Preview - Information

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

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

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Google Slides Lessons Preview

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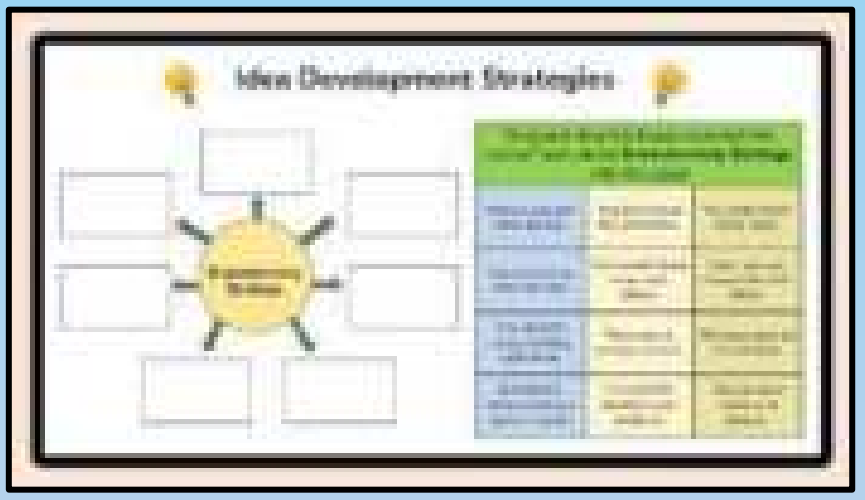
BC Language Curriculum Composition (Writing) – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

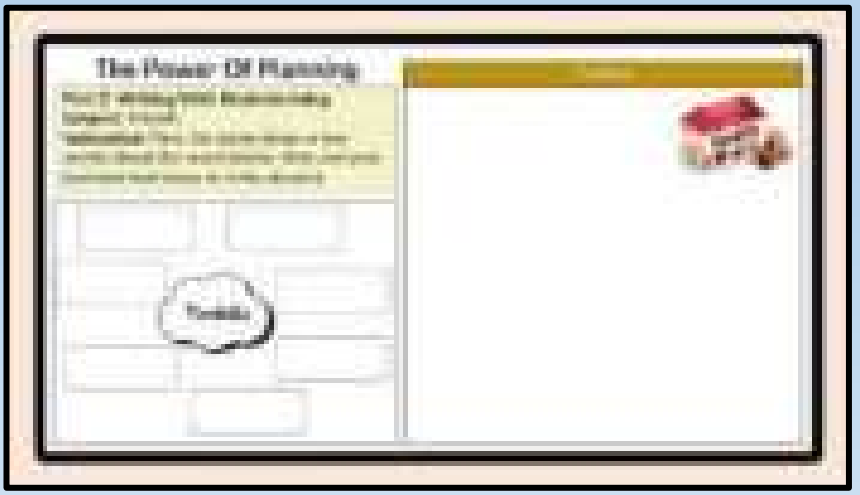


Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



BC Language Curriculum Composition (Writing) – Grade 4

BC Language Curriculum Composition (Writing) – Grade 4

Workbook Preview

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Grade 4 – Language
Writing

Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	Texts can be understood from different perspectives.
Big Idea 4	Using language in creative and playful ways helps us understand how language works.
Big Idea 5	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Preview of 150 pages from this product that contains 366 pages total.

W4.1		9 – 40, 8 – 158, 3 – 186, 7 – 228, 6 – 271
W4.2		– 245
W4.3	setting, plot, conflict, and purpose	91 – 104, 108 – 109
W4.4	**Literary devices**: sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)	18 – 21, 79 – 88, 183 – 184, 202 – 203, 244 – 245, 349 – 353
W4.5	**Writing processes**: may include revising, editing, considering audience	12 – 17, 22 – 25, 43 – 44, 48 – 49, 51 – 52, 61 – 62, 64 – 65, 73 – 74, 76 – 77, 122 – 124, 126 – 130, 150 – 154, 199 – 166, 176 – 178, 187 – 190, 192, 203, 204 – 207, 209, 214 – 216, 229 – 231, 233, 246, 254 – 256, 272 – 275, 277, 280 – 293
W4.6	**Metacognitive strategies**: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	25 – 26, 52 – 53, 65 – 67, 77 – 78, 130 – 132, 154 – 155, 169 – 170, 176, 192 – 194, 209 – 210, 233 – 234, 246 – 248, 256 – 257, 277 – 278
W4.7	**Paragraph structure**: use of a topic sentence and supporting details	33 – 47

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Understanding Text Forms

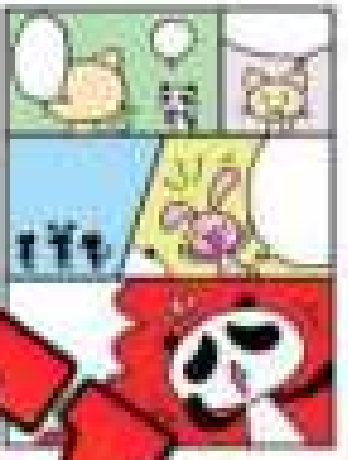
What Are Text Forms?

Text forms are the different styles or structures we can use when writing. Each form helps us share our thoughts, ideas, or stories in unique ways. There are many text forms and understanding them helps us become better writers.

The Purpose of Text Forms

Each text form has a special purpose. Here's a list of some common text forms and what they are used for:

- Narratives: To tell a story.
- Reports: To share information.
- Letters: To send a message to someone.
- Poems: To express feelings in a creative way.
- Persuasive Writing: To convince someone of something.
- Comic Strips: To tell a story using pictures and words.
- Biographies: To tell the life story of someone.
- Instructions: To explain how to do something step by step.



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Who Are We Writing For?

When we write, we think about who will be reading our words. This person or group is called the "audience." Knowing who our audience is helps us pick the best way to communicate.

Matching Forms with Audiences

We choose the text form that fits what we want to say and who is reading our work. If we're explaining how to make a sandwich to a younger sibling, we might write instructions. If we are telling our class about a famous scientist, we might write a biography.

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Understanding Text Forms

Which Form?	Which text form would you use? Choose one from the reading.

1) Telling a friend how to bake cookies.	
2) Sharing your feelings about a beautiful sunset.	
3) Convinc[illegible] parents to get a new pet.	
4) Descri[illegible]ous athlete's life journey.	
5) Ex[illegible]periment to classmates.	
6) Writ[illegible] a pa[illegible] your weekend.	
7) Creating a [illegible] for younger siblings.	
8) Reporting on a [illegible] school project.	

Questions	Answ[illegible]

1) What do the terms below mean?	
Audience	
Purpose	

2) Why is it important to know your audience before choosing your [illegible]form?

3) What is your favourite text form? Explain why.

PREVIEW

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Identifying Purpose of a Text

Texts are written for different reasons. Some texts give us information and teach us things. Other books are for fun; they tell us stories that entertain us.

To Educate: "All About Robots" teaches us how robots work.
To Entertain: "The Secret of the Haunted House" is a spooky story for fun.

Think ...e story summaries below and circle what their purpose might be.

1	...arden Party"	Educate	Entertain
2	How-... ...in 5 Steps"	Educate	Entertain
3	Biography: ...	Educate	Entertain
4	Play: "The Adventu...	Educate	Entertain
5	Poster: "Recycling Do's and D...	Educate	Entertain
6	Book: "The Great Canadian Wilderne...	Educate	Entertain
7	Comic: "Superheroes of Maple Street"	Educate	Entertain
8	Manual: "Smartphone User Guide"	Educate	Entertain
9	Play: "Mystery at the Mountaintop"	Educate	Entertain
10	Biography: "The Star Hockey Player"	Educate	Entertain
11	Pamphlet: "Visit the Rockies!"	Educate	Entertain
12	Magazine: "Fun Times Reader"	Educate	Entertain
13	Instructions: "Assembling Your Treehouse"	Educate	Entertain
14	Play: "The Enchanted Forest"	Educate	Entertain
15	Poster: "Join the Science Club!"	Educate	Entertain

PREVIEW

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

Books That Educate	Books That Entertain

PREVIEW

Think Texts can be used [illegible]. Circle the best reason below.

1	"Vote for a Greener Tomorrow"	[illegible]ade	Entertain
2	"World War II: A Historical Account"	[illegible]	Instruct
3	"10 Steps to Planting a Garden"	[illegible]ruct	Persuade
4	"The Guide to Stars and Planets"	[illegible]orm	[illegible]
5	"My Journey Across the Sahara"	Describe	[illegible]ument
6	"Reflections on Turning 30"	Reflect	Inform
7	"Chocolate Cake Recipe"	Instruct	Persuade
8	"Daily Meditation and Mindfulness"	Reflect	Educate
9	"Discover the Rainforest"	Describe	Persuade
10	"City Council Meeting Minutes"	Document	Entertain
11	"The Art of French Cuisine"	Inform	Instruct
12	"Sonnet of the Sea"	Express	Instruct

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Idea Development Strategies

Practice Practice the different strategies below.

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

2) **Graphic Organizer:** Fill in the graphic org… bou… urite food.

a) What is your favourite food?	
b) What does it taste like?	
c) Why do you like it the best?	
d) Who makes it?	
e) What ingredients does it have?	
f) Can you make this food?	
g) Who introduced you to this food?	

h) If you could change one thing about this food, what would you change?

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Idea Development Strategies

Practice Practice the different strategies below.

3) **Asking Questions**: Pretend you are writing about your favourite sport or hobby. What questions do you have about the sport or hobby that you could answer in your writing? Write 6 questions below.

1	
2	
3	
4	
5	
6	

4) **Talk To Others**: Pretend you are writing about how to play one of your favourite games. This could be a video game or a game you play with friends. Talk to a friend about the steps to playing the game and then write them below.

1	
2	
3	
4	
5	
6	
7	
8	

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Activity: Power of Planning

Objective — What are we learning more about?

To understand the impact of planning on writing by comparing two 8-minute writing exercises: one without brainstorming and one with 2 minutes of brainstorming.

Instructio — How do we complete the activity?

PREVIEW

Part 1: Writing Without Brainstorming
Subject: My Favourite Season

Instructions:

1) Students are given [illegible] to write about the chosen subject without any brainstorming.

2) Encourage students to write freely and continuously for the entire 8 minutes.

3) Collect the writing and set it aside for later comparison.

Part 2: Writing With Brainstorming
Subject: My Favourite Season

Instructions:

1) Students are given 2 minutes to brainstorm ideas for the chosen subject. They can jot down key words, phrases, or outline their thoughts.

2) After the brainstorming session, students have 8 minutes to write about the subject using their brainstormed ideas.

3) Collect the writing.

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Activity: Power of Planning

Part 1 Write for 8 minutes straight about what your favourite animal is and why

Name: _____ 17

Part 2 | Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – What is your favourite season? Why is it your favourite? Write everything that comes to mind. Then write for 6 minutes below.

PREVIEW

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Personal Voice – Word Choice

People have different writing **voices** because they use different **words**. Your writing voice is how you sound when someone reads your writing. Some people use big, fancy words and sound very formal. Others use simple, everyday words and sound friendly and casual.

For example, someone might write "commence" while another person would just say "start." Or one person might use "astonishing" and another might say "cool." These word choices create a unique voice that makes every writer's style special.

Word Choi ords you would choose to use when describing the settings below

Forest	Gre		Woodsy	Flourishing	Enchanted	Whispering
Ocean	Big	ast		Boundless	Mysterious	Sparkling
City	Busy			tropolitan	Vibrant	Gleaming
School	Fun	Educationa		ic	Adventurous	Inspiring
Home	Cozy	Comforting			eartwarming	Welcoming
Desert	Hot	Arid	Dry	n	ked	Expansive
Mountain	High	Majestic	Rocky		Tow	Rugged
Park	Pretty	Picturesque	Fun	Idyllic		ing
Museum	Quiet	Serene	Neat	Cultured		storic
Space	Dark	Infinite	Awesome	Celestial	Otherwor	Vast

PREVIEW

Think Write the words in your current vocabulary, and some words you'd like to start using

Words I Use Now	Words I Want To Start Using

Name: _____ 21

Personal Voice – Word Choice

Word Choice Replace the crossed out boring words with more interesting word choices

1)	The big _____ cat quickly _____ ran to the house.
2)	She _____ sang a happy _____ song.
3)	_____ walked to the small _____ store.
4)	The lazy _____ dog happily _____ played with the ball.
5)	They excitedly _____ opened the plain _____ gift.
6)	The small _____ _____ across the sky.
7)	She carefully _____ _____ picture.
8)	The young _____ children ran _____ in the park.
9)	He nervously _____ spoke in front of the _____ class.
10)	The bright _____ sun warmly _____ _____ morning.

PREVIEW

Think Write synonyms for the words below

Good				
Big				
Happy				
Fast				
Funny				

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Reflection - What Did I Learn?

Think Write four things you learned from completing this writing assignment.

PREVIEW

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Varying Sentence Lengths

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

Examples:

- The cat sat. It was nap time.
- Under the bright, glowing moon, the cat stretched out lazily across the soft, [illegible]vement, whiskers twitching slightly as it settled into a com[illegible]ion for its evening nap.

PREVIEW

Prac[illegible] short and long sentences about the topics below.

Topic	My [illegible] Anim[illegible]
Short Sentence	
Long Sentence	

Topic	On the Playground
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

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Varying Sentence Lengths

Write Read the paragraphs below and decide whether to add short or long sentences on the blanks so that there is a good mix.

Dinosaurs were incredible creatures. _____

_____

Some, like the Brachiosaurus, were as tall as buildings, while others were small. The Tyrannosaurus Rex has huge teeth. It was a feared dinosaur. _____

_____

_____

Many dinosaurs ate plants, but some were predators, eating other dinosaurs. They all became extinct, meaning they don't exist anymore. _____

_____

Outer space is a mysterious place. It's filled with stars, planets and galaxies beyond our own. _____

There are eight planets in our solar system, including Earth. Some planets, like Jupiter, are gigantic, while others, like Mercury, are much smaller. _____

_____

The Earth has one moon. _____

_____

_____

Space is still full of secrets, with new discoveries always waiting to be found.

PREVIEW

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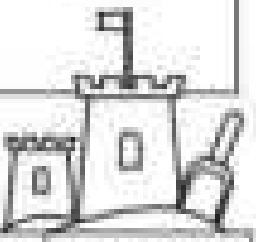
Fluent Writing

Fluent writing is when you write clearly and your ideas flow smoothly, almost like telling a story. It's easy to understand and enjoyable to read. In fluent writing, sentences are well-structured, and ideas are linked together nicely.

Fluent Writing:
The beach was lively and full of excitement. Children built sandcastles near the water's edge, while the sound of waves crashing provided a soothing background melody.

Non-Fluent Writing:
The beach was crowded. Children made sandcastles. Waves were loud.



Think Is each example fluent or not fluent?

1) The cat curled up in the sunlight by the window.	Fluent	Not Fluent
2) Garden has butterflies.	Fluent	Not Fluent
3) Stars twinkled above, creating a beautiful scene in the sky.	Fluent	Not Fluent
4) The sun peeked through the clouds, painting the sky.	Fluent	Not Fluent
5) Breeze is blowing. Trees and leaves move.	Fluent	Not Fluent
6) Children play. They are at the park. It is sunny.	Fluent	Not Fluent
7) The bookshelf was a rainbow, each holding a different story.	Fluent	Not Fluent
8) Old clock making ticking sound. Time passes.	Fluent	Not Fluent
9) The river flowed gently, mirroring the sky in its clear, calm water.	Fluent	Not Fluent
10) Stars are out. Sky looks nice.	Fluent	Not Fluent

PREVIEW

Write Write an example of a not fluent line of writing and a fluent line.

Fluent	
Not Fluent	

Fluent	
Not Fluent	

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Fluent Writing

Revise The writing below is not fluent. Revise the writing by making it sound fluent when you read it aloud.

Not Fluent	The cat. On the mat. Sleeps.
Fluent	

Not Fluent	Rain[illegible] outside. Forgot umbrella.
Fluent	

Not Fluent	He reads book. [illegible]
Fluent	

Not Fluent	She plays piano. It is very loud. Turn it do[illegible]
Fluent	

Not Fluent	We ate dinner. It was tasty. I want seconds.
Fluent	

Not Fluent	I have homework. I am upset. I play soccer.
Fluent	

PREVIEW

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Exploring the Structure of Paragraphs

What Makes a Paragraph?

A paragraph is a group of sentences that talk about one main idea. It's like a building block in writing. Each paragraph has special parts to make it clear and interesting.

Starting with Topic Sentences

Every paragraph begins with something called a "topic sentence." This sentence tells the reader what the paragraph will be about. It's like opening a door to a new room full of ideas. Here are some things that a topic sentence should do:

- Introduce the main idea of the paragraph.
- Be interesting to make the reader keep reading.
- Connect to the paragraph before it.

Why Are Topic Sentences Important?

Topic sentences help the reader understand quickly what the paragraph is about. It's like a guidepost on a road, showing the way. If paragraphs don't have topic sentences, reading would be like trying to find your way without a map.

Hooking the Reader with a Special Topic Sentence

A hook is a special kind of topic sentence that grabs the reader's attention. It's like a fishing hook that catches a fish. A hook in writing catches the reader's interest so they want to keep reading. Here are some examples of hooks:

- ✓ Have you ever wondered why the sky is blue?
- ✓ BANG! The door slammed shut, and I was alone.
- ✓ Imagine flying like a bird, soaring above the clouds.
- ✓ Dogs can be our best friends and loyal companions.

PREVIEW

Name: _____ 34

Exploring the Structure of Paragraphs

Topic Sentence Read the paragraphs below and then write a topic sentence for each one.

Topic Sentence:	

The Sun is the center of our solar system. It provides light and warmth, making life possible on Earth. Without the Sun, our planet would be cold and dark, and nothing could grow.

Topic Sentence:	

Ice cream comes in many flavours like chocolate, vanilla, and strawberry. You can add toppings like sprinkles and syrup to make it even tastier. Many people enjoy ice cream on a hot day.

Topic Sentence:	

Dolphins are known for their intelligence and playful behaviour. They often perform tricks and interact with humans. These amazing creatures communicate with each other using clicks and whistles.

PREVIEW

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

Boring Version	Rain is water that falls from the clouds.
Your Version	

Boring Version	Cats are animals that many people keep as pets.
Your Version	

Boring Version	Apples are fruits that grow on trees and are often red.
Your Version	

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Name: _____ 35

Exploring the Structure of Paragraphs

Asking a Question: Starting with a question can make readers curious.
Example: "Have you ever wondered how the tallest trees grow?"

Using an Exclamation: An exciting statement can grab the reader's attention.
Example: "Watch out! Hurricanes are one of the most powerful storms on Earth."

Making a Bold Statement: A strong statement helps the reader understand what the paragraph is about.
Example: "Dinosaurs were the most gigantic creatures to ever walk the Earth."

Adding an Interesting Fact: A fascinating fact can make the reader want to learn more.
Example: "Did you know honey never spoils, even after thousands of years?"

Hooks Rewrite the sentences below using the different strategies.

Original Version	Soccer is sp
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Pizza is the best food.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

PREVIEW

Name: _____ 36

Quality Topic Sentences

Think Circle which topic sentence you think is best.

1) In the morning, you brush your teeth, wash your face, and comb your hair. Breakfast is an important meal, so you might eat cereal or toast. Then, it's time to put on your shoes and head to school.

a) Starti day with a routine helps us get ready.

b) I do t morning.

c) M of the day.

2) At the zoo, and bears. The zookeepers feed them at specific times, an tricks. There are also gift shops where you can buy souvenir

a) Lions are a kind of big c

b) The zoo is a place where you can animals.

c) You can see animals perform tricks.

3) In a garden, you can find flowers, trees, and veg plant gardens to grow food or to make their yard look pret and birds visit gardens.

a) Birds and butterflies visit gardens.

b) Gardens contain plants and attract wildlife.

c) Planting gardens is a fun hobby.

4) Libraries have shelves filled with books on all sorts of subjects. You can borrow books to read at home or read them in the library. They also often have computers and study areas.

a) Reading books is a great way to learn.

b) Libraries offer books, computers, and quiet spaces to study.

c) Books are available on many subjects at the library.

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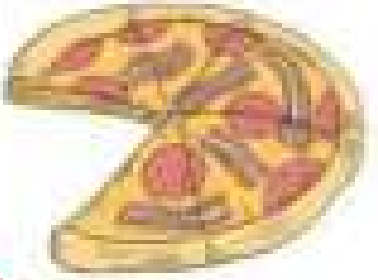
Crafting Perfect Paragraphs

Building Strong Paragraphs

When we write, paragraphs are like containers that hold our thoughts and ideas. Drafting paragraphs involves focusing on supporting details, which help make the sentences fit together like pieces of a puzzle.

Supporting Details: What Are They?

Supporting details are extra information that explains the main idea. They make our writing more interesting and help us. Imagine telling your friend about your favourite game. You wouldn't just say, "It's fun." You would explain why you love it, what makes it fun, and how to play it too!



Let's Explore Examples:

- Main Idea: "I love pizza."

Supporting Details: It's cheesy, has delicious toppings, and is crust.

- Main Idea: "Winters are fun."

Supporting Details: You can build snowmen, have snowball fights,

Making it Stick: Coherence

Coherence is when your paragraph makes sense, and everything fits together. Think of it like building a tower with blocks. If one block doesn't fit, the whole tower might fall!

Tips for Making Perfect Paragraphs:

1) Start with a Strong Sentence: This tells what the paragraph is about.
2) Add Supporting Details: These are like the yummy toppings on a pizza!
3) Finish with a Closing Sentence: This wraps up your paragraph neatly.

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Crafting Perfect Paragraphs

Supporting Details Write 3 supporting details about the topic sentences below.

Topic Sentence	Eating a healthy breakfast helps me start the day with lots of energy.
1	You should start the day with fruits and whole grains.
2	You need energy for the things you do all day.
3	Your brain needs brain food to think at school.

Topic Sentence	[illegible] a great responsibility and a source of joy.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Recycling helps to protect [illegible]
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Apples come in many different colours and flavours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

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Supporting Details

When we plan our paragraphs, we sometimes have more than 3 ideas to consider. When this happens, we should group our ideas into 3 big ideas. Check out the example below.

Brainstorm why summer is the best season
Warm weather, no snow, no school, swimming, basketball, soccer, days are longer

3 Big Ideas: (1) Better weather (warm weather and no snow), (2) Sports (basketball and soccer), (3) [illegible] time to play with friends (no school, days are longer)

Bra [illegible] orm the topic and then select 3 big ideas to write about.

1) What is yo[illegible]e?

Dream House

Write the 3 ideas you can pull from your brainstorming.

1)	
2)	
3)	

PREVIEW

Name: _____ A2

Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Similarly	However	Also	Finally
Next	Likewise	But	In addition	In conclusion
Then	Equally	On the other hand	Furthermore	To sum up
Afterw	In the same way	Alternatively	Moreover	All in all
Meanw	As well as	Conversely	Plus	In summary
	with	Nevertheless	Too	In the end

PREVIEW

Think ...position word for the supporting details.

1) I love dogs and cats. ... friend enjoys spending time with her pets. We often share stor... antics.

2) I enjoy reading books on rainy day... ...er prefers to watch movies. We always find ways to share our i... wi...

3) Our school garden is full of flowers. ... ...ve ... table patch where we grow carrots, tomatoes, and lettuce. We all ta... ... plants.

4) We played games, sang songs, and ate cake at the party. _____, we opened the gifts and thanked everyone for coming. It was a great celebration!

5) My brother likes to play soccer on weekends. _____, he does his homework. _____, I like to finish my homework early so I can play with my friends. _____, my cousin prefers to relax and watch TV. _____, he sometimes invites us to join him. _____, we all have different hobbies and ways to enjoy our free time.

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Ending With a Bang: Conclusion Sentences

What is a Conclusion Sentence?

A conclusion sentence is the last sentence in a paragraph. It wraps up the ideas you've been talking about and gives a finished feeling to the paragraph. Think of it like putting the lid on a jar – it seals everything inside!

Why are Conclusion Sentences Important?

Conclusion sentences help the reader understand what you were trying to say. They make the main idea of the paragraph clear and remind the reader what the paragraph was all about.

How to Write a Good Conclusion Sentence

Writing a good conclusion sentence is like putting a bow on a gift. Here's a quick list of things to remember:

- Restate the Main Idea: Use different words to say the main idea from the beginning of the paragraph.
- Keep it Short: A conclusion sentence should be short and to the point.
- Add a Final Thought: If you can, add something that makes the reader think a little more about what you said.

Examples of Conclusion Sentences

- If you write about your favorite sport, you might end with: "Hockey is more than a game; it's a passion."
- If you write about a trip to a farm, you could conclude with: "The day at the farm was an unforgettable adventure."

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Ending With a Bang: Conclusion Sentences

True or False Is the statement true or false?

1) A conclusion sentence is always in the middle of a paragraph.	True	False
2) Conclusion sentences wrap up the paragraph's ideas.	True	False
3) Writing a conclusion sentence is like opening a gift.	True	False
4) It's good to repeat the main idea in a conclusion.	True	False
5) Conclusion sentences should confuse the reader.	True	False

Think Circle the conclusion sentence you think is best.

1) In the park, children play on the swings, slide, and climbing structures. Parents watch their children and enjoy the fun. Picnics are often enjoyed on the green grass, and people play and read.

a) Swings are a lot of fun.

b) Parks bring joy and relaxation to people of all ages.

c) The pond has fish in it.

2) At a bakery, the delicious smell of fresh bread and pastries fills the air. Bakers work hard to create sweet and savory treats. Customers leave with their chosen delight.

a) Bakers use magical powers.

b) Bakeries provide a cozy space to enjoy fresh, tasty treats.

c) The bakery only sells ice cream.

3) In the classroom, students sit at desks, listening and participating in lessons. Teachers use the whiteboard to explain subjects, and friends help each other learn. Fun projects make learning more exciting.

a) Teachers never explain anything.

b) Students only play games in the classroom.

c) Classrooms are places for learning and collaboration.

PREVIEW

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Name: _____ 45

Writing Quality Conclusion Sentences

Write Write your own conclusion sentences for the paragraphs below.

1) At the school library, children can find books about dinosaurs, planets, and pirates. They can read at the tables or borrow books to take home. Sometimes, the librarian reads stories to the kids.

_____

_____

2) In the summ[illegible] fam[illegible] the beach. Children build sandcastles and collect seashells. [illegible] chairs, and everyone enjoys splashing in the waves.

_____

_____

3) At the community park, there's a garden with co[illegible] ev[illegible] tall trees. People walk their dogs, and children fly kites. On sunn[illegible] a[illegible] e to paint the beautiful scenery.

_____

_____

4) During winter, people bundle up in warm coats and scarves. They go ice-skating or have snowball fights. Families enjoy sipping hot chocolate together after playing outside in the cold.

_____

_____

PREVIEW

Name: _____ 47

Success Criteria - Analyzing Paragraphs

Analyze

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

Planting a garden is a wonderful way to connect with nature and enjoy the outdoors. [illegible] choosing the right plants and seeds teaches us about different types [illegible] vegetables. Next, caring for the garden by watering and weed[illegible] helps p[illegible] strong and healthy. Finally, watching the garden bloom and thrive b[illegible] of [illegible]lishment and joy. Planting and tending to a garden not only b[illegible]es [illegible]gs but also nurtures a love for nature and the environment.

PREVIEW

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

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Name: _____ 48

Assignment - Paragraph Writing

Write Plan your paragraph by brainstorming about your topic below.

Describe your favourite animal.	What's the best season of the year?
Write about a visit to the zoo.	Describe a beautiful place you visited.
What do you like to do on a rainy day?	Explain how to make your favourite sandwich.
Explain your favourite hobby.	What is your favourite game? Explain how to play.
Would you like to be invisible?	Describe what you would do on a perfect day.

1) What is your topic?

2) Brainstorm words that come to mind when you think of this topic.

PREVIEW

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

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Name: _____ 49

Write Plan your paragraph by brainstorming about your topic below

5) Write the 3 supporting details you will include in your paragraph.	
1	
2	
3	

6) Write your [illegible] of [illegible] paragraph below. Include transitions words between your [illegible] sentences.

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	☑	☒
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses t[illegible]n words appropriately		
Uses [illegible]rd choices so it isn't boring		
H[illegible]usion sentence		
Grammar, [illegible]on are correct		
The paragraph [illegible]		

PREVIEW

Edit Edit your first draft by looking at th[illegible]ade with your class. If you need extra help, you can [illegible]well.

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

Name: _____ 51

Assignment - Paragraph Writing

Write Write your paragraph below.

Name: _____ 52

Rubric - Paragraph Writing

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

PREVIEW

Teacher Comments

Mark

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

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Name: _____ 33

Reflection Journal

1) Colour the emoji that best describes how you feel about your writing. Are you happy with your finished text?

2) What ... part of your assignment?

3) What did you find challeng...

4) How could you have done better?

5) Did you learn any new words or phrases while writing? Can you share them?

PREVIEW

Name: _____ 54

Formal Versus Informal Letters

Formal Letters: A Professional Way to Write

Formal letters are used when you need to write to someone in a professional or serious way. You might write a formal letter to your school principal, a company, or a government official. These letters have specific rules and a clear structure.

- Opening: Always use a polite greeting like "Dear Mr. Smith."
- Body: This explains your main point or request. Be polite and clear.
- Closing: End with words like "Sincerely" or "Yours truly."

PREVIEW

Informal Letters: For Friends and Family

Informal letters are more casual. You can write them to friends, family members, or anyone you know well. They are relaxed and can have a fun tone.

- Greeting: Start with something like "Hey [name]!"
- Body: Share news, ask questions, or chat.
- Closing: End with something warm like "Love," or "See you soon!"

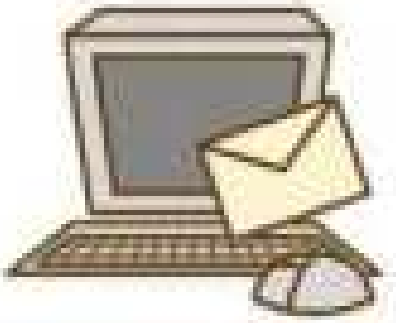
Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who you are writing to and why. They have become a common way to communicate.

Formal emails need a clear structure and polite tone, often used for applications or professional communication. **Informal emails**, on the other hand, are like casual letters sent online, used for writing to friends or family.

Key Parts of an Email

- Subject Line: Describe what the email is about.
- Greeting: Use a friendly or formal greeting.
- Body: Write your main message.
- Closing: End with a polite or friendly sign-off.



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Formal Versus Informal Letters

True or False — Is the statement true or false?

1) Formal letters require a clear structure.	True	False
2) Informal letters use a formal greeting.	True	False
3) Emails can be formal or informal.	True	False
4) Emails [illegible] subject line.	True	False
5) Formal [illegible] with "Love."	True	False

Think — [illegible] which type of letter is given in the example.

Dear Principal [illegible]

I hope this letter finds you [illegible] writing to ask if we can have [illegible] books about animals in our library.

Sincerely,
James

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

Hi Sammy!

[illegible] what? I got a new puppy! Can't [illegible] you to meet him.

Se[illegible]
[illegible]y

a) [illegible]	[illegible]mal Email
b) Infor[illegible]	[illegible]mail

Subject: Inquiry About Science Project

Dear Mrs. Smith,

I need help understanding the water cycle for our science project. Can we meet after school?

Yours truly,
Brian

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

Subject: My Soccer Gam[illegible]

Hi Auntie,

We won our soccer game yesterday! You should have seen my goal.

Love,
Kennedy

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

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Name: _____ 57

Analyzing Informal Emails

Analyze: Read the emails below. Underline the subject and closing (or use highlighters). Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Weekend Plans

Hi Emily! Guess what? I just found out about a cool carnival happening this weekend. It has every[illegible]om fun games to tasty snacks. I think it would be amazing if we could go toget[illegible]s giant Ferris wheel and even a magician! What do you think? I can[illegible]hts! Talk to you soon,

Your fri[illegible],

Jessica

Author's Voice	

Subject: Lost My Favourite Toy

Hello Jordan! You won't believe what happened. I [illegible]y li[illegible]ear, and I can't find it anywhere. I've looked all over the house. If you [illegible]p t[illegible] please let me know. I feel lost without it.

Thanks,

Dylan

Author's Voice	

Subject: Math Test Tomorrow

Hey Taylor! Our math test tomorrow has me in knots. I've been trying to study, but I'm struggling with some concepts. Could you maybe help me after school today? I think together we can crack it.

Thanks so much, Ethan

Author's Voice	

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Name: _____ SB

Informal Email Writing

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

Audience	Purposes
Friend	Inviting to a sleepover or expressing thanks

Subject: _____

Audience	Purposes
Teammate	Asking to practice more or telling them f[illegible]ed

Subject: _____

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Name: _____ SY

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!
Oh!	Ouch!	Yippee!	No!	Yikes!
Hooray!	Sob!	Whoa!	Argh!	Gulp!

Think Add the appropriate interjections and describe the voice used.

Subject: [illegible] Noise!

Hey [illegible]! Why does your dog have to bark so late at night?

_____! [illegible] again! _____! Can you please keep him inside or do [illegible]?

Talk to you soon,
Jenna.

Voice (Angry, Sad, Mad, Fr[illegible])

Subject: Lost My Favourite Toy

Hi Mom, _____! I lost my favourite [illegible] _____. I looked everywhere for it, even in the lost and found. I really miss it. Can we look for it together tomorrow?

Love,
Tom.

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

Subject: Won the Art Contest!

Hey Dad! _____! I won the art contest at school! _____! My painting of the sunset got the first prize! _____! I can't wait to show it to you. Let's celebrate!

See you soon,
Lily.

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

PREVIEW

Name: _____ 60

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: My Weekend Adventure

Hi Sarah,

What a ... weekend at the adventure park! First, you wouldn't believe the roll... ...ers, I ... ...ited and terrified at the same time. Next, I tried the giant swing, and it ... ...! Also, I met a new friend named Jake who's also into thrill rides. Whee! You ... ...ave to ...

How was your weekend? ... ...s ... ...kend outings. So, let's plan something soon, maybe a movie or a picnic ...

Catch you later,
Emily

PREVIEW

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

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Name: _____ 61

Assignment – Informal Email

Write Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing news, inviting to a party
Family M[illegible]ers	Giving thanks, holiday greetings
Classmat[illegible]	Asking for homework help, playdate
Spor[illegible]	Discussing practice, game updates
Pen F[illegible]	Introducing oneself, cultural exchange
Favourite Ce[illegible]	[illegible]letter, asking questions

PREVIEW

1) Who will be the au[illegible] email?	
2) What will be the purpos[illegible]	
3) Brainstorm anything that comes t[illegible] of this purpose. What things could you write about to this [illegible]?	
4) Write the subject line below.	
5) Write the greeting you will use.	
6) Write the closing you will use.	

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Name: _____ 62

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 [illegible] exclamation marks.

9) Write your [illegible] of [illegible] 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 [illegible]ctions		
Appr[illegible]od Tone		
Cl[illegible]ce		
Appropriat[illegible]		
Flow – Does it [illegible]er		

PREVIEW

Edit Edit your first draft by looking at th[illegible]ade with your class. If you need extra help, you can [illegible]well.

Criteria	
Greeting	
Clear Topic Sentence	
Engaging Body – Good word choice	
Use of interjections	
Appropriate Voice and Tone	
Clear Conclusion Sentence	
Appropriate Closing	
Flow – Does it Make Sense?	

Name: _____ 64

Assignment – Informal Email Writing

Write Write your informal email below.

Name: _____ 65

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/W… Ch…	…s are lively …ting …g	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	… …priate …	…ses some …priate …ions	Uses few or inappropriate interjections	No interjections are used
Voice	Voice … purpose (e.g., happy, excited)	…ce … …ve	Voice is inconsistent or …lear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Clos… …appropriate	…ing is …ntroduces …	Closing is missing or inappropriate

PREVIEW

Teacher Comments

Mark	

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

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Name: _____ 66

Writing Goals

A **writing goal** is like a promise to help you get better at writing. It shows what you can work on to improve!

Ideas
- Edit work for spelling mistakes.
- Practice neater handwriting.
- Try using different types of punctuation.

1) You need 3 writing goals. Choose from below or write your own in question 2.		
a) Use di[illegible]types of punctuation.	Yes	No
b) Writ[illegible]d its meaning.	Yes	No
c) E[illegible]r better adjectives/adverbs	Yes	No
d) Edit writin[illegible]g mistakes.	Yes	No
e) Practice wr[illegible]eat h[illegible]	Yes	No

2	What other writing[illegible]ld y[illegible]e?

3	Write the 3 writing goals and how you will a[illegible]

PREVIEW

Name: _____ 67

Achieving Our Goals

Goals – Checking In | Did you achieve your goals?

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

2) As you worked on your writing this week, did you think of

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

Name: _____ 68

Analyzing Formal Letters

Analyze Read the emails below. Underline the subject and closing (or use highlighters). Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Happy Valley School
45 School [illegible]
Toronto, [illegible]

Dear [illegible],

I am writing to [illegible] recent sports day. Firstly, it was an amazing event, and I had a wonderful [illegible] addition, [illegible] the relay race and, furthermore, won a ribbon! Thank you once again [illegible] year.

Sincerely,
Addy Rothwell

Author's Voice	

Ottawa City Hall
123 City Square
Ottawa, ON K1A 1B2

Dear Mayor Thompson,

I am writing to express my dissatisfaction with the lack of playgrounds in our community. Many children, including myself, are feeling neglected. Furthermore, I urge you to consider our need for outdoor spaces. Moreover, this is an issue that needs immediate attention. Please act on this matter promptly.

Yours faithfully,
Steven Johnson

Author's Voice	

PREVIEW

Name: _____ 70

Formal Letter Writing

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

Audience	Purpose
Principal	To ask for better school yard equipment

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Writing Similes

A **simile** is a way of describing something by comparing it to something else, using the words "like" or "as." It helps us make a picture in our minds about how something looks, sounds, feels, or acts.

Here are some examples of similes:

- The cat is as quiet as a mouse.
- Her s[illegible]was as bright as the sun on a summer day.

Direct[illegible] the similes in each sentence. The first one is done for you.

1) The [illegible] so [illegible] was like an ox.

2) Last night was [illegible] as a cave.

3) The bath was as hot as the [illegible] for the children.

4) The leaves were beautiful. They wer[illegible]

5) Her blue eyes were like the ocean, so deep and [illegible]

6) Mandy's car was as fast as a cheetah, maybe a little too fas[illegible]

7) Her smile was as bright as the sun.

8) The cake was soft and fluffy, like a cloud.

9) The stars twinkled in the sky like tiny diamonds.

10) The rain fell gently on the roof, like a soft whisper.

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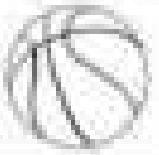
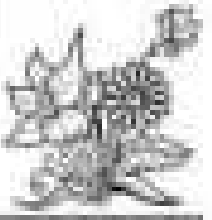
Name: _____ 80

Figurative Language - Simile





Write Add a simile to the sentences below.

1	The frog jumped like _____.
2	He [illegible] as shiny _____.
3	[illegible]nds [illegible]d _____.
4	The puppy [illegible] as _____.
5	The flowers in the ga[illegible] _____.
6	The basketball bounced like _____.

PREVIEW

Write Finish the similes below.

1	As hard as a _____.
2	As sweet as a _____.
3	As yellow as _____.
4	Quick like _____.
5	Strong like _____.

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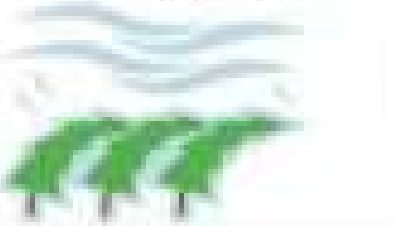
Name: _____ 81

Figurative Language - Personification

Personification is when you give human qualities to things that aren't human. It's like making objects or animals act like people in your writing. This makes the writing more interesting and helps you imagine the story better.

Here are some examples of personification:

- The wind whispered secrets through the trees.
- The sun smiled down on us.
- The clock coughed and sputtered before starting.



Write a sentence that uses personification using the non-human thing and one of the human qualities given.

Non-Human Thing	Human Quality	Sentence
Sun	Smiling, Glaring	
Wind	Whispering, Howling	
Trees	Dancing, Swaying	
Clock	Running, Racing	
Car	Grumbling, Groaning	

PREVIEW

Name: _____ 83

Figurative Language - Idiom

An **idiom** is a phrase where the words together have a different meaning than the individual words do by themselves. Idioms are used to make writing more colourful and to express ideas in a fun and creative way.

Here are some examples of idioms:

- "Piece of cake" - means something is very easy.
- "Hit the books" - means to start studying.
- "Bark up the wrong tree" - looking for answers in the wrong place.
- "Break the ice" - to start a conversation in a new or awkward situation.

PREVIEW

Write one of the idioms above to fill in the blanks below.

Jake was nervous about his presentation. When he finished, he realized it _____

_____

He had studied hard and knew all the answers. He felt confident and happy.

At the new school, Emma wanted to make friends. She decided to _____

_____

by sharing her cookies. Soon, she was laughing and talking with a group.

With the science fair next week, Mia knew it was time to _____

_____. She spent her afternoons at the library,

researching and taking notes. Her hard work paid off, and she felt ready for the fair.

Ben thought his sister took his favourite toy, so he started arguing with her. But he was

_____

his toy was under the bed all along. Once he found it, he apologized to his sister.

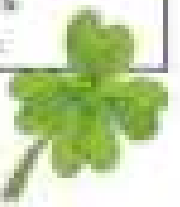
Name: _____ 85

Figurative Language - Analogy

An **analogy** is a way of comparing two things to show how they are similar. It helps to explain an idea by comparing it to something else that is easier to understand. Analogies are used in writing to make descriptions clearer and more interesting.

Here are some examples of analogies:

- "Her smile was like sunshine on a cloudy day." - This compares a smile to sunshine, suggesting it's cheerful and bright.
- "Reading a book is like taking a journey." - This compares reading to traveling, suggesting it takes you to different places or experiences.
- "A ... a four-leaf clover: hard to find and lucky to have." - This ... are clover, suggesting they are special and valuable.



Write ... below to write an analogy.

1. Learning is like a jou...

2. A library is like a treasure chest because...

3. Solving a math problem is like solving a mystery because...

4. The earth is like a giant spaceship because...

PREVIEW

Name: _____ 87

Writing Metaphors

A **Metaphor** is a way of describing something by saying it's something else, even though it really isn't. It's like using your imagination to make a picture with words.

For example:
If we say, "The classroom was a zoo," it means the classroom was very noisy and wild, but it wasn't really a zoo with animals. Metaphors help make descriptions more fun and interesting.

Dir... each sentence, write **S** for simile and **M** for metaphor

1) The ... fluffy pillows in the sky.	
2) My life is an ...	
3) Time is a thief stealing ...	
4) Her laugh is as loud as a hyena.	
5) He is a bright star in our class.	
6) The classroom was as noisy as a beehive.	
7) Fear is a monster that grows when you're scared.	
8) Her eyes shone like stars in the sky.	
9) Life is a rollercoaster with lots of highs and lows.	
10) The basketball player was as tall as a giant tree.	

PREVIEW

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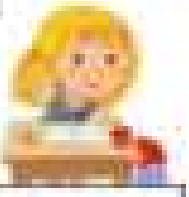
Name: _____ 88

Figurative Language - Metaphor



Write Finish the metaphors below

1)	The library is a _____ of knowledge.
2)	He _____ that lights up the room.
3)	work _____ be a _____ to solve.
4)	The park in _____ is a _____ with its many colours.
5)	The old tree in our yar _____ watching over us.
6)	The world is a _____ everyone plays a part.

PREVIEW

Write Create your own sentence and _____ for it.

1	_____
2	_____
3	_____

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Name: _____ 91

Narrative Writing – Themes

In a story, the **theme** is the big idea or lesson that the story is trying to share with us. It's like the heart of the story.

For example, in the story of "The Tortoise and the Hare," the theme is that being slow and steady can be better than being fast and careless. The tortoise wins the race by being steady and not giving up.

Write the story summaries below and write the theme of each.

Summary	A squirrel overcomes its fear of climbing to the top of a tall tree to [illegible] on a branch.
Theme	

Summary	Different children in a neighborhood come together to create a community garden, learning and working [illegible] appreciate each other's differences.
Theme	

Summary	A girl finds a magic paintbrush and learns that using it for [illegible] reasons has negative consequences, but using it to help others brings happiness.
Theme	

Summary	During a school camping trip, two students who usually don't get along learn to cooperate and help each other when they get lost during a hike.
Theme	

PREVIEW

Name: _____ 93

Narrative Writing – Identify Conflicts

Conflict in stories is like the main problem that the characters have to solve. It could be a character trying to find a lost treasure, solve a mystery, or even dealing with a misunderstanding with a friend.

For example: In the hidden cave Alex and Jamie need to figure out the secret to find a treasure. They face challenges like solving riddles and escaping traps. The conflict from this story is that Alex and Jamie need to figure out the secret of a hidden cave to find the treasure.

Write a short story summary then, identify the main conflict in the story

Summary	1) [illegible] Maple Ridge, Alex's beloved skateboard goes missing. S[illegible] discovers it in the neighbour's yard, repaired as a surp[illegible] lesson that sometimes, a loss can lead to a happy surprise.
Conflict	

Summary	2) At Pine Hill School, someone is [illegible] the class works together and sets up a friendly trap to c[illegible] turns out to be a hungry squirrel. They decide to make a [illegible]
Conflict	

Summary	3) In the town library, Sarah finds a book that transports her to a magical land. She faces the challenge of a riddle-speaking dragon. By solving the riddle, she finds her way home, learning the power of wit and courage.
Conflict	

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Name: _____ 9k

Summary	6) On a stormy night, two friends, Jake and Maya, accidentally swap their homework. They fix the mix-up by meeting halfway in the rain, learning about cooperation and the importance of double-checking their work.
Conflict	

Draw a scene from a story you've heard recently that shows the conflict.

PREVIEW

Write Describe the conflict from the picture above

Story Title	

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Narrative Writing - Setting

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

See	
Feel	
Hear	
Taste	
Smell	

Use your notes above to write a paragraph form.

Analyze The setting below has been written about a medieval castle. Describe what the character will see, feel, hear, taste, and smell.

Once upon a time in a magical land, a medieval castle stood tall. Young Emily stepped through the gates, feeling the cool, rough stones and hearing knights' swords. She smelled baking bread and burning candles, tasted a hearty feast, and saw walls with tapestries of dragons, lit by torchlight. Emily knew adventure awaited.

