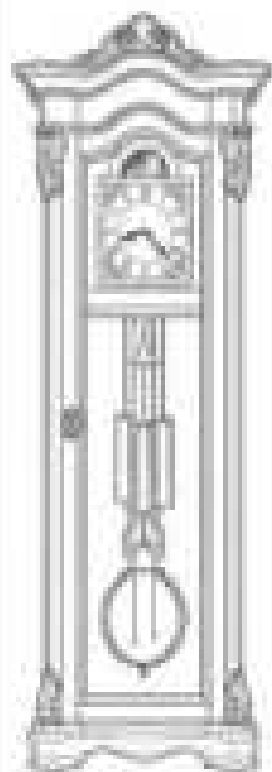
Identify

Read the following statements from different speeches and advertisements. Circle the type of persuasive appeal that is being used.

1) Every purchase helps provide clean drinking water to families in need.	Emotional	Logical
2) Research shows that planting one tree can absorb approximately 22 kilograms of carbon dioxide each year.	Emotional	Logical
3) Imagine your pet waiting for you every day at a local animal shelter, hoping for a forever home.	Emotional	Logical
4) Switching to energy-efficient light bulbs can reduce household energy costs by up to 75%.	Emotional	Logical
5) No child should have to learn in a classroom without enough books.	Emotional	Logical
6) Join our cause to help the many animals are waiting for.	Emotional	Logical
7) Our solar-powered calculator is eco-friendly, saving energy and money over time.	Emotional	Logical

Write

Write an advertisement for a pocket watch. Use emotional and logical appeals to persuade the reader.



Handwriting practice lines for the advertisement. The lines are horizontal and span the width of the writing area.

Persuasive Writing Advertisement

Make a Difference: Join Our Environmental Leadership Program!

Why Join?



- Become a leader who creates positive change in your school and community.
- Learn practical ways to protect the environment every day.
- Build teamwork, communication, and leadership skills for future success.

Steps to Becoming an Environmental Leader



- 1. **Understand Our Planet:** Discover simple actions that reduce waste and conserve resources.
- 2. **Develop Leadership Skills:** Organize projects and inspire others to make a difference.
- 3. **Take Action:** Address environmental issues and develop practical solutions.
- 4. **Create a Greener Future:** Make your school and community greener.



Learn from Experts

Our teachers and community members will guide you through hands-on activities, environmental projects, and leadership opportunities that help you become a confident advocate.



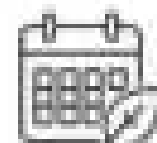
Program Highlights

- Participate in school clean-up and recycling programs.
- Learn about climate action and sustainable living.
- Work with classmates to solve real environmental problems.



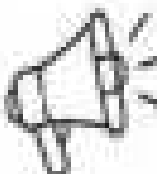
Member Benefits

- Earn leadership experience and community involvement.
- Strengthen collaboration, problem-solving, and communication skills.
- Gain valuable experiences for future academic and career opportunities.



Program Schedule

Meet once each week after school to participate in engaging workshops, outdoor activities, and community projects designed to make a positive impact.



Be Part of the Change

Everyone can make a difference. Join a team of students who care about protecting the environment and creating a more sustainable future.

Sign Up Today and Become a Leader for Tomorrow!

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
6) The program focuses only on classroom lessons.	True	False
7) The advertisement encourages students to join the program.	True	False

Questions 1-3: Write your answers to the questions below.



1) What is the purpose of the Environmental Leadership Program?

2) Write more engaging and persuasive synonyms for the words below.

Original Word	Option 1	Option 2	Option 3	Option 4
Help				
Protect				
Improve				
Important				
Join				

3) Explain why each group would benefit from joining the Environmental Leadership Program.

Students	
School Community	
Environmental Club	
Community Volunteers	

Persuasive Writing – Multiple Perspectives**Why Schools Should Limit Cell Phones**

Many educators believe that limiting cell phone use during class helps students stay focused and improve their learning. Research has shown that frequent phone use can interrupt concentration, reduce participation, and make it harder to retain information. When students are not distracted by notifications or social media, they are more likely to engage in discussions, complete assignments, and collaborate with classmates. Limiting phones also encourages face-to-face communication and creates a more productive learning environment. Although technology has an important place in education, using it at appropriate times helps students develop stronger study habits and better academic performance.

Why Students Should Be Allowed to Use Cell Phones Responsibly

Others argue that cell phones are valuable learning tools when used appropriately. Smartphones provide access to research, educational apps, calculators, dictionaries, and other resources that support classroom learning. They also help students stay organized with reminders, deadlines, and calendars. In emergency situations, cell phones allow students to contact family members if necessary. Instead of banning phones completely, schools should promote responsible digital citizenship and establish clear guidelines for appropriate use. Learning to use technology responsibly prepares students for post-secondary education and careers.

Think Critically

Answer the questions below.

1) Which text is more persuasive? Explain your opinion.

2) Which text uses facts? Do facts help the author be more persuasive?

3) Which text uses opinions and emotions? Do you think being emotional is persuasive?

Inferences – Implicit or Explicit Evidence

Explicit Evidence: Explicit evidence is like a clear sign pointing to a fact.

- Example: if a character says, "I love playing soccer," it's explicit evidence they enjoy the sport.

Implicit Evidence: Implicit evidence is more like a hidden clue you have to figure out.

- Example: Imagine a story describes a character always wearing a soccer jersey and talking about last night's game; we infer they like soccer. They didn't say it directly, that's implicit!



Instructions: The evidence provided is explicit, meaning it's directly stated. Form an inference based on this clear evidence.

Example – Evidence: The sign says "No Parking."

Inference

My car is parked here. I need to find somewhere else to park.

1) Explicit Evidence: The weather forecast says it will rain tomorrow.

Inference

2) Explicit Evidence: Emma submitted her project to the teacher.

Inference

3) Explicit Evidence: The train leaves every thirty minutes.

Inference

4) Explicit Evidence: Our math homework is due on Wednesday, according to the board.

Inference

5) Explicit Evidence: The sign in front of the library says, "Closed for Two Weeks."

Inference

6) Explicit Evidence: The cafeteria serves vegetarian meals every Monday.

Inference

Propaganda – Critical Analysis

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

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

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

Digital Age: The Influence of Social Media on Teenagers

Social media has become an integral part of daily life, allowing people to connect, share, and learn ideas almost instantly. For many teenagers, it is a source of entertainment, creativity, and connection. However, as its use continues to grow, it is worth asking whether it offers choices more than we realize.

Recent studies suggest that many Canadian teenagers spend several hours each day on social media platforms. These platforms allow users to access news, trends, opinions, and entertainment with just a few taps. As a result, social media can influence how teenagers communicate, and even make decisions. While there are many benefits, it also increases the likelihood of encountering unrealistic expectations, or biased content.

Supporters argue that social media gives young people opportunities to express themselves, build communities, and raise awareness about important issues. Recent campaigns have helped promote environmental action, mental health awareness, and social justice initiatives. Furthermore, social media allows individuals to learn from different perspectives and connect with people from around the world.

However, critics argue that social media companies often use algorithms designed to keep users engaged for longer periods. These algorithms may repeatedly show content that matches a user's interests or opinions, making it more difficult to encounter alternative viewpoints. Some researchers also suggest that excessive screen time may affect sleep, concentration, and overall well-being.

Ultimately, social media is neither entirely beneficial nor entirely harmful. Its impact depends on how individuals use it and how critically they evaluate the information they encounter. Therefore, rather than accepting every message at face value, readers should question the purpose of online content, consider the credibility of its sources, and decide whether the evidence presented is reliable before forming an opinion.



Critical Analysis

Answer the questions below.

1) According to the text, what are two benefits and two challenges of social media? Support your answer with evidence from the passage.

2) Why does the author encourage readers to evaluate the credibility of online information before accepting it?

3) The author states that social media is "neither entirely beneficial nor entirely harmful." What does this suggest about the author's perspective? Explain your answer.

Reflection

Think about how you use social media. Do you believe it has a positive or negative influence on teenagers? Use ideas from the passage and your own experiences to support your opinion.

Block 6:

Expository Texts

Focus

- ✓ Understanding the purpose, characteristics, and organizational structures of expository texts, reports, and essays
- ✓ Identifying and analyzing text features such as titles, headings, subheadings, glossaries, diagrams, illustrations, and infographics to improve comprehension
- ✓ Developing critical reading skills by making inferences, comparing and contrasting ideas, identifying thesis statements, and synthesizing information from multiple sources
- ✓ Applying expository writing skills by organizing ideas logically, supporting claims with evidence, and using appropriate text features to communicate information effectively
- ✓ Evaluating informational texts to determine main ideas, supporting details, and the effectiveness of text structures and presentation in conveying meaning

Expository Text

What is an Expository Text?

An **expository text** is a type of writing that explains, informs, or presents ideas about a topic using facts, evidence, and logical organization. Its purpose is to help readers understand a subject clearly rather than to entertain them with a story or persuade them to adopt a particular opinion. Writers of expository texts focus on presenting accurate information in an objective and organized manner.

Expository texts are commonly used in schools, workplaces, and everyday life because they help readers learn about new topics, understand processes, compare ideas, and solve problems. Expository writing is supported by reliable evidence, clear explanations, and logical organization, allowing readers to understand complex information more easily.

Unlike narrative texts, which tell a story, or persuasive texts, which aim to convince readers, expository texts focus on presenting information. They often include headings, diagrams, charts, photos, and other features that help organize ideas and improve understanding.

Common Types of Expository Texts

- 1) **Informational Articles** – Present facts, information, and ideas to inform readers about a specific topic.
- 2) **Research Reports** – Summarize information gathered from reliable sources to investigate and explain a topic.
- 3) **Cause-and-Effect Essays** – Explain why an event or situation happened.
- 4) **Compare-and-Contrast Essays** – Examine the similarities and differences between two or more ideas, topics, or events.
- 5) **Problem-and-Solution Reports** – Identify a problem, explain its causes, and propose possible solutions.
- 6) **Procedural Texts** – Provide clear, step-by-step directions for completing a task.
- 7) **Scientific Explanations** – Explain scientific concepts, processes, or phenomena using facts, evidence, and logical reasoning.

Characteristics of Expository Texts

- present factual and accurate information;
- support ideas with evidence, examples, and explanations;
- follow a clear and logical organizational structure;
- use formal, objective, and precise language;
- include text features that improve understanding when appropriate;
- and help readers develop a deeper understanding of a topic by presenting information clearly and logically.



Questions

Answer the questions below.

1) According to the text, what is the main purpose of an expository text?

2) List three common types of expository texts mentioned in the passage. Explain each.

3) What characteristics make an expository text effective?

4) How is the information in the passage organized? Explain how headings, lists, and examples help readers understand expository texts.

True or False

Is the statement true or false?

1) An expository text is written to explain or inform readers about a topic.	True	False
2) Expository texts mainly tell fictional stories to entertain readers.	True	False
3) Research reports and informational articles are examples of expository texts.	True	False
4) Expository writing should be supported by facts, evidence, and logical organization.	True	False
5) Expository texts usually use objective language and clear explanations.	True	False

Reports – Illustration Styles

Using Illustrations in Reports

Illustrations are important features of expository and informational reports because they help readers understand ideas more clearly. A well-chosen illustration can clarify complex information, emphasize important details, and improve the overall presentation of a report. Different illustration styles serve different purposes depending on the audience, topic, and type of information being presented.

Realism

Realistic illustrations show subjects as accurately and naturally as possible. They are commonly used in scientific and technical reports where precise details are important. Realistic images help readers observe and understand details that are difficult to describe using words alone.



Cartoon

Cartoon illustrations use exaggerated features to communicate ideas in a fun and engaging way. They are often used in educational materials for reports intended for younger audiences. Cartoons can make complex concepts easier to understand while maintaining the reader's interest.

Sketch

Sketches are simple drawings that highlight the main features of a subject without extensive detail. They are useful for planning ideas, illustrating concepts, and showing the basic structure of an object. Sketches allow readers to focus on essential information without unnecessary visual detail and are often used during brainstorming and early stages of a project.

Outline

Outline illustrations use clean lines with little or no shading. They emphasize shape, form, and structure, making them useful for diagrams, maps, technical drawings, and instructional materials. This style helps readers quickly identify important parts of an illustration.

Choosing the Appropriate Illustration Style

The most effective illustration style depends on the purpose of the report. Realistic illustrations provide accuracy, cartoons improve engagement, sketches simplify ideas, and outlines emphasize clarity. Selecting the appropriate style helps communicate information more effectively and supports the reader's understanding of the topic.

Instructions

Analyze each illustration style below. Identify and describe the visual features that distinguish one style from another.



Realistic



Cartoon



Outline



Sketch

Realistic

Cartoon

Outline

Sketch

Which illustration style do you like the most?

Instructions

Draw your favourite animal in each of the given illustration styles. Make sure to use the features of each style that you observed on the previous page. You don't need to be perfect. Just give it a try.

Realistic

Cartoon

Outline

PREVIEW

Problem and Solution Report

Preface

This report examines the growing issue of food waste and its effects on communities, the economy, and the environment. It explores the causes of food waste, explains why it has become a global concern, and presents practical solutions that individuals, schools, businesses, and governments can implement. By understanding the consequences of food waste and adopting more sustainable practices, readers can make informed decisions that help conserve resources, reduce greenhouse gas emissions, and contribute to a healthier and more sustainable future.

The Problem

Food waste is a significant problem that affects both developed and developing countries. Every year, millions of tons of edible food are discarded while many people continue to experience food insecurity. Food waste also represents wasted resources, including water, energy, and land, that were used to produce and distribute it.

The Core Issue: Inefficiency

A large portion of food waste is caused by inefficiency in the food system. Consumers often purchase more food than they need, misunderstand expiration labels, and discard food too quickly. Restaurants, grocery stores, and households all contribute to the problem, placing unnecessary pressure on landfills and increasing greenhouse gas emissions as food decomposes.

Examples

- Households
- Grocery Stores
- Restaurants
- Farms
- Food Processing Facilities

Solutions: Reducing Food Waste

Solution 1: Smarter Food Planning

Planning meals, preparing shopping lists, and storing food properly can significantly reduce household food waste. Schools can also educate students about portion sizes and responsible food consumption to encourage sustainable habits.

Solution 2: Food Recovery and Composting

Safe surplus food can be donated to food banks and community organizations instead of being discarded. Food scraps that cannot be eaten should be composted, returning valuable nutrients to the soil rather than producing methane in landfills.

Reducing food waste benefits both people and the environment. Through informed choices and responsible consumption, individuals and communities can conserve resources, lower greenhouse gas emissions, and contribute to a more sustainable future.



Questions

Answer the questions below

1) What main headings are used in the report?

2) How does the report explain the problem of food waste?

3) Which solution do you think is more effective? Explain your answer using evidence from the report.

Evaluate

Evaluate the report based on the text features.

1) Was this report easy to understand?

☐ Very Easy☐ Easy☐ Neutral☐ Somewhat difficult☐ Very difficult

2) Which text features helped you understand the report? Explain how they supported your understanding.

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 Essays

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

Matching

Draw a line from the essay topic to the type of essay that would be used.

Type of Essay	Essay Topic
Narrative	Is it better to do homework individually or in groups?
Descriptive	The life of a Canadian astronaut.
Chronological	The political systems of Canada and the United States.
Argumentative	The importance of a poutine festival in Quebec.
Compare and Contrast	Hispanic culture at the 2010 Winter Olympics.

Think

Think of two topics you would want to write about for each essay type.

Type of Essay	Essay Topic
Narrative	
Descriptive	
Chronological	
Argumentative	
Compare and Contrast	

Five Paragraph Essay – Thesis Statement

In a five-paragraph essay, the thesis statement introduces the writer's main claim or central idea. It usually appears at the end of the introduction and identifies the three main points that will be discussed in the body paragraphs.

A typical five-paragraph essay includes:

- **Introduction:** Introduces the topic and presents the thesis statement.
- **Body Paragraph 1:** Explains the first supporting point.
- **Body Paragraph 2:** Develops the second supporting point.
- **Body Paragraph 3:** Discusses the third supporting point.
- **Conclusion:** Restates the thesis in a new way and summarizes the key ideas.



A strong thesis statement is clear, specific, and focused. It guides the organization of the essay and helps the reader understand what to expect from the discussion.

Find

Below are six paragraphs of introductory text for essays. Underline the thesis statements below. Then, identify the three main points in the thesis statements.

Artificial intelligence is becoming a part of our daily lives, from online learning tools to smartphone applications. While it offers many benefits, it also raises important questions about its responsible use. This essay will explore how artificial intelligence improves productivity, influences education, and addresses ethical concerns for society.

Canada's national parks protect some of the country's most diverse natural landscapes and wildlife. These protected areas also provide educational and recreational opportunities for visitors. This essay will discuss the significance of national parks in conserving biodiversity, supporting tourism, and preserving natural heritage.

Many schools are encouraging students to become active participants in protecting the environment. Small actions taken by individuals can contribute to meaningful environmental change over time. This essay will explain how reducing waste, conserving energy, and participating in community environmental projects promote sustainability.

Technology has transformed the way students learn, communicate, and complete schoolwork. Although digital tools offer many advantages, they should be used responsibly. This essay will explore how technology improves collaboration, expands access to information, and develops essential digital literacy skills.

Reading literature from different cultures helps students better understand the world around them. Through stories, readers gain insight into experiences that may differ from their own. This essay will explain how multicultural literature develops empathy, broadens cultural understanding, and strengthens critical thinking skills.

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) Climate change is affecting communities around the world in many different ways. In this essay _____

2) Social media has changed the way people communicate and share information. This essay _____

3) Reading novels allows us to understand different perspectives and cultures. This essay will _____

4) Renewable energy is becoming increasingly important as countries reduce pollution. As you read this essay, you will learn _____

5) Artificial intelligence is becoming a common part of everyday life. In this essay, _____

What is Synthesizing?

Synthesizing is the process of combining information from multiple sources to develop a deeper and more complete understanding of a topic. Rather than simply summarizing one text, synthesizing requires readers to compare ideas, recognize patterns, evaluate evidence, and connect information from different perspectives. This process allows readers to form new insights and draw well-supported conclusions based on several sources.



Steps to Synthesize

- **Gather Information:** Collect information from a variety of reliable sources, such as books, articles, websites, and multimedia texts.
- **Identify Key Ideas:** Determine the central idea, supporting details, and evidence presented in each source.
- **Compare and Contrast:** Look for similarities, differences, and patterns among the sources.
- **Make Connections:** Determine how the information supports, challenges, or expands your understanding.
- **Develop New Understanding:** Use the information to create your own informed conclusion or interpretation, integrating what each source says.

Why Synthesizing is Important

Synthesizing is an essential reading and thinking skill because it helps students:

- **Strengthen Critical Thinking:** Evaluate information by considering every source at face value.
- **Make Informed Decisions:** Draw conclusions based on evidence gathered from multiple perspectives.
- **Deepen Understanding:** Recognize relationships between ideas to gain a complete understanding of complex topics.
- **Improve Communication:** Present ideas clearly by integrating information from different sources into organized writing and discussions.

Building Synthesis Skills

Like any literacy skill, synthesizing improves with regular practice. You can strengthen your ability to synthesize by:

- **Taking Effective Notes:** Record important ideas and organize information from each source.
- **Asking Questions:** Consider questions such as *What is the main idea?*, *How do these sources connect?*, and *What new understanding can I develop?*
- **Discussing Ideas:** Share and compare interpretations with classmates to consider different viewpoints.
- **Writing Summaries and Reflections:** Combine information from several sources into a clear summary that highlights important connections and conclusions.

Synthesize

Answer the questions below.

1) **Comparative Synthesis:** How is the process of synthesizing information similar to putting together a puzzle? Why do you think the author used this analogy?

2) **Evaluation:** Is it important to compare and contrast information from different sources? Give an opinion?

3) **Critical Thinking:** How does synthesizing information help you make better decisions? Give an example.

4) **Reflection:** Why do you think the author compares synthesizing to a picture? Do you agree with this comparison? Why or why not?

Word Search

Find the synthesizing related words.

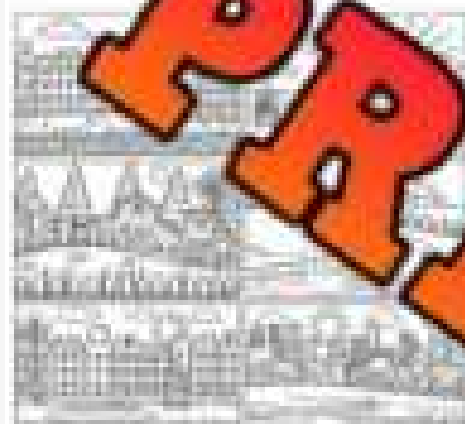
- | | |
|------------------------------------|------------------------------------|
| ☐ Analyze | ☐ Create |
| ☐ Combine | ☐ Details |
| ☐ Compare | ☐ Develop |
| ☐ Connect | ☐ Ideas |
| ☐ Construct | ☐ Integrate |

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

5-Paragraph Essay – Comparing Communities

Urban and Rural Communities: Different Ways of Living

People live in communities that are shaped by their environment, available resources, and daily needs. Although urban and rural communities both provide places for people to live, work, and build relationships, their lifestyles often differ in important ways. This essay compares urban and rural communities by examining their daily routines, access to services, and community life. By exploring these differences, we can better understand how location influences people's experiences and choices.



One major difference between urban and rural communities is the pace of daily life. In large cities such as Toronto or Vancouver, people often follow busy schedules, use public transportation, and work or study in fast-paced environments. Commutes may take longer because of crowded transit systems. In many rural communities, life tends to move at a slower pace. Residents often travel longer distances by car, spend more time on the road, and have fewer connections with local businesses.

Access to services is another important difference. Urban communities usually offer a wider variety of hospitals, schools, libraries, shopping centers, and recreational facilities. Residents often have easier access to public transportation, parks, and specialized healthcare. Rural communities may have fewer services, often requiring residents to travel farther for medical appointments, higher education, or shopping. However, many rural communities provide greater access to natural resources like forests, lakes, and farmland.

Community life also differs between urban and rural areas. Cities are home to people from many cultural backgrounds, creating opportunities to experience diverse languages, traditions, festivals, and cuisines. Rural communities often have smaller populations where residents know one another well and participate together in local events, agricultural fairs, volunteer activities, and community celebrations. These strong social connections can create a deep sense of belonging.

In conclusion, both urban and rural communities offer valuable advantages while presenting different challenges. Although they vary in daily routines, access to services, and community life, each provides unique opportunities for learning, working, and building relationships. Understanding these similarities and differences helps us appreciate the diversity of communities across Canada and the important role each plays in society.

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 contain any examples? Provide an example from the text.

4) Thesis statement: Write the thesis statement below.

5) How is a 5-paragraph essay organized?

6) Write 3 ideas for essays you might be interested in writing about.

1)

2)

3)

Blog Post – Listing Information

10 Smart Ways to Become a Responsible Digital Citizen

Being online is a regular part of everyday life for most teenagers. Whether you're researching for school, connecting with friends, or creating content, your digital choices matter. Here are ten practical strategies to help you become a responsible and respectful digital citizen.

