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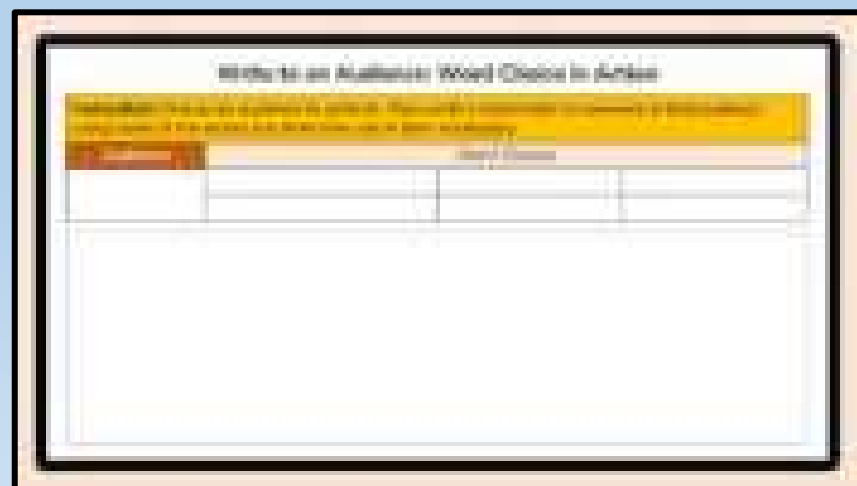
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Google Slides Lessons Preview







Saskatchewan Language Writing – Grade 7

Building a Strong Paragraph

Checklist	Notes
1. I have a topic sentence at the beginning of my paragraph.	
2. I have a topic sentence at the end of my paragraph.	
3. My paragraph has a clear main idea or topic.	
4. My paragraph has a clear main idea or topic.	
5. My paragraph has a clear main idea or topic.	
6. My paragraph has a clear main idea or topic.	
7. My paragraph has a clear main idea or topic.	
8. My paragraph has a clear main idea or topic.	
9. My paragraph has a clear main idea or topic.	
10. My paragraph has a clear main idea or topic.	

Topic Sentence **Supporting Details** **Concluding Sentence**

Supporting Details - Supporting Details

Topic Sentence	Supporting Details	Concluding Sentence

Choose the Best Choice

Question	Answer
1. Which sentence is the best topic sentence for the paragraph?	
2. Which sentence is the best topic sentence for the paragraph?	
3. Which sentence is the best topic sentence for the paragraph?	
4. Which sentence is the best topic sentence for the paragraph?	
5. Which sentence is the best topic sentence for the paragraph?	
6. Which sentence is the best topic sentence for the paragraph?	
7. Which sentence is the best topic sentence for the paragraph?	
8. Which sentence is the best topic sentence for the paragraph?	
9. Which sentence is the best topic sentence for the paragraph?	
10. Which sentence is the best topic sentence for the paragraph?	

A stylized illustration of a clipboard with a checklist and a calendar grid. The clipboard has a light blue border. The checklist is on the right, with a green header and a white body. The calendar grid is on the left, with a yellow header and a white body. The entire illustration is set against a light blue background.



Workbook Preview



Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

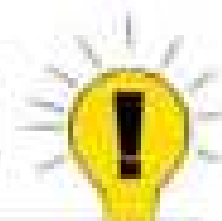
	Outcomes	Pages
CC7.1	Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World)	11-12, 90-91, 168-171, 190-191
CC7.2	Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.	228-234, 248-250, 319-321, 333
CC7.3	Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g., using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.	15-34, 38-51, 53-56, 69-72, 74-77, 79-82, 84-87, 129-138, 172-174, 199-201, 208-209, 220-227, 235-238, 247, 273-278, 287-292, 298-299, 332, 354-355
CC7.4	Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects,	15-34, 38-51, 53-56, 69-72, 74-77, 79-82, 84-87, 86-97, 199-201, 235-238, 392, 398-399
CC7.5		192-198, 344
<p>Preview of 150 pages from this product that contains 437 pages total.</p>		
CC7.6	Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building)	N/A
CC7.7	Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).	N/A
CC7.8	Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.	11-12, 39-66, 90-91, 98-108, 115-120, 139-144, 167-180, 193-194, 197-199, 190-191, 300-307, 323-325
CC7.9	Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language)	13-14, 57-62, 92-93, 111-114, 155-156, 166-167, 177-184, 196-198, 206-207, 210-219, 229-242, 256-258, 267-272, 284-286, 296-297, 309-318, 331

Assess and Reflect on Language Abilities (AR) Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

	Outcomes	Pages
AR7.1	Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.	9-12, 109-110, 144-145, 265-266
AR7.2	Appraise own and others' work for clarity and correctness.	35-37, 52, 57-58, 73, 78, 83, 88-89, 145-146, 151-152, 160-163, 189, 245-246, 251-255, 259-264, 279-283, 292-295, 308, 322, 326-330

Writing Goals

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



1) You need 3 writing goals. Choose from below or write your own in question 2.

Improve vocabulary by learning and using five new words each week.	Yes	No
Write clear structured paragraphs.	Yes	No
Use a variety of sentence structures to make writing more interesting.	Yes	No
Use punctuation correctly, including commas and semi-colons.	Yes	No
Practice writing for different purposes.	Yes	No
Engage in peer review, give and receive feedback.	Yes	No

2) What other writing goal could you set?

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

Goals – Checking In

Did you achieve your goals?

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

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

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

Stamina Writing – Building Stamina

Stamina in writing means being able to write for a long time without getting tired. It's like having strong muscles for writing.

Imagine you are running or playing a game, and you keep going even when it gets hard. With writing, it's the same. You keep making up stories or sharing ideas with your words, even when it feels a bit tough. It's practicing to write more and more so you can become really good at it, just like practicing a sport or a game.

Practice Choose a prompt from the box below and write about it for 8 minutes.

Is it fair to have homework on the weekend or should weekends be free time only?

Should everyone be allowed to do pull-out work in class, even if some students are really shy?

Should children who misbehave in class be sent to the principal's office, or is there a better way to handle discipline?

If someone is caught cheating, is it fair to give them a warning or should they have a chance to redo the work?

Name: _____

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Practice Choose one prompt from the box below and write about it for 8 minutes.

PREVIEW

Count your words. How many words did you write? _____

Count your lines. How many lines of words did you write? _____

Understanding Text Forms

Defining Text Forms

Writing comes in various types, each with its unique purpose and structure. Just as a specific tool is chosen for a particular task, different forms of writing are used to convey ideas and information effectively. These forms include narratives, reports, essays, and more, all designed to fit the message they are intended to deliver.

Common Text Forms and Their Features

- **Narratives:** Stories with characters, settings, and plots.
- **Book Reviews:** Critiques of books, highlighting strengths and weaknesses.
- **Poetry:** Expressing emotions and ideas through rhythm and rhyme.
- **Persuasive Writing:** Convincing arguments and evidence.
- **Letter Writing:** Personal or formal communication.
- **Report:** Detailed information of topics often written for school or work.
- **Biographies:** Life stories focusing on key events and achievements.
- **Comic Strips:** Visual stories with humour, using dialogue and illustrations.
- **Diaries:** Personal daily entries about experiences and thoughts.
- **Lists:** Organized collections of related items or ideas.
- **Instructions:** Step-by-step guides to accomplish tasks.



Why Text Forms Matter

Understanding these different types of writing helps us choose the right one for the job. It makes our writing clear and effective. Whether we want to tell a story, explain something, or persuade someone, knowing these forms helps us do it well.

Understanding these text forms helps us choose the right one for different situations and makes our writing more effective and clear. It's like having a toolkit with different tools for different jobs, making communication easier and more efficient.

Matching

Draw a line from the text form to the matching description

Comic Strips

Diaries

Persuasive Writing

Lists

Instructions

Poetry

Book Reviews

Reports

Biographies

Letter Writing

Narratives

☐ Evaluations of literature.☐ Sequenced items or ideas.☐ Stories with a beginning, middle, and end.☐ Daily personal entries.☐ Life stories of individuals.☐ Formatted messages to others.☐ Expressive verses and rhythm.☐ Stories with pictures and dialogue.☐ Step by step guides.☐ Persuading readers with arguments.☐ Detailed information on a topic.**Questions**

Answer the questions

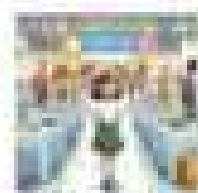
1) What is the main purpose of persuasive writing?

2) Give an example of a text form used for expressing emotions.

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

Identifying Purpose of a Text

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



To Inform: A newspaper article explaining the effects of plastic pollution on ocean life.

To Entertain: A young girl overcomes challenges to win a science fair.

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

1)	A biography of a historical figure	Inform	Persuade	Entertain
----	------------------------------------	--------	----------	-----------

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

2)	An advertisement for a new video	Persuade	Entertain
----	----------------------------------	----------	-----------

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

3)	A blog post about how to bake a chocolate cake	Inform	Entertain
----	--	--------	-----------

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

4)	A poem about winter	Inform	Persuade	Entertain
----	---------------------	--------	----------	-----------

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

Think

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

Books That Educate	Books That Entertain

Think

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

1)	NASA uncovers significant life possibilities on Mars.	Inform	Entertain
2)	Our daily choices directly affect climate change.	Entertain	Persuade
3)	Soldiers in the American Revolution had challenges.	Persuade	Entertain
4)	Volunteering for wildlife conservation teaches the value of protecting nature.	Educate	Persuade
5)	Jupiter is the largest planet in our solar system.	Educate	Entertain

Write

Write the name of books that have three different purposes. Write them up.

1)	
2)	
3)	

Personal Voice in Writing

Discovering Your Personal Voice in Writing

Writing is a powerful way to express thoughts, feelings, and ideas. But have you ever wondered what makes your writing unique? It's your personal voice! We'll explore what personal voice in writing is and how to make your writing stand out.

What Is Personal Voice in Writing?

Personal voice in writing is your writing fingerprint – it's what makes your writing distinct. It's the way you express yourself, your unique style, and your personality that shine through your words. When you hear someone say, "This sounds like something [your name] wrote," that's your personal voice.



How to Develop Your Personal Voice

- 1. Know Yourself:** To find your personal voice, you need to know who you are. What are your interests, beliefs, and experiences? Your writing should reflect these.
- 2. Read, Read, Read:** Reading a variety of books, articles, and stories will help you discover different writing styles. Pay attention to what you like and dislike in other writings. This will help you shape your own style.
- 3. Write from the Heart:** Don't be afraid to be yourself in your writing. Share your thoughts, stories, and emotions honestly. When you write from the heart, your personal voice shines through.
- 4. Edit and Revise:** Your personal voice might not be crystal clear at first. That's okay! As you edit and revise your work, you'll refine your voice and make it stronger.
- 5. Feedback is Valuable:** Don't hesitate to ask for feedback from teachers, peers, or family members. They can offer insights on how to improve your personal voice.

Personal Voice – Word Choice

**Word
Choice**

We all have different vocabularies, which give us a unique voice. Picture the scenes or objects below and describe them using 5 different words from your vocabulary.

Object/Scene	Word 1	Word 2	Word 3	Word 4	Word 5
Park					
Forest					
Desert					
Market					
Museum					
Volcano					
Iceberg					
Garden					
Cityscape					

Write

Write a paragraph using at least two of the objects/scenes from above.

Personal Voice – Word Choice

Word Choice

Change the crossed-out words to more interesting word choices.

I went to a big _____ museum. The paintings were interesting and the sculptures were cool _____. It was extremely crowded. There were informational _____s that were somewhat informative. The guided tour was long _____ the artifacts were ~~old~~ _____. Overall, it was an okay _____ I wanted a souvenir, but the gift shop was ~~expensive~~ _____. The coffee _____ was fine _____. The whole experience was nice _____ and amazing.

I visited my grandparents' large _____ fields were really big _____. _____, and the farmhouse was _____. There were lots of animals who ~~noisy~~ _____, and the _____ ~~cooked~~ _____. The lunch was nice _____. _____ was a bit boring _____. The sunset was _____ though the night was super quiet _____. The beds were hard _____, and the morning was especially cold _____.