See	
Feel	
Hear	
Taste	
Smell	

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Narrative Writing - Characters

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

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her lab co[illegible] curiosity is endless[illegible] never without[illegible] Often[illegible] tinker[illegible] with ord[illegible] household ite[illegible] them into som[illegible] extraordinary.

Name	
Look	
Personality	
[illegible] Trait	

Wearing a safari hat and a green jacket, Timothy's mischievous smile gives away his adventurous spirit. He's never afraid of a challenge and has a knack for exploring new places. Even without a map, he seems to find his way.

N[illegible]	
Look	
Personality	
Special Trait or Talent	

Fiona's colourful clothes and bright blue eyes reflect her creative soul. Gentle and observant, she sees beauty everywhere. Her paintings are so stunning that they often get mistaken for real-life photographs.

Name	
Look	
Personality	
Special Trait or Talent	

PREVIEW

Name: _____ 100

Narrative Writing - Plot

Creating a plot in a story is like putting together a puzzle. Here's a simple way for you to develop a plot for your story:

1) Start with an Idea: Think of what you want your story to be about. It can be an adventure, a mystery, or even a funny event.

2) Build the Characters: Who are the main characters in your story? What do they want, and w[illegible] stopping them from getting it?

3) Pla[illegible]ning: This is where you set the scene and introduce the characters and th[illegible]

4) [illegible] part of the story is where the characters try to solve the pro[illegible]m or [illegible] they might face challenges, meet new friends, or learn importan[illegible]g th[illegible]

5) Design the En[illegible]ow [illegible]d? Will the characters solve the problem or reach their goal? [illegible] the story and leave the reader satisfied.

Remember, your plot doesn't [illegible] You can start with a simple idea and build on it. Be creative, and [illegible]ing your story!

PREVIEW

Practice Read the short story pl[illegible]w. Th[illegible] the organizer.

Meet Billy, a brave 8-year-old boy who loves exploring. One day, he finds a clue in his playroom hinting at treasure in his garden. Excitedly, he takes a shovel and goes outside.

Billy digs and digs. He finds rocks and bugs but keeps going. His hands get tired, but he's determined to find the treasure.

Soon, he finds a small box. Inside, there are old toys from his dad's childhood and a note about cherishing memories. Billy feels happy, not because of gold or jewels, but because he's discovered something special about his family. He learns that real treasure is the love and memories we have with those we care about.

Charact[illegible]	
Beginning	
Middle	
End	

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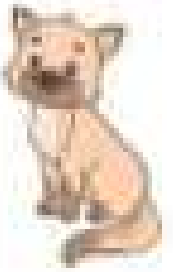
Name: _____ LD3

Describing Narrative Elements



Describing **narrative elements** means talking about the different parts of a story. This includes the **theme** (the main idea), the **conflict** (the problem), the **plot** (what happens), the **setting** (where and when it happens), and the **characters** (who is in the story). Understanding these elements helps us understand the story better.

Think: ...d the following story summaries and describe their elements:

Summary	...Kitten," a curious kitten named Whiskers finds herself on a ...e. Whiskers lives on a cozy farm with rolling hills, but one ...the dense forest nearby. As night falls, Whiskers ...finding her way home. Along her journey, she ...als who offer clues and encouragement. The ...ust escape a pesky owl, using her quick thinking ...s. In the end, Whiskers, guided by the stars and ...cons, makes it back to the farm, learning the value of ...
Theme	
Conflict	
Plot	
Setting	
Character(s)	

PREVIEW

Name: _____ 104

Think Read the following story summaries and describe their elements.

Summary	In "Max's Mountain Mission," Max sets out to climb the towering peak that overlooks his small mountain town. The early morning sun casts a golden glow over the rugged trails and pine forests that Max must navigate. Along the way, he encounters a lost goat, which he decides to return to its owner at the summit. The path is steep and the winds grow cold, pushing Max to muster all his strength. His perseverance and kind heart lead him to the peak, where the town below looks like a miniature world. Max returns the goat and realizes that the greatest journeys often lead to helping others.
Theme	
Conflict	
Plot	
Setting	
Character(s)	

Summary	"Luna's Library Day" follows [illegible] with a voracious appetite for stories. The grand [illegible] filled with books from floor to ceiling is her [illegible] faces a dilemma when her favourite book goes [illegible], enlisting the aid of the wise librarian and [illegible] the whispers of pages and the clues tucked in co[illegible] a scavenger hunt of literary proportions. Her adventure [illegible] library's secret nooks teaches her that every book hold[illegible] to a new world; and the real treasure is the joy of discovery.
Theme	
Conflict	
Plot	
Setting	
Character(s)	

PREVIEW

Name: _____ 105

Writing Summaries – Different Genres

Write Use the different story elements to write summaries for the genre below.

Genre	Science Fiction
Theme	
Conflict	
Setting	
Character(s)	
Summary	

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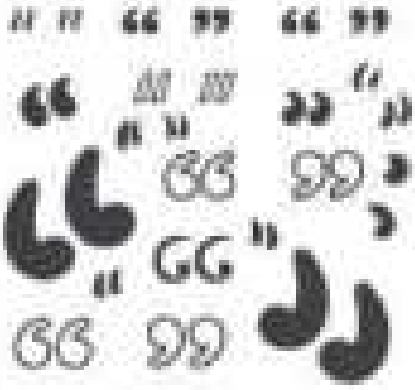
Using Quotations in Narratives

What are Quotations?

Quotations are the words someone says in a story. When you write what a character says, you put those words inside quotation marks. For example: "I love reading," said Emily.

Rules for Quotations

There are a few rules you need to know when using quotations in your writing. These rules help the reader know who is speaking and what they are saying.

PREVIEW

1) Start with Capital Letters: Quotations start with a capital letter. Example: "The cat meowed."

2) Use Comma Before the Quote: If you say who is talking before the quote, use a comma. Example: Mom said, "Time for dinner."

3) Punctuation Inside the Quote: Put punctuation like periods and question marks inside the quotation marks. Example: "Is it time for bed?" asked Max.

4) Quotations for Speaking: Only use quotations for spoken words, not thoughts.

5) New Speaker, New Line: Start a new line or paragraph when a different character begins speaking. This helps the reader keep track of who is speaking.

6) Use Speaker Tags Wisely: Speaker tags (e.g., "he said") can be placed at the beginning, middle, or end of a quote, but should be used appropriately to make clear who is speaking.

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Using Quotations in Narratives

Edit Fix the mistakes below.

Original	"the cat meowed."
Edited	

Original	aid "Time for dinner."
Ed	

Original	bed Max."
Edited	

Original	"I think, therefore
Edited	

Original	"Are you coming to the party?" Jane
Edited	

Original	"Let's go to the park, he said.
Edited	

Original	"I can't believe it's raining" he said.
Edited	

Original	"I'm so excited for the trip!" John said "Me too!" said Tom.
Edited	

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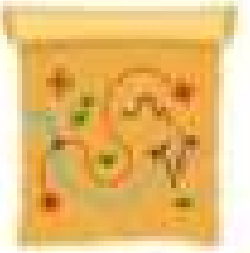
Analyzing a Short Story - Quotations

Treasure Map

Billy found an intriguing old map in his attic. Excited, he ran to his best friend, Lucy. "Look at this map, Lucy! It says there's a treasure nearby," he said.



Lucy's eyes widened. "Really? Let's go find it!" she exclaimed.

With the map in hand, they ventured into the woods. After a while, Lucy pointed at a spot and said, "It should be right here!"

Billy began to dig and soon hit something hard. "I found it!" he shouted, pulling out a small chest filled with shiny rocks.

Back home, they examined their treasure and thoughtfully. "These may not be gold or jewels, but they're our treasure."

Billy agreed, smiling. "And the best treasure is the adventure we had together." They both knew that the real treasure was their friendship and the fun they had that day.

PREVIEW

Questions Answer the questions below.

1) Write 4 different speaker tags that were 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) When you use an exclamation point in a quote, do you need a capital letter after?

Name: _____ 113

Writing Speaker Tags

asked	whispered	shouted	exclaimed	warned
replied	muttered	groaned	questioned	pouted
announced	cried	cheered	requested	moaned
insisted	mumbled	declared	laughed	grumbled

Fill in the ... Use a different speaker tag for the quotations below.

1) "...r," _____ Mom.

2) Sally _____ "I think I see a rabbit."

3) "Can you help ... like _____."

4) "I wish it would stop ra... _____ Tim.

5) "You're it!" _____ ...ly as ... friend.

6) Lucy _____, "I'll be ...

7) "Watch out for that puddle!" _____

8) "This is the best ice cream ever," Peter _____

9) "Do you think it will snow tomorrow?" _____ Sam.

10) "I don't want to go to bed," _____ Lily

11) "We won the game!" _____ the whole team.

12) "Please pass the salt." _____ Grandpa.

13) Tom _____, "I have finished my painting."

14) "I can't find my shoes," Brian _____

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Character Personality and Dialogue

Think Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality.

Personality: Brave
a) "I'm too scared to go on the adventure. You go without me."
b) "What if something goes wrong? I don't think I can handle it."
c) "No matter how hard it gets, I'll always stand up for my friends!"

Personality: Curious
a) "I wonder what's behind that door. Let's go explore and find out!"
b) "I've never really thought about how things work."
c) "I don't really care why things are the way they are."

Personality: Kind
a) "I don't have time to help anyone else. I'm too busy with my own stuff."
b) "Why should I share my things? I don't care if others have what they need."
c) "Are you okay? Here, let me help you with that."

Personality: Funny
a) "I never joke around. Life is serious and there's no time for laughter."
b) "Why don't scientists trust atoms? Because they make up everything!"
c) "I don't understand why people find things funny."

Personality: Adventurous
a) "Traveling to new places? No thanks, it sounds too risky and uncomfortable."
b) "I prefer to stay inside where it's safe and do the same old things."
c) "Let's go on a hike in the unknown forest! It sounds like an adventure."

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Writing Using Quotations

Practice Write dialogue between Superwoman and Superman. **Don't forget the speaker tags!**

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Writing Using Quotations

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

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

PREVIEW

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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.

The Hidden Garden

In the small town of Willowbrook, lived a curious girl named Lily. One sunny day, she stumbled upon a hidden garden filled with magical flowers. The aroma of sweet nectar filled the air, and vibrant colours dazzled her eyes.

"Wh[illegible]," a voice suddenly said, startling Lily. It was a talking butterfly, its wings shimmering in the sunlight.

"I'm Lily," she replied, astonished by this place?"

"This is the Garden of [illegible]," explained. "Make a wish but choose wisely."

Lily thought hard and finally said, "I wish for my friends and family to always be happy."

"Your wish is pure and kind," the butterfly praised. "[illegible]ue."

Lily thanked the butterfly, feeling a warm glow in her heart. "I will never forget this garden or you," she said, leaving the enchanted place.

As she returned home, she knew she had experienced something [illegible]. Her senses had been awakened, and her character had grown. The memory of the garden and the wise butterfly would remain with her forever.

PREVIEW

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

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Name: _____ 122

Assignment – Narrative Writing

Write Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young arti	Magical paintbrush	Small town art studio
Space ro	Befriends aliens	Planets
Adven	Solve neighborhood mystery	Suburb
Elde	singing garden	Backyard
Young chef	test	City kitchen

PREVIEW

Plan ve and plan it out in more detail.

1) Describe the basic plot idea

2) What characters are involved in this plot?

3) Beginning – How will your characters first discover the problem?

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Plan	Fill in the organizer below.

4) Middle – Write the events that will happen in the middle of the story. Describe how the character(s) will try to handle the problem. Write at least 3 different events.

1	
2	
3	
4	
5	

5) End – How will the problem be resolved? How will the characte[illegible]blem?

6) What is a good title for your story?

PREVIEW

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Assignment – Narrative Writing

Rough Draft | Write the rough draft of your narrative below.

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Activity: Story Swap Revision Party

Objective What are we learning more about?

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

PREVIEW

Mate s needed to complete the activity?

- ❑ Drafts of [illegible] stories
- ❑ Pencils [illegible]
- ❑ Highlighters [illegible]
- ❑ Revision checkli[illegible] success criteria

Instructions How do we co[illegible]

1) **Introduction**: Explain to the students that [illegible] a "Revision Party," where they'll get to read each other's [illegible] help make them even better. Emphasize that constructive feedback is [illegible]

2) **Pair Up**: Divide students into pairs and have them swap st[illegible]

3) **Read Carefully**: Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.

4) **Use the Checklist**: Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.

5) **Discuss**: Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.

6) **Revise**: Students take back their own stories and begin revising based on the feedback and their discussions.

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Activity: Story Swap Revision Party

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

1) Based on the success criteria, what did your partner do well?
2) Based on the success criteria, what does your partner need to change?
3) What is your favourite part of your partner's story?
4) Write 3 questions you have about your partner's story.
1)
2)
3)
5) **Hand this sheet back to your partner.** Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 3 changes.
1)
2)
3)

PREVIEW

Name: _____ 130

Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
Interesting Plot	The plot is highly engaging and keeps the reader's attention throughout.	The plot is interesting but lacks some details.	The plot is somewhat engaging but needs more development.	The plot lacks interest and is confusing.
Characters	Characters are well-developed, with clear traits and motives.	Characters are defined but need more depth.	Characters lack some development and depth.	Characters are one-dimensional or lacking.
Beg… Midd…	…has a clear beg…	The story has a beginning, middle, and end, but one part may be weak.	One or more parts of the story (beginning, middle, end) are lacking or undeveloped.	The story does not have a clear beginning, middle, or end.
Setting (senses)	The … vivi… descri… the sen…	…ting is … but …	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
Word Choice	Word choice enhances the story and is appropriate for the audience.	…or… good… som… …y or sophistication.	…d choice is …ic or …	Word choice is inappropriate or confusing.
Title	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	…title … … …	The title is …elevant or …ssing.
Quotations	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are … incorrectly or ineffectively.	…re …used …ghout the story.

PREVIEW

Comments	
Mark:	

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Name: _____ 135

Activity: Being Persuasive

Objective What are we learning more about?

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

Materials What is needed to complete the activity?

- ❑ [illegible]
- ❑ Timer or clock

Instructions How to complete the activity?

1) Pair Up the Students: Divide the students into pairs. If there's an odd number, you can have one group of three.
2) Introduce the Activity: Explain to the students that they will be debating different prompts from the list. One student will choose a side for the first prompt, and the other will choose for the next. They will alternate in this manner.
3) Start with the First Prompt: Have the pairs look at the first prompt. The first student will pick a side to argue for or against. The other student will take the opposite side.
4) Think Time: Give the students 2 minutes to think about their arguments. They may jot down quick notes if they wish.
5) Debate Time: Let the students debate for 3 minutes. Encourage them to listen to each other's arguments respectfully.
6) Move to Next Prompt: After debating the first prompt, move to the next one, allowing the other student to choose a side first. Repeat the think and debate time.
7) Repeat Until All Prompts are Debated: Continue moving through the prompts, alternating sides, until all have been debated.
8) Classroom Debate (Optional): Ask for volunteers to debate in front of the class. They can choose one of the prompts they have already debated.

PREVIEW

Name: _____ 136

Activity: Being Persuasive

Prompts Debate the prompts below.

1) Argue for or against school uniforms.
2) Debate if students should have homework on weekends.
3) Argue for or against the use of technology in the classroom.
4) Argue for or against extending recess time.
5) Debate whether pets should be allowed in school.

Feed ...graphic organizer below to give feedback to your partner.

1) What did you ... about persuading others?

2) What strategies did you use to make your argu...

3) What did you learn from listening to your classmates' arguments?

4) Do you think it will be easier to write your opinion or speak your opinion? Explain.

PREVIEW

Name: _____ 137

Persuasive Writing - Opinions

Opinion What is your opinion of the topics below? Explain why with 3 reasons each.

	Topic	Opinion – Yes or No?
1)	Should homework be given every night?	
Reason 1		
Reason 2		
Reason 3		
2)	Are video games good?	
Reason 1		
Reason 2		
Reason 3		
3)	Should school be year-round?	
Reason 1		
Reason 2		
Reason 3		
4)	Should junk food be allowed in school?	
Reason 1		
Reason 2		
Reason 3		

PREVIEW

Name: _____ 1A2

Understanding Bias in Persuasive Writing

Understanding Bias in Persuasive Writing

Bias means leaning towards one side in an argument without considering all sides fairly. In persuasive writing, it's essential to know what bias is and how to spot it.

Different Points of View

Everyone has their own opinion, and it's normal to have different points of view on the same topic. Some people might think that school uniforms are a great idea, while others may not like them at all. Both sides have valid reasons, and it's essential to understand and respect different perspectives.

Analyzing Different Perspectives

When reading persuasive writing, watch for different perspectives. Here are some steps to follow:

- Identify the Author's Opinion: What side is the author on?
- Find the Reasons: Why does the writer feel this way? Look for examples that support their opinion.
- Look for Bias: Is the writer only telling one side of the story? Are they not fairly presenting the other side?
- Think About Your Own Opinion: After reading all sides, what do you think?

PREVIEW

What is Confirmation Bias?

Confirmation bias is when people pay attention to information that agrees with their own beliefs and ignore information that doesn't. It's like only listening to friends who like the same games as you and not hearing others who might like different games.

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Name: _____ 143

Understanding Bias in Persuasive Writing

Analyze Read the opinions below and answer the questions.

Pizza is undoubtedly the best meal because it's incredibly tasty, highly customizable, and perfect for any occasion. The combination of gooey cheese and crispy crust creates a taste that no other food can match. With endless topping options, you can have a different pizza every day and never get bored. Plus, it's perfect for parties, family dinners, or just a treat for yourself. These three reasons make pizza the superior choice for any meal!

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.

Summer stands above all other seasons because of its long days, outdoor activities, and the joy of relaxation. You can bask in the sun's rays, enjoy the warmth that only summer provides. The season allows for beach trips, picnics, and outdoor fun, unlike winter's chill or spring's rain. Also, summer means school's out, giving you ample time to relax without worrying about homework. These things make summer the best time of the year!

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.

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Name: _____ 144

Version 1: Activity – Finding Bias in Writing

Tough Job Imagine you are the principal of your school. You have received a letter today. Respond to the letter by pointing out the bias.

Dear Principal,

I am writing to propose a wild but amazing idea: let's have a chocolate fountain in our school cafeteria! Before you dismiss it, hear me out. Chocolate makes people happy, and happy students learn better! Just imagine the smiles on everyone's faces as they dip their fruits or pretzels into the flowing chocolate. We could also dip healthy foods like strawberries and apples into the chocolate. It would encourage kids to eat more fruits because they taste much better with chocolate! And think about our unforgettable school spirit. Our school would be famous for having a chocolate fountain. Students from other schools would wish they were here, and our school's reputation would soar. Please, please, please make our dreams come true and add a chocolate fountain to our cafeteria!

Sincerely,
Hanna Stevenson

PREVIEW

1) What is the author's opinion?
2) What reasons did they give? List 3.
3) Why is this a biased opinion? Write the other perspective. Give 3 reasons why this is a bad idea.

Name: _____ 1A5

Activity – Finding Bias in Writing

Tough Job | Write your response letter back to Hanna

_____,

PREVIEW

Include:
❑ A greeting
❑ Topic sentence
❑ Body with main points

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

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Name: _____ 150

Assignment – Advertising a New Invention

Students, in this assignment, you will create an advertisement for an invention that you will dream up. The focus of this activity is to learn how to use persuasive techniques to convince others that your invention is amazing and a must-have! Let's get started!

Planning | Fill in the graphic organizer below.

1) Brainstorm some creative and helpful products you'd like to invent. Here are some examples:

- [illegible] sharpening
- [illegible] homework
- A self-[illegible]

PREVIEW

2) Which invention will you choose?

3) What is the name of your product?

4) What problem does it solve, or how does it make life better?

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Assignment – Advertising a New Invention

Planning | Fill in the graphic organizer below.

5) Who would want to use this product? This will be your audience.

6) Wh[illegible] thre[illegible] reasons someone should buy it?

7) How will you describe your product, so it sounds appealing? You [illegible] strategies: celebrity endorsement, free prize, say they are limited [illegible] a sale – buy one get one free, describe the must-have feature, etc.

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Assignment – Advertising a New Invention

Planning | Fill in the graphic organizer below.

8) Imagine you have 3 minutes to show your audience how good your product is. Create a PowerPoint presentation for them that highlights all the reasons they should buy. What will you need to add to the PowerPoint? Fill in the information you will include on each slide. Some ideas have been listed for you.

Title Slide: • E • A slo • Image or invention.	
Introduction to the Invention: • Name of the invention. • What it is and what it does. • A picture or illustration of the invention.	
Why the Invention is Needed: • Identify a problem or need that the invention solves. • Explain how the invention is the solution.	
Benefits and Features: • List of the invention's unique features. • How these features translate into benefits for the user.	

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Name: _____ 153

Assignment – Advertising a New Invention

Planning | Fill in the graphic organizer below.

Endorsement or Testimonial (if available): • Quote or video from someone who has tried the product. • Credible source or expert opinion.	
Special Deal or Promotion: • Any special offers, discounts, or bonuses available. • Limited-time offer to create urgency.	
Cost and Purchasing Information: • Price of the invention. • Where and how it can be purchased. • Any money-back guarantees or warranties.	
Call to Action: • Strong, persuasive language urging the audience to act now. • Contact information or a link to a website where the product can be purchased.	

PREVIEW

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Rubric – Invention Assignment

Category	4 Points	3 Points	2 Points	1 Point
Title and Introduction	Catchy title, clear intro, appealing image	Good title, intro, image, but more engaging	Title & intro there, not very exciting	Missing title, intro, or image
Explanation of Invent	Explains what it is & why needed with pictures	Good explanation, lacks some details/images	Some information but misses details	Unclear or incomplete information
Be	ll features help	Lists most features, some benefits unclear	Mentions some features but misses benefits	Misses many features and benefits
Special Deal Cost	pecu efits	hares cost or ut misses	Gives some info about cost/deal, but confusing	Missing information about cost or deal
Call to Action	Exciti make peo want to buy	Goo ex	Has call to action but doesn't make nt to act	Missing or unclear call to action
Visuals and Design	Great pictures & design help tell the story	G ures & design but co be better	ures, doe	Missing pictures or messy design
Spelling and Grammar	All words spelled right & sentences sound good	Few small mistakes but reads nicely	akes to unde	of mistakes rd to
Overall Presentation	Exciting & fun! Tells whole story of the invention	Good job but could be more exciting or clear	Some good p some parts confusing	ary r hard to

PREVIEW

Comments	
Mark:	

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Name: _____ 155

Reflection - What Did I Learn?

Think Write four things you learned from completing this writing assignment.

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Informational Reports: Non-Fiction

Fiction means a story that's made up, like fairy tales or superhero adventures. **Non-fiction** is about real things. If you read a book about lions in Africa, that's non-fiction. If you read a story about a talking lion who goes on adventures, that's fiction. Fiction is pretend, and non-fiction is true!

Think Is the story with the topic below fiction or non-fiction?

1)	A [illegible] helps a child find lost treasures in a	Fiction	Non-Fiction
2)	[illegible] solar system, with facts about [illegible]	Fiction	Non-Fiction
3)	The true [illegible] built across Canada.	Fiction	Non-Fiction
4)	Talking anima[illegible] together to solve problems.	Fiction	Non-Fiction
5)	A young wizard strugg[illegible] magical school.	Fiction	Non-Fiction
6)	A guide to recycling and how it [illegible] protect[illegible] environment.	Fiction	Non-Fiction
7)	A biography of a famous Canadian invent[illegible] inventions.	[illegible]	Non-Fiction
8)	A dream grants a child the power to fly, leading to whimsical escapades.	[illegible]	[illegible]tion
9)	Space robots discover a new planet and embark on thrilling adventures.	Fict[illegible]	[illegible]on-Fiction
10)	A historical account of a Canadian community and its traditions.	Fiction	Non-Fiction

PREVIEW

Think Write at least 2 fictional and 2 non-fictional stories you've read recently

Fiction	Non-Fiction

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Name: _____ 159

Activity: Idea Factory

Objective — What are we learning more about?

Students will learn how to generate ideas for an informational report by participating in an assembly-line process, where they will collaborate and build on each other's ideas.

Materials — What is needed to complete the activity?

- [ ] [illegible]
- [ ] [illegible] Buttons
- [ ] Timer (or [illegible])

Instructions — [illegible] activity?

1) Divide into Groups: Divi[illegible] groups of 3-4.
2) Topic Selection: Provide each gro[illegible] topic below.
3) Assembly Line Process: Instruct each stude[illegible] or fact related to the topic on a separate page, then pass the p[illegible] their group to add another idea or fact.
4) Rotation and Collaboration: Continue the process [illegible] or until they have a substantial amount of information.
5) Presentation: Have each group present their ideas and explai[illegible] collaborated.

PREVIEW

Topics — Print out the topics below.

The Summer Season	Recycling	The Earth	Winter in Canada
Trees	Community Helpers	Types of Weather	Water
Canada Geese	Bicycles	Pets	Outer Space
Canadian Maple Trees	Taking a Train Ride	School Subjects	Making Cookies
Holidays	Earth's Oceans	Canadian Wildlife	Basic Kitchen Safety

Name: _____ 160

Activity: Idea Factory

Think | Write your ideas/facts below about your topic.

1) What is your topic?

2) Write your ideas/facts below, taking turns.

PREVIEW

Name: _____ 1&1

Writing a Report - Lions

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) Re... below.
2) ... 1 of 3 main headings: diet, where they live, and body ...re. La... ct (d) for diet, (w) for where they live, and (b) for body.
3) On the n... th... duction for the report. Then you'll need 3 headings for the bo... you'l... clusion. You don't need to use all the facts for your report, s... you...

PREVIEW

Facts Organi... fac...

Lions live in grasslands and plains.	
Male lions have big manes.	
Lions hunt in groups called prides.	
Lions have strong leg muscles to run fast.	
Lions sleep a lot, up to 20 hours a day.	
Lions are mostly found in Africa.	
Female lions usually do the hunting.	
Lions live in the Gir Forest in India.	
Lions can eat up to 40 pounds at once!	
Lions have sharp claws for hunting.	
A lion's tail has a tuft at the end.	
Lions live in groups called prides.	
Lions have big teeth to eat meat.	
Lions also scavenge food sometimes.	
Lions eat meat, like zebras and antelopes.	

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Writing a Report - Lions

Planning | Fill in the components of the report below.

Introduction – What will the report be about?	
Body – What will the headings be? What 3 facts will you include about each heading?	
Heading #1	
Fact 1	
Fact 2	
Fact 3	
Heading #2	
Fact 1	
Fact 2	
Fact 3	
Heading #3	
Fact 1	
Fact 2	
Fact 3	
Conclusion – Summarize the report in just a few sentences.	

PREVIEW

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Writing a Report - Lions

Name: _____ 167

How To Research Effectively

Finding Information: How to Start

When you want to know more about something, research helps you find the information.

Choosing the Right Tools: Library, Internet, and Search Engines

Libraries, the internet, and search engines have lots of information. At the library, you can find books and magazines. On the internet, websites and search engines like Google help you find

When you search online, use key terms. Here are some examples:

Good Searches	Bad Searches
"What do elephants eat"	"what elephants eat for dinner."
"How does a rainbow form"	"rainbow happen, please."
"Canada's tallest mountain"	"Wh tall mountain in Canada?"

PREVIEW

The Importance of Trustworthy Sources

When you're looking for information, it's really im know if what you're reading is true. You want to use thi called trustworthy sources. Here's what you can do to find good information:

- Ask your teacher or librarian for help.
- Look at websites made by schools, museums, or governments.
- Read books written by people who know a lot about the subject.

Some websites and books can give you wrong information. You might want to avoid:

- Social media posts by people who aren't experts.
- Blog posts without facts or proof.
- Websites that are trying to sell you something without showing why it's good.

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How To Research Effectively

Think | Is the search good or bad?

1) The capital city of France.	Good	Bad
2) What is the name of the really tall mountain in Canada?	Good	Bad
3) Famous Canadian authors.	Good	Bad
4) Tell me [illegible] famous people are who write books in Canada?	Good	Bad
5) The li[illegible]terfly.	Good	Bad
6) I [illegible] utterfly's life from egg to flying around.	Good	Bad
7) How [illegible]	Good	Bad
8) Can you tel[illegible] plastic things at home?	Good	Bad
9) Weather patterns [illegible]	Good	Bad
10) What's the weather [illegible] it that way?	Good	Bad

Questions | Answer the qu[illegible]elow.

1) Why is it important to use trustworthy sourc[illegible]

2) How do we know if a website is trustworthy or not?

3) Is the description of the website below trustworthy? Yes or no?

1) Government website providing official statistics and data.	Yes	No
2) Blog post with personal opinions but no sources.	Yes	No
3) University research with peer-reviewed articles and studies.	Yes	No
4) Health organization website offering medical advice from doctors.	Yes	No
5) A shop that is trying to sell you something.	Yes	No

PREVIEW

Name: _____ 169

Research Activity - Questioning

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

Topic 1: Outer Space – Ex. How many planets are there?

	Questions	Answers
1		
2		
3		
4		
5		

PREVIEW

Topic 2: Animals – Ex. Which mammal has the large[illegible]

	Questions	
1		
2		
3		
4		
5		

Name: _____ 173

How To Research: Online Treasure Hunt

Objective — What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

Material — What is needed to complete the activity?

- ❑ [illegible] internet access
- ❑ Pre-writ[illegible] below)
- ❑ Paper an[illegible]

Instructions — How do we [illegible]

1) Introduction: Explain to students how they [illegible] online treasure hunt to find answers to exciting questions. Th[illegible] the source of the website they found the answer on. So, yo[illegible] determine the name of the website.

2) Divide Students: Split the class into pairs or small gr[illegible] a group with access to a computer or tablet.

3) Distribute Questions: Hand out a list of pre-written questions to [illegible] group (on back page)

4) Research Time: Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.

5) Record Answers: Students should write down their answers on paper, along with the websites where they found the information.

6) Review and Discuss: Once the activity is complete, review the answers with the class and discuss the sources they used.

PREVIEW

Name: _____ 174

How To Research: Online Treasure Hunt

Research Find answers to the questions below.

Question	Answer	Source – Website Name
1) What is the tallest mountain in Canada?		
2) What [illegible] home?		
3) Who was the [illegible] Minister of Canada?		
4) How many provinces are there in Canada?		
5) What is the largest mammal living in the ocean?		
6) What is the national bird of Canada?		
7) How many times bigger is the Sun than the Earth?		
8) Who wrote the national anthem of Canada?		
9) Who won the first Stanley Cup?		
10) What is the distance from the Earth to the Moon?		

PREVIEW

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Name: _____ 179

Report Writing – Introductions

A good introduction grabs the reader's attention and tells what the writing is about. Here's what makes an introduction great:

- Start with a fun fact or question.
- Tell the main idea.
- Give a hint of what you'll talk about.
- Keep it short and interesting!

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

Do you know why ... this report, we'll explore the fascinating science behind the co... and ... some fun facts along the way! Get ready to look up and discover something new.	
Start with fun fact or ... a hint of what you'll talk about.	
Tell the main idea?	...hort and interesting!

I'm writing about trees. Trees are big and ... tall. In this ... I learn about trees, and it will be about trees.			
Start with fun fact or question?		Give ... about.	
Tell the main idea?		Keep it sho...	

Canada is home to some amazing animals! This report will introduce you ... unique wildlife found across our country, from the snowy Arctic to the dense forests. From polar bears to beavers, there's so much to explore!			
Start with fun fact or question?		Give a hint of what you'll talk about.	
Tell the main idea?		Keep it short and interesting!	

Recycling is a thing. In this report, you'll learn about recycling. Recycling is about using old things again.			
Start with fun fact or question?		Give a hint of what you'll talk about.	
Tell the main idea?		Keep it short and interesting!	

PREVIEW

Name: _____ 181

Report Writing – Conclusions

Writing a good conclusion helps wrap up what you've learned in a report. A strong conclusion should do several things:

- Summarize the Main Points: Go over the key things you talked about.
- Include a Call to Action: Suggest something the reader might do next, like trying an experiment, reading another book, or asking a question.
- Connect to the Introduction: Try to link back to something you mentioned at the begin[illegible]ating a full circle that brings the reader back to where they started. This [illegible] can make the report feel complete and satisfying.
- [illegible]teresting: You might ask a question, share a fun fact, or say [illegible]ng th[illegible] reader think more about the topic.

PREVIEW

Analyze Read [illegible]clusion and use a checkmark if it meets the criteria.

In this report, we learned [illegible]ate[illegible] not try drawing your own water cycle at home? Connecting back to [illegible] us, and it never stops moving!

Summarize the main points		Call to action	
Connect to the introduction		[illegible]h [illegible]g interesting	

We talked about animals in different places. Anim[illegible]re are many kinds. I like animals, and some people have pets. This [illegible]

Summarize the main points		[illegible]	
Connect to the introduction		End with someth[illegible]	

Cars are fast, and people drive them. They have wheels and engines. Some cars are red, and some are blue. This report was about cars, and now it's done.

Summarize the main points		Call to action	
Connect to the introduction		End with something interesting	

Now you know all about the different seasons. You might want to make a weather chart to see how the seasons change where you live. Just like we talked about at the beginning, every season has its special beauty.

Summarize the main points		Call to action	
Connect to the introduction		End with something interesting	

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Name: _____ 183

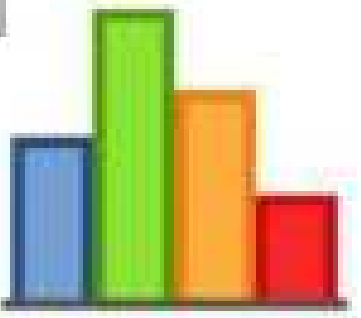
Activity – Finding Diagrams/Pictures/Charts

Objective What are we learning more about?

We are learning how to find and select visuals that will help readers understand the information in our reports.

Materials What is needed to complete the activity?

- ☐ C…
- ☐ …ides
- ☐ Pr…



Instructions …activity?

1) Choose a Topic: Select … in the separate section of this activity. Make sure to unde… preceding.

2) Research Visuals: Using safe sear… methods … sources, find visuals that are relevant to the chosen topic. Look … rts, … or pictures that help explain or illustrate the subject.

3) Create a Slide Presentation: Open PowerPoint or … …ates … a new presentation.

4) Write the Prompt: On the first slide, write the topic you have … prompt.

5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.

6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.

7) At the bottom of the slide, write where you found the information. For example, Source: Website: energy.gov/energysaver **or** Source: Book: Types of Heat, School Library

8) Continue this for 5 different prompts.

PREVIEW

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Activity – Finding Diagrams/Pictures/Charts

Prompts | Find visuals that go with these topics below

Question	Source
Explore the life cycle of a butterfly and its different stages.	
Write about different activities people do in s	
Research th and s of Japan.	
Analyze how sunflower need to thrive.	
Tell about the achievements of Alexander Graham Bell.	
Investigate how recycling helps the environment.	
Describe how the water cycle works and why it's important.	
Explain the importance of eating fruits and vegetables.	
Discuss the different types of clouds and their meanings.	
Describe how bees make honey.	

PREVIEW

Name: _____ 187

Assignment - Writing a Report

Write Plan your report by filling in the graphic organizer below.

Ideas		
The Solar System	Recycling	Life Cycle of a Butterfly
Famous Canadian Landmarks	How Rain Forms	Local Wildlife
[illegible]sons	Traditional Festivals	Simple Machines

PREVIEW

1) B[illegible] topics that you will choose from. You can use some of the ideas [illegible] if yo[illegible]

2) What topic did you choose?

3) Write as many main ideas as you can think of [illegible] be your headings. Example: if your topic was lions, you might [illegible] their habitat

4) Choose three main headings and write them below.

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Research | Find information for your report.

5) Now you will need to find facts for your report. For each heading, write 3-5 facts that you can include in your report.

1		Sources
2		Sources
3		Sources

PREVIEW

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Planning | Finish the planning process:

6) Write the introduction below. Introduce your topic in one sentence. Then explain what the rest of the report will discuss.

7) Write the conclusion / summary of your report by restating what you taught the reader.

8) What pictures can you include in your report? Draw 1 or 2 below.

PREVIEW

Name: _____ 190

Assignment – Report Writing

Rough Draft | Write the rough draft of your report below.

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	☑	☒
Strong Introduction		
At Least Three Headings in Body		
Use of Lists		
Pictures or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow – The Report Is In The Correct Order		

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	
Strong Introduction	
At Least Three Headings in Body	
Use of Lists	
Pictures or Diagrams	
Strong Conclusion	
Includes Facts/Statistics	
Cites Trustworthy Sources	
Logical Flow – The Report Is In The Correct Order	

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Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
Cites Trustwor Sources	Properly cites accurate, reliable sources	Mostly accurate sources	Some unreliable sources	Uses unreliable sources
3 Hea	more	Three headings, some clarity	Less than three headings	No clear headings
Pictures/ Diagrams	well	ant but	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, w chosen facts and stats	ate, levant	Some cies	Incorrect or irrelevant
Use of Lists	Effective use of lists or bullet points	Some effe use of lists	ation	use of lists

PREVIEW

Teacher Comments

_____

_____

_____

Mark

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

_____

_____

_____

Name: _____ 195

What is Poetry?

Getting to Know Poetry

Poetry is a special kind of writing that uses words to create images, feelings, and sounds. Poets use rhythm and rhyme to make their poems fun to read.

Different Kinds of Poetry

- Rhyming Poetry: These poems use words that sound the same at the end of lines.
- Haiku: A short poem from Japan with three lines and 17 syllables in total.
- Free Verse: A poem that doesn't follow a specific pattern or rhyme.
- Limerick: A funny poem with five lines with a specific rhythm and rhyme scheme.
- Sonnet: A 14-line poem about feelings of love, that follows a particular rhyme scheme.
- Narrative Poetry: These poems tell a story and have a plot, characters, and setting.

How Poetry Makes Us Feel

Poetry can make us feel happy, sad, excited, or calm. A poet might write about "sparkling stars" or "roaring waves" to paint pictures in our minds.

Some Famous Poems and Poets

- "Twinkle, Twinkle, Little Star" by Jane Taylor
- "Sonnet 18" by William Shakespeare
- "The Raven" by Edgar Allan Poe

Poetry is not only found in books but also in songs, movies, and plays. Next time you read a poem or hear a song, think about how it makes you feel and the pictures it paints in your mind.

PREVIEW

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What is Poetry?

True or False Is the statement true or false?

1) Haiku has 17 syllables.	True	False
2) Limericks are sad poems.	True	False
3) Poetry can be found in songs.	True	False
4) "The Ra... ...by William Shakespeare.	True	False
5) All po... ...specific pattern.	True	False

Questi... ...the questions below.

1) What is a hai...

2) Name two feelings that poetry can m... feel.

3) How does a poet create images in the reader's mind?

Write Write words that can make the reader feel the emotions below.

Happy	
Sad	
Scared	
Excited	

PREVIEW

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Name: _____ 197

What is a Haiku?

What is a Haiku?

A haiku is a special type of poem that comes from Japan. It has only three lines and follows a pattern of syllables: 5 in the first line, 7 in the second, and 5 in the third. Haikus often talk about nature or feelings, and they paint a simple pi[illegible]th words. Here are a couple of examples:

Sno[illegible]

Snow on [illegible]

Children laug[illegible]ying

Winter's chil[illegible]

Night Sounds

Frog leaps in the pond (5)

Splash breaks the quiet night's peace (7)

Nature's song is sung (5)

PREVIEW

These little poems are fun to r[illegible] and [illegible] way to share something special about the world around us!

Write Finish the Haiku poems belo[illegible]

Topic: Rainy Afternoon	
Line 1	Rain taps on the roof,
Line 2	Umbrella in my wet hand,
Line 3	

Topic: Playing at Recess	
Line 1	Friends laugh and they run,
Line 2	Playing tag, having such fun,
Line 3	

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Name: _____ 200

How to Write a Rhyming Poem

Warm-Up Write 3 rhyming words for each word below

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Cat			
Dog			
Car			
Play			
Rain			
Sun			
Boat			
Light			

PREVIEW

Write Finish the poem below using

AABB Poems
The cat sat on a soft mat (A)
It purred and wore a funny hat (A)
The dog wagged its tail with glee (B)

I see a rainbow high a
With colours bold, it greets (B)
It arcs across the sky just right (A)

AABB Poems
A smiling face and a warm hug (A)
Make me feel snug as a bug in a rug (A)
I love to read and write at school (B)

ABAB Poem
The sun shines down, it's time to play (A)
With friends around and games to share (B)
A brand new chance to learn today (B)

Name: _____ 2021

Writing Rhyming Poems

Plan and Write | Plan and write your poems below.

1) Brainstorm a list of topics that interest you. These will help you come up with ideas for your poems. Examples: friends, hobbies, sports teams, seasons, weather, etc.

2) Which topic will you write your poem about?

3) Which rhyming pattern will you use?

4) Write a 4-line poem below with rhyming words for the pattern above.

5) Illustrate your poem by drawing a picture.

PREVIEW

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Children's Book

Illustrate Illustrate the children's book by drawing pictures that go with the poems.

PREVIEW

Name: _____ 203

Children's Book

Illustrate Illustrate the children's book by drawing pictures that go with the poems.

Winter came with snow so white,
Days were short, long was the night,
Jamie built snowmen, skated on ice,
Hot cocoa and fires, oh, so nice!

PREVIEW

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Assignment – Writing a Children's Book

Plan | Write a plan for your children's book.

Ideas	
Journey Through Space	Crazy Pet
Having Superpowers	Life at School
Lost Toys	Life as an Ant

1) Brainstorm some story topics from which you will choose. You can use some of the ideas above if you

2) What topic did you choose?

3) What will happen in your story? Write some ideas for your story.

4) Choose 4 ideas related to your main story topic. For example, if your story is about a crazy pet, idea 1 might describe the pet, idea 2 might be that the pet likes to eat ice cream.

PREVIEW

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Name: _____ 205

Assignment – Writing a Children's Book

Write Write your rough draft of your poems below

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

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What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun and playful poems that often make people laugh. They have a special rhythm and rhyme that makes them unique.

The Pattern of a Limerick

Limericks follow a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They also have a rhythm as well – think Hickory Dickory Dock.

- Lines 1, 2, and 5 rhyme with each other (A) and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B) and are typically shorter (~5 syllables)

Examples of Limericks

Funny Raccoon

A funny raccoon in Quebec,
Wore glasses that sat on his neck,
He'd read and he'd write,
In the pale moonlight,
His poems were all top-notch and dreck.

Running Bear

[illegible] deep chilly winter,
[illegible] a sprinter,
[illegible]
[illegible]
And warmth in his [illegible]

PREVIEW

Write Finish the Limerick poems below

Topic: Skiing Squirrel	
Line 1	A squirrel in the Calgary trees,
Line 2	Skiing down the slopes with great ease,
Line 3	With a swish and a swoop,
Line 4	In a never-ending loop,
Line 5	

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What is a Limerick Poem?

land	strive	play	grand	remain
heard	same	word	reign	say
thrived	vain	claim	bland	slay

Write Use the word bank words to fill in the limericks with equity, inclusion, and diversity themes.

Line 1	[illegible] where fairness did _____,
Line 2	[illegible] chance, none in _____,
Line 3	[illegible] _____,
Line 4	So [illegible]
Line 5	All together, we to[illegible]

Line 1	Our school's where all kid[illegible]
Line 2	No matter what others may _____,
Line 3	Each voice it is _____,
Line 4	Inclusion's our _____,
Line 5	Together, we laugh, learn, and _____.

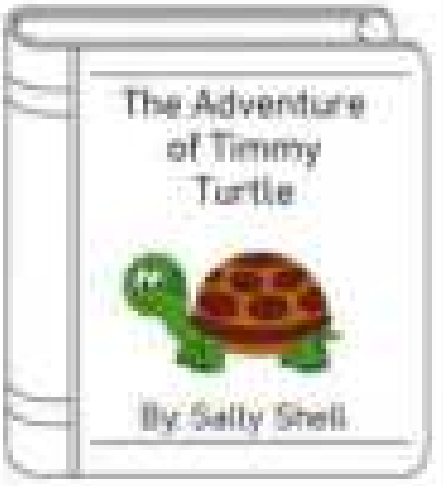
Line 1	In a garden with flowers so _____,
Line 2	Many colours spread across the _____,
Line 3	No blossom the _____,
Line 4	Diversity its _____,
Line 5	Our garden grows bright, never _____.

PREVIEW

Name: _____ 219

Analyzing a Book Review

Title and Author: "The Adventure of Timmy Turtle" by Sally Shell



Introduction: Ever wanted to go on an adventure with a brave turtle? Dive into "The Adventure of Timmy T[illegible]nd you'll be swimming through exciting [illegible]ons in no time!

Summary: T[illegible] a [illegible] little turtle who sets out to explo[illegible] wo[illegible]ond. His adventure takes him to [illegible]s w[illegible]akes wonderful friends. Timmy learns about courage, friend[illegible]an[illegible]e of being true to himself. I won't spoil any surprises, but get re[illegible] a th[illegible]y!

PREVIEW

Your Thoughts: This book captured my heart bea[illegible] is ne[illegible]rave but also really fun! The colourful pictures make the story [illegible]liv[illegible] kind nature makes you want to be his friend. My favourite part was [illegible] a friendly frog who helped him when he was lost. The only thing I wi[illegible] different is that the book was longer, as I wanted more of Timmy's adventures!

Rating: I give "The Adventure of Timmy Turtle" 4 out of 5 stars. It's perfect for anyone who loves exciting stories about courageous animals. If you're up for an adventure with a turtle who's full of surprises, this book is for you!

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Name: _____ 220

Analyzing a Book Review

Describe After reading the book review, explain if it met the criteria below. Write an example of how the book review meets the criteria below.

1) Does it have a catchy introduction that grabs attention? Write it below.

2) Inc… book	Yes	No
3) In… the au…	Yes	No
4) Does it giv… …illing surprises?	Yes	No

5) Did they shar… al th… the book? Give an example.

6) Does it talk about what was liked an… ed?

7) Does it use interesting words that are fun to read? Give … exa…

8) Does it end with a rating? Write it down.

9) Does it make it clear who might enjoy the book? Explain.

10) What voice comes through in the review? Is the author fun, boring, frustrated, excited?

PREVIEW

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Name: _____ 221

Examining Bias In Reviews

Understanding Bias in Reviews

Bias in reviews means when someone's personal feelings or opinions affect how they talk about something. It's like if your favourite colour is blue, you might say that a blue hockey stick is better than the red one beside it, even though the colour has no impact on its performance.