1. **Think Before You Post:** Consider whether your posts, photos, or comments could affect someone's reputation or someone else's feelings before sharing them online.
2. **Verify Facts:** Check facts by comparing information from reliable sources before making claims on social media.
3. **Protect Your Privacy:** Keep passwords secure and avoid sharing personal details like your address, phone number, or school schedule.
4. **Communicate Respectfully:** Engage with kindness in online discussions. Disagree with ideas respectfully without using hurtful or offensive language.
5. **Recognize Online Bias:** Understand that influencers, bloggers, and media sources may present information from different perspectives with specific intentions.
6. **Manage Your Screen Time:** Balance online activities with offline work, hobbies, physical activity, and face-to-face interactions to support overall well-being.
7. **Credit Original Creators:** Give proper credit when sharing images, music, or information created by others to respect copyright and intellectual property.
8. **Report Harmful Content:** If you encounter cyberbullying, scams, or inappropriate material, report it using the platform's reporting tools to a trusted adult.
9. **Use Artificial Intelligence Responsibly:** AI tools can support learning and creativity but always verify AI-generated information and avoid submitting AI work as your own.
10. **Build a Positive Digital Footprint:** Everything you share contributes to your online identity. Make choices that reflect responsibility, honesty, and respect.

Being a responsible digital citizen is about more than following rules. It is also about making thoughtful decisions that benefit both yourself and others. By practising these habits consistently, you can stay safe online, contribute positively to digital communities, and develop the skills needed for success in school, future careers, and everyday life.



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 paragraph 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?

Report – Extraordinary Scientific Discoveries

Introduction

Scientific discoveries have transformed how people understand the world and solve everyday problems. Throughout history, researchers have made breakthroughs that improved health, technology, communication, and our understanding of the universe. Below are some discoveries that continue to shape modern society.



1. Penicillin

Discovered by Alexander Fleming in 1928, penicillin became the world's first widely used antibiotic. It revolutionized medicine by treating bacterial infections that were once often fatal, saving millions of lives and led to the development of many antibiotics still used today.

2. DNA Structure

In 1953, scientists James Watson and Francis Crick, building on the work of Rosalind Franklin, identified the structure of DNA. This discovery explained how genetic information is stored and passed on. DNA research supports medicine, forensic science, agriculture, and understanding of diseases.

3. Vaccines

Vaccines are among the greatest achievements in medicine. They help the immune system fight diseases before people become seriously ill. Vaccinations have greatly reduced illnesses such as polio and measles, which have saved millions of lives and continue protecting communities from infectious diseases.

4. The Internet

Originally created to improve communication between researchers, the Internet has become one of the most important technological innovations. It allows people to access information, communicate instantly, collaborate globally, and pursue learning in education, business, entertainment, and research.

5. Space Telescopes

Space telescopes, including the Hubble Space Telescope and the James Webb Space Telescope, have expanded our understanding of the universe. They capture detailed images of distant galaxies, stars, and planets, helping scientists study how galaxies form and search for worlds beyond our Solar System.

6. Artificial Intelligence

Artificial intelligence (AI) enables computers to analyze information, recognize patterns, and assist with complex tasks. AI is used in healthcare, transportation, manufacturing, education, and scientific research. Experts also emphasize using AI responsibly to protect privacy, fairness, and ethical decision-making.

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

**Skim And
Scan**

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

Questions		Answers
1)	Why did they need penicillin?	
2)	What year was penicillin discovered?	
3)	Which scientist identified the structure of DNA?	
4)	What shape does DNA have?	
5)	Name one disease that vaccination programs have greatly reduced.	
6)	What was the internet originally developed to improve?	
7)	Name one space telescope mentioned in the report.	
8)	What do space telescopes help scientists study?	
9)	List one field where artificial intelligence is commonly used.	
10)	Besides privacy, what other concern do experts associate with AI?	
11)	Which scientific discovery became the first widely used antibiotic?	
12)	Name one area that benefits from DNA research.	

Linear Text - Recipes – Ordering Steps

Examine

The information in the procedural writing is in the wrong order. Number what should come first, second, third, and so on.



Order	Information
	In a bowl, mix the flour, baking powder, and a pinch of salt and pepper. Gradually add cold water to the mixture until it's smooth and thick like pancake batter.
	Fish and Chips Recipe
	Remove the fish and chips out of the water. Pat them dry with a towel.
	Remove the fish and chips from the oil and let them drain on paper towels. Sprinkle a little salt on the fish while they're still hot.
	Materials
	➤ 4 large potatoes ➤ 4 pieces of white fish fillets (haddock) ➤ 1 cup all-purpose flour ➤ 1 tablespoon baking powder ➤ 1 cup cold water ➤ Salt to taste ➤ Pepper to taste ➤ Oil for frying
	Pour oil into a deep fryer or a large pot (to 375°F (190°C)).
	Enjoy your homemade fish and chips!
	Put the chips back in the hot oil for a second fry. Fry until they're back to back, becoming crispy and golden. This should take about 5-8 minutes.
	Wash and peel the potatoes. Cut them into thick strips to make french fries.
	Place the crispy fish and chips on a plate. You can serve them with lemon wedges, tartar sauce, or malt vinegar for extra flavour.
	Carefully put the potato strips in the hot oil. Fry them until they are soft but not browned. Then take them out and let them drain on paper towels.
	Sprinkle some salt and pepper on both sides of the fish fillets. Then dip each piece into the batter, making sure it's completely covered.
	Place the potato strips in a bowl of cold water to remove excess starch.
	Carefully lower the coated fish fillets into the hot oil. Fry them until they're golden brown and crispy, about 5-8 minutes. Use a slotted spoon to take them out and let them drain on paper towels.
	Turn up the heat of the oil to 375°F (190°C).

Graphics in Procedural Writing – Drawing

Label

The pictures below show the steps for drawing a human face. On the next page, write a sentence explaining what happens in each step.



Label

Describe what to do at each step.

Step	Instruction
1	Draw a large oval for the head. Add one vertical line and one horizontal line through the center to help place the facial features correctly.
2	
3	
4	
5	
6	
7	
8	

PREVIEW

Block 7:

Poetry

Focus

- ✓ Understanding the characteristics, structures, and purposes of different types of poetry
- ✓ Identifying and analyzing literary devices such as metaphor, simile, allusion, irony, satire, and alliteration in poems
- ✓ Interpreting meaning, themes, imagery, and the effects of poetic language through critical reading
- ✓ Comparing poetic forms and recognizing how structure, rhyme, and figurative language contribute to a poem's message

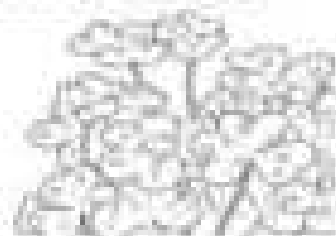
Types of Poems

Poetry comes in many shapes and sizes. Here are four types of poems that have unique rules and structures!

Haiku

A haiku is a traditional Japanese form of poetry that has three lines. The first and last lines have five syllables, and the middle line has seven. Haikus often focus on nature or seasons.

Gentle morning dew,
Glistens on silent green leaves —
Daybreak whispers soft.



Cinquain

A cinquain is a five-line poem that doesn't rhyme. Each line has a set number of syllables: two in the first, second, and fifth lines, three in the third, and four in the fourth.



Open books,
Open books,
Open books,
Open books,
Open books.

Limerick

A limerick is a funny poem with five lines. Lines one, two, and five rhyme with each other and usually have seven to ten syllables. Lines three and four rhyme with each other and have five to seven syllables.

There once was a cat from Kilkenny
Whose tail was as long as any,
It got in a knot,
Which really hurt a lot,
That silly old cat from Kilkenny.



Acrostic

An acrostic poem uses the first letters of a word to start each line of the poem. All the lines together describe or relate to the first word or title.



Soothing waves crashing
Endless blue horizons stretch
As seagulls soar high
Salt fills the cool breeze
Onwards, the beach calls my name
Never-ending peace

Name: _____

237

Copyright © 2013
www.shmoop.com

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Cinquain

Visualizing

Read each of the poems from the list and draw what you're picturing.

Haiku

Cinquain

Acrostic

Limerick Poem – Allusion

Limerick Poetry – Rural and Urban Life

Limerick poems, with their rhythmic patterns and rhymes, are like a playful dance of words that can bring topics to life. They are excellent for creating vivid imagery and making comparisons that stick in the mind. For students, limericks can make the characters and places of rural and urban life more relatable by alluding to familiar stories, places, or events, enhancing both understanding and enjoyment.

Rural Life

In a meadow green, Yoda's home,
Where only wildlife is to be found,
Life's calm and serene,
Like Hobbiton's scene,
And time flows as slow as honeycomb.



Urban Life

Where the heart of Stark,
And neon lights never stop work,
The pace of life never slows,
Like a Sherlock episode,
And skyscrapers leave an indelible mark.



The limericks use cool references to things like "Yoda's home" and "Hobbiton" to show how quiet and slow life in the country can be. For the city, they mention "the heart of Stark" and "a Sherlock episode" to show how fast and lively everything is. These clever hints help paint a picture of how different life is in the country versus the city, in just a few short lines, and make it fun to remember.

Questions

Answer the questions below.

1) What is allusion?

2) List two examples of allusion you can find.

1)

2)

3) Inferences: Make inferences from the poem. What do they mean?

The pace never slows,
Like a Sherlock episode,

In a meadow as green as Yoda's home,
Where only wildlife and farmers roam.

Questioning

Write 2 questions you had about the poems.

1)

2)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Indigenous Traditions

A cinquain is a five-line poem that uses carefully chosen words to express a single idea, feeling, or experience. Although it is short, each line plays an important role in creating imagery, mood, and meaning. Poets rely on precise language rather than long descriptions, encouraging readers to think deeply about the message behind the poem. In this activity, the cinquain poems celebrate Indigenous traditions that have been passed from generation to generation across Canada. These traditions reflect strong connections to community, land, storytelling, ceremonies, music, art, and cultural identity. As you read each poem, pay attention to the images and emotions created by the words, and consider how these traditions honour and preserve important cultural traditions.

Voices,

Lessons remembered,

Stories shape identity,

Knowledge travels across generations,

Heritage.

Beadwork

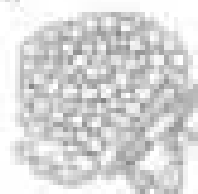
Beadwork,

Colours shine,

Patterns tell stories,

Artwork preserves family traditions,

Craftsmanship.



Powwow

Powwow,

Drums echo,

Dancers move proudly,

Communities gather in celebration,

Tradition.



Smudge,

Sacred smoke,

Moments of reflection,

Respect for spiritual balance,

Peace.



Canoeing

Canoes,

Gliding rivers,

Journeys through nature,

Travel guided by knowledge,

Connection.



Drumming

Drums,

Steady rhythm,

Hearts beat together,

Music strengthens community bonds,

Unity.



Critical Thinking

Answer the questions below.

1) How does the structure of a cinquain help express an important idea in only a few lines?

2) Choose one cinquain poem from the reading. What image, feeling, or message does it create for you? Explain using specific words from the poem.

3) Which Indigenous story from the poems do you think is most meaningful? Why?

You Choose a

Choose one reading comprehension strategy you have learned and the poems: Visualize, Make Inferences, Make Connections, Ask Questions, or Evaluate. In the space below show how the strategy helped you understand a poem.

Why did you choose this strategy?

Activity: Delving into "My First Day" by Rosanna Deerchild with Golden Lines

Objective:

What are we learning more about?

To enhance students' understanding and appreciation of the poem "My First Day" by Rosanna Deerchild, through a collaborative exercise that focuses on selecting and discussing impactful lines ("Golden Lines"). This activity aims to promote critical thinking, interpretation, and effective group communication.

**Instructions:**

How do we complete the activity?

- 1) Preparation: Copy the poem - "My First Day" by Rosanna Deerchild. At the time of writing, it was not found in the package named "A Shared History - RRDSB Edition" but can be found for a simple search online.
- 2) Independent Reading: Encourage students to read the poem individually at least twice, identifying lines that resonated with them or had a strong impact on them. They should select their top three "Golden Lines" from the poem.
- 3) Golden Lines: Students will write their chosen "Golden Lines" on the accompanying page.
- 4) Form Groups: Instruct students to form groups of 4 and assign roles within their group. It's okay for a group to use more than one of their "Golden Lines" in their summary.
- 5) Creating a Poetic Summary: Within each group, students will organize their chosen "Golden Lines" to create a summarized version of the poem. They can practice reading these lines in a meaningful order that encapsulates the essence of the original poem.
- 6) Class Presentation: Have each group stand and present their "poetic summary" to the class. Students take turns reciting their chosen lines.
- 7) Conducting the Lines: You or a chosen student will act as a conductor. Signal to individual students to recite their lines again, allowing for repetition to emphasize key points. Ensure that each student has an opportunity to present his or her line at least once.

Name: _____

255

Copyright © 2015
www.etsy.com

Instructions

Write your Golden Lines below.

Golden Lines

1)

2)

3)

Summary

Write a summary below that includes your group's Golden Lines.

PREVIEW

Question

How did this poem make you feel?

Block 8:

Book Reviews

Focus

- ✓ Identifying implicit and explicit perspectives in book and media reviews
- ✓ Recognizing bias and evaluating how it influences a reviewer's opinion
- ✓ Making inferences by using textual evidence and implied meanings in reviews
- ✓ Analyzing how voice and literary devices shape a review's message and effectiveness
- ✓ Developing critical thinking skills by evaluating and writing fair, well-supported reviews

Implicit and Explicit Perspectives – Book Reviews

When someone writes a book review, they're sharing their personal thoughts about the book. This is the reviewer's opinion.

Explicit Perspective

An explicit perspective is when the reviewer's opinion is stated clearly and openly. For example: "I absolutely loved this book because the adventure was thrilling!" Here, the reviewer is directly saying they loved the book.



Implicit Perspective

An implicit perspective is when the opinion is not directly stated, but you can understand it through something that is described. For example: "The pages seemed to turn themselves." This suggests that the reviewer was very engaged and enjoyed the book, even though they haven't said it outright.

Perspectives

Is each perspective implicit or explicit in the sentences below?

1) This novel offers a powerful message about courage and resilience.	Implicit	Explicit
2) This novel deserves a place on my top 10 list.	Implicit	Explicit
3) The dialogue felt unrealistic and often seemed forced.	Implicit	Explicit
4) The book remained on my desk for weeks before I read it.	Implicit	Explicit
5) Kids will love this story for its exciting adventures.	Implicit	Explicit
6) The book sat untouched on my shelf after a single chapter.	Implicit	Explicit
7) I found myself thinking about the ending long after I finished reading.	Implicit	Explicit

Perspectives

The author implicitly described their perspective. What do you think it is?

1) "When I finished the last chapter, I quietly closed the book and stared out the window for several minutes."

2) "The library due date arrived before I realized how many times I had reread my favourite chapters."

Implicit and Explicit Perspectives – Book Reviews

Book Review: "Northern Skies: Life in Canada's Arctic"

"Northern Skies: Life in Canada's Arctic" is a fascinating exploration of the landscapes, wildlife, and cultures of Canada's Far North. This nonfiction book examines the challenges of surviving in one of the world's harshest environments while celebrating the resilience of the people and animals that call the Arctic home.



The book weaves scientific facts, historical accounts, and striking photographs to create an engaging reading experience. The author's clear explanations make complex ideas easy to understand without oversimplifying them. Each chapter presents new discoveries about the environment and Indigenous knowledge, encouraging readers to appreciate the importance of protecting this unique region.

As I continued reading, I began to disappear more quickly than I expected. I often found myself losing track of time while reading beneath the northern lights or travelling across frozen landscapes with the author. The descriptions were vivid enough to make the environment feel like a beautiful, mysterious world.

Northern Skies is an outstanding nonfiction book that I would confidently recommend to students interested in geography, science, and environmental issues. Its combination of accurate information, engaging storytelling, and beautiful images makes it both educational and memorable. This is easily one of the best nonfiction books I have read this year.

Rating: ☆☆☆☆☆

Perspectives

Answer the questions below.

1) Write 3 explicit perspectives from the book review – stated perspective.

2) Write 3 implicit perspectives that don't say exactly how they feel about the book, but they give hints.

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 reviews and answer the questions.

Review: "Life on Mars" – ★★☆☆ (2/5)

As someone who loves science fiction, I found *Life on Mars* difficult to enjoy. The novel is filled with a lot of space travel, and imaginary civilizations that felt too unrealistic for me. Although the setting is detailed, I struggled to stay interested because I could not connect to the characters.

The author clearly invested a lot of time into building the world of the story. The science concepts were explained, and the plot moved at a steady pace. However, I was not emotionally connected to the characters, which made it hard to stay interested. Readers who enjoy science fiction may have a very different experience.

In my opinion, this book tries too hard to impress with its futuristic setting instead of telling a meaningful story. If you enjoy realistic novels, you may find this book disappointing. While many science fiction fans might enjoy it, I did not choose to read it again.



1) Why is this review a biased review? What is the author's bias?

2) Should you accept everything the reviewer says about the book? Why or why not?

Book Review: "Echoes of Tomorrow" – 10/10

Absolutely incredible! As someone fascinated by science fiction, *Echoes of Tomorrow* by Lena Brooks completely exceeded my expectations. The story follows a teenager uncovering hidden memories through advanced technology? Brilliant! Every chapter drew me deeper into its world of ethical dilemmas and suspense. The mysterious scientist, Dr. Vale? I couldn't stop reading! Forget predictable novels; this book delivers imagination, tension, and unforgettable characters. If you enjoy futuristic stories and complex ideas, this is the novel for you. A thought-provoking masterpiece, easily deserving a perfect 10/10!

1) Why is this a biased review? What is the author's bias? Give examples from the text.

2) Did the author make their bias clear? Did they say if you like _____, you'll like this book?

3) Why is it helpful to star _____ who _____ a review?

Movie Review: "Mountain Trail" – 2/10

I finally watched *Mountain Trail*, but honestly, it was a disappointment. I expected the Summit Legends. Hiking adventures can be interesting, yet this movie felt like a slow walk. The scenery looked beautiful, but without challenging climbs or thrilling moments, everything felt slow. Watching characters stroll through forests was as boring as watching experienced climbers conquer dangerous peaks. I'm giving it only a 2/10 because, despite the impressive cinematography, I prefer fast-paced outdoor adventures with higher stakes and stronger action.

1) Did the author make their bias clear? What do you think is their bias?

2) Do you find this review helpful in deciding if you would like this book? Explain.

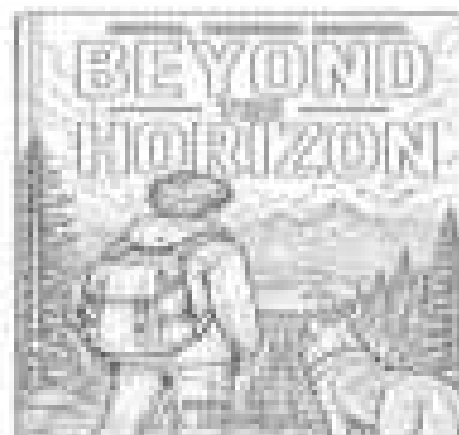
Our Voice in Review Writing

Voice

Read the different reviews below that are written using different voices.

Review 1: "Beyond the Horizon" - ★★★★★

Well, I found *Beyond the Horizon* quite an absorbing novel. The author's thoughtful writing reminded me of the historical fiction I enjoyed throughout university. The chapters exploring survival and resilience were particularly compelling. As I occasionally paused to reflect on unfamiliar concepts, it was refreshing to discover a novel that valued depth over quick, layered ideas. It brought back memories of long, intense discussions with friends after class.

**Review 2: "Beyond the Horizon"**

Honestly, *Beyond the Horizon* completely met my expectations. The survival scenes were absolutely intense, and the pacing was perfect from beginning to end. You genuinely feel as though you're hiking the trail alongside them, facing every challenge together. The unexpected plot twist kept me up the pages late into the night. It blends action, suspense, and meaningful themes without ever feeling predictable. It definitely made me want to pick up another adventure novel, spending another evening scrolling through social media.

Review 3: "Beyond the Horizon" - ★★★★★

Reading *Beyond the Horizon* turned out to be an enjoyable experience. It's uncommon to find a novel that encourages thoughtful discussions while being accessible to readers with different interests and reading abilities. The historical setting connected well with topics my children were studying in school, making it both educational and entertaining. It inspired meaningful conversations around the dinner table, and everyone appreciated the realistic characters and believable conflicts. The author successfully balanced adventure, history, and valuable life lessons throughout the novel.

Review 4: "Beyond the Horizon" - ★★★★★

The cover of *Beyond the Horizon* immediately caught my attention, and thankfully the story was just as exciting as I hoped. I especially enjoyed the chapters about surviving in the wilderness because they were easy to imagine and full of suspense. Some of the vocabulary was unfamiliar, but that actually helped me learn several new words while reading. I even recommended the novel to a few classmates after finishing it, and now we're planning to read another adventure story together for our next book discussion.

1) Describe the person who wrote the first review. Read the review carefully, looking for clues that tell you more about the characteristics below. Explain your answers.

Age

Mood

- happy,
excited,
upset, etc.

**Education
level**

**What else
would you
say about this
person?**

2) Describe the person who wrote the second review. Read the review carefully, looking for clues that tell you more about the characteristics below. Explain your answers.

Age

Mood

- happy,
excited,
upset, etc.

**Education
level**

**What else
would you
say about this
person?**

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. **Allusion:** Allusions in reviews reference well-known works, like comparing a character to Cinderella's transformation.

Examine the Reading below and find examples of the literary devices used.

Book Review: "The Perfect Society" – ★★★★★

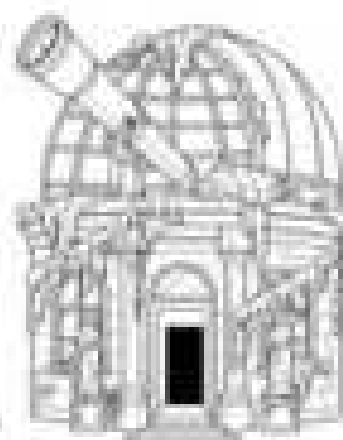
The *Perfect Society* presents a world where every decision is controlled in the name of efficiency. Ironically, the more "perfect" the society becomes, the more its citizens seem to have lost. The novel raises thought-provoking questions about technology, authority, and personal choice, all wrapped up in a plot that is overly complicated.

The author occasionally uses satire to expose the absurdity of blind obedience. Citizens proudly celebrate rules that actually make their lives more difficult, creating moments that are both amusing and unsettling. The story also contains several allusions to George Orwell's *1984*, which encourages readers to think about the dangers of power, ambition, and control. Though some chapters move slowly, the novel leaves readers with important questions about the balance between security and freedom.

Irony – Why is this review ironic? Give examples of your favourite ironic statements.