Think

Write synonyms for the words below

Soft				
Weak				
Bright				

Word Choice - Audience

Word Choice

Circle the words you would use when writing to the audiences below.

Kindergarteners	Yummy	Weirdo	YOLO	Tea	Wowie
	Notepad	Uh-oh	Potty	Tummy	Bubba
Elementary School Students	Taxes	Debt	Ghosted	Meme	Recess
	Stress	Lowkey	Cool	Awesome	Flex
High School Students	Binge	Adultery	Anxiety	Squad	
	Wellness	Viral	Vibe		
Parents	Hyped	Mentorship	Stream	Groceries	
	Mentorship	Selfie	Chill	Grace	Meme
Seniors	Pension	Syllabus	Legacy	Planned	Freedom
	Zumba	Discount	Trending	Rain	Chores

Question

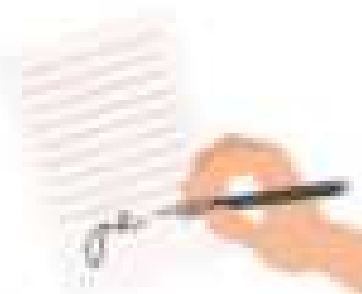
Choose an audience to write to. Then write a short letter to someone in that audience using some of the words you think they use in their vocabulary.

Activity: Secret Agent Notes

Objective

What are we learning more about?

Students will practice the art of imitation in writing by emulating the writing style of an individual they know to craft a "Secret Agent Note".



Instructions

How do we complete the activity?

- 1) Pick Your Target: Imagine you're a secret agent. Your mission is to leave a note, but not one that attracts attention to you. Instead, you need to make it look like it was written by someone else.
- 2) Choose Your Impersonator: Pick a person you know well who often writes - this could be a friend, family member, or social media posts.
- 3) Observe: Reflect on the nuances of how this person writes.
 - Commonly used words or phrases.
 - Typical sentence structure and length.
 - Their unique punctuation habits.
 - The emotions they usually convey in their writing.
- 4) Write Your Secret Note: Adopting their writing style, craft a note related to your imagined secret mission. Ensure it feels like something they might have written by mirroring their tone, punctuation, word choice, and sentence structure.
- 5) Reflect: After you've composed your note, think about:
 - The challenges you faced trying to write like someone else.
 - Whether this exercise helped you become more aware of different writing styles, including your own.
- 6) Optional - Share your note with a classmate without telling them who you were impersonating. Can they guess who it is?

Activity: Secret Agent Notes**Planning**

Answer the questions below.

1) Who is your target? Who will you try to impersonate?

2) What _____ Why are you impersonating them?

3) What words/phrases do they _____

4) Do they write short or long sentences? Explain.

5) Do they show a lot of emotion in their writing or is it just words on a page?

6) Do they use much punctuation in their writing? If so, describe what they use.

PREVIEW

Writing

Write your note below

PREVIEW

Reflection

How did it go? What did you learn?

1) Did the person you impersonated have a lot of style in their writing?

2) How can you make your writing more stylish?

Exploring the Structure of Paragraphs

Understanding Paragraphs

Paragraphs are essential building blocks of written communication. They help organize ideas and make written text easier to understand.



Parts of a Paragraph

A paragraph consists of three main parts:

- 1) **Topic Sentence:** This is the first sentence of a paragraph. It tells the reader what the paragraph is about. Think of it as the "main idea" or "topic" of the paragraph.

For example, if you are writing about your favorite hobby, the topic sentence might be, "My favorite hobby is playing soccer."

- 2) **Supporting Details:** After the topic sentence, you write several sentences that provide more information about the topic. These sentences explain, describe, or give examples related to the main idea.

For our soccer example, supporting details could include how you play, your favorite soccer team, and memorable soccer experiences.

- 3) **Closing Sentence:** The closing sentence comes at the end of the paragraph and often restates the main idea in a different way. For our soccer paragraph, the closing sentence might be, "Soccer isn't just a game; it's a passion."

Let's explore how to make paragraphs work effectively.

Creating effective paragraphs is crucial for clear writing. Each paragraph should have a single main idea, avoiding unrelated information. Use transition words like "first" and "next" for coherence. Aim for 3-5 sentences; very short or long paragraphs can be confusing. Start new paragraphs with an indentation for clarity. Practice improves paragraph writing.

Topic Sentence

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

Topic Sentence

They are like the heart of a school where students meet every day. Students chat, work together, and eat, making it a fun place to hang out and be themselves. That is why cafeterias are important places in schools.

Topic Sentence

Kids enjoy the new books, or read for fun, all in a cozy corner. They can also research for projects or learn more about the world. Libraries are key in schools because they're a place to get knowledge and spaces to think.

Topic Sentence

Kids play in the snow, sledge down hills, and enjoy the chilly fun. Winter is special because it changes our usual day into a day full of play, creativity, and holiday joy.

Hooks

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

Boring Version

Plants need water to grow.

Your Version

Boring Version

Exercise is good for your health.

Your Version

Boring Version

Dogs make great pets.

Your Version

Writing Hooks – Improving Topic Sentences

Asking a Question: Begin with a question to make your readers curious.

Example: "Have you ever asked why some animals can glow in the dark?"

Use an Exclamation: Start with something exciting to grab your reader's attention.

Example: "Wow! Lightning can be more powerful than you might imagine!"

Making a Bold Statement: Start with a strong statement so readers know what to expect.

Example: "Elephants are the largest land animals on Earth."

Adding an Interesting Fact: Tell an interesting fact to engage your readers.

Example: "Did you know the Eiffel Tower can be 15 cm taller during the summer?"



Hooks

Re-write the topic sentence below using the different strategies.

Original Version	Earthworms help make soil from garbage.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Bees help food grow by moving pollen around.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) They come in all shapes and sizes, wagging their tails and bringing joy to our lives. These furry friends are not just pets; they're like family members. Dogs are known for their loyalty, love, and the special bond they share with humans.

a) Dogs are important animals that improve the lives of many people.

b) You can find dogs in many homes.

c) They love to go for walks, making them wonderful companions.

2) They rise high into the sky, their peaks often touching the clouds. Mountains are not just massive rock formations; they are wonders of nature. These towering landscapes have inspired people for generations, offering breathtaking views and adventurous challenges.

a) I love skiing on mountains.

b) Some mountains are so tall that they seem to touch the sky.

c) Mountains are huge landforms found in different parts of the world.

3) They are filled with colourful characters and exciting stories. Comics are not just pictures on paper; they are windows to imaginary worlds. Reading comics is a fun way to unleash your imagination and embark on thrilling journeys.

a) Reading is a wonderful thing to do when you are bored.

b) Comics are like books filled with pictures and words that tell stories.

c) They can be about superheroes, funny characters, or adventures.

4) It fills the air with harmonious sounds, making you tap your feet and sway to the rhythm. Music is not just noise; it is a magical language that speaks to your heart and soul. Whether you're listening, singing, or playing an instrument, music has the power to uplift and inspire.

a) It can be slow and gentle or fast and exciting, and people love listening to it.

b) Music is like a magical language that can make you feel different emotions.

c) Music is something you can enjoy with your friends and family.

Think

Circle which topic sentence you think is best.

5) They twinkle in the night sky, far away in space, captivating observers. Astronomers study them, and wishes are made upon these fascinating celestial bodies.

a) People often make wishes upon them, believing they have the power to grant dreams.

b) Stars twinkle brightly in the night sky, and they are studied by scientists.

c) Some stars are much larger and hotter than our sun, while others are smaller and cooler.

6) They are often found in homes and are known for their loyalty. Many families consider them as part of the household, not just as pets, but more than just pets, their family.

a) They have different breeds and sizes, making them great playmates, and some are big while others are small.

b) Dogs are known for their loyalty and are often considered part of the family.

c) Dogs come in various breeds, each with its own unique appearance and personality.

7) They are soft and fluffy, and they love to hop around. They are extra popular symbols during Easter. They are important animals, especially during this festive season.

a) Rabbits are soft and fluffy animals that love to hop around.

b) During Easter, they become special symbols, often associated with chocolates.

c) Rabbits are significant animals for many reasons.

8) Falling from clouds, sometimes lightly and sometimes heavily, they are essential for life. Farmers depend on rain to water crops, and without rain, living things could not survive.

a) Raindrops fall from the sky, providing much-needed water for plants and animals.

b) Raindrops are super cool, making puddles all over.

c) Rain can vary in intensity, from a gentle drizzle to a heavy downpour.

Crafting Perfect Paragraphs

Starting Strong: The Hook

Every good paragraph starts with a special sentence that grabs your attention. It tells you what the paragraph is about.

Getting In: Topic Sentence

Once you have a topic sentence, it's time to add supporting details. These details give depth to your topic and provide more information about the topic you introduced. Imagine them as the bricks that support your main idea. Here are examples of main ideas followed by supporting details:

Main Idea 1: Healthy Lunches at School Enhance Focus

- 1) Nutritious meals help improve focus in the classroom.
- 2) Regular fruit intake supports overall health and energy.
- 3) Drinking water keeps you hydrated for better concentration.

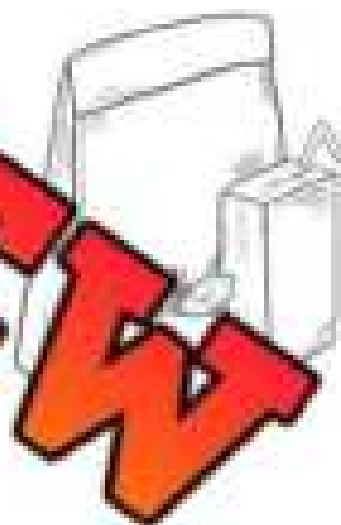
Main Idea 2: Team Sports Encourage Important Skills

- 1) Sports like soccer build teamwork and communication.
- 2) Regular practice develops dedication and discipline.
- 3) Winning and losing teach resilience and sportsmanship.

Ensure that your supporting details directly relate to your main idea and stay focused on the paragraph's topic.

Concluding It: The Closing Sentence

A paragraph isn't complete without a concluding sentence. This sentence summarizes the information presented and reinforces the paragraph's main point. Think of it as the final touch that brings everything together.



Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	Reading Expands Knowledge and Creativity
1	Reading different books introduces new ideas and worlds.
2	It improves vocabulary and language skills for communication.
3	Stories provide examples of problem-solving and critical thinking.

Topic Sentence	Swimming is a great way to exercise.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	The Sun is an important celestial body in our solar system.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Flowers are not only beautiful but are important living things.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

When we plan our paragraphs, we sometimes have more than 3 ideas to consider. When this happens, we should categorize our ideas into 3 big groups. If we do this, we could write 3 different paragraphs. Check out the example below.

Brainstorm why hockey is the best sport:

Scoring goals, playing with friends, body checking, hitting the puck, skating fast, winning games, meeting new people.

3 Big Ideas: (1) Playing with friends, meeting new people. (2) Winning – winning games. (3) Gameplay – body checking, hitting the puck, skating fast.

Brainstorm _____ from _____ topic and then select 3 big ideas to write about.

1) Why would flying _____ have?



Flying
Superpower

List three main ideas you chose from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

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

Think _____ go _____ transition word for the supporting details.

- 1) I love playing soccer. _____, my best friend prefers basketball. Which sport do you enjoy more, and why?
- 2) My favourite school subject is science. _____, my sibling's favourite is history. What are your favourite subjects, and why? Do you disagree about them?
- 3) I enjoy spending weekends indoors. _____, my classmate also prefers to hang out inside.
- 4) Pizza is my all-time favourite food. _____, my friend's favourite dessert is ice cream.
- 5) _____, we'll gather our art supplies, like paper and pencils. _____, we sketch a rough outline to guide our drawing. _____, we'll add colours with our markers and paint. _____, we'll add details to bring our picture to life. _____, we'll display our artwork for everyone to see. _____, making art is a fun process from start to finish!