Where Bias Can Be Found

Bias can be found in reviews, like book reviews, movie reviews, or reviews of toys. Here's how you might see it:

- A reviewer gives a good review because their favourite actor is in it.
- Someone says a book is bad because they don't like the topic, even if it's well-written.
- A reviewer doesn't like a toy because it's not something they usually play with.

Why It's Important to Recognize Bias

Knowing about bias helps you understand what's really true and not just someone's opinion about something. It helps you make your own opinion and not just follow what others think.

Tips to Spot Bias:

- Look for words that show strong feelings, like "I love this because..."
- See if the reviewer is only talking about things they like or dislike.
- Think about what the reviewer is saying and ask yourself if it makes sense or if it seems like just their opinion.

Remember, everyone has different opinions, and that's okay! Knowing about bias can help you understand why people think the way they do, and it can help you make your own decisions about what you like and don't like.

PREVIEW

Name: _____ 222

Examining Bias In Reviews

Examine Read the reviews closely. Explain why the reviews are biased and whether you should believe what they are saying.

Movie Review – Superhero Film: "This movie is the worst thing I've ever seen. I just can't stand superhero movies, so the entire plot was ridiculous to me. Don't waste your time on this one."

Amusement Park Review – The [illegible]Land is a terrible amusement park. I get motion sickness, so I [illegible] one ride. I don't know why people like this place. Stay away!"

Product Review – Brand X Cola: "I have always been a [illegible]d Y[illegible]n I tried Brand X Cola, it tasted horrible. Nobody should ever buy [illegible] I do."

Book Review – Fantasy Novel: "I don't understand why anyone reads fantasy books. This one was full of dragons and magic, things that aren't even real. This genre is silly, and this book was a waste of time."

PREVIEW

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Name: _____ 227

Practicing Reviews – Tommy's Time Travel Hat

Reviews Write your thoughts about the short stories below. What voice will you write with? Are you frustrated with the story? Excited about it? What were your favourite/least favourite parts? What rating will you give the story?

Short Story – Tommy's Time Travel Hat

Tommy b[illegible] an old hat adorned with feathers at a yard sale. When he wore it and spun around t[illegible] he traveled back in time! He played with dinosaurs, had tea with Que[illegible] met his parents when they were his age. Each adventure taught him a[illegible] and every time he took off the hat, he was back in his room, burstin[illegible] write in his journal.

1) What are your [illegible] write using a certain voice – happy, mad, etc.

2) What was your favourite part? Least favourite part?

Favourite	
Least Favourite	

3) What rating do you give this story? Explain your rating and who would like this story

PREVIEW

Name: _____ 229

Assignment – Writing a Book Review

Planning Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

4) What are your thoughts on the book? Fill in the table below.

Did You Like/Dislike it? Explain why	
Favourite Part	
Least Favourite Part	

PREVIEW

Name: _____ 230

Assignment – Writing a Book Review

Planning Fill in the graphic organizer to write a book review.

5) **Rating**: How many stars out of 5 do you want to give the book? Explain why – is there a different similar book that might be better?

6) Who would ... ck? W... ou recommend it to? Who might not like this book?

PREVIEW

Write Write your introduction below

Introduction: Now that you have reflected on how you feel about this book, you can write your introduction. Grab the reader's attention by stating your overall feelings about the book in a creative way. You could ask a question or make a strong statement.

Name: _____ 231

MY BOOK REVIEW

Title:

Author:

Summary

My Thoughts

My Rating ☆☆☆☆☆

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

Criteria	☑	☒
Tells the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Gives an unbiased recommendation		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through it the writing		
Is interesting and informative		

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	
Tells the book's title and author's name	
Has an exciting start that grabs the reader's interest	
Shares a brief summary without giving away the ending	
Gives an unbiased recommendation	
Includes a rating	
Makes it clear who would enjoy the book	
Author's voice comes through it the writing	
Is interesting and informative	

Name: _____ 237

Writing A Comic Strip

PREVIEW

Examine Look at the comic closely to plan the di

1) What is happening in the comic according to the pictures?	
2) Before writing in the comic, write a rough draft below by writing what the duck will say in each frame.	
1)	2)
3)	4)
5)	6)

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Name: _____ 250

Onomatopoeia in Comic Strips

Colour | Colour the onomatopoeia below

PREVIEW

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Name: _____ 251

Writing Comic Strips

Instructions Use the dialogue below to write a 3-panel comic strip. Read the story so you know how to draw the setting/characters. Then write their dialogue.

Panel 1:
- **Character A (kid):** "Hey, look at this old treasure map I found in the attic!"
- **Character B (friend):** "Wow! Do you think it's real? Let's follow it!"

Panel 2:
- **Cha** turn left at the big oak tree..."
- **C** 's a marking on the ground! We're close!"

Panel 3:
- **Character** of... chocolate coins?"
- **Character B:** "

PREVIEW

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Name: _____ 2nd

Biography – Thomas Edison

Introduction: Meet the Inventor

Thomas Edison, born on February 11, 1847, was an incredible inventor who brought light to our world. He was not only an inventor but also a scientist and businessman. He once said, "I have not failed. I've just found 10,0[illegible]ays that won't work."

Early [illegible]

Grow[illegible]n Mil[illegible]son was very curious but struggled in school. He wa[illegible]esc[illegible]by his loving mother and started working at a young [illegible]sellin[illegible]on trains.

Achievements: Lighting Up the [illegible]

Edison's inventions changed our lives. [illegible]d th[illegible]ctical light bulb, the phonograph, and the motion picture camera. With [illegible],09[illegible], he held more patents than any other inventor in his time!

Later Life and Legacy: Remembering a Legend

Edison continued inventing and working in his laboratory until he p[illegible]ober 18, 1931. His work still impacts our daily lives, and we remember him for [illegible]ativity, hard work, determination, and never giving up on his dreams.

Timeline: Important Dates

- 1847: Born in Milan, Ohio
- 1877: Invented the phonograph
- 1879: Invented the practical light bulb
- 1889: Created the motion picture camera
- 1931: Died in West Orange, New Jersey

PREVIEW

Name: _____ 261

Biography – Thomas Edison

Questions Answer the questions below

1) Who was the biography about?

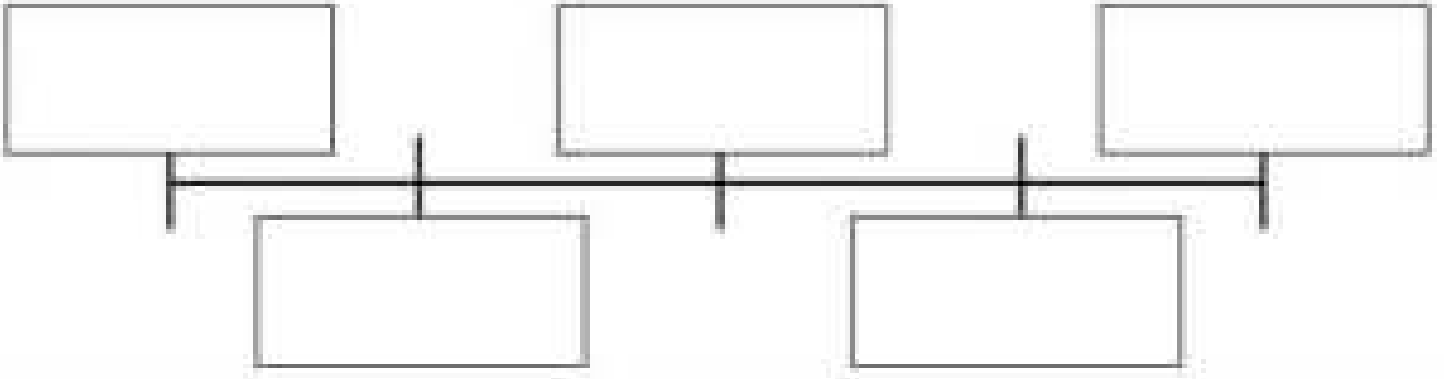
2) Write 3 [illegible] from the biography

3) What quote from Edison [illegible]? Write it below

4) What achievements did Edison have?

PREVIEW

Timeline Fill in the timeline below using the timeline from the biography



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Name: _____ 263

Researching Skills - Plagiarism

Practice Paraphrase, summarize, and quote the passages below

Samuel de Champlain, known as the "Father of New France," founded Quebec City in 1608. He was a talented mapmaker who explored and mapped places like the Great Lakes. He built strong friendships with Indigenous peoples and learned from them.

Paraphr	
Summarizing	
Quoting	

Jacques Cartier was a French explorer who sailed up [illegible] rench [illegible] n the 1530s. He explored parts of Quebec and the Maritime Provinces [illegible] Indigenous word. Cartier's voyages gave Europe information [illegible]

Paraphrasing	
Summarizing	
Quoting	

PREVIEW

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Name: _____ 264

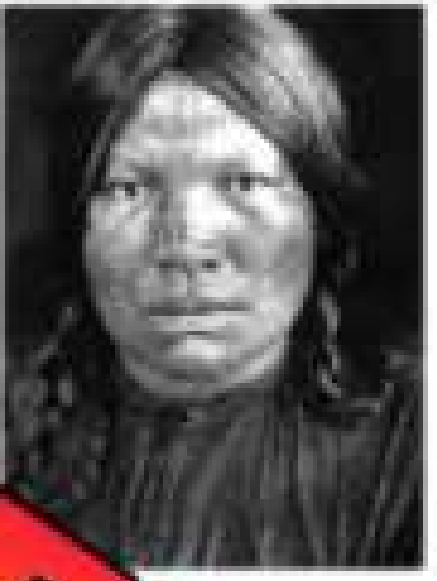
Researching Activity – Note Taking

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. You can also draw pictures.

Introduction: Meet Thanadelthur

Thanadelthur was a brave Dene woman from what is now Canada. She lived in the early 1700s. People remember Her because she helped different groups of people talk to each other.



Early Life: Growing Up Between Worlds

Thanadelthur was born into the Dene people around 1697. She was captured by the Cree people but managed to escape. Living with both the Dene and Cree taught her many things.

Achievements: Making Friends and Building Peace

Thanadelthur worked with the Hudson's Bay Company and the Dene people. She helped them understand each other and become friends. She worked with a man named James Knight. Together, they made trade agreements. One of her famous sayings was, "Understanding begins with talking and listening."

Later Life and Legacy: Remembering a Hero

Sadly, Thanadelthur died in 1717, probably from a sickness called tuberculosis. But people still remember her today. The friendships she helped make lasted a long time. She is a hero for helping people communicate and work together.

PREVIEW

Name: _____ 265

Researching Activity – Note Taking

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

Pictures Draw things that will help in your research and note taking

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Name: _____ 251

Cursive Writing Activities

Practice Trace the cursive letters below.

Name: _____ 253

Cursive Writing Activities

Practice | Trace the cursive letters below

Name: _____ 254

Cursive Writing Activities

Practice Write the letters in cursive in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

PREVIEW

Name: _____ 258

Cursive Writing Activities

Practice Write the letters in cursive in each of the boxes.

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

PREVIEW

Name: _____ 259

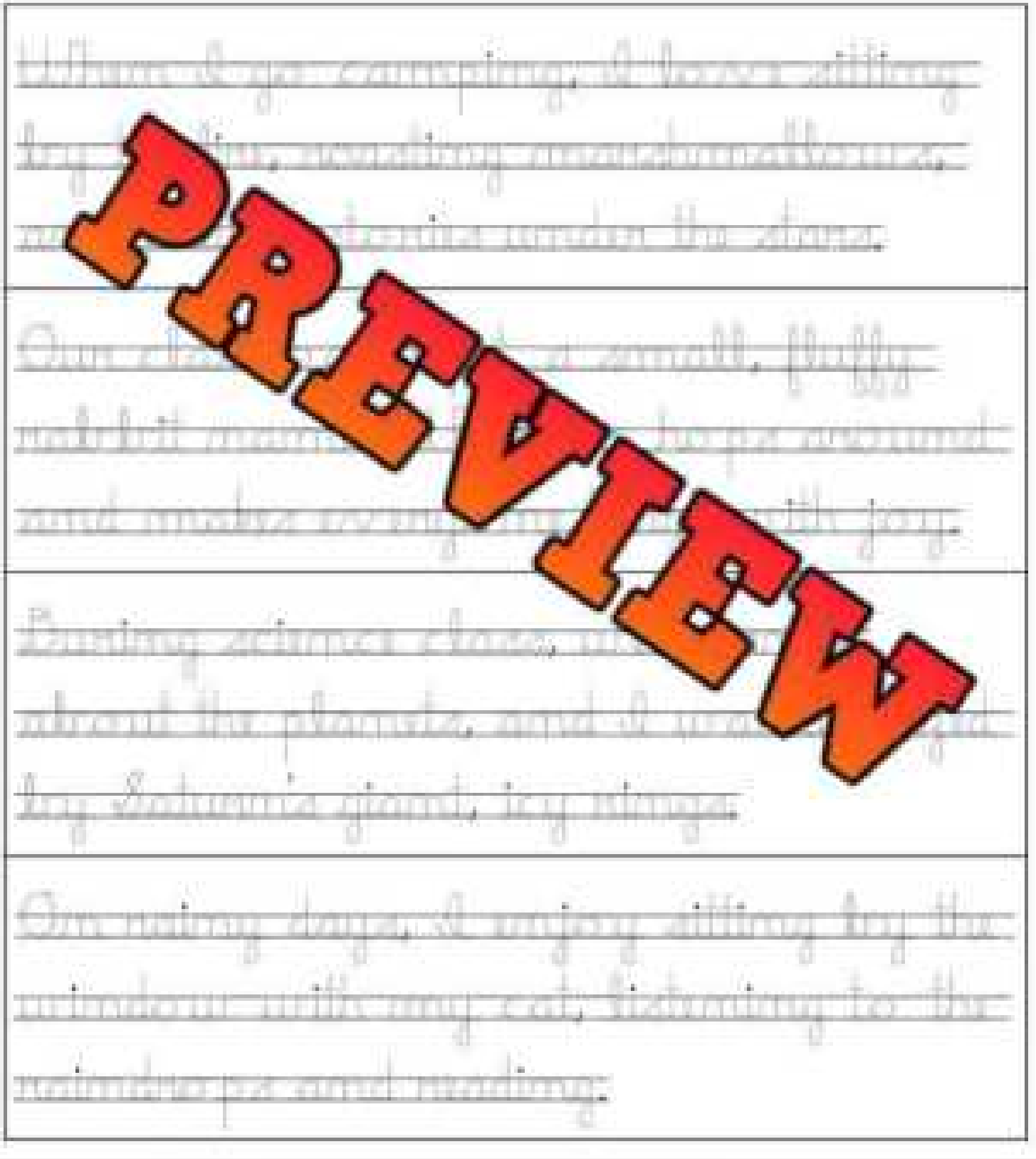
Cursive Writing Activities

Practice Trace the cursive sentences and then write them on your own below.

PREVIEW

Name: _____ 262

Cursive Writing Activities

Practice Trace the cursive stories below.

Name: _____ 263

Cursive Writing Activities

Questions Answer the questions below using cursive writing

What's your favourite colour?

What's your favourite animal?

What sports

What's your favourite movie?

What's your favourite fruit?

What's your favourite holiday?

What's your favourite dessert?

What's your favourite snack?

PREVIEW

Google Slides Lessons Preview

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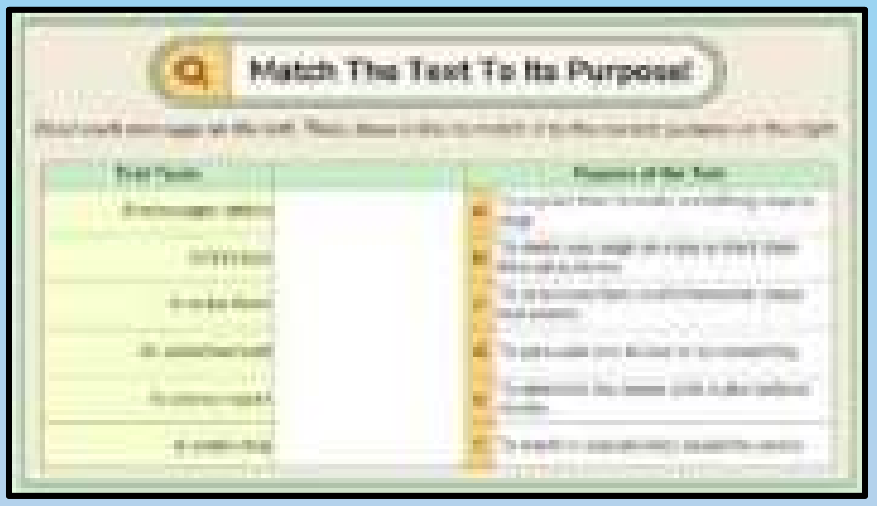
BC Language Curriculum
Reading Comprehension – Grade 4

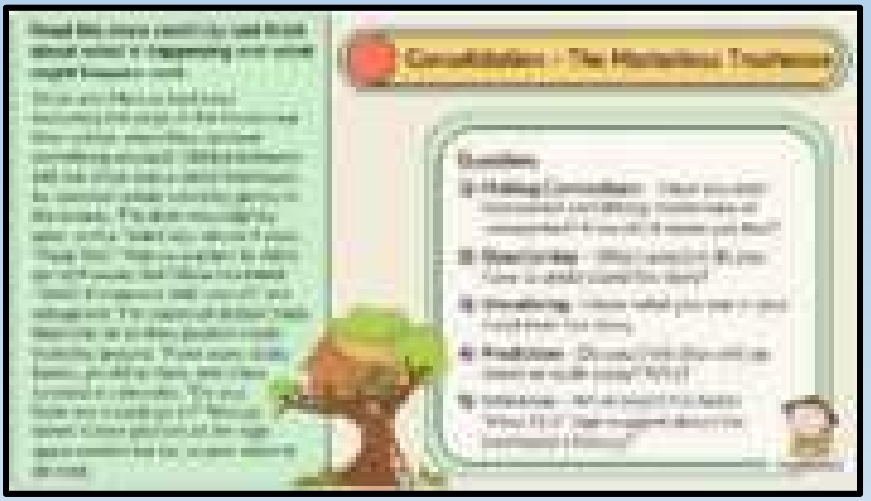
3-Part Lesson Format

Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



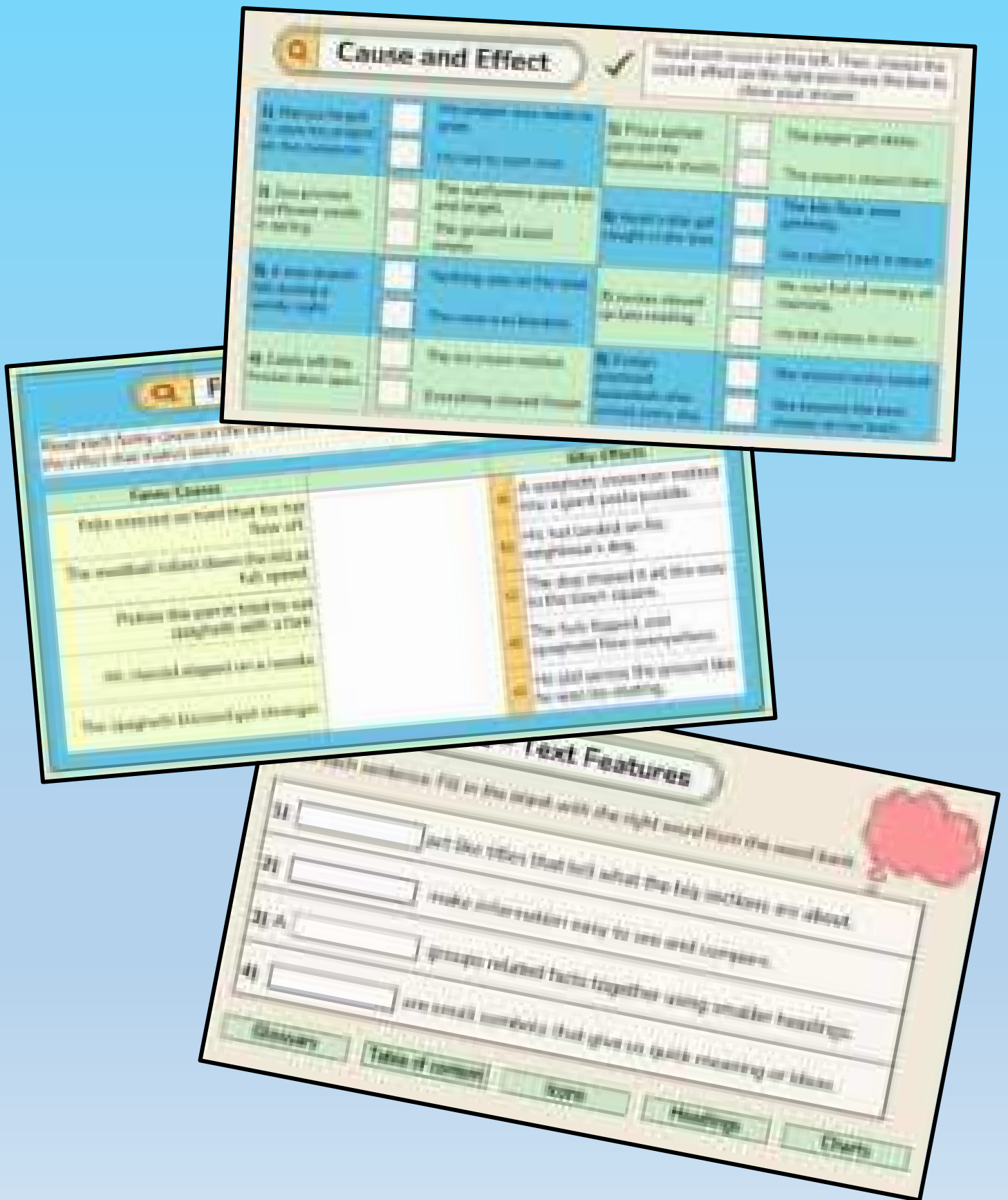
Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



BC Language Curriculum
Reading Comprehension – Grade 4

BC Language Curriculum
Reading Comprehension – Grade 4



Workbook Preview

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Grade 4 – Language
Comprehension, Story, Text Forms

Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	Texts can be understood from different perspectives.
Big Idea 4	Using language in creative and playful ways helps us understand how language works.
Big Idea 5	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Preview of 140 pages from this product that contains 360 pages total.

		Pages
CST4.1		3-100, , 153- -243
CST4.2	Text features: how text and visuals are displayed	10-13, 16-17, 78-95, 137-147, 153-154, 156-160, 210-243
CST4.3	Literary elements: theme, character, setting, plot, conflict, and purpose	53-60, 78-95, 113-122
CST4.4	Literary devices: sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)	101-112, 175-195, 204-206

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CST4.5	Evidence	118–122
CST4.6	Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	18–31, 43–60, 64–100, 113–223, 225–243
CST4.7	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	18–19, 32–42

Block 1:
Text Forms and Reading Comprehension Strategies - Basics

PREVIEW

Foc

- Pre-reading: activate prior knowledge and purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.

Name: _____ 10

Understanding Texts – Purpose of Texts

What are Texts?

Texts are anything written, like stories, articles, or even signs. They are a way to share ideas, tell stories, or give information. Let's find out why people write texts.

Sharing Information

One big reason for writing is to share information. This can be facts, directions on how to do something, or news about what's happening. Here are some examples:

- A science book tells about plants and animals.
- A cookbook gives instructions for making a yummy dish.
- A newspaper article tells about a recent event.

Telling Stories

Many texts are written to tell stories. These can be fun or make you think. Storytelling is a fun way to entertain and share adventures. Here are some examples of storytelling texts:

- Fairy tales, like "Cinderella."
- True stories, like a biography of a famous person.
- Comic books with exciting adventures.

Persuading People

Sometimes, writers want to persuade or convince you about something. They use words to make you think or feel a certain way. For example:

- An advertisement might persuade you to buy a new toy.
- A letter to the editor gives opinions about community issues.

Texts are powerful! They can teach us, entertain us, and even change our minds about things. That's why writing and reading are such important skills to learn.

PREVIEW

Name: _____ 11

True or False — Is the statement true or false?

1) Texts can only be found in books.	True	False
2) A cookbook is an example of a text that shares information.	True	False
3) Newspapers help us learn about what's happening in the world.	True	False
4) Texts are only for entertainment, not for learning.	True	False
5) Letters to the editor in newspapers share opinions.	True	False

Answer — Answer the following questions.

1) N… shares information and describe what it might include.

2) What are the three main rea…

Write — Write a short news article to inform people about an e…

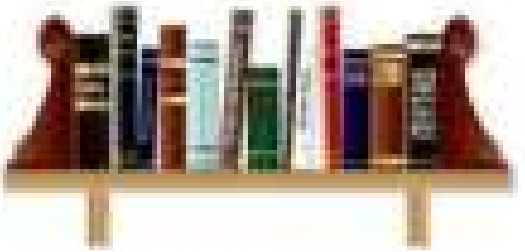
PREVIEW

Name: _____ 1A

Curriculum Connection: CCR.L.6

Genres: Fiction and Non-Fiction

Understanding Genres



A genre is a type of book or writing. Think of it like different flavors of ice cream. Each genre has its own style and content. There are two main types of genres: fiction and non-fiction. Let's learn about them!

Fiction: Imaginary and Creative Stories

Fiction is all about made-up things. These stories come from the author's imagination. They can take you on adventures, scare you a little, or even make you laugh. Here are some fiction genres:

- Humour: These stories are funny and make you laugh.
- Adventure: Stories filled with exciting journeys and challenges.
- Traditional Literature: Old tales like fairy tales and fables.
- Fantasy: Magical and imaginary worlds with magical characters.
- Mystery: Stories that involve solving a puzzle or a crime.
- Science Fiction: Stories about the future or advanced technology.
- Horror: These can be a bit scary and involve spooky themes.

Non-Fiction: Real and Informative Writing

Non-fiction tells us about real things, people, events, and facts. It's like getting a scoop of the real world. Here are some types of non-fiction genres:

- Reports: These give information about a topic, like animals or space.
- How-to Guides: Instructions on how to do things, like baking a cake.
- Biographies: The life story of a real person.
- Procedural Writing: Step-by-step directions, like a recipe.
- Persuasive Texts: Writing that tries to convince you about something.

PREVIEW

Name: _____ 15

Comprehension Check — Is the statement true or false?

1) Fiction genres are always based on true stories.	True	False
2) Non-fiction texts are about real things and facts.	True	False
3) Mystery is a type of fiction genre.	True	False
4) Science fiction stories can be about the future or technology.	True	False
5) Humour [illegible]re in fiction is meant to be scary.	True	False

Match! — Draw a line from the genre to the book title.

	Book Title
Humour	The Haunted House
Adventure	Journey to the Center of the Earth
Traditional Literature	[illegible]rella
Fantasy	[illegible] Out-Loud Joke Book
Mystery	[illegible] Explained
Biography	[illegible]
Reports	[illegible]
How-to guide	[illegible]
Horror	[illegible]

PREVIEW

Personal Preference — Write about your favorite genre. Is it fiction or non-fiction? [illegible] you like it? What is one book or story from this genre that you enjoy?

© [illegible]

Name: _____ 18

Understanding Reading Comprehension

Understanding Reading Comprehension

Reading comprehension is the ability to understand, remember, and apply what you have read. It's not just about reading words but grasping their meaning and the whole message. This skill is essential [illegible] areas of learning, and here's why:

The [illegible] Comprehension

- Building Knowledge: [illegible] learn about different topics and ideas.
- Improving Communication: [illegible] enhances how you understand and use language.
- Enhancing Creativity: [illegible] by connecting with various stories and information.

Strategies to Enhance Reading Comprehension

A) Before You Read: Prereading

- **Activate Prior Knowledge**: Think about what you [illegible]
- **Identify the Purpose of Reading**: Decide why you are [illegible]

B) While You Are Reading

- **Making Predictions**: Guess what might happen next and check if you [illegible] right.
- **Questioning**: Ask yourself questions about the text to think deeper.
- **Making Connections**: Link what you read to your own life, other books, or the world around you.

C) After You've Finished Reading

- **Summarize the Main Idea**: Think about the most critical points and supporting details.
- **Making Inferences**: Use clues in the text and what you know to figure out something the author doesn't directly tell you.

PREVIEW

Name: _____ 19

True or False

Is the statement true or false?

1) Reading comprehension is just about reading words.	True	False
2) Making connections links reading to your life.	True	False
3) Summarizing the main idea is done before reading.	True	False
4) Questioning while reading makes you think deeper.	True	False
5) Reading [illegible]prehension only helps in Language class.	True	False

Gues[illegible]

[illegible]ading comprehension and why is it important?

PREVIEW

Matching

Match the strategies to their [illegible]tion[illegible]he letter from the description beside the stra[illegible]

Answer	Strategy	De[illegible]n
	Activate Prior Knowledge	A) Creating a brief summary of m[illegible] after reading
	Purpose of Reading	B) Asking questions during reading to understand better
	Making Predictions	C) Finding the reason for reading a particular text before starting
	Questioning	D) Connecting what you read to your own life, other texts, or the world
	Making Connections	E) Activating what you already know before reading
	Summarizing	F) Making educated guesses about what will happen next in the text
	Making Inferences	G) Drawing conclusions from what you've read using both direct information and your own reasoning

Name: _____ 20

Making Connections

Making connections is like being a detective while you're reading. It means linking what you read to things you already know or have experienced. This helps you understand the story or information better!

- Connection to Text: This is when something in what you're reading reminds you of another book, movie, or story you know.
- Connection to World: This is when something in the book reminds you of something that happens in the real world.
- Connection to Self: This is when something in the book reminds you of your own life.

Making Connections: Write connections to the short passages below.

1) Emily found a mysterious map in her grandmother's attic. It was torn at the corners but promised to lead to hidden treasure.

Text-to-Self	
Text-to-Text	
Text-to-World	

2) Polar bears have a thick layer of blubber that keeps them warm in cold Arctic temperatures. They are excellent swimmers and can cover long distances in water.

Text-to-Self	
Text-to-Text	
Text-to-World	

PREVIEW

Name: _____ 22

Comprehension Practice – Making Connections

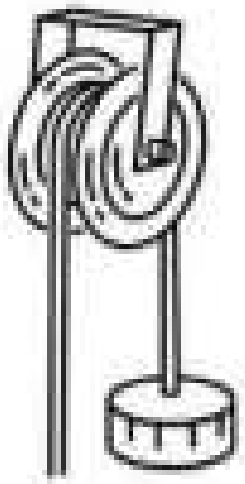
"Max's Winter Wonders: Simple Machines at Work"

Once upon a time, in a small Canadian town, lived a clever inventor named Max. He loved tinkering with tools and building things. Max's favourite creations were simple machines.

One win[illegible] neighbour, Mrs. Thompson, found shoveling her drive[illegible] had an idea and decided to help her usin[illegible]

First, he used [illegible] board and placed it on a fulcrum (a [illegible]k). [illegible] snow on one end and pushed down [illegible] snow off the driveway. Mrs. Thompson was amazed!

Next, Max used a wheel and axle [illegible] to a smaller rod and made a rolling snow cleaner. With a gentle pu[illegible] and cleared the snow even faster.



Then, he used an incli[illegible]mpson move her heavy groceries from [illegible] house. He made a simple ramp, and she could sli[illegible] without lifting them.

Finally, Max used a pulley to hang bird feeders in Mrs. Thompson's garden. The birds chirped joyfully as they enjoyed their winter feast.

Mrs. Thompson thanked Max for making her life easier with simple machines. Max smiled, happy to have used his knowledge to help a friend.

"Simple machines can do amazing things," he said, "They make hard work much easier!"

With a wave goodbye, Max went home, already thinking about his next invention. His love for simple machines had brought joy to his neighbour and warmth to the cold winter day.

PREVIEW

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Name: _____ 23

Comprehension Practice – Making Connections

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

While ...read, stop and make connections to your life

Text-To-Self: ...d you of in your life?

Text-To-World: What does the ... happening around the world?

Text-To-Text: What does the story remind you of abou... ...read?

PREVIEW

After Reading Summarize the main idea of the story and list 3 supporting details

Main Idea	
Supporting Detail	
Supporting Detail	
Supporting Detail	

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Name: _____ 2k

Comprehension Practice – Questioning

Understanding Wetland Habitats

Wetlands are special places where land and water meet. There are different types of wetlands, including marshes, swamps, and bogs. Let's explore what makes these habitats unique.

Types of Wetlands

- Marshes: They are wet, with many grasses, reeds, and water-loving plants.
- Swamps: [illegible] and are sometimes found near rivers.
- Bogs: Bogs are [illegible] and the water can be very acidic.

Animals of the Wetland

In wetlands, you'll find animals like:

- Frogs and toads
- Birds like ducks and herons
- Fish such as catfish
- Insects like dragonflies

Plants and Life in the Mud

Plants in wetlands include reeds, cattails, and water lilies. The muddy ground is full of nutrients and helps the plants grow. Many animals burrow in the mud, like crayfish and certain insects. The mud is also where many birds find food.

Conclusion

Wetlands are not all the same, and the type of wetland can affect which plants and animals live there. The connection between water, mud, and plants in these areas makes wetlands important habitats in our world.

PREVIEW

Name: _____ 25 [illegible]

Comprehension Practice – Questioning

Pre-Reading What text form is it – letter, report, story, advertisement? Why would you read a text like this?

While Reading [illegible] read, stop and write down questions you have.

1)	
2)	
3)	
4)	

PREVIEW

After Reading Write a summary. Start with the main idea and then write the supporting details.

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What is an Inference?

When we read or hear something, our brain is adding the new information to what we already know. Then, we can use the new information to make new ideas, thoughts, or conclusions. Many times, we use the new information to make **inferences**, which are new ideas we have that were not directly told to us, but that we can assume based on what we just learned and what we already know.

Example

- New Information: A group of penguins huddled together to keep their eggs warm.
- Inference: (1) The penguins live in the cold. (2) Eggs need to be warm to survive.

Infer[illegible] the sentences below by answering the questions.

1) Emily wore [illegible] and carried an umbrella. She was humming a cheerful tune as she stepped [illegible]
How is Emily feeling about [illegible]?

2) The Sun is setting, and the sky is turning pink and [illegible]. It will be dark outside.	
What time of day is it?	

3) The teacher turned on the projector and opened a slideshow about [illegible]. The students listened attentively.	
Is the teacher a good teacher?	

4) The farmer woke up early and went to the barn. He started to feed the animals and clean their living spaces.	
What kind of work ethic does the farmer have?	

5) The old tree's leaves were falling off, and its branches were bare.	
What season is it likely to be?	

PREVIEW

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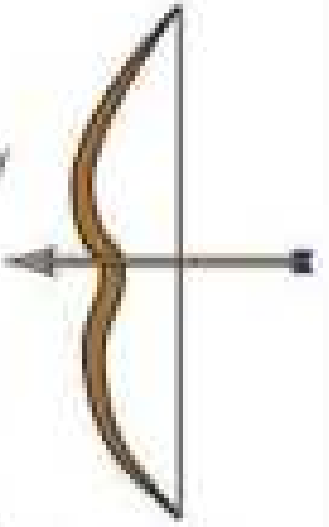
Comprehension Practice – Predicting

Takoda's Day:
Life Before Canada Became A Country

Once upon a time in the lush forests of what is now known as Canada, lived a young Indigenous boy named Takoda. Takoda's life was filled with the rich traditions and values of his peo

Every m koda would rise with the sun and give thanks to the Creat ility, and reverence were deeply rooted in his c every action. Together with his family, they would e th nl that they needed from the earth, leaving no wa



Takoda's father wa him how to craft bows and arrows from the n s a His mother was a talented artist, creating b e baskets that held their daily essentials.

In the afternoons, Takoda and his friend ld run ds, playing games that were more than just child's ros favourite, symbolizing unity and conflict resolution. They also engage op where they sharpened their running and aiming skills.

But it wasn't all play for Takoda. He would also listen atte elders, learning about the values of respect, reciprocity, inter ate The stories they told were filled with lessons and morals that guided hi

As the sun would set, the community would gather around the fire. Elders would share tales from their ancestors, and songs would fill the air, echoing their rich culture and history. Takoda would often lose himself in these stories, envisioning the adventures of his forefathers.

Among the artifacts and sports, the values and the community gatherings, Takoda's life was a beautiful tapestry of traditions and teachings. It was a time before the world changed, a time when the connection to the land was sacred, and the community was one.

And so, through the eyes of a young boy named Takoda, we catch a glimpse of a world filled with wisdom, simplicity, and a profound understanding of life's delicate balance. A world that continues to inspire and teach us to this day.

PREVIEW

Name: _____ 29

Comprehension Practice – Predicting

Pre-Reading What is the story going to be about? What do you know about this subject?

While Reading [illegible] as you read. For example, in paragraph 3, it starts by saying "[illegible] was a skilled hunter." You could stop after that [illegible] they used to hunt with.

1st Prediction		Was Your Prediction Correct?
2nd Prediction		[illegible] Your Prediction Correct?
3rd Prediction		[illegible] Your [illegible]tion Correct?

PREVIEW

After Reading An inference is a thought you reach from reading a text. It is based on the information you find but isn't directly said. Make inferences below.

Was hunting easier or harder for Indigenous people?

Did kids have fun before Europeans came to what is now Canada?

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Name: _____ 32

Activity: Reading Goal-Setting

Objective What are we learning more about?

To enhance reading comprehension skills by applying targeted strategies, students will set personal reading goals and monitor their progress.

Instructi How do we complete the activity?

1) [illegible] strategies: Gather the students and discuss these reading strategies with prior knowledge, Purpose of reading, Making predictions, Making connections, Summarizing, Making inferences, Visualizing. Ensure each understands the strategies by giving examples.

2) Personal Reflection: Have students reflect on their experiences with each reading strategy listed. Ask students to reflect on which strategies they often use and which ones they need to practice more.

3) Set Individual Goals: Have students choose one strategy they want to focus on improving. They should write down this goal at the top of their worksheet.

4) Goal-setting Planner: Provide students with a goal-setting planner where they can set their goal for the strategy they chose. Then, they should write down the ways they can work towards their goal and why that goal is important for them. For example, if the goal is to make predictions, one action might be, "I will try to guess what might happen next before I turn the page."

5) Weekly Reflection: At the end of each week, students should reflect on their progress and discuss it with a partner or the class. They can share if they met their goal, how their chosen strategy helped with their comprehension, and what they will focus on next.

6) Goal Adjustment: Allow students to adjust their goals as needed, encouraging them to challenge themselves with different strategies as they grow.

PREVIEW

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Reflection

Reflect on these reading comprehension strategies. Do you often use any of these strategies? Which strategies do you need to focus on more. Write yes/no as your answer for each.

Strategy	Do you often use this strategy?	Do you need to focus on this strategy
Activate Previous Knowledge		
Purpose [illegible]ding		
Mak[illegible]		
Questioning		
Making Connecti[illegible]		
Summarizing		
Making Inferences		

PREVIEW

Questions Answer these qu[illegible]

1) Which reading strategy do you want to focus on the[illegible]

2) Why have you chosen this strategy? Why do you think it is important for you to improve this strategy?

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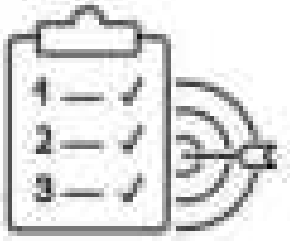
Name: _____ 3A

MY GOAL PLANNER



My goal is to: _____

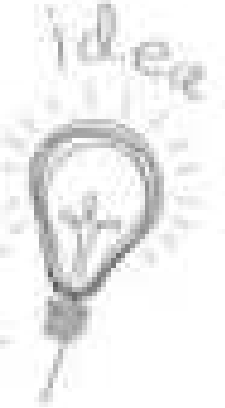
_____

Ways I can work toward my goal:

1) _____

2) _____

3) _____



Why this goal is important: _____

_____

_____

PREVIEW

New things I will try:	I am going to work harder at:	I will read:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____ 35

Instructions: Follow the given instructions to fill your weekly reflection table.

1) **Week Ending**: Write the last day of the week you are reflecting on.
2) **Reading Goal**: Write your specific reading goal for the week.
3) **Strategy Practiced**: Identify the strategy you focused on this week.
4) **Actions Taken**: List the actions you took to practice the strategy.
5) **Books/Texts Read**: Note down the titles of the books or texts you read.
6) **Obse[illegible]**: Reflect on what you noticed about your reading. Did the strategy h[illegible]fficult or easy?
7) **[illegible]eet M[illegible]**: Simply state yes or no.
8) **Next St[illegible]**: Based on your observations, outline your plan for next week. Will you con[illegible]ith [illegible], or will you choose a new strategy to focus on?

PREVIEW

Week Ending	
Reading goal	
Strategy Practiced	
Did I meet my goal?	

Actions Taken	Books/Texts Read	Observations	[illegible]teps

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Name: _____ 36

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 in this log each month to reach your reading goals.

SUN	MON	TUES	WED	THURS	FRI	SAT	
							I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	
							I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	
							I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	
							I read _____ minutes this week.
SUN	MON	TUES	WED	THURS	FRI	SAT	
							I read _____ minutes this week.

PREVIEW

Total minutes read for the month: _____

INDEPENDENT READING ACTIVITIES

Name: _____ 43

Day 1	Fill in the organizer below before, during, and after reading

Name of Book	
Before Reading: What will this book be about?	
During Reading: Write 2 questions you have while you read.	
1)	
2)	
After Reading: What was it all about?	
How did using the strategies help you understand the text?	

Day 2	Fill in the organizer below before, during, and after reading

Name of Book	
Before Reading: What genre is this – fiction, non-fiction, funny, adventure, mystery, etc.?	
During Reading: Making Connections – What does this book remind you of in your life?	
After Reading: Make an inference – Something that wasn't stated in the book.	

PREVIEW

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Day 7 Fill in the organizer below

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	

Visualizing – Draw a picture of something you visualized. Explain the picture.

How did visualizing help you understand what you read?

Day 8 Fill in the organizer below

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	

Questioning – Write 3 questions about the text. One before reading, one during, one after.

Before	
During	
After	

PREVIEW

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Name: _____ 48

Independent Reading BINGO

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

B	I	N	G	O
Summ… the boo… sent…	Make a prediction about what … happen…	Name the main character and describe them in one sentence	Draw a new book cover that you think fits the story	Rate the book between 1-5 and explain your rating
What's your favourite part? Describe it in 3 sentences	…e do… you … to as… author	…escribe … and … s…	Compare this book to another one you've read. What's similar? What's …rent?	Tell a friend about the book in 4 sentences
Write down an important lesson you learned from the story	Choose a favourite character and explain why in 3 sentences	**Free Space**	D… … it w… ?	List 3 new facts or ideas you learned from this
Create a new ending. Write 3 sentences on how you'd end the story differently	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings	Write a diary entry pretending you are a character from the book	…ain the …n 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

PREVIEW

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Block 2: Cultural Text Forms

Focus

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

Name: _____ 93

Creation Story – Haida First Nation: The Raven

Oral Stories

For Indigenous communities, hieroglyphs are used to record important events so they can be remembered. These events can also be passed down by storytelling.

The elders in a community have the job of sharing important stories of their history. T[illegible] the stories are not forgotten. The same stories are being told for thousa[illegible] that we can learn about the history of a community.

Storytelling [illegible] of Haida Gwaii

The story about [illegible] Gwaii were formed begins [illegible]

According to the stor[illegible] flying over the ocean when he saw [illegible] clamshell. He became curious and decided to open the clamshell, revealing a beautiful young woman inside. The Raven was immediately smitten and decided to marry the woman, who became known as the Mother of the Haida.

PREVIEW

The Mother of the Haida was unhappy living in the clamshell and asked the Raven to find her a place to live. The Raven searched the ocean and eventually found a large rock, which he pulled up from the bottom of the ocean and placed on the surface.

The rock became the first of the islands of Haida Gwaii. The Raven and the Mother of the Haida then had many children, who became the ancestors of the Haida people.

Name: _____ 54

Before Reading Read the title and headings and then predict what the text will be about.

Comprehension Check Is the statement true or false?

1) The ... Haida Gwaii creation story.	True	False
2) Stories help ... story.	True	False
3) The Raven is ... Haida culture.	True	False
4) The Raven made the ... himself.	True	False
5) The Raven married a beauti... clamshell.	True	False

Question How do many Indigenous cor... ber their history?

Making Connections What does this text remind you of in you... Explain.

How does making a connection help you understand the text?

PREVIEW

Name: _____ 55

Traditional Literature – Inuit Story

Kalla and the Lost Seal Pup

Long ago in the icy lands of the Inuit, there lived a young girl named Kalla. She loved exploring the snow-covered hills and frozen shores with her friends. One day, as they walked along the coastline, they spotted a small seal pup all alone on the ice.

Kalla's friend, Akiak, wanted to take the pup home, but Kalla shook her head. "No," she said, "we must ask the elders first."

They rushed back to the village and found Elder Ukiuq, a wise woman who knew many ways of the sea. Kalla explained the situation.

Elder Ukiuq nodded, understanding the importance. She told them a story about the importance of patience and respect for nature. "Long ago," she began, "our ancestors taught us to only take what we needed from the land and sea. If we disrupt the balance, it can bring hardship to our people."

Kalla and Akiak listened closely, absorbing the wisdom. Elder Ukiuq continued, "The seal pup's mother might be nearby, searching for her baby. We must give her a chance to find her baby."

The children returned to the pup, leaving it where they found it. Days passed, and Kalla's heart swelled with worry. But one morning, as the sun peeked over the horizon, they saw a joyful sight – the seal pup was playing with its mother in the water.

Kalla and Akiak learned a valuable lesson that day. They realized that their ancestors' teachings of patience, respect, and balance with nature were crucial for their community's well-being. From then on, they followed these teachings, ensuring that their actions were in harmony with the world around them.

And so, the story of Kalla and the lost seal pup became a cherished tale, passed down through generations, reminding all Inuit children of the importance of living in harmony with nature and upholding the values of their people.

PREVIEW

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Curriculum Connections: CCSS.ELA-Literacy.CCRA.R

Before Reading What do you know about the Inuit indigenous group? Write 3 things.

Questio Answer the question below.

1) B... values are important to Inuit people? Examples: curiosity, respect, wisdom, ... Write the 3 values and explain why they are important.

2) Make a connection: Do you have the same value...

Comprehension Check Is the statement true or false?