Book Review: "The Last Cipher" - 9/10

The Last Cipher blends historical mystery with modern suspense, creating a story that is both intelligent and entertaining. The novel follows four students who uncover coded messages hidden inside an abandoned observatory, leading them into a centuries-old conspiracy. Fans of Sherlock Holmes will appreciate the clever deductions, while the dangerous puzzles and global chase evoke the excitement of Indiana Jones. The author's vivid descriptions and fast-paced plot keep readers engaged until the final chapter. If you enjoy mysteries filled with history, codes, and adventure, this novel is well worth reading.



Allusion - Write the names of allusion you found in the review.

Book Review: "The Republic of Perfect Rules" - 4 Stars

The Republic of Perfect Rules cleverly satirizes societies that place rules more than common sense. In this fictional city, citizens must complete endless forms before speaking, while government officials proudly celebrate paperwork as their greatest achievement. The exaggerated bureaucracy humorously criticizes systems that make simple tasks unnecessarily complicated. Even the city's "Efficiency Minister" spends every meeting discussing why nothing can ever be finished on time. Through sharp humour and exaggeration, the novel encourages readers to question blind obedience and appreciate independent thinking.



Satire - Write examples of satire you found in the review.

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 or Topic
Students select a literary genre or topic that interests them. This could include mystery, science fiction, historical fiction, biographies, or novels, or works by specific writers, storytellers, or film directors.

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 the author's background and 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 context.

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.

Write

Write your review here. On a scale of 1 to 5 stars, how would you rate this work?
Colour the stars.

PREVIEW

**Questions**

Answer the following questions.

1) What is the title of the book/film you are reviewing?

2) Who is the author/writer/filmmaker of this work?

3) What genre does this work belong to?

4) Why did you choose this particular genre and work?

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 plot twists or developments? How did they affect your reading/viewing experience?

9) How does the work fit within its genre? Does it challenge your understanding 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

- ✓ Identifying and interpreting different types of graphic texts and their text features
- ✓ Analyzing how images, layout, and visual elements communicate information and meaning
- ✓ Creating and evaluating graphic texts such as comics, memes, infographics, maps, and timelines

Understanding Comics

Analyze

Read the comic and answer the questions.

Circle the text features used:	1	2	3
Speech Bubbles			
Thought			
Sound Effects			
Panels/Frames			
Facial Expressions			

1) Summarize the comic above. What happened?

2) How does the character's reaction at the end create humour?

3) Literary Device: Irony - What is ironic about this comic?

Understanding Graphic Texts

Graphic texts are texts that communicate information by combining words and visual elements. Instead of relying only on paragraphs, they use images, symbols, diagrams, charts, maps, photographs, illustrations, or other visual features to help readers understand ideas more quickly and clearly. Graphic texts are designed to make information easier to organize, interpret, and remember.



Graphic texts appear in many forms, including comics, infographics, posters, advertisements, brochures, maps, diagrams, timetables, graphs, and signs. Each type has a specific purpose, such as informing, explaining, persuading, entertaining, or giving directions. When reading a graphic text, examine both the written information and the visual elements to fully understand the message.

When reading a graphic text, pay attention to its text features, such as titles, headings, captions, labels, and bubbles. Also, notice the use of colour, charts, and images. These features work together to present information and guide readers toward the main idea. Understanding how graphic texts communicate information helps readers think critically and interpret messages.

True or False

Is the statement true or false?

1) Graphic texts use words and visuals to communicate ideas.	True	False
2) Maps, graphs, and comics are examples of graphic texts.	True	False
3) Graphic texts rely only on long paragraphs to explain ideas.	True	False
4) Captions and labels help readers understand graphic texts.	True	False
5) Graphic texts can inform, persuade, entertain, or give directions.	True	False

Create

Create two examples of a graphic text (such as a poster, infographic, comic, brochure, map, advertisement, graph, or diagram).

Analyze

Read the comic and answer the questions.



1) What is the comic about? Describe the joke.

2) What do you think of the comic? Explain.

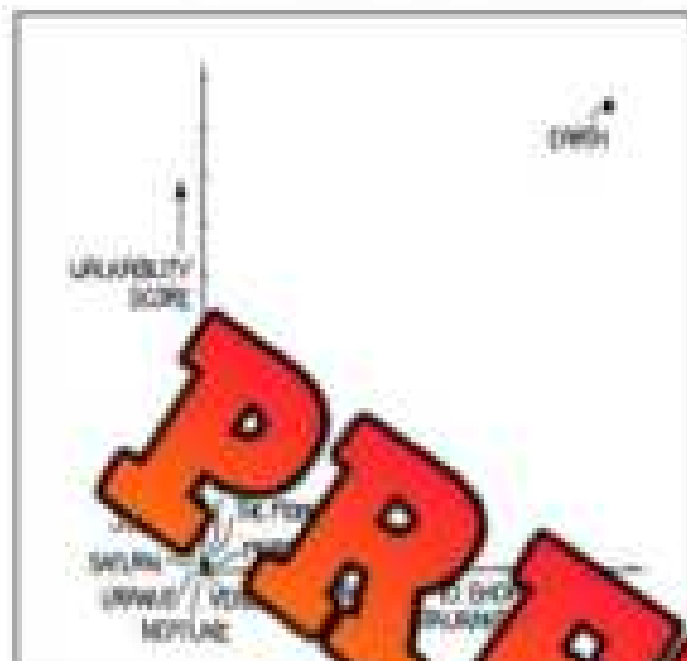


1) What is the comic about? Describe the joke.

2) Describe the irony/satire in this comic.

Analyze

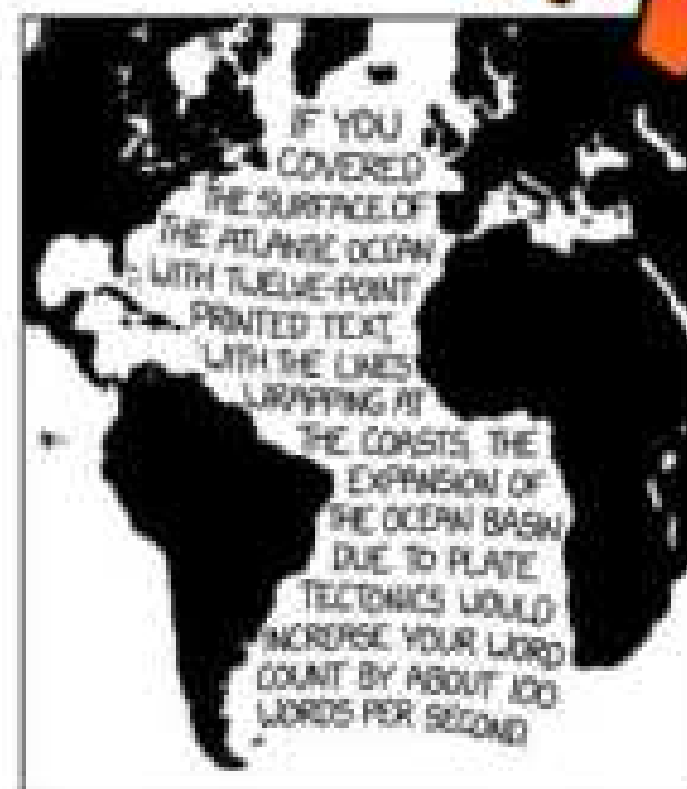
Read the comic and answer the questions.



Caption: After doing a read-aloud, I got why this place is so...

1) What is the main message of this graphic?

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 main message of this graphic?

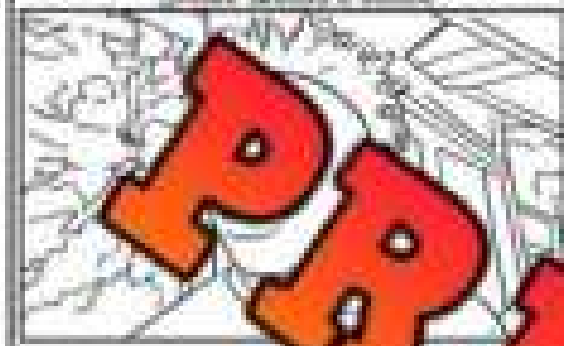
2) What do you think of this comic? Explain.

Understanding Memes

Analyze

Read the memes and answer the questions.

Is watching that one friend in class using my pen that I lost



Describe the meme. Why is it funny?

Make a connection:



Describe the meme. Why is it funny?

Describe the satire:

When the teacher is watching you during a test...



Describe the meme. Why is it funny?

Describe the satire in this meme.

Activity – Create Your Own Meme

Objective

What are we learning more about?

Students will create an original meme that communicates a clear message using both images and text. They will apply their understanding of memes as graphic texts by using humour, irony, or relatable situations to entertain, inform, or express an opinion while considering their intended audience and purpose.

Materials

What is needed to complete the activity?

- Computer, tablet, or smartphone with internet access
- Canva, Google Slides, PowerPoint, or another digital design tool
- Teacher's preferred online submission platform

**Instructions**

How do we complete this?

- 1) Choose a school-appropriate topic based on your own everyday experiences, current events, or another subject that you can relate to or share with others. Decide on the message or idea you want your audience to understand.
- 2) Select or create an image that clearly matches your topic. Ensure the image supports the message of your meme and is appropriate for your audience.
- 3) Add a short caption or text that works together with the image. Your caption may be humorous, informative, ironic, or persuasive, but the message should be clear, respectful, and easy to understand.
- 4) Design your meme using Canva, Google Slides, PowerPoint, or another digital design tool. Ensure that the text is readable, the layout is organized, and the image and caption complement one another.
- 5) Review your completed meme by checking its spelling, grammar, visual design, and overall message. Make any necessary improvements to ensure your meme effectively communicates your intended purpose.
- 6) Submit your completed meme through your teacher's preferred online submission platform before the assigned deadline. Ensure that your submission follows any file format or naming instructions provided by your teacher.

Block 10: Biographies

Focus

- ✓ Understanding biographies and the lives of significant people
- ✓ Identifying and using biography text features such as prefaces, headings, glossaries, timelines, and images
- ✓ Applying reading comprehension strategies by summarizing information, organizing ideas, and conducting biography research

Biography – David Thompson

David Thompson: Canada's Greatest Mapmaker

Preface

In this biography, we will explore the life of David Thompson, a British explorer, cartographer, surveyor, and fur trader. David Thompson's remarkable expeditions helped map much of present-day Canada, including parts of Ontario and the western regions. His detailed maps improved travel, trade, and settlement, earning him recognition as one of Canada's greatest land geographers. His respect for Indigenous knowledge and commitment to accurate mapmaking played an important role in Canada's early development.

Early Life

David Thompson was born in 1783 in London, England. At the age of fourteen, he joined the Hudson's Bay Company and traveled to North America. Later, he worked for the North West Company for several years mapping large areas of Canada with remarkable accuracy.

Working with Indigenous Peoples

Throughout his journeys, Thompson relied on the knowledge and guidance of many Indigenous communities. He learned important travel and survival skills, and geographic information from Indigenous guides and interpreters.

Legacy of Exploration

David Thompson travelled more than 90,000 kilometres across his life and mapped nearly four million square kilometres of North America. He is remembered as one of Canada's greatest explorers and mapmakers. His contributions continue to be celebrated throughout Canadian history.

Timeline

- 1783: Born in London, England
- 1784: Joined the Hudson's Bay Company
- 1797: Began working for the North West Company
- 1814: Completed one of his most famous maps of western Canada
- 1857: Passed away in Montreal, Canada

Glossary

- Cartographer: A person who creates maps.
- Surveyor: A person who measures and maps land.
- Explorer: A person who travels to discover or learn about new places.
- Hudson's Bay Company: A historic fur trading company in Canada.
- Indigenous: The original peoples of a region.



David
Thompson

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about David Thompson and his contributions to Canadian history.

During Read

Stop and write questions about what you are reading.

1

2

3

Questions

Answer the questions below.

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

2) How does the timeline help you understand David Thompson's life and achievements?

3) What do you think was David Thompson's greatest contribution to Canada? Explain your answer using information from the biography.

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, 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

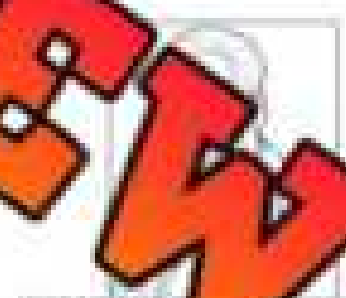
Aside from the telephone, Bell worked on other projects, including advancements in aviation, hydrofoils, and eugenics. He was a founding member of the National Geographic Society. Bell passed away on August 2, 1922, at his estate in Nova Scotia, leaving behind a legacy as a prolific inventor with a significant 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 invented the telephone in 1870.	True	False
7) Bell was involved in creating the first airplane.	True	False
8) Bell's work was limited to developing hydrofoils.	True	False
9) Alexander Graham Bell was born in the 19th century.	True	False
10) Bell moved from Canada to the United States in 1870.	True	False

Critical Thinking

Answer the question.

1) Inference: How is Bell's legacy viewed today, and why is it important?

2) Inference: Why is the invention of the telephone so important to us?

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.

Frederick Banting: Co-Discoverer of Insulin

Early Life

Frederick Banting was born on November 14, 1891, in Alliston, Ontario. He grew up on a farm and developed a strong work ethic from an early age. After finishing school, he studied medicine at the University of Toronto and became a physician.

The Discovery of Insulin

In the early 1920s, Banting worked with Charles Best to study diabetes, a disease that had few effective treatments at the time. Together with a team of researchers, they successfully isolated insulin, giving hope to millions of people living with diabetes. Their discovery became one of the greatest medical achievements in history.

Recognition and Achievements

In 1923, Banting and Best were awarded the Nobel Prize in Physiology or Medicine for the discovery of insulin. He shared the prize with Charles Best because he believed they had worked together to achieve the discovery. Banting later became an internationally respected scientist and physician.

Military Service and Later Life

During both World Wars, Banting continued contributing his medical knowledge to military research. He continued working until his death in a plane crash in 1941 while travelling on a military mission. His dedication to science and public service left a lasting impact on Canada and the world.

Legacy

Today, Frederick Banting is remembered as one of the greatest medical pioneers. His discovery of insulin has saved millions of lives and continues to help people with diabetes around the world. His work remains a source of pride for Canadians.

Timeline

- 1891: Born in Alliston, Ontario
- 1916: Graduated from medical school
- 1921: Co-discovered insulin with Charles Best
- 1923: Awarded the Nobel Prize in Physiology or Medicine
- 1941: Passed away while serving on a military mission

Index

- Early Life - Paragraph 1
- The Discovery of Insulin - Paragraph 2
- Recognition and Achievements - Paragraph 3
- Military Service and Later Life - Paragraph 4
- Legacy - Paragraph 5
- Timeline - Page Section



Frederick Banting

Text Features

Answer the questions below.

1) Using the index, which paragraph explains how Frederick Banting discovered insulin?

2) Using the index, which paragraph would you read to learn about Banting's military service?

3) Using the index, which paragraph describes Frederick Banting's early life?

4) What event happened in Frederick Banting's timeline?

5) How do the index and timeline help you understand Frederick Banting's life?

Timeline

Create a timeline by drawing a graphic and labeling important events in Frederick Banting's life. Include at least five events in the correct chronological order.

Biography Research Assignment

Objective

What are we learning more about?

Choose a person from the list provided and read an online biography about them. You will summarize their life focusing on their early life, achievements, and later life. Then, create a timeline of major events in their life.

Instruction

How do we complete the activity?



- 1) **Choose a Person:** Choose a person from the list your teacher gave you.
- 2) **Research:** Use the computer or tablet to read a biography about the person you chose.
- 3) **Jot Down Notes:** As you read, jot down notes about their early life, achievements, and later years.
- 4) **Write a Summary:** After reading, write a brief summary about the person's early life, achievements, and later life. Use your notes to help you.
- 5) **Create a Timeline:** On a piece of paper, draw a timeline of the person's significant events in the person's life using coloured pencils.

Options

Individuals you could choose to research.

Terry Fox
Marie Curie
Martin Luther King Jr.
Anne Frank
Rosa Parks
Frida Kahlo
Steve Jobs
Florence Nightingale

Ada Lovelace
Leonardo da Vinci
Cleopatra
Nelson Mandela
Amelia Earhart
Isaac Newton
Sacagawea
Nellie McClung

Louis Riel
Harriet Tubman
Mahatma Gandhi
Helen Keller
Confucius
Malala Yousafzai
Sir John A. Macdonald
Wayne Gretzky

Name: _____

314

Guided Student Connection
(C.3, C.4, C.5)

Research

Write jot notes as you read more about the person.

Early Life

Achievement

Later Life

PREVIEW

Name: _____

315

Student Connection
(1.1, 1.2, 1.3)

Summary

Write a summary of your individual's life story.

PREVIEW

Timeline

Write a timeline of the important events in

Timeline - Use a Graphic or List



Workbook Preview



Grade 8 – Language

A. Literacy Connections and Applications

Throughout Grade 8, in connection with the learning in strands B to D, students will:



Preview of 135 pages from this product that contains 572 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

Applications, Connections, and Contributions

A3

Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations.

14 - 15, 57 - 58, 100 - 101, 143 - 144, 186 - 187

Grade 9 – Language

A. Literacy Connections and Applications

Throughout Grade 9, in connection with the learning in strands B to D, students will:

	Curriculum Expectations - Overall Expectations	Pages
A1	Transferable Skills Demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts	21-23, 28-29, 31, 34, 41, 48, 52, 63, 70, 77, 84, 91, 95, 102, 105, 112, 119, 126, 130, 133, 137, 148, 155, 162, 169, 176, 180, 191, 195, 198, 205-206, 212, 219, 223, 280-282, 287-290, 299-302, 329-330, 342-344
A2	Digital Media Literacy Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	264-267, 331-335
A3	Applications, Connections, and Contributions Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	13-15, 55-56, 98, 140-141, 183-184, 303-305, 373-376

Grade 9 – Language

B1. Oral and Non-Verbal Communication

	Curriculum Expectations	Pages
81.1	Effective Listening Skills evaluate and use various effective listening skills to enhance comprehension, including paraphrasing, asking open-ended questions, making relevant responses in group discussions, and reflecting on what has been said, and use these skills in formal and informal contexts and for various purposes	227-239, 345-346, 350-352, 377-386
81.2	Listening Strategies for Comprehension select and use a variety of listening strategies before, during, and after listening to analyze and comprehend information communicated orally and non-verbally, seek clarification, and identify relevant evidence to support a response appropriate to the context	240-279, 385-395
81.3	Speaking Purposes and Strategies analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently	255-259, 280-335, 345-349, 400-409
81.4	Oral and Non-Verbal Communication Strategies identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and evaluate and compare the effectiveness of these strategies in supporting understanding or communication, including how their use may vary across cultures	339-341, 342-344, 353-376
81.5	Word Choice, Syntax, and Grammar in Oral Communication use precise and descriptive word choice, including domain-specific vocabulary from various subjects, and cohesive and coherent sentences during formal and informal communication, to support audience comprehension	294-296, 336-341, 396-399, 410-421

Grade 9 – Language

B2. Language Foundations for Reading and Writing

	Curriculum Expectations – Overall Expectations	Pages
B2.1	Word-Level Reading and Spelling: Using Morphological Knowledge use consolidated knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell complex words with accuracy and automaticity	15, 29, 35, 42, 49, 57, 64, 70, 78, 85, 92, 99, 106, 113, 120, 127, 134, 142, 149, 156, 163, 170, 177, 185, 192, 199, 199, 220
B2.2	Vocabulary demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use consolidated morphological knowledge to analyze and understand new words in context	13–15, 18, 21–23, 25, 28, 31, 34, 38, 41, 45, 48–49, 52, 55–58, 60, 63, 64, 67, 70–71, 74, 77, 81, 84, 88, 91–92, 95, 98, 102, 105, 109, 112, 114, 119, 123, 126, 130, 133, 137, 140–141, 145, 148, 152, 155, 159, 162, 166, 169, 173, 176, 180, 183–184, 188, 191–192, 195, 198, 202, 205–206, 209, 212–213, 214, 219, 223
B2.3	Reading Fluency: Accuracy, Rate, and Prosody read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	19–20, 26–27, 32–33, 39, 46, 53, 61, 68, 75, 82, 89, 96, 103, 110, 117, 124, 131, 138, 144, 153, 157, 160, 167, 174, 181, 189, 196, 203, 207–208, 210, 217, 222, 224

Grade 9 – Language

B3. Language Conventions for Reading and Writing

	Curriculum Expectations	Pages
B3.1	Syntax and Sentence Structure use their knowledge of sentence types and forms to construct increasingly complex sentences that connect and communicate ideas accurately and effectively	16-17, 30, 36-37, 43-44, 50, 56-59, 65-66, 114, 145
B3.2	Grammar demonstrate an understanding of the functions of parts of speech in sentences, refine their understanding of grammar, and use this knowledge to support comprehension and communicate meaning clearly and precisely	24, 44, 51, 72-73, 79-80, 86-87, 93-94, 100-101, 107-108, 115, 121-122, 128-129, 135-136, 143-144, 151, 164-165, 171-172
B3.3	Capitalization and Punctuation use and refine their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently when reading and writing	66, 150, 158, 172, 178-179, 186-187, 193-194, 200-201, 214-215, 221

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 9, the focus in the curriculum is on obtaining new vocabulary and understanding affixes (prefixes and suffixes).

Therefore, our reading program will be broken down into 30 weekly word lists that align with the expectations in the grade 9 Foundations of Language curriculum. Each week, teachers will focus on one affix and two letter blend sounds.

The other words in the word list will align with the vocabulary overall expectation, which states tier 2 and tier 3 words should be used. **Tier 2 words** are found in written language as well as in oral language in the classroom and are useful across many different content areas. These words have high utility for students and will be the focus of explicit vocabulary instruction. **Tier 3 words** are words used in specific subject matter. Students will work with these words to improve their vocabulary.