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

In our writing, we often focus on strong openings to get the reader's attention. Equally important, however, are conclusion sentences. These sentences are like the last word in your writing, leaving the final impression on the reader.



What is a Conclusion Sentence?

A conclusion sentence wraps up the main point of your paragraph or essay. It's like the final stroke of a picture that completes the image. It should connect back to your topic sentence and give your writing a sense of closure.

How to Write a Strong Conclusion Sentence

- 1) **Restate the Main Idea:** Begin your conclusion by restating the main idea of your paragraph or essay. Use different words, but keep the same message.
- 2) **Summarize Supporting Points:** Briefly recap the key points you made in your writing. This reminds the reader of your main argument.
- 3) **End with Impact:** Your conclusion should leave a strong impression. End with an interesting statement, a call to action, or a memorable phrase that ties back to your topic.

Practice Makes Perfect

To become skilled writers, we need to practice crafting effective conclusion sentences. So, the next time you write, pay special attention to how you wrap up your paragraphs and essays. A well-crafted conclusion sentence can leave your reader with a sense of satisfaction and understanding.

Conclusion Sentences Checklist

- ☒ Restate the main idea.
- ☒ Summarize key points.
- ☒ End with impact.

True or False

Is the statement true or false?

1) Conclusion sentences are used in the middle of a paragraph.	True	False
2) The main idea is not restated in a conclusion.	True	False
3) They wrap up the paragraph, helping the reader understand.	True	False
4) Conclusion sentences should leave readers with curiosity.	True	False
5) Writing effective conclusion sentences requires no practice.	True	False

Think! Which conclusion sentence you think is best.

1) Chocolate is a delicious treat many crave. It starts as cocoa beans but ends up as our favorite candy. When eaten in moderation, it can even have health benefits!

a) Chocolate bars sit on shelves.

b) They come in various flavours and shapes.

c) Chocolate, originating from cocoa, counts as a delicacy with its creamy texture.

2) Video games are engaging, dynamic, and sometimes educational. They challenge our reflexes and brainpower, offering more than just fun. While critics dismiss them, many educators find value in their interactive learning potential.

a) Video games, though fun, often offer educational insights and challenge.

b) Controllers are used to play them.

c) They are available on various platforms like consoles and PCs.

3) Bicycles are eco-friendly, great for fitness, and a fun way to get around. They've been around for centuries, evolving in design and function. From mountain trails to city streets, they offer a sense of freedom and adventure.

a) Bicycles have two wheels and pedals.

b) Bicycles, a sustainable mode of transportation, cater to both fitness enthusiasts and commuters.

c) They require balance and pedaling to move.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) Clouds are fascinating objects in the sky. They change shapes and can be fluffy, thin, or dark, depending on the weather. Watching them can be calming and fun. They are also important as they can release water we need.

2) Books offer a window into many worlds. There are stories about magic, adventures, and facts about the world. You can be going on many journeys without leaving home.

3) Bicycles are an amazingly useful invention. They are fun for children and people ride them for fun or to get around. You pedal to move, and you can go on streets and in parks.

4) Space is a vast and mysterious place that stretches far beyond our Earth. It's filled with countless stars, planets, and galaxies. Scientists are doing their best to explore space, so we can learn more about it.

Analyzing Paragraphs

Analyze

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

1) Trees are essential to our environment and provide many benefits. They give us oxygen, which is necessary for breathing. Trees also offer shade on sunny days and are home to many birds. Plus, they give us wood for building and paper for writing. In short, trees are vital to the health of our planet.

Main Idea _____

2) Recycling helps protect the earth's resources. It reduces the need for new materials, saving trees and energy. Recycling also cuts down on pollution because it lessens the need for manufacturing new products, which can help fight climate change. Overall, recycling is a simple action that makes a big difference.

Main Idea _____

3) Healthy eating is important for growing bodies. Eating fruits and vegetables provides essential vitamins and minerals. Foods like fish and nuts are good for heart health. Drinking water is better than sugary drinks for staying hydrated. Eating well keeps our bodies strong and helps us feel our best.

Main Idea _____

4) Regular exercise is key to staying healthy. It keeps our hearts strong and helps to build muscles. Exercise can make us more flexible and improve our balance. It's also a fun way to spend time with friends, whether it's playing a sport or going for a walk. Staying active is important for a healthy lifestyle.

Main Idea _____

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.

Implementing sustainable farming practices in Southeast Asia is crucial. Firstly, these practices help reduce the use of harmful chemicals, promoting healthier soil and water. Additionally, they encourage crop rotation and organic fertilizers, preserving biodiversity and preventing soil degradation. Furthermore, sustainable farming leads to higher yields over the long term, ensuring food security for the region. In conclusion, adopting sustainable farming methods is not only environmentally friendly but also economically beneficial for the future of agriculture in Southeast Asia.

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

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 ideas that you think of when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

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 paragraph down. Make sure to use transition words between your supporting ideas.

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 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		

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 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		

Assignment - Paragraph Writing**Write**

Write your paragraph below.

PREVIEW

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 states the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Three or more relevant details; strong details.	Two or three relevant details; may be weak.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
Transition Words	Smooth transitions throughout.	Some transitions used.	Transitions are lacking or forced.	No transition words used.
Word Choice (Interesting)	Rich, vivid word choice.	Some interesting word choices.	Word choices are bland or repetitive.	Word choices are inappropriate or unclear.
Grammar/ Spelling/ Punctuation	No errors in grammar or spelling.	Few minor errors.	Several errors that do not affect understanding.	Numerous errors that affect understanding.

Teacher Comments

Mark

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

Essay Writing – Thesis Statements

A **thesis statement** tells the reader what you're going to talk about. Imagine you're telling a friend about your favourite game, and you say, "This game is really exciting because it has challenging quests, creative characters, and amazing graphics." That sentence is a thesis statement that states the main ideas for the topic of the essay.

Instructions

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

Topic	Main Ideas
	1) Sports are good exercise. 2) They teach us teamwork. 3) They are fun.
Thesis Statement	
In this essay, we will discuss _____ as a good form of exercise, how they teach us teamwork, and how they _____ fun _____ of all ages.	

Topic	Main Ideas
Healthy Eating	1) Helps us maintain a healthy weight. 2) Provides energy we need for daily activities. 3) Helps strengthen our bones.
Thesis Statement	
_____ _____ _____	

Topic	Main Ideas
Renewable Energy	1) Renewable energy reduces pollution. 2) It is a sustainable resource. 3) Investing in renewable energy creates jobs.
Thesis Statement	
_____ _____ _____	

Essay Writing – Thesis Statements

Brainstorm

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

Topic	Main Ideas
Is Social Media Good or Bad for People?	1)
	2)
	3)
Thesis Statement	

Topic	Main Ideas
Why are Pets Good or Bad for People?	1)
	2)
	3)
Thesis Statement	

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

Essay Writing – Thesis Statements

Think

Circle the best thesis statement below for the topic provided

Topic: The Impact of Social Media on Youth

- a) Social media is bad for kids because it can be distracting and it's where they spend a lot of time.
- b) Social media significantly affects youth by influencing their social skills, altering their attention spans, and impacting their mental health.
- c) Social media is bad for kids because they use it often, and it has lots of pictures, and it can distract them from their homework.

Topic: Climate Change and Its Effects on Our Planet

- a) Climate change is bad because it makes the weather hotter, and some animals don't like it.
- b) Climate change affects our lives by changing weather patterns, making ice cream melt faster in the summer, and sometimes causing rain.
- c) Climate change is a critical issue that causes more frequent and severe weather-related disasters, and causes sea levels to rise, leading to global action.

Topic: The Benefits of Learning a Second Language

- a) Learning a second language enriches cognitive development, improves understanding, and opens up greater career opportunities for students.
- b) Learning a second language is good because it's fun and you can talk to more people.
- c) Learning a second language is beneficial because it can help with travel, it's a school subject, and it can make ordering food in restaurants easier.

Topic: The Role of Pets in Family Life

- a) Pets play a vital role in family life by promoting physical activity, providing emotional support, and teaching responsibility to children.
- b) Pets are great for families because they are cute and people love them.
- c) Having a pet is good because they can be your friend, they need to be walked, and they can also do tricks that are funny.

Scaffolding - Essay Writing

Sample Ideas		
Basketball	Healthy Eating	Animal Adaptations
Clean Energy	Tropical Rainforests	Internet Safety
Canadian History	Mathematics in Daily Life	Renewable Resources
The Water Cycle	Influential Canadians	Volcanoes
Ancient Civilizations	Ancient Egypt	Space Exploration

Instructions: Choose a topic and answer the questions below

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

Topic	Main Ideas
Example: Hockey	<ul style="list-style-type: none"> • How is hockey played? • How many players are there? • Who are the best players in the world?
1)	
2)	
3)	

Scaffolding - Essay Writing

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

Topic: Hockey

Introduction

Hockey is a fast-paced and exciting sport that has millions of fans around the world. In this essay, we will explore the origins of hockey, how it's played, and some of the best players who have ever laced up.

Main Idea 1: When Hockey Was Invented

Main Idea 3: The Best Hockey Players in the World

Throughout its history, hockey has seen many great players, but a few stand out more than others. One of the best players known as "The Great One" is many as the greatest player of all time. Holding numerous records and awards, known for his incredible skills, another legendary player is Wayne Gretzky. Other players like Sidney Crosby and Connor McDavid have made their names with exceptional skill and athleticism. These players are admired for their abilities and have inspired countless young athletes around the world.

Main Idea 2: How to Play Hockey

Conclusion

Hockey is more than just a game; it's a part of cultural heritage, especially in Canada where it was first played. From its humble beginnings on frozen ponds to the high-stakes international competitions of today, hockey continues to be a beloved sport. Understanding when hockey was invented, how it is played, and who some of the best players are helps us appreciate the deep impact it has had on sports history and why it is so cherished by fans and players alike.

Scaffolding - Essay Writing

Write

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

Introduction - Include a thesis statement

PREVIEW

Main Idea 1

PREVIEW

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Formal Versus Informal Letters

In the world of writing, letters are an essential way of communicating. But did you know that there are two main types of letters: formal and informal? In this report, we will explore the key differences between these two types and when to use them.



Formal Letters

Formal letters are used for serious matters, such as job applications, official communication, or writing to people you don't know well. When writing a formal letter, you should use proper titles, like "Mr." or "Ms.," and start with a formal greeting. The language should be polite and professional. For example, you might write a formal letter to apply for a job or to make a complaint to a company.

Informal Letters

Informal letters, on the other hand, are more relaxed and personal. They are used for casual communication. You can use first names and a friendly tone. Informal letters often start with a casual greeting like "Hi" or "Hello." You might write an informal letter to a friend, family member, or someone you know well. They are a way to share news, or express your feelings in a friendly way.

When to Use Each Type

Knowing when to use formal or informal letters is important. Use formal letters for official matters, like writing to your principal or applying for a job. Informal letters are great for staying in touch with friends and family or writing to someone you're close to.

Examples of Formal and Informal Letters

Here's a quick list to help you understand the difference:

- **Formal Letter:** Job applications, complaints, letters to authorities.
- **Informal Letter:** Letters to friends, family, people you know well.

Understanding the difference between formal and informal letters is a valuable skill in the world of writing. By using the right type of letter in the right situation, you can communicate effectively and show respect for your reader. So, whether you're writing to your future boss or your best friend, remember the key distinctions between these two types of letters.



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are commonly used for personal communication.	True	False
2) Informal letters require a polite and professional tone.	True	False
3) "Dear" is a typical greeting in informal letters.	True	False
4) Job applications often use informal language.	True	False
5) Writing to a company is an informal letter.	True	False

Think

which type of letter is given in the example.

Subject: Science Experiment
Hey Mrs. Garcia,

I hope you're having a great day! I've just heard about our upcoming science experiment, and I'm super excited! Can you give us a sneak peek of what it'll be about? I love science, and I can't wait to dive into this new adventure.