1) The Inuit value patience, wisdom, and respect.	True	False
2) The Inuit believe in taking more than they need.	True	False
3) The Inuit value money more than the environment.	True	False
4) Kalla learned the importance of patience that day.	True	False
5) Kalla and Akiak respected their elders and trusted their wisdom.	True	False

PREVIEW

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Name: _____ 59

Traditional Literature – First Nation Story

The Tale of Raven and Fox: The Origins of Lacrosse

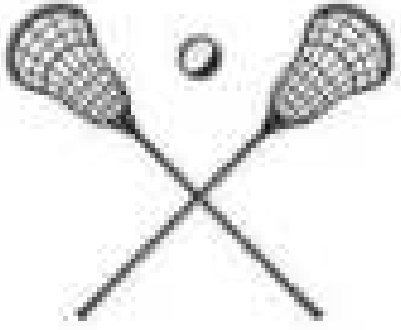
Gather around, young ones! Have you ever wondered how our traditional game of "Lacrosse" came to be? Well, let me tell you the tale of how Raven and Fox introduced us to this amazing game.

Long ago, Raven and Fox were always arguing about who was the fastest and best skilled. To settle their debate, Turtle suggested playing a small ball and wooden sticks with nets on the end. And so, the first game of Lacrosse was born.

PREVIEW

Here's how you play: Each team has six players: three attackers, two midfielders, and a goalie. The aim is to use your sticks to catch and pass the ball to score goals. But remember, you can't touch the ball with your hands!

The attackers stay near the other team's net to score goals. The midfielders run up and down the field, helping both the attackers and the goalie. The goalie's job is to protect the net and stop the other team from scoring.



To start, players stand at the centre of the field. The referee drops the ball, and a player from each team tries to grab it first. This is called a "face-off."

Raven and Fox played fiercely, chasing the ball and making amazing passes. In the end, they both played so well that they decided they were equally skilled and fast. And so, they taught the game to our people.

So, kids, the next time you play Lacrosse, remember the tale of Raven and Fox, and how this wonderful sport teaches us teamwork, respect, and skill.

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Name: _____ 60

Before Reading | Predicting: What will this story be about?

Making Co[illegible]ons | Make a connection to self, text, and world

Text-[illegible] story remind you of in your life?

Text-To-World: Wha[illegible] of that is happening around the world?

Text-To-Text: What does the story remind you of [illegible] you have read?

PREVIEW

Comprehension Check | Circle the best answer to [illegible]

1) Who suggested the game?	Turtle	Bear
2) What does Raven argue about?	Speed	Strength
3) How many attackers are there?	Three	Four
4) What starts the game?	Face-off	Timeout
5) Who were the first players?	Raven	Sparrow
6) Can you use hands in the game?	Yes	No
7) How many midfielders are there?	Two	Three

Block 3: Reading Letters

Focus

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

Name: _____ 64

Letters – Voice in Letter Writing

456 Oak Rd.
Vancouver, BC
V2C 3D4

Dear Mrs. Smith,

I hope you are well. I am writing to talk about why letters are important. We write letters to share n[illegible]k questions. Sometimes we keep them so we can read them again later. We [illegible] in special folders or boxes. Unlike emails, letters feel more pers[illegible]

In a form[illegible] letter[illegible]y [illegible]ds and full sentences. We write this way when it's something se[illegible]

I look forward to he[illegible]

Sincerely,
Timmy Johnson

PREVIEW

101 Birch Ln.
Calgary, AB
T2R 3S1

Hey Mrs. Smith,

How's it going? I wanted to chat about why we write letters.
It's a fun way to tell someone what's up, or to ask them something.
And guess what? You can keep it to read later! Sometimes, I stick my fave letters on my bedroom wall. Emails are quick, but letters are like little gifts!

When you write to a friend, you can use fun words and maybe even some slang. It's way more chill.

Can't wait to hear back from you!

Cheers,
Timmy Johnson

P.S. Do you like my dinosaur?

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Name: _____ 65

Letters – Voice in Letter Writing

True or False — Is the statement true or false?

1) The first letter is an informal letter.	True	False
2) Timmy used slang in the formal letter.	True	False
3) Timmy likes to stick emails on his wall.	True	False
4) The formal letter was written for something serious.	True	False
5) The voice in both letters is the same.	True	False

Questions — Answer the questions below.

1) Voice in writing is how you sound when you talk. Like talking to a friend or a teacher. Which letter type has a more informal voice?

2) What voice would you use to write to the following? Different voices could be: funny, serious, fact-based, bossy, curious, exciting, etc.

Best Friend	
Prime Minister	
Mayor	
Parent	
Brother/Sister	
Teacher	
Principal	

3) Why do we write letters?

_____

_____

PREVIEW

Name: _____ 69

Letter Writing – Implicit and Explicit Perspectives

Bias in Letters: Imagine you have a favourite ice cream flavour, like chocolate. If you tell everyone that chocolate is the best and no other flavour is good, that's a little like what "bias" is. When someone only tells you one side of the story, that's biased.

Implicit Perspective: This one's a bit sneaky. It's when the letter gives you hints about what the writer thinks, but they don't come right out and say it. Imagine if your friend says, "I guess broccoli is okay, if you like eating trees." They didn't say they dislike broccoli, but you can k[illegible]ll they do.

Explicit [illegible] one's easy! The writer just tells you exactly what they think. Like, "I lo[illegible]e best!" There's no guessing here, they're making it clear.

PREVIEW

Instructions [illegible] being implicit or explicit in their perspective?

1) Cats are the best pe[illegible] maintenance.	Implicit	Explicit
2) Winter is the worst seaso[illegible] to enjoy any outdoor activities.	Implicit	Explicit
3) Fast food may be convenient, but at [illegible]st to [illegible]	Implicit	Explicit
4) Well, I suppose going to the dentist is better [illegible] toothache.	[illegible]plicit	Explicit
5) I can't stand the taste of broccoli. It tastes like ca[illegible]	[illegible]	Explicit
6) Homework can be useful, if you enjoy spending your e[illegible] doing more schoolwork.	[illegible]	[illegible]icit

Explain The perspectives below are implicit. Can you figure out [illegible]ey feel?

1) You could choose to walk to school, provided you don't mind being a little late.
2) Well, math is an important subject if you like crunching numbers all day.
3) Going camping is an adventure, especially if you like bugs and dirt.

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Name: _____ ?!!

Letter Writing – Bias in Advertising

Dear Awesome Students,

Hey there! I'm Sparkle Star, the world's most amazing singer, dancer, and movie star! Guess what? I've got something UNBELIEVABLE for you! It's the Sparkle Star Super Duper Toy, and trust me, this toy is the best thing you will ever own.

This toy isn't just cool, it's life-changing! It can make you the most popular kid in school! Oh, you're interested in science? With this toy, you'll basically become a genius overnight. It's 1,000,0[illegible]s better than any other toy in the universe. Everyone who is anyone will have one, [illegible]on't want to be the only one without it.

Don't [illegible]! Rush to the store now! Owning the Sparkle Star Super Duper Toy [illegible] cool and successful as me, Sparkle Star!

See you on th[illegible]!

Your soon-to-b[illegible]e ce[illegible]
Sparkle Star 🌟

PREVIEW

Questions	Ans[illegible]

1) Did Sparkle Star explicitly state their [illegible]

2) Is Sparkle Star biased in their letter? Do they have a b[illegible]?

3) Why do you think Sparkle Star wrote this letter?

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

Name: _____ 71

Letter Writing – Inferences

Dear Students,

Hello! My name is Captain Skyler, and I am living my dream as an astronaut. I've had the amazing opportunity to explore space, see Earth from above, and even float in zero gravity! Today, I want to share with you the key ingredient to my journey: working hard in school.

Right now, you're in grade 4, and it might feel like what you're doing in the classroom isn't that impor[illegible] Trust me, the hard work you put in now will pay off big time later. Whether you want [illegible] astronaut like me, a doctor, or an artist, it all starts with giving your best in schoo[illegible]

Imag[illegible] building a spaceship. Each math problem you solve and every [illegible] you re[illegible]art to your ship. The more you add, the better your spaceship will be, and th[illegible] each your dreams.

Yes, the journey [illegible] You will face challenges, and there will be times you'll feel like givi[illegible] But [illegible] astronaut ever made it to space without overcoming obstacles. [illegible], and your future will be as bright as the stars.

Wishing you all the best on your [illegible]

Captain Skyler

PREVIEW

Questions Answer the questions

1) What is the perspective of Captain Skyler? Do they st[illegible]t?

2) Make a local inference – what conclusion can you make from this sentence: "But remember, no astronaut ever made it to space without overcoming obstacles."

3) Personal Wonderings – What do you think the author wants you to learn or think about from this text?

Block 4: Narratives

Focus

- Indigenous storytelling – norms, sports, values, artifacts, music
- Include cultural text forms – indigenous story telling, songs
- Identify narrators' point of view
- Indigenous Storywork – Indigenous Storywork is built on the seven principles of respect, responsibility, reciprocity, reverence, holism, interrelatedness, and synergy.
- Major and minor characters
- Subplots and flashbacks
- Figurative language – personification, idiom, analogy
- Sequencing the events of multiple plots in a story, explaining the cause and effect

Name: _____ 78

Curriculum Connection
CCSS.ELA-LITERACY.RL.3.5 CCSS.ELA-LITERACY.RL.4.5

Structure of Narrative Texts

What is a Narrative Text?

Narrative texts are stories that can be either made up (fiction) or real (non-fiction). They are like journeys made with words, taking us through exciting, funny, or even sad

PREVIEW

The

Most n ive te ce in order. Here's a simple way to look at it:

- Beginning: th arts. You get to know the setting (where and when the story happ d m rs (the people or animals in the story).
- Problem: Every good pr hallenge that needs to be solved. This problem makes the story
- Events: These are things that happ stor ers solve the problem.
- Solution: This is how the problem gets solv em d of the story.
- Ending: The story wraps up, and we see how change.

Special Story Elements

Sometimes, stories have extra parts that make them even more ex

- Flashbacks: These are parts of the story that jump back in time to ex mething.
- Subplots: These are like mini-stories within the bigger story. They usually involve minor characters.
- Major Characters: These are the main people (or animals) the story is about.
- Minor Characters: They are less important but still add interesting details to the story.

Narrative texts, whether they are books, movies, or plays, take us on adventures through their words. By understanding their structure, you can enjoy these stories even more and maybe even write your own one day!

Name: _____ 77

True or False

Is the statement true or false?

1) The setting is where and when the story happens.	True	False
2) Every good story must have a problem or challenge.	True	False
3) Flashbacks are used to tell what will happen in the future.	True	False
4) Major characters are the most important people in the story.	True	False
5) Subplots are mini-stories within the main story.	True	False

Questi

Answer the questions below.

1) Wh u thi is important in a narrative text?

2) How do minor characters add to a st ou a minor character from a book or movie who made the story more enj

PREVIEW

Summarize

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

Name: _____ 84

The Adventure of Soaring Eagle and Gentle Doe

In a serene valley surrounded by tall mountains, two friends lived in harmony with nature: Soaring Eagle and Gentle Doe. Soaring Eagle loved to fly high and see the world from above, while Gentle Doe enjoyed exploring the meadows and forests.

One fine day, a terrible storm destroyed many nests and homes. Soaring Eagle said, "We must do something to help our friend

Gentle D[illegible], but we should not just give; we shou[illegible] rebuild."

This was [illegible] giving and receiving in a way that benefits everyone. So, they deci[illegible] gathering, teaching their friends how to make stronger homes.

However, before they st[illegible] up to the sky and spoke, "Great Spirit, guide us as we work in har[illegible]

Gentle Doe bowed to the earth, show[illegible] spect for all living things. "May our actions honour the sacredness of our h[illegible]

During the gathering, th[illegible] to weave stronger nests and build m[illegible] Soaring Eagle shared feathers to strengthen [illegible] showed how to use twigs and leave[illegible]

Once the work was done, they shared a feast [illegible] and fresh water. Everyone was grateful and vowed to uphold the teachings of Reciprocity and Reverence in their daily lives.

"We've not just rebuilt our homes, but we've also learned to live better with nature and each other," said Soaring Eagle.

Gentle Doe nodded. "Yes, and may we always remember to give back as much as we take, respecting the beauty and wisdom of the land that sustains us."

So, children, this story reminds us to always give and receive with an open heart, and to show deep respect for the world around us. By living the principles of Reciprocity and Reverence, we make the world a better place for everyone.

PREVIEW

Name: _____ 65

Questions	Answer the questions below

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

2) What was the setting in this story?

3) What was the story? What was the problem?

4) **Make a Connection**: Stories [illegible] lessons we can use in our lives. What did you learn from this story that [illegible]?

Storywork Traits	What Indigenous Storywork traits did you learn in this story? How were these two traits taught?

PREVIEW

Name: _____ 88

Fictional Text – Fantasy Story

The Adventure in Whispering Woods

In the mystical Whispering Woods, where trees talked and animals wore hats, there was a small village named Glitter Glen. The most magical part of Glitter Glen was its legend of the Hidden Star, a treasure said to grant wishes.

Long ago, the bravest knight of Glitter Glen, Sir Rufus, had set out to find the Hidden Star. He journeyed through the Whispering Woods, meeting various creatures like Mr. Hoot, the wise owl, and Bella, the dancing bear. But Sir Rufus never returned, and the villagers always wondered about his fate.

Now, two curious children, Ellie and Max, decided to solve the mystery. Along with their pet raccoon, Rascal, they embarked on an adventure through the Whispering Woods. They met many characters, including Flutter, the butterfly who loved to gossip, the Mumbling Moles who always spoke in riddles, and Leo the Lizard, who was an expert in riddles.

One night, as they camped under the stars, Ellie found a rusty sword. Touching it, she was suddenly whisked into a flashback. She saw Sir Rufus young and brave, fighting a shadowy figure. He defeated the figure but was trapped in a crystal by a mysterious spell.

Ellie awoke from the flashback, realizing that the sword belonged to Sir Rufus. Determined to free him, they journeyed deeper into the woods. They met Whispering Willow and Lolly, the laughing river, who gave them clues.

As they neared the heart of the forest, they encountered Giggles, the mischievous grasshopper who offered to lead them through a maze of tall grass. Finally, they reached a clearing where a crystal stood, glowing softly.

Inside the crystal, they saw the silhouette of Sir Rufus. Remembering the words of Leo the Lizard, Ellie raised the sword and chanted, "Bravery shines and darkness fades, free the knight from timeless shades." A beam of light shot from the sword, shattering the crystal.

Sir Rufus emerged, thanking Ellie and Max for their bravery. He led them to the Hidden Star, which granted each of them a wish. Ellie wished for the Whispering Woods to always be safe, Max wished for endless adventures, and Rascal, with a twinkle in his eye, wished for an endless supply of tasty treats. The children returned to Glitter Glen as heroes, with tales of their adventure and the knowledge that the magic of Whispering Woods was safe once again.

PREVIEW

Name: _____ 89

Questions | Answer the questions below.

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

2) List al[illegible]acters in the story that helped understand the plot of the story.

3) **Personal Wonde[illegible]** yo[illegible]ory, what would you have done differently? Why?

Reflection | Answer the following ques[illegible]

1) How did the flashback help you in understanding the story? Did [illegible]ore interesting?

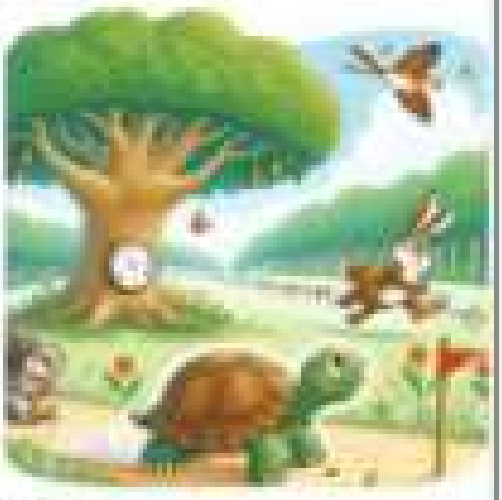
2) How did the flashback help Ellie and Max in their journey?

PREVIEW

Name: _____ 92

Traditional Literature - The Tortoise and the Hare

In a sunny field next to a big, cool forest, there lived a tortoise named Tilly and a hare named Harry. Tilly was a calm and kind tortoise who liked to take her time and look at the clouds. She always finished what she started, even if it took a while. Harry was a fast and bouncy hare who loved to race the wind and brag about how quick he was to anyone who would listen.



Nearby, there were three friends: a squirrel named Sam, a sp[illegible]amed Sally, and a butterfly named Benny. S[illegible]ways busy collecting acorns. Sally chirped [illegible]day, and Benny fluttered about look[illegible]vers.

[illegible]right [illegible]hile Harry was showing off how fast he c[illegible]w [illegible]plodding along, steady and slo[illegible]an r[illegible]old oak tree and back before y[illegible]r[illegible]ughed.

Tilly just smiled[illegible]s could be fun."

As Harry went to s[illegible]ght, he dreamt about a big race from last spring. He had zoomed a[illegible]ded to take a nap mid-race. But in his dream, when he woke up, he d[illegible]w Tilly crossing the finish line, slow and steady, while he was st[illegible]! H[illegible]with a jump. "That won't happen," he said to himself. "I'm too fast to lose!"

The day of the race came, and all the ar[illegible]. Sam had a little side adventure going on. He had made a bet with[illegible]100 acorns before the race ended. He scurried around, his little [illegible]acc[illegible]ting back and forth across the field.

"Ready, set, go!" shouted Sally, and the race began. Harry zo[illegible]e he always did, leaving Tilly far behind. Tilly didn't mind. She move[illegible], enjoying the warmth of the sun on her shell.

Harry, confident he'd win, decided to rest under a tree, thinking about the dream he had. But he didn't go to sleep this time. He watched the clouds and waited. He thought Tilly would never catch up.

Meanwhile, Tilly kept going, step by step, passing Harry as he lounged by the tree. The crowd cheered for Tilly as she went by, and Harry, hearing the cheers, suddenly remembered his dream. He jumped up and raced after Tilly with all his might.

As Tilly neared the finish line, Harry was catching up. But she didn't hurry or worry. She just kept going, steady and sure. And just like in Harry's dream, Tilly reached the old oak tree first. Everyone cheered, especially Sam, who had just gathered his 100th acorn.

Harry couldn't believe it, but he smiled. "Well done, Tilly," he said. "You've taught me that being steady is just as important as being fast."

PREVIEW

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Name: _____ 93

Comprehension Answer the questions below.

1) Describe the flashback in the story. What did the character see?

2) Who were the minor characters in the story? Describe their roles.

3) What was the subplot? How did it add to the story?

PREVIEW

About the Story Answer the following.

1) Why do you think the author included the subplot in the story?

2) Traditional literature includes fables, legends, folktales, myths, and fairy tales that often teach a lesson. What lesson is taught in this folktale?

Name: _____ /6

Traditional Literature - The Boy Who Cried Wolf

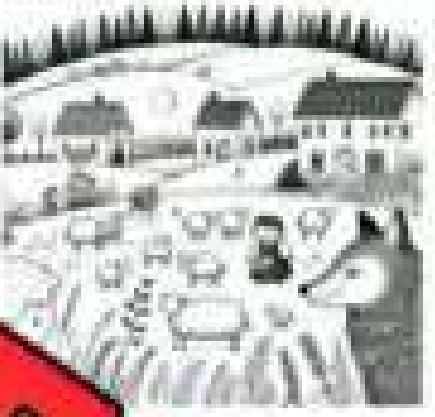
In the little village, nestled between green fields and whispering woods, there was a young boy named Alex. Alex had a big job for a boy: he was the shepherd. Every day, he watched the sheep, making sure they were safe.

Alex liked to have fun, maybe too much fun. In the village, there was Mrs. Ella, who baked the yummiest bread, and his best friend Lily, who could make a flower crown in less than a minute.

One sunn[illegible]hile the sheep nibbled on grass, Alex had a naughty idea. He wanted to play a tri[illegible]elled, "Wolf! Wolf!" just to see what would happen.

Mrs. [illegible]gh, and Lily dropped her flowers. They ran to help Alex, but whe[illegible]l a joke. Alex laughed, but his friends did not.

He played thi[illegible]d [illegible]ewer friends came to help. Mrs. Ella [illegible]f yo[illegible]ling tales, no one will come when y[illegible]y n[illegible]



That night, Alex remem[illegible]hing [illegible]s grandpa told him a story about a bo[illegible]r [illegible]es, and the star dimmed until it was go[illegible]lex [illegible]ow he thought maybe it was important.

While this was happening, Lily had a pro[illegible]m. Her [illegible] flower crown had gone missing. She looked ev[illegible]e, in the meadow, by the stream, even in Mrs. Ella's b[illegible] Sh[illegible]e it was special, made from the first flowers of spring.

The next day, a real wolf sneaked out of the trees. Alex [illegible]yw[illegible]real this time!" But the villagers were tired of his tricks. They did[illegible]m[illegible]

Alex had to be brave. He clapped and shouted, and the wolf ran aw[illegible]re safe, but Alex felt alone.

When the villagers found out there was a real wolf, they felt sorry. They told Alex they should have helped. Alex felt sorry too, because he knew he had made a mistake.

Together, they fixed the fence to keep the sheep safe. And while they worked, Lily found her flower crown! It was in the field. The sheep had found it and were using it to play a game. Lily laughed. She wasn't sad anymore because now she had a funny story to tell.

From that day on, Alex was honest. And when he said something, everyone listened. Mrs. Ella gave him the first slice of bread from the oven, and Lily made him a new flower crown, one with extra colours.

And Alex, with his honest words, was like a bright star in the village, never dimming again. Lily's flower crowns became famous, and the villagers knew they were all safer and happier when they worked together and told the truth.

PREVIEW

Name: _____ 95

Questions	Answer the questions below.

1) Who was the major character in the story? Describe his personality.

2) List the two minor characters in the story. What roles did they play?

3) Describe th… …e s… …did it connect to the main story?

4) What lesson did you learn from this fable?

PREVIEW

Visualizing	Draw what you were picturing while you were reading. E… …the picture.

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Name: _____ 96

Narrator's Point of View

Narrator's point of view is about who is telling the story. There are three main types:

First-Person: Told by a character in the story. Uses words like "I" and "we."
- Example: "I found a treasure!"

Second-Person: Talks directly to the reader, making them part of the story. Uses words like "you" and "your."
- Example: "You find a treasure!"

Third-Person: Tells about someone not in the story. Uses words like "he," "she," "they."
- Example: "They found a treasure!"

PREVIEW

Instructions Read the statements and decide which point of view is being used

1) I ran as fast as I could.	First	Second	Third
2) You feel the wind in your hair.	First	Second	Third
3) He jumps over the log.	First	Second	Third
4) We had so much fun at the fair.	First	Second	Third
5) You spot a rainbow in the sky.	First	Second	Third
6) She laughs at the funny joke.	First	Second	Third
7) I can't find my favourite toy.	First	Second	Third
8) You hear a mysterious noise.	First	Second	Third
9) My dog and I went for a walk.	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

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Name: _____ 97

The Story of Marathon – Different Points of View

First-Person

My name is Pheidippides, and I'll never forget the day General Miltiades called me into his tent. He looked at me with grave eyes. "Pheidippides, we've won the Battle of Marathon, but the Persians have set sail to attack Athens. You must warn the city!" My heart sank, but I nodded, understanding the urgency.

With my sandals strapped, I sprinted down the path from Marathon. Each step was a mix of agony and urgency, my legs heavy but my resolve even heavier. I couldn't let my city down.

Second-Person

Imagine you're in my place. You feel the [illegible], the need to protect your loved ones back in Athens becomes your driving force. Each stride [illegible] a Herculean effort, but the thought of Athenian children playing unaware of the danger spurs you on.

Your legs are aching, your throat is dry, but you can't [illegible] to deliver, a city to save.

Third-Person

As Pheidippides' feet pounded the earth, his eyes glimpsed the distant Athens skyline. The Parthenon stood tall, a beacon calling him home. He thought of his family and friends who were unaware of the looming threat.

His muscles screamed in agony, but his determination was unbreakable. Bursting into Athens, he shouted, "Prepare for battle! The Persians are coming by sea!" His voice echoed across the agora, ringing the alarm for all to hear. Exhausted but relieved, Pheidippides collapsed, knowing he had saved his city.

PREVIEW

Name: _____ 98

Questions	Answer the questions below

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

2) Summa[illegible]equence of events that happened in the story. Write 6 events in one sentenc[illegible]

PREVIEW

Personality Traits	Describe Pheidippides personality – ambi[illegible]ou[illegible]s, curious, trustworthy, confident, empathetic, brave[illegible]

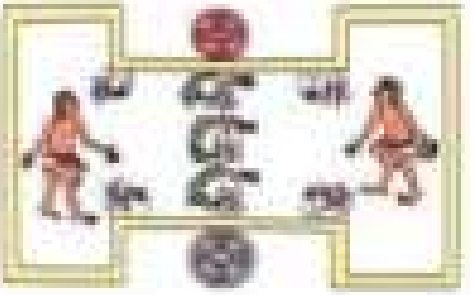
Name: _____ 99

Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

Hi, I'm Maya! Guess what? My favourite game in the whole wide world is Ulama! It's not just any game; it's a really, really old one that people have been playing for thousands of years! My friends and I play it every Saturday.

Last weekend, we had the most exciting match ever. I was on Team Jaguar, and we were up against Team Monkey. The ball was super heavy, but I pushed it with my hips as hard as I could. "Go, Maya!" my friends cheered. I felt like a real Ulama champion! We won by just one point, and I couldn't stop smiling.



So, if you're looking for a new game to play, why not try Ulama? Maybe you'll love it as much as I do!

Version 2: Second-Person Point of View

Imagine you're Maya, a kid who loves playing Ulama more than any other game. It's Saturday, your favourite day of the week, and it's game day! You're on Team Jaguar, and you're playing against Team Monkey.

The ball feels heavy, but you're ready. Using your hips, you push it toward the goal. Your friends are cheering, "Go, Maya!" and it makes you feel like you're doing it; you're really playing Ulama like the champions from long ago. Your team wins by a single point, and you can't help but smile. You're a part of something ancient, and it feels amazing.

Version 3: Third-Person Point of View

Maya is a young girl who absolutely loves playing Ulama, an ancient game that has been around for thousands of years. Every Saturday, she and her friends gather for a match. This Saturday is special; Maya's Team Jaguar is going head-to-head with Team Monkey.

The ball is heavy, but Maya is determined. She uses her hips to push the ball toward the goal. Her friends cheer her on, shouting, "Go, Maya!" Their cheers fill her with pride and excitement. In a nail-biting finish, Team Jaguar wins by just one point. Maya can't contain her smile; she feels like a true Ulama champion.

Playing Ulama makes Maya feel connected to a rich history, and she can't wait for next Saturday to do it all over again.

PREVIEW

Name: _____ 100

Advantages/Disadvantage of Points of View

Analyze Read the versions of the short story and describe the benefits/drawbacks of each point of view.

Advantages of the Point of View		
First Person	Second Person	Third Person

Disadvantages of the Point of View		
First Person	Second Person	Third Person

PREVIEW

Reflect Which story is your favourite version? Explain why.

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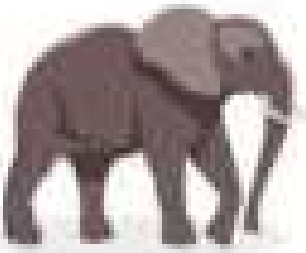
Name: _____ 101

Curriculum Connection: CCR.L.6

Simile

A **simile** is a way to describe something by comparing it to something else, using the words "like" or "as." It helps make our writing more interesting and helps people get a better picture of things. For example:

- The pillow was soft like a ball of fur.
- The baby's smile is as bright as the sun.
- The p[illegible] big as an elephant.
- Th[illegible] as fire.



Think R[illegible]derline examples of similes, then write them below.

Once upon a time, [illegible] a silent night, there lived a young boy named Felix. Felix was [illegible] as a [illegible]ys seeking new adventures.

One sunny morning, bright as [illegible] discovered a hidden path in the forest. The trees stood tall like guar[illegible] a se[illegible]. As he walked, the leaves rustled like whispers of ancient stories.

Suddenly, he saw a bird with feathers as blue [illegible]g a song as sweet as honey, leading Felix to a clearing. There, [illegible]dle o[illegible]earing, was a sparkling pond, clear as a crystal.

Felix realized that beauty and wonder were all around, just like [illegible]ght sky. He promised to explore as much as the endless ocean and shar[illegible]dventures, inspiring others to find their own paths.

PREVIEW

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Name: _____ 102

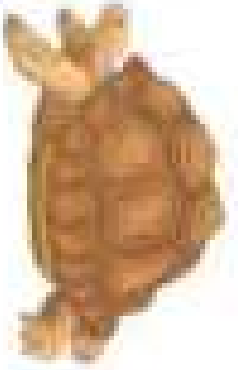
Scavenger Hunt	Find books that have examples of similes.

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

PREVIEW

Matching	Match the sentence in Column A to the [illegible] in Column B that shows a simile.

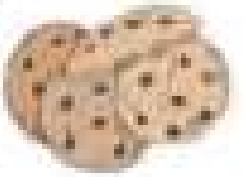
Column A	Column B
As loud as	a clown
As funny as	water
As slow as	a tortoise
As blue as	thunder
As clear as	the sky



Name: _____ 103

Imagery

Imagery in stories is when the writer uses words to create pictures in your mind. It's like painting with words so you can see, hear, smell, taste, or touch what's happening in the story without being there. Here are three examples:



- **See**: The big, yellow school bus rumbled down the street, looking like a cheerful banana on wheels.
- **Smell**: The air smelled like fresh cookies from the oven, sweet and warm, making my tummy rumble.
- **Hear**: The meow was as soft as a whisper, like a secret just for me.

Think Read the text and underline examples of imagery, then write them below.

In the mountains that touch the sky, lived a girl named Marisol. The sun painted the morning and the air was filled with the scent of blooming flowers. Marisol loved to [illegible] clothing at the market, smelling of spicy corn and sweet [illegible]

In the daytime, Marisol worked with her [illegible] moved quickly to make cloth with lots of colours. The market, where [illegible] was full of laughter and chatter, as bright and colourful as parrots [illegible]

At night, Marisol gazed up at the twinkling stars, feeling the [illegible] beneath her feet. The cool breeze carried the promise of adventure, and she knew her heart belonged to the beautiful land of Peru, wrapped in a blanket of history and dreams.

PREVIEW

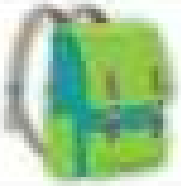
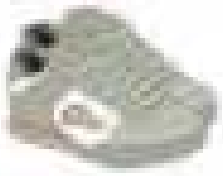
Name: _____ 104

Scavenger Hunt	Find books that have examples of imagery.

Book Name	Example – Describe or quote the example.
"The Enchanted Forest" by Emma Johnson	"The trees whispered secrets to the wind, and the leaves danced like golden coins falling from the sky."

PREVIEW

Describe	Describe the objects belo… a… possible.

Object	Descri…
	
	

Name: _____ 105

Metaphor

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

- The moon is a glowing cookie in the sky.
- Her e[illegible]hining stars.
- Th[illegible]oo today.
- H[illegible]easure.

PREVIEW

Think [illegible]ead [illegible]low and find examples of metaphors.

Once upon a time, in a v[illegible]ed [illegible]ine, lived a young girl named Clara. Her heart was as big as the [illegible]an[illegible]on soared like an eagle in the sky.

One day, Clara found a tiny, trembling kitten h[illegible]nde[illegible]ow of flowers. Its fur was as soft as clouds, and its eyes spark[illegible] sta[illegible]art melted like snow in spring.

She named the kitten Leo, and they became inseparab[illegible]e t[illegible]dance in the rain, and Leo taught Clara to purr with happiness. [illegible]eth[illegible] symphony of joy, playing sweet music that echoed through tha[illegible]

As the seasons changed, their friendship bloomed like a flower in th[illegible]t. Clara and Leo showed the village that love and kindness are golden keys that unlock the treasure chest of happiness. And so, their story became a legend, a whispering wind of warmth and light in every heart.

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Name: _____ 106

Metaphor

Scavenger Hunt — Find books that have examples of metaphors.

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

PREVIEW

Match The Column — Match the words in Column A to the [illegible]phorical descriptions in Column B to cre[illegible]

Column A	Column B
Heart of a lion	Brings happiness and brigh[illegible]
Time is a thief	Very brave
Life is a rollercoaster	Time passes quickly, taking moments away
She is the sunshine	Pleasant to listen to
Her voice is music	Full of ups and downs

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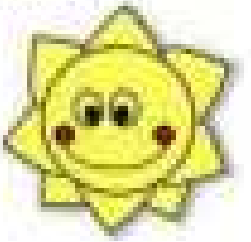
Name: _____ 107

Personification & Anthropomorphism

Literary devices are special tools that writers use to make their stories more exciting and fun to read. They help paint pictures in our minds, make us feel emotions, or understand the story better. Here are two:



Personification: Giving human traits to things that aren't human.
- Example: "The sun smiled down on us."

Anthropomorphism: Making animals or objects act like humans.
- Example: In the movie "Cars," the cars talk and have feelings.

Think ...and find examples of personification and anthropomorphism.

In a quiet forest ... the ... nature, Benny the Bear often felt lonely. The towering trees ... whispering secrets to each other. Nearby, a babbling stream ... by.

One night, the moon shone ... cheer up everyone in the forest. Oliver the Owl, perched high on a ... noticed. "Wow, Benny, do you see this? The forest is alive with magic tonight!"

Feeling the soft wind caress his fur like a comforting ..., and the stars twinkle as if they were winking at him, Benny had to agree. "You're right, Oliver," he said, feeling less lonely. "Some nights truly are special, and the forest is making us we're not alone."

Personification	
Personification	
Personification	
Personification	
Anthropomorphism	
Anthropomorphism	

PREVIEW

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Name: _____ 109

Figurative Language - Analogy

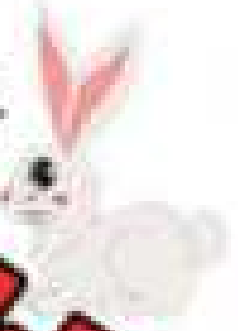
An **analogy** is when you explain something by comparing it to something else. It's like saying, "This is like that." An analogy helps us understand things better by showing how two different things are similar.

For example:
1. "Just like a fish swims in water, a bird flies in the sky." This shows how fish and birds move in their homes.
2. "Reading a book is like going on a treasure hunt. You discover new things on every page." This compares reading to an exciting adventure.

Think about the story below and find examples of analogy. Write them below.

Once upon a time, in a great forest, there was a little rabbit named Benny. Benny loved to explore, and he was fascinated by the stars in the night sky. Every day, he hopped around the forest like a curious explorer, his eyes wide open and his heart filled up in excitement. The forest was his playground, filled with wonders and adventures waiting to be discovered.

One sunny morning, Benny stumbled upon a sparkling stream. The water was as clear as glass, flowing gently like a peaceful melody. "This stream is like a mirror," thought Benny, as he gazed into it. He saw fish swimming gracefully, their movements smooth and coordinated like dancers in a ballet. Their scales shone and vibrant, they were like tiny, living jewels glinting in the sunlight. Benny watched in awe, fascinated by the lively underwater world.



Just then, a butterfly fluttered by, its wings flapping softly like a gentle breeze. Benny followed it with his eyes, admiring its delicate beauty. The butterfly was as colourful as a painter's palette, leaving a trail of magic in the air. In that moment, Benny realized the forest was full of beautiful things, each unique and special in its own way. The stream, the fish, and the butterfly - they were all part of the forest's grand tapestry. And Benny, the little rabbit with a big heart, knew he was right where he belonged.

PREVIEW

Name: _____ 111

Figurative Language - Idiom

An **idiom** is a phrase where the words together have a different meaning than the individual words. It's like a special code! When you hear an idiom, you can't understand it just by looking at each word. You have to know what the whole phrase means together.

For example:

1. "Break a leg" doesn't mean to actually break someone's leg. It's a fun way to wish someone good luck.
2. "Cry over spilled milk" is not about crying about actual milk. It means to worry about something that can't be changed or fixed.

Think Read the story below and find examples of idiom. Write them below.

PREVIEW

In the heart of a bustling city lived a boy named Max who always had a lot on his plate. He was a busy bee, constantly buzzing from one activity to another. One sunny day, Max decided to bake a cake for his mom's birthday. He knew it wouldn't be a piece of cake, but he was up for the challenge.

Max started by breaking a few eggs, but he messed up and a frown appeared on his face when he accidentally dropped one! He didn't cry over spilled milk. Instead, he cleaned up and continued. Mixing the batter, he realized baking was not a walk in the park, but he was in too deep to back out now.

After what felt like ages, the cake was finally in the oven. He crossed his fingers and hoped for the best. To his surprise, the cake turned out great! His mom was over the moon. "You've really outdone yourself," she beamed.

That day, Max learned that even if something isn't your forte, giving it your best shot can lead to sweet success.

Name: _____ 114

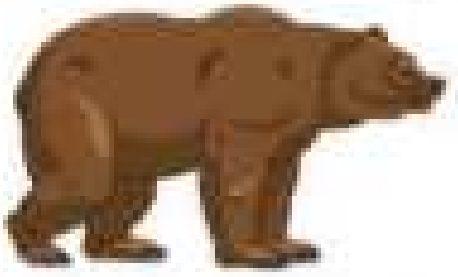
Sequencing the Plot of a Story – Multiple Plots

Sequencing the events of multiple plots in a story means putting the different things that happen in a story in the right order. Sometimes, stories have more than one storyline or 'plot' going on at the same time. It's like watching two or three movies at once, but they're all part of the same big movie!

Read — Read the story below, trying to put the multiple plots in order

PREVIEW

A) Back [illegible] Daisy the Deer was startled by a rustle in the bushes. It was Tommy the T[illegible] you, Daisy," said Tommy. Daisy felt [illegible] petitors for food.



B) Benny the [illegible] al debate. "Should I have berries or [illegible]?" he [illegible] himself. "I can eat both because I'm [illegible]

C) In the depths of the fore[illegible] Bear, Daisy the Deer, and Tammy the [illegible]—w[illegible] adventure. Though they were the best of friends, their diets were co[illegible] differ[illegible]

D) Benny finally made his decision and happily [illegible] a ty[illegible] berries. He felt good about his choice. "You know, it's nice that we ca[illegible] fri[illegible]h we eat different things," Benny declared. All three friends [illegible] am the forest, each happy in their own way.

E) Daisy decided to invite Tommy and Benny to a patch of green gra[illegible]. "I eat plants. They give me all the energy I need," Daisy said as she m[illegible] leaves.

F) Meanwhile, in another part of the forest, Tommy the Tiger was eyeing a small rabbit. He was a carnivore, after all. His diet was strictly meat-based.

G) Nearby, a bird tweeted loudly, catching Benny's attention. "I could go for some berries," thought Benny, momentarily distracted from his fish vs. berries dilemma.

Sequence — Write the order of the story using the letters for each paragraph.

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Name: _____ 115

Narrative Writing – Inferencing: Cause and Effect

In stories, "cause and effect" means one thing happens because of another thing. It's like a chain of events.

- **Cause**: It rains. **Effect**: You get wet.
- **Cause**: You study hard. **Effect**: You get good grades.
- **Cause**: The dog barks. **Effect**: The cat runs away.

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

The [illegible] the lights.	Cause	Effect
You don't [illegible]	Cause	Effect
She reads a book [illegible] becomes a better reader.	Cause	Effect
Because he didn't tie his [illegible]	Cause	Effect
It's your birthday, so you get presents [illegible]	Cause	Effect
She feels sick, so she goes to bed early.	Cause	Effect
He practices the piano daily, and he becomes good [illegible]	Cause	Effect
If you feed the dog, the dog wags its tail.	[illegible]	Effect
The teacher explains the lesson, so the students understand it bett[illegible]	[illegible]	Effect

PREVIEW

Think Think of either the cause or effect that matches below.

Cause	Effect
She studies hard.	
	so now you are hungry.
They didn't follow the recipe.	
	so you slept in.

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Name: _____ 116

The First Printing Press Adventure

The First Printing Press Adventure

Once upon a time in a quiet, little village, a brilliant man named Mr. Gutenberg showed his newest invention: the first-ever printing press. "With this incredible machine," he declared, "books and ideas can be shared with everyone in the village!"

His daughter, Emily, was beyond thrilled. She had always dreamed of creating a book for her little brother Tim's upcoming seventh birthday. "What a chance!" Emily thought with excitement. She gathered her quills, ink, and an abundance of parchment to begin drafting.

PREVIEW

At the same time, [illegible] whispers of this groundbreaking invention. "A printing press, you say? How [illegible] our village!" He approached Mr. Gutenberg and proposed, "[illegible] laws? It would help our citizens be more informed and responsible."

Emily was deep in the creative zone, [illegible] a river, when disaster struck. Her elbow accidentally knocked over the [illegible] the table. The ink spilled across her draft, ruining her hard work. [illegible] wept. "Now I'll have to rewrite everything."

Her father, Mr. Gutenberg, [illegible] request and began preparing the [illegible] laws. This meant Emily had to wait.

After what seemed like an eternity, Emily finished her new, improved draft. Mr. Gutenberg had also completed the printing of the village laws. Together, they fed Emily's pages into the press, and her beautiful storybook was printed just in time for Tim's birthday.

The impact was immediate and astonishing. Villagers found it much easier to understand the laws, now that they were clearly printed and posted in the town square. As for Tim, he was overjoyed with his special storybook, hugging Emily tightly.

And so, the invention of the printing press brought joy, understanding, and a sense of community to everyone in the village.

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Name: _____ 117

Cause/Effect Fill in the table below, explaining the cause or the effects.

1) Finish the effects of the causes below	
Mr. Gutenberg makes a printing press.	
Emily wants to write a story.	
Mayor Thompson hears about it.	

2) Think of the causes that go with the effects below	
	so she has to re-write her story
	so Emily has to wait
	so they print Tim's book

Think Write about the [illegible] you can think of from the story.

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

PREVIEW

Name: _____ 118

Adventure Story

The Canyon's Secret Glow

Once upon a time, in a vast, colourful canyon, lived two friends: Oliver and Zoe. They were curious about the mysteries of the world and loved exploring new places. One sunny day, they discovered an ancient, hidden cave behind a waterfall.

"Let's see what's inside!" exclaimed Oliver, his eyes sparkling with excitement. Zoe nodded, her heart beating with anticipation. They cautiously entered the cave, their torches revealing walls covered in mysterious paintings.

Suddenly, they spotted a strange, glowing rock. Oliver wanted to take it back home, thinking it could be a treasure. "No, Oliver, we shouldn't disturb anything here. It might be important," Zoe argued, worried about the consequences.

Despite Zoe's warning, Oliver couldn't resist. He picked up the rock, and instantly, the cave began to shake. The friends hurried out, the rock still in Oliver's hand.

As they stepped outside, they noticed the sky had turned dark, and birds were flying away in fear. Zoe looked at Oliver with concern. "We must return the rock," she said firmly.

They decided to seek the advice of an old, wise eagle named Maximus. After listening to their story, Maximus spoke in a deep voice, "You must return the rock to its rightful place to restore balance."

With determination, Oliver and Zoe raced back to the cave. They carefully placed the glowing rock back where it belonged. The moment they did, the sky cleared, and the birds returned, singing joyfully.

"We did it!" cheered Zoe, relieved. "Thank you, Zoe, for showing me the right thing to do," Oliver said gratefully.

From that day on, Oliver and Zoe continued their adventures, always respecting the wonders of nature, and their friendship grew even stronger.

PREVIEW

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Name: _____ 119

Questions	Answer the questions below

1) What disagreement or conflict do Oliver and Zoe face in the story?

2) How is the conflict resolved? What do Oliver and Zoe do to fix the problem?

3) Write two characteristics that Oliver has. Provide evidence from the story.

Imagine Imagine you are an explorer like Oliver and Zoe. What kind of adventure would you like to go on? Describe and draw it.

PREVIEW

Name: _____ 120

Humour Story

The Great Spaghetti Blizzard

Once upon a time, in a world where weather was made of food, lived a boy named Felix and his pet parrot, Pickles. Felix lived in a unique place called Spaghetti Springs, where instead of snow, spaghetti fell from the sky!

One day, [illegible] up to a loud sound. "SQUAWK! It's raining meatballs!" Pickles screech[illegible] outside and saw giant meatballs bouncing around like rubb[illegible]dinary day." Felix chuckled, grabbing his fork and helmet. "Time [illegible]

Outside, Felix [illegible] neighbor, Mrs. Agnes, trying to walk her ten cats, [illegible] in spaghetti! "Oh dear, this [illegible] real noodle twister!" she exclai[illegible] couldn't help but giggle.

Then, they spotted Mr. Harold, the town's funni[illegible] man, who had fashioned a spaghetti lasso a[illegible] twirling it around. "Yeehaw! I'm the spaghetti [illegible] he shouted, but then he tripped on a meatball and [illegible] landed in a pile of noodles. Felix and Pickles burst in[illegible]

As they continued their walk, they saw something extraordinar[illegible] snowman! "Someone's creative!" Felix said, admiring the snowman [illegible] meatball eyes and a carrot nose. Pickles added a touch by placing a feather o[illegible] head.

Finally, they reached the town square, where everyone was having a spaghetti snowball fight. Felix and Pickles joined in, throwing spaghetti snowballs and ducking behind noodle forts. Laughter filled the air, and everyone was having a blast.

That night, as Felix and Pickles cuddled up at home, Felix thought about the day. "Today was silly, but it reminded me how much fun it is to be with friends and family, even in a spaghetti blizzard!" And with that, they drifted off to sleep, dreaming of the next wacky weather adventure in Spaghetti Springs.

PREVIEW

Name: _____ 121

Questions	Answer the questions below.

1) What do you think is the main message or theme of the story?

2) How do[illegible] author use different elements (like the spaghetti weather or the character[illegible] to make the story funny?

3) What was the funn[illegible] you? Explain why it made you laugh.

4) What do you think is the main purpose of the st[illegible]

Entertainment	Information

Draw	Draw your own version of a "food weather" da[illegible]

PREVIEW

Block 5: Persuasive Texts

Focus

- ✓ Vocabulary, grammar, cohesive ties, sentence structure in persuasive texts
- ✓ Critical thinking skills for understanding persuasive texts
- ✓ Diversity, inclusion, and accessibility themes in persuasive writing
- ✓ Making inferences after reading – local inferences and global inferences using explicit and implicit evidence – do you believe the text? Has it changed your opinion?
- ✓ Reading Comprehension Strategy: Inferencing

Name: _____ 125

Persuasive Writing – Multiple Perspectives

Smartphones Should Be Allowed in Class

Did you know that smartphones can be educational tools? According to research, smartphones can be used to access information quickly and efficiently during class. Teachers can use apps to help with interactive learning, and students can look up facts or definitions in real-time. With parental controls and educational apps, the distractions can be minimized. A study by the University of Toronto showed that students who used education[illegible]s scored higher on tests than those who didn't. So, allowing smartpho[illegible]lass, when used responsibly, can actually benefit our education.