Weekly Plan		
Week	Prefix/Suffix	Spelling Pattern
1	prefix: over-	tion
2	suffix: -ity	sion
3	prefix: under-	cian
4	suffix: -ence	ct
5	prefix: counter-	que
6	suffix: -ance	que
7	prefix: multi-	ph
8	suffix: -ive	sci
9	prefix: micro-	sch
10	suffix: -ative	ch (/k/ sound)
11	prefix: post-	ps
12	suffix: -ary	ie
13	prefix: pro-	ei

Reading Program - Overview

Weekly Plan		
Week	Prefix/Suffix	Spelling Pattern
14	suffix: -ory	augh
15	prefix: de-	ich
16	suffix: -ity	rh
17	prefix: pseudo-	gn
18	suffix: -ism	e (/gz/ sound)
19	prefix: semi-	nd
20	suffix: -ist	wr
21	prefix: mono-	dr
22	suffix: -ical	ear
23	prefix: geo-	ure
24	suffix: -ology	our
25	prefix: hydro-	al
26	suffix: -graphy	ough
27	prefix: thermo-	ex
28	suffix: -phobia	en
29	prefix: retro-	eu
30	suffix: -ate	oe

Reading Program - Overview

Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Identify Run-On Sentences	Correct Run-On Sentences
3	Review of Simple Sentences	Review of Compound Sentences
4	Review of Complex Sentences	Independent and Dependent Clauses
5	Coordinating Conjunctions	Subordinating Conjunctions
6	Complex Sentences with Adverbial Clauses	Complex Sentences with Relative Clauses
7	Complex Sentences with Prepositional Clauses	Compound-Complex Sentences
8	Sentence Variety for Effective Writing	Revising Writing Using Sentence Variety
9	Review of Parts of Speech	Nouns, Pronouns, Verbs, Adjectives, and Adverbs
10	Forms of the Verb "To Be"	Linking Verbs
11	Verb Tenses: Past, Present, and Future	Perfect Tense
12	Imperative Verbs	Interrogative Verbs
13	Relative Pronouns	Complex Sentences with Relative Clauses
14	Prepositions	Prepositional Phrases
15	Coordinating, Subordinating, and Correlative Conjunctions Review	Correlative Conjunctions

Reading Program - Overview

Weeks	Lessons	
16	Intensive Pronouns	Reflexive Pronouns
17	Direct Objects	Indirect Objects
18	Predicate Nouns	Predicate Adjectives
19	Gerunds as Nouns	Participles
20	Recognition of Adverbs that Modify Verbs	Adverbial Phrases
21	Active Voice	Passive Voice
22	Converting Between Active and Passive Voice	Choosing Effective Voice in Writing
23	Proper Adjectives	Capital Letters for Proper Adjectives
24	Capital Letters in Dialogue	Capitalization in Titles and Formal Writing
25	Commas and Quotation Marks in Dialogue	Direct Speech and Direct Quotations
26	Commas for Nouns of Direct Address	Commas After Transitional Words and Phrases
27	Commas with Appositives and Participial Phrases	Commas with Conjunctive Adverbs
28	Colons to Introduce Lists	Colons to Introduce Quotations
29	Colons in Formal Letters and Script Dialogue	Semicolons Between Independent Clauses
30	Ellipses and Dashes	Reading Fluency, Expression, and Intonation for Purpose and Audience

NAME _____

FOUNDATIONS OF LANGUAGE

PREVIEW



Week 1 - Vocabulary List

overreaction	overtime	overachieve	overestimate	overpopulation
opposition	operation	education	attention	direction
overlook	overproduce	overprotect	overconfident	overstatement
creation	celebration	foundation	transportation	communication

Cursive

Write the word using cursive writing.

Word	Trace	Write
overreaction		
overtime		
overachieve		
overestimate		
overpopulation		
overlook		
overproduce		
overprotect		
overconfident		

Week 1 - Vocabulary List**Cursive**

Write the word using cursive writing.

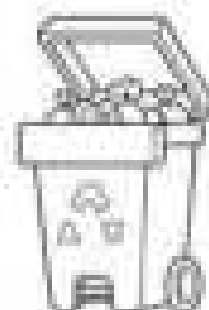
Word	Trace	Write
overstatement	<i>overstatement</i>	
operation	<i>operation</i>	
education	<i>education</i>	
attention	<i>attention</i>	
direction	<i>direction</i>	
creation	<i>creation</i>	
celebration	<i>celebration</i>	
foundation	<i>foundation</i>	
transportation	<i>transportation</i>	
communication	<i>communication</i>	

PREFIX OVER-

The prefix "over-" often means **too much, above, beyond, or more than needed**.

Examples:

- "Overcook" means to cook something for too long.
- "Overfill" means to fill something beyond its capacity.



Matching Match the word with its definition.

- 2) overfill** ☐ To fill something too much.
- 3) overthink** ☐ To think about something too much.
- 4) overwork** ☐ To cook something for too long.
- 5) overpay** ☐ To work too hard or for too long.
- 6) overestimate** ☐ To think something is worth more than it is.

Completion Complete the sentences with the correct "over-" word.

a. overreaction	b. overtime	c. overachieve	d. overpopulation
f. overlook	g. overproduce	h. overprotect	i. overestimate

1) Do not _____ important details in the document.
2) She stayed after work and earned _____ pay.
3) Some students continue to _____ and exceed expectations.
4) He tends to _____ his abilities before a competition.
5) The factory began to _____ goods that people did not need.
6) Parents may _____ their children by doing everything for them.
7) The city struggles with _____ and crowded living spaces.
8) He became _____ and thought he could not fail.
9) Saying it took a million years is an _____.
10) His angry response to a small mistake was an _____.

IDENTIFY SENTENCE FRAGMENTS



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

Examples:

- Walking down the street.
- The shiny, red ball.
- Although he was tired

Complete or Fragment?

Is the sentence complete or is it a fragment?

1) Beside the large oak tree.	Complete	Fragment
2) The student gathered the project.	Complete	Fragment
3) Running across the yard.	Complete	Fragment
4) My brother baked cookies in class.	Complete	Fragment
5) After the final bell rang.	Complete	Fragment
6) Under the old wooden bridge.	Complete	Fragment
7) The puppy chased the ball around the yard.	Complete	Fragment
8) During the school assembly.	Complete	Fragment

Fragment Repair

Repair each fragment to form a complete sentence.

1) Beside the large oak tree.

2) After the movie ended.

3) Carrying a heavy backpack.

CORRECT SENTENCE FRAGMENTS

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

Examples:

- Impossible!
- If only she knew.
- In the heart of an eye.



Identify _____ sentence a correct fragment or not?

1) What a disaster!	✓	✗	6) Because he forgot.	✓	✗
2) Through the fog.	✗	✗	7) Never again.	✓	✗
3) The dog barked.	✗	✗	8) Since the beginning.	✓	✗
4) No chance!	✓	✗	9) What may.	✓	✗
5) At the speed of light.	✓	✗	10) ...	✓	✗

Mix and Match

Match the fragment with its correct ending.

Answer	Fragments	Endings
1)	During the science fair,	A) the students came to see.
2)	Whenever I visit my cousin,	B) she has improved her skills.
3)	Although the backpack was heavy,	C) a family of deer was resting.
4)	Before the bell rings,	D) we will miss the bus.
5)	Near the edge of the forest,	E) a rainbow appeared in the sky.
6)	Unless we leave now,	F) a vegetable garden was growing.
7)	After the storm passed,	G) the lights suddenly went out.
8)	While waiting for lunch,	H) finish your classroom tasks.
9)	Since she joined the team,	I) she always shows me her artwork.
10)	Behind the tall fence,	J) he carried it all the way home.

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

overreaction	overtime	overachieve	overestimate	overpopulation
opposition	operation	education	attention	direction
overlook	overproduce	overprotect	overconfident	overstatement
creation	celebration	foundation	transportation	communication

PREVIEW

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?

	Sentences	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The _____ worked overtime to finish the _____ before the Friday _____.				
2)	Mia often _____ acts _____ problems during stress _____.				
3)	The class protected the garden _____ serious overpopulation of harmful insects.				
4)	Liam felt overconfident about the test after one quick review session.				
5)	The factory stopped operations after the sudden overproduction of unsold toys.				
6)	Parents should avoid overprotecting their children from normal everyday challenges.				
7)	Ava continued to overachieve through advanced classes, clubs, and volunteer work.				

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Complete or Fragment?

Is the sentence complete or a fragment?

1) Across the open field.	Complete	Fragment
2) The crowd cheered loudly.	Complete	Fragment
3) Beneath the old bridge.	Complete	Fragment
4) The firefighter rescued the dog.	Complete	Fragment

Identify

Identify the emotion conveyed by each fragment.

EMOTION	SENTENCE FRAGMENTS
	1) What a surprise!
	2) Finally done.
	3) No way!

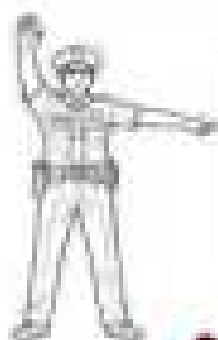
Week 2 - Vocabulary List

creativity	responsibility	opportunity	individuality	adaptability
decision	revision	conclusion	expression	permission
diversity	complexity	productivity	sustainability	accountability
discussion	admission	supervision	precision	progression

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

Answer	Description
	A) The ability to change and adjust to new situations
	B) A final judgment or decision reached after thinking
	C) To take care of tasks and actions
	D) A chance to do something or succeed
	E) The quality of being unique and different from others
	F) The ability to express ideas or think imaginatively
	G) Careful watching many people or activities
	H) The act of coming back or returning
	I) The way thoughts or feelings are expressed
	J) Approval to do something
	K) The presence of many different people or ideas
	L) The state of being complicated or having many parts
	M) The ability to produce work efficiently
	N) Using resources wisely
	O) Being responsible for actions and decisions
	P) A conversation about a topic
	Q) The act of entering or being allowed to enter
	R) The quality of being exact and accurate
	T) Gradual movement or development forward

SUFFIX -ITY



The suffix "-ity" forms nouns that show a state, quality, or condition.

Examples:

active → activity

creative → creativity

responsible → responsibility



Word Match

Modify the given words using -ity then use both words in a sentence.

Word	active	creativity
Sentence	She used her creativity to design a unique project.	
Word		
Sentence		
Word	curious	
Sentence		
Word	productive	
Sentence		

Write

Use the words below to create meaningful sentences.

1. opportunity	
2. accountability	
3. ability	
4. equality	
5. complexity	

IDENTIFY RUN-ON SENTENCES**What are run-on sentences?**

Run-on sentences are sentences that are too long and have more than one complete thought without proper punctuation. Instead of separating the ideas into separate sentences, they are connected without pause.

Example:

❑ I wanted to join the soccer team I didn't have the right shoes.

❑ My friend loves reading books he can finish a novel in one day.

**Write** Rewriting run-on sentences using simple sentences or punctuation.

1) My dog loves to play he can do it all day long.

2) The museum was interesting I learned much about history there.

3) She loves chocolate ice cream she likes to eat it.

4) My homework is difficult I need some help with it.

5) The concert was loud my ears were ringing afterward.

Identify

Underline the simple sentences in the passage below.

Last Saturday, Mia visited her grandmother's house. She helped bake cookies the kitchen smelled wonderful. After baking, they sat on the porch and talked about family memories. The sun was setting it painted the sky orange and pink. Mia enjoyed every moment she wished the day would never end. Before leaving, she packed some cookies for home. On the way back, she thought about the stories her grandmother shared. They made her laugh, and they reminded her of important lessons. When she arrived home, Mia thanked her grandmother again. It had been a simple but meaningful day for her.

CORRECT RUN-ON SENTENCES

Run-on Sentence	Revised
My dog loves to run he chases squirrels every day.	My dog loves to run, and he chases squirrels every day.
We planned a picnic the weather forecast predicted rain.	We planned a picnic, but the weather forecast predicted rain.



Identify Is the underlined sentence correctly revised? Write Yes or No.

	1) The movie was interesting <u>we</u> watched it twice.
	2) Mia finished her project <u>she</u> submitted it on time.
	3) The dog barked loudly <u>the</u> neighbours woke up.
	4) I enjoy reading novels <u>my</u> sister prefers comics.
	5) He studied hard <u>so</u> he passed the exam.
	6) The power went out <u>and</u> it came back.
	7) I wanted to buy the book <u>but</u> it was too expensive.
	8) The team practised every day <u>and</u> they improved greatly.
	9) We were hungry <u>we</u> ordered some food.
	10) The rain stopped <u>so</u> we continued our walk.

Write Correct each run-on sentence.

1. The movie was interesting we watched it twice.

2. Mia finished her project she submitted it on time.

3. The dog barked loudly the neighbours woke up.

4. I enjoy reading novels my sister prefers comics.

CROSSWORD PUZZLE**Crossword**

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

PREVIEW

Across

2. A choice made
3. Ability to create ideas
4. Amount of work done
5. Duty or obligation
6. Approval to do something
7. Making improvements

Down

1. Final result or judgment
2. Ability to adjust
3. Showing thoughts or feelings
4. Variety of differences

Week 2 – Fluency Readings

Read

Today, we will calculate how fast a reader you are. You will do this by calculating how many words you read per minute.

Passage – Word Count = 120 Words

During the school science fair, Mia was assigned to lead her group's environmental project. She used her creativity to design an interactive display focusing on climate change and sustainability. Before beginning, the team agreed on a clear project plan. Mia requested permission to gather recycled materials from the school. When granted, she demonstrated accountability by finishing her tasks on time and leading meaningful discussions among her classmates. When unexpected challenges appeared, she showed adaptability by finding practical solutions. Mia's enthusiasm kept the team motivated. The project also highlighted the diversity of ideas, which strengthened their collaboration and boosted productivity. At the school science fair, the judges concluded that Mia's group had created an outstanding project.

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

Read

Divide 120/seconds

WPM

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 make a run-on sentence.

1) I finished my homework.

2) The rain stopped.

3) My best friend loves reading.

Identify

Decide whether each sentence is a run-on sentence. Circle your answer.

Run-on	Not Run-on	1) I was hungry I made a sandwich.
Run-on	Not Run-on	2) The students completed their project on time.
Run-on	Not Run-on	3) The movie ended everyone clapped.
Run-on	Not Run-on	4) We arrived early the gates were still closed.
Run-on	Not Run-on	5) My sister enjoys painting and drawing.

Week 3 - Vocabulary List

Think

Underline the prefix *under-* and circle the suffix *-ian* in each word.

underpaid	underused	undercooked	underdeveloped	underestimate
clinician	geriatrician	electrician	technician	obstetrician
underground	underweight	underprepared	underappreciated	underreported
physician	mathematician	pediatrician	statistician	beautician

Instructions

Match each sentence with the correct vocabulary word from the list above. Use each word only once.

1	The workers were _____ because they were paid less than they deserved.
2	The leftovers were _____ and still cold in the middle.
3	The project failed because the team was _____ for the task.
4	Many talented employees felt _____ as their efforts go unnoticed.
5	The news story was _____ as it did not include all the facts.
6	A _____ specializes in caring for children with allergies.
7	The hospital hired a new _____ to help with patient care.
8	The _____ repaired the wiring in the old house.
9	The _____ analyzed the data and created a new model.
10	The train travels through an _____ tunnel beneath the city.
11	A _____ helps patients recover from illness and injury.
12	The manager tended to _____ the amount of time needed for the project.
13	The train travels through an _____ tunnel beneath the city.
14	The _____ solved a difficult equation on the board.
15	The manager tended to _____ the amount of time needed for the project.

NAICINHSET	GWEDORNRUN	NAICITAMEHTAM	NAICINILC	GHTNUEDWER

REVIEW OF SIMPLE SENTENCES

A **simple sentence** expresses one complete thought. It contains a **subject** (who or what the sentence is about) and a **predicate** (what the subject does or is). Even if it has more than one subject or verb, it is still a simple sentence as long as it expresses only one complete idea.

Examples:

- The dog barked.
- Mia finished her homework.
- The student listened carefully.



Identify the simple sentences. Mark (S) if the sentence is in simple structure.

☐ 1) Birds fly.	☐ 6) Rain feels cold.
☐ 2) Even though it rained, the game went on.	☐ 7) She reads and draws well.
☐ 3) The dog barked and the cat meowed.	☐ 8) He runs in the morning.
☐ 4) He was tired, so he napped.	☐ 9) They went to the park but left.
☐ 5) Sunsets are beautiful.	☐ 10) The flowers grow better in the rain.

Write a sentence using each vocabulary word in a simple sentence.

1) underpaid	
2) underestimate	
3) underground	
4) beautician	
5) underweight	
6) underappreciated	
7) underdeveloped	
8) undercooked	

REVIEW OF COMPOUND SENTENCES

A **compound sentence** contains **two independent clauses** (complete thoughts) joined by a **coordinating conjunction** (for, and, nor, but, or, yet, so) or a semicolon (;). Compound sentences help connect related ideas and make writing more interesting.

Examples:

- ☑ The rain stopped, **and** the sun came out.
 ☑ Mia studied hard, **so** she passed the test.



Compound Label each sentence as Compound or Not.

Sentence	Compound/Not
1. The bell rang, and the students entered the classroom.	
2. Liam finished his homework, then he went outside.	
3. The flowers bloomed in spring, and the birds sang.	
4. We wanted to go swimming, but the water was too cold.	
5. Ava packed her lunch, and she filled her water bottle.	

Write

Join each pair of simple sentences to make a compound sentence. Use and, but, so, or, yet.

The classroom was warm. The windows were open.

Ethan studied for the quiz. He earned a high score.

I wanted to ride my bike. It started raining.

BOGGLE WORD**Directions:**

Find as many words as you can using the letters in the grid. You may use each letter only once in each word. Try to create longer words to earn more points!

Scoring System:

3-letter word = 1 point; 4-letter word = 2 points; 5-letter word = 3 points;
6-letter word = 4 points; 7 or more letters = 5 points.

Associated

	C	T
D		
R	D	
P	I	N

Obstetrician

T	C	O	T
R	B	I	N
S	A	E	I

Word	Letters	Points
TOTAL SCORE		

Word	Letters	Points
TOTAL SCORE		

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 sound technician worked long hours, remained dedicated to his job, and was always on time.	☐ Slow	☐ Medium	☐ Fast
2)	The clinician examined the patient carefully and discussed the results with the family.	☐ Slow	☐ Medium	☐ Fast
3)	The undercooked soup was returned to the kitchen, and the chef apologized.	☐ Slow	☐ Medium	☐ Fast
4)	The child was underweight, so the pediatrician created a healthy meal plan.	☐ Slow	☐ Medium	☐ Fast
5)	The electrician repaired the power outage underground, while the obstetrician attended to a patient upstairs. The physician and clinician worked together, appreciated by the staff. The statistician reported the data, and the mathematician analyzed the numbers. Everyone was prepared, and the hospital ran smoothly.	☐ Slow	☐ Medium	☐ 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

Write one simple sentence and one compound sentence about the topic.

Topic : My School Day

Simple	
Compound	

Identify

Circle the simple sentences and Underline the compound sentences in the passage below.

Mia packed her lunch before school. She forgot her water bottle, so her brother brought it to her. The bus arrived on time. Liam finished his homework, and he studied for his spelling test. The students entered the classroom quietly. The teacher greeted the class, and everyone prepared for the lesson. Ava opened her notebook. She listened carefully, and she answered the questions correctly.

Week 4 - Vocabulary List

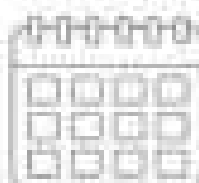
reverence	deference	incompetence	persistence	resilience
subjective	contradict	extraction	jurisdiction	architecture
prevalence	correspondence	benevolence	transcendence	negligence
electoral	conductivity	rectification	infrastructural	deductive

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 -ENCE



What is the Suffix "-ence"?

The suffix **-ence** is added to some words to form **nouns**. These nouns often describe a **state, quality, condition, or action**.

Examples:

✓ **absent** → **absence** (state of being away) – Her absence was noticed by the class.

✓ **patient** → **patience** (ability to wait calmly) – Patience helps us learn new skills.

Identify

Each word that can be correctly changed into a noun ending in **-ence**.

impossible	distant	frequent	evident	ignorant
present	silent	reluctant	dependant	
brilliant	innocent	intelligent	blatant	
resistant	confident	reserve	stagnant	
different	design	obedient	convenient	

Write

Use at least four of the words below to write a paragraph about a school event.

confidence	
correspondence	
influence	
existence	
obedience	

REVIEW OF COMPLEX SENTENCES

Complex Sentence	Clauses
Although it was raining, we continued the soccer game.	Dependent Clause: Although it was raining. Independent Clause: we continued the soccer game.
Because she studied hard, Mia passed the exam.	Dependent Clause: Because she studied hard. Independent Clause: Mia passed the exam.

Instructions: Underline the independent clause and double-underline the dependent clause in each complex sentence.

1)	Although it is raining, people should also seek support who are needed.
2)	While the detective was questioning the witnesses, the witnesses shared their observations.
3)	After reading the official correspondence, the committee reached a decision.
4)	The machines operated smoothly after the rectification of the system.
5)	Health officials issued a warning because of the high risk of disease.

Write

Expand each simple sentence into a detailed complex sentence.

The team won the championship.

The athlete won the race.

The musician performed on stage.

INDEPENDENT AND DEPENDENT CLAUSES

An **independent clause** contains a subject and a verb and expresses a complete thought. It can stand alone as a sentence.

A **dependent clause** also contains a subject and a verb, but it does not express a complete thought and cannot stand alone.

Examples:

- **Independent:** The students completed the project.
- **Independent:** The dog barked loudly.
- **Dependent:** Because the students studied hard.
- **Dependent:** When the weather was cold.



Write

Combine the independent and dependent clauses to form a complete sentence.

Independent Clause: The students celebrated. **Dependent Clause:** they completed the project.

Independent Clause: The game continued. **Dependent Clause:** although it was raining.

Identify

Write I if it is an **Independent Clause** and D if it is a **Dependent Clause**.

- | | |
|--|--|
| | 1) Although the rain was heavy throughout the afternoon. |
| | 2) The students finished their project on time and submitted it proudly. |
| | 3) The dog barked loudly at the stranger standing near the gate. |
| | 4) Because she studied hard for the final examination. |
| | 5) My brother plays basketball every weekend with his friends. |
| | 6) After the movie ended and the lights came on. |
| | 7) The birds built a nest in the tree behind our house. |

Hidden Word

Hidden Word

Fill in the answers to the clues in the puzzle. You may look at the vocabulary words listed on the previous pages. Then, find the hidden word in the bold rectangles.



CLUES

- 1) To disagree.
- 2) Respect and admiration.
- 3) Legal authority.
- 4) Based on reasoning.
- 5) Kindness to others.
- 6) Lack of proper care.
- 7) Lack of ability.
- 8) Recovery from hardship.
- 9) Correction of an error.
- 10) Being widespread.

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)	The engineer showed great persistence while repairing the damaged bridge. Despite several setbacks, the project was completed successfully.	Determined	Calm
2)	During the meeting, a disagreement seemed to arise over the mayor's proposal. The audience listened to every opinion.	Serious	Curious
3)	The old courthouse held the jurisdiction, and officials reviewed the case thoroughly. Everyone waited for a final decision.	Confident	Formal
4)	After the careful rectification of the system, the machines operated smoothly again. Workers felt relieved by the improvement.	Relieved	Cheerful
5)	The scientist used deductive reasoning to solve the mystery. Each clue brought her closer to the answer.	Curious	Excited
6)	The community admired the mayor's benevolence when he organized aid for families in need. His kindness inspired others to help.	Happy	Grateful
7)	Because of the high prevalence of the illness, health officials encouraged everyone to take precautions. Residents followed the advice carefully.	Concerned	Serious

Name _____

40

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

Complete the complex sentences with an appropriate dependent clause.

Dependent	
1) Although the concert was delayed,	
2) Since the library was closing soon,	
3) After the storm had passed,	

Write

Complete each sentence by adding an appropriate independent or dependent clause.

1) Because the team practised every day,	
2) The family stayed indoors when	
3) After the final bell rang,	

Week 5 - Vocabulary List

counterargument	counterattack	counterclaim	counterfeit	counterproductive
pedagogue	colleague	catalogue	fatigue	demagogue
counterbalance	countermeasure	counterproposal	counterpoint	counterintelligence
intrigue	analogue	epilogue	harangue	monologue

Prefix and Suffix Write 10 words with the prefix *counter-* and 10 words with the suffix *-logue*. Use words from the vocabulary list and your own vocabulary.