Thanks,
Sophie

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

Dear Mr. Brown,

I'm excited for the field trip you mentioned. It sounds like fun. Could you give me more details about where we're going and what we'll do there? Exploring new places with my class is always a great experience, and I'm well-prepared!

Best,
Aiden

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

Hi Ms. Robinson,

I heard there's a mystery book club starting at the library. Can you tell me when the first meeting is and what book we'll be reading? I'm a big fan of mysteries, and I'd love to join in the fun.

Thanks a bunch,
Olivia

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

Subject: Upcoming Project

Dear Mr. Thompson,

I enjoyed your last class. Regarding the upcoming project, I have a question about the topics. Can we discuss this next class?

Thank you,
Liam

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

Purpose and Audience of Letters

Think

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

Audience	Purpose	Formal or Informal	
School Counsellor	Discuss feeling stressed about exams	Formal	Informal
Basketball Coach	Ask for tips on improving shooting	Formal	Informal
Neighbour	Borrow a video game	Formal	Informal
School Band Teacher	Express interest in joining the band	Formal	Informal
Aunt/Uncle	Ask about a recent school trip	Formal	Informal
Science Teacher	Ask class for help on a lab experiment	Formal	Informal
Library Club	Ask about joining club reading	Formal	Informal
Best Friend's Mom	Ask for help with homework	Formal	Informal
School Newspaper	Write an article about the school	Formal	Informal
Classmate	Collaborate on a group project	Formal	Informal
Drama Club Head	Inquire about audition dates	Formal	Informal
Local Bookstore	Recommend ordering a book for the library	Formal	Informal

Think

Think of 5 emails you might want to send. Write the purpose and audience.

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

Analyzing Informal Emails

Analyze

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

Subject: Mysterious Light in the Sky!

Hey Taylor,

Last night, I saw this weird, bright light in the sky. It wasn't a plane or a star. Do you think it could be something so strange? Let's chat about it. Maybe it's a topic for our next science project. It's a mystery to solve together.

Curious,

Avery

Author's Voice

Subject: Missing Homework Disaster!

Hey Riley,

I can't find my homework anywhere, and it's due tomorrow! Have you ever had a homework mishap? I'm panicking! Help me brainstorm a plan to find my homework. We need to conquer this adventure.

Stressed out,

Logan

Author's Voice

Subject: Exciting News - Guess What?

Hey Olivia,

I've got some exciting news to share! Can you guess what it is? Hint: It involves a surprise party. Let's catch up soon, and I'll spill the beans! I can't wait to see your reaction.

Thrilled,

Sophie

Author's Voice

Informal Email Writing

Write

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

Audience	Purpose
Friend	To share a high score they had in a video game or to share a new viral video they just saw.
Subject	

Audience	Purpose
Cousin or Family Friend	Describing a funny incident that happened during a vacation.
Subject	

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!	So,	Well,
Oh!	Ouch!	Yippe!	No!	Yikes!	Ah!	Whoa!
Hooray!	Sob!	Wahoo!	Arrgh!	Gulp!	Bah!	Ya,

Think

Add the appropriate interjections and describe the voice used.

Subject: Yay! Perfect

Hey, _____! We got _____ for our science project! _____ How about we study plant growth and see how _____ factors affect it? _____ We can use different types of soil, light, and _____ it's so interesting to see the results. _____ what do you think?

Let me know,
Alex

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

Subject: Ugh! The Worst Day Ever

Hey, _____! I can't believe how today went. _____ My coffee machine broke and sprayed coffee everywhere. _____! Then, my computer crashed in the middle of my presentation. _____! To make things worse, I lost _____

Annoyed,
Mike

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

Subject: Ah! My Chaotic Weekend

Hey, _____! My weekend was something else. _____! Mr. Whiskers climbed the tallest tree and wouldn't come down. _____! Later, I botched a new dessert recipe. _____! Ended up with a salty cake. _____! To top it off, I got my foot stuck in a bucket cleaning the mess. Hope your weekend was smoother. Let's chat soon!

Frustratedly,
Sarah

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

Success Criteria – Informal Emails

Analyze

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

Subject: Mixing and Dissolving: Sugar in Water and Other Examples

Hey there!

Guess what? I did a super cool science experiment over the weekend! I decided to explore mixing and dissolving, and it was pretty neat.

First, I took a glass of water and added some sugar to it. Then, I stirred and stirred until all the sugar had disappeared. Wow, it was like magic! The sugar mixed with the water and dissolved right away.

But wait, there's more! Next, I added salt to the water, and it did the same thing. The salt just disappeared into the water. I wonder what else we can mix and dissolve.

Anyway, I can't wait to chat more about this with you next weekend and do some more fun experiments together? Let me know!!

Catch you later,
Emily

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing stories, party invite
Family Members	Saying thanks, holiday wishes
Classmates	Help with homework, hang out
Peers	Talk about games, practice chat
Relatives	Say hello, share cultures
Favorites	Write a fan note, ask questions

1) Who will be the audience for your informal email?

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

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

Edit

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

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

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

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

Teacher Comments

Mark	
------	--

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

Reflection - What Did I Learn?

Think

Write five things you learned from completing this writing assignment.

PREVIEW

What I
Learned

Narrative Writing - Imagery

Draw

Read the sentences below and draw what you imagine.

On a sunny spring day, Emily stood in a lively city park, sketchbook in hand. Cherry blossoms bloomed around her, petals drifting in the breeze. A fountain bubbled on the grass, surrounded by bright tulips and daffodils. A pond on a path, with a small bridge, was covered in blue with drifting petals. The air carried a mix of bird songs and city sounds, creating a harmony of urban and natural harmony. The park buzzed with the rejuvenating spirit of spring.

On a crisp autumn evening, Liam walked along a sandy beach with his camera. The sky was a deep purple, shining over the waves. Seagulls called overhead, mixing with the sound of the sea. The sand, cool and soft, showed footprints leading to a pier. A small fire crackled nearby, its warm glow and the scent of wood filling the air. In the distance, boats with twinkling lights floated on the horizon, adding to the peaceful autumn beach scene.

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 beach. Describe what the character sees, feels, hears, tastes, and smells.

As the sun went down, Sally stood on the calm beach. She heard the gentle waves, like a soothing song. The salty sea breeze blew through her hair, and she smelled the ocean. Her toes sank into the wet sand as seagulls trumpeted loudly, searching for food. Sally tasted the salty mist, feeling the vast sea.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing – Fantasy Characters

A **fantasy character** is a type of character that you find in stories set in magical or imaginary worlds. These characters often have special powers or live in places that don't exist in the real world, like enchanted forests or kingdoms in the clouds.

For example, "The elven princess gracefully navigated the mystical forest, whispering ancient spells to make the hidden paths appear, her cloak shimmering with a light."

Draw

Choose one of the fantasy characters below and create a character by filling in the form below. Use your imagination!

PREVIEW

Wizards Werewolves Vampires Mermaids Giants

1) What is your character's name? _____

2) Draw your character. _____ Where does it live? Describe the setting. _____

4) Write three character traits your character has. Explain how they show up in the story. _____

Think

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

Character's Name: _____**Direct characterization**

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

Indirect characterization

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

PREVIEW

Write

Describe the character in your own words.

Direct and Indirect Characterization

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

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

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

Write _____ sentences below and circle what their character type might be.

1	Max is always the first to arrive and the last to leave, a clear sign of his dedication.	Direct	Indirect
2	Ava gently wrapped her arms around the shivering stray cat, a small act that spoke of her compassion.	Direct	Indirect
3	Oliver's report card always reflected his impulsive nature.	Direct	Indirect
4	Jamal's stride didn't falter under the weight of his responsibilities, his dignity intact.	Direct	Indirect
5	"Lily, your curiosity will take you far," said her teacher to the class.		Indirect
6	Keira passed the ball to a teammate, her eyes on the goal, seeking victory rather than personal glory.		Indirect
7	Ethan's booming voice filled the room, "Let's turn this class into a debate stage!"	Direct	Indirect
8	Simon was the first to lend a hand, his actions a silent testament to his helpful nature.	Direct	Indirect
9	"Fiona will always stand by you," the principal told the new student.	Direct	Indirect
10	Theo's afternoons in the community garden left his hands dirty but his spirit content with his contribution to the earth.	Direct	Indirect
11	"Hannah, your paintings could brighten up any room," remarked the art teacher.	Direct	Indirect

Narrative Writing - Characters

Create Create a character and fill in the organizer. Draw your character in the oval.

My character is:

What does the character look like?

What do they do? (actions)

What do they say?

What do others say about the character?

PREVIEW

Narrative Writing - Characters

Analyze

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

With his curly brown hair and a pair of glasses perched on his nose, Oliver is the school's resident bookworm. He can usually be found in the library, lost in a good book. Oliver has a special love for reading and has made friends with the librarian. He's known as the go-to person for book recommendations.

Name	
Look	
Personality	
Special Trait or Talent	

With her bright red pigtails and a collection of colourful ribbons, Emma is the cheerleader of the group. She's always energetic and enthusiastic, spreading positivity wherever she goes. Emma's special talent is gymnastics. Her flips and cartwheels never fail to impress during recess.

Look	
Personality	
Special Trait or Talent	

With his freckled face and a backpack full of gadgets, Max is the budding scientist of the group. He's always conducting experiments and observing the world around him. Max's special talent is his ability to invent useful contraptions, from homemade robots to cool gadgets that help his friends in various situations.

Name	
Look	
Personality	
Special Trait or Talent	

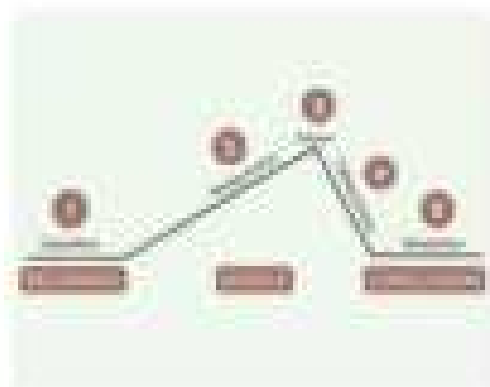
Narrative Structure

Understanding Narrative Structure

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

Starting the Story: Exposition

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



Building Up: Rising Action

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

The Big Moment: Climax

The climax is the most exciting part of the story. It's like the peak of the mountain. This is where the biggest problem or challenge happens, and the characters must make a decision.

Wrapping Up: Falling Action

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

The End: Resolution

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

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

Fill In

Fill in the blanks.

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

Direction:

Write the story you think this sentence is from.

1) As the mysterious sounds in the attic echoed through the halls each night, Emma's curiosity turned to fear.	Exposition	Rising Action
2) When Jake first moved to the small coastal town, he had no idea how different his life was about to become.		Resolution
3) Sarah finally confronted her rival on the school playground, her voice steady despite her racing heart.	Falling Action	
4) Luna's laughter echoed through the halls as she outsmarted the castle's ghost.	Falling Action	Resolution
5) The final whistle blew, and Mia's team erupted in cheers, their hard work and dedication paying off.	Climax	Resolution
6) The audience held its breath as the magician reached into the hat, his hand trembling slightly.	Climax	Exposition
7) With the storm raging outside, the family huddled together in the basement, listening to the wind howl.	Rising Action	Exposition

Think

Read the following story summary and describe the structure.

Summary

Twelve-year-old Jordan had just moved to a new town and was nervous about starting at a new school. On his first day, he met Alex and Sam, who shared his interest in nature and gardening.

They quickly became friends and discovered a local community garden competition, deciding to enter together. They spent weeks after school preparing their garden plot, planting a variety of flowers and vegetables, and learning from each other. However, just days before the competition, a sudden storm hit the town and severely damaged their garden.

Despite feeling disheartened, Jordan, Alex, and Sam worked together, showing true teamwork to restore their garden. On the day of the competition, they were nervous but proud of what they had accomplished. Regardless of the outcome, to their surprise and joy, they found that their garden was praised for its creativity and hard work. Most importantly, through this experience, they realized that the friendship they shared were the true rewards of their effort.