Sm[illegible]cting for Class!

I can[illegible]count[illegible]times I've seen kids glued to their screens, ignoring the teacher comp[illegible]! Smartphones are way too distracting and make it hard for anyo[illegible]. It's n[illegible]ut one person; if one kid starts giggling at a funny video, the w[illegible]ass[illegible]d. And what about the temptation to text or play games? Sure, sm[illegible]y have no place in the classroom. We're here to learn, not f[illegible]!

PREVIEW

Think Critically Answer the q[illegible] bel[illegible]

1) Which text is more persuasive? Explain your[illegible]

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

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

Name: _____ 128

Inferences - Persuasive Writing Advertisement

Revolutionize Your Landscaping Business with Our Ultra-Durable Wheelbarrows!
Hey there, landscaping pros! Tired of back-breaking work and time-consuming projects? Say hello to efficiency and goodbye to sore muscles with our top-of-the-line wheelbarrows!

Why Choose Our Wheelbarrows?

- Mass[illegible]acity: Hold up to 500 pounds! That's like moving 10 large bags of soil in a sin[illegible]
- [illegible]ow that using wheelbarrows reduces the risk of back inj[illegible] by a[illegible]%!
- Time-Savi[illegible] wor[illegible]p to 25% by eliminating constant back-and-forth trips.
- Longevity: Our wheelb[illegible]ade from high-grade materials that can withstand the test[illegible]

Stats Don't Lie!

- 95% of our customers reported increased [illegible]
- 89% experienced reduced muscle fatigue!
- An impressive 100% said they would recommend our [illegible] landscape owners!

Think About the Time and Money You'll Save!
If you finish jobs 25% faster, you could take on an extra 1 or 2 projects every week! More jobs = more profits!

A Wise Investment
The cost of our wheelbarrow pays for itself in just a few jobs, thanks to the time and effort you'll save!

So why settle for less? Elevate your landscaping business today with our unbeatable wheelbarrows!

Call Now and Take Your Business to the Next Level!

PREVIEW

Name: _____ 129

Local Inferences Make inferences based on the sentences below

"Studies show that using wheelbarrows reduces the risk of back injuries by a whopping 25%!"

"If you finish jobs 25% faster, you could take on an extra 1 or 2 projects every week!"

"Long[illegible]ur wh[illegible] are built to last, made from high-grade materials that can withstand the t[illegible]

"Massive Capacity: Hold up to 50[illegible]

PREVIEW

Global Inferences Make 4 inferences based on [illegible]ad[illegible]ment

Reflect Why is it important to think critically about advertisements?

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Name: _____ 130

Inferences – Implicit or Explicit Evidence

Explicit Evidence: This is when something is stated clearly and directly, leaving no room for doubt.

- Example: The teacher says, "The test is Monday," so you know exactly when the test is.

Implicit Evidence: This is when something is hinted at but not directly stated, requiring you to make an inference or a good guess.

- Example: Your friend yawns and keeps looking at the clock, so you infer that they're bored and want to go home.

Instructions: The evidence provided is explicit, meaning it's directly stated. Form a conclusion you can draw based on this clear evidence.

Example – Evidence	The sun sets at 8:30 p.m. tonight.
Conclusion	We can watch baseball by 8:30 p.m. tonight.

1) Explicit Evidence	Your homework is due Monday.
Conclusion	

2) Explicit Evidence	The pizza has four slices.
Conclusion	

3) Explicit Evidence	The soccer game starts at 10:00 a.m.
Conclusion	

4) Explicit Evidence	Your report card will be given out on Friday.
Conclusion	

5) Explicit Evidence	The school bus arrives at 7:45 a.m. every day.
Conclusion	

6) Explicit Evidence	The teacher said we will have a quiz next week.
Conclusion	

PREVIEW

Name: _____ 132

Inferences - Persuasive Writing Advertisement

Dear Students,

I hope you are all doing well and enjoying your time at school. I wanted to talk to you about something very important: being inclusive and celebrating diversity.

Our school is a special place because it is like a big, colourful garden. In a garden, different types of flowers bloom side by side, making it more beautiful. Just like flowers, each one of you is unique and brings something special to our school community.

It is important to include everyone, even if they look or act differently than you. When we all play together, share our ideas, and treat each other kindly, we learn so much more.

Have you seen the friendship bench in the playground? It is there to help kids who are feeling lonely. If you see someone sitting there, it's a good chance to make a new friend.

Please remember that the differences that make us special. By including everyone, our garden—our school—can be the beautiful and amazing place it can be.

Thank you for listening, and let's do our best to make our garden the best it can be!

Sincerely,
Principal McGuire

PREVIEW

Local Inferences

Write 3 things the principal explicitly states. Then, for each piece of evidence is provided. Then draw a conclusion about those things.

Evidence	It is important to include everyone...
Conclusion	

Evidence	
Conclusion	

Evidence	
Conclusion	

Name: _____ 133

Local Inferences	Write an inference from the implicit evidence in the table below. Then make a conclusion based on the inference.

Implicit Evidence	"In a garden, different types of flowers bloom side by side, making it more beautiful."
Inference	
Conclusion	

Implicit	"If you see someone sitting there, it's a good chance to make a new
Inf	
Conclusion	

Implicit Evidence	"Ple ces are what make us special."
Inference	
Conclusion	

PREVIEW

Global Inferences	Make 3 inferences b en

Reflect	Why is it helpful to understand bias in persuasive texts?

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Block 6: Informational Reports

Focus

- ✓ Text features like bold, hyperlinks, etc.
- ✓ Diversity, inclusion, and accessibility themes – facts
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing and Synthesizing
- ✓ Problem/Solution Reports

Name: _____ 139

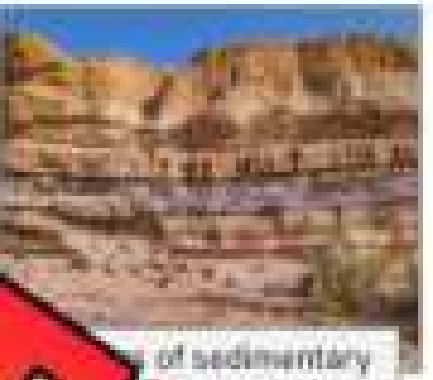
Comprehension – Text Features in Reports

The Rock Cycle: Nature's Recycling System

Rocks are all around us, and they go through an amazing journey called the **rock cycle**. This cycle changes rocks from one type into another through processes like **melting**, **cooling**, and **erosion**.

Meet the [illegible] Rocks

Igneous rocks form when **magma** cools and hardens. The speed of the cooling affects the size of the crystals inside. **Basalt** has small crystals because it cools quickly, while **granite** has large crystals because it cools slowly.



[illegible] of sedimentary [illegible]m on the [illegible]rface

The Layered World of Sedimentary Rocks

Sedimentary rocks come from [illegible] materials like sand, shells, and even old plant [illegible] pressed together over time to form rocks like limestone and sandstone.

Transformation into Metamorphic Rocks

Metamorphic rocks used to be either igneous or sedimentary rocks [illegible] because of heat and pressure. If you've ever seen marble, you've seen a met[illegible]

PREVIEW

The Journey of Rocks

Throughout their life, rocks can change into different types thanks to the rock cycle. Here are some steps rocks might go through:

1) Weathering: Breaks down igneous rocks into smaller pieces
2) Forming Sedimentary Rocks: These small pieces can later gather and form sedimentary rocks
3) Becoming Metamorphic: With heat and pressure, any rock can change into a metamorphic rock

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Name: _____ 140

Text Forms	Answer the questions below

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) W[illegible] is it helpful to the reader?

Making Connections	Make con[illegible]s to [illegible]orld, and to other texts.

Text-To-Self: What does the report remind you [illegible]ur l[illegible]

Text-To-World: What does the report remind you of that is happening aro[illegible]e world?

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

PREVIEW

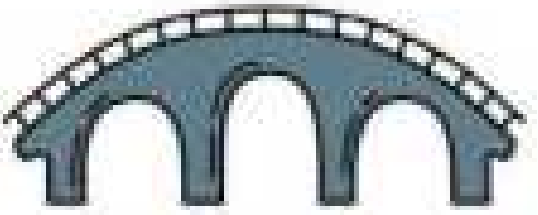
Name: _____ 1A1

Compare and Contrast Report – Arch or Beam Bridge

Comparing Engineering Marvels: Arch Bridge vs Beam Bridge

Introduction

Bridges are essential for connecting places separated by water, valleys, or other obstacles. Two of the most commonly used bridge designs are arch bridges and beam bridges. This report aims to compare and contrast these two types of bridges to help you understand their unique features and applications.



Essential Features: What Makes Them Stand?

Both arch and beam bridges serve the fundamental purpose of providing a passageway over an obstacle, but their structural designs are quite different.

- Arch Bridges: These typically have a curved structure that distributes weight onto the foundations at each end. This design is structurally strong and can bear heavy loads.
- Beam Bridges: Simplicity is the key feature. They consist of a horizontal beam supported at each end by piers. The weight of the bridge and any additional load is transferred to the supporting piers.

Advantages and Limitations: What Works Where

Arch bridges and beam bridges have their own strengths and disadvantages:

- Longevity: Arch bridges often last longer and require less maintenance.
- Load Capacity: Beam bridges can usually handle less weight in comparison to arch bridges.
- Construction Time: Beam bridges are quicker and less expensive to build.
- Aesthetic Appeal: Arch bridges usually offer more visual appeal.

Making the Choice

The decision to build an arch bridge or a beam bridge depends on various factors like the location, purpose, and available resources. In terms of longevity and aesthetic value, an arch bridge usually wins out. However, if speed of construction and cost-effectiveness are primary concerns, a beam bridge may be the better option.

PREVIEW

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Name: _____ 1A2

True or False — Is the statement true or false?

1) Arch bridges have a curved structure that helps distribute weight.	True	False
2) The aesthetic appeal is usually greater in beam bridges.	True	False
3) Speed of construction is a big concern when building an arch bridge.	True	False
4) Beam bridges are generally more expensive and take longer to build.	True	False
5) Arch br… require more frequent maintenance than beam bridges.	True	False

During … — Write 3 questions that come to mind while you read.

1)	
2)	
3)	

Compare — Fill in the table with the advantages … of bridges

Criteria	Arch Bridges	B…
Longevity		
Load		
Construction		
Look		

PREVIEW

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Name: _____ 1A5

Summarizing and Synthesizing

What is Summarizing?

Summarizing is like taking a big story and telling it in a short way. Imagine you read a long book, and someone asks you what it's about. You tell them the main points in a few sentences. That's summarizing! You keep the important parts and leave out the small details.

Key Points of Summarizing:

- Mak
- Ch eas
- [illegible]

What is Synt

Synthesizing is like be ve. You take information from different places and put it to mething new. For example, if you read about dinosaurs in thr bo all that information to explain why dinosaurs were so big. Sy

Key Points of Synthesizing:

- Use information from different sources.
- Combine ideas to understand something
- Think about how all the pieces fit together.

How are They Different?

While summarizing and synthesizing might sound similar, they n you summarize, you are making something long into somethin keeping the main idea. When you synthesize, you are combining dif ideas to make a new understanding. It's like summarizing is zooming out to see the picture from far away, and synthesizing is putting different puzzle pieces together to see the whole picture.

Comparing Summarizing and Synthesizing:

- Summarizing: Shortens and keeps main ideas.
- Synthesizing: Combines and creates new understanding.

Understanding summarizing and synthesizing helps us in learning and sharing knowledge in a clear way. So, next time you read or learn something, think about if you are summarizing or synthesizing the information!

PREVIEW

Name: _____ 146

Activity – Synthesizing Practice

Instructions Read these three reports on the topic of school uniforms. Then synthesize information in the worksheet based on your reading.

School Uniforms: Teachers' Perspective

Teachers often support school uniforms for several reasons. They believe uniforms create a focused learning environment by minimizing distractions. With everyone dressed [illegible] is less competition or tension over [illegible] Teachers also find that uniforms foster a sense of unity and school spirit.

They argue that uniforms make school safer by making it easier to identify students and intruders. Additionally, teachers appreciate that uniforms promote discipline and reduce issues related to enforcing dress codes.

School Uniforms: Students' Perspective

From the students' point of view, uniforms have both pros and cons. Many students feel that uniforms restrict their ability to express individuality and creativity through their fashion choices. They often prefer wearing casual clothes that reflect their personal style.

However, some students acknowledge benefits, such as reducing pressure to wear trendy or expensive clothing. There is also an appreciation for the simplicity of uniforms, making getting ready in the morning quicker and less stressful. Nonetheless, the desire for more freedom in clothing choices is a common sentiment among students.

School Uniforms: Parents' Perspective

Parents' opinions on school uniforms are varied. Some parents value the convenience and cost-effectiveness of uniforms, as it reduces the need to purchase a variety of outfits. They also agree that uniforms can contribute to a sense of equality among students, reducing the likelihood of bullying or social isolation based on clothing.

On the other hand, some parents are concerned about the additional expense of buying specific uniforms, especially if they are only available from certain suppliers. They also worry about their children's comfort and the potential loss of individual expression. Parents often seek a balance that considers both the practical and emotional aspects of school attire.

PREVIEW

Name: _____ 147

Compare and Contrast In the table below, summarize the opinion of each group

Perspective	Summary
Teachers	
Students	
Parents	

Synthesizing Write a short paragraph that combines all the views and explains how each perspective adds to our understanding of school.

PREVIEW

Name: _____ LAB

Activity – Summarizing Reports

Objective — What are we learning more about?

To summarize a 4-part report, understand the main ideas, and work together as a team.

Instruction — How do we complete the activity?

PREVIEW

1) [illegible] groups of 4. Each group receives a 4-part report.

2) Assign Parts: [illegible] picks one part from the report to read and summarize.

3) Read and Summarize: Each stud[illegible]ds th[illegible]fully and writes a short summary on a piece of paper. The summ[illegible]ld [illegible]ences and capture the main idea of their section.

4) Share Summaries: Once everyone has finished writing, each [illegible]s sharing their summary with the rest of the group.

5) Create the Big Summary: After hearing all the summaries, work together to combine them into one big summary that captures the main points of the entire report. You can write this on a separate piece of paper.

6) Discuss: Talk about how each student's summary contributed to the overall understanding of the report. Were there any surprises? Did summarizing help you understand the report better?

Name: _____ 149

Activity – Summarizing Reports

Instructions Cut out the sections of the report below

1)

The Climate Zones: Earth's Weather Patterns

Our planet Earth has different climate zones that make each part of the world unique. T[illegible]ones have special types of weather, and they help to create the habitats [illegible]nts and animals live. Let's explore these fascinating zones!

Hot [illegible]: The [illegible]one

In the tro[illegible]l [illegible]t and rainy all year long. This zone is near the equator. The [illegible]re [illegible]t of this zone, filled with lots of trees, colourful birds, [illegible]res[illegible]like monkeys and toucans. The heavy rain and warm temperat[illegible]me for many creatures.

Warm Summers, Cold Winters: The T[illegible]ed

The temperate zone has seasons like [illegible]er, a[illegible]ter, and spring. This is where you'll find forests with trees that lose th[illegible]ave[illegible]autumn, and animals like deer and squirrels. The changing seaso[illegible]it a[illegible]ting place for different kinds of plants and animals.

3)

Cold and Icy: The Polar Zone

In the polar zone, it's very cold almost all the time. You'll find i[illegible]y few trees. The animals here, like polar bears and penguins, hav[illegible]feathers to stay warm. It's a challenging place to live, but these ani[illegible]have adapted to it.

4)

Hot and Dry: The Desert Zone

Deserts are places with very little rain and a lot of heat. Cacti, snakes, and camels are some of the plants and animals you'll find here. They've adapted to survive with very little water.

So, as you can see, the climate zones play a huge role in shaping the habitats around the world. Each zone has its own unique weather and creatures, making our Earth an incredibly diverse and interesting place to live!

PREVIEW

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Name: _____ 150

Activity – Summarizing Reports

Instructions | Write your summary below.

Final Summary | roups final summary below

PREVIEW

Name: _____ 155

Inferencing Practice

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

Ice Fishing: Not Just a Pastime
Hi, I'm Nunal Up north, ice fishing isn't just a hobby; it's a way to survive. The winters are really long, and fish become an important food for us. We even catch enough to share with our comm

Together ... importance of Teamwork
We al... teams. This is super important because it keeps everyone safe. Team... ient fishermen!

The Mighty Totem Poles: Wh...
Hello there, I'm Talal Totem pole... m... wooden statues. They help us remember our ancestors and understa... ...ing on a totem pole tells a part of a story.

Our Community Through Art
In the Haida Nation, art isn't just something to look ... istory and beliefs alive. We learn from a young age how to carve ... conn... with both our community and ancestors.

Sailing Through History: Canoe Crafting
Hey kids, it's Kayal Canoes are more than just boats to us; they're pieces of art that carry history. We use them for fishing, travel, and even ceremonies.

Learning From the Past: Canoe Crafting
Canoes have been around for a long time in our culture. Our elders teach us how to make them. They also tell us stories about the journeys our ancestors took in canoes.

PREVIEW

Block 6: Procedural Writing

Focus

- ✓ Prereading – what is the purpose of reading?
- ✓ Text features of procedural writing
- ✓ Visual aids used in procedural writing
- ✓ How to craft traditional Indigenous objects
- ✓ Comparing procedural texts – which is easier to understand?
- ✓ Non-Fiction Genre – Sub-form: instructions
- ✓ Linear Sequencing - Linear sequencing presents information in a straight, progressive line

Name: _____ 159

What is Procedural Writing?

What is Procedural Writing?

Procedural writing is a way of writing that tells us how to do something. It's like a recipe in a cookbook or instructions for building a toy. This type of writing is important because it helps us complete tasks correctly. It gives us step-by-step instructions and lists what we need to complete tasks.

Features of Procedural Writing

- Clear Title: It has a title that tells what the procedure is about.
- Materials Needed: Before the steps, it lists all the things you need.
- Numbered Steps: The steps are usually numbered, so we can follow them.
- Simple Instructions: The instructions are easy to understand.
- Action Words: It uses words that tell us what to do, like 'cut', 'mix', or 'assemble'.
- Pictures or Diagrams: Sometimes, there are pictures to help us how to do something.

PREVIEW

Example: Making a Peanut Butter and Jelly Sandwich

Materials:

2 slices of bread, Peanut butter, Jelly, Knife, Plate

Steps:

1) Lay Bread on Plate: Put the two slices of bread side by side on the plate.
2) Spread Peanut Butter: Use the knife to spread peanut butter on one slice of bread.
3) Spread Jelly: On the other slice, spread jelly.
4) Put Together: Carefully place the peanut butter slice on top of the jelly slice.
5) Enjoy: Your sandwich is ready to eat!

This example shows how procedural writing can help us make a simple sandwich. Remember, the steps in procedural writing are there to guide us to complete something successfully!

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Name: _____ 160

Prereading Before reading, answer the questions below.

Before reading, decide why you are reading this. Is it because your teacher told you to? Or is it because it looks interesting? How does that affect how you read it?

M… Connect… …en instructions before? When do you get instruction …read them? When have you used instructions?

PREVIEW

Order Order the steps below from the first step to the last in mak… peanut butter sandwich.

Order	Steps
	Carefully place the peanut butter slice on top of the jelly slice.
	Your sandwich is ready to eat!
	Put the two slices of bread side by side on the plate.
	Use the knife to spread peanut butter on one slice of bread.
	On the other slice, spread jelly.

Name: _____ 161

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
	Stir in vanilla extract and red food coloring.
	Red Velvet Cupcakes Recipe
	oven to 350°F (175°C). Place cupcake liners in the
	and bake for 20-25 minutes. You can check if toothpick in a cupcake. If it comes out clean, they
	rials
	➢ 1 1/2 cups of flou ➢ 1 cup of sugar ➢ 1/2 cup of butter (soften ➢ 2 large eggs ➢ 2 tablespoons cocoa powder ➢ 1 1/4 teaspoons baking powder ➢ 1/4 teaspoon baking soda ➢ 1/2 teaspoon salt ➢ cup buttermilk ➢ oon vanilla extract ➢ on red food ➢ ak ➢ d ➢ Mixin ➢ Mixer
	In a bowl, mix together flour, cocoa powder, baking powder, baking soda, and salt.
	Use a spoon to fill the cupcake liners with batter, about 3/4 full.
	Add eggs to the butter mixture, one at a time, mixing well.
	Let the cupcakes cool before eating. You can even add frosting if you like. Enjoy your cupcakes!
	In another bowl, beat the butter and sugar together until fluffy.
	Slowly mix the dry ingredients into the wet ingredients.

PREVIEW

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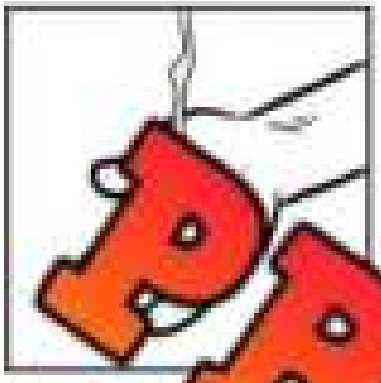
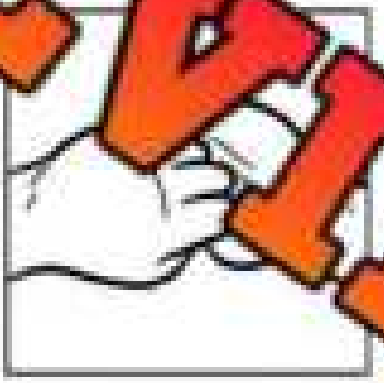
Name: _____ 163

Graphics in Procedural Writing – Handwashing

Label Pictures in procedural texts are important because they help us understand what to do. Write instructions below each picture.



Rub back of hands



Wash palms

PREVIEW

Name: _____ 168

Following Instructions – Drawing a Tipi

Draw Follow the procedural text below to draw a tipi.

Title	Drawing a Tipi
Materials	- A blank sheet of paper - A pencil - Eraser - Coloured pencils (optional)
Introduction	A tipi is a cone-shaped tents made of animal skins upon wooden poles by Indigenous peoples of the Plains as homes and [illegible]
Step 1	Start by drawing a small, low "U" shape at the bottom of your paper. This will be the base of your tipi.
Step 2	Draw three straight lines coming from the top of the U shape and meeting at a point above the U. These are the wooden poles that hold up the tipi.
Step 3	Draw a slightly curved line connecting the top of the U shape, following the curve of the U. This shape represents the animal skin would wrap around the poles.
Step 4	On one side of the U shape, draw a small flap to create the entrance of the tipi.
Step 5	Tipis often have beautiful designs. Draw some simple shapes like circles, triangles, or lines on the body of your tipi.
Step 6	Go over your drawing with a darker pencil to make the outlines more visible.
Step 7	Use coloured pencils or markers to colour in your tipi. Be imaginative with your colours!
Finish	Draw some grass at the base of the tipi and maybe a sun or clouds in the sky to show where the tipi is set up.

PREVIEW

Name: _____ 172

Comparing Instructions – Playing Hide and Seek

Compare Read both instructions. Which is easier to understand?

Option 1:

How To Play Hide and Seek

Hide and [illegible] a fun game where one person, the "seeker," close[illegible] counts to a certain number while ever[illegible] the seeker finishes counting, they open th[illegible] ing for everyone. If you're found, yo[illegible] d wins!

PREVIEW

Step	Instructions
Step 1	Everyone decides who will be the [illegible] the person who looks for others.
Step 2	The seeker closes their eyes and counts to a [illegible] standing in one spot.
Step 3	While the seeker is counting, everyone else finds a place to hide.
Step 4	After counting, the seeker opens their eyes and starts looking for everyone who is hiding.
Step 5	When the seeker finds someone, that person is out of the game.
Step 6	The game ends when everyone is found. The last person to be found is the winner and becomes the seeker in the next game.

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Name: _____ 173

Before Reading | Make a Connection

Background knowledge – Read the title and look at the pictures. What do you know about this already?

Sum ld you explain how to play to someone? Write 6 steps.

PREVIEW

After Reading | Answer the question below

Which set of instructions were easier to understand? Explain what made it easier to understand.

Block 7: Poetry

Focus

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

Name: _____ 175

Literary Devices Used in Poetry

What Is Poetry?

Poetry is a special kind of writing that plays with words to express feelings, ideas, or stories. It's different from regular writing because it often has rhythm and sometimes rhymes. Just like painting or music, po[illegible] art form that allows people to express themsel[illegible]ys.

Shakespeare

PREVIEW

Literary Devic[illegible]

- Personificat[illegible]s wh[illegible] human qualities to non-human things. For example, "The su[illegible]
- Simile: Similes compar[illegible]re[illegible] the words 'like' or 'as.' For instance, "As busy as a bee."
- Hyperbole: This is an exaggeration [illegible]ke a s[illegible]e saying, "I'm so hungry I could eat a horse."
- Idiom: Idioms are phrases that don't mean exac[illegible] For example, "It's raining cats and dogs" means it's raining very ha[illegible]
- Analogy: An analogy compares two things to show their similar[illegible] "Life is like a race; you have to run it well."

Types of Poetic Structures

- Verse: Most poems are written in verse. Verse is like a paragraph in a story, but in a poem, it has lines that may or may not rhyme.
- Free Verse: Free verse poems don't follow rules of rhyme or rhythm. Poets use it to write in a more relaxed, conversational style.
- Concrete Poetry: This is a fun one! Concrete poems are shaped like their subject. For example, a poem about a star might be written in the shape of a star.

Name: _____ 178

Curriculum Connections
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Inferences Answer the questions by making inferences.

1) What do you think is meant by the idiom, "Raining cats and dogs."?

2) What do you think is meant by the simile, "Reading a book is like taking a journey."?

PREVIEW

Reflect ...tions below.

1) Why do poets sometimes use figurative language?

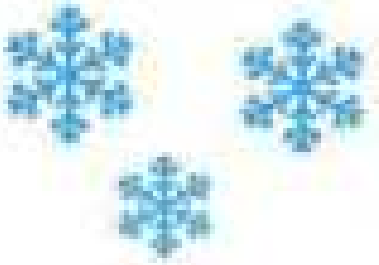
2) Which literary device(s) is used in the lines from the poem?	
1. The sun smiled down on us.	
2. Just like a key opens a lock, knowledge opens the mind.	
3. A penny for your thoughts.	
4. As busy as a bee.	
5. A team works like a puzzle: every piece is important.	
6. As busy as a bee, I buzz around.	
7. Bite off more than you can chew.	
8. The clock raced against time.	
9. My dog is so lazy, he makes a sloth look fast.	
10. Learning is like building a house: it takes one brick at a time.	

Name: _____ 177

Types of Poems

Exploring Types of Poems
Poetry is a wonderful way to express emotions, ideas, and stories in a creative form. There are many types of poems, and each has its own unique characteristics.

Haiku: The Nature Poem
Haiku is a type of poem from Japan and it's all about nature! This poem has only three lines. The first line has 5 syllables, the second line has 7 syllables, and the third line has 5 syllables again.



Snowflakes gently fall
Covering the ground in white
Winter's soft blanket

Acrostic: The Hidden Message
In an Acrostic poem, the first letter of each line spells a word or message when read from top to bottom. This is a fun way to write a poem. Here's how it looks with the word "Sun":

Sunshine makes me smile
Under clouds, the rain comes down
No more rain, just blue skies

Limerick: The Funny Poem
A Limerick is a funny poem with five lines. The first, second, and fifth lines rhyme with each other, and the third and fourth lines rhyme too. Limericks are silly and make people laugh.

Cinquain: The Five-Line Poem
Cinquain poems have five lines and each line has a specific job. The first line is one word that's the title, the second line describes the title in two words, the third line tells an action in three words, the fourth line shares a feeling in four words, and the fifth line is another word for the title.

Dog
Furry, playful
Running, barking, wagging
Always happy to see me
Pooch

PREVIEW

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Name: _____ 178

Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic	
Haiku	
Limerick	
Cinquain	

PREVIEW

Visualizing

Read each [illegible] for [illegible]ading, and draw what you're picturing.

Haiku	Cinquain

Acrostic

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Name: _____ 179

Haiku Poetry – First Nation Reflection

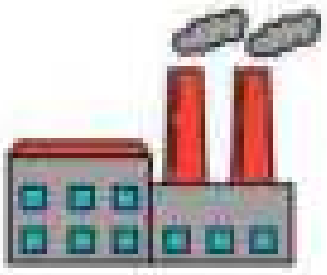
Haiku Poetry – First Nation Reflection

Long ago, the First Nations people lived on the land we now call Canada. They had their own ways of living, speaking, and celebrating. Then, people from Europe came to the land. These new people and the First Nations did not always get along. Things ch[illegible] a lot.

[illegible]ort poems called haikus that help us think about what it was like [illegible] First [illegible]ring that time.

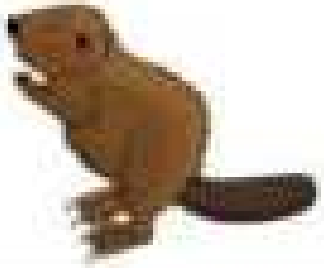
PREVIEW

[illegible] whisper,
[illegible]rizon—
[illegible]



River used [illegible]
Steel and smoke now cloud [illegible]
Still, the salmon leap.

Ancestors' stories,
Drowned out by foreign muskets—
Echoes in the wind.



Beaver, elk, and pine,
Traded for some shiny beads—
Lands lost, what's the cost?

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Name: _____ 180

Inferences When reading poetry, you often need to make inferences as a lot of the evidence is implicit. Read the parts of the poems and explain what you think the author means.

1) "Worlds start to collide"

2) "Ancest[illegible]s. Drowned out by foreign muskets"

3) "River used to [illegible] loud its voice"

4) "Lands lost, what's the cost?"

PREVIEW

Visualizing Read each of the poems from the reading and draw [illegible]ing.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

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Name: _____ 181

Acrostic Poems – Canada's Regions

Acrostic Poems – Canada's Regions

Canada is a big country with many different places to see! One of these places is called the "Canadian Shield." It has lots of rocks and lakes. Another is the "Western Cordillera," with tall mountains and beautiful views. We're going to learn about these regions through special poems called "acrostic poems." Each letter in the name of the region will be the start of a [illegible] poem!

Acrostic Poems

PREVIEW

Canadian Shi[illegible]

C – Creeks and lakes abound
A – Ancient rocks on the ground
N – Northern lights dance around
A – Animals like moose are found
D – Deep forests spread all around
I – Icy winters are quite renowned
A – All seasons have their own sound
N – Nature's beauty truly unbound

S – Sprawling lands far and wide
H – Hiking trails where adventures reside
I – Indigenous history we cannot hide
E – Every lake like a sapphire, side by side
L – Loons call across waters far and wide
D – Dense forests where secrets abide

Western Cordillera

W – Where the mountains touch the sky
E – Eagles soar and freely fly
S – [illegible]reams and rivers, never dry
T – [illegible]s reach up high
E – [illegible]h my, oh my!
R – [illegible]cky [illegible]oats pass by
N – [illegible]he eye

C – Canyons deep [illegible]
O – Open spaces far and
R – Ranges of mountains side by side
D – Downhill skiing, a slippery ride
I – Incredible views that can't hide
L – Lakes that shimmer like a bride
L – Landscapes that fill hearts with pride
E – Every sunset a colourful glide
R – Rivers that through valleys slide
A – Adventure waits, so come outside

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Name: _____ 182

Curriculum Connections
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Visualizing Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

PREVIEW

Western Cordilleras

Name: _____ 185

Cinquain Poems – Critical Thinking

Cinquain Poetry – Life in an Inuit Community

A cinquain is a short poem with five lines. Each line has a special job, like describing or showing action. Want to make your cinquain extra special? Use similes and metaphors! A simile compares something using "like" or "as," such as saying a kayak is "as agile as a fish." A metaphor says something is something else, like calling snow "Earth's winter blanket." Read the Inuit themed cinquains below that use similes and metaphors.

PREVIEW

Drum

Drum

Round, loud

Tapping, booming, echo

The heartbeat of community

Rhythm

Northern Lights

Lights

Bright, dance

Glowing, waving, twinking

night rainbow

Au

Seal Hunt

Seal

Quick, smooth

Swimming, diving, hiding

Fast as a dart

Prey

Sa

Bold, wa

Glowing, lighting

A never-ending campfi

Daylight

Whale

Whale

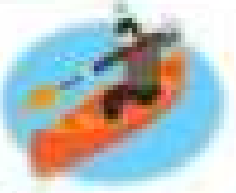
Massive, deep

Diving, surfacing, singing

Ocean's gentle giant

Mammal

Kayak



Kayak

Long, sleek

Gliding, paddling, floating

As agile as a fish

Vessel

Name: _____ 186

Curriculum Connections: CCR.R.CCR.6, CCR.R.CCR.8

Critical Thinking Answer the questions below.

1) In "Drum Beat," why do you think the drum is described as the "heartbeat of the community"? What does that metaphor tell you about the drum's importance?

2) What em... does the "Northern Lights" poem make you feel? Happy, sad, excited, calm, sc... confused, surprised, nervous, creative, etc. Explain.

3) Personal Preferenc... the best?

4) Personal Preferences. What was yo... e p... em? Quote it and explain why it was your favourite.

Quote	
Explain	

PREVIEW

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

Seal Hunt	Midnight Sun

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Name: _____ 187

Rhyming Poems – Critical Thinking

Rhyming Poetry – Simple Machines

Have you ever wondered what makes a rhyming poem so catchy? It's all about the words at the end of each line sounding the same! There are different ways to make these rhymes. One way is ABAB, where the first line rhymes with the third, and the second with the fourth. Another way is AABB, where the first two lines rhyme with each other, and then the next two lines rhyme too. Rhyming makes poetry fun and easy to remember!

The Lever

A lever sits on a ful[l]
Balancing objects with all
Left and right, in day and night,
It makes lifting things so light.

Pulley

Up in the sky, so high and free,
[P]ulley works with great ease.
[L]oads without a plea.
[M]akes a gentle breeze.

Wheel and Axle

Round and round the wheel will spin,
Connected to an axle within.
They work as one, a perfect twin,
Moving loads, that's how they win.

The [I]ne

An inclin[e]
Helps us carry a
We walk right up, no m[u]ch strain,
Easier work, that's what we gain.

Gears

Teeth meshing close in twos and threes.
Clocks and bikes, in both of these,
They transfer force with such great ease.
Gears make work feel like a breeze.

Wedge

A wedge can split a log in two,
Making hard tasks easy to do.
It dives right in, a helpful friend,
Easing work from start to end.

PREVIEW

Name: _____ 188

Curriculum Connections: CCSS.ELA-Literacy.CCRA.R

Critical Thinking Answer the questions below.

1) In "The Inclined Plane," the phrase "no need to strain" is used. What does this tell you about the purpose of an inclined plane?

2) The "Ge... mentions different applications like clocks and bikes. Can you think of another ... ers are used and explain how they make work easier there?

3) Personal Preferences ... the best?

4) Personal Preferences. What was yo... e p... em? Quote it and explain why it was your favourite.

Quote	
Explain	

PREVIEW

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

Wedge	Pulley

Name: _____ 189

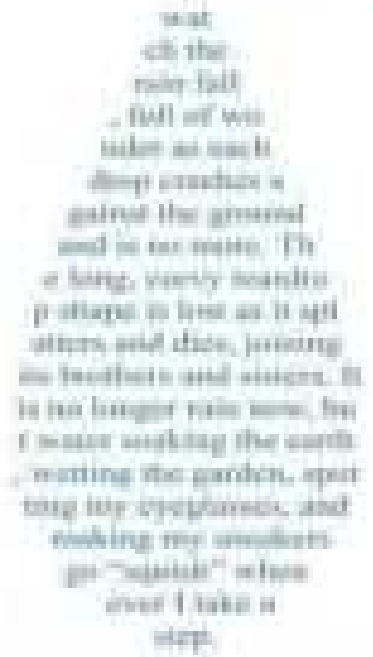
Concrete Poems – Critical Thinking

Concrete Poetry

Concrete poems are really fun! They are poems where the words are arranged in a special shape that shows what the poem is about. Imagine writing a poem about a star, and you arrange the words in the shape of a star. That's a concrete poem! The shape he[illegible] the story of the poem and makes it more interesting to look at. So, concre[illegible] like a mix of writing and drawing! Let's look at these examples of con[illegible]

Rainbow

Raindrop



PREVIEW

Name: _____ 190

Curriculum Connections: CCSS.ELA-Literacy.CCRA.R

Critical Thinking Answer the questions below.

1) What colours were mentioned in the "Rainbow" poem? How did they make you feel?

2) How did the shapes of the poems help you understand them better?

3) Personal Preference: Which poem did you like the best? Explain your opinion.

PREVIEW

Write Write the poem below about [illegible] of a lightning bolt

In the heart of a cloud,
so high and so bright,
A spark of light flares,
suddenly white.

It dances through
skies, a jagged flash
spun,
A burst from the
heavens, a shot from a
gun.

In the blink of an eye,
it's come and gone,
Leaving awe in its
wake, from dusk till
dawn.

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Block 8: Book Reviews

Focus

- ✓ Bias in book reviews – identify explicit and implicit perspectives
- ✓ Reading comprehension strategy: inferencing
- ✓ Voice: word choice, word patterns, and sentence structure
- ✓ Literary devices in reviews

Name: _____ 196

Implicit and Explicit Perspectives – Book Reviews

In a book review, **explicit perspective** is when the reviewer clearly states their opinion. **Implicit perspective** is more subtle, letting you guess what the reviewer thinks.

Explicit Examples:

- "I loved the book."
- "The characters were boring."

Implicit Examples:

- "The [illegible] roller coaster of emotions." (Probably means it's exciting)
- "[illegible] to unfold." (Might mean it's slow)

PREVIEW

Perspectives [illegible] perspective implicit or explicit in the sentences below?

1) I think this book [illegible]	Implicit	Explicit
2) The ending was really [illegible] and	Implicit	Explicit
3) The characters felt like my [illegible]	Implicit	Explicit
4) The book was too long, and I got bor[illegible]	Implicit	Explicit
5) This story is a roller coaster from start to finish.	Implicit	Explicit
6) You won't be able to put it down.	[illegible]	Explicit
7) The story is filled with magical moments.	[illegible]	Explicit
8) It's a real page-turner.	[illegible]	[illegible]licit

Perspectives The author implicitly described their perspective. [illegible] think it is?

1) Overflowing with twists and secrets.

_____

_____

2) Filled with more questions than answers.

_____

_____

Name: _____ 198

Finding Bias in Reviews

What is Bias in Reviews?
Bias in reviews means the person writing the review has a strong opinion or feeling that affects what they say. For example, if someone loves superhero stories, they might say all superhero books are amazing, even if some are not that good. Or if someone doesn't like talking animals, they might say a book about talking animals is bad, even if other people love it. So, it's good to read different reviews to get a full picture.

Bias Read the reviews below and answer the questions.

Review: "The Adventures of SuperCat"

Wow! "The Ad[illegible]" is the best movie ever made in the history of movies! If you don't wat[illegible] movie, you're missing the most amazing thing in the world. It has a superhero cat, so obv[illegible]ats are the best animals ever, and finally, there's a movie that gets it r[illegible] perfect because they're all cats or cat-lovers. The villain, DogMan, could n[illegible]erCat because dogs are just not as cool as cats. Honestly, I don't eve[illegible] make movies without cats in them anymore. You have to see this mo[illegible] experience!

1) Why is this review a biased review? What is the au[illegible]

2) Should you believe everything the author writes about the movie? Why or why not?

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

PREVIEW

Name: _____ 200

Our Voice in Review Writing

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

Voice ily of 4 watched a movie and each wrote a review. Read them below.

PREVIEW

A) I the big explosions! But there were people talking a lot and that was of the robot doing funny stuff! Robots are the best part of any mov

B) I really enjoyed the fam ents in the movie. The bond between the characters was touching and one who doesn't like violence, I found the action scenes too intense an for me.

C) Ya, this movie was kinda cool but also kinda were hype, but why did they have to throw in all that cheesy fam tly. If you're into action, you'll dig half of it.

D) The cinematography in this film was absolutely stunning. As an packed sequences, I was delighted by the intense fight scenes. The story, was rather cliché. As someone who appreciates complex narratives, this was a letdown for me. But overall, a thrilling watch for action enthusiasts.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	

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

_____

_____

_____

Name: _____ 204

Understanding Hyperbole in Review Writing

Hyperbole is used in reviews to make things sound super exciting and interesting. It's like using extra-big words to show that something is really, really good or amazing. For example, saying a book is "the best thing since sliced bread" means it's awesome!

Review Read the hyperbole below and answer the questions.

1) This bo[illegible] gripping, you'll forget to eat or sleep!	
What [illegible] Mo[illegible]	
Why Is It A Hyperbole	
How Does It Improve Writing?	
2) The characters in this story are so r[illegible] [illegible]prac[illegible] off the pages.	
What It Means	
Why Is It A Hyperbole	
How Does It Improve Writing?	
3) The plot twists come at you like a freight train, totally unstoppable!	
What It Means	
Why Is It A Hyperbole	
How Does It Improve Writing?	

PREVIEW

Block 9: Graphic Texts

Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Name: _____ 214

Understanding Comics

Analyze Read the comic and answer the questions.

Circle the text features used:
Speech Bubbles
Thought Bubbles
Captions
Sound Effects
Panels/Frames
Facial Expressions

1) Summarize the comic above. What happened?

2) Is the joke explained explicitly, or is it implicit? Explain.

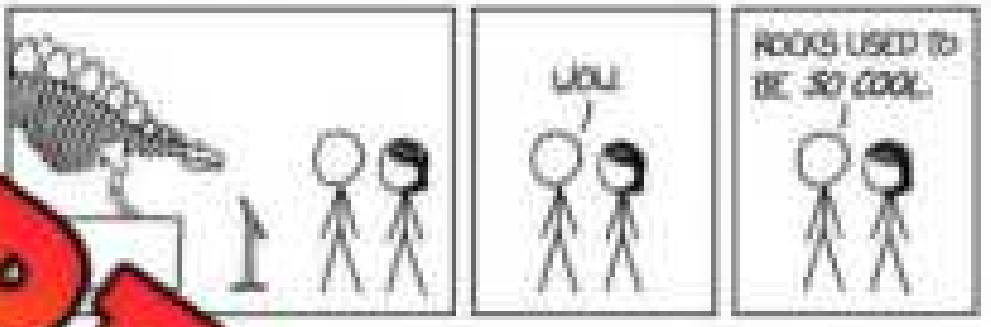
3) Global Inference: After reading the comic carefully, explain the joke.

PREVIEW

Name: _____ 215

Understanding Graphic Texts

Analyze Read the comic and answer the questions



1) What is the comic trying to describe the joke.

2) What do you think of this joke.

THIS FEATURE SHOULD AUTOMATICALLY APPEAR WHEN YOU REACH AGE 30.

1) What is the comic trying to describe the joke.

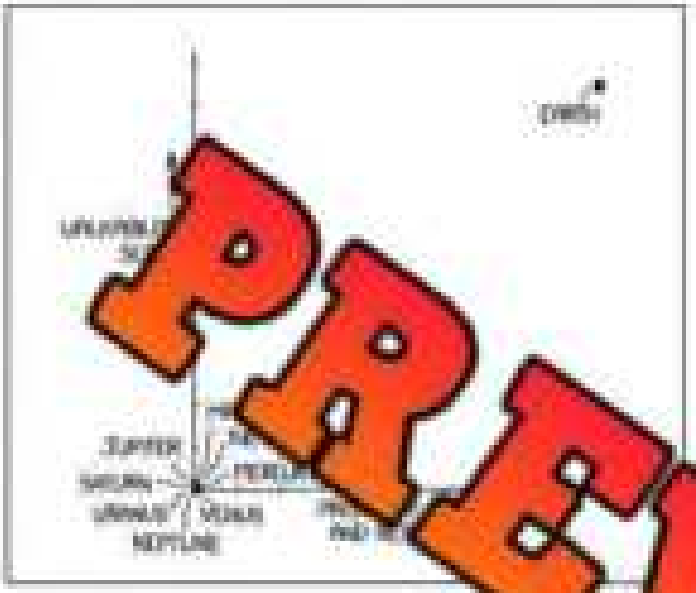
2) Make a connection: What does this remind you of?

PREVIEW

Name: _____ 216

Understanding Graphic Texts

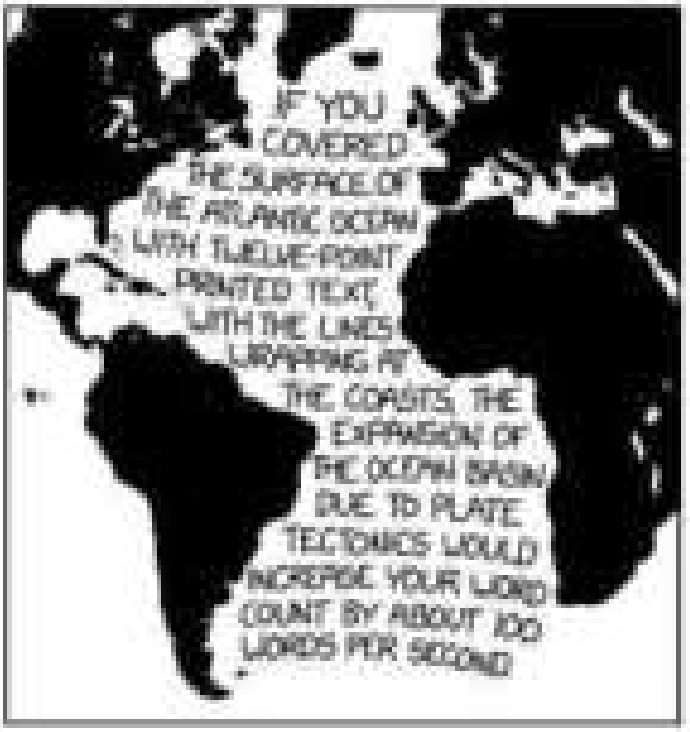
Analyze Read the comic and answer the questions.



Caption: After doing a real-estate analysis, I get why this place is so popular

1) What is the comic about?

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



Caption: The Atlantic Ocean is expanding about 4 cm each year

1) What is the comic about?

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

PREVIEW

Name: _____ 119

Text Features in Infographics

Examine | Answer the questions

1) What is the title of the infographic?