		-logue	
1)		1)	
2)		2)	
3)	8)		8)
4)	9)		9)
5)	10)		10)

Write Use the following words in a sentence.

1) catalogue	
2) monologue	
3) counterargument	
4) counterclaim	
5) epilogue	
6) fatigue	
7) counterattack	
8) colleague	

PREFIX COUNTER-

The prefix "counter-" means **against, opposite, or in response to something.**

Examples:

Counterargument – an argument against another argument.

Counterattack – an attack made in response to an attack.

Counterclaim – a claim made to oppose another claim.



Matching Match the word with its definition.

- | | |
|--------------------|---|
| 1) countermeasure | ☐ A response to prevent or reduce a problem. |
| 2) counterfeit | ☐ A false copy made to look real. |
| 3) counterargument | ☐ An argument against another argument. |
| 4) counterattack | ☐ An attack made in return. |
| 5) counterclaim | ☐ A claim made to oppose another claim. |

Completion Complete the sentence with the correct "counter-" word.

counterbalance	counterproposal	counterintelligence	counterproductive
countermeasure	counterattack	counterargument	counterintelligence

- 1) The lawyer presented a strong _____ in his defense.
- 2) The army launched a _____ after defending its position.
- 3) The company filed a _____ against the accusation.
- 4) The police discovered _____ money in the suspect's bag.
- 5) Shouting during the discussion was _____ and made the problem worse.
- 6) Regular exercise can help _____ the effects of stress.
- 7) The government introduced a new _____ to improve online security.
- 8) Instead of accepting the offer, she suggested a _____.
- 9) The author included a different _____ to present another view.
- 10) The agency gathered _____ to protect national security.

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?

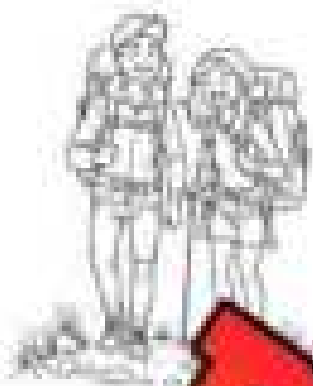
Complete _____ a coordinating conjunction to complete the compound sentences.

- 1) I was nervous _____ I wanted to do well on the test.
- 2) Should we go home _____ stay home and watch a movie?
- 3) The lights went out _____ the game.
- 4) She didn't study, _____ she still passed the quiz.
- 5) The dog was small, _____ he was very loud.
- 6) He was feeling sick, _____ he went to school.
- 7) We can take the bus, _____ we can drive _____ prefer.
- 8) The project was difficult, _____ the team did it.
- 9) The store is closed _____ I need to buy groceries.
- 10) You can borrow my notes _____ you can also check _____

Write _____ Write your own compound sentence using each coordinating conjunction.

and	
or	
but	
so	
for	
yet	
nor	

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 each sentence with an appropriate subordinating conjunction.

1)	_____ it was raining, _____ continued the soccer game.	a) because
2)	I will call _____ you _____ home.	b) although
3)	_____ you _____ hard, _____ improve your grades.	c) if
4)	The students remained in class _____ the bell rang. _____ form passed.	d) when
5)	_____ she was tired, she _____ finished her _____ project.	e) while
6)	We can go to the park _____ the weather is nice.	f) since
7)	The teacher repeated the instructions _____ everyone _____ understood them.	g) therefore
8)	_____ I was absent, I borrowed my friend's notes.	h) so
9)	You cannot enter the laboratory _____ you wear safety goggles.	i) unless
10)	_____ the bell rings, the students line up quietly.	j) whenever

Write Use each subordinating conjunction to write a meaningful complex sentence.

1) because	
2) although	
3) when	
4) unless	

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

counterargument	counterattack	counterclaim	counterfeit	counterproductive
pedagogue	colleague	catalogue	fatigue	demagogue
counterbalance	countermeasure	counterproposal	counterpoint	counterintelligence
intrigue	analogue	epilogue	harangue	monologue

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

Word Scramble

Unscramble the words.

GAEDELCUL		ANKECRTTCUATO	
ODUGABPEE		TGINURIE	
FENITUTROEC		TONTECIUPRON	
AGEDMEGUO		GNALOAUE	
ATFGEIU		TCAUCNEOBRAUNE	
MCCOIETNLARU		UAHAERNQ	

Week 5 – 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 = 125 Words

The student council debate began with immediate intrigue as Maya presented a counterclaim against the new school policy. Her counterclaim challenged the idea that the policy would improve learning. Daniel launched a counterattack, but his attack was counterproductive and failed to persuade the audience. A counterclaim was a stronger counterpoint, while another student suggested a counterclaim. The time, breaks, and after-school activities. Their teacher, a teacher, asked them to check the catalogue of student survey results before reading. A student gave a passionate monologue about fatigue and student stress. A student counterfeited data could mislead the council. By the epilogue of the debate, the student created a fair countermeasure that supported both learning and student well-being.

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

Read

Divide 125/seconds

WPM

Week 5 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Completion

Write the correct coordinating word or conjunction to complete each sentence.

1) We stayed indoors, _____ the storm was getting stronger.
2) The museum was interesting, _____ we spent hours exploring.
3) _____ the test was difficult, most students completed it.
4) You can finish your project now, _____ you can work on it later.
5) The athlete trained every day, _____ she improved greatly.
6) _____ the teacher explained the lesson, the students took notes.
7) The restaurant was crowded, _____ we decided to wait for a table.
8) The firefighters worked through the night, _____ the fire was finally contained.
9) _____ the roads were slippery, the driver arrived safely at his destination.
10) The students completed their research, _____ they prepared their presentation.

Week 6 - Vocabulary List

Think

Underline the suffix *-ance* and circle the words with the suffix *-que*.

clairvoyance	exuberance	dissonance	countenance	reconnaissance
picturesque	grotesque	baroque	mystique	brusque
forbearance	nonchalance	petulance	complaisance	repugnance
eloque	statuesque	oblique	opaque	boutique

Think

For each vocabulary word is used correctly in the sentence. Write YES or NO.

SENTENCES	YES / NO
1) The hikers admired the <u>countenance</u> view.	
2) The teacher praised him for his <u>petulance</u> being helpful.	
3) The church was built in a <u>baroque</u> .	
4) His <u>forbearance</u> helped him stay patient.	
5) The <u>dissonance</u> made the music sound harsh.	
6) The magician's <u>mystique</u> attracted a large crowd.	
7) The team conducted a <u>reconnaissance</u> mission.	
8) Her <u>nonchalance</u> showed she was very nervous.	
9) His worried <u>countenance</u> revealed his concern.	
10) She bought a dress from a small <u>boutique</u> .	

Pictionary

With a partner, draw a picture that represents a random word from the list. Have your partner try to guess the word. Play 3 rounds. Write the word in after.

SUFFIX -ANCE

The suffix "-ance" forms nouns that show a **state, condition, quality, or action**.

Examples:

endure → endurance

rely → reliance

attend → attendance

perform → performance



Identify

Choose the word that completes each sentence.

A) endurance	C) dissonance	D) countenance
E) reluctance	G) petulance	H) complaisance

1) _____ was obvious when he did not get his way.
2) The doctor _____ mission before the operation.
3) Her cheerful _____ the celebration.
4) The witness's worried _____ her concern.
5) The conflicting sounds created _____ music.
6) He accepted the criticism with _____.
7) Her _____ made it seem like she was _____.
8) Excessive _____ can sometimes encourage _____.

Identify

For each pair circle the word that is spelled correctly.

importance	importence	patiance	patience	evidance	evidence
elegance	elegence	differance	difference	arrogance	arrogence
confidance	confidence	reluctance	reluctence	appearance	appearence
distance	distince	dominance	dominence	significance	significence

COMPLEX SENTENCES WITH ADVERBIAL CLAUSES

A **complex sentence** has one independent clause and one dependent clause joined by a subordinating conjunction.

An **adverbial clause** is a dependent clause that tells when, where, why, how, or under what condition something happens.

Common conjunctions: because, although, when, while, since, if

Example

- Although it was raining, we continued the game.
- Although it was raining - adverbial clause
- although - subordinating conjunction
- we continued the game - independent clause



Identify

Write the adverbial clause and identify the conjunction.

1) Although the storm was raging, the children remained calm.

1)

2) After the bell rang, the students rushed to class.

2)

3) We stayed indoors because the road was flooded.

3)

4) While the scientist worked, the students took notes.

5) If you follow the instructions, you will succeed.

Write

Enhance the story by adding at least three complex sentences with adverbial clauses.

Liam was exploring an old trail behind his grandfather's house. The path was quiet, and the trees swayed gently in the breeze. Suddenly, he noticed a small wooden box hidden beneath a pile of leaves.

COMPLEX SENTENCES WITH RELATIVE CLAUSES

What is a Relative Clause?

A **relative clause** is a dependant clause that gives more information about a noun. It begins with a **relative pronoun** such as **who**, **whom**, **whose**, **which**, or **that**.

Examples:

The student **who** won the contest received a trophy.

I read a book **that** was very exciting.

The museum **which** opened last year, attracts many visitors.



Complete with appropriate relative pronoun.

with	whose	which	that
1) The scientist		discovered the cure	received an award.
2) I borrowed a book		describes ancient civilizations.	
3) The athlete		expressed everyone	won the race.
4) We visited a museum		features history	
5) The teacher		helped	stay in class.
6) The artist		paintings	interviewed.
7) The student		backpack	going to class.
8) The girl		notebook was	lost.

Write

Combine the sentences using a relative clause.

The teacher explained the lesson. She won the award.

I borrowed a book. It was about space exploration.

The athlete broke the record. He trained every day.

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
W H E E L		W H E E L	
W H E E L		W H E E L	
W H E E L		W H E E L	
W H E E L		W H E E L	
W H E E L		W H E E L	
W H E E L		W H E E L	
W H E E L		W H E E L	
W H E E L		W H E E L	
W H E E L		W H E E L	

Week 6 – 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 boy admired the picturesque landscape surrounded by colorful wildflowers.				
2)	The scientist led a reconnaissance mission to the moon for information before the team was launched.				
3)	Her exuberance during the ceremony made the event more enjoyable for everyone present.				
4)	The strange statue had a grotesque appearance that both fascinated and unsettled visitors.				
5)	Many people felt repugnance toward the unfair treatment of the workers in the company.				
6)	The speaker's eloquence impressed the audience and helped communicate complex ideas clearly.				
7)	The witness's worried countenance revealed her concern about the outcome of the investigation.				

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)	
10)	20)

Identify

Underline the adverbial clause. Circle the conjunction. Write it in the box.

Sentence	Conjunction
1) Although the rain was heavy, the soccer game continued.	
2) We stayed indoors because the roads were flooded.	
3) While the teacher explained the lesson, the students took notes.	

Write

Combine these sentences using relative pronouns.

The cake was delicious.	My sister made it.
There is a new student in our class.	He moved here from Australia.

Week 7 - Vocabulary List

multifaceted	multiferous	multilingual	multiplicity	multicellular
physicist	spherical	euphemism	sycophant	periphery
multilateral	multidimensional	multi-pronged	multidisciplinary	multiform
philanthropy	metamorphosis	phenomenon	catastrophe	asphyxiate

Cursive

Write the word using cursive writing.

Word	Trace	Write
multifaceted		
multiferous		
multilingual		
multiplicity		
multicellular		
physicist		
spherical		
euphemism		
sycophant		

Week 7 - Vocabulary List**Cursive**

Write the word using cursive writing:

Word	Trace	Write
periphery	<i>periphery</i>	
multidimensional	<i>multidimensional</i>	
multidimensional	<i>multidimensional</i>	
multi-pronged	<i>multi-pronged</i>	
multidisciplinary	<i>multidisciplinary</i>	
multiform	<i>multiform</i>	
philanthropy	<i>philanthropy</i>	
metamorphosis	<i>metamorphosis</i>	
phenomenon	<i>phenomenon</i>	
catastrophe	<i>catastrophe</i>	
asphyxiate	<i>asphyxiate</i>	

PREFIX MULTI-

Understanding the Prefix "Multi-"

The prefix "multi-" means many or more than one.

Examples:

- **Multicultural:** Involving many cultures.
- **Multinational:** Operating in many countries.
- **Multitask:** To do several tasks at the same time.



Matching Match the words below to their meanings.

1) multicultural

2) multilingual

3) multitask

4) multinational

5) multimedia

6) multistory

7) multipurpose

☐ A building with many floors.

☐ Able to speak many languages.

☐ Designed for many uses.

☐ Involving many cultures.

☐ Different forms of media.

☐ Do several tasks at once.

☐ Operates in many countries.

Write

Write the appropriate word to complete each sentence.

multicoloured

multivitamin

multifaceted

multilevel

multitask

1) The artist created a _____ mural using many different colors.

2) The shopping mall is a _____ building with several floors.

3) She takes a _____ every morning to support her health.

4) The athlete joined a _____ competition that included swimming and cycling.

5) The company's success came from its _____ approach to customer service.

6) Customers can contact the business through a _____ support system.

COMPLEX SENTENCES WITH PREPOSITIONAL CLAUSES**What Are Complex Sentences with Prepositional Phrases?**

A **complex sentence** contains at least one **independent clause** and one **dependent clause**.

A **prepositional phrase** begins with a preposition (such as *in, on, under, beside, near, through, or between*) and gives additional information about time, place, or direction.

Example:

The dog rested under the large oak tree while the children played nearby.

- **Independent clause:** The dog rested.
- **Dependent clause:** while the children played nearby.
- **Prepositional phrase:** under the large oak tree.

Write

Combine the sentences into one complex sentence.

Daniel felt more confident to give a speech. He stood beside the podium.

The team reviewed the evidence. The presentation in the library was crowded.

Search

Underline the prepositional clauses in the paragraph.

Last weekend, Sofia and her cousin Marco visited a science museum. When they entered the building, they noticed a giant dinosaur skeleton near the entrance. Excited by what they saw, they hurried through the exhibit hall to explore more displays. While walking around the museum, they stopped to examine a model rocket inside a glass case. Marco read information on the display board, while Sofia looked at the planets hanging from the ceiling. Later, they attended a demonstration in the technology room. The presenter showed robots moving across the floor and completing tasks with great precision. Before leaving, they visited the gift shop at the front of the museum. They bought souvenirs and sat on a bench outside the building. As they traveled home, they talked about everything they had learned during their visit and looked forward to another adventure at the museum.

COMPOUND-COMPLEX SENTENCES

A **compound-complex sentence** contains at least two independent clauses and one dependent clause.

Examples:

- ✓ Although she practiced every day, she felt nervous, but she performed well.
- ✓ Because she studied hard, Mia passed the test, and her parents were proud.



Write each given sentence into a compound-complex sentence.

1) The students did their project, and they presented it to the class.

2) The dog barked loudly, and the cat meowed.

3) We arrived at the station, so we boarded the train.

Completion

Complete the sentences to form a compound-complex sentence.

1) After the final bell rang,

2) Although the road was slippery,

3) The coach gave instructions,

4) While the audience waited,

5) Even though she was tired,

6) When the museum opened,

7) Before the concert began,

WORD SEARCH**Word Search**

Make your own word search using the vocabulary words below.

multifaceted	multifarious	multilingual	multiplicity	multicellular
physicist	spherical	euphemism	sycophant	periphery
multilateral	multidimensional	multipronged	multidisciplinary	multiform
philanth	metamorphosis	phenomenon	catastrophe	asphyxiate

PREVIEW

Week 7 – Fluency Readings

Read

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

	Sentence	Slow	Medium	Fast
1)	The bilingual guide welcomed visitors from all countries, and his clear explanations helped everyone understand the tour.	☐ Slow	☐ Medium	☐ Fast
2)	After years of research, the team's metamorphosis of the old building into a modern space for students and scientists was complete.	☐ Slow	☐ Medium	☐ Fast
3)	During the project, the team used a multidisciplinary approach, combining ideas from science, math, and technology.	☐ Slow	☐ Medium	☐ Fast
4)	Through philanthropy, the organization provided books, supplies, and scholarships to local students.	☐ Slow	☐ Medium	☐ Fast
5)	The detective investigated a strange phenomenon that had puzzled the town for many years.	☐ Slow	☐ Medium	☐ Fast
6)	The doctor treated a patient who nearly asphyxiated after being trapped in a smoke-filled room.	☐ Slow	☐ Medium	☐ Fast
7)	The students learned about the spherical shape of planets and how they move through space.	☐ Slow	☐ Medium	☐ Fast

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 an appropriate prepositional phrase to complete the sentence.

- 1) The children played _____ after school.
- 2) The lost keys were found _____.
- 3) The hikers rested _____ after the long climb.

Identify

Underline the dependent clause once and the independent clauses twice.

- 1) Although the lights went out, the audience remained calm, and the show continued.
- 2) When the bell rang, the students packed their bags, and they headed home.
- 3) Because the trail was steep, the hikers walked carefully, but they reached the top safely.

Week 8 - Vocabulary List

vindictive	corroborative	prohibitive	lucrative	imperative
scintillating	omniscient	rescind	conscience	conscientious
exhaustive	retrospective	speculative	diminutive	subversive
plebiscite	fascism	discernment	neuroscientist	oscillate

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

Answer	Description
vindictive	A) Looking back on past events
corroborative	B) Proving everything
prohibitive	C) Back and forth repeatedly
lucrative	D) Based on opinion rather than facts
imperative	E) An automatic control system
scintillating	F) A decision by the law
omniscient	G) Careful, respectful and listening
rescind	H) Very small in size
conscience	I) Providing supporting evidence
conscientious	J) To officially cancel or withdraw
exhaustive	K) Seeking revenge
retrospective	L) A scientist who studies the brain
speculative	M) Extremely important or necessary
diminutive	N) Thorough and complete
subversive	O) Preventing or restricting something
plebiscite	P) Inner sense of right and wrong
fascism	Q) Producing a large profit
discernment	R) Intended to weaken authority
neuroscientist	S) Brilliantly lively or exciting
oscillate	T) Good judgment and insight

SUFFIX -IVE



The suffix "-ive" forms adjectives that describe a quality, tendency, or characteristic.

Examples:

- **Creative** – having the ability to create new ideas.
- **Protective** – providing protection or safety.
- **Active** – engaging in action or movement.

Complete Use the appropriate word to complete each sentence.

1) The scientist _____ submit projects on time.	A) lucrative
2) The _____ investigation.	B) imperative
3) The witness provided _____ evidence.	C) exhaustive
4) The business is _____.	D) speculative
5) An online business _____ a _____ to earn money.	E) subversive
6) His comments were _____ about his friend.	F) vindictive
7) The novel contained _____ ideas.	G) corroborative
8) The student remained _____ detective.	H) creative
9) The inventor was _____ and built a new _____.	I) effective
10) Her friends were _____ during a difficult time.	J) supportive

Write Use the words below in a sentence.

exhaustive	
lucrative	
imperative	
vindictive	
impressive	
detective	
speculative	

SENTENCE VARIETY FOR EFFECTIVE WRITING

Using a variety of sentence types makes writing more interesting and engaging. Writers can use **simple**, **compound**, **complex**, and **compound-complex** sentences to add detail, emphasize ideas, and improve the flow of their writing.

Examples:

- **Simple:** The storm ended.
- **Compound:** The storm ended, and the sun appeared.
- **Complex:** After the storm ended, the sun appeared.
- **Compound-Complex:** After the storm ended, the sun appeared, and the children went outside.



Identify the type of sentence. Write S (Simple), C (Compound), CX (Complex), or CC (Compound-Complex).

- | | |
|---|--|
| 1) The students finished the project on time. | |
| 2) Because the students finished their project on time, | |
| 3) The students completed the project and presented it to the class. | |
| 4) We stayed indoors because the road was closed. | |
| 5) After the movie ended, we went for a walk, but the theater was closed. | |
| 6) She studied for the test, and she passed with a perfect score. | |
| 7) The movie ended, so we left the theater. | |
| 8) The teacher explained the lesson, and the students took notes. | |
| 9) After the concert ended, the audience applauded loudly. | |
| 10) The chef prepared the meal, and the guests enjoyed every bite. | |

Write

Write one original sentence for each sentence type below. Make sure each sentence follows the correct structure.

Simple	
Compound	
Complex	
Compound-Complex	

REVISING WRITING USING SENTENCE VARIETY

Using different sentence types makes writing more interesting and effective. Writers can combine **simple, compound, complex, and compound-complex sentences** to improve flow, add detail, and keep readers engaged. Revising for sentence variety helps avoid repetition and makes ideas clearer.

Examples:

- **Simple:** Emma visited the museum.
- **Compound:** Emma visited the museum, and she explored the exhibits.
- **Complex:** Because Emma enjoyed science, she visited the museum.
- **Compound-complex:** Because Emma enjoyed science, she visited the museum, and she explored the exhibits.

Write

Write a paragraph about Emma's visit to the museum. Your paragraph should include at least one simple sentence, one compound sentence, and one complex sentence.

Emma visited the science museum with her family. She was excited to learn new things. She explored the exhibits. She learned a lot about robotics. The presentation was interesting. She took notes for her project. She bought a small souvenir before leaving. She shared what she learned with her family.

CROSSWORD PUZZLE**Crossword**

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

**Across**

- 5. Knowing everything.
- 9. Highly profitable.
- 10. Seeking revenge.

Down

- 1. Thorough and complete.
- 2. Very small.
- 3. Sense of right and wrong.
- 4. Supporting evidence.
- 6. Move back and forth.
- 7. Very important.
- 8. Cancel officially.

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)	The scientist delivered a scintillating presentation about the human brain, and the audience was engaged from beginning to end.	Witch	Opera Singer
2)	During the council, members gathered at the community hall and collectively considered the issue before reaching a unanimous decision.	Robot	Alien
3)	Using excellent discernment, the detective examined the evidence thoroughly and reached a decision that everyone respected.	Cowboy	Detective
4)	The leader became vindictive after losing the debate, and he spent weeks trying to discredit his opponents.	Stranger	Zombie
5)	During a retrospective meeting, the team reflected on past achievements and discussed ways to improve future projects.	Old Wise Man	Villain
6)	The company earned lucrative profits after launching its new product, which quickly became popular across the country.	British Aristocrat	News Anchor
7)	The scientist watched the pendulum oscillate steadily from side to side while recording observations for the experiment.	Valley Girl	Announcer

Name: _____

69

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)			

Write

Convert the given sentence into a different sentence type.

1) The students finished their assignment. (Rewrite it as a simple sentence.)

2) The rain stopped, and the sun appeared. (Rewrite it as a complex sentence.)

Identify

Identify whether the sentence is Simple, Compound, Complex, or Compound-Complex.

Sentence	Type
1) Although the weather was cold, the players continued the game, and the fans cheered loudly.	
2) The scientist completed the experiment, and she recorded the results carefully.	

Week 29 - Vocabulary List

Think Underline the prefix mono- and circle the words ending in -air.

retrospective	retroactive	retrograde	retrogress	retrofit
euphemism	sleuth	heuristic	pneumatic	aneurysm
retroview	retrorocket	retraction	retrospect	retroflex
eulogy	grandeur	maneuver	eulogy	eucalyptus

Instructions Fill in the blanks using the vocabulary list above.