Exposition**Rising Action****Climax****Falling Action****Resolution**

Narrative Writing - Plot

Brainstorm

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

Plot Ideas

Practice

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

1) Describe the basic plot idea

2) What characters are involved in this plot?

3) Describe the setting of the story

Practice

Fill in the organizer below.

4) Beginning – Describe the beginning of the story. What is the setting? How will the characters be introduced to the problem?

5) Middle – What will happen in the middle of the story. Describe how the character(s) will solve the problem. Write at least 3 different events.

1	
2	
3	

6) End – How will the problem be resolved? How will the characters solve the problem?

Plots and Subplots

A **plot** is the main part of a story, where important events happen. It's the main journey or problem in the story.

A **subplot** is a smaller story that connects to the main one. It might be about other characters or different problems. It adds interesting twists to the story.

For example, in a story about a school's basketball team trying to win a big tournament, a subplot could be about one player's struggle with math class. While the main story focuses on basketball, the subplot adds depth by showing the player's challenges in school.



Identify the subplot based on the following main plot points.

1. Plot: A group of students discovers a hidden garden behind their school, with plants that seem to move at night.

Write a subplot
for this story.

2. Plot: A new virtual reality game sweeps the school, and a student is transported into the game world.

Write a subplot
for this story.

3. Plot: The school's chess champion gets challenged by a mysterious new student who seems to never lose a game.

Write a subplot
for this story.

Figurative Language - Suspense

Suspense is that "what's going to happen next?" feeling in a story. It's when you're reading or writing and can't wait to turn the page. You add suspense by making something uncertain and important to your readers.



Here are some examples of suspense:

- **Mystery Box:** Maybe your character finds a locked box in their grandparent's attic. What's inside? Who does it belong to? You make your readers wait a bit before they find out—that's suspense!
- **Cliffhanger:** When a story ends abruptly, and you're left hanging until the next chapter. Your character might be about to open a door to a mysterious world, but the story ends. You'd really want to read on, right?

Write

_____ given _____ write a scene filled with suspenseful details.

The Final Penalty Kick: In a crucial soccer match, the game is tied and comes down to a final penalty kick. A player is chosen to take the shot, carrying the team's hopes and dreams.

The Vanishing Act: During the school talent show, a student magician attempts a trick they've never tried before making themselves disappear. But when the curtain falls, they are nowhere to be found, not just from the stage, but seemingly from the entire school.

Figurative Language – Exaggeration (Hyperbole)

Exaggeration in writing is when you describe something in a way that makes it seem bigger, better, worse, or more intense than it actually is. It's like taking a small idea and stretching it into something huge for effect.

For example, if you say, "I'm so hungry I could eat a horse," you don't mean it literally. You're just using exaggeration to show that you're really, really hungry.

Write Write an exaggerated description using the given characters.

The Bus Driver

He drove so fast he could outrun the wind, and passengers often experienced the same sensations.

**The Detective****The Veterinarian**

Figurative Language – Foreshadowing

Foreshadowing is like a sneak peek in a story. It's when the writer gives you little hints or clues about what might happen later on. These clues can be really subtle, but they set the stage for future events, creating suspense or adding depth to the story.

Example: In a story, if a character finds a mysterious key early on, it might foreshadow that they'll unlock something important later. This clue keeps readers curious about what the key will open.



Think: Read the story plot below and foreshadow what will happen next.

The Midnight Train: While searching for an old train ticket dated for that very night in a book they borrowed from a library, Alex decides to go to the train station at midnight.

Foreshadow – What do you think will happen next?

The Chess Game: During a stormy night, Mia finds an old chess set in the basement. When she moves a piece, she hears a distant echo coming from her house.

Foreshadow – What do you think will happen next?

The Forgotten Garden: Jamie stumbles upon a hidden garden behind their house, overgrown and seemingly untouched for years. In the center, there's a statue of an angel pointing towards a particular spot.

Foreshadow – What do you think will happen next?

Eliminating Redundant Words or Ideas

Redundancy in writing means using extra words or ideas that aren't necessary because they repeat the same thing. Eliminating those words or ideas is like decluttering your room – you keep what you need and get rid of the extra stuff to make it look better.

For example, the sentence "She nodded her head in agreement" has redundant words. Instead, you can just say, "She nodded." We already know nodding means moving your head, so you don't need to say "her head."

Write Rewrite the sentences, removing redundant words to make them clear and concise.

Sentences with Redundant Words	Without Redundant Words
1) The final outcome was unexpected.	
2) I saw it with my own eyes.	
3) They returned back to the store.	
4) She climbed up the ladder to the roof.	
5) At this point in time, we need to decide.	
6) The small little dog barked loudly.	
7) Please repeat that again for me.	
8) She whispered softly in his ear.	
9) The book is based on a true fact.	
10) We will meet at 12 noon tomorrow.	

Using Quotations in Narratives

Quotation Marks in Dialogue

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



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

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original John said "I will be going to the movie tonight".

Edited

Original "Where do you want to go now?" Asked Lily.

Edited

Original "I don't know," John told Lily, "as he mentioned."

Edited

Original She shouted, "Don't get in the car!"

Edited

Original "This is delicious!" she exclaimed, tasting the soup.

Edited

Original "I'm not sure," he pondered "if this is the right way".

Edited

Original "I can't believe it's already October!" whispered Marie.

Edited

Original "When I spoke to her, she said, 'I'll be there in five minutes.'" John recalled.

Edited

Writing Using Quotations

Practice

Write dialogue between Spiderwoman and Spiderman. Don't forget the speaker tags!



PREVIEW





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	_____
You	_____
Your Celebrity	_____

Character Personality and Dialogue

Think

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality. There may be two answers.

Personality: Curious

- a) "That's interesting, but how does it work?" she pondered, eyes narrowing in thought.
- b) "Sure, it's a new way to look at it," he agreed.
- c) "I'm not interested and I don't care to learn," she said.

Personality: Shy

- a) "I think that is a good plan," he said with a slight nod of his head.
- b) "Everyone seems to agree, so I won't argue," she murmured, almost to herself.
- c) "You've convinced me!" he declared, shaking his hand.

Personality: Optimistic

- a) "Ugh, this is too difficult!" she announced, frowning.
- b) "Challenges are just opportunities in disguise," he grinned, ignoring setbacks.
- c) "Why bother trying?" she shrugged, indifferent.

Personality: Energetic

- a) "Let's jump in and try it, no time like the present!" he urged.
- b) "I'm ready for action, but is this the best first step?" she questioned.
- c) "I'm not in the mood," she muttered, dragging her feet.

Personality: Melancholic

- a) "Sometimes I wonder if it even makes a difference," she sighed.
- b) "I guess it's okay," she murmured, unenthusiastic.
- c) "It's hard to see the point, but I suppose I'll try," she conceded.

Emotions in Dialogue – Speaker Tags

Think

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

Word Bank

Excitement	Sadness	Anger	Fear	Confusion
Happiness	Surprise	Disappointment	Determination	Curiosity

Emotion	Dialogue	Speaker Tag
	"I can't believe it! I just got the lead role in the school play!"	Tom exclaimed excitedly.
	"I don't know what to do if I can't stay on the team."	Emily _____
	"That's worse than my last play!"	Mark _____
	"It's okay, I'll practice harder and be better again next time."	Sam _____
	"Oh, I just heard old Mr. Jenkins' cat passed away."	_____
	"How do you think they make these glow-in-the-dark stickers?"	Lily _____
	"I really thought I'd make the soccer team this year,"	Mike _____
	"They said I was too small for the team! It's so unfair!"	Nate _____
	"What? You're joking! They really chose me?"	Tim _____
	"I don't understand this math problem at all."	Sophie _____

Adding Dialogue to a Story

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

In the vibrant coastal town of Seabreeze, the annual Sandcastle Spectacular drew families from all around to showcase their sculpting skills. Among them was a seventh-grader named Lucas, who had sketched out an elaborate fortress with turrets and moats. Armed with shovels and buckets, he and his sister Mia stood before a mound of untouched sand.

"_____," Mia asked, eyeing the sketch with a mix of awe and doubt.

"_____," Lucas replied, his voice brimming with enthusiasm.

Under the hot sun, the siblings began to shape the sand with their hands and tools, their growing creation drawing the attention of onlookers.

"_____," their friend Zoe called out from across the beach, wearing a wide-brimmed hat.

Lucas wiped his brow and nodded. "_____," he pointed to a particular section of the sketch.

Together, they worked, laughing and joking, as the fortress took shape. Mia, with a concentrated frown, carefully carved out windows, while Zoe tackled the challenging towers.

"_____," Mia exclaimed, stepping back to admire their work.

"_____," Zoe added, high-fiving Lucas.

As the judges made their rounds, the trio held their breath. When their sandcastle was awarded first place, their joy was as bright as the summer sun. Celebrations erupted around them, and Lucas knew this was a day they'd always remember.

PREVIEW



Writing Speaker Tags

asked	wondered	requested	admitted	shared
replied	suggested	reminded	proposed	added
announced	declared	bragged	mentioned	explained
insisted	boasted	inquired	told	described

Fill in the blank to complete the speaker tag for the quotations below using as many different words from the list above as you can.

- 1) "I'm excited about this," Ethan _____
- 2) "I think we should start our presentation now," Zoe _____
- 3) "Can anyone explain this better?" _____
- 4) "That story was really interesting," _____
- 5) "This diagram shows the water cycle," Lisa _____
- 6) "We're going on a field trip next Friday," Ava _____
- 7) "Our team won the science fair," Noah _____
- 8) "Why is the atmosphere important?" Mia _____
- 9) "I solved the problem you gave us yesterday," Jacob _____
- 10) "Let's discuss the results of our survey," Sophia _____
- 11) "How can we improve our group work?" Matthew _____
- 12) "The author conveys a powerful message in this book," Emma _____
- 13) "Understanding this theory takes time," Oliver _____
- 14) "I'll bring snacks for the group study session," Charlotte _____

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.

Oceanville's Plastic Danger

In the vibrant town of Oceanville, with houses painted in sea hues, siblings Leah and Luke had a dream local beach, golden and inviting, was their perfect playground. Leah, with her hair dancing in the wind, loved collecting shells, while Luke, always with a fishing hat, was fond of spotting sea creatures.

As they strolled along the shore, Leah exclaimed, "Luke, look!" She pointed at a piece of discarded plastic. "This is terrible!"

Luke, eyes wide, nodded. He'd seen Mr. Reed, the marine expert, express concern about the beach's cleanliness.

The duo rushed to Mr. Reed's office. He greeted them with a sigh. "Ah, the plastic issue." Leah, clutching the piece, asked, "Can we help, Mr. Reed?"

Mr. Reed smiled. "Let's start by cleaning up today's mess." For a rescue, he added, "How about a clean-up tomorrow?"

The next day, Leah and Luke, armed with trash bags, joined their friends. Together, they cleared the beach, turning trash into art displays, removing every piece of plastic.

Mayor Marina, visiting the beach, praised them. "Bravo! Let's launch a recycle drive."

Walking home, Leah said, "Feels good to make a change, right?"

Luke grinned. "Absolutely! From now on, we're Oceanville's eco-guardians!"



1)

2)

3)

4)

5)

6)

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Stray cat	Finds a new family	City alley
Young dancer	Learns a magical dance	School gym
Lost teddy bear	Seeks its owner	Planets
Soccer player	Organizes a neighborhood match	Local field
Curious explorer	Searches for a hidden cove	Coral reef
Budding chef	Creates a unique recipe	Home kitchen

Plan

Develop your idea and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

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

Name: _____

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Character Organizer
CCLA

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 character(s) feel about the problem?

6) What is a good title for your story?

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

Criteria	☒	☒
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting - Uses 5 Senses		
Vivid Descriptions - Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue - Use of Quotations		
Optional: Use a subplot		

Edit

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

Criteria		
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting - Uses 5 Senses		
Vivid Descriptions - Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue - Use of Quotations		
Optional: Use a subplot		

Activity: Story Swap Revision Party

Objective:

What are we learning more about?