2) Summ... ...od guide.

PREVIEW

3) Does the infographic have more text or pictures?

4) Does the text and arrows help you understand the infographic? E...

5) List 4 things you can infer from reading this infographic. Remember, an inference isn't directly stated, so draw conclusions from the information provided.

Name: _____ 120

Reading Maps – Text Features

Reading a Map Made Easy
Maps help us know where things are. They have special clues:

- Country Names: Look for big, capitalized words like CANADA.
- Provinces and Territories: Smaller, but still capitalized words are provinces, like ONTARIO.
- Cities and Towns: Names with only the first letter capitalized are cities or towns, such as Ott
- Red ... ark cities, and a bigger red dot is for the capital of Canada.
- ... that may be numbered, like "Hwy 1," show the big roads you

PREVIEW

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Name: _____ 221

Reading Maps – Text Features

Questions Answer the questions below

1) What do the big, capitalized words on a map usually represent?

2) How ca[illegible]entify provinces or territories on a map?

3) Wh[illegible]s it m[illegible]e first letter of a word is capitalized on a map?

4) What do red dots o[illegible]

5) What does a bigger red dot represe[illegible]

PREVIEW

Examine Take a close look at the map and write any [illegible]om it.

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Name: _____ 222

Graphic Text - What's a Timeline?

What's a Timeline?
A **timeline** is like a special ruler that shows when things happened. It helps us understand the order of events, like what came first, second, and so on. Timelines can show us history, like when dinosaurs lived, or even your own life, like when you lost your first tooth!

Features - What's on a Timeline?

- Dates: These tell us when something happened. It could be a year, a month, or day.
- Events or Topics: These are the important things that happened, like "Moon Landing."
- Line: The line connects all the events, showing time passing from left to right.
- Arrow: The arrows point in the direction time is moving.
- Pictures: Some timelines have pictures to help us understand the events better.

PREVIEW

Analyze: Look closely at the timeline shown above.

1) What features are part of this timeline?

2) How has life changed for people? Explain what you've learned from the timeline.

3) Did the timeline help you learn about how our jobs have changed over time? Or would a paragraph have been a better choice? Explain.

Name: _____ 224

All About Me Poster

Instructions Complete this poster by filling in the information about you.

My name is _____.

Me saying cheese!

FACTS ABOUT ME

I am _____ years old.

My birthday is on _____.

I am in the _____ grade.

My teacher's name is _____.

My best friend is _____.

PREVIEW

MY FAVOURITE THINGS

Subject _____

Food _____

Colour _____

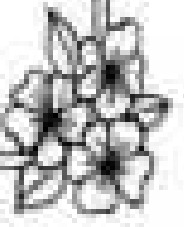
Sport _____

Animal _____

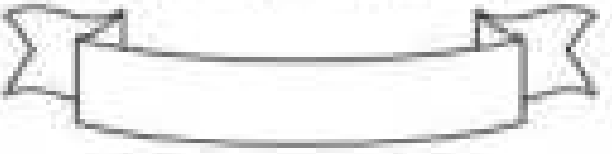
Movie _____

Flower _____

I love my family!



When I grow up, I will become a/an



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Name: _____ 225

Curriculum Connections: CCSS.ELA-LITERACY.RI.3.7

Questions	Answer the questions below

1) What text features does the poster have?

2) Is this p[illegible]re or less interesting than a written description of you? Explain your opinion.

3) When are posters good [illegible]nation? Give 3 times you would use a poster to display information.

1	
2	
3	

4) Take a look at other posters your classmates did. What did you learn from these posters?

PREVIEW

Block 10: Biographies

Focus

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

Name: _____ 227

What Are Biographies?

Understanding Biographies

A **biography** is a special kind of book that tells the story of someone's life. It's like taking a journey through t[illegible] learn all about what a p[illegible] how they felt, and [illegible]

Biogr[illegible] can b[illegible] sorts of people: famous inventors, brave heroes, or even ordinary peo[illegible] extrao[illegible] things!

PREVIEW

What's Inside a Biograp[illegible]

Biographies have lots of par[illegible] help you learn about the person's life better. Here's what you might find:

- Introduction: A few pages at the beginning t[illegible] you a picture of who the person is.
- Chapters: These break the story into parts. Usually[illegible] ter[illegible] a different time or event in the person's life.
- Photos or Illustrations: Pictures help you see what the person [illegible] and what they did.
- Timeline: A line with dates and events, just like we talked about before.
- Index: A list of important topics and their location (page numbers) in the book.

Why the Text Features Matter

Text features are like clues that help us understand the story better. For example, captions under pictures give us extra information. If you see a bold word, it's probably important, and you can often find its meaning in the glossary at the back. Indexes at the end of the book can help you find specific information quickly.

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Name: _____ 228

Curriculum Connections: CCSS.ELA-Literacy.RI.6.8

Prereading | Before reading, answer the questions below.

Read the title and headings and predict what the report will be about.

Summ | Summarize the reading – follow the instructions below.

Main Idea	
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Summary – Write a summary with the main idea and supporting d… graph.

PREVIEW

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Name: _____ 229

Biography – Jane Goodall

Jane Goodall: A Friend to Chimpanzees

P1- Early Life

Jane Goodall was born on April 3, 1934, in London, England. Ever since she was a little girl, she loved animals. She dreamt of going to Africa to see wild animals in their homes. She worked hard, saved her money, and at the age of 26, her dream came true.

P2- Am[illegible]overies in Ethology

Jane [illegible]ream National Park in Tanzania. She became an ethologist, wh[illegible]udies animal behaviour. She studied chimpanzees and made friends [illegible]e them names like David Greybeard and Flo. She found out th[illegible]t food, which was groundbreaking in the field of ethology.

P3- Conservation Effort[illegible] Yea[illegible]

Jane has won many honou[illegible]r [illegible]ution. Conservation is all about protecting nature and animals[illegible]d the world teaching people how to care for animals and [illegible]anet. [illegible]in her late 80s, she is actively involved in conservation efforts.

PREVIEW

P4- Timeline

- 1934: Born in London, England
- 1960: Went to Gombe, Tanzania
- 1960s: Discovered chimps using tools
- 1977: Started the Jane Goodall Institute
- 2002: Received a special UN award

Jane Goodall

Index

[A] : Africa, P1, Animals, P1
[C] : Chimpanzees, P2, Conservation efforts, P3
[E] : Ethologist, P2
[G] : Gombe Stream National Park, P2
[H] : Honors and awards, P3
[J] : Jane Goodall Institute, P3
[L] : London, birthplace, P1
[T] : Timeline of life, P4, Tool use in chimps, P2
[U] : United Nations award, 2002, P4

Name: _____ 230

Curriculum Connections: CCSS.ELA-Literacy.RI.3.5

Prereading Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Jane Goodall.

During R Stop and write questions about what you are reading.

1	
2	
3	

Questions Answer the questions

1) What is an index? Why are they helpful when reading a re[illegible]

2) How does the picture of Jane Goodall help you understand her better?

3) What big discovery did Jane Goodall make?

PREVIEW

Name: _____ 231

Biography – Archimedes

Archimedes: The Genius of Levers

Early Life

Archimedes was born around 287 BC in Syracuse, a city in Ancient Greece. From a young age, he loved math and science. He was very **curious** and asked lots of questions. He even traveled to Egypt to learn more.

Remarkable Discoveries

Archimedes made many groundbreaking contributions to science and math. One of his most famous discoveries was the **principle** of the **lever**. He famously said, "Give me a lever long enough and a fulcrum strong enough, and I will move the Earth." This was a big deal in the world of mechanics.

Later Years and Legacy

Even though Archimedes lived a long time ago, his work is still important today. He inspired and influenced **generations** of scientists and engineers. He was killed during a **siege** of Syracuse, but his ideas lived on.

Timeline

- 287 BC: Born in Syracuse, Ancient Greece
- Early life: Traveled to Egypt for study
- Made discoveries in mechanics, specifically levers
- 212 BC: Died during the siege of Syracuse

PREVIEW

Create a Glossary – explain the words in the body of the text.

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Name: _____ 232

Before Reading Before reading, answer the questions below

Background knowledge – read the title, headings, and look at the picture. What do you know about these topics already?

During Rea… …what you were picturing while you were reading. Explain the picture.

PREVIEW

After Reading Answer the questions…

1) Describe the diagram in the biography. Did it help yo… …d …ding?

2) Summarize the text – Who was Archimedes and what is his legacy?

Name: _____ 237

Autobiography – Justin Trudeau

Justin Trudeau: Canada's Prime Minister

Hello! My name is Justin Trudeau. I was born on December 25, 1971, in Ottawa, Canada. My dad, Pierre Trudeau, was also the **Prime Minister** of Canada once! As a kid, I loved learning and exploring new things. I always believed in helping others and maki[illegible] difference in the world.

Before [illegible]olitician, I was a teacher. I taught French and drama. Teaching was [illegible] help kids learn and watch them grow. I believe that **educ**[illegible] ver[illegible] for everyone.

In 2008, I dec[illegible]come [illegible]olved in politics. **Politics** is about leading the country and mak[illegible]isi[illegible] people live better lives. I wanted to make Canada a great plac[illegible] e[illegible]ked hard and talked to many people about how we can make [illegible]ti[illegible]

In 2015, something amazing happen[illegible]ete[illegible] the Prime Minister of Canada. As Prime Minister, my job is [illegible]ork w[illegible]ers and make laws that are good for Canadians. I also travel to [illegible]t c[illegible] meet with other leaders and talk about how we can work tog[illegible]

I hope my story shows you that if you care about s[illegible]nd [illegible]ar, you can achieve your dreams. You can be a leader in your **community** and make a difference in the world!

Justin Trudeau

Timeline

- 1971: Born in Ottawa
- 1998: Became a teacher
- 2008: Entered politics
- 2015: Elected Prime Minister

Glossary

- **Community**: A group of people living in the same area or having similar interests.
- **Education**: Learning in school and gaining knowledge and skills.
- **Politics**: The activities involved in leading a country or area.
- **Prime Minister**: The leader of the government in Canada.

PREVIEW

Name: _____ 238

Reflection	Answer the questions below.

1) If you were the Prime Minister for a day, what would you do to make your school or community better?

2) Imagine you have the chance to interview Justin Trudeau. Write down two questions you would like to ask him about his life or job.

3) Justin Trudeau became Prime Minister because he wanted to make a difference. What are some qualities you think a great leader should have?

Timeline	Create a timeline of your own life so far. Include important events and achievements, just like in Justin Trudeau's timeline.

Date	Event

PREVIEW

Name: _____ 239

Autobiography – Bill Gates

Bill Gates: My Journey

Hello, young readers! My name is Bill Gates, and I want to share my story with you. I was born on October 28, 1955, in Seattle, Washington. As a child, I loved reading and learning, especially about computers.

When I w[illegible]found my passion for computers. I spent many hours learning how to **progra**[illegible]as the start of my big dream!

In h[illegible]l Allen and I enjoyed creating **software**. We were like a great t[illegible]of[illegible]ideas.

In 1975, when I [illegible]Paul[illegible]a company called **Microsoft**. We wanted to make software that [illegible]asy for everyone to use. This was a big step in my life, and it w[illegible]worked hard.

Microsoft grew and became ve[illegible]. **Windows**, a program that changed how people use computers, [illegible]ke o[illegible]ow to a world of possibilities!

I also believe in helping others. So, I started th[illegible]ndation to help people all over the world with their health and[illegible]

I hope my story inspires you to dream big and work hard [illegible]. Remember, every big journey starts with a small step!

PREVIEW

Timeline

- 1955: Born in Seattle.
- 1968: Found my love for computers.
- 1975: Started Microsoft with Paul Allen.
- 1985: Launched Windows.
- 2000: Started the Bill & Melinda Gates Foundation.

Bill Gates

Glossary

- **Microsoft**: The company I co-founded.
- **Program**: Instructions that tell a computer what to do.
- **Software**: The programs used to operate computers.
- **Windows**: A popular software created by Microsoft.

Name: _____ 2x0

Curriculum Connection: CCSS.ELA-Literacy.CCRA.R

During Reading Stop and write questions about what you are reading.

1	
2	
3	

After Reading ...o ...ctured when you finished reading. Explain the picture.

PREVIEW

Reflection Answer the questions below.

1) Write a short reflection on how Bill Gates' story makes you feel. Do yo... ...t's important to have big dreams? Why or why not?

2) Why would Bill Gates write an autobiography?

Google Slides Lessons Preview

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BC Language Curriculum
Conventions & Vocabulary – Grade 4

3-Part Lesson Format

Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!

Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!

BC Language Curriculum
Conventions & Vocabulary – Grade 4

BC Language Curriculum
Conventions & Vocabulary – Grade 4

Workbook Preview

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Grade 4 – Language
Conventions and Reading Strategies

Big Idea 1	Language and text can be a source of creativity and joy
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world
Big Idea 3	Texts can be understood from different perspectives

Preview of 99 pages from this product that contains 460 pages total.

Included are weeks 1 - 8 and 29 - 30.

There are 30 weeks total.

CR4.2	**reading strategies**: using context clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences	151-153, 160-161, 165, 168-169, 177-178, 185-186, 190, 194-195, 202-204, 211-213, 219-220, 227-228, 236-238, 240, 224-245, 250, 252-253, 260-261, 267-268.

CR4.3	**Language features, structures, and conventions: word patterns, word families**	12-13, 17, 21-23, 27, 31-32, 43, 40-43, 45, 47, 50-52, 55, 59-61, 65, 69-71,76, 79-81, 86, 89-90, 93, 96-98, 102, 106-107, 111, 115-117, 123-125, 127- 128, 131-132, 135, 138-139, 142, 146-147, 150, 154-156, 158-159, 162-163, 166-167, 170-171, 175-176, 179-181, 184, 187-189, 196-197, 200-201, 205-207, 210, 214-215, 218, 221-223, 225-226, 229-231, 232, 239, 243, 246-247, 251, 254-256, 258-259, 262-263, 266,
CR4.4	**Sentence structure and grammar:** parts of speech; past, present, and future tenses; subject-verb agreement	14-15, 24-25, 33- 36, 44,53-54, 62-64, 73, 82, 84, 91-92, 110, 118, 126, 133, 140-141, 174, 183,131, 192-193, 199, 232-233, 235, 242, 249,
CR4.5	**Conventions**: common practices in punctuation, such as use of the comma, quotation marks for dialogue, and the apostrophe	16, 25-26, 35, 46, 64, 82, 99-101, 108-109, 119-120, 134, 141, 149, 198, 208-209, 216, 224, 246, 257, 264,

Name: _____

READING PROGRAM - OVERVIEW

The **Science of Reading** Program requires explicit instruction of phonological, orthographic, and morphological knowledge so students can decode and encode regular words and irregular words.

In grade 4, the focus in the curriculum is on decoding and understanding affixes (prefixes and suffixes). Students will learn about word origins as well to improve their understanding and spelling of new vocabulary.

Therefore, our reading program will be broken down into 30 word lists that align with the outcomes in the grade 4 language curriculum. Each week, teachers will focus on one affix and two graphemes.

The other words in the word list will align with the vocabulary skills and procedures, which state that tier 2 and 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. **Tier 3** words are specific to subject areas. Both are included to round out the word lists.

Weekly Plan
Week 1: Introduce the suffix –ed and schwa 'ə' (as in about)
Week 2: Introduce suffix –s and schwa 'ə' (as in pencil)
Week 3: Introduce suffix –ing and schwa 'ɪ' (as in pencil)
Week 4: Introduce suffix –y and schwa 'ə' (as in son)
Week 5: Introduce suffix ish and schwa 'ɪ' (as in circus)
Week 6: Introduce prefix dis- and 'ɪ' and 'əl' sounds
Week 7: Introduce suffix –er, –est and "ɪə" sounds
Week 8: Introduce prefix mis- and 'əl', 'əl' sounds
Week 9: Introduce prefix non- and pattern –ure
Week 10: Introduce suffix –ly, –ily and patter –cher
Week 11: Introduce prefix pre- and the letter blends: shr, spl, spr, str
Week 12: Introduce prefix post- and diagraphs: ph and mb

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Name: _____

READING PROGRAM - OVERVIEW

Weekly Plan
Week 13: Introduce suffix -ful, -less and digraph: wh, ch
Week 14: Introduce prefix anti- and digraph: sh, th
Week 15: Introduce prefix multi- and digraph: ng, ck
Week 16: Introduce suffix -tion, -sion and digraph: ck, ll
Week 17: Introduce prefix auto- and digraph: dd, bb
Week 18: Introduce prefix bio- and digraph: rr, cc
Week 19: Introduce suffix -less, and digraph: gg, mm
Week 20: Introduce prefix inter- and diphthong ai
Week 21: Introduce suffix -ant, -int and diphthong ay
Week 22: Introduce suffix -able, -ible and diphthong ee,
Week 23: Introduce prefix micro- and diphthong au
Week 24: Introduce prefix semi- and diphthong ea
Week 25: Introduce prefix ex-, in- and diphthong ee
Week 26: Introduce suffix -ous, -ious and diphthong ei
Week 27: Introduce prefix under-, over- and diphthong oa
Week 28: Introduce suffix -ence, -ance and diphthong ou
Week 29: Introduce prefix sub-, super- and diphthong ui
Week 30: Introduce suffix -yze, -ize and random fun words

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READING PROGRAM - OVERVIEW

Weeks	Lesson 1	Lesson 2
Week 1	Complete Sentences Vs. Fragments	Simple Vs Compound Sentences
Week 2	Parts Of Speech: Nouns, Verbs, And Adjectives	Types Of Sentences
Week 3	Parts Of Speech: Nouns, Verbs, And Adjectives	Independent/Dependent Clauses
Week 4	Coordinating Conjunctions (FANBOYS) And Abbreviations	Morphemes: Prefixes And Suffixes
Week 5	More Parts Of Speech- Adverbs, Prepositions, Etc.	Morphemes: Prefixes And Suffixes.
Week 6	Interjections And Conjunctions – Punctuation	More Parts Of Speech And Subject-verb Agreement
Week 7	Cursive Writing And Personification	Relative Pronouns And Analogy
Week 8	Capitalizing Proper Nouns And Proper Adjectives As Well As Idioms	Perfect Verb Tense – Figurative Language Review – Analogy, Personification, And Idiom
Week 9	Punctuating Interjections	Perfect Verb Tense
Week 10	Use Of Commas In Direct Address	Capitalizing Proper Adjectives/Nouns And Capitalizing Abbreviations
Week 11	Use Of Commas In Direct Address And To Indicate Pause In Between Sentences	Punctuating Conjunctions
Week 12	Identifying And Correcting Run-on Sentences	Decoding Strategy – Syllable Splitting
Week 13	Introduction To Complex Sentences	Decoding Strategy – Chunking
Week 14	Introduction To Complex Sentences	Use Of Apostrophes In Possessives
Week 15	Introduction To Compound-complex Sentences	Types Of Sentences: Interrogative

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READING PROGRAM - OVERVIEW

Weeks	Lesson 1	Lesson 2
Week 16	Literal Versus Figurative Meanings Of Words	End-of-sentence Punctuation
Week 17	Similes And Using Dictionaries	Homophones
Week 18	Metaphors And Using A Thesaurus	Homonyms
Week 19	Idioms, Imagery And Verb Tenses	Antonyms
Week 20	Other Figures Of Speech – Alliteration, Ellipsis	Determiners: Articles
Week 21	Synonyms – Exact Versus Near-synonyms And Active Voice	Spelling: Commonly Misspelled Words
Week 22	Use Of Apostrophes In Contractions And Passive Voice	Synonyms: Identifying And Creating
Week 23	Introduction To Commas In A List	Contractions
Week 24	Using Colons To Introduce A List	Figurative Language: Onomatopoeia
Week 25	Interrogative And Imperative Verbs	Spelling: Words With Silent Letters
Week 26	Pronouns As Adjectives As Well As Understanding Subjects And Objects In Sentences	Analogies: Understanding And Creating
Week 27	Fluency Readings – Providing A List Of Sentences That Get More Difficult To Read	Figurative Language: Personification And Possessive Adjectives
Week 28	Introduction To Quotation Marks In Dialogue And Degrees Of Comparison In Adjectives	Vocabulary: Context Clues. What Do You Think The Underlined (Challenging Word) Means?
Week 29	Using Quotation Marks In Dialogue	I Before E And Exceptions
Week 30	Capitalization Of Quotation – Only Complete Sentences	Figurative Language: Oxymorons

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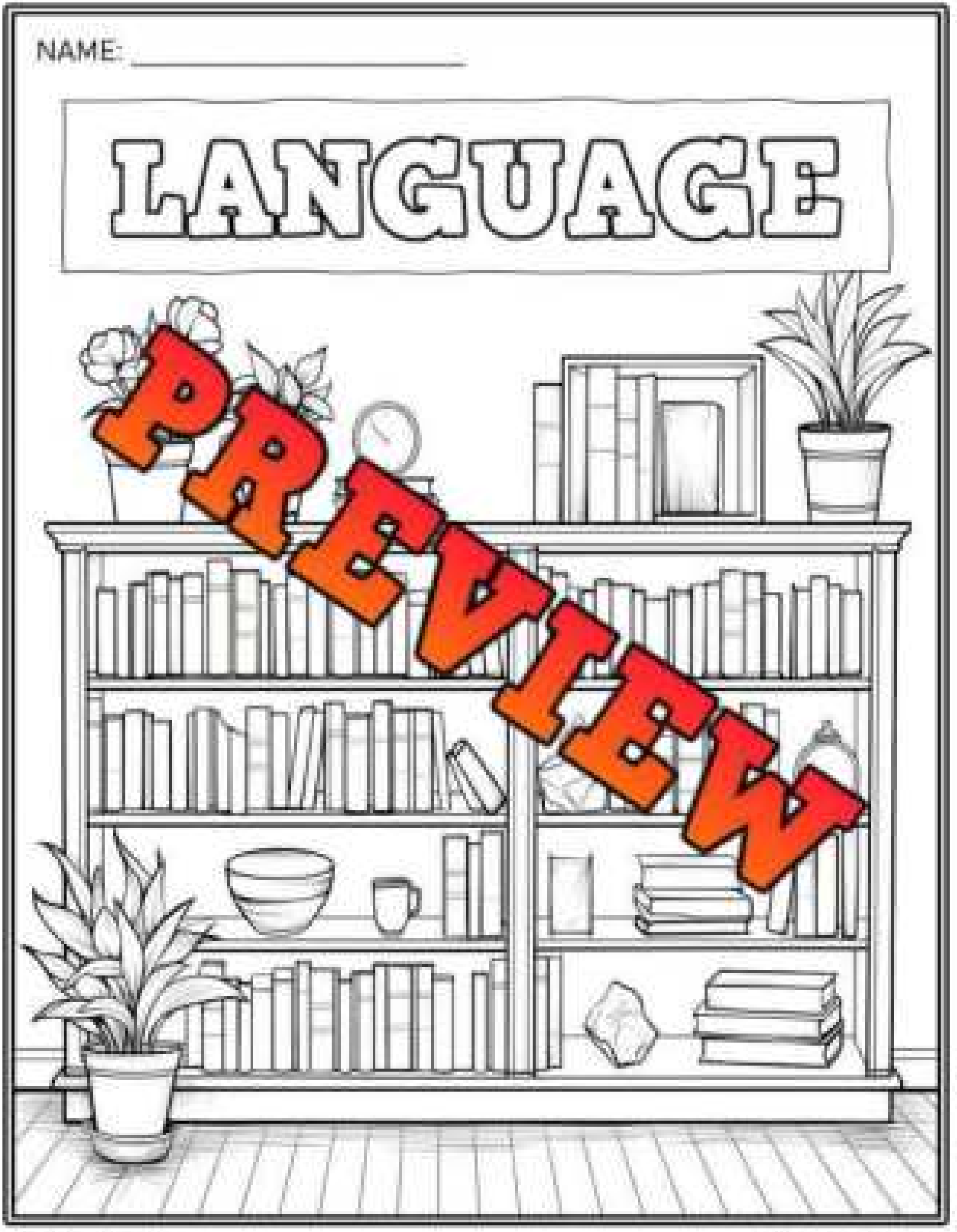
LANGUAGE



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WEEK 1 – VOCABULARY LIST

Think Underline the suffix –ed in each word.

laughed	wanted	baked	showed	finished
caramel	camera	alphabet	drama	tricked
jumped	hiked	opened	picked	banana
choco	elevator	animal	astronaut	sofa

Write ates the past tense of a verb. Write a sentence changing
e tens rb.

Present Tense	whe ny cartoons.
Past Tense	

Present Tense	I want a puppy for n nday.
Past Tense	

Present Tense	We bake cookies every Sunday.
Past Tense	

Present Tense	She shows her artwork to her parents.
Past Tense	

Present Tense	He jumps high on the trampoline.
Past Tense	

PREVIEW

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Name: _____ 13

Spelling Patterns - VVCC Words

VVCC words are words that have two vowels next to each other, followed by two consonants. The 'VV' part is a vowel team where two vowels work together to make one sound, like 'ea' in 'leaf'. The 'CC' part is when two consonants come next, like 'f' and 't' in 'left'.

Examples of VVCC words
Each – The 'ea' makes the vowel sound and the 'ch' are the consonants.
Toast – The 'oa' makes the vowel sound, and 'st' are the consonants.

Think: Do the words below follow the VVCC spelling pattern?

beach	yes	no
sheep	yes	no
mount	yes	no
dream	yes	no
float	yes	no
brain	yes	no
boast	yes	no
peach	yes	no
screech	yes	no

touch	yes	no
yeast	yes	no
[illegible]	yes	no
[illegible]	yes	no
[illegible]	yes	no
[illegible]	[illegible]	no
cruise	[illegible]	no
reach	[illegible]	[illegible]
least	[illegible]	no

PREVIEW

Think: Write your own VVCC words below

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Complete Sentences Vs Fragments

A complete sentence is like a full meal - it has all the parts it needs. It has a **subject** (who or what the sentence is about) and a **predicate** (what the subject is doing or how it is). So, a complete sentence tells a whole thought. For example, "The cat sleeps."

A fragment is like a snack, it's missing something. It might be missing the subject or the predicate. So, a fragment doesn't give us a full thought. For example, "Sleeps in the sun." Who sleeps in the sun? We don't know, so it's a fragment!

Complete or Fragment? Is the sentence complete or is it a fragment?

1) [illegible]	Complete	Fragment
2) I wanted [illegible]	Complete	Fragment
3) Baked a cho[illegible] cake.	Complete	Fragment
4) On the sofa.	Complete	Fragment
5) She opened the camera.	Complete	Fragment
6) Alphabet and numbers.	Complete	Fragment

Subject or Predicate? Is the underlin[illegible]rd [illegible]redicate?

1) <u>They</u> acted in the drama at school.	[illegible]	[illegible]cate
2) I <u>finished my homework.</u>	S[illegible]	[illegible]e
3) <u>We</u> were in the elevator.	Subject	[illegible]redicate
4) <u>The animal</u> tricked the hunter.	Subject	Predicate
5) The sofa <u>is comfortable.</u>	Subject	Predicate
6) The alphabet <u>is easy to learn.</u>	Subject	Predicate

Write Write 2 complete sentences. Circle the subject and underline the predicate

PREVIEW

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Simple Vs Compound Sentences

A **clause** is a part of a sentence that contains a subject (who or what the sentence is about) and a predicate (what the subject is doing). In a **simple sentence**, like "The bird sings," the clause is the whole sentence. The bird is the subject, and sings is the predicate. Simple sentences have just 1 clause.

A **compound sentence** has two or more clauses. For example, in "The bird sings, and the cat meows," there are two clauses: 'The bird sings' and 'the cat meows'. Each clause has its own subject and predicate. The two clauses are joined together with the coordinating conjunction 'and'.

PREVIEW

Simple or Compound — Is it a simple sentence or compound sentence?

1) She baked	Simple	Compound
2) The astronaut [illegible] gravity	Simple	Compound
3) I laughed at the joke [illegible] book.	Simple	Compound
4) He tricked me once, but [illegible]	Simple	Compound
5) The drama was intense, yet I could [illegible]	Simple	Compound
6) We rode the elevator up, and then sat on the [illegible]	Simple	Compound

Coordinating Conjunction — Compound sentences are connected by FANBOYS (for, and, nor, but, or, yet, so). Write the FANBOYS [illegible]

1) He picked the banana, but it slipped and fell.	
2) They wanted the chocolate, yet they knew they should not have it.	
3) The animal hiked up the hill, and it then rested at the top.	
4) The elevator was slow, so we decided to take the stairs.	
5) The astronaut ducked down, for she saw an asteroid coming her way.	

Write — Write 2 compound sentences. Circle the coordinating conjunction you used

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Edit My Work – Using Capital Letters

We use capital letters in these cases:

1) Start of a sentence: "Dogs are friendly."
2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit capitalization errors below and the misspelled word list words

Jimmy ...ted t... ...naut. He laughed as he jumped on the sofa, imagining it was his spac... ...s br... ...ven, didn't think he could be an astronaut. But Jimmy was deter...

one day, he hiked to th... ...ar... ...book about space. It was filled with dramma and exciting tales of ast... ...put it down. he finished the book in just one day.

Then, he baked bannana chocliate muffins fo... ...tricked steven into thinking they were 'space muffins'. Jimmy ... a ... of astronaut eating similar muffins.

He opened his laptop and turned on a virtual space elevator tour. T... ...om seemed to shake as the virtual elavator rose. They even had to wear 3D glasses for it.

His mom gave him a camera to document his 'space adventures'. Jimmy loved the idea. He clicked a photo of his astronaut alfabet – a code language he had created.

In all the excitement, he forgot about his carmel popcorn. It was his favourite. Before bedtime, he sat on the sofa, enjoying the popcorn and relishing his adventurous day.

PREVIEW

Name: _____ 17

Word Search

Word Search

Find the word bank words in the puzzle

❑ laughed	❑ wanted	❑ baked	❑ showed	❑ finished
❑ caramel	❑ camera	❑ alphabet	❑ drama	❑ tricked
❑ jumped	❑ hiked	❑ opened	❑ picked	❑ banana
❑ choc	❑ elevator	❑ animal	❑ astronaut	❑ sofa

Word Search

Make your own word search using 8 of the

Word Bank

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Name: _____ 18

Week 1 – Fluency Readings

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

	Sentence	# of Mistakes		Time (sec)	
		1st Try	2nd Try	1st Try	2nd Try
1)	The [illegible]ped high on the moon.				
2)	I wanted [illegible] hill.				
3)	She laughed as she opened the [illegible] with chocolate on her finger.				
4)	He baked alphabet cookies and showed them at school.				
5)	They finished their drama play and picked flowers for the cast.				
6)	The monkey tricked the zookeeper and stole a banana near the elevator.				
7)	After building a sofa out of blocks, the clever animal decided it was time for a cozy nap.				

PREVIEW

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Visualization

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

As the astronaut laughed, floating above Earth, he captured every star with his camera. He remembered hiking on Earth, where the scent of baked cookies filled the air. He had opened his grandmother's old recipe book, the alphabet of ingredients leading to delicious treats. He showed his family photos of space, where the drama of the cosmos unfolded. He finished his spacewalk, tricked once by the silence of the void. Back inside, he enjoyed a banana, dreaming of a soft sofa, and chocolate, his heart jumping with joy for home.

Name: _____ /20

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)			
9)			
10)		20)	

PREVIEW

Complete or Fragment?

Is the sentence [illegible] Fragment?

1) Ran to the park.	Fr[illegible]	[illegible]ete
2) My dog loves to play fetch.	Fr[illegible]	Complete
3) The pizza in the oven.	Fragme[illegible]	Complete
4) We are going to the zoo tomorraw.	Fragment	Complete

Simple or Compound

Is it a simple sentence or compound sentence?

1) The dog rests on the rug.	Simple	Compound
2) The coach completed the roster.	Simple	Compound
3) I enjoy oranges, and my sister prefers grapes.	Simple	Compound
4) She unfolded her map, and she began to trace the route.	Simple	Compound

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Name: _____ 21

WEEK 2 – VOCABULARY LIST

Think Underline the suffix –s in each word.

boxes	trips	melons	pets	elephants
lemons	stables	hedges	compasses	echoes
pennies	twenty	horses	lemonade	befriend
pretzels	select	regret	agenda	vegetable

Write ...es a word to be plural – more than one. Write a sentence ...ular underlined words to be their plural form.

Singular	...sha... ...ic creature.
Plural	

Singular	The family is planni... to t...
Plural	

Singular	The horse is eating in the stable.
Plural	

Singular	The echo in the canyon was very loud.
Plural	

Singular	I found a penny under the sofa.
Plural	

PREVIEW

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Spelling Patterns - VVCe Words

VVCe words have two vowels together (VV) making a specific sound, followed by a consonant (C), and ending with a silent 'e' (e). Unlike other patterns, the silent 'e' here doesn't change the sound of the vowel team.

Examples

- Weave (the 'ea' stays as it is, not affected by the silent 'e')
- (Goose (the 'oo' sound remains the same)
- Hous… 'ou' makes its own sound)

Think …e words below follow the VVCe spelling pattern?

weave	…s	
quite	…s	
goose	…s	
river	yes	no
house	yes	no
mountain	yes	no
slice	yes	no
acre	yes	no
throne	yes	no

course	yes	no
breeze	yes	no
…e	yes	no
…am…	yes	no
…	yes	no
…	…	no
globe	…	no
moose	…	…
giraffe	…	no

PREVIEW

Think Write your own VVCe words below

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Name: _____ 23

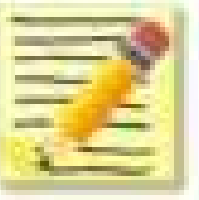
Making Words Plural – Adding S

Why We Add "s" – Most Common Cases

- To make plural: We add "s" to a noun to show there is more than one, like "cats."
- To show possession: We add "'s" to a noun to show something belongs to it, like in "Tom's book."

How To Add "s"

- Usually, add "s" at the end.
- For words ending with s, x, z, ch, sh, add "es".
- If a word ends in a consonant and y, change "y" to "i" and add "es".
- If a word ends in a vowel and y, just add "s".



PREVIEW

Make Plural

Write the plural form from singular to plural

1) cat		7) baby		11) peach	
2) dog		8) toy		12) tree	
3) box		8) mo[illegible]		13) tray	
4) brush		9) city		14) dish	
5) baby		10) chair		15) [illegible]	

Fill in the Blanks

Fill in the blanks with the plural form of the word in brackets.

1) The children saw several _____ (butterfly) in the _____ (garden).

2) The children had a lot of fun at the _____ (stable).

3) She made a refreshing _____ (melon) salad for the picnic.

4) She saved all her _____ (penny) to buy a new book.

5) My sister has many different _____ (story) about her _____ (trip).

6) The _____ (elephant) in the zoo are very friendly.

7) He hangs his _____ (picture) in the _____ (gallery).

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Parts of Speech – Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- Nouns: Names of people (teacher), places (park), things (book), or ideas (freedom).
- Verbs: Action words (run, think) or state of being words (is, am).
- Adjectives: Words that describe nouns (happy, blue).

Identify the underlined word a noun, verb, or adjective

1) W[illegible] or our trip.	
2) My pets lo[illegible]	
3) The elephants [illegible] and lemons.	
4) After riding, we left th[illegible]	
5) I befriended a girl who has a [illegible]	
6) I select a pretzel from the bakery every morn[illegible]	
7) We enjoyed the sour lemonade at the fair.	
8) Our agenda for the day includes a visit to the vege[illegible]	
9) The tall hedges were finally trimmed.	
10) James feels old because he turned 20 yesterday.	

PREVIEW

Write Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

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Name: _____ 25

Four Types Of Sentences

There are four types of sentences:

- Declarative Sentence: Makes a statement or expresses an opinion.
  Example: "I love reading books."
- Interrogative Sentence: Asks a question.
  Example: "Do you like pizza?"
- Exclamatory Sentence: Shows strong emotion or surprise.
  Example: "Wow, that's amazing!"
- Imperative Sentence: Gives a command or makes a request.
  Example: "Please close the door."

PREVIEW

Sentence Type — What type of sentence is written below?

1) The box of melons was heavily h	
2) Where did the echo come fr	
3) Wow, this lemonade is so refreshi	
4) I regret not bringing my compass on the tr	
5) Please select a box and place it on the coun	
6) These hedges are beautifully trimmed!	

Write — Write 1 example of each of the types of s

Declarative	
Interrogative	
Exclamatory	
Imperative	

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Name: _____ 2b

Edit My Work – Using Capital Letters

We use capital letters in these cases:

1) Start of a sentence: "Dogs are friendly."
2) Proper nouns: Names of specific people, places, or things, like "Sarah" or "New York."
3) Titles: Important words in titles of books, movies, etc., like "Harry Potter."
4) Proper adjectives: Adjectives from proper nouns, like "French" in "French fries."

Edit capitalization errors below and the misspelled word list words.

my friend, tom and i, one day, we decided to visit a stable with twentey horses. at the st e s vegetabels, melons, and lemons. We even befriended an elephant named lucy! I how we laughed when lucy tried to pick up a pretzel with her trunk.

my pet dog, max, loves lemonaid, which is unn e even likes the sour taste. we sometimes sit near the hedgs, sip to the echos from the hills. it's one of our favourite things to

i have an ajenda, it includes a trip to the penny Arcade. i lik pennys and this place is like heaven for me. it's a place full of memorie and stories.

one time we got lost, we didn't have a compass. we felt regrete for not bringing one. luckily, we found our way back home. I still remember that adventure. tom and i always select our tripes carefully now. we learned a lot from our journeys and the memories they created. we'll never forget lucy the eliphant and our echo-filled lemonade breaks.

PREVIEW

Name: _____ 27

Word Search

Word Search

Find the word bank words in the puzzle

❑ boxes	❑ trips	❑ melons	❑ pets	❑ elephants
❑ lemons	❑ stables	❑ hedges	❑ compasses	❑ echoes
❑ penni	❑ twenty	❑ horses	❑ lemonade	❑ befriend
❑ pret	❑ select	❑ regret	❑ agenda	❑ vegetable

PREVIEW

Word Scramble

Read the clue and then unscramble the w

deesgh		yentwt	
stpir		aphneelst	
sesroh		gaaend	
solemn		esobx	
lacest		seipnen	
eosehc		derifneb	

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Week 2 – Fluency Readings

Read **Today, you are going to measure your reading speed.** You will do this by calculating how many words you read per minute.

Passage – Word Count = 128 Words

In a small village, a boy named Timmy saved twenty pennies to buy a pretzel at the fair. He walked past lemon trees and stables, counting the boxes stacked beside them. Suddenly, he saw a stand selling fresh lemonade. Timmy couldn't resist, so he used his coins to buy a cup. With his lemonade, he took trips around the fair, looking at the animals and watching the horses jump over hedges. He heard the echoes of children laughing and the trumpet of elephants in the parade. Timmy wished to befriend everyone he met and made plans to see the melons grow in the garden and to learn more about the history. It was a day full of adventure, and he didn't regret spending his coins.

PREVIEW

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

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

Example:
Words: 1,140
Time taken: 330 seconds (5.30)
Calculation: (1,140 words ÷ 330 seconds) × 60 = 207.2 WPM.

Time Taken To Read
Divide 128/seconds
WPM

Visualization

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

PREVIEW

In the village, twenty boxes full of lemons [illegible] the streets. Horses peered over the hedges, their echoes filling the air [illegible]. A pretzel vendor befriended all, giving pets tiny treats. Nearby, children sipped lemonade, giggling at melons shaped like elephants. Pennies jingled in jars, saved for future trips. Compasses in hand, they'd select adventures, maybe even to vegetable farms. But no one had an agenda today, except to enjoy the simple joy of sun, smiles, and the promise of never having to regret a day spent in happiness.

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Name: _____ 30

WEEK 2 – 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)	

PREVIEW

Make Plural

Change the words [illegible]

1) elephant	
2) brush	
3) church	
4) city	
5) baby	

6) berry	
7) boy	
8) valley	
9) hobby	
10) chair	

Identify

Is the underlined word a noun, verb, or adjective

1) teacher	
2) banana	
3) fast	

4) hike	
5) write	
6) tired	

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Name: _____ 31

WEEK 3 – VOCABULARY LIST

Think Underline the suffix –ing in each word. Circle the words with a short i sound.

smiling	insect	visit	creating	window
running	pillow	music	dancing	inside
thinking	clapping	jumping	animal	pencil
sign	writing	family	noticing	visiting

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

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

PREVIEW

Name: _____ 32

Spelling Patterns - VCCe Words

VCCe words contain a vowel (V), followed by two consonants (CC), and end with a silent 'e' (e). In these words, the silent 'e' does not typically alter the vowel sound.

Examples

- Wedge (the 'e' after 'd' and 'g' is silent and doesn't affect the vowel sound)
- Badge (the 'a' sound stays the same, the silent 'e' is not pronounced)
- Bulge (the 'u' sound remains consistent, with the 'e' at the end being silent)

Think the words below follow the VCCe spelling pattern?

wedge		
force		
slice		
brace	yes	no
chase	yes	no
price	yes	no
dance	yes	no
flame	yes	no
grace	yes	no

drive	yes	no
wince	yes	no
	yes	no
	yes	no
	yes	no
		no
ridge		no
smoke		
lodge		no

PREVIEW

Think Write your own VCCe words below

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Name: _____ 33

Adding -ing

Why Add -ing?
We add "-ing" to a word to show an action is happening now, which is called the present tense. (jump → jumping)

Adding "-ing" to Words
General rule: Just add -ing at the end of the word (play → playing)

Words Ending in "e": If the word ends in "e", remove the "e" and add -ing (bike → biking).

Words Ending in Vowel + Consonant: If the word is a one-syllable verb that ends in a vowel + consonant, double the consonant before adding -ing (run → running).

PREVIEW

Add -ING

Change the words to the present tense by adding -ing

write				give	
smile				trade	
dance		run		shine	
notice		jump			
think		visit			

Fill in the Blanks

Fill in the blanks with the -ing form of the verb.

1) The dog is _____ (run) in the park and _____ (chase) a ball.

2) My family loves _____ (visit) new places and _____ (try) new food.

3) She was _____ (think) about her homework while _____ (listen) to music.

4) They are _____ (read) their books while _____ (sit) under the tree.

5) He is _____ (write) a letter to his friend and _____ (drink) a cup of coffee.

6) The cat is _____ (chase) the mouse and _____ (make) a mess in the house.

7) The bird is _____ (sing) a song while _____ (fly) in the sky.

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Name: _____ 3a

Parts of Speech – Nouns, Verbs, Adjectives

Parts of speech are groups we put words into based on what job they do in a sentence. Here are some of them:

- Nouns: Names of people (teacher), places (park), things (book), or ideas (freedom).
- Verbs: Action words (run, think) or state of being words (is, am).
- Adjectives: Words that describe nouns (happy, blue).

Identify ...is the underlined word a noun, verb, or adjective.

1) I ... insect crawled by.	
2) Gazing out ... the sunset.	
3) We went inside ... our next visit to the park.	
4) The signal changed, ... the road.	
5) I love the music that our family ... rides.	
6) With a sharp pencil, the boy created ...	
7) She was writing a letter, smiling at her ...	
8) The excited crowd clapped and danced to the ...	
9) They sprinted and leapt around the park, visiting ...	
10) Spotting the sunset through the window was our family's highlight.	

PREVIEW

Write Write 3 sentences with a noun, verb, and adjective. Underline the noun, circle the verb, and put a rectangle around the adjective.

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Name: _____ 35

Four Types of Sentences

There are four types of sentences:

- Declarative Sentence: "I love reading books."
- Interrogative Sentence: "Do you like pizza?"
- Exclamatory Sentence: "Wow, that's amazing!"
- Imperative Sentence: "Please close the door."

Sentence Which type of sentence is written below?

1) The insect on the window.	
2) Is that your	
3) This music the ba	
4) Open the window.	
5) My family loves visiting the beach.	
6) Do you have an extra pencil?	
7) Watch out for that running animal!	
8) Please stop dancing on the sofa.	

PREVIEW

Write Write 1 example of each of the types of s

Declarative	
Interrogative	
Exclamatory	
Imperative	

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Name: _____ 36

Independent and Dependent Clauses

An **independent clause** is like a complete sentence. It has a subject (who or what the sentence is about) and a verb (an action or a state of being), and it can stand alone as a complete thought. For example, "The dog barked."

A **dependent clause** also has a subject and a verb, but it doesn't make sense on its own. It needs an independent clause to complete the thought. For example, "because the mailman was at the door." This doesn't tell us the full story until we add an independent clause: "The dog barked because the mailman was at the door."

Thir …use a dependent or independent clause?

1) …the pillow is soft.	
2) … is playing.	
3) … not … details.	
4) …	
5) Jumping … puddle	
6) My family is visiting …	

PREVIEW

Write Write the sentences below … words g…

Use the words: insect, smiling	
Independent	
Dependent	

Use the words: family, visiting	
Independent	
Dependent	

Use the words: music, thinking	
Independent	
Dependent	

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Crack the Code

Directions Use the code below to reveal each spelling word

PREVIEW

Code		Code	Answer

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Name: _____ 38

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)	[illegible] I see my family. We [illegible] visit [illegible] see animals. Someti[illegible]	❑ Slow	❑ Medium	❑ Fast
2)	Running is fun, and [illegible] notice when people are [illegible] feels good like a soft pillow.	❑ Slow	❑ Medium	❑ Fast
3)	When it's raining outside, I sit by the window. I think about creating my own music. Then, I start dancing inside.	❑ [illegible]	❑ [illegible]	[illegible]ast
4)	I found an insect in our house today. My mom was writing and didn't see it. I drew it with my pencil.	❑ Slow	❑ Medium	❑ Fast
5)	During music, we were visiting other lands in our minds. The teacher had us pretending to fly. We were animals with wings.	❑ Slow	❑ Medium	❑ Fast

PREVIEW

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WEEK 3 – 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)	

PREVIEW

Add –ING — Change the words to the [illegible] -ing

read	
whisper	
shout	
chase	
imagine	

climb	
hike	
paint	
cook	
sing	

[illegible]	
sw[illegible]	
write	
draw	
sing	

Identify — Is the word most commonly a noun, verb, or adjective

1) strong	
2) loud	
3) thinking	

4) book	
5) laughing	
6) school	

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WEEK 4 – VOCABULARY LIST

Think Underline the suffix y- in each word. Circle the words with a short 'o' sound.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wonder	doctor	collar	windy	dusty
rock	grumpy	spotty	healthy	soggy

Fill in ose the best word that matches each sentence.

a)	b)	c) lucky	d) chilly
e) salty	f)	g) soggy	h) sleepy

	The kitten was so _____ he	he felt ____ and needed a nap.	
	It's quite _____ outside; take a c	is too ____ add some water.	
	He acted very _____ at the joke.	Ha house looked ____	
	The grass is _____ due to the rain.	clover.	