1)	Looking back at her past career, she decided to write a detailed _____.
2)	The engineer suggested a _____ to improve the old building's safety.
3)	The spacecraft relied on _____ technology for propulsion.
4)	Scientists study how a _____ affects living cells.
5)	The historian described the empire's former _____ and influence.
6)	The detective, acting as a skilled _____, solved the case very quickly.
7)	The pilot performed a careful _____ before the landing.
8)	The company used a _____ method to solve the problem.
9)	The scientist observed a _____ cell under the microscope.
10)	The inventor launched a model _____ during the science fair.
11)	The student delivered a heartfelt _____ for the retiring teacher.
12)	The engineer suggested a _____ for the old building.

USPHEMEMH	ITVOERTCEAR	TRETSPOCE	LEGYUD	NRSAEUYM

PREFIX RETRO-

The prefix **retro-** means "backward," "back in time," or "related to the past." It is added to words to show a connection to earlier times, styles, or actions that move backward.

For example, in the word **retrospect**, "retro-" means "looking back," so a retrospect is a review of past events.

Match Match the words to its definition by writing the letter beside the term.

Answer	Word with Prefix	Meaning or Description
	retrofit	A) To add modern features to an older system
	retrograde	B) The act of bending or turning backward
	retrovirus	C) A virus that copies its genetic material backward
	retrograde	D) To give land or authority to a previous owner
	retrospect	E) To look back at past events
	retroreflection	F) A fast design inspired by the past
	retrospection	G) A surface that reflects light back to its source
	retrocession	H) Taking effect on an earlier date
	retrostyle	I) Careful reflection or contemplation
	retroreflector	J) Moving backward or declining

Write Use the following words in sentences.

Word with Prefix	Sentence
retrograde	_____
retrovirus	_____
retrospection	_____

COLONS IN FORMAL LETTERS AND SCRIPT DIALOGUE

In formal letters and memes, a colon is often used after the salutation to create a formal tone.

Example:

Dear Mr. Smith:

Thank you for your inquiry.

In scripts, a colon follows a character's name to show who is speaking.

Example:

Anna: Did you finish your homework?

Ben: Yes, I did.

Anna: Great! Let's go outside.



Match each "Salutation" with its appropriate "Closing Statement".

Memo Salutations	Closing Statements
To: School Principal	A. Warm regards, Ms. Tan (Volunteer Coordinator)
To: All Grade 6 Students	B. Yours faithfully, Mr. Green (Library Head)
To: P.E. Department	C. Respectfully, Mr. White (Head of Sports Events)
To: School Librarian	D. Best wishes, Mr. Brown (Superintendent)
To: Parent Volunteers	E. Thank you, Mrs. Black (Class Representative)

Script

Convert the prose into a dialogue format using colons. Indicate when a new speaker is talking.

Anna was curious about the delicious looking pie on the table. She asked Ben if it was dangerous to eat because she had once had an allergic reaction to a similar flavour. Ben mentioned that it was his nephew's favourite. Anna, feeling envious, decided to continue her conversation about pies and discuss the virtue of homemade recipes versus store-bought ones.

Anna: I'm curious about this delicious looking pie. Is it dangerous to eat? I remember I once had an allergic reaction to a similar flavour.

SEMICOLONS BETWEEN INDEPENDENT CLAUSES

A **semicolon** is a punctuation mark that can be used to separate two independent clauses that are closely related in thought but could stand on their own as separate sentences.

Examples:

- The weather is cold; remember to wear your coat.
- I have a big test tomorrow; I can't go out tonight.



Identify the sentence with a semicolon used properly in the sentences below?

Sentences	Correct	Incorrect
1) The project was completed; and the team succeeded.	Correct	Incorrect
2) Because the test was difficult; the students studied hard.	Correct	Incorrect
3) The debate ended; both sides argued their new.	Correct	Incorrect
4) The evidence was clear; the jury reached a verdict.	Correct	Incorrect
5) Although she was tired; she finished her assignment.	Correct	Incorrect
6) The museum was crowded; we still enjoyed the tour.	Correct	Incorrect
7) We stayed indoors; because of the storm.	Incorrect	Incorrect
8) He enjoys science; it is his favourite subject.	Incorrect	Incorrect
9) The meeting was productive; several ideas were approved.	Correct	Incorrect
10) Since the library was closed; we studied online.	Correct	Incorrect

Write The sentences below use semi-colons incorrectly. Write a new version that is correct.

Incorrect	The speech was inspiring; because it shared real experiences.
Correct	

Incorrect	Although the road was busy; we arrived on time.
Correct	

WORD SEARCH**Word Search**

Make your own word search using the vocabulary words below

retrospective	retroactive	retrograde	retrogress	retrofit
euphemism	sleuth	haunatic	pneumatic	aneurysm
retro	retrorocket	retroaction	retrospect	retroflex
eulogy	grandeur	maneuver	eulogy	eucalyptus

PREVIEW

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)	The scientist examined a eukaryotic cell. It had a nucleus and other specialized parts.				
2)	The detective worked as a forensic investigator. He carefully followed the clues to solve the case.				
3)	The engineer designed a pneumatic system that used compressed air to power the machinery. The system improved efficiency and safety.				
4)	Through retrospective analysis, the researchers reviewed past data to identify patterns. Their findings helped improve future studies.				
5)	The pilot performed a precise maneuver during the air show. The crowd applauded the aircraft's sharp turn and smooth landing.				
6)	The company used a heuristic approach to solve the problem. Employees relied on experience and trial-and-error methods.				

Week 29 - 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)	

Write

Write a memo to your classmate for notes on the last class you missed.

To: _____
From: _____
Date: _____
Subject: _____

Script

Continue the dialogue below, ensuring you use the correct punctuation.

Jessica: Have you finished researching sources for our climate change presentation?
Mark: _____
Jessica: _____
Mark: _____
Jessica: _____
Mark: _____

Week 30 - Vocabulary List

Think Underline the suffix *-ate* and circle the words with the letter blend *ce*.

obliterate	corroborate	vindicate	capitulate	exacerbate
coerce	canoe	subpoena	anomalousness	amnesia
dissentiate	equivocate	pontificate	reverberate	orchestrate
coerce	coeducation	topplate	thrope	toehold

Match Match the words to their definitions by writing the letter beside the term.

Answer	Word	Meaning or Description
		A) To support with evidence
	corroborate	B) To make completely
	vindicate	C) To make worse
	capitulate	D) To give up
	exacerbate	E) To make a problem worse

Pictionary

With a partner, draw a picture representing the word. Take turns drawing and guessing for 6 rounds. Write the word in the space below the drawing.

SUFFIX -ATE

The suffix **-ate** is often added to words to form verbs, meaning to cause, make, become, or perform an action.

Examples:

- **Corroborate** – to support with evidence
- **Vindicate** – to clear from blame
- **Disseminate** – to spread widely
- **Exacerbate** – to make worse



Identify the words in the passage then match it with its definition.

During the town's environmental awareness campaign, volunteers worked hard to disseminate information about waste disposal and recycling practices. They visited schools, community centers, and local businesses to share educational materials. To corroborate their claims about the benefits of recycling, they presented research data collected from neighboring towns that had successfully reduced waste.

The organizers warned that continued littering could exacerbate pollution problems and harm local wildlife. To ensure the campaign ran smoothly, a project coordinator helped orchestrate a series of clean-up drives and public events throughout the month. Although some critics questioned the effectiveness of the campaign, the overwhelming support and participation from the community helped vindicate the organizers and demonstrate the campaign's impact.

A few residents wanted the group to capitulate and reduce the scope of the project, but the dedicated volunteers remained committed to their goals. At the end of the campaign, the success of the project was celebrated with a large gathering, and applause from community members seemed to reverberate through the hall, celebrating the success of their efforts.

-ate words from the passage	Definition
1) corroborate	☐ To support with evidence
2)	☐ To organize and coordinate
3)	☐ To surrender or give in
4)	☐ To spread information widely
5)	☐ To make a problem worse
6)	☐ To echo or resound

ELLIPSIS AND DASHES

Ellipses (...)

- **Omission:** Used to shorten quotes by removing parts.
Example: "To be... that is the question."
- **Pause:** To indicate a break in thought or to build suspense.
Example: "I thought I knew the answer... but I was wrong."

Dashes (—)

- **Omission:** Used to indicate missing information.
Example: "The score was 3— when the game was halted."
- **Pause:** To add extra information or show a sudden change in thought.
Example: "I bought the dress— the red one— for the party."



Think

Insert ellipses (...) and dashes (—) where appropriate.

- 1) I was ready to present my project when the projector stopped working.
- 2) "Education is the most powerful weapon you can use to change the world."
- 3) She was prepared for every question except the last one.
- 4) I thought the debate was over () then another way was suggested.
- 5) The committee reached a decision () after several days.

Write

Write your own sentences using what you've learned about ellipses and dashes.

- 1) Write a sentence using ellipses to show a pause.
- 2) Write a sentence using ellipses to show an omission.
- 3) Write a sentence using a dash to add extra information.
- 4) Write a sentence using a dash to show a sudden change in thought.

EXPRESSION, INTONATION, AND PURPOSE/AUDIENCE

Expression is how a speaker shows feelings when speaking.

Intonation is the rise and fall of the voice.

Good speakers change their expression and intonation depending on their purpose and audience.

Examples

- **Excited:** "We won the championship!"
- **Questioning:** "Are you coming with us?"
- **Serious:** "Please follow the safety instructions."



Identify

Read the sentence. Identify the most appropriate expression or intonation to use. Write the letter in the space provided. Match it with the correct answer.

Answer	Description	Expression
1)	"Congratulations! You did great for the conference."	A. Nervous
2)	"Please remain calm during the presentation."	B. Curious
3)	"How did the experiment go today?"	C. Serious
4)	"I hope I remember everything for tomorrow."	D. Enthusiastic
5)	"Our team can complete this project successfully."	E. Formal
6)	"Welcome to our annual awards ceremony."	F. Informative
7)	"Wow! That performance was amazing!"	G. Confident
8)	"Research papers are due on Friday."	H. Excited
9)	"Will you be joining the field trip next week?"	I. Questioning
10)	"Please be careful when handling the laboratory equipment."	J. Cautious

Write

Write one sentence that matches the given intonation.

Excited	
Curious	
Formal	
Informative	
Enthusiastic	
Cautious	

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		CODE	ANSWER
o a t t e e t e e t		e s t i c a t e t	
t e e e e e e e e t		t e e e e t	
e d d e e t		e e e e e e	
t e e e e t		e e e e e e	
t t t e e e t		e e e e e e e e	
t e e t		t t t e e e e e	
t e e t		t e e e e e e e	
e e e e e e		e e e e e t	
e e e e e e e e e e		e e e e e e	
t e e e t		e e e e e e	

FLUENCY READINGS

Instructions

While reading aloud, your partner will listen carefully and mark any words you misread, skipped, or pronounced incorrectly. Afterward, review and practise reading these words correctly. Switch roles and repeat the activity.

During a school debate, students worked together to corroborate their arguments with relevant evidence. One team hoped to vindicate its position by presenting strong facts and figures. However, some participants began to equivocate, giving unclear answers. Several questions were asked. The audience listened attentively as the speaker attempted to substantiate his claims about environmental issues. While his speech was convincing, it reminded him to support his opinions with proof. Their teacher encouraged them to avoid exaggeration that might exacerbate disagreements and instead foster a respectful discussion. By the end of the event, students realized that effective communication and teamwork help people orchestrate success. Through cooperation, they learned that expressing ideas clearly can strengthen understanding both inside and outside the classroom.

Criteria	Description	
Accuracy	Reads words correctly and clearly	
Expression	Uses tone and emotion appropriately	
Pacing	Reads smoothly without rushing or pausing too much	
Confidence	Maintains steady voice and eye contact	
Overall Fluency	Combines all skills effectively	

Partner's Name: _____

Reader's Name: _____

Total Score: _____ / 25

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

Identify the appropriate expression or idiom that is used when speaking.

Serious	Nervous	Excited	Surprised	Curious
	A student learns that she won first place in a science fair.			
	A teacher explains important safety rules before a laboratory activity.			
	A student asks how a machine works during a science fair.			
	A student presents a project to the class.			
	A speaker welcomes guests to an awards ceremony.			

Think

Insert either ellipses (...) or dashes (—) where appropriate.

- 1) I thought she was coming to the party, but ()
- 2) My favourite fruits are apples () and sometimes oranges.
- 3) He said he'd be here at 5 () I haven't seen him yet.

ORAL COMMUNICATION UNIT

Misheard: Building Better Conversations Through Listening

Learning Outcome

What are we learning more about?

To evaluate common listening problems and apply effective listening skills, including paraphrasing, asking open-ended questions, and giving relevant responses, to improve understanding and communication.

Materials

What do we need for our activity?

- ✓ Short conversations with examples of ineffective listening
- ✓ Listening Skills Worksheet
- ✓ Pen or pencil
- ✓ Open classroom space for role-play



Instructions

How do we complete the activity?

- 1) Form small groups of three to four students. Each group will be given a scenario from the teacher.
- 2) Read and analyze the conversation carefully. Identify how the listener misunderstands, ignores, or incorrectly responds to the speaker.
- 3) Discuss the listening problem and explain how it affects the meaning and flow of the conversation.
- 4) Rewrite the conversation by using effective listening skills such as paraphrasing, asking open-ended questions, and giving relevant responses.
- 5) Practise the improved conversation and make sure each response clearly shows active and careful listening.
- 6) Act out both the misheard version and the improved version for the class.
- 7) Compare the two versions and discuss how effective listening strategies improved understanding and communication.

Scenario

Cut out the scenario cards below. Each group selects one scenario to analyze, rewrite, and perform.

Scenario Card 1 – Group Project

Speaker: "I'm honestly worried about our group project because we still haven't completed the research, and we need enough time to organize our information before the presentation."

Listener: "You're worrying too much. We always manage to finish our work somehow, so I don't see why this is suddenly a serious problem."

Speaker: "The deadline is tomorrow, and I feel like we're rushing through important parts of the project."

Listener: "Just stop making everything seem more difficult than it actually is."

Scenario Card 2 – Presentation Idea

Speaker: "I've been thinking about our presentation, and I believe we should consider a different approach. Our current idea may not clearly communicate our main message."

Listener: "No, we've already discussed this. My idea works perfectly fine and changing it now would create more problems."

Speaker: "I understand, but I want to explore a solution that might make the presentation more engaging."

Listener: "There's really no point. We've already made our decision, so let's just move on."

Scenario Card 3 – Missed Practice

Speaker: "I couldn't attend practice yesterday because my car broke down and I had to help my family with an important matter."

Listener: "You always have an explanation. If you really cared about the team, you would have found a way to attend practice."

Speaker: "That's not fair. I wanted to be there, but the situation was beyond my control."

Listener: "It doesn't matter what happened. The only thing I know is that you weren't there when the team needed you."

Scenario Card 4 – Classroom Idea

Speaker: "I've been thinking about our class activity, and I have an idea that might make it more interactive and encourage more students to participate."

Listener: "That already sounds complicated. We don't need to change the activity when the original plan is easier for everyone."

Speaker: "But I haven't even explained how my idea would work or what students would need to do."

Listener: "I don't need the full explanation. We should just keep the original plan and avoid unnecessary problems."

**Listening
Analysis
Sheet**

Read your assigned conversation scenario carefully. Analyze the listener's responses, identify the listening problems, and rewrite the conversation using effective listening skills.

1) What is the speaker trying to communicate?

2) What did the listener do incorrectly? Check all that apply.

☐ Ignored speaker's main idea

☐ Dismissed the speaker's feelings or ideas

☐ Interrupted

☐ Gave an irrelevant response

☐ Made assumptions

☐ Failed to ask for clarification

3) Explain how the listener's response affected the conversation.

4) Restate the speaker's main idea in your own words.

5) Write a question that encourages the speaker to explain further.

6) Write a thoughtful response that directly connects to the speaker's ideas.

Rewrite

Rewrite the conversation to show effective listening. Include paraphrasing, an open-ended question, and a relevant response.

Speaker	
Listener	
Speaker	
Listener	
Speaker	
Listener	

Compare

Compare the original conversation with the rewritten version.

1) How did the improved listener demonstrate better listening?

2) Which listening strategy was most effective? Why?

3) How did effective listening change the direction of the conversation?

Activity: Listen, Remember, and Paraphrase**Learning Outcome**

What are we learning more about?

To develop students' effective listening and comprehension skills by identifying key ideas, recalling important information, and paraphrasing an oral text clearly using their own words.

Materials

What do we need for our activity?

- ✓ Listening paper
- ✓ Pen or pencil
- ✓ Timer or stopwatch
- ✓ Open space for individual speaking

**Instructions**

How do we complete this activity?

- 1) Listen carefully as the teacher reads a short paragraph on an issue relevant to Grade 9 students.
- 2) The teacher will read the paragraph twice. Do not write, use a phone, or talk while the paragraph is being read.
- 3) Focus on remembering the main idea, important details, and the overall message during both readings.
- 4) After the second reading, use the preparation sheet to write brief notes and organize the ideas you remember.
- 5) Prepare to paraphrase the paragraph using your own words. Avoid memorizing or repeating the exact sentences from the original text.
- 6) One by one, speak in front of the class for one minute. Paraphrase the paragraph and briefly explain your understanding of the issue.
- 7) Listen respectfully to each speaker and reflect on how different students communicated the same main ideas in their own words.

**Listening
Paragraphs**

The teacher will select and read one listening paragraph aloud twice. Listen carefully without taking notes. After the second reading, begin writing your paraphrase using your own words.

Paragraph 1 – Teenagers and Community Decisions

Teenagers are often affected by decisions made in their schools and communities, yet their opinions are not always included in discussions. Decisions about public spaces, transportation, recreation programs, environmental projects, and school policies can directly influence young people's daily lives. Some adults may believe that teenagers lack enough experience to contribute to important decisions. However, young people can offer perspective that adults may not immediately recognize. For example, teenagers may understand the challenges students face when using public transportation, finding safe places to hang out, or participating in activities after school. Including youth voices does not mean that teenagers should make every final decision. Instead, it means giving them meaningful opportunities to share their opinions, ask questions, and suggest possible solutions. Student councils, focus groups, surveys, and community meetings can provide spaces for young people to participate. Teenagers also have a responsibility to communicate their thoughts clearly. Simply complaining about an issue may not lead to change. Students can explain the problem, listen to other perspectives, and support their suggestions with evidence. When adults and young people communicate effectively, they can find solutions that better reflect the needs of the entire community. Teenagers are part of the future because they are already members of their communities. Their voices can contribute valuable input when they are prepared to listen, participate, and communicate responsibly.

Listening Paragraph 2 – The Importance of Learning from Failure

Failure is often viewed as something negative, especially when it comes to grades or expectations. Receiving a low mark, losing a competition, or making a mistake during a presentation can feel disappointing. Some students avoid challenging activities because they are afraid of failing. However, failure can provide valuable information. A mistake can show a student which skills need improvement, or which strategies are not working. For example, performing poorly on a test may reveal that simply rereading notes is not an effective study method. The student can then try practice questions, create summaries, or ask for clarification. Learning from failure requires reflection. Instead of only focusing on the disappointing result, students can examine what happened and decide what they could do differently. This does not mean that failure is always easy or enjoyable. People may need time to manage frustration before they are ready to move forward. Support from teachers, classmates, and family members can also help. Success is rarely a completely smooth process. Many achievements involve mistakes, revisions, and repeated attempts. Students who learn to respond constructively to setbacks may become more confident when facing future challenges. Failure does not automatically determine a person's ability. What often matters is how the person understands the experience and uses it to make a better decision next time.

Activity: Discussion Echo

Learning Outcome

What are we learning more about?

To strengthen students' presentation skills by using constructive peer feedback to improve their communication. This activity develops students' public speaking, critical listening, presentation delivery, and self-reflection skills while preparing them for formal presentations.

Materials

What do we need for our activity?

- ✓ Discussion topic
- ✓ Timer or stopwatch
- ✓ "ECHO!" cue
- ✓ Open classroom space for discussions



Instructions

How do we do this?

- 1) Divide the class into groups of 5 or 6 students numbered student 1 to 6. Have each group arrange themselves in a circle so everyone can hear and respond to each speaker.
- 2) Each group chooses or receives a Grade 9 discussion topic. Each student takes a moment to think about their opinion and the ideas they have about the topic.
- 3) Take turns sharing opinions, reasons, and relevant examples about the topic. Listen carefully to every speaker because anyone may be selected for the "ECHO!" challenge.
- 4) Listen for the "ECHO!" Cue. At any point during the discussion, the teacher will suddenly call "ECHO!" and a number from 1 to 6. The discussion must immediately pause.
- 5) The student in each group who corresponds with the number called restates the previous speaker's main idea using their own words. Keep the original meaning accurate.
- 6) The previous speaker listens to the paraphrase and confirms whether their idea was understood correctly. If the meaning is unclear or inaccurate, the selected student listens to the clarification and improves the paraphrase.
- 7) Resume the discussion after the paraphrase is confirmed. The teacher will repeat the "ECHO!" challenge at unexpected times, so remain attentive and actively listen throughout the activity.

Topic Cards Choose one discussion topic from the list.

Is learning from mistakes more valuable than avoiding failure?

What makes a person trustworthy?

Should students be encouraged to take more academic risks?

How can young people handle disagreements respectfully?

Is independence an important part of growing up?

What responsibilities come with being a teenager?

Can competition improve a person's performance?

Why do people sometimes find it difficult to admit mistakes?

Is being a good listener as important as being a good speaker?

What makes someone feel included in a group?

Can first impressions affect how we treat others?

Why is it important to consider different perspectives?

Does working under pressure improve or weaken performance?

How can misunderstandings affect relationships?

Why do people sometimes follow the opinions of a group?

What makes a conversation meaningful?

Should people always speak up when they disagree?

How does responsibility change as people grow older?

Why is giving constructive feedback important?

Reflection

Answer the questions below.

1) How did the "EC+OF" challenge affect the way you listened during the discussion?

2) What was most challenging about paraphrasing another speaker's idea?

3) How did paraphrasing help you understand classmates' ideas more clearly?

4) What strategies helped you remember the previous discussion's main point?

5) How can careful listening and paraphrasing improve real-life conversations and group discussions?

PREVIEW

Activity: Listening Relay

Learning Outcome

What are we learning more about?

To develop students' effective listening skills by accurately understanding, recalling, and paraphrasing oral information as a message is passed from one listener to another.

Materials

What do we need for our activity?

- ✓ Great news! - provided
- ✓ Timer or stopwatch
- ✓ Pen or pencil
- ✓ Open classroom



Instructions

How do we complete this?

- 1) Divide the class into groups of 4-5 students. Each team forms a circle and decides the order of the listeners.
- 2) The teacher takes the first member of each team and reads the message twice to this group. Taking notes or viewing the message is allowed.
- 3) The first listener returns to each team and quietly paraphrases the message to the next student using their own words, like when you play broken telephone.
- 4) The next student listens carefully, remembers the important ideas, and paraphrases their understanding to the following student.
- 5) Repeat the listening and paraphrasing process until the message reaches the final listener. Students may not repeat or request the message again.
- 6) The final listener shares the team's understanding of the message with the class. Other team members may not interrupt or provide corrections.
- 7) Listen as the teacher rereads the original message. Compare both versions and identify details that were retained, changed, misunderstood, or omitted.