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

Materials:

What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and highlighters
- ☐ Highlighters (optional)
- ☐ Revision checklist (page 152) and success criteria

**Instructions:**

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is important and encouraged.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

Feedback

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

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

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

3) What is your part of the story?

4) Write 3 questions you have about your

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)

Revision – Take a Closer Look

Instruction

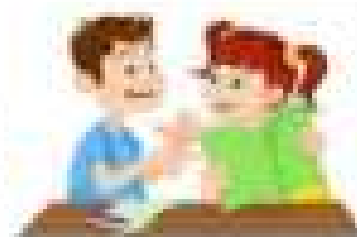
Take a closer look at your previous activity to answer each questions below. Mark "yes" or "no". Make changes in your writing for each question that you marked "no". Then color the box to show you edited your writing.



Criteria	Yes	No
Is your topic clearly presented?		
Do your points support your main argument or topic?		
Are your supporting details relevant to the topic?		
Have you checked your work for proper spelling and used Canadian English conventions?		
Have you consistently used appropriate capitalisation throughout your writing?		
Are all sentences punctuated correctly, including the use of commas, periods, and question marks?		
Have you varied your sentence structure to maintain the reader's interest?		
Does your language and tone suit the purpose of your writing and the intended audience?		
Have you provided a conclusion or closing statement that ties together your ideas?		

Revision – Writing Feedback Sheet

Read your friend's writing carefully. Look for different types of mistakes: capital letters, punctuation, spelling, grammar, word choice, and sentence structure. Use the table below to count how many of each mistake you find. If you don't find any, Check '0', if not, check the number that you counted. For word choice, look for words that could be more interesting. Suggest a new word if you can!



Remember to be kind with your feedback. Our goal is to help each other become better writers!

Student Name _____

Reviewer's Name _____

Type Of Error	What To Look For	Number Of Errors You Found									
Capitalization Errors	Letters that should be capitalized but aren't, like the start of sentences or names.	0	1	2	3	4	5	6	7	8	10
Punctuation Errors	Missing or wrong marks like periods (.), commas (,), or question marks (?).	0	1	2	3	4	5	6	7	8	10
Misspelled Words	Words that don't look right. Check with a dictionary or ask a teacher if unsure.	0	1	2	3	4	5	6	7	8	10
Grammar Errors	Sentences that sound wrong or are hard to understand.	0	1	2	3	4	5	6	7	8	10
Word Choice Changes	How many boring word choices did you find?	0	1	2	3	4	5	6	7	8	10
Sentence Structure	Look for variety. Do most sentences start the same way or are most of them simple sentences.	0	1	2	3	4	5	6	7	8	10

Rubric – Story Writing

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

Comments

Mark _____

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?



Timer or clock

**Instructions:**

How will we complete the activity?

- 1) **Pair Up the Students:** Divide 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 sides.
- 3) **Start with the First Prompt:** Have the pairs look at the first prompt. One student will pick a side to argue for or against. The other student will choose 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.

Prompts

Debate the prompts below

- 1) Should video games be considered a sport in school competitions?
- 2) Is it better to have year-round schooling with shorter breaks rather than a long summer vacation?
- 3) Should homework be banned in schools?
- 4) Do school uniforms make school a more effective place to learn?
- 5) Should schools start later in the morning to allow students more sleep?
- 6) Is it more important to learn a second language or a skill like coding?
- 7) Is it fair to have animals in zoos and aquariums?

Reflection

Answer the questions below after you debate

1) What part of the debate was hard for you?

2) What did you do to try to persuade your partner?

3) Did you or your partner succeed in convincing the other person? Why or why not?

4) Why might some people have different opinions on certain topics? Is that okay?

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 every student play a sport in school?	
	Reason 1	
	Reason 2	
	Reason 3	
2)	Should schools be open during the year?	
	Reason 1	
	Reason 2	
	Reason 3	
3)	Should there be a no-homework policy for Friday?	
	Reason 1	
	Reason 2	
	Reason 3	
4)	Should schools offer more art and music classes?	
	Reason 1	
	Reason 2	
	Reason 3	

Persuasive Writing – Graphics Into Presentation

In this assignment, we will be conducting our own research by completing a survey. You will need to think of a topic you want to share your opinion on. Maybe it is the best season, or the best video game system. Next, you will conduct a survey and graph your results. You will need use the information you've collected to support your opinion.

Think

Before you start your survey, plan your survey below.

1) What question will you ask your classmates?

2) What categories will you have for your survey? Will you have an "other" category?

**Survey
Results**

Write your options below for students to choose from. Then, after you ask your classmates, use tallies to mark the results.

Options	Number of Votes

Instruction

Represent the data you collected in a bar graph below. You will need to fill in the scale, label the x and y axis, provide a title, and draw the bars.

PREVIEW

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Write

Write a persuasive writing text that communicates your opinion. Use information from the survey you performed to help support your opinion.

PREVIEW

Version 2: Activity – Finding Bias in Writing

Tough Job

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



Dear Principal Walker,

I hope everything's going well. I've got this exciting idea for our school: How about adding a climbing wall in our playground? Let me share why I think it's a brilliant thought.

Firstly, it's so **adventurous**! Climbing walls are super fun. Recess would become the most **exciting** time of the day, with all of us challenging ourselves to climb higher.

Secondly, it's not just fun; it's learning too. We could understand about balance, strength, and coordination while we climb.

Moreover, students would get extra exercise as they use the climbing wall. They will improve their strength and endurance. I read that grip strength is the number one predictor of overall health and fitness.

I truly hope you'll give my suggestion a try. It could make our recess time truly special!

Warm regards,
Jamie, Grade 7 Student

1) What is the author's opinion?

2) What reasons did they give? List 3:

3) Why is this a biased opinion? Write the other perspective. Give 3 reasons why this is a bad idea.

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

Write your response letter back to Jamie.

PREVIEW

Include:

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



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

Activity – Finding Bias in Writing**Think**

Write the bias each person might have below

Situation: The school board is forcing all students to stop writing and only work on a laptop. Each student will need to bring a laptop to school.

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

Synthesizing – Letters to the Mayor

Synthesize

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

Dear Mayor Thompson,

I hope this letter finds you well. My name is Jamie, and I'm a Grade 7 student at Maplewood Middle School. I'm writing to express my concern about using pesticides in our parks and gardens. I've learned in science class that pesticides can harm not just the bugs they are meant to kill, but also other important creatures like bees and butterflies. These insects are essential for growing many of our favourite fruits and veggies. I believe our town could find better ways to take care of plants without using harmful chemicals.

Sincerely,
Jamie Smith

Dear Mayor Thompson,

My name is Alex, and I am writing from Lincoln Elementary. Our class had a debate about pesticides, and I wanted to share why I think they are important. Pesticides help keep our crops free from bugs that can make the plants sick or even destroy them. Without pesticides, farmers could lose a lot of their harvest, and the food could cost more. Maybe there's a way to use them more carefully so they don't hurt the environment so much? I think we need them to make sure everyone can have enough to eat.

Best,
Alex Johnson

Hello Mayor Thompson,

My name is Riley and I'm in the seventh grade at Pinecrest School. I'm writing about the pesticide problem. I've been reading a lot, and it seems like there are good and bad sides to using pesticides. On the one hand, they help our plants grow by keeping the bugs away. But on the other hand, they can be dangerous for small animals, insects, and even us! Could we maybe use them only when we really have to and try to find ones that don't hurt the environment? I think being careful is the best choice.

Kind regards,
Riley Nguyen



Synthesis

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

PREVIEW

All About Expository Writing

What is Expository Writing?

Expository writing is a style of writing that focuses on explaining, informing, or clarifying a topic. It's all about giving information in a clear manner without adding personal opinions or trying to convince the reader of something. The main aim is to provide readers with accurate and straightforward facts.

Key Features

- **Factual:** Expository writing is based on true information. It does not include personal opinions.
- **Clear:** It uses simple words and sentences to make the topic easy to understand.
- **Organized:** It presents information in a logical order.



Different Types of Expository Writing

1. **Instruction Lists:** These provide step-by-step instructions for doing something. An example is a recipe that lists down the ingredients and the steps to follow to prepare the dish.
2. **Informational Reports:** These give detailed information about a topic, answering questions like who, what, where, when, and how. For example, if you write a report about pandas, you'd learn about their habitat, what they eat, and how they behave.
3. **Problem and Solution Essays:** These identify a problem and then discuss ways to solve it. For instance, an essay might discuss the problem of pollution and propose solutions like installing more bins or starting an awareness campaign.
4. **Comparison Essays:** These describe the similarities and differences between two things. An essay might compare two types of animals, like cats and dogs, and discuss how they are alike and how they are different.
5. **Cause and Effect Essays:** These look at the reasons something happens and its results. For instance, an essay might explore the causes of rain and then discuss its effects on the environment.

Using Expository Writing:

When you want to share information or explain something in detail, expository writing is the tool to use. It helps readers understand topics better by presenting facts in an organized and clear manner. Whether you're reading a textbook, a how-to guide, or a scientific report, you're likely seeing expository writing in action.

Activity: How-to Guide – Incorporating Images

Objective

What are we learning more about?

Create a demonstration of a "How-To" guide with both written instructions and images taken by you. Your guide should show step-by-step instructions on how to complete a specific task.

For example, you could choose to create a guide on how to grow a flower.



Instructions

How to complete the activity

- 1) Plan your steps: Break down your task into easy-to-follow steps. Think about what someone would need to know to complete the task from start to finish.
- 2) Be more descriptive: Aim for 4-6 steps.
- 3) Take your photos: With the help of a camera or a smartphone, take photos that show each step of your guide. Make sure your photos clearly show exactly what you need to do in each step.
- 4) For each step, add:
 - A title for the step
 - A written description in your own words.
 - The photo you took that shows the step.
- 5) Make sure your text is easy to read and your pictures are clear.
- 6) Show your classmates exactly how to complete your chosen task using your step-by-step guide. You could use a poster to showcase your how-to-guide, or a PowerPoint presentation that shows each step in detail with an illustration.

Planning

Plan your how-to-guide by filling in the organizer below. Once you are finished, take real pictures of you completing each step. Then transfer this information to a poster or PowerPoint.

Title	
Step 1:	Step 2:
Step 3:	
Step 5:	Step 6:

PREVIEW

Reconstructing Texts – From Fairy Tale to News Report

Little Red Riding Hood

Little Red Riding Hood, a kind-hearted and curious young girl, lives at the edge of a vast, enchanted forest. One sunny morning, her mother, concerned for the health of Little Red Riding Hood's grandmother, who lives deep within the forest, bakes a batch of warm, sweet treats and packs a basket of fresh fruits. Little Red Riding Hood is tasked with delivering this care package to her grandmother with strict instructions to stay on the path and not to speak to strangers.

Eager to help, and captivated by the beauty of the forest, Little Red Riding Hood sets off on her journey. As she walks, she is surrounded by the sounds of birdsong and the rustle of leaves, which captivates her imagination with every step. However, the tranquility is broken when she encounters a cunning wolf, who, upon learning of her destination, hatches a devious plan to reach the grandmother's house first.

The wolf takes a shortcut through the dense, overgrown woods and arrives at the grandmother's cozy cottage before Little Red Riding Hood. Employing trickery, he convinces the grandmother to open the door, claiming to be her granddaughter. The grandmother, weakened by age, is taken aback and whole by the wolf, who then dons the grandmother's clothing and lies in bed.

Upon arrival, Little Red Riding Hood is immediately struck by the unusual appearance of her "grandmother." With each observation, she notices something that doesn't quite fit: "What big hair you have," "What big ears you have," and "What big teeth you have." The wolf's disguise becomes increasingly unconvincing, culminating in the terrifying revelation of his true identity. Just as the wolf is about to leap forward, a woodsman, passing by the cottage, hears the commotion and rushes in to rescue both Little Red Riding Hood and her grandmother, freeing the latter from the wolf's belly.