Write Write 5 sentences that use all the short 'o' sou

1)	
2)	
3)	
4)	
5)	

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Spelling Patterns - VCCC Words

The **VCCC** spelling pattern consists of a word that starts with a vowel (V), followed by three consonants (CCC).

Examples

- Trench (the 'e' is the vowel, followed by the consonants 'n', 'c', and 'h')
- Width (the 'i' is the vowel, followed by the consonants 'd', 't', and 'h')
- Match (the 'a' is the vowel, followed by the consonants 't', 'c', and 'h')

Think the words below follow the VCCC spelling pattern?

jungle		no
depth	yes	
thrust		no
angst	yes	no
plank	yes	no
catch	yes	no
sprint	yes	no
script	yes	no
length	yes	no

crisp	yes	no
prompt	yes	no
strength	yes	no
	yes	no
bo	yes	no
ete	yes	no
cli		no
scratch		
draft		no

PREVIEW

Write Choose 3 words that match the VCCC pattern and use them in a sentence.

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Word Origins

Explore Choose four words from the list and research the origins and meaning of each word. Record your findings and an interesting fact about each.

solid	sponge	monkey	spooky	crispy
common	october	blossom	fluffy	frosty
wor[illegible]	doctor	collar	windy	dusty
ro[illegible]	grumpy	spotty	healthy	soggy

Word		Year [illegible]inated	Language of Origination	Interesting Fact
spooky	frigh[illegible] scary	[illegible]	english	The use of "spooky" has become more popular during Halloween.

PREVIEW

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What are Prefixes and Suffixes?

What Are Prefixes and Suffixes
A **morpheme** is the smallest unit within words. There are 3 main parts of words – prefixes, suffixes, and root words.

Prefixes and Suffixes: **Prefixes** and **suffixes** are parts we add to the beginning or end of a word (root word) to change its meaning. For example, 'happy' becomes 'unhappy' when we add the pr[illegible]un-'. **Prefixes** go before the root word, while **suffixes** go after.

Prefix "u[illegible] 'un-' means 'not'. So, when we add 'un-' to a root word, it changes the m[illegible]ot word. 'Unhappy' means 'not happy'.

PREVIEW

Morpheme W[illegible]nderlined in the words below – root, prefix, suffix

unfairly		rebuilding	
misplace		[illegible]storic	
unthinkable		[illegible]	
unsuccessful		[illegible]	
unstoppable		[illegible]	

Write Prefix "un-" changes a word to mean not the [illegible] changing the meaning of the sentence to not the [illegible]

Not Meaning	Your behaviour towards your friends was unfair.
Yes Meaning	

Not Meaning	The path was uneven, making it hard to ride our bikes.
Yes Meaning	

Not Meaning	After the storm, the park was unclean with litter everywhere.
Yes Meaning	

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Coordinating Conjunctions - FANBOYS

FANBOYS is an acronym used to remember the seven coordinating conjunctions in English: For, And, Nor, But, Or, Yet, So. These words are used to connect individual words, phrases, or complete sentences together, making your writing smoother and more coherent. For example, "I love apples, but I don't like oranges."

We use FANBOYS to make compound sentences, when a simple sentance isn't a good option.

Write ...e boring simple sentences using an interesting compound sentence.

Si...	...neven.	He felt unlucky.
Compound		

Simple	The room ...	That's unfair!
Compound		

Simple	It was an unfortunate event.	...
Compound		

Simple	The rocket launched.	No one was ...
Compound		

Simple	The stone wasn't solid.	It wasn't heavy either.
Compound		

Simple	Was it raining?	Was it snowing?
Compound		

PREVIEW

Name: _____ 45

Abbreviations

Abbreviations are shorter versions of words or phrases to make them quicker to write and read.

For example, "St." stands for Street, "Mr." for Mister, and "Dec." for December. They often use the first few letters and sometimes include a period at the end.

Identify Identify the correct abbreviation of the words below.

1. thurs	❑ Thurstd.	❑ Thu.
2. mi	❑	❑ Min.
3. ounce	❑	❑
4. february	❑	❑
5. boulevard	❑ Blo	❑ Blvd.

6. square	❑ Sq.	❑ Sr.
7. liter	❑ L.	❑ Lt.
8. mountain	❑ Mnt.	❑ Mt.
9. march	❑ Mar.	❑ Mr.
10. avenue	❑ Ave.	❑ Av.

Write Fill in the blanks with the co[illegible] each word in parentheses.

1. The appointment is scheduled for _____ [illegible]y) morning.
2. The recipe calls for 5 _____ (tabl[illegible] sug[illegible]
3. Please respond by _____ (September) 1[illegible]
4. The package was sent via _____ (United Parcel Ser[illegible]
5. The total amount comes to 20 _____ (dollars).
6. The temperature was 10 degrees _____ (Celsius).
7. I moved to _____ (Saint) Louis last year.
8. His report card is due in _____ (February).
9. He weighed 7 _____ (pounds) at birth.
10. The library is closed on _____ (Sundays).

PREVIEW

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Edit My Work – Using Capital Letters

Edit Circle the capitalization errors below and the misspelled word list words.

october was always a month of wonder for jake. he loved how the leaves would change and fall, painting the streets with the colours of autumn. one day, he was walking home from school when he spotted a monky near the blossoms of an old tree. it was unlike anything he had ever seen there, the sight was so unexpeced and unnown in his small town.

Seeing the monkey reminded him of a story from school. it was about an unluky monkey who got an opportunity to go in a rocket that went to space. he thought about the unfortunate monkey as he looked at the creature before him. he tried to unravel the mystery, but everything remained unclear. the reason for the monkey's appearance remained unknown.

after a few minutes of watching, he realized something unplesant. the monkey looked unclean, its fur was matted and dull. Jake felt that was unfair. No animal should have to live like that. he decided to tell his parents about it and maybe they could call a doctor, or someone who could help.

As he walked away, his path was filled with comon and solid objects. His mind was still filled with wonder, but his heart was a little bit heavy. He knew he was doing the right thing, but he wished he could do more for the monkey.

PREVIEW

Name: _____ 47

Word Search

Word Search — Find the word bank words in the puzzle

❑ solid	❑ sponge	❑ monkey	❑ spooky	❑ crispy
❑ common	❑ october	❑ blossom	❑ fluffy	❑ frosty
❑ wonder	❑ doctor	❑ collar	❑ windy	❑ dusty
❑ rock	❑ grumpy	❑ spotty	❑ healthy	❑ soggy

Word Search — Make your own word search using 8 of the

Word Bank

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Week 4 – Fluency Readings

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

	Passages	Voices	
1)	I we[illegible] the doctor today and it's a wonder how[illegible] check-up can make you feel so h[illegible]	Angry	Happy
2)	[illegible]ober[illegible]are crispy and frosty. I like to [illegible]ed[illegible]they make a solid sound.	Frustrated	Serious
3)	The spooky shadow[illegible]ro[illegible]y at night. But my fluffy te[illegible]oes feel safe.	Curious	Joyful
4)	My grumpy cat looks at me with her sp[illegible] She doesn't like the windy days much.	[illegible]	Calm
5)	Common sense says not to touch a hot stove. But my curiosity sometimes makes me wonder.	Worr[illegible]	[illegible]mmed
6)	I built a rocket out of old boxes, it's not sponge-soft. Pretending to fly it makes me feel healthy and strong.	Suspicious	Annoyed
7)	I wore my collar up when it was dusty outside. It helped me not to sneeze and stay clean.	Cheerful	Relieved

PREVIEW

Name: _____ 49

WEEK 4 – 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)	

PREVIEW

Morpheme Which morpheme is underlined in ... prefix, suffix

unhappiness	
disloyalty	
unusable	
unforgettable	
misunderstood	

unfriendly	
unacceptable	
preheat	
unclearly	
overgrown	

Write Rewrite the boring simple sentences using an interesting compound sentence.

Simple	The rain stopped.	He felt unlucky.
Compound		

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WEEK 5 – VOCABULARY LIST

Think Underline the suffix -ish in each word. Circle the words with a short 'u' sound.

justice	childish	foolish	selfish	struggle
greenish	bookish	thunder	puncture	juggle
bluish	feverish	underneath	shuttle	subtract
stylish	sheepish	ticklish	plunge	humble

Comp ...he appropriate word from the vocabulary list above.

1) Space _____ launches are exciting.

2) Let's _____ to the pool!

3) His hat is very _____.

4) Her eyes are _____.

5) He looked _____ ing.

6) He's _____; he loves reading.

7) She's home sick, feeling _____.

8) My sister is very _____.

9) _____ is fair and unbiased.

10) Don't make _____ choices.

11) _____ scares my dog.

12) Stop being _____; share the toys.

PREVIEW

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Spelling Patterns – VVCCe Words

VVCCe words contain two vowels together (VV), making a specific sound, followed by two consonants (CC), and ending with a silent 'e' (e). In these words, the silent 'e' sometimes changes the sound of the vowel team, making the first vowel say its name (a long vowel sound) and the second vowel is silent.

Examples

- Bounce – the vowel team 'ou' makes a 'ow' sound in this word.
- Cour... 'ou' says the long 'o' sound, followed by 'r' 's' as the consonants)
- Fierce ... says the long 'e' sound, followed by 'r' 'c', with a silent 'e' at the end.)

Think ...words below follow the VVCCe spelling pattern?

bounce	yes	no
house	yes	no
endorse	yes	no
force	yes	no
curve	yes	no
plunge	yes	no
announce	yes	no
store	yes	no
mouse	yes	no

hoarse	yes	no
merge	yes	no
...ce	yes	no
sou...	yes	no
...	yes	no
sp...		no
remorse		no
pounce		no
swerve		no

PREVIEW

Think Write your own VVCCe words below

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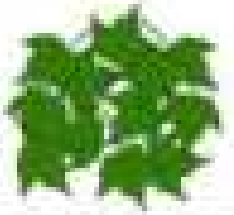
Suffix ish–

The suffix "-ish" is added to words to describe something similar to or like something else. Examples: "greenish" (like green), "smallish" (like small), "foolish" (like a fool).



Morpheme Which morpheme is underlined in the words below – root, prefix, suffix

unselfish	
uns[illegible]	
impo[illegible]ed	
preestablish	
overstylish	

unfinished	
undistinguished	
embellishing	
outlandish	
unfoolish	

PREVIEW

Write Write 6 sentences [illegible] with suffix –ish. Use compound and simple sentences.

childish	foolish	bookish	[illegible]		selfish

Simple	
Compound	
Simple	
Compound	
Simple	
Compound	

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Name: _____ 53

More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- Adverbs: Modify verbs, adjectives, or other adverbs. Example: quickly
- Pronouns: Replace nouns. Example: he, it
- Prepositions: Show relationships in time or space. Example: under, before
- Conjunctions: Connect words, phrases, or clauses. Example: and, but, because, as
- Interjections: Express strong emotion. Example: Oh!

Think Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) Wo[illegible]t's a b[illegible]	
2) I wanted to [illegible]e, b[illegible] raining.	
3) The cat is under th[illegible]	
4) He is my best friend.	
5) It is a sunny day.	
6) John happily ate his ice cream.	
7) You can have cake or ice cream.	
8) She placed the book on the shelf.	
9) She likes apples and oranges.	
10) Oh, I didn't see you there!	
11) He jumped over the fence.	
12) She carefully painted the picture.	
13) We are studying for the test.	
14) Yikes, that was a close call!	
15) The picture hangs above the fireplace.	

PREVIEW

Name: _____ 54

Dependent Clauses - Conjunctions

Understanding Dependent Clauses
Dependent clauses are groups of words in a sentence that have a subject and verb but don't make complete sense on their own. They need another clause (independent) to make a full sentence. **Independent clauses** can stand on their own.

Example: Because it was raining. (dependent clause)
Correct Sentence: I wore my raincoat because it was raining.
Popular conjunctions for dependent clauses: because, since, if, and although.

Write conjunctions for the dependent clauses below. The First one is done for you. It is okay to start a sentence with a conjunction but switch it up.

1) Because I ne[illegible]ecyt[illegible]
I had to take a break[illegible]cle my waste.

2) While the thunder roare[illegible]

3) Before the thunder starts.

4) Even though it's a struggle.

5) If we decide to rebuild.

6) After you refresh the page.

7) Since it's underneath the desk.

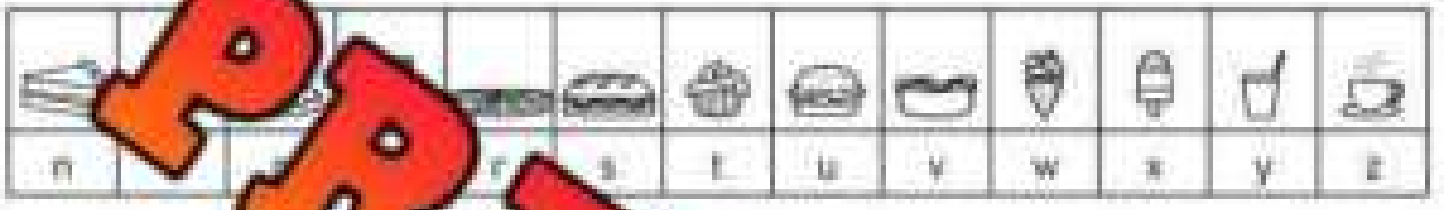
8) Although the plunge was scary.

PREVIEW

Name: _____ 55

Crack the Code

Directions Use the code below to reveal each spelling word



PREVIEW

Code		Code	Answer

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Week 5 – Fluency Readings

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

	Sentence	# of Mistakes		Time (sec)	
		1st Try	2nd Try	1st Try	2nd Try
1)	The [illegible] frog hopped by my bookish				
2)	My child[illegible]r loves to throw three balls.				
3)	We heard thunder from underneath our bluish blankets.				
4)	She felt a bit feverish, but her smile was still stylish.				
5)	He acted sheepish after his selfish choice to not share.				
6)	The space shuttle took a plunge back to Earth, brave and humble.				
7)	I struggle not to be selfish when I subtract my share of the cookies.				

PREVIEW

Name: _____ 57

Questioning

Instruction Read the passage and answer the questions that follow.

Just as the school bell rang with a thunderous echo, signaling the end of the day, a sheepish boy named Tim, with his bluish backpack, shuffled out of the gate. It was a feverish Tuesday afternoon, and the air had a greenish tint from the leaves reflecting the sunlight. Tim, known for his bookish nature, had just learned about justice in a story where a stylish but selfish queen learned to be humble. He wondered why people couldn't be kind without having to struggle first. As he walked home, he pondered this question, kicking stones in a childish, yet thoughtful manner. Suddenly, a gust of wind caused him to juggle his books, and one fell under a nearby bush. Reaching to retrieve it, he felt a ticklish sensation as he brushed against the leaves.

PREVIEW

1) **What** did Tim carry that was blue?

2) **When** did Tim leave school?

3) **Where** did Tim's book fall?

4) **Why** did Tim think about kindness and struggle?

5) **How** did Tim react to the gust of wind?

Name: _____ SB

WEEK 5 – VOCABULARY QUIZ

Spelling When your teacher reads the word, spell it below.

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

PREVIEW

Morpheme Which morpheme is underlined? ...word, root, prefix, suffix

reassuring		redesign	
recoded		rephrases	
rebranded		rereading	
rechecked		reinvested	

Think Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) Hurray! It's the weekend.	
2) She is the best player in the team.	
3) The ball went under the table.	
4) The teacher frequently assigns homework.	
5) We can go to the beach or the park.	

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WEEK 6 – VOCABULARY LIST

Think Underline the prefix dis- in each word. Circle the words with an il/al blend

reveal	disagree	disapprove	dishonest	normal
utensil	metal	dislike	detail	disobey
pencil	disconnect	neutral	distract	partial
fossil	stencil	disappear	discomfort	disallow

Write [illegible] use all 20 words. You'll need to use 2 words per sentence

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

PREVIEW

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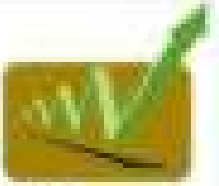
Name: _____ 6ll

Spelling Patterns – VVCCC Words

VVCCC word pattern consists of two vowels (VV) followed by three consonants (CCC). In this pattern, the two vowels often work together to produce a single sound, and the three consonants follow.



Examples

- Health: he 'ea' makes a long 'e' sound, followed by the three consonants 'lth'.
- Breadth: In this word, 'ea' makes a short 'e' sound, followed by the consonants 'dth'.
- Growth: the 'ow' makes a long 'o' sound, followed by the consonants 'rth'.

Thi words below follow the VVCCC spelling pattern?

health	yes	no
launch	yes	no
pencil	yes	no
gauze	yes	no
wealth	yes	no
garden	yes	no
sheath	yes	no
fought	yes	no
window	yes	no

freight	yes	no
brought	yes	no
[illegible]	yes	no
[illegible]	yes	no
ca[illegible]	yes	no
[illegible]	yes	no
heig[illegible]	yes	no
sought	yes	no
preach	yes	no

PREVIEW

Challenge

In a popular TV gameshow, you get the letters R, S, T, L, N, and E to guess a puzzle. Use these letters and then choose 5 more to make words that follow a VVCCC pattern. You may use the same letter twice in a word.

Letters You Chose	Words You Can Make Using Your Letters + R, S, T, L, N, E

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Name: _____ 61

Prefix - dis

The prefix "dis-" changes the meaning of a word to the opposite or negative. For example, "like" means to enjoy something, but "dislike" means not to enjoy. Other examples include "agree" to "disagree", "appear" to "disappear", "connect" to "disconnect", showing how "dis-" reverses the meaning.

Opposites

Write the opposite of the words below

agree	
dis	
disconnect	
obey	
like	

allow	
dishonest	
comfort	
disrespect	
approve	

PREVIEW

Write

Write 4 sentences using the dis- words below. Use all four types of sentences.

Declarative: "I love reading books."
Interrogative: "Do you like pizza?"
Exclamatory: "Wow, that's amazing!"
Imperative: "Please close the door."

dislike	disapprove	disagree	discomfo	ect

Declarative	
Interrogative	
Exclamatory	
Imperative	

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More Parts of Speech

Other than nouns, verbs, and adjectives, English also includes:

- Adverbs: Modify verbs, adjectives, or other adverbs. Example: quickly
- Pronouns: Replace nouns. Example: he, it
- Prepositions: Show relationships in time or space. Example: under, before.
- Conjunctions: Connect words, phrases, or clauses. Example: and, but, because, as.
- Interjections: Express strong emotion. Example: Oh!

Think Is the underlined word an adverb, pronoun, preposition, conjunction, or interjection?

1) She went to the store to buy a pencil.	
2) Before you begin, please make sure everyone is ready.	
3) Oh, stencil your name on it.	
4) They don't want to discuss the metal statue project yet.	
5) During lunch, she likes to sit with her friends.	
6) She quickly picked up the fossil.	
7) Although he felt some discomfort, he continued working.	
8) Wow, that's a cool fossil!	
9) Slowly, he moved the metal statue.	
10) The dog got into the bin and distracted everyone.	

Write Write sentences by following the instructions below.

1) Write a sentence with the interjection: wow and the pronoun: it.
2) Write a sentence with the adverb: slowly and the preposition: between.
3) Write a sentence with the conjunction: however and the interjection: surprise.

PREVIEW

Name: _____ 63

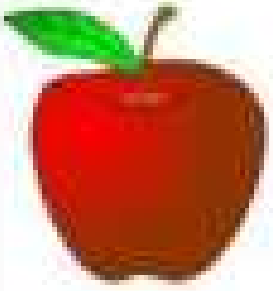
Subject-Verb Agreement

Subject-Verb Agreement in Sentences – When we make sentences, the subject (who or what the sentence is about) and the verb (the action or state of being) must agree in numbers.

- ✓ **Singular Subject with Singular Verb**: When the subject of a sentence is a single person, place, thing, or idea, the verb should also be singular.
  Example: "The cat sleeps on the mat."
- ✓ **Plural Subject with Plural Verb**: If the subject is plural, meaning there's more than one person, place, thing, or idea, then the verb should be plural as well.
  Example: "The cats sleep on the mat."
- ✓ **The Pronouns 'I' and 'You' with Their Verbs**: The pronouns 'I' and 'You', even though singular in form, always take plural verbs.
  Example: "I run every morning." and "You run every morning."

PREVIEW

Think: Choose the correct verbs with the subject to fill in each blank.



1) The dog _____ (barks/bark) at strangers.

2) Birds _____ (fly/flies) in winter.

3) He _____ (run/runs) fast.

4) Apples _____ (fall/falls) from trees.

5) She _____ (walk/walks) to school every day.

Write: Write sentences using each word pair, ensuring correct subject-verb agreement.

1) Use "butterflies" and "flutter" to write a correct sentence.

2) Use "team" and "win" to write a correct sentence.

3) Use "I" and "construct" to write a correct sentence.

Name: _____ 64

Punctuation – Interjections and Conjunctions

Interjections
Interjections show strong emotion. Use a comma after mild interjections and an exclamation mark for strong ones.

Example: "Wow! That's amazing." or "Well, it's time to go."

Conjunctions
Conjunctions join words or clauses. Use a comma before coordinating conjunctions joining two independent clauses.

Example: "I like bananas, but I don't like bananas."

For subordinating conjunctions at the start, use a comma after the clause.

Example: "After I finished, I checked my homework."

PREVIEW

Punctuation — Add punctuation to the sentences below

1) Oh I really dislike olives but I can eat them if no
2) Ouch the pencil fell on my foot and it hurts
3) Well he will disobey the rules if we do not monito
4) Yikes did my phone just disappear or am I imagining things
5) Oops I seem to have misplaced my metal detector yet I just had it
6) Hey watch out don't distract the driver or we might crash
7) Oh no I can't believe I was so dishonest and they found out
8) Hey be careful with the stencil as it is very fragile
9) Whoa the utensil fell out of my hand and into the soup
10) Ah I see that you disagree with me yet you won't say why

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Word Search

Word Search

Find the word bank words in the puzzle

❑ reveal	❑ disagree	❑ disapprove	❑ dishonest	❑ normal
❑ utensil	❑ metal	❑ dislike	❑ detail	❑ disobey
❑ pencil	❑ disconnect	❑ neutral	❑ distract	❑ partial
❑ fossil	❑ stencil	❑ disappear	❑ discomfort	❑ disallow

Word Scramble

Read the clue and then unscramble the word

wdesoill		esreappid	
yolbdse		ieedagsr	
incpei		liidesk	
nctindsoec		atmle	
alormn		pdrvipsaoe	
seutnli		modrftsoc	

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Week 6 – Fluency Readings

Read Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 123 Words

One day [illegible], our teacher decided to reveal the secret of the metal detector. It was [illegible] it was a utensil for discovering treasures! We used a pencil to rec[illegible] our [illegible] pencil to mark the spots. I found a fossil, but Lily disagreed abo[illegible]e. S[illegible]ight disappear if we didn't handle it with care. Some kids felt d[illegible] bo[illegible]old metal, and some were neutral, not caring much for history. Tommy [illegible]est and tried to distract us, saying he disliked old bones. The teacher di[illegible]ved [illegible]ttempts to disobey and disallow serious work. In the end, e[illegible] detail our adventure in our journals, even Tommy.

PREVIEW

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.

Tim[illegible] To Read
Divide 123/seconds
WPM

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Curriculum Connection: Unit 2

Questioning

At the school fair, a small, dusty fossil was on display to reveal its secrets. A pencil and a shiny metal spoon were next to it, tools used to dig it up. A teacher used a map to show where the fossil was found. Some kids disagreed on how old it was, but most were just excited to see it. One kid felt a bit of discomfort touching the cold, hard [illegible]. By the end of the day, all the kids had learned something new, and the fossil went back into its box, where it was kept.

Instruction Write questions using the question starters below. Answer each question.

1) **What**

2) **When**

3) **Where**

4) **Why**

5) **How**

PREVIEW

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WEEK 6 – 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)	

PREVIEW

Write Write sentences using each word pair. Pay attention to capitalization and subject-verb agreement.

1) Use "bird" and "fly" to write a correct sentence.

2) Use "kid" and "run" to write a correct sentence.

Punctuation Add punctuation to the sentences below

1) Uh oh we must unplug the machine but I can't find the cord.

2) Oh no I forgot my fork and I have lunch next.

3) Eek I didn't realize the situation was so severe yet I'm still hopeful.

4) Ew I dislike broccoli nor do I like brussel sprouts.

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WEEK 7 – VOCABULARY LIST

reptile	bravest	mobile	quietest	smile
spinner	winner	agile	nicest	textile
profile	quicker	dancer	toughest	biggest
hostile	fragile	writer	crocodile	while

Cursive Write the word using cursive writing

	Trace	Write
reptile	reptile	
bravest	bravest	
mobile	mobile	
quietest	quietest	
smile	smile	
spinner	spinner	
winner	winner	
agile	agile	
nicest	nicest	

PREVIEW

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WEEK 7 – VOCABULARY LIST

Cursive Write the word using cursive writing

Word	Trace	Write
tough		
quick		
dancer		
toughest		
biggest		
hostile		
fragile		
writer		
crocodile		
while		

PREVIEW

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Name: _____ 71

Suffix -er and -est

What Does The Suffix -ER And -EST Mean?
The suffix "-er" makes a word comparative, meaning more of something. For example, "fast" becomes "faster". The suffix "-est" is used for superlative, meaning the most of something. For example, "fast" becomes "fastest".

Rules - How Do We Add The Suffix -ER and -EST
1) Double the last consonant if word ends in consonant-vowel-consonant (big → biggest)
2) Word ends in "y", change the "y" to "i" before adding "-er" or "-est" (happy → happier)
3) For most words, just add "-er" or "-est". (tall → taller)
4) If a word ends in "e", add "r" or "st". (large → largest)

PREVIEW

Word Meanings

Change the following words by adding the suffixes -er and -est

Root Word	-er	-est	Root Word	-er	-est
quick					
brave					
big			n		
quiet					
hot			sharp		
spicy			happy		
heavy			lucky		

Fill in the Blanks

Use the suffixes -er and -est properly in the sentences below

1) My brother is _____ (quick) than me, but John is the _____ (quick).

2) This road is _____ (Long) than that one, but the highway is the _____ (long).

3) My ring is the _____ (tough) here, but a diamond is _____ (tough).

4) My cat is _____ (lazy) than your dog, but the sloth is the _____ (lazy).

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Personification

Personification is a literary tool where human qualities or emotions are given to non-human things. It helps make descriptions more vivid.

Examples

- The sun smiled down at us, suggesting the sun was happy.
- The wind whispered secrets, which means the wind seemed to be talking quietly.

Identify Identify the objects being personified and circle the actions they are doing.

	Non-Human Object	Human-Like Action
1. The [illegible] winked [illegible] sky.	stars	winked
2. The alarm c[illegible] was		
3. The wind sang th[illegible] the		
4. The chocolate cake wa[illegible] nam		
5. The car tires screamed on th[illegible] p t		
6. The leaves danced in the autumn wi[illegible]		
7. The flowers are begging for water.		
8. The ocean hugged the shore.		
9. The sun stretched its golden arms.		
10. The book whispers secrets to the reader.		

PREVIEW

Search Underline the personifications in the passage.

In the cozy town of Whimsyville, the morning sun stretched its golden arms, waking up the sleepy houses. The old clock in the town square yawned and ticked louder, telling everyone it was time to start the day. Nearby, the playful wind danced through the streets, tickling the laughing leaves on the trees. The flowers in Mrs. Bloom's garden chatted happily, gossiping about the buzzing bees. Even the grumpy clouds couldn't stay mad, as they slowly drifted away, making room for the sun's beaming smile. In Whimsyville, every day was a cheerful conversation between the town and nature.

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Relative Pronouns

Relative pronouns are special words like 'who,' 'which,' 'that,' 'whom,' and 'whose.' They connect a clause or phrase to a noun or pronoun, providing more information about it.

For example, in the sentence, "The person who called you is my teacher," 'who' is a relative pronoun.

Think Underline the relative pronoun in the sentences below

1) T… book is my favourite author.
2) The … lasts the longest.
3) The profile … professional.
4) The reptile whom … as a rare species.
5) The textile which is used …
6) The crocodile that I saw at the zoo …
7) The smile which brightens my day is yours.
8) The fragile vase that broke was very expensive.
9) The dancer whom you saw on TV is my sister.
10) The winner of the race, whom everyone cheered for, was the …

PREVIEW

Write Write sentences with a relative pronoun. Underline the relative pronoun.

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Analogy

An **analogy** shows how two pairs of things are similar. It's like saying, "This is to that as these are to those."

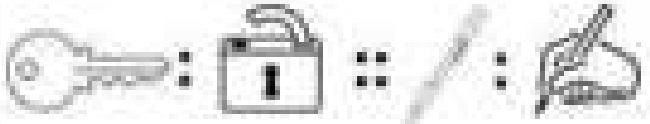
Examples:

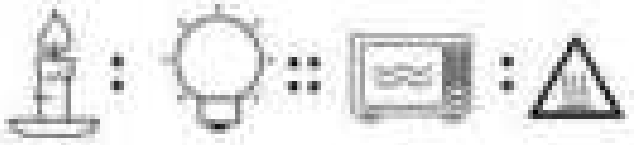
- Fish : Water :: Bird : Air (Fish live in water as birds live in air)
- Night : Moon :: Day : Sun (Moon is to night as sun is to day)

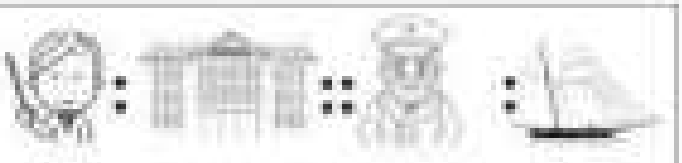
Think: Write the word that best completes each analogy.

1) television : watch
2) scissors : cut
3) petal : _____
4) _____ : gloves
5) bee : hive
6) snow : _____
7) heart : love
8) _____ : canvas

Think: Decipher the analogy using the illus







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Name: _____ 75

Writing Analogies

Think How is the analogy similar to the idea presented? The first one is done for you.

Idea	Analogy
The Human Body	The Human Body is like a Machine because...
Parts of the human body work together to keep us alive, just like a machine has parts that work together to do something.	
	A Tree is like a Community because...
A Library	like a Supermarket because...
A Computer	A Computer is like a Human...
An Ecosystem	An Ecosystem is like a Sports Team because...

PREVIEW

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Name: _____ To

Word Search

Word Search

Find the word bank words in the puzzle

❑ reptile	❑ bravest	❑ mobile	❑ quietest	❑ smile
❑ spinner	❑ winner	❑ agile	❑ nicest	❑ textile
❑ profile	❑ quicker	❑ dancer	❑ toughest	❑ biggest
❑ hostile	❑ fragile	❑ writer	❑ crocodile	❑ while

PREVIEW

Word Play

How many words can you make from the letters ... bravest

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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 [illegible] won the fair contest. Her [illegible] received the prize. Everyone [illegible] at her skill.	❑ Slow	❑ Medium	❑ Fast
2)	A reptile moves [illegible]. Even the biggest crocodiles can [illegible] water. Yet often, they are simply	❑ Slow	❑ Medium	❑ Fast
3)	The quickest runner became the winner. [illegible] was nicer and shared his toys, unlike the toughest boys. His kindness made him a real champion.	[illegible]	[illegible]	❑ Fast
4)	When fragile vases fell, the writer noted it all. We learned to walk carefully, so nothing else would break.	❑ Slow	❑ Medium	❑ Fast
5)	We created colourful patterns on textile in art class. It was a creative project from awhile ago. Now, our vibrant profile designs decorate the walls.	❑ Slow	❑ Medium	❑ Fast

PREVIEW

Name: _____ /8

WEEK 7 – 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)	

PREVIEW

Word Meanings Change the words by adding -er and -est

Root Word	-er	-est
slow		
dark		
tall		
young		

Root Word	-er	-est
funny		
wise		
thin		
dirty		

Write: Write 2 sentences with a relative pronoun. Underline the relative pronoun.

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WEEK 8 – VOCABULARY LIST

misuse	usual	mislead	channel	misjudge
medal	mistake	arrival	misbehave	misinform
dispersal	travel	signal	crystal	mismatch
universal	misspell	mammal	misplace	misunderstand

Matching Write the letter from the description beside the matching word

Answer	Word	Description
	misl	l) Guide someone the wrong way
	mis	adly
	misuse	thing where it doesn't belong
	mislead	Pa don't match
	misbehave	G on
	misplace	f) Sp rd w
	signal	g) Use some wr
	crystal	h) Make a wr
	misjudge	i) Not understand c
	misunderstand	j) Something done wrong
	mistake	k) Prize for doing something wel
	channel	l) Animal that feeds its babies with mi
	medal	m) When you get to where you're going
	mammal	n) Sign to give information
	arrival	o) Clear, shiny rock
	travel	p) Go on a trip
	dispersal	q) Spread things out
	universal	r) Applies to everyone
	usual	s) Happens often
	misspell	t) Path for water or communication

PREVIEW

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Word Origins

Explore Choose six words from the list and look for the etymology of the vocabulary words and their meanings.

misuse	usual	mislead	channel	misjudge
medal	mistake	arrival	misbehave	misinform
dispe	travel	signal	crystal	mismatch
univ	misspell	mammal	misplace	misunderstand

Vo y	Etymology	Meaning
medal	atin "medalia"	a coin worth half a denarius

PREVIEW

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Prefix - mis

What Does The Prefix MIS- Mean?
The prefix 'mis-' is added at the start of some words to indicate something done incorrectly or wrongly.

- Misplace: To put something in the wrong place.
- Misunderstand: To not understand correctly.
- Misbehave: To act in a bad or wrong manner.

Word Mea — Add mis to the word and then explain what it means.

Ro		Meaning
read		d something wrong
print		
use		
handle		
step		
treat		
judge		

PREVIEW

Matching — Draw lines to match the word to an example of the word

miscalculate	Mike has one blue sock and one red
mismatch	Ava got 100 when she added 40 + 70
mislead	Carter said it was a short walk even though it was long
misunderstand	Ellie dropped her mug and it smashed
mishandle	Claire thought Kennedy said to meet at 4, but Kennedy said 5

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Capitalizing Proper Nouns and Proper Adjectives

A **proper noun** is a special name we give to specific things like people, cities, or companies. **Proper adjectives** are describing words that come from proper nouns, such as a country's name or a person's name. Just like proper nouns, they must always start with a capital.

- Italian pizza - 'Italian' is from the country 'Italy.'
- Shakespearian play - 'Shakespearian' is from the name 'Shakespeare.'
- Canad[illegible] syrup - 'Canadian' is from the country 'Canada.'
- Victor[illegible] - 'Victorian' is from the historical period 'Victoria's reign.'
- Chin[illegible] 'Chinese' is from the country 'China.'

PREVIEW

Edit [illegible] letters that should be capitalized

1) Every friday, we [illegible] favourite restaurant, 'mama mia.'
2) My brother is going o[illegible] summer.
3) The eiffel tower is one of the [illegible] in paris.
4) Last year, we adopted a siberian h[illegible] shelter.
5) The great wall of china is a marvel of anci[illegible]
6) I'm currently reading "pride and prejudice" by ja[illegible]
7) My dream is to study at harvard university and become a[illegible]
8) We're going to the grand canyon for our family vacation.
9) Thanksgiving is my favourite holiday because of the delicious turkey.
10) For the science project, I chose to study about mars, the red planet.

Write Write 2 sentences, both with a proper noun and a proper adjective

1	
2	

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Idioms

Idioms are phrases where the words together have a different meaning than the individual words.

Examples:

- Piece of cake - means something is very easy.
- Break the ice - means to start a conversation.
- Hit the books - means to start studying.

Matching

Match each idiom with its correct meaning from the list.

Answer	Idiom	Meaning
	1. [illegible] head	a) Very expensive
	2. [illegible] bean	b) Reveal a secret
	3. Cry over [illegible]	c) Do something perfectly
	4. Cost an arm [illegible]	d) [illegible] about what's already done
	5. Out of the blue	e) [illegible]
	6. Under the weather	f) [illegible] ally
	7. Barking up the wrong tree	g) [illegible]

PREVIEW

Write

Choose five idioms from the list above and [illegible]

1.
2.
3.
4.
5.

Name: _____ 84

Perfect Verb Tense

Perfect verb tense describes an action that has been completed.

- Past Perfect ("I had studied"): The verb "had" indicates an action completed prior to another past event.
- Present Perfect ("I have studied"): The verb "have" communicates an action that began in the past and may still be ongoing.
- Future Perfect ("I will have studied"): The phrase "will have" reveals an action that will be co... before a specific future time.

Think ...ect verb tense past, present or future?

	Perfect Verb
1) They had misled us ... park.	
2) He will have misbehaved ...	
3) Yesterday, she had misplaced her ... rary.	
4) She will have misinformed us if her ... was ...	
5) He had misspelled the word 'chocolate' in his ...	
6) They have misused the tool, making it useless.	
7) The show had aired on the channel last night.	
8) The train has signaled its arrival by blowing the horn.	
9) I will have traveled to three continents by next year.	
10) I have made a mistake on the test.	

PREVIEW

Write Write 3 sentences that have the three different types of verb tenses.

Past	
Present	
Future	

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Figures of Speech Review

Identify Classify whether each sentence is an idiom, a personification, or an analogy.

Sentence	Answer
1) The clock raced around its face, eager to meet noon.	
2) The wind whispered secrets to the trees.	
3) It's rain… and dogs outside!	
4) Th… jigsaw puzzle where continents fit together.	
5) The… dance… on the moonlit sky.	
6) A stitch in …	
7) Seeds are like … the future of a plant inside.	
8) The sun peeked out …	
9) Every cloud has a silver lining.	
10) A flashlight is like the sun because … it's dark.	

PREVIEW

Draw Illustrate 3 idioms and 3 personification… …s guess them.

Name: _____ 86

Crossword Puzzle

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

PREVIEW

Across

1. Acting badly or wrongly
2. Giving incorrect or false information
4. To lose something by putting it in the wrong place
5. To write a word with wrong letters
6. Something done wrong or incorrectly

Down

1. To not correctly understand or interpret
3. To guide someone the wrong way
4. Things that don't fit together well
5. To make a wrong or unfair decision or opinion
6. Using something in an incorrect or inappropriate manner

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Week 8 – Fluency Readings

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

	Passages	Voices	
1)	I got [illegible] for running, but it was a mismatch [illegible] the fastest. Sometimes, even [illegible], it feels good to win.	Witch	Opera Singer
2)	I once [illegible] and borrowed someone's toy without [illegible]. They [illegible] because it wasn't the usual [illegible]	Robot	Alien
3)	On our family travel, [illegible] new to us, I thought it was [illegible] misunderstood; it was actually a [illegible]	Cowboy	Detective
4)	I like to collect crystals, but I misplaced [illegible] favourite one yesterday. I hope it turns up [illegible] it's not universal, but it's special to me.	[illegible]	Zombie
5)	When I tried to signal my friend from across the park, I accidentally misled someone else. They thought I was waving at them, which was a funny mistake.	Old Wise [illegible]	[illegible]tain
6)	Sometimes I misspell words, which can change their meaning and misinform people reading my stories. It's tricky, but I'm getting better every day.	British Aristocrat	News Anchor
7)	I was supposed to wait for an arrival announcement before leaving, but I misbehaved and ran off too soon. It was a dispersal of patience on my part.	Valley Girl	Announcer

PREVIEW

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WEEK 8 – 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)	

PREVIEW

Think

Is the perfect verb tense ga[illegible]se

Sentence	Type
1) I have finished my homework just now.	
2) My mom had baked cookies yesterday.	
3) Jason has played soccer since noon.	
4) By tonight, dad will have repaired the broken chair.	
5) I have seen that dog in the park before.	

Edit

Circle the letters that should be capitalized.

1) My sister loves the swiss chocolate we brought from switzerland.
2) On her birthday, julie wore a beautiful italian dress.

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WEEK 29 – VOCABULARY LIST

subzero	subplot	submerge	submarine	subpar
subtotal	superstar	superhero	superhuman	superstore
supersede	supercharge	suit	juice	guitar
bruise	circuit	guideline	cruise	guilty

Cursive — Write the word using cursive writing

PREVIEW

	Trace	Write
subzero	subzero	
subplot	subplot	
submerge	submerge	
submarine	submarine	
subpar	subpar	
subtotal	subtotal	
superstar	superstar	
superhero	superhero	
superhuman	superhuman	

Name: _____ 255

WEEK 29 – VOCABULARY LIST

Cursive Write the word using cursive writing

Word	Trace	Write
superstore	superstore	
supercha		
suit	suit	
juice	juice	
guitar	guitar	
bruise	bruise	
circuit	circuit	
guideline	guideline	
cruise	cruise	
guilty	guilty	

PREVIEW

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Prefix Sub- and Super-

Prefix "SUB-"
Think of "sub-" like "below" or "under." When you see "sub-", it means something is beneath or lower. For example, a "submarine" goes under the water.

Prefix "SUPER-"
"Super-" means "above" or "more than." When you see "super-", it tells you there's something extra or it's better. Like "superstar" means someone who's more than just a regular st[illegible]re really special!

PREVIEW

Match rds to its definition by writing the number beside the term

Answer	Word	Meaning or Description
		[illegible]e that travels underwater in the ocean.
	sup[illegible]	[illegible] strong power, often used in comics.
	superchargi[illegible]	[illegible]ater or liquid.
	submerge	[illegible]ly.
	superfast	5. Temp[illegible]s be[illegible] very cold.
	submarine	6. Having abili[illegible]nd [illegible] for humans.
	superpower	7. A smaller title [illegible]
	superhuman	8. A person who is famou[illegible]y do.
	subzero	9. A secondary story inside the mai[illegible]
	subheading	10. To boost or power up something to it[illegible]m.

Prefix Sort List the words below under the correct prefix column

marine	human	sonic	script	zero
power	merge	title	structure	fast

Super	Sub

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Quotation Marks in Dialogue

Quotation marks in dialogue are used to show the exact words spoken by a character. They frame the spoken words in a sentence.

Examples: Mary said, "I'll be there soon." "Where are you going?" asked Tom.
"Happy birthday," they shouted. "Watch out!" they yelled.

Think Add the quotations marks in each dialogue

1) Jo my backpack.

2) Can you he S

3) No, I won't go! y

4) She whispered, It's a secr

5) Why are you late? he questioned.

PREVIEW

Analyze Put quotation marks in the st

Timmy was excited for the school fair. He asked his friend Sa g to the fair this weekend? Sarah replied, Yes, I can't wait! They s to go together.

At the fair, they met their teacher, Mr. Johnson, who said You two have fun, and don't forget to try the pie-eating contest! Timmy was unsure, but Sarah convinced him, It'll be fun. Trust me.

They entered the contest and had a blast. Afterward, Sarah exclaimed, I told you it would be great! Timmy laughed and agreed, You were right. That was amazing.

As they left, they saw Mr. Johnson again. He winked and said, I knew you two would enjoy it. Have a great day!

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I Before E and Exceptions

The "I before E" Rule and Its Exceptions

In English, we often follow the rule "I before E, except after C." This means, in most words, 'i' comes before 'e' unless it follows 'c', as in "receive." However, there are exceptions like "weird" which don't adhere to this rule.

Fill in the Blanks

Complete the following words using either 'ie' or 'ei'.

1) bel___f	6) fr___nd	11) f___ld
2) rec___ve	7) p___ce	12) th___r
3) w___rd	8) ___ve	13) rel___f
4) v___n	9) ___	14) w___ght
5) s___ze	10) ___	15) n___ghbour

PREVIEW

Identifying Errors

Circle the words that do not follow the "I before E" rule in the sentences below.

1.	I cannot believe she deceived me.
2.	The ceiling of the ancient building is quite high.
3.	Their neighbor gave them a piece of pie.
4.	We will seize the opportunity.
5.	The weight of the box surprised him.
6.	She tried to conceive an idea for the project.
7.	He is a foreign delegate from a distant land.
8.	The heist was carried out in broad daylight.
9.	She received a bouquet of flowers on her birthday.
10.	His height makes him stand out in the crowd.

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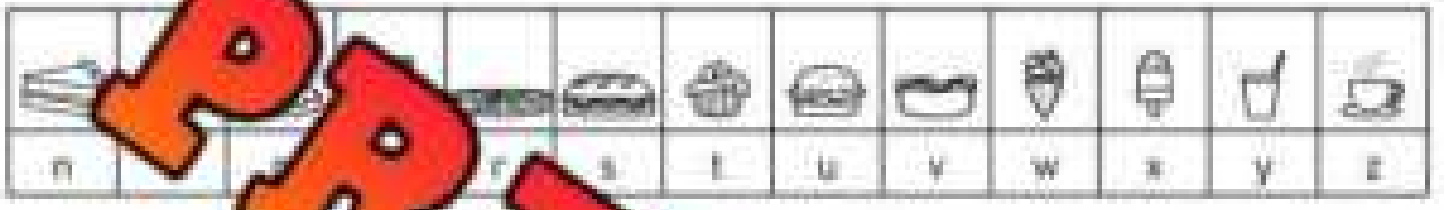
Name: _____ 259

Crack the Code

Directions Use the code below to reveal each spelling word



PREVIEW

Code		Code	Answer

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Name: _____ 2b0

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)	
		1st Try	2nd Try	1st Try	2nd Try
1)	[illegible] superhuman strength.				
2)	Tommy w[illegible]t ar[illegible]et lunch.				
3)	The submarine went subzero i[illegible]p sea.				
4)	Lily played a guitar at the concert and accidentally got a small, painful bruise.				
5)	In the movie, we watched a complex subplot unfold involving mystery and unexpected twists.				
6)	The detailed circuit guidelines help us build electronic devices safely and efficiently at school.				
7)	The new superstore, with its vast variety of products, will supersede the old shopping mall.				

PREVIEW

Name: _____ 261

WEEK 29 – VOCABULARY QUIZ

Spelling When your teacher reads the word, spell it below.

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

PREVIEW

Think Add the quotations marks in ea[illegible]

1) John said, I can't find my backpack.

2) Can you help me? asked Sarah.

Instructions Circle the correct spelling of the words below

1.	She tried to (concieve/conceive) an idea for the project.
2.	He is a (foriegn/foreign) delegate from a distant land.
3.	I cannot (beleive/believe) she (decieved/deceived) me.
4.	Sophie found a (friendly/freindly) kitten hiding under the porch.
5.	During the (science/sceince) experiment, the water began to boil and bubble.