Message Card

Cut out the cards below.

Message Card 1 – School Recycling Project

The student council plans to launch a school recycling project next Monday. Each classroom will receive separate bins for paper and plastic. Grade 9 students will also create posters explaining proper waste sorting. The council hopes the project will reduce unnecessary waste and encourage responsible habits throughout the school.

Message Card 2 – Community Clean-Up

A community clean-up will take place on Saturday morning at Riverside Park. Student volunteers will be asked to bring reusable water bottles. Gloves and garbage bags will be provided by the organizers. The activity aims to remove litter and encourage respect for natural and public spaces.

Message Card 3 – Digital Wellness

The school will hold Digital Wellness Week during the second week of October. Students will participate in activities about digital communication, and responsible technology use. On Friday, each class will create a digital wellness pledge containing three realistic habits that students can practice daily.

Message Card 4 – Library Schedule Change

Beginning next month, the school library will remain open every Tuesday and Thursday. Students may use the additional time for independent reading or group projects. However, group discussions must take place in the designated area to avoid disturbing independent readers.

Message Card 5 – Student Leadership Workshop

Grade 9 students are invited to attend a student leadership workshop next Wednesday afternoon. The session will focus on communication, decision-making, and conflict resolution. Students interested in participating must register with their homeroom teacher by Monday and prepare one question about effective leadership.

Message Card 6 – New Phone Policy

Starting next week, students must keep their phones stored during instructional time unless a teacher allows them for a learning activity. Phones may still be used during lunch and designated breaks. The school introduced the policy to reduce distractions while encouraging students to use technology more responsibly.

Reflection

Answer the questions below.

1) What details were easiest for you to remember from the message? Why?

2) What did you experience when paraphrasing the message in your own words?

3) How did careful listening affect the message you passed?

4) How did the final message differ from the original message?

5) What listening strategy could help you communicate oral information more accurately next time?

PREVIEW

Listening Activity: Clue Catchers

Objective What are we learning more about?

To develop students' listening comprehension by identifying important clues, selecting relevant evidence, and using information heard to solve a mystery and support a conclusion.

Materials What do we need for our activity?

- ✓ Clue Catcher Worksheets - provided
- ✓ Clue Catcher Audio
- ✓ Pen or pencil



Instructions How do we do this activity?

- 1) Give each student a Clue Catcher's Worksheet that they will listen to a mystery and independently use the details they hear to determine what happened.
- 2) Read the selected mystery aloud once at a class meeting. Students must listen carefully and focus on the situation, people involved, and details. No note-taking is allowed.
- 3) Read the same mystery aloud a second time. Encourage students to look for specific clues and evidence that may help explain the situation. Students must not write.
- 4) After the second reading, allow students to write three important clues they remember on their worksheets. Each clue should be directly connected to the mystery.
- 5) Students review their three clues and select the one they believe provides the strongest evidence. They explain why the clue is important to understanding the mystery.
- 6) Students independently decide what they think happened. They write their conclusion and use the clues they heard to support their answer.
- 7) Invite selected students to share their solutions and explain the evidence that influenced their thinking. Allow the class to listen to different interpretations.
- 8) Read the Teacher's Intended Solution aloud. Students compare it with their own conclusion and reflect on how careful listening, and relevant evidence helped them understand the mystery.

Example

Read the mystery and answer the questions below.

Mystery: The Missing Debate Notes

On Friday morning, a Grade 9 debate team arrived in class and discovered that their debate notes were missing from the teacher's desk. The notes had been placed inside a blue folder the previous afternoon.

The classroom door had remained locked overnight, and nothing else was missing. One student noticed several blue folders on a shelf beside the teacher's desk. Earlier that morning, the teacher had asked a student volunteer to organize the classroom materials before class.

When the student checked the shelf, they found their debate notes inside one of the blue folders. The notes had been placed with the other classroom materials.

Teacher's Hint:

The debate notes were never stolen or lost. The student volunteer accidentally placed the blue folder on the shelf while organizing the classroom materials.

1) Catch the Clues: After reading the story twice, write three important clues you remember.

Clue #1: The classroom was locked overnight.

Clue #2: Several blue folders were on the shelf.

Clue #3: A student volunteer organized the classroom materials.

2) Which clue helped you understand the mystery the best? Explain why.

Strongest Clue:

A student volunteer organized the classroom materials.

Why is it important?

It explains how the folder may have been accidentally moved.

3) What do you think happened? Use the clues you heard to support your answer.

The student volunteer mistakenly placed the debate notes on the shelf with the other classroom materials while organizing the room.

**Teacher
Passages**

Read each mystery aloud twice. Reveal the intended solution only after students have identified the clues and solved the mystery.

Mystery: The Changed Presentation

On Monday morning, a Grade 9 group opened their presentation and discovered that several slides had been changed. Two images were missing, the conclusion had been shortened, and a new chart appeared on the final slide.

The group immediately suspected Ethan because he had disagreed with the conclusion during their last meeting. However, Ethan had left the shared document before 7:00 p.m. and said he had not opened it again.

Maya remembered working on the presentation later that evening. She used a school tablet because her laptop battery had died. During class, the group checked the document. It showed that changes were made at 9:15 p.m. using Maya's account. She had finished editing before 8:30 p.m.

The teacher then asked if anyone had signed out of the school tablet. Maya paused and admitted she had not. Another student mentioned that the tablet had been returned to the library, where several students were still working that evening.

Teacher's Intended Solution

The evidence suggests that someone used the school tablet while Maya's account was still signed in. Ethan would not be suspected based only on his earlier disagreement.

Mystery: The Missing Fundraising Money

After a successful school fundraiser, the student committee went to the classroom to count the money they had collected. Two students counted the coins while another recorded the amounts on a counting sheet. Before leaving, the treasurer announced that they had raised a total of \$840. The money was placed in an envelope and stored in the teacher's locked cabinet overnight.

The next morning, the student treasurer opened the envelope and counted the money again. To everyone's surprise, the total was only \$800. Some students immediately suspected a volunteer who had stayed late after the fundraiser and began questioning whether someone had taken the missing \$40.

Before making any accusations, the teacher reviewed the original counting sheet. She noticed that twenty \$2 coins had been recorded as twenty \$4 coins. The calculator used by the committee was still on the desk and displayed their original total of \$840.

The teacher asked the students to carefully review the counting sheet and calculate the value of the coins again. She reminded them that conclusions should be based on evidence rather than suspicion.

Teacher's Intended Solution

The money was not stolen. The committee made a \$40 counting error by incorrectly recording twenty \$2 coins as twenty \$4 coins.

Analysis Sheet

Cut out the analysis sheets below.

Mystery Title: _____

1) Catch the Clues: After listening to the mystery twice, write three important clues you remember.

Clue #1

Clue #2

Clue #3

2) Which clue helped you understand the mystery the most? Explain why.

Strongest Clue

Why is it
important?

3) What do you think happened? Use the clues you heard to support your answer.

Mystery Title: _____

1) Catch the Clues: After listening to the mystery twice, write three important clues you remember.

Clue #1

Clue #2

Clue #3

2) Which clue helped you understand the mystery the most? Explain why.

Strongest Clue

Why is it
important?

3) What do you think happened? Use the clues you heard to support your answer.

Activity: Listen, Imagine, and Draw

Objective

What are we learning more about?

To develop students' listening comprehension by identifying important oral details, following spoken instructions, and seeking clarification to create an accurate visual representation of a story.

Materials

What do we need for our activity?

- ✓ Drawing Sheet - provided
- ✓ Pencil and Colours

**Instructions**

How do we create the drawing?

- 1) Give each student a drawing sheet and a pencil. They will create an illustration based only on a story read aloud by the teacher.
- 2) Tell students that the whole class has only three chances to ask for clarification. Students must raise their hands to request that one unclear detail be clarified.
- 3) Read *The Forgotten Garden* aloud slowly and clearly. Students must listen for the setting, objects, numbers, and positions described in the story.
- 4) As the story is read, students independently follow the oral drawing instructions and add each detail to their drawing sheet.
- 5) Allow students to request clarification when needed. Remind the class that once all three chances have been used, they must rely on careful listening for the remaining details.
- 6) After the story ends, give students time to finish their illustrations. They may add colour but should keep the important details and positions described in the story.
- 7) Reread the story and allow students to check their drawings. Display selected illustrations and discuss how listening carefully and seeking clarification affected their understanding.

The Forgotten Garden

One quiet afternoon, Maya discovered a small brass key inside an old wooden box. Curious about what it opened, she followed a narrow stone path behind her grandmother's house and found an abandoned garden hidden behind tall bushes. As Maya entered the garden, she saw a large stone fountain standing in the centre. Draw a tall circular fountain near the middle of your paper and add a small stone bird statue.

A narrow stone path led to the fountain. Draw a curved stone path beginning at the bottom left and ending in front of the fountain. Add five visible stones along the path. To the left of the path, Maya noticed a large leafless tree. Draw a tall leafless tree to the left of the fountain. Give it five long branches and place three small birds on the highest branch.

An old wooden swing hung from a low branch. Draw a swing with two ropes and a rectangular wooden seat hanging from the right side of the garden. To the right of the fountain stood a weathered wooden bench. Draw a bench on the right side of the fountain. Place a closed book on the left side of the bench and a small round object on the right.

Beside the bench was an old lantern. Draw a round lantern hanging to the right of the bench and add a small handle on top. At the end of the garden stood a high brick wall covered with climbing plants. Draw a tall brick wall in the background and add long vines climbing towards the top.

In the centre of the wall was a narrow wooden gate. Draw an arched wooden gate in the middle of the wall. Add six vertical boards and a small round handle on the right side. Maya noticed something shining beside the gate. Draw three small flowers on the left side of the gate and a small key lying beside them. The afternoon sky slowly darkened. Draw a crescent moon above the gate and add four small stars around it, with two stars on each side.

Before leaving, Maya noticed a small cat sitting quietly near the fountain. Draw a sitting cat on the right side of the fountain but in front of the bench. Add a long curved tail. Maya looked once more at the mysterious garden. The fountain, old tree, hidden gate, and strange key made her wonder what secrets the garden had kept for many years.

**Drawing
Space**

Listen carefully to the story and follow each oral instruction to create the complete scene below.

PREVIEW

Activity: Two Truths and a Lie - Listening Edition**Objective**

What are we learning more about?

To strengthen students' oral communication, critical listening, and analytical thinking skills by evaluating the accuracy and credibility of spoken statements. Students will use precise language, coherent sentence structure, and effective communication strategies while identifying verbal clues and justifying their conclusions with logical reasoning.

**Material**

What do we need for our activity?

- ✓ Notepads and pencils for each student.
- ✓ A stopwatch or timer to keep track of time.
- ✓ A comfortable, quiet space for conducting listening and speaking.

Instructions

How do we complete each step?

- 1) **Introduction:** Explain that students will participate in "Two Truths and a Lie - Listening Edition." Each student prepares three statements based on their experiences, current events, literature, or academic topics, with one statement being intentionally false but believable.
- 2) **Preparation:** Give students time to write two truthful statements and one constructed false statement. Encourage them to use precise vocabulary, clear organization, and realistic details to make all three statements equally convincing.
- 3) **Presentation:** Students take turns presenting their statements clearly and confidently without revealing which one is false. Audience members should listen carefully for inconsistencies, word choice, and supporting details.
- 4) **Analysis and Discussion:** After each presentation, classmates discuss which statement they believe is false and justify their decisions using evidence from the speaker's language, reasoning, and delivery rather than guessing.
- 5) **Reveal and Reflection:** The presenter reveals the false statement and explains how it was designed to sound believable. The class reflects on which communication strategies were most effective and why.
- 6) **Rotation:** Continue the activity until every student has presented and participated in analyzing and evaluating their classmates' statements.

Planning

Answer the questions below

1) Write as many surprising things about yourself as you can below.

2) Choose 2 surprising truths about yourself and a lie. Complete 3 in total.

Truth

Truth

Lie

Truth

Truth

Lie

Truth

Truth

Lie

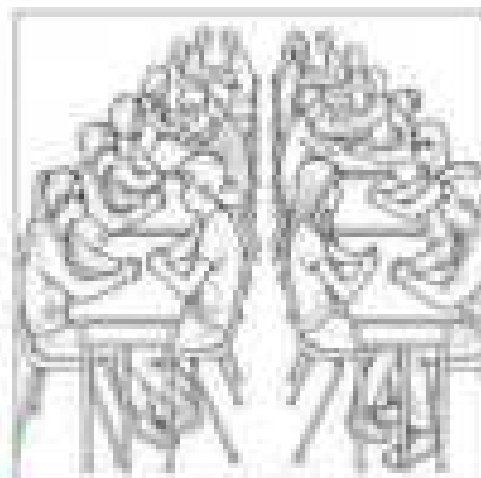
Activity: Perspective Exchange Discussions

Learning Outcome What are we learning more about?

To strengthen students' oral communication, active listening, and critical thinking by exchanging evidence-based perspectives, evaluating different viewpoints, and using effective verbal and non-verbal communication strategies during academic discussions.

Materials What do we need for our activity?

- ✓ Discussion topics (related to subjects being studied in class, current events, or general interest areas)
- ✓ Discussion handouts
- ✓ Timer
- ✓ Notebooks and pencils



Instructions How do we do this?

- 1) Explain that the purpose of the activity is to exchange perspectives respectfully, support ideas with logical reasoning, and evaluate evidence using effective communication strategies.
- 2) Provide discussion topics related to literature, technology, science, ethics, or current events. Students review the topic and prepare their position before the discussion begins.
- 3) Pair students with classmates who may have different perspectives. Encourage them to maintain respectful eye contact, appropriate body language, and active listening throughout the conversation.
- 4) Students take turns presenting their viewpoints, supporting each argument with examples, facts, personal experiences, or evidence from reliable sources while their partner listens without interrupting.
- 5) After both students have shared, they ask thoughtful follow-up questions, clarify ideas, respectfully challenge assumptions, and explore similarities and differences between their perspectives.
- 6) Invite several pairs to summarize their discussions for the class, highlighting how respectful communication, active listening, and non-verbal communication strategies contributed to a meaningful exchange of ideas.

Discussion Topics Assign students one of these topics to discuss.

Is city living better than rural living?	Should internet access be a basic human right?
Should space exploration receive more funding?	How should society balance freedom and security?
Can we solve global poverty?	Should teenagers have more influence on government decisions?
How does climate change affect daily life?	Should governments regulate cryptocurrency?
Should plastic production and use be limited?	Can one person make a significant difference in solving global problems?
Should animal testing be completely banned?	Is technology making traditional crafts obsolete?
Can video games be educational?	Is success determined by talent or hard work?
How does cultural diversity strengthen communities?	Can scientific discoveries create more problems than solutions?
What makes a good political leader?	Can artificial intelligence replace teachers?
Can economic growth protect the environment?	Should the death penalty be abolished worldwide?

Reflection

Answer the questions below

1) Which topic did you discuss?

2) What did you learn about the topic that you hadn't considered before?

3) Was there anything that caused you to change your opinion when you reconsidered your viewpoint? Why?

4) What did this activity teach you about the importance of understanding different perspectives?

5) How can the skills practised in this activity be applied in other areas of your life?

PREVIEW

Activity: Vocabulary Scavenger Hunt

Objective

What are we learning more about?

To strengthen students' ability to use precise academic and subject-specific vocabulary by creating, interpreting, and applying vocabulary clues in meaningful contexts through a collaborative scavenger hunt.



Materials

What do we need for our activity?

- ✓ Envelopes or small boxes to hold the clues.
- ✓ Access to an outdoor area for hiding and finding clues.

Instructions

How do we do this?

- 1) Team Formation:** Divide the class into groups of four to six students. Assign each group a curriculum-related topic or allow them to choose a topic of interest.
- 2) Vocabulary Selection:** Each group identifies and selects five subject-specific vocabulary words connected to their assigned topic. Each student should define each word's meaning before continuing.
- 3) Clue Development:** Groups write clear, creative clues that require students to interpret the vocabulary word in context. Each clue should lead to the location of the next vocabulary card.
- 4) Clue Placement:** After teacher approval, groups place their vocabulary clues in designated locations around the classroom or school while ensuring other groups cannot observe the hiding process.
- 5) Scavenger Hunt:** Groups exchange their first clue and begin the hunt. At each location, students identify the vocabulary word, explain its meaning, and record a sentence using the word correctly before moving to the next clue.
- 6) Reflection and Review:** After completing the hunt, each group shares two challenging vocabulary words and explains how understanding precise word choice helped them solve the clues and communicate their ideas effectively.

Example Here is an example of clues you could use for math vocabulary.

Vocabulary	
Linear Relation	Slope
Independent Variable	Dependent Variable
Equation	Coordinate Plane
Graph	Rate of Change
Function	Intercept

Clues
Find a place where lines, graphs, or equations are used to show relationships between two variables. (Classroom or graph display - Linear Relation)
Look for a location where you can see how steep a line or surface is from one point to another. (Sketch or poster - Slope)
Search for a clue about the variable that is controlled to observe how another value changes. (Math station or worksheet - Independent Variable)
Find the value that changes because of another variable and is shown on the vertical axis of a graph. (Graph display or math board - Dependent Variable)
Locate a place where mathematical statements use an equals sign to show that two expressions have the same value. (Whiteboard or math center - Equation)
Look for an area where ordered pairs can be plotted using horizontal and vertical axes. (Graph poster or coordinate grid display - Coordinate Plane)
Search for a place where information is displayed visually using points, lines, or curves to show patterns or relationships. (Bulletin board or classroom graph display - Graph)
Find a clue that represents how one quantity changes compared with another over time or distance. (Graphing station or math poster - Rate of Change)
Locate a place that reminds you that every input has exactly one corresponding output. (Math resource area or function machine display - Function)
Look for where a graph crosses one of the coordinate axes. (Coordinate plane poster or graphing worksheet - Intercept)

Name _____

296

Dictionary Dictionary
A-Z Z-A

Write

Write your own vocabulary and clue list.

Vocabulary

Clues

PREVIEW

Activity: Pass the Story

Learning Outcome

What are we learning more about?

To strengthen students' oral communication skills by collaboratively developing a coherent narrative that demonstrates effective sequencing, descriptive language, precise vocabulary, and audience awareness.

Materials

What do we need for our activity?

- ✓ A story prompt (provided by the teacher)
- ✓ A ball or object to be passed around
- ✓ Notebooks and pens (optional, for note-taking)



Instructions

How do we do this?

- 1) **Story Setup:** Arrange students in a circle. Introduce the story prompt and review the elements of an effective narrative, including setting, characters, conflict, and resolution.
- 2) **Story Opening:** The teacher begins the story, demonstrating and modelling a strong opening paragraph that establishes the setting, characters, and conflict.
- 3) **Story Development:** Pass the ball to a student, who adds two or three sentences that logically continue the story. Each contribution should build on the previous ideas rather than introducing unrelated events.
- 4) **Building the Narrative:** Continue passing the ball around the circle. Students should use descriptive vocabulary, varied sentence structures, and transitional words to maintain a clear and engaging storyline.
- 5) **Story Analysis:** When the story is complete, work together to identify the narrative elements, including the setting, characters, conflict, climax, resolution, and theme. Discuss how each contribution influenced the development of the story.
- 6) **Reflection:** Conclude by discussing which storytelling strategies made the narrative effective and identify areas where stronger vocabulary, organization, or transitions could improve the overall story.

Story Starters

Open the activity with one of these prompts.

The morning after a powerful AI system was introduced at our school, every student's grades, schedules, and personal records had mysteriously disappeared.

While researching Canada's history for a class project, I uncovered a forgotten story that completely challenged what our textbook said.

The government announced that everyone under 18 would lose access to social media for a year, starting tomorrow.

During a routine nature trip, our class discovered a forest where every tree held memories from the past.

A message suddenly appeared in a public place in Canada saying, "You have 24 hours to make one decision that will shape your future."

While volunteering in my community, I met someone who claimed they had been living under a completely different society for decades.

After a major power outage, our town woke up to find that all modern technology had permanently stopped working.

My science teacher handed me an envelope marked "Open only if the experiment succeeds," but I had never participated in any experiment.

The first colony on Mars sent an emergency message to Earth asking Canadian students to solve a problem no scientist could explain.

A local museum unveiled a newly discovered artifact that suggested Canada's future had already been written centuries ago.

Activity: Audience Analysis Activity

Learning Outcome

What are we learning more about?

To help students understand the importance of tailoring a presentation to their audience's characteristics and knowledge level. This activity aims to enhance students' planning, critical, and presentation skills.

Materials

What do we need for our activity?

- ✓ Scenarios and audience profiles (e.g., young adults, teachers, community members)
- ✓ Note-taking materials (books, paper, pens)
- ✓ Whiteboard and markers
- ✓ Presentation materials (optional, mode of presentation)



Instructions

How do we complete the activity?

- 1) Divide the class into groups of 3–4. Give each group a presentation topic.
- 2) Identify the audience's age, background knowledge, interests, and the purpose of the presentation. Decide what information will be most effective.
- 3) Develop a 3–5 minute presentation. Adapt the vocabulary, tone, supporting evidence, visuals, and examples to match the assigned audience.
- 4) Practise delivering the presentation while focusing on clarity, organization, pacing, eye contact, and appropriate speaking techniques.
- 5) Present to the class as though they are the assigned audience. Demonstrate communication strategies that best suit that audience.
- 6) Classmates provide feedback on how effectively the presentation was adapted for its audience and suggest improvements.

Scenario Cards

Use the following scenario cards.

Card 1: Grade 5 Students**Characteristics:** Curious, energetic, and enjoy visuals and real-life examples.**Knowledge Level:** Basic understanding. Use clear language and simple explanations.**Card 2: Grade 9 Students****Characteristics:** Critical thinkers who enjoy discussion and current issues.**Knowledge Level:** Familiar with the topic. Include evidence and different perspectives.**Card 3: Teachers****Characteristics:** Want and value clear, organized, and accurate information.**Knowledge Level:** Strong understanding. Support ideas with evidence and examples.**Card 4: Parents****Characteristics:** Concerned in how the topic affects students and families.**Knowledge Level:** Basic background knowledge. Use practical and relatable examples.**Card 5: School Council****Characteristics:** Focused on how the topic affects the community.**Knowledge Level:** Interested in practical, short-term, and realistic solutions.**Card 6: Municipal Leaders****Characteristics:** Concerned with community issues and long-term planning.**Knowledge Level:** Expect logical arguments supported by evidence.**Card 7: Environmental Organizations****Characteristics:** Passionate about sustainability and climate change.**Knowledge Level:** Well-informed. Include current evidence and practical solutions.**Card 8: Technology Professionals****Characteristics:** Interested in innovation and responsible technology use.**Knowledge Level:** Advanced understanding. Use accurate terminology and balanced ideas.**Card 9: New Canadians****Characteristics:** Interested in Canadian communities and opportunities.**Knowledge Level:** Limited background. Explain ideas clearly and avoid complex language.**Card 10: Local Community Members****Characteristics:** Interested in issues affecting schools and neighbourhoods.**Knowledge Level:** Varied understanding. Focus on community impact and practical solutions.

Planning

Answer the questions below to prepare.

1) What is the topic of your presentation?

2) What are the three main ideas you want to present to your audience?

1)	
2)	
3)	

3) Why is your audience interested in these ideas?

4) How will you keep your audience engaged, keeping in mind their characteristics?

Reflection

Answer the questions below.

1) Which category of audience did you present to? What are their characteristics?

2) What changes did you make to your usual presentation style based on your audience analysis?

3) How effective do you think your presentation was for your assigned audience? Why?

4) What did you learn about the importance of audience analysis in preparing presentations?

PREVIEW

Activity: The Audience Card

Learning Outcome

What are we learning more about?

To develop students' speaking skills by analyzing purpose and audience and adapting their tone, word choice, and speaking strategies to deliver a clear and coherent speech.

Materials

What do we need for our activity?

- ✓ Speaking Challenge Cards provided
- ✓ Bowl or basket
- ✓ Pen or pencil
- ✓ Timer or stopwatch



Instructions

How do we complete this?

- 1) Place all Speaking Challenge Cards in a bowl or basket. Each card includes a topic, speaking purpose, and intended audience.
- 2) Students take turns randomly picking one card from the bowl or basket. Read the assigned topic, purpose, and audience carefully.
- 3) Think about why you are speaking and who your audience is. Consider appropriate tone, word choice, examples, and speaking style for the assigned situation.
- 4) Use the Speech Planning Sheet to organize your ideas. Students will be given time to prepare a clear and coherent one-minute speech based on their Challenge Card.
- 5) Take turns presenting the one-minute speech in front of the class. Adapt the tone, vocabulary, and speaking strategies to match the assigned purpose and audience.
- 6) While classmates present, listen carefully and observe how each speaker changes their speaking style for different purposes and audiences.
- 7) After the presentations, reflect on how purpose and audience influenced the way ideas were communicated.

Speaking Challenge Cards

Cut out the card below

Card 1

Topic: Responsible Use of Artificial Intelligence

Purpose: Persuade

Audience: Grade 9 Students

Card 2

Topic: Reducing Screen Time

Purpose: Inform

Audience: Parents

Card 3

Topic: School Robotics Program

Purpose: Inform

Audience: New Students

Card 4

Topic: Social Media Misinformation

Purpose: Explain

Audience: Younger Students

Card 5

Topic: Improving the School Library

Purpose: Persuade

Audience: School Principal

Card 6

Topic: Preparing for High School Exams

Purpose: Explain

Audience: Grade 8 Students

Card 7

Topic: A Memorable School Experience

Purpose: Entertain

Audience: Close Friends

Card 8

Topic: Protecting Personal Information Online

Purpose: Inform

Audience: Teenagers

Card 9

Topic: Starting a Student Wellness Program

Purpose: Persuade

Audience: School Administrators

Card 10

Topic: Digital Citizenship

Purpose: Inform

Audience: Grade 9 Students

Card 11

Topic: Managing Academic Pressure

Purpose: Explain

Audience: Parents

Card 12

Topic: Funny Technology Failure

Purpose: Entertain

Audience: Classmates

Card 13

Topic: Responsible Social Media Use

Purpose: Inform

Audience: Teachers

Card 14

Topic: Creating a Greener School

Purpose: Persuade

Audience: School Board Members

Card 15

Topic: How Online Trends Influence Teenagers

Purpose: Explain

Audience: Teachers

Card 16

Topic: The Benefits of Reading Regularly

Purpose: Persuade

Audience: Younger Students

Reflection

Answer the questions below.

1) How did your assigned audience affect the way you delivered your speech?

2) What speaking styles did you use to communicate your ideas clearly?

3) How did the purpose of your speech affect your tone and word choice?

4) What did you notice about the different speaking styles of your audience?

5) What would you improve about your speech if you presented it again?

PREVIEW

Activity: Roll, Speak, and Adapt

Objective

What are we learning more about?

To develop students' speaking skills by analyzing an intended audience and adapting tone, word choice, formality, and speaking strategies to communicate ideas clearly and coherently.

Materials

What do we need for our activity?

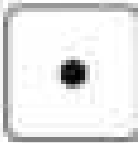
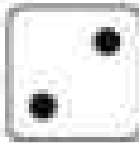
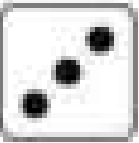
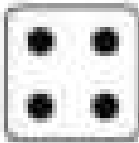
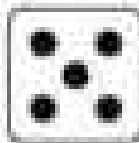
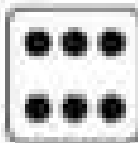
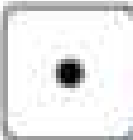
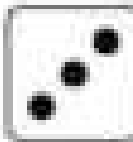
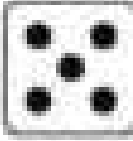
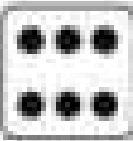
- ✓ Question Grid - provided
- ✓ One six-sided die
- ✓ Speech Planning Sheet
- ✓ Pen or pencil
- ✓ Timer or stopwatch



Instructions

How do we do this?

- 1) Give each student access to the Roll, Speak, and Adapt Question Grid. Explain that they will deliver a two-minute speech based on the selected question.
- 2) Roll the die once. The first roll determines the intended audience. Find the matching audience on the left side of the grid.
- 3) Roll the die a second time. The second roll determines the topic. Find the matching dice column and find the question in your selected audience column.
- 4) Think carefully about the intended audience. Consider the appropriate tone, word choice, level of formality, examples, and speaking style you should use.
- 5) Use the Speech Planning Sheet to organize your ideas. You will be given time to prepare a clear and coherent two-minute speech based on the selected question.
- 6) Deliver your speech in front of the class as if you are speaking directly to the audience selected by your first roll. Do not act as the audience. Adapt your speaking strategies to suit them.
- 7) While classmates present, observe how they adjust their speaking style for different audiences and topics.
- 8) After the presentations, reflect on how the intended audience influenced the way you prepared and delivered your message.

						
 Close Friend	How does social media affect friendships?	What makes school stressful?	How can students balance their time?	What makes a friendship strong?	How does technology affect teenagers?	How can teens reduce screen time?
 Parent	How can parents help their teens?	What consists of a healthy relationship?	How can families communicate better?	How can families manage screen time?	How can parents encourage independence?	What support do teenagers need?
 Classmates	How can classrooms become more inclusive?	What can students do to improve group work?	How can students help each other?	What makes a group work better?	How can classmates support each other?	What could improve school life?
 Teacher	How can technology improve learning?	What activities encourage participation?	How can teachers reduce student stress?	How can technology be used in school?	How can teachers help students with learning differences?	How can students help the teacher?
 School Principal	How can schools support student wellness?	How can schools become more inclusive?	How can students join school decisions?	How can school spaces be improved?	How can schools promote responsible technology use?	How can schools increase student participation?
 Younger Student	How can students stay safe online?	How can students prepare for high school?	How can students make new friends?	How can students manage school stress?	Why is internet safety important?	How can students improve study habits?

Name: _____

326

Speech Planning Sheet
All 3

Speech Planning Sheet

Write your two-minute speech below.

PREVIEW

Reflection

Answer the questions below.

1) How did your intended audience affect the way you spoke?

2) What strategies did you use to communicate clearly?

3) How did you adapt your tone and words to your audience?

4) What did you learn from listening to your classmates' speeches?

5) What would you improve about your speaking approach next time?

PREVIEW

Activity: Pass the Microphone

Objective

What are we learning more about?

To develop students' speaking skills by organizing and connecting ideas, adapting speaking strategies, and contributing clearly and coherently to a shared oral message.

Materials

What do we need for our activity?

- ✓ Topic and Purpose Cards - provided
- ✓ Microphone or safe object to represent a microphone
- ✓ Timer or stopwatch

**Instructions**

How do we do this activity?

- 1) Ask the students to form one large circle. They will work together to build one continuous oral message.
- 2) Choose one Topic and Purpose Card and read it aloud. Remind students to keep the assigned topic and speaking purpose in mind throughout the activity.
- 3) Give students a short time to think about possible ideas and develop speaking strategies. Students should not prepare a complete script.
- 4) Give the microphone to the first student. The student begins speaking on the topic for 20 seconds while following the assigned speaking purpose.
- 5) When the teacher calls "PASS!", the student passes the microphone to the next person in the circle.
- 6) The next student continues the discussion for 20 seconds by adding a new and connected idea. Students must avoid repeating ideas or changing the topic.
- 7) Continue passing the microphone until every student has spoken. Each speaker must help keep the overall message clear, connected, and focused on its purpose.
- 8) The final student summarizes the main ideas and gives an appropriate closing statement based on the assigned speaking purpose.

Topic

Choose one topic below

Topic: How can students manage school stress more effectively? Purpose: Explain	Topic: Why should students participate in school activities? Purpose: Persuade
Topic: Why should teenagers use social media responsibly? Purpose: Persuade	Topic: How does screen time affect teenagers' daily routines? Purpose: Inform
Topic: How has technology changed the way students learn? Purpose: Inform	Topic: What strategies can help students become better learners? Purpose: Explain
Topic: What can schools do to promote more positive school climates? Purpose: Explain	Topic: Why should schools listen to student opinions and ideas? Purpose: Persuade
Topic: Why should students balance schoolwork and personal time? Purpose: Persuade	Topic: How can students stay safe and responsible online? Purpose: Inform
Topic: How can artificial intelligence support student learning? Purpose: Inform	Topic: What can students do to build healthy friendships? Purpose: Explain
Topic: What makes teamwork successful in school activities? Purpose: Explain	Topic: Why should students develop good time-management habits? Purpose: Persuade
Topic: How do school clubs and activities benefit students? Purpose: Inform	Topic: Why should students develop responsible study habits? Purpose: Persuade
Topic: How can teenagers make responsible decisions when facing peer pressure? Purpose: Explain	Topic: How does effective communication help solve conflicts? Purpose: Inform

Reflection

Answer the questions below.

1) How did you connect your idea to the previous speaker's message?

2) What strategy helped you communicate your idea clearly?

3) How did the assigned speaking order help you say what you wanted to say?

4) What was challenging about continuing the message without a speaker?

5) How can this activity help you become a clearer and more confident speaker?

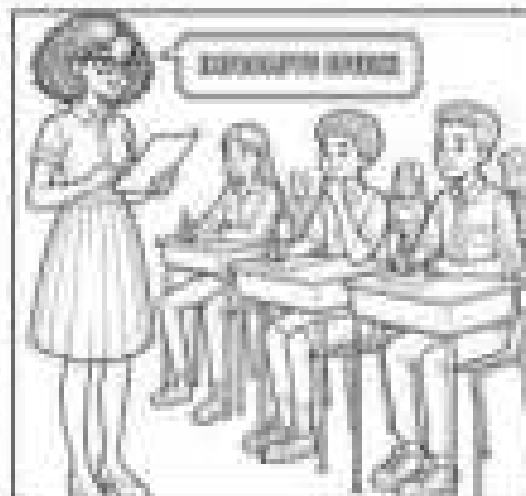
PREVIEW

Activity: Impromptu Speeches

Objective

What are we learning more about?

To develop students' ability to organize ideas quickly, adapt their speaking strategies to different purposes and audiences, and communicate confidently using clear language, appropriate vocabulary, and effective verbal and non-verbal communication.



Materials

What do we need for our activity?

- ✓ A hat or box to hold topics
- ✓ Slips of paper with topics written on them (provided)
- ✓ Timer or stopwatch
- ✓ Notebooks and pens/pencils (optional, for taking before speaking)

Instructions

How do we complete this activity?

- 1) **Prepare the Topics:** Place a variety of current events, controversial, and provoking discussion prompts into a container. Topics may focus on local, national, or Canadian communities, environmental issues, or everyday social issues.
- 2) **Draw a Prompt:** Each student randomly selects one topic. They have 2 minutes to organize their ideas and may create a brief outline using keywords or phrases before writing a full speech.
- 3) **Deliver the Speech:** Students present a 2-3 minute impromptu speech. They should introduce their topic, support their ideas with reasons or examples, and conclude with a clear closing statement while maintaining eye contact and appropriate body language.
- 4) **Peer Feedback:** After each presentation, classmates provide respectful feedback on the speaker's organization, clarity, vocabulary, delivery, and ability to engage the audience using specific examples.
- 5) **Reflection:** Conclude the activity with a class discussion or short written reflection about the challenges of impromptu speaking and the communication strategies that helped speakers present their ideas effectively.

Speech Topics

Cut out the speech topics below.

Should AI Be Used in Schools?	Is Social Media Helping or Hurting Teens?
The Value of Volunteering	Should Homework Be Limited?
Climate Change Starts with Us	Should Cell Phones Be Allowed in Class?
What Makes a Difference That Matters	The Future of Electric Vehicles
What Makes a Good Day?	Should School Start Later?
The Importance of Recycling	Is Fast Fashion Worth the Cost?
How Sports Build Character	The Power of Reading in the Digital Age
The Most Important Life Skill	Should Public Schools Be Free for Students?
How Technology Changes Communication	What's the Best Advice I've Heard?
The Importance of Mental Health Awareness	The Benefits of Gardening
Is Space Exploration Worth the Cost?	How Music Influences Society
Why Financial Literacy Matters	Should Plastic Bags Be Completely Banned?
Balancing School and Personal Life	The Importance of Cyber Safety
One Change I Would Make at My School	How Small Actions Can Change a Community
The Future Career I Want and Why	What Makes a Strong Community

Reflection

Answer the questions below after you finish your speech.

1) Personal Experience: How did you feel before, during, and after your speech? Were you nervous, excited, or confident?

2) Preparation Techniques: What strategies did you use to quickly organize your thoughts about the topic?

3) Communication Skills: In what ways did you communicate your ideas effectively? Where do you see room for improvement?

4) Peer Feedback: What did you learn from the feedback you received from your peers and teacher?

5) Listening Skills: How did listening to others' speeches help you in understanding different ways of communicating and expressing ideas?

PREVIEW

Activity: Readers' Theatre - Poetry Performance**Learning Outcome** What are we learning more about?

To analyze and communicate a poem's meaning through purposeful use of voice, expression, gestures, and body language during a collaborative performance.

Materials What do we need for our activity?

- ✓ Copies of a poem
- ✓ Highlighters or markers
- ✓ Costumes or props
- ✓ A simple 'stage' area in the classroom

**Instructions** How do we complete the activity?

- 1) **Select a Poem:** Choose a Grade 7 poem with meaning, imagery, and emotion. Ensure the poem can be divided among group members.
- 2) **Analyze and Divide:** Read the poem and identify its tone, mood, and theme. Divide the lines or stanzas among group members.
- 3) **Plan Communication Strategies:** Decide how voice, pace, volume, expression, gestures, and body language can communicate the poem's meaning and emotions.
- 4) **Rehearse:** Practise the performance as a group. Adjust oral and non-verbal strategies to improve clarity, expression, and audience understanding.
- 5) **Perform:** Present the poem as a Readers' Theatre performance. Use purposeful speaking and body language to engage the audience and communicate meaning.
- 6) **Reflect:** Discuss which oral and non-verbal strategies were most effective and explain how they influenced the audience's understanding of the poem.

Poem: Hand out the poem below to the students.**Voices at the Crossroads****(Narrator)**

At the edge of a restless town,
The evening sun is sinking down.
The streets are loud with hurried feet,
And countless stories cross and meet.

(Speaker 1)

"I walk with plans in mind,
Yet I cannot seem to find
The future waiting there
With endless paths to explore."

(Speaker 2)

"We hear the voices, strong and true,
Each one deciding right from wrong.
But truth can hide behind a screen,
Between the words and what they mean."

(Speaker 3)

"I carry questions through the day,
About the world and my own way.
Can one small voice inspire a crowd?
Can quiet thoughts be spoken loud?"

(Chorus)

We stand together, side by side,
With different dreams we cannot hide.
The road ahead is still unknown,
But every choice becomes our own.

(Speaker 4)

"The world is changing, fast and wide,
With fear and hope moving beside.
New tools reshape the lives we lead,
But wisdom asks us what we need."

(Speaker 5)

"I see the problems people face,
Unequal chances, time, and space.
Yet change begins when people hear
The voices often pushed from near."

(Speaker 6)

"We may disagree on what is true,
Or see one issue from a different view.
But listening can build a bridge,
And bring us closer to the edge."

(Chorus)

We stand together, side by side,
With different dreams we cannot hide.
The road ahead is still unknown,
But every choice becomes our own.

(Speaker 7)

The voices rise with our feet,
Where our hopes and dreams meet.
No map can show the way ahead,
Or choose the words we need."

(Speaker 7)

"I've learned that change may start out small,
A single step, a voice, a call.
When courage rises over fear,
A stronger future can appear."

(All Speakers)

So let us question, speak, and learn,
And face each challenge at each turn.
For every voice can shape tomorrow,
And build new hope beyond our sorrow.

Poem

Hand out the poem below to the students.

The Search for the Silent Truth

(Narrator)

Beneath the glow of a restless screen,
A thousand stories flash unseen.
Words travel fast from place to place,
Each claim competing for its space.

(Guide)

"Follow me, I'm the guide,
"Not all the truth is on the side.
Look past the headlines and the quack
spread,
And question carefully what you read."

(Adventurer 1)

With questions sharp and senses keen,
"We search beyond what first is seen.
Each headline speaks, each image calls,
But hidden meaning shapes them all."

(Adventurer 2)

With facts collected, sources near,
"We test each claim before it's clear.
We trace the message to its start,
And separate evidence from art."

(Chorus)

Through waves of voices, claims, and views,
We hold the power to question and choose.
For truth requires a thoughtful mind,
To seek, compare, and look behind.

(Sage)

"Look again," the wise sage cries,
"Truth may hide beneath disguise.
A missing fact, a twisted phrase,
Can lead the mind through doubtful ways."

(Adventurer 3)

With every source compared and read,
"We search for proof before we're led.
Each claim a question, each fact a clue,
We follow the trail to what is true."

(Adventurer 4)

"The noise grows loud, the answers near,
"We don't stop because of fear.
Through the endless views,
We choose the truth we choose."

(Chorus)

Through waves of voices, claims, and views,
We hold the power to question and choose.
For truth requires a thoughtful mind,
To seek, compare, and look behind.

(Narrator)

So gather close and listen well,
For every message has a tale to tell.
In questions asked and facts made clear,
The silent truth may soon appear.

Activity: Emotion Charades

Objective

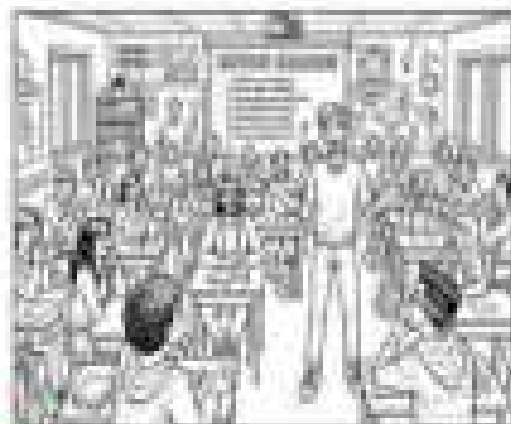
What are we learning more about?

To develop students' ability to interpret and use non-verbal communication strategies to express complex emotions. Students will analyze how facial expressions, gestures, posture, and body language communicate meaning and influence audience understanding.

Materials

What do we need for our activity?

- ✓ Cards with a range of complex emotions written on them
- ✓ A timer or stopwatch
- ✓ An open space

**Instructions**

How do we do this?

- 1) **Preparation:** Prepare cards featuring a range of emotions. Include emotions that may require careful use of facial expressions, gestures, and movement - provided on the next page.
- 2) **Setting Up:** Divide the class into two teams. Each team selects one representative to perform an emotion for their classmates.
- 3) **Performing the Charade:** The representative randomly selects an emotion card and communicates the emotion without speaking or making sounds. The class guesses the emotion based on non-verbal strategies.
- 4) **Interpreting the Emotion:** The team has one minute to identify the emotion being communicated. Students should carefully observe the performer's facial expressions, gestures, posture, and body language.
- 5) **Switching Roles:** After each turn, the other team selects a representative and repeats the activity using a new emotion card.
- 6) **Continuing the Game:** Continue until each student has participated or all emotion cards have been used. Encourage students to vary their non-verbal strategies.
- 7) **Concluding the Activity:** Tally the points and discuss which non-verbal cues were most effective. Compare how different gestures or expressions influenced the interpretation of emotions.

Emotions

Cut out the emotions below

Basic Emotions	Complex Emotions
Happiness	Amusement
Sadness	Confusion
Anger	Frustration
Fear	Embarrassment
Disappointment	Curiosity
Boredom	Pride
Calmness	Jealousy
Relief	Anxiety
Disappointment	Sympathy
Loneliness	Contentment
Love	Surprise
Hate	Guilt
Gratitude	Envy
Eagerness	Resentment
Awe	Compassion
Tiredness	Melancholy
Shyness	Optimism
Impatience	Indignation
	Serenity

Activity: Gesture Telephone

Objective

What are we learning more about?

To develop students' ability to use and interpret gestures, facial expressions, and body language to communicate non-verbal messages clearly and evaluate their effectiveness.

Materials

What do we need for our activity?

- ✓ Gesture Telephone Card - provided
- ✓ Bowl or container of slips of paper
- ✓ Timer or stopwatch



Instructions

How do we do this?

- 1) Divide the class into teams of 5-7 students. Each team forms a straight line, with all members facing forward.
- 2) The first student in each line randomly picks one slip of paper from a bowl or container. The student reads the situation silently and does not show anyone.
- 3) The first student taps the next student on the shoulder. When the student is tapped, they turn around, the first student silently acts out the situation using gestures, facial expressions, and body movements only.
- 4) The second student observes the performance carefully. They then tap the next student and act out what they understood from the previous student's gestures.
- 5) Repeat the process until the non-verbal message reaches the final student. No speaking, whispering, writing, spelling words in the air, or sound effects are allowed.
- 6) The final student says aloud the short situation or action they believe was communicated, such as "Locked Door," "Injured Leg," or "Spilled Drink."
- 7) The first student reveals the original Gesture Telephone Card. Compare the original situation with the final student's answer.

Gesture Cards

Cut the cards below.

Locked Door	Lost Wallet	Hot Drink
Injured Leg	Headache	Stuck Zipper
Spilled Drink	Surprise Gift	Slippery Floor
Dead Phone Battery	Dead Phone Battery	Sudden Rain
Heavy Backpack	Late for Class	Winning a Competition
Broken Glasses	Straw in Food	Stomachache
Burned Hand	Itchy Skin	Bright Light
Bad Smell	Strong Nails	Broken Glasses
Hot Weather	Cold Weather	Snow
Forgotten Password	Broken Umbrella	Sprained Ankle
Broken Microphone	Sunburn	Hiccups
Empty Water Bottle	Sour Food	Tangled Hair
Torn Pants	Falling Books	Heavy Box
Dead Flashlight	Buzzing Insect	Angry Cat