The story of Little Red Riding Hood, her escape from danger, and the heroics of the woodsman spread quickly through the village, becoming a cautionary tale of wisdom, bravery, and the importance of heeding advice when venturing into the unknown realms of the world.

Planning

Fill in the components of the news report below.

1) **Headline:** (Create a catchy headline for your news report.)

2) **Lead:** (Write a sentence or two summarizing the main event as if it just happened.)

3) **The Main Story:** (Describe the events as a news story. Remember to describe what happened, who was involved, where it took place, and when.)

4) **Quotes:** (Include "quotes" from key characters. What did Little Red Riding Hood, the Grandmother, the Wolf, or the Woodsman say if they were interviewed?)Little Red
Riding Hood:

The
Grandmother:

The Wolf:

The
Woodsman:

5) **Conclusion:** (How did the events conclude? What was the aftermath or resolution?)

PREVIEW

Writing a Report – Bears

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Sort the facts into 1 of 3 main headings: diet, where they live, and body parts. Use the letters (d) for diet, (w) for where they live, and (b) for body.
- 3) On the next page, write an introduction for the report. Then you'll use the 3 headings to write the body of the report. You'll add a conclusion. You don't need to use all the facts from the report or your favourite 3.

Facts

Organize facts

Bears are large mammals with strong, heavy bodies.	
They are found in North America, Europe, and Asia.	
Their diet varies: some eat fish, berries, and insects, while others are purely carnivorous.	
Bears have a keen sense of smell, stronger than that of dogs.	
Polar bears live in the Arctic, on sea ice.	
Polar bears mainly eat seals.	
A bear's fur can range from white (polar bears) to black (black bears) and even bluish (blue bears).	
Black bears are commonly found in forests of North America.	
Grizzly bears, a type of brown bear, eat fish, plants, and small mammals.	
Bears have large paws with sharp claws useful for digging and catching prey.	
Panda bears, native to China, live in mountainous regions.	
Panda bears mostly eat bamboo.	
Despite their bulk, bears can run fast and are good swimmers.	
The smallest bear, the sun bear, is found in Southeast Asian forests.	

Writing a Report – Bears

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What things be? What 3 facts will you include about each heading?**Heading**

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

Name _____

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PREVIEW

How To Research Effectively

Steps for Effective Research

To begin research, it's important to choose sources that provide accurate information. Reliable sources can include:

1. **Books:** Libraries have numerous books on a variety of topics.
2. **Online Databases:** Websites like Britannica School and Canadian Encyclopedia offer reliable information.
3. **Teacher Experts:** Asking knowledgeable individuals can provide insight.
4. **Educational Videos:** Educational videos can offer detailed explanations.

Always cross-check information from different sources to ensure accuracy.

Good Searches vs. Bad Searches

Good Searches	Bad Searches
Top scorers NHL 2020	Who are the top scorers in the NHL in 2020
Toronto average weather July	What is the weather normally in Toronto
CPR Steps	What are the correct steps for CPR to someone

Note-taking Techniques

After identifying sources, gathering information is the next step. Here are some techniques to take effective notes:

- **Bullet Points:** Use short points to capture essential details.
- **Highlighting:** Mark important information with a highlighter or underline it.
- **Paraphrasing:** Write information in your own words, which can aid in comprehension.

Organizing Your Research

Keeping research materials organized is essential. Some suggestions to stay organized include:

- ✓ Using folders to categorize notes.
- ✓ Creating a digital folder for online research.
- ✓ Bookmarking helpful websites for easy access later.



Think**Is the search good or bad?**

1) Best workout plan 2023	Good	Bad
2) Biggest whale thing in the deep blue water	Good	Bad
3) Effects pollution ocean life	Good	Bad
4) History Louvre Museum	Good	Bad
5) Feeling like I have a cold maybe?	Good	Bad
6) Animals released 2020	Good	Bad
7) How to make a good search?	Good	Bad
8) List me some good places to visit from Canada?	Good	Bad
9) Why do some cats purr, why do others do not purr?	Good	Bad
10) When is Canada's birthday?	Good	Bad

Questions**Answer the questions below**

1) Why is research important according to the text?		
2) What are some examples of reliable sources mentioned in the text?		
3) Is the description of the website below trustworthy? Yes, or no?		
1) A university website with peer-reviewed articles.	Yes	No
2) An advertisement stating, steel roofs are the best type of roof.	Yes	No
3) A conspiracy theory about the moon landing written by an NBA player.	Yes	No
4) A medical journal posted on the World Health Organization's website.	Yes	No
5) Clickbait websites - Top 10 Facts You Won't Believe.	Yes	No

Research Process

Introduction

Research is a crucial skill for discovering new information, solving problems, and satisfying curiosity. By mastering the four key steps of researching - questioning, gathering, organizing, and recording - you can navigate any topic with confidence.



Questioning

The research process begins with a question that catches your interest or something you might want to know about how a technology works. A good research question is clear and specific, helping you to explore the topic in a focused way.

Gathering

Once you have your question, it's time to gather information. You can do this in several ways:

- **Reading Books:** Go to your school or public library to find books about your topic.
- **Online Research:** Look for information on websites, articles, and online databases for the latest facts.
- **Interviews:** Talk with teachers, professionals, or experts who know a lot about the topic you're researching.

Organizing

Once you have gathered your information, organize it by putting together important details. This can involve:

- **Grouping similar facts or ideas together.**
- **Arranging information in chronological order or by theme.**
- **Creating outlines to structure your findings.**

Recording

The final step is recording what you've learned. This can be through:

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

Conclusion

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

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: The Human Body – Ex. What is the largest organ in the human body?

	Questions	Answers
1		
2		
3		
4		
5		

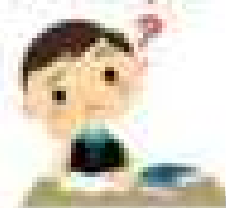
Topic 2: Weather – Ex. What is the highest recorded temperature on Earth?

	Questions	Answers
1		
2		
3		
4		
5		

Report Writing – Introductions

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

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



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

Have you ever heard that the internet, a vast network of connected devices, has transformed the way we live and share information? The internet has become an essential tool for us, giving us access to an abundance of knowledge with just a few clicks. This report will explore the internet's impact on education, highlighting how it has become a resource for students and teachers alike.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Did you know that honeybees can recognize human faces? In this report, we'll explore these remarkable insects' complex vision and memory for various human features. In this report, we'll delve into the fascinating world of honeybees, discussing their behaviour, social structure, and the crucial role they play in our ecosystem.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

In the midst of a bustling city, with its towering skyscrapers and endless streams of people, there lies a network of green spaces, parks, and gardens that serve as a haven for urban dwellers. These pockets of nature are not just patches of grass or trees planted in symmetrical rows; they are complex habitats that host a variety of wildlife and offer a respite from the concrete jungle. This report will meander through the winding paths of urban green spaces, discussing their design, the benefits they provide to city residents, including improved air quality and mental health, and the challenges they face from development and pollution. As we delve into the significance of these urban oases, we'll uncover the intricate balance between nature and city life.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Report Writing – Introductions

Write

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

Topic: Canadian Invention – Basketball

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Topic: Canadian Climate – Surviving the hot and cold seasons

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Report Writing – Conclusions

- **Summarize the Main Points:** Mention the main things you talked about.
- **Call to Action:** Suggest something fun or interesting to do, like reading a cool book or chatting about the topic.
- **Connect to the Introduction:** Mention something from the start of your report to make it feel complete.
- **End with Something Interesting:** End with a cool fact or a question to make your reader think.



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

In conclusion, reading books is not just an escape into fantasy. It expands our vocabulary, improves our understanding of the world, and develops empathy. Let's challenge ourselves to read at least one book every month, exploring different genres and authors. Remember that every book is a new adventure, and each page turn adds to the journey of our own story.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

To finish, I want everyone to start recycling. It's important for our planet. Let's all do it starting now.

Summarize the main points

Connect to the introduction

End with something interesting

As we have seen, the Confederation of Canada was not just the uniting of territories, but the beginning of a diverse and strong nation. Let's take a moment to appreciate the intricate tapestry of our history and strive to learn more about our heritage. Reflecting on the journey we started at the introduction of this report, let's continue to build on the legacy of unity and diversity that is the cornerstone of our country.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

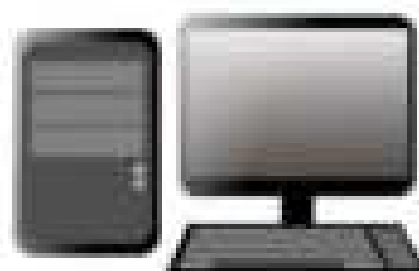
What are we learning more about?

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?

- ☐ Set
- ☐ PowerPoint
- ☐ Prompts



Instructions

How do we complete the activity?

- 1) Choose a Topic: Select one of the prompts provided in a separate section of this activity. Make sure to understand the topic before proceeding.
- 2) Research Visuals: Using safe search methods, find charts, diagrams, or pictures that are relevant to the chosen topic. Find visuals that help explain or illustrate the subject.
- 3) Create a Slide Presentation: Open PowerPoint or Google Slides and create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen as the 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) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below

Question

Urban versus Rural Communities

Discharge

Saturated Soil

Migration

Freshwater versus Saltwater

Renewable Sources of Energy

Geothermal Energy

Convection, Conduction, Radiation Heat Transfer

Sea Breeze versus Land Breeze

Photosynthesis

Parts of a Microscope

What is a Problem-Solution Report?

Understanding Problem-Solution Reports

The Basics of a Problem-Solution Report

A **problem-solution report** is a type of writing where we first describe a problem and then suggest one or more solutions to fix it. It's like when you notice there's a leak in your school's roof, and you write a report to repair it. The leak is the problem, and the repair is the solution.



Key Components of a Problem-Solution Report

- 1. Identification of the Problem:** This is where you clearly describe the issue or challenge. It's important to define the problem so everyone understands what's going wrong. For instance, "Many students don't have a quiet place to read at home."
- 2. Suggested Solutions:** After identifying the problem, you propose ways to solve it. Using our example, solutions might be:
 - Creating a quiet reading corner in the classroom.
 - Starting a library club where students can read during school hours.
 - Encouraging families to make a silent reading time at home.
- 3. Evaluation of Solutions:** This is where you think about the pros and cons of each solution. Maybe the reading corner is a quick fix, but starting a library club might help more students in the long run.

Why These Reports Matter

Problem-solution reports are helpful in school and life. They teach us to think critically, identify issues, and come up with effective ways to address them. The next time you see something that needs fixing or improving, whether it's in your school or community, you can use this type of report to share your ideas and help make things better.

Problem and Solution Report

Think

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

Reducing Classroom Waste: Explore ways to decrease the amount of waste generated in the classroom.

Addressing Bullying in Schools: Explore strategies to reduce bullying in schools.

Encouraging Reading for Pleasure: Find creative methods to encourage students to read for pleasure outside of school hours.

What is a Haiku?

What is a Haiku?

A haiku is a short, three-line poem from Japan. Each line has a set number of beats or syllables: the first line has 5, the next has 7, and the last has 5 again. Haikus often describe nature scenes or feelings. They paint a picture using simple words. Here are a couple of examples to show you:



At the Playground

Sun shining brightly (5)
Kids laughing and playing (7)
Joyful afternoon (5)



Still Pond

Fish darting around (5)
Water's quiet, trees shadow (7)
Calm spot to chill out (5)

Reading haikus is fun! They show us new worlds in just a few words.

Write

Finish the Haiku poems below.

Topic: Beach Trip	
Line 1	Seagulls chant across the sky.
Line 2	
Line 3	Peaceful horizon.

Topic: Rainstorm	
Line 1	Thunder rumbles loud.
Line 2	Drops splashing on the window.
Line 3	

What is a Limerick Poem?

What is a Limerick Poem?

Limerick poems are a fun type of poetry that originated from Ireland. These poems are known for their unique rhythm and rhyme, which make them easy to remember and enjoyable to recite.

Limerick

A limerick is a five-line poem. Here's what makes a limerick special:

- Lines 1, 2, and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- Lines 1, 2, and 5 are longer. Lines 3 and 4 are shorter.

Examples of Limericks

Luna's Lovely Library

Luna loved her library room,
With books that took her to the moon.
She'd read and she'd dream,
With a hot cocoa steam,
Lost in tales every afternoon.

Leo's Biking Day

Leo biked up a big bumpy hill,
Feeling like such a thrill.
He pedaled and he pedaled,
His helmet was a big
Racing fast gave him a thrill.



Write

Finish the Limerick poems below.

Topic: Roller Coaster Ride

Line 1	At the park, you can hear a loud roar,
Line 2	Roller coasters on tracks, I need more,
Line 3	Up and down, twist around,
Line 4	Feet hanging off the ground,
Line 5	

What is a Limerick Poem?

grin	spin	prime	time	tuxedo
Ontario	advancing	trance	dance	prancing
was	burrito	romancing	because	France

Write

Use the word bank words to fill in the limericks below

Line 1: On the shores of great Lake _____

Line 2: He decided a duck in a _____

Line 3: It so _____

Line 4: He'd _____

Line 5: And quack _____

Line 1: There once was a dragon from _____

Line 2: Who decided to learn how to _____

Line 3: With a twirl and a _____

Line 4: He'd flamboyantly _____

Line 5: And the whole village watched in a _____

Line 1: A peculiar young penguin liked _____

Line 2: And he'd spend his whole day _____

Line 3: On his feet, he _____

Line 4: Quite entrancing _____

Line 5: To the ice, he brought joy and _____

Writing an Acrostic Poem

Write

Write an acrostic poem about friendship. You can rhyme the endings or use a free verse style. Use the ideas below if you need suggestions.

Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Friend	Bend	Send	Mend	Trend
	Half	Calf	Path	Graph
	Must	Bust	Just	Rust
	Ruddy	Fuddy	Ruddy	Study
	While	Tile	Tile	Idle

F

R

I

E

N

D

S

A

I

P

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

1) What is happening in the comic according to the pictures?

2) Before writing in the comic, write a rough draft below by writing what the duck will say in each frame.

1)

2)

3)

4)

5)

Onomatopoeia in Comic Strips

Colour

Colour the onomatopoeia below



Writing Comic Strips – Superpowers

Instructions

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

Panel 1:

Setting: A quiet classroom. Sam, sits with a perplexed look, staring at a math problem.

Dialogue: Sam says, "Hmm... what's X equal to?"

Onomatopoeia: "Tap tap" from a pencil drumming on the desk.

Panel 2:

Setting: Sam is stuck on his problem with lightbulb above Sam's head, indicating an idea.

Dialogue: Sam says, "Aha! Divide by 3!"

Onomatopoeia: "Ding" from the lightbulb moment.

Panel 3:

Setting: Sam proudly displays his answer on the notebook.

Dialogue: Sam says,

Onomatopoeia: "Swoosh" from the paper being moved.



PREVIEW

Biography – Leif Erikson

Preface

This book is about Leif Erikson, a brave explorer from long ago. He was one of the first Europeans to travel to North America, way before others like Christopher Columbus. In these pages, you'll learn about his exciting life—from his early days in Iceland to his big adventures across the sea. We'll see how he and his family's daring spirit led him to discover new places. His story shows us how important it is to explore and learn new things, and how one person's journey can become a part of history. Happy reading!

Introduction

Leif Erikson, around 970 AD, is often celebrated as the first European to set foot on North American soil, predating Christopher Columbus by nearly 500 years. His voyages to lands west of Europe have earned him a place of honor in the annals of exploration.



Leif Erikson

Early Life

Leif was born into an adventurous family in Iceland around 950 AD. His father, Erik the Red, was a famous explorer who founded the first European settlement in Greenland. Growing up in such a family, Leif learned navigation and exploration from a young age.

Achievements

- **Around 1000 AD:** Leif embarked on a bold journey to North America. He discovered a land he called Vinland, now believed to be part of Canada.
- **In 1001 AD:** Leif returned to Greenland and told tales of the rich lands he had found.
- **In 1002 AD:** Leif reportedly bought a ship and gathered a crew, preparing for further exploration based on the information from a trader about lands to the west.
- **In 1003 AD:** Leif's father, Erik the Red, attempted to visit Vinland but had to turn back due to an injury. Leif continued his voyages, exploring more of the North Atlantic.

Legacy and Later Life

Leif Erikson's exact date of death is unknown, but he is thought to have died around 1020 AD. His legacy, however, has lived on for centuries. He is remembered as a symbol of courage and adventure and has inspired countless other explorers. In honour of his achievements, Leif Erikson Day is celebrated on October 9th in the United States and is also remembered with statues and memorials in various parts of Canada.

Questions

Answer the questions below.

1) Write the headings used in the biography?

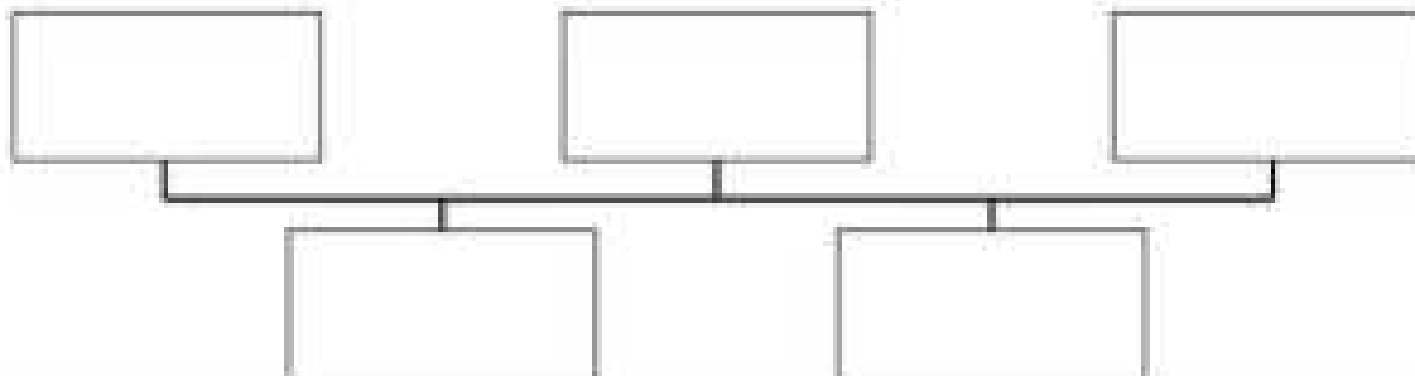
2) After reading the preface, why do you think authors include a preface?

3) How did the author feel about the biography? Was it helpful?

4) Why do you think the author chose to write about _____? What can we learn from him?

Timeline

Timelines are often included in biographies. Create a timeline using the information in the biography.



Researching Skills - Plagiarism

What's Plagiarism?

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

DO NOT
COPY

Avoiding Plagiarism:

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

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

Original Passage: In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems. They close their stomata at night to minimize water loss, and have spiny leaves to deter predators.

Paraphrasing: Desert plants have evolved long water storage capabilities. Within their robust stems, they keep a small pore opening to conserve moisture, and sporting spiny leaves to protect against herbivores.

Summarizing: Cacti and other desert flora survive by efficiently conserving water and deterring herbivores with their spiny leaves.

Quoting: "In the harsh, dry conditions of deserts, cacti have evolved to store water in their thick stems..."

Original Passage: Earthworms play a vital role in breaking down dead material and aerating the soil. Their movement through the earth creates channels that help plants grow better. These small creatures are key to maintaining healthy ecosystems.

Paraphrasing

Summarizing

Quoting

Researching Activity – Note Taking

Instruction

While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling.

Introduction

Louis Riel, a name synonymous with the Métis nation's struggle for recognition and rights, is a pivotal figure in Canadian history. Born on October 22, 1844, in the Red River Settlement (Manitoba), he was a political leader, a founder of Manitoba, and a central figure in the 1870-71 and North-West resistances.

Early Life

Riel was born into a respected Métis family. His father, Louis Riel Sr., was a prominent leader in the Métis community. Louis Jr. was educated in the Red River Settlement but left at the age of 25 upon hearing of the tensions between Métis inhabitants and the Canadian government.

**Political Beginnings**

In 1869, Riel emerged as a leader of the French-speaking community, protesting the transfer of the western territories from Hudson's Bay Company to the newly formed Dominion of Canada without consultation. He led a provisional government, which negotiated the Manitoba Act with the Canadian government, leading to the creation of Manitoba as a province on July 15, 1870.

Resistance and Exile

Riel's leadership in the resistance resulted in the execution of Thomas Scott, an action that polarized public opinion and led to Riel's exile. During his time in the United States, he was elected three times to the Canadian House of Commons but never took his seat. He was also institutionalized for mental health issues during this period.

The North-West Resistance

In 1884, Riel was persuaded to return to Canada to lead the Métis and other groups in what became known as the North-West Resistance. This uprising was a result of increasing discontent among the Métis and prairie inhabitants due to the Canadian government's failure to address their concerns.

Trial and Execution

Following the defeat of the Métis forces at the Battle of Batoche in May 1885, Riel was captured and tried for treason. Despite his argument that he defended his people's rights, he was found guilty. Louis Riel was executed on November 16, 1885, in Regina, Saskatchewan.

Note Taking

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

PREVIEW

Pictures

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

Activity Title: Partner Biography Research

Objective

What are we learning more about?

In this activity, you and your partner will work together to research facts about a famous person of your choice. You will focus on collecting information for a future biography and practice organizing your research and keeping track of your sources for a bibliography.



Instructions

How do we complete the activity?

- 1) Choose a Famous Person: With your partner, choose a famous person that you both find interesting. It could be a historical figure, a scientist, an artist, or anyone else you'd like to learn more about.
- 2) Divide the Research: Divide the research tasks between you and your partner. You will need to find information for the following categories:
 - Early Life: 1 fact
 - Achievements: 3 facts
 - Later Life and Legacy: 1 fact
 - Quote: 1 quote from the person
 - Picture: 1 picture of the person
- 3) Use Different Sources: Look for information in books, websites, encyclopedias, or other resources available in the classroom.
- 4) Keep Track of Sources: As you find each fact, quote, or picture, write down where you found it. Include the author's name (if available), title of the book or webpage, publisher, and date. If it's a website, include the URL and date of access.
- 5) Organize Your Research: On a piece of paper, organize your research into the categories mentioned above. Write the facts in complete sentences.
- 6) Create a Bibliography: With your partner, write down the sources you used in a separate section, without organizing them into the bibliography format. Your teacher will help you learn how to format them later.
- 7) Share Your Research: Present your organized research and bibliography to the class, explaining why you chose the person and what you found most interesting about their life.

Activity Title: Partner Biography Research

Research

Fill in the organizer below to complete your research. You could write your research on the computer as well, in a PowerPoint or Word document.

Who will you research more about?

Early Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Name _____

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Source Information
(2013)

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Later Fact #1	Source Information	
	Author	
	Title	

Quote	Source Information	
	Author	
	Title	
	Website	
	Date	

Picture - Source Information	
Author	
Title	
Website	
Date	

Assignment – Biography

Plan

Choose someone famous and learn more about them and their life. On the next page, write down the information you'll need to write your bibliography.

1) Who will be the subject of your biography?

2) Tell me _____ about their early life. – when they were born, where they were born, what their _____ were, who their family was, did they live in poverty, etc.

3) Share 3-5 facts about their achievements and why they are _____ known for? What did they achieve? Why are they remembered?

4) Describe their later life and what they'll be remembered for. When did they pass away or are they still alive? Where did they live?

5) Provide 1-2 sentences reflecting personality.

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

Name: _____

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

PREVIEW

ELA Inquiry Project Assignment

Objective