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WEEK 30 – VOCABULARY LIST

realize	organize	finalize	apologize	recognize
memorize	minimize	maximize	energize	socialize
capitalize	utilize	swoosh	doodle	squawk
wiggle	pounce	sparkle	fizzle	twinkle

Write W[illegible]s that use all 20 words. You'll need to use 2 words per sentence.

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

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Suffix -yze– and -ize

The suffixes "-yze" and "-ize" transform words to imply a process or action, such as "analyze" (to examine) or "realize" (to become aware). While both are valid, "-ize" is more common.

EXAMPLE:

- "Analyze" (to examine)
- "Realize" (to become aware)
- "Categorize" (to place into groups)

Word C ...ize" or "-yze" to the following base words. Then draw a line ... the word to its meaning

Base Word	Suffix	Meaning
emphas		• ...rrange in a structured or systematic way
real		• ...riefly; give the main points
recogn		• ...ecific classes or groups
organ		• ... a m... or picture
final		• ...to give ... ...mp... ...or value to
summar		• to ide... ...dire... ...miliar
paral		• to make fre... ...germ... ...cteria
steril		• to make final, com...
categor		• to finally figure something
visual		• to make unable to move or feel ... the body

PREVIEW

Write Choose any four "-ize" or "-yze" words and create a unique sentence for each.

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Capitalization of Quotation

When you write a quote that's a full sentence, start it with a capital letter, like: Mary said, **"The sun is shining today."** But if the quote is just part of your sentence, you don't need a capital, like: She thinks the sky is **"so blue"** today.

Rewrite If the quotation is capitalized correctly, write "Correct." If not, circle the letters that need to be capitalized.

1.	Sa[illegible] "i love chocolate."	
2.	[illegible] remarked Tom.	
3.	"Mom [illegible] Time to eat."	
4.	"Isn't it [illegible]," s[illegible] Smith.	
5.	"What time [illegible] d Mark.	
6.	I heard her say "[illegible]	
7.	The teacher remarked, "[illegible]	
8.	"Are we there yet?" she quest[illegible]	
9.	He declared, "i think I solved it."	
10.	"look at the stars," whispered Luna.	

PREVIEW

Conversation Write a conversation you had with someone [illegible] and what they said. Include 2 things you both said in the [illegible] speaker tags.

You Said	
They Said	
You Said	
They Said	

Name: _____ 265

Figurative Language: Oxymorons

An **oxymoron** is a figure of speech where two opposing words are combined to create a unique meaning. Examples include **"jumbo shrimp," "deafening silence,"** and **"bitter sweet."**

Oxymorons

Match the words to make an oxymoron

Oxymoron	Word 1	Word 2
	1. act	a. silence
	2. clearly	b. aggressive
	3. original	c. sweet
	4. freezing	d. dead
	5. deafening	e. funny
	6. pretty	f. confused
	7. [illegible]	g. ugly
	8. p[illegible]	h. hot
	9. [illegible]ust[illegible]	i. copy
	10. [illegible]ter[illegible]	j. [illegible]rally

PREVIEW

Oxymoron Hunt

Underline all the oxymor[illegible]

In Timmy's colourful, dull art class, he made an unexpected discove[illegible]mplex drawing technique using bright, dark colours. The room was filled with no[illegible]ence as each student worked intently on their craft. Timmy's teacher gave loud whispers of encouragement, helping the students create small, giant masterpieces.

At lunch, Timmy enjoyed a frozen, hot pizza, and shared it with his best enemy, a friend who sometimes disagreed with him but was always there. They laughed at each other's seriously funny jokes, enjoying the fast, slow pace of the school day.

Back in class, Timmy tackled an easy, difficult math problem that was part of a boring, exciting lesson. The school day was a long, short adventure filled with old, new experiences, and Timmy couldn't wait for tomorrow's calm storm of learning and fun.

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Name: _____ 266

Word Search

Word Search

Find the word bank words in the puzzle

❑ realize	❑ organize	❑ finalize	❑ apologize	❑ recognize
❑ memorize	❑ minimize	❑ maximize	❑ energize	❑ socialize
❑ capi[illegible]	❑ utilize	❑ swoosh	❑ doodle	❑ squawk
❑ wigg[illegible]	❑ pounce	❑ sparkle	❑ fizzle	❑ twinkle

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

PREVIEW

Word Scramble

Read the clue and then unscramble the word

geerenzi		qaskuw	
oecsilaiz		tziacipale	
eodoid		itknelw	
zflize		ucepno	
ssohwo		zuileit	
ieggwl		learpsk	

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Name: _____ 267

Week 30 – Fluency Readings

Read Today, you are going to measure your reading speed. You will do this by calculating how many words you read per minute.

Passage – Word Count = 116 Words

Billy had a busy day. First, he needed to organize his room, which was full of doc... He tried to minimize the mess, but his cat would pounce on anything that ... hard. In class, Billy had to memorize a poem. He felt energized ... words that swooshed and twinkled. At recess, he loved to socialize ... would wiggle and squawk like birds, making everyone laugh. When he ... into Sarah, he quickly apologized. Later, Billy tried to capitali... to finalize his homework. Before bed, he watched the stars ... night sky, feeling happy about his day.

PREVIEW

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

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

Example:
Words: 1,140
Time taken: 330 seconds (5:30)
Calculation: (1,140 words ÷ 330 seconds) × 60 = 207.2 WPM.

Time ... To Read
Divide 116/seconds
WPM

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Name: _____ 268

WEEK 30 – VOCABULARY TEST

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)	

PREVIEW

Rewrite If the quotation is capitalized correctly, write "correct." If not, circle the letters that need to be capitalized.

1.	Sarah said, "i love chocolate."
2.	My mom asked if it's "Time to eat."
3.	"Isn't it a lovely day," said Mrs. Smith.

Write Use the following oxymorons in a sentence.

1. bittersweet	
2. act naturally	

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Workbook Preview

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Grade 4 – British Columbia ELA
Oral Language

	Learning Standards and Elaborations	Pages
OL4.1	Focusing on the speaker	5 – 19
OL4.2	Asking questions to clarify	20 – 23
OL4.7	Taking turns	8 – 10, 15 – 17
OL4.8	Features of oral language: including tone, volume, inflection, pace	54 – 60, 81 – 87
OL4.9	Features of oral language: gestures	11 – 14, 88 – 91

Preview of 15 activities from this unit that contains 29 activities in total.

Name: _____ ?

Activity: Listening Pairs

Objective — What are we learning more about?

To [illegible] practice active listening and summarizing skills by engaging in a pair [illegible] enhancing their ability to focus on the speaker and accurately convey information.

Materials — What do we need for our activity?

- ✓ A set of story [illegible] or [illegible] provided by the teacher)
- ✓ Timer or stopwatch
- ✓ Notebooks and pencils (optional, for note-taking)

Instructions — How do we complete the activity?

1) Pair the students and seat them facing each other.
2) Provide each pair with a story card or prompt. Ensure each pair has a unique story or prompt to keep the activity engaging.
3) Set the timer for one minute. One student in each pair begins telling a story based on the prompt, while the other student listens attentively without interrupting.
4) After one minute, the listener summarizes the story they just heard, trying to capture the main points and details accurately.
5) The roles then switch, with the listener becoming the speaker and vice versa, using a new story card or prompt.
6) Optional: Allow students to take brief notes while listening to aid in their summarization.

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Name _____ 8

Story Cards/Prompts | Cut out the story cards below

The be[illegible] at the park	A time you helped someone
Your fav[illegible] inter	The most interesting dream you had
A lost pet's [illegible]	The day you tried a new food
Building the tallest to[illegible]	[illegible]it to a grandparent's house
A magical ride on a flying carpet	[illegible]ected school [illegible]ent
The first day at a new school	Fi[illegible]re in the [illegible]
The adventure of a brave little mouse	Creating a s[illegible] about
A journey to a mysterious island	The day you became a superhero

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Name: _____ 9

Reflection | Answer the questions below

1) How did it fe[illegible]be the listener in this activity? Did you find it challenging to focus entirely on yo[illegible]er's story?

2) As a speaker, [illegible]ur story was clear and engaging for your listener?

3) What strategies did you use [illegible]nts of the story you listened to?

4) How accurate do you feel your summary was [illegible]al story? What could have improved your summarization?

5) How do you think the skills practiced in this activity can help you [illegible] subjects or in your daily life?

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Name: _____ 10

Activity: Freeze Frame Feedback

Objective — What are we learning more about?

To d[illegible]ning and feedback skills by participating in focused discu[illegible]ide constructive feedback to their peers, fostering a supportive and co[illegible]earning environment.

Materials — What do we need for our activity?

- ✓ A list of topics or [illegible] the teacher)
- ✓ Timer or stopwatch

Instructions — How do we complete the activity?

1) Divide the class into small groups of [illegible] each.
2) Assign a topic or prompt to each group.
3) In each group, one student begins speaking [illegible] timer for a random short interval (e.g., 1-2 minutes).
4) Without warning, say "freeze" at random intervals. The [illegible] must stop talking immediately.
5) The other students in the group provide immediate, constructive feedback on what the speaker just said. This could be what they found interesting, what they agreed or disagreed with, or what they would like to hear more about.
6) After the feedback is given, another student in the group becomes the speaker and the process repeats.
7) Ensure each student has a chance to speak and receive feedback.

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Name _____ 11

Topics	Assign one of the topics for each group.

Advantages of having a school library	The role of technology in education
The importance of daily exercise	Ways to save water at home and school
The life cycle of a butterfly	The best method of transportation
Benefits of teamwork in sports	How plants are important for the environment
The story behind a famous invention	The significance of cultural festivals
Your idea of a perfect weekend	Your family traditions
How to be a good friend	The impact of pollution on marine life
The journey of a raindrop	Interesting facts about the solar system
Favourite hobby and why it's enjoyable	Responsibilities of a pet owner
The history of a favourite game or sport	Ways to improve our school playground

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Name: _____ L2

Reflection	Answer the questions below

1) How did it fe[el] to receive immediate feedback on your discussion?

2) What type o[f] [fe]edback did you find most helpful for improving your speaking or understanding?

3) Did the "freeze" moments ma[ke] you [fe]el different as a listener? Why or why not?

4) How did the role of giving feedback influence[d] your [th]inking?

5) How did this activity change your perspective on the topic you dis[cu]ssed?

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Name: _____ 13

Activity: Exploring Oral Tradition Protocols

Objective — What are we learning more about?

To help students understand the protocols and cultural practices surrounding oral traditions, emphasizing the importance of respect and cultural sensitivity.

Materials — What do we need for our activity?

- ✓ A printed list of [illegible] oral traditions – provided
- ✓ A large world map
- ✓ Sticky notes and markers
- ✓ A set of short, cultural[illegible] or [illegible] folktales (can be printed or available in a digital format for projection)
- ✓ A talking piece for the discussion (e.g., a stuffed animal or a unique stone)

Instructions — How do we complete the activity?

1) **Introduction to Oral Traditions**: Begin by explaining what oral traditions are and their importance in different cultures around the world. Use the world map to point out regions where these stories originated.

2) **Discussing Protocols**: Distribute the printed list of protocols for sharing and listening to oral traditions. Discuss each protocol, emphasizing why it's important and how it shows respect and sensitivity.

3) **Story Sharing**: Read a couple of short oral stories or folktales from different cultures. After each story, use the talking piece to facilitate a discussion, adhering to the protocols discussed.

4) **Mapping Stories**: After discussing each story, have students write the name of the story or its main theme on a sticky note and place it on the world map where the story originates.

5) **Reflection and Respect**: Wrap up the activity by reflecting on what was learned about the different cultures and the importance of respecting their traditions.

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Name: _____ 14

Protocols Follow the protocols below when reading the stories on the next page

Culture	Specific Protocols and Actions for Teachers and Students
Indigenous Cultures	- Start by saying, "I share this story for all of us," to signify a communal sharing. - Use a hand over heart gesture to signify speaking from the heart. - Choose stories that connect with nature, using descriptive language to [illegible] and.
African	- Begin with "Hakuna matata, children" (Swahili for 'no worries'), and respond with "Hakuna matata, teacher." - Encourage students to clap rhythmically during certain parts of the [illegible] - [illegible] stories [illegible] with a moral question, asking students, "What lesson [illegible] this?"
Celtic (Irish/ Scottish)	- Start [illegible] lands of old where the stories unfold" to captivate [illegible] - Encourage [illegible] of [illegible] hand gestures to depict actions within the story. - End with a reflect[illegible] "What would you do in this legend?"
Japanese	- Begin with "Muka[illegible]ashi, ary[illegible]ni" (Once upon a time, in a certain place), followed by a bo[illegible] - Use calm hand gestures [illegible] nature or characters. - Conclude with a questio[illegible] mor[illegible] story, such as "What wisdom does this tale offer [illegible]"
Maori (New Zealand)	- Start with a simple Mihi (gree[illegible] (Hello to all). - Include a short Waiata (song) re[illegible] - End by asking students, "How doe[illegible] y com[illegible] to our ancestors or the land?"
Indian	- Begin with "Namaste, let's travel back in tim[illegible]" Namaste gesture (hands pressed together near the h[illegible] - Encourage descriptive hand gestures, espe[illegible] characters. - Conclude with a discussion prompt, such as "Ho[illegible] story guide us in life?"
Norse (Scandinavian)	- Start by saying "Gather round for a tale from the North, where heroes were bold and giants roamed forth." - Encourage dramatic expressions and bold gestures to portray characters. - Finish by asking, "What strength or courage did this story show us?"

PREVIEW

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Name: _____ 15

Short Stories Read the stories below along with the protocols on the previous page

Culture	Short Stories
Indigenous Cong[illegible] **Title: The Whispering Pine**	[illegible], in the heart of the forest, there stood a tall pine tree. Unlike [illegible], this pine had the ability to whisper wisdom to those who [illegible]. One day, a young boy, feeling lost, sat under the tree. He heard [illegible] whisper, "True wisdom lies in respecting all living beings." [illegible] wisdom with his people, reminding them to always [illegible] kindness of life.
African **Title: The Clever Rabbit and the Moon**	In a [illegible]n ag[illegible]d talk, Rabbit admired the Moon for its calm beauty. [illegible]d to visit the Moon. Cleverly, he asked Eagle for help, pr[illegible] a piece in return. Eagle flew Rabbit to the Moon, only to [illegible] was gone. Rabbit chuckled, "The true treasure of the Moon is its peace[illegible]." Eagle, amused and enlightened, flew Rabbit back, both adm[illegible] beauty ever after.
Celtic **Title: The Leprechaun's Secret**	In the lands of old, young Fiona stumb[illegible] a leprechaun's pot of gold at the end of a rainbow. The le[illegible] and offered her a deal. "Answer my riddle, and the gol[illegible]." Th[illegible]as, "What is more valuable than gold but cannot be [illegible] deeply and replied, "Knowledge." The leprechaun[illegible] gr[illegible]na not only the gold but also the wisdom to use it wi[illegible]
Japanese **Title: The Crane's Gratitude**	"Mukashi Mukashi, aru takoro ni," there lived a kin[illegible] fisherman who saved a crane trapped in a net. The next day, a [illegible] appeared at his door, offering to weave beautiful cloth in exchan[illegible] The fisherman agreed but was told never to watch her wea[illegible] Driven by curiosity, he peeked one day, only to discover the woman was the crane he had saved, weaving cloth from her own feathers. The crane, having been seen, flew away, leaving the fisherman with memories of her gratitude and grace.

PREVIEW

Name: _____ 16

Short Stories Read the stories below along with the protocols on the previous page

Culture	Short Stories
Ma... Zeal... **Title: The Gift... the Kowhai Tree**	...aroa, there was a village shadowed in sadness, missing the sun's ... young warrior, Ihaia, sought to bring light back to his people. G... spirits of his ancestors, he planted a small, seemingly ...ed. This seed grew into a beautiful Kowhai tree, its ... attracting the Tui bird, whose song summoned the sun. ...age w... in sunlight once more, and the Kowhai tree sto... ...e and renewal.
Indian **Title: The Dance of the Peacock**	In a lush ind... ...res... ...med Mayura felt insignificant compared to the o... ...ormy day, as lightning filled the sky, Mayura dance... ...ly, spr... ...his vibrant feathers. His dance delighted the rain gods, ...the forest with a bountiful rain. The other animals re... ...ever... ...ce, no matter how small, has a unique gift. May... ...tanc... ...ymbol of joy and the beauty of self-expression.
Norse (Scandinavian) **Title: Thor's Missing Hammer**	In the mighty halls of Asgard, Thor awoke to f... ...er, Mjölnir, missing. Without it, Asgard was vulnerable. ... ...e giant Thrym had taken the hammer, demanding th... ...h exchange. Thor and Loki devised a clever plan. Di... ...as Freya, Thor attended the wedding in Jotunheim. When presented with Mjölnir as a wedding gift, Thor revealed himself, retrieved his hammer, and saved Asgard, proving that brains and brawn together are unbeatable.

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Name: _____ 17

Activity: Respectful Conversation Role-Play

Learning Outcome What are we learning more about?

To [illegible] and understand the importance of respectful listening and [illegible] conversations.

Materials [illegible] for our activity?

- ✓ Scenario cards with different conversation settings (e.g., [illegible] friend, asking a teacher [illegible] family member about a [illegible])
- ✓ A "conversation space" [illegible] classroom.
- ✓ Note cards and pens for reflection.

Instructions How do we complete the [illegible]

1) **Prepare Scenarios**: Cut out the scenario [illegible] and put them in a hat.
2) **Divide Students**: Split the class into small groups or pairs [illegible] them select a scenario card.
3) **Role-play**: Students take turns acting out the scenario [illegible] listening and speaking. One student speaks while the other [illegible] switch roles.
4) **Observation**: The rest of the class observes and notes key respectful behaviors.
5) **Group Discussion**: After each role-play, discuss as a class what respectful behaviors were observed.

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Name: _____ 18

Scenario Cards	Cut out the scenario cards below

Description of Scenario
Disagreeing with a friend about a game to play during recess.
Asking for help with a difficult math problem.
Talking to a teacher about a problem at school.
Expressing feelings to a friend who accidentally broke your pencil.
Discussing with a classmate who should be the group leader for a project.
Explaining to a teacher why you didn't finish your homework.
Apologizing to a friend for forgetting
Sharing your opinion in a class debate about a book you read.
Resolving a conflict with a classmate over a shared space politely.
Asking a sibling to borrow their favourite toy.
Telling a friend why you don't want to play a certain sport.
Convincing your parents to let you stay up late for a special
Explaining to a classmate why littering is harmful to the environment.
Asking a neighbour to be quieter because they are disrupting your study time.
Negotiating with a friend to take turns on a new video game.

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Name: _____ 19

Reflection | Answer the questions below

1) What did you notice about the way you listened to your partner? How did it affect the conversation?

2) How did you know when it was your turn to speak and your partner was listening attentively?

3) What are some key phrases or words you used that made the conversation more respectful?

4) How could the conversations have been improved to be more respectful?

5) How can you apply what you learned in this activity to your real-life conversations?

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Name: _____ 26

Activity: The Restating Relay

Objective — What are we learning more about?

Stud… …nd the difference between paraphrasing and restating by pra… …ner's stories or opinions.

Materials — …d for our activity?

- ✓ Writing p… …t pencil)
- ✓ Pencils or p…
- ✓ Highlighters … different colours)
- ✓ Short stories – pr… …of this page

Instructions — How do… …ivity?

1) Begin by discussing the differ… …en p… …asing (which means rewording a text to convey the … meanin… …ent words) and restating (which means saying the exact same thing… …ised or summarized manner).

2) Show the students an example:
   - Original Sentence: "The cat sat on th… …t enjoyed watching the birds."
   - Paraphrase: "The cat loved to observe bi… …positi… …elf on the windowsill."
   - Restate: "The cat liked watching birds from the win…"

3) Pair up the students. Give each pair the story "The Lost…"

4) Ask Student A to read "The Lost Kitten" silently. Once done, … should orally restate the story in a summarized manner to Students B.

5) Next, ask Student B to orally paraphrase what Student A said. This time, they're not summarizing but rather saying it in a different way.

6) Swap roles and repeat the process with "The Magical Tree".

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Name: _____ 27

Activity: The Restating Relay

Short Stor | Use the short stories below

The Lost Kitten

In a sm[illegible] little kitten named Whiskers. Whiskers loved to explore, but one day, she ve[illegible] far from home and got lost. After wandering around, she finally m[illegible]amed Max who guided her back home. Whiskers was grateful and l[illegible]ance of staying close to home.

[illegible]gical Tree

Deep in the forest, sto[illegible]own as the Whispering Willow. Children from nearby villages wo[illegible]ake wishes. One day, a boy named Leo wished for happiness for [illegible], an[illegible]t day, the village was filled with laughter and joy. Leo learne[illegible] so[illegible] best wishes are the ones we make for others.

Reflection | Answer the questions [illegible]

1) What is the difference between paraphras[illegible]estatin[illegible]

2) When might you use paraphrasing? When would you [illegible]in[illegible]

Paraphrasing	
Restating	

3) When listening to important instructions, why is it better to restate rather than paraphrase?

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Activity: Opinion Identification Game

Learning Outcome What are we learning more about?

To [illegible]ability to listen attentively and identify opinions or viewpoints in narratives.

Materials [illegible]d for our activity?

- ✓ A collection of short, age-appropriate stories or speeches – provided or [illegible]rovided
- ✓ Recording device [illegible]g recorded stories
- ✓ Whiteboard or chalkboard
- ✓ Markers or chalk
- ✓ Worksheet with pre-written questions for reflection – provided

Instructions How do we complete the activity?

1) **Prepare Stories/Speeches**: Select a [illegible] of short stories or speeches that contain clear opinions or viewpoints.
2) **Classroom Setup**: Arrange students in a comfortable [illegible]osition, either in a circle or facing the front.
3) **Listening Time**: Read aloud or play a recorded story/speech, ensuring it is clear and at an appropriate volume.
4) **Discussion**: After each story, facilitate a group discussion where students identify the opinions expressed and back up their answers with evidence from the text.
5) **Group Activity**: Divide students into small groups. Give each group a different story or speech to work on and identify opinions.
6) **Present Findings**: Have each group share their identified opinions with the class and explain how they arrived at their conclusions.

PREVIEW

Speeches Use one of the speeches for the whole class discussion. Then hand out the remainder of the speeches to the groups so they can analyze

Speech 1: "T[illegible]f Reading Books Over Watching Movies"

"Hel[illegible]y, I want to talk about why I believe books are way better than[illegible]d a book, our imagination takes flight. We get to picture the ch[illegible]rs, the s[illegible] and even the action just the way we like it. Every time we open a book, [illegible]ng a new world, a world that we help create in our minds. Unlik[illegible]ve us all these tiny details, letting us know the characters d[illegible]anding the story better. Also, when you read, you can go at your [illegible]re-re[illegible]ds you love, and really soak in the story. That's why, in my opinio[illegible]experi[illegible]ading a book is far more magical and personal than watc[illegible]

Speech 2: "Longer Recess[illegible]thi[illegible]nd Bodies"

"Good morning, classmates and te[illegible]vant to talk about something that I believe is really important f[illegible]a longer recess. Recess is more than just a break from clas[illegible]e for [illegible]lay, explore, and let out all our energy. It's essential for our health to run [illegible]y games, and breathe fresh air. If we had longer recesses, I thin[illegible]appier, more relaxed, and even more focused when we return [illegible]sses. [illegible]just about having fun; it's about being healthy in our bodies [illegible]r mi[illegible]r recess means more time to play and be active, and I believe[illegible]growth and learning."

Speech 3: "A Classroom Pet: A Friend and a Teacher"

"Hi friends and teachers! I have an exciting idea – how ab[illegible]ur classroom? Think about it, a classroom pet, like a hamster, [illegible], could be a lot of fun. But it's not just about fun; having a pet ca[illegible]much. We would learn how to take care of another living being, which[illegible]g responsibility. Feeding it, cleaning its home, and making sure it's healthy would teach us about empathy, care, and responsibility. Plus, we can learn a lot about animals and their behaviors by observing our classroom pet. I believe that having a pet in our class would bring joy and valuable lessons that books alone cannot teach."

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Speeches Use one of the speeches for the whole class discussion. Then hand out the remainder of the speeches to the groups so they can analyze

Speech 4: "R[illegible]: A Small Step for Big Change"

"Hel[illegible] want to discuss why recycling is one of the most impo[illegible] for our planet. Earth is our home, and right now, it needs [illegible] help. By [illegible] we reduce waste and save valuable resources. It means less tr[illegible]d less harm to wildlife. Recycling also helps reduce pollution, wh[illegible] cleaner air and water. Imagine if each one of us recycled every[illegible]d m[illegible] a huge difference! It's not just about throwing plastic and pape[illegible]e right[illegible] about taking care of our planet and protecting it for o[illegible]es [illegible]nerations. That's why I believe recycling is a small but powerful[illegible]hier Earth."

Speech 5: "Vegetables: The [illegible]"

"Hey everyone! Today, I want to sh[illegible]hink vegetables are the best snacks. We all love snacks, right? [illegible], we r[illegible] chips or candy, which might be tasty but aren't good for us. Now, imag[illegible]ng on crunchy carrots, juicy cucumbers, or sweet bell peppers. T[illegible] ju[illegible]cious, they are packed with vitamins and nutrients that help us g[illegible]ng a[illegible]healthy. Vegetables can be fun too - think of dipping them in h[illegible]s c[illegible]lourful veggie platter. By choosing vegetables as our go-to s[illegible] enjoying a tasty treat; we're making a smart choice for our heal[illegible] hungry for a snack, why not grab a vegetable and enjoy the cr[illegible] nutri[illegible]offers!"

Speech 6: "The Importance of Team Sports"

"Hello, classmates! Today, I want to talk about why playing tea[illegible] important. When we play sports like soccer, basketball, or hoc[illegible] learn to work together. It's not just about winning; it's about learning how to cooperate, share, and make decisions as a team. Team sports teach us about teamwork, discipline, and the joy of shared success. They also keep us active and healthy. I believe that playing team sports is one of the best ways to learn important life skills while having a lot of fun!"

PREVIEW

Speeches Use one of the speeches for the whole class discussion. Then hand out the remainder of the speeches to the groups so they can analyze

Speech 7: "S[illegible]Water is Everyone's Responsibility"

"Good da[illegible] want to discuss why saving water is crucial for us and our plan[illegible]ious resource, yet we often take it for granted. Did you know that [illegible]while brushing your teeth, you can save a lot of water? Simple [illegible]ons like [illegible]s, taking shorter showers, and using water wisely in our gardens can [illegible]fference. By saving water, we help preserve this vital resource for [illegible]s. I believe that if we all do our part in saving water, we can make [illegible]n the health of our planet."

Speech 8: "Homew[illegible]g"

"Hi friends! Today, I w[illegible]omework is an important part of learning. Some of us mi[illegible]nom[illegible]s just extra work, but it actually helps us practice what we learn[illegible]. It[illegible]s responsibility and time management. When we do ho[illegible]me[illegible]erstand the lessons better and it helps us prepare for tests. Homew[illegible]challenging at times, but I believe it's a valuable part of our [illegible]us become better learners."

Speech 9: "Why Art Matters in School"

"Hello to all! I want to express my thoug[illegible]y art [illegible]ssential part of our education. Art lets us be creative and expr[illegible]rself[illegible]e ways. Whether it's painting, drawing, or sculpting, art helps [illegible]ation and emotions. It's not just about creating pretty pic[illegible]g to see the world differently and developing our creativity an[illegible]m-so[illegible]lls. I think art classes are as important as any other subject b[illegible]grow in ways that textbooks can't."

Speech 10: "The Benefits of Learning a Second Language"

"Hey there! Today, I'm excited to talk about the benefits of lear[illegible]and language. When we learn languages like French, Spanish, or Ma[illegible]in, we open our minds to new cultures and ways of thinking. It's not just about learning new words; it's about understanding people from different parts of the world. Learning a second language can also improve our memory and problem-solving skills. I believe that the more languages we know, the better we can connect with others and the more opportunities we'll have in the future."

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Analyze Read the speech you were given. Then answer the questions below

1) What is the main opinion or viewpoint expressed in the speech?

2) What reasons [illegible] speaker use to support their opinion?

3) What emotions or feelings does th[illegible]?

4) Were there any parts of the speech that were un[illegible]ch parts, and why do you think so?

5) What did you learn from this speech about the topic?

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Activity: Opinion Line-Up

Objective — What are we learning more about?

Stu articulate their opinions and listen to differing viewpoints by p along a spectrum based on their level of agreement with a ement. fosters critical thinking, respectful dialogue, and understanding pectives.

Materials — We ne ur activity?

- ✓ A list of statem ded by the teacher)
- ✓ Tape or rope to ma ctru floor ("Strongly Agree", "A ey "Disagree", "Strongly Disagree

Instructions — How do we complet the activity?

1) Lay down the tape or rope in a stra across ssroom floor, marking the spectrum from "Strongly e" to Disagree".
2) Place the optional signs or cards at inter m to help guide the students.
3) Read a statement or prompt aloud to the class
4) Ask students to think about the statement and choos the spectrum based on how much they agree or disagre
5) Once all students are positioned, select a few students fr parts of the spectrum to share why they chose their spot. Encou them to explain their reasoning clearly and respectfully.
6) After the discussion, ask if anyone wants to move to a different spot on the spectrum based on what they heard from their classmates.
7) Repeat with different statements or prompts as time allows.

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Statements/Prompts	Read the statements below.

Homework should only be given on weekends.

Animals should not be kept in zoos.

Every student should learn to play a musical instrument.

Children under 13 should not use social media.

There should be one extra recess every day.

All students should wear uniforms to school.

Summer is the best season of the year.

Schools should start later in the morning.

Video games are just as educational as school subjects.

Students should be allowed to grade their teachers.

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Reflection | Answer the questions below

1) Did you find it difficult to quickly decide where to stand after the statement was read? Why?

2) Did listening to your classmates' reasons make you think differently about any of the statements? Why or why not?

3) Was there a point where you strongly agreed with a classmate? How did you handle that situation?

4) How can understanding different viewpoints help you in group projects?

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Activity: Personal Story Circle

Objective What are we learning more about?

To h[illegible] an understanding and appreciation of oral traditions by sharing pers[illegible]ct them to spirit, land, universe, time, or people, enhancing their [illegible]s.

Materials [illegible] for our activity?

- ✓ A comfortable [illegible] space [illegible] in a circle
- ✓ A "talking piece" [illegible] animal, a stone, or any cla[illegible] whose turn it is to speak)
- ✓ A timer (optional)
- ✓ Reflection page - provi[illegible]

Instructions How do we comp[illegible]

1) **Preparation**: Before the activity, introduce [illegible]ral traditions and how they play a role in different cultures i[illegible]story[illegible]s, and values. Discuss the importance of respect and active li[illegible]when [illegible]s sharing their story.
2) **Setting the Circle**: Arrange the students in [illegible]y the floor or in chairs. Explain that this is a safe space wher[illegible]nd stories are valued.
3) **Introducing the Talking Piece**: Show the students t[illegible]xplain that only the person holding it can speak. This ensures that ev[illegible]chance to share and be heard.
4) **Sharing Stories**: Start by holding the talking piece and sha[illegible] appropriate personal story that connects to spirit, land, univer[illegible]people. Then, pass the talking piece to the next student. Continue until[illegible]nts have had a chance to share.
5) **Active Listening**: Remind students to listen actively and respectfully when others are speaking. They should not interrupt or comment until the speaker is done.
6) **Closing the Circle**: Once everyone has shared, conclude the activity with a group reflection, discussing what they learned or felt during the activity.

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Activity: Personal Story Circle

Topics	Ideas to share about
Con[illegible]d Topics	
Land	- A [illegible]ple outdoor adventure
	- [illegible]ace in nature and why it's special
	- [illegible]erienc[illegible] a natural phenomenon (e.g., snowfall, rain)
Universe	- Imag[illegible] planet
	- A night [illegible] st[illegible]hat was observed
	- Dreams about sp[illegible]
Spirit	- A time they felt really peace[illegible]ed
	- Cultural or family tradi[illegible]t are [illegible]ful
	- Reflections on personal va[illegible]
Time	- A historical event they wish to wi[illegible]
	- Changes they've noticed in their lifetime
	- A futuristic world they imagine
People	- A story about their best friend or family member
	- A significant person in history they admire
	- An experience where they helped someone or were helped

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Activity: Personal Story Circle

Reflection Answer the questions below

1) How did the story make you feel?

2) Was there a story that you connected with? Why?

3) What did you learn about your cla[illegible] stories?

4) How do you think oral traditions help in preserving [illegible]?

5) Can you think of a way in which stories connect us to the land, the [illegible], or time?

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Activity: Public Speaking Mini-Project

Learning Outcc What are we learning more about?

To [illegible] public speaking skills, focusing on voic[illegible] while delivering a short speech [illegible] to the [illegible] mates.

Materials [illegible]eed for our activity?

- ✓ Index cards fo[illegible]ng s[illegible]
- ✓ Stopwatch or ti[illegible]ches).
- ✓ A simple microph[illegible]ptional, to practice voice projection).
- ✓ A rubric for peer eva[illegible]cusi[illegible]ice modulation methods – volume, intonation, pacing, emp[illegible]d p[illegible]

Instructions How do we co[illegible]

1) **Topic Selection**: Allow students to choose a t[illegible]e passionate about. This could range from a favourite hobby, a [illegible]o[illegible]eresting fact about their culture.

2) **Speech Writing**: Guide students in writing [illegible]3 minutes long). They should write key points on index cards [illegible]

3) **Practice Sessions**: Give students time to practice [illegible]sch[illegible]. They should focus on speaking clearly and loud enough [illegible]

4) **Using a Microphone (Optional)**: If available, let students [illegible] microphone to get comfortable with voice amplification.

5) **Delivery of Speeches**: Create a supportive environment for st[illegible]deliver their speeches to the class. Encourage the audience (classmates) to be respectful and attentive.

6) **Peer Evaluation**: After each speech, classmates provide feedback based on the prepared rubric, focusing on clarity, voice projection, and how engaging the speech was.

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Speech Topics Choose from one of the speech topics below or choose your own.

My Fa…nimal and Why	The Best Superhero
…Book I L…Why	Why Recycling Matters
The Coolest …Experi…	What Friendship Means to Me
The Importance …	My Dream Vacation
A Historical Figure I Admir…	…How to Care for a Pet
My Favourite Hobby	Futu…Space Exploration
A Country I'd Like to Visit	…av…ort
The Tastiest Food in the World	Prote…
How Technology Helps Us	The Most Intere…g Invention
Why We Should Read Every Day	My Experience in Learning a New Skill

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Planning	Answer the questions below

1) What topic d[illegible] choose for your speech?

2) W[illegible] you want to share about your topic?

3) How will you start your s[illegible] apti[illegible] udience's attention?

4) What examples or stories will you include to mak[illegible] ech engaging?

5) How will you use your voice effectively in your spee[illegible] word[illegible] emphasize? How can you change your tone at different parts? When [illegible] pa[illegible] ect?

Intonation	
Pause	
Emphasis	

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Write | Write your speech below

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Rubric

Understand the rubric below to improve your grade

Criteria	Excellent	Good	Satisfactory	Needs Work
Volume	Loud and clear throughout, easy to hear.	Clear but sometimes too loud or soft.	Mostly audible, but not always consistent.	Often too soft or loud, hard to understand.
Intonation	Varies tone effectively to add interest.	Good variation, but occasionally flat.	Some variation, but lacks consistency.	Monotone, lacking expression.
Pacing	Speaks at a pace that is easy to follow.	Speaks at a pace with minor issues.	Uneven pacing, sometimes too fast or slow.	Too quick or slow, hard to follow.
Emphasis	Skillfully emphasizes key points.	Emphasizes most key points.	Uses some emphasis, not effectively.	No emphasis, less engaging.
Pause	Effective pauses for impact.	Pauses, but occasionally misses.	Uses pauses, but not always well-placed.	Rarely or poorly uses pauses.
Content	Very interesting, well-organized.	Interesting with good organization.	Somewhat engaging, could be better structured.	Not very interesting or organized.

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Feedback

How did you do?

Teacher Feedback – How did you do?

Mark

Student reflection – What could you do better next time?

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Name: _____ SV

Activity: Expression Exploration

Objective — What are we learning more about?

Stud[illegible]ories using varied expressions, tones, and volumes. They will lear[illegible]ession can alter the understanding or emotions of the listene[illegible]

Materials — [illegible]d for our activity?

- ✓ Short pre-wri[illegible]stor[illegible] - provided
- ✓ Comfortable sea[illegible]tudents to see and hear each
- ✓ This page to answer [illegible] ques

Instructions — How do we c[illegible]y?

1) Explain to the students that they will be pr[illegible]ling stories with different expressions, tones, and volumes.

2) Provide a demonstration by reading "Th[illegible]y P[illegible]" in a monotone voice and then with a lively, expressive voice.

3) Brainstorm a list of different emotions people [illegible] Exam[illegible]scared, excited, bored, sad, nervous, etc. Write these on [illegible]d [illegible]e refer to.

4) Divide the students into small groups or pairs and assi[illegible]ory from the list on the back page.

5) In their groups, have each student take a turn reading their [illegible] different emotion from the board. Have their partner(s) gues[illegible]ich emotion they are using.

6) Optional – have one person from each group read their passage in an emotion of their choosing. Then have the rest of the class vote on which emotion they were feeling while they read. Discuss how they knew.

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Activity: Expression Exploration

Passages Paraphrase these passages

1. "Th
Spar tail and barked happily when he saw his owner. He knew it was t or a wal ark!

2. "The Rainy
The rain pour g a soothing sound on the roof. Jenny decided it was the perfect time or not

3. "The Surprising
Tom opened the gift a Inside was the toy robot he had wanted for months!

4. "The Mysterious Forest"
The wind howled through the ark, t. Jane knew that an adventure was waiting just beyond the trees.

5. "The Exciting Race"
Pedaling as fast as he could, Tim raced toward ne. He could hear the crowd cheering him on!

Reflection Answer the questio

1) Could you tell how the person was feeling when th r pa ow?

2) Do you like talking to people that are bored or excited? Why do yo this way?

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Activity: PowerPoint Similes

Objective What are we learning more about?

To [illegible] concept of similes and apply them [illegible] students will create PowerPoint slides [illegible] original [illegible] accompanied by relevant illustrations [illegible] demonstrate understanding and artistic [illegible]

Instructions [illegible] the activity?

1) Spend time brainst[illegible]miles, [illegible]g about comparisons that can be made between differen[illegible]cts [illegible]nd actions.
2) Refer to and complete the pl[illegible] the back of the page to guide your brainstorming.
3) Open PowerPoint and create Slide [illegible] educ[illegible] similes (e.g., "A simile is like a bridge between two ide[illegible]
4) Create Slides 2–6, with each slide contain[illegible] a written explanation of its meaning, and an illustration [illegible] resents the simile.
5) Ensure the images chosen online are suitable for sch[illegible] your similes.
6) Present your slides to the class, explaining your similes and the reasons behind your chosen illustrations.
7) Submit your PowerPoint files for assessment.

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Activity: PowerPoint Similes

Planning Plan your PowerPoint below

1) W… objects or animals you can use in your comparisons?

2) How can you describ… ies?

3) Now write your 5 similes below. You can u… the e… les above or make your own from scratch.

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Activity: Topic Web

Objective What are we learning more about?

To e[illegible]y to stay on topic and build upon others' ideas by contri[illegible] web" of related thoughts around a central topic, fostering collabor[illegible]ion and [illegible]ing.

Materials [illegible]ur activity?

- ✓ A ball of yarn or
- ✓ A list of topics (pro[illegible]
- ✓ Optional: Sticky note[illegible] for [illegible] to write their ideas on be[illegible]

Instructions How do we comple[illegible]

1) Have the students sit in a circle.
2) Introduce a topic from the list and briefl[illegible]s to ensure understanding.
3) Hold the end of the yarn and share the first id[illegible] topic.
4) Pass the ball of yarn to a student while holding on[illegible] string. That student then adds an idea or fact related to the topic and[illegible] of the string, creating a visual "web."
5) The student then passes the yarn to another student, ensuri[illegible] their part of the string, continuing the pattern.
6) Continue until everyone has contributed and a complex web of yarn is formed in the circle, symbolizing the interconnectedness of their ideas.
7) Reflect on the web of ideas created, discussing how each idea is connected to the topic and to each other.

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Topics	Students share their ideas or opinions about these topics.
Local Wi	
Fa	
Inventio ed the World	
The Human B	
Sports and Teamw	
Space Exploration	
Community Helpers	
The Water Cycle	
Healthy Eating	
Celebrations Around the World	
The Importance of Recycling	
National Parks	

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Reflection | Answer the questions below

1) How did contributing to the topic web make you think differently about the topic?

2) Was it challenging with an idea that connected to the previous ones? Why or why not?

3) What part of the web of ideas did you find interesting or surprising?

4) Did you notice any patterns or common themes? What does this tell you about the topic?

5) How important is it to listen carefully to others' contributions in a discussion?

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Activity: Conversation Carousel

Objective — What are we learning more about?

To e[illegible]unication skills by engaging them in rotating discussions with [illegible]. This activity promotes active listening, clear expression of opinions, and the [illegible] on topic in a dynamic setting.

Materials — [illegible]ur activity?

- ✓ A list of discussion [illegible] provided by the teacher)
- ✓ Space in the classroo[illegible] two concentric circles

Instructions — How do we complete [illegible]activity?

1) Arrange the classroom furniture to c[illegible]e for two concentric circles of students – one inner circle and one ou[illegible]e.
2) Assign students to each circle, facing each [illegible]. Students in the inner circle face outward, and students in the outer circle fac[illegible].
3) Introduce a discussion topic or prompt to the cl[illegible].
4) Set a timer for a few minutes and allow the students to d[illegible]with the person they are facing.
5) When the timer goes off, instruct the outer circle to move on[illegible]ght, forming new pairs.
6) Introduce a new topic or prompt and repeat the discussion and rotation process.
7) Continue rotating until each student in the outer circle has interacted with multiple peers from the inner circle.
8) After the activity, bring the class together for a group reflection.

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Topics	Students share their ideas or opinions about these topics.

The best b[illegible]u've ever read	How technology affects our daily lives
Wa[illegible]nvironment	The importance of learning different languages
If you could i[illegible]ing, what woul[illegible]	The life of an astronaut
Favourite outd[illegible]ctivit[illegible]y	The impact of humans on ocean life
The importance of [illegible] monuments	How do different cultures [illegible]lebrate New Year?
What makes a good leader?	[illegible]e of pets in our lives
The future of space exploratio[illegible]	The b[illegible]s of team sports vs. indi[illegible]orts
Adventures of a deep-sea diver	[illegible]music[illegible]oces mood
The life cycle of a plant	How[illegible]ur planet
What you would do with a time machine	The sig[illegible]ce[illegible]al holidays
Life in a medieval castle	Your dream job a[illegible]
The mystery of the Bermuda Triangle	The importance of having hobbies
Adventures in a fantasy world	How to prepare for a natural disaster

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Reflection | Answer the questions below

1) How did your discussions change with different partners?

2) What was [illegible] opinion you heard from a classmate?

3) Was it easier to talk to some[illegible]? Why?

4) What skills did you use to stay on topic dur[illegible]

5) What did you learn from your classmates during the conversation?

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Activity: Audience Awareness Role-Play

Objective — What are we learning more about?

To understand how tone, vocabulary, and approach change depending on the audience. By role-playing, students will learn to adjust their communication style based on who they are speaking to.

Instructions — What we will complete the activity?

1) Divide & Assign Roles: Split students into pairs. In each pair:
   - One student will be the Speaker. This student will explain something simple, like a hobby, favorite game, movie, TV show, season, etc.
   - The other student will take on the role of "Friend" for the first round and "Principal" for the second.
2) Preparation: Give the Speakers a few minutes to think about what they'd like to say.
3) Role-Playing Session:
   - For the first round, the Speaker will explain their topic to their partner as if they are talking to a friend. After [illegible], ask the students to switch roles so that the same speaker is now talking to their principal. They should consider adjusting their language and tone.
   - Each role-play should last about 1-2 minutes.
   - After the one speaker has had a chance to talk to their friend and their principal, have them switch so the other partner has a chance to talk to their friend and then their principal.
4) Observation: When not role-playing, students should observe pairs nearby. They can note differences they see in tone, vocabulary, and approach based on the audience.
5) Class Discussion: After both rounds are finished, regroup as a class and discuss the variations they observed and felt.

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Name: _____ 67

Activity: Audience Awareness Role-Play

Reflection Answer the questions below

1) How ... when speaking to a friend vs. the principal?

2) Were certain ... re carefully when addressing the principal? Explain.

3) Did you use different ba... audiences?

4) Which role required a more formal ... and w...

5) Write the names of people you talk to in forma...

Formal	I...

6) Is it respectful to talk to your teachers/principals like you would ... friend? Explain.

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Activity: Gesture Guessing Game

Objective — What are we learning more about?

Stud…cate phrases using only gestures to explore the …tions of non-verbal communication.

Materials — …d for our activity?

- ✓ A list of sim…ses or …ces (e.g., "I'm hungry," "It's raining," "Tim… to h…
- ✓ Small pieces of … phrases written on them
- ✓ A container or ha…
- ✓ A timer (optional)

Instructions — How do we co…ity?

1) Begin by discussing non-verbal …municatio… …w it can be used to convey messages without words.
2) Explain that the students will be play… …sing g… …here they must communicate phrases using only gestu…
3) Divide the students into teams or pairs.
4) One student from each team will draw a phras… …cont… …d attempt to communicate it to their teammates using only … …t time limit (e.g., one minute). No talking or sounds allowed!
5) The teammates must try to guess the phrase based on …
6) After the round is over, discuss what was easy or difficult ab… …municating the phrase without words.
7) Continue playing, allowing each student a chance to communicate a phrase with gestures.
8) After the game, discuss the effectiveness and limitations of non-verbal communication as a class.

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Activity: Gesture Guessing Game

ungry.	I'm lost; where's the map?
tside.	It's too hot in here.
Time t d.	I found a treasure!
Let's game.	Don't forget your umbrella.
I have a	I have a pet cat.
Open the d	Let's go swimming.
I'm feeling sick.	scared of the dark.
Happy birthday to you!	brush my teeth.
Watch out for the ball.	he b on the shelf.
Can you help me?	friend.
Please pass the salt.	I'm ovies.
Look at the beautiful rainbow!	Turn
I think it's going to snow.	I'm reading book.
I can't find my shoes.	Time for school!
Let's have a picnic.	I just learned to ride a bike.

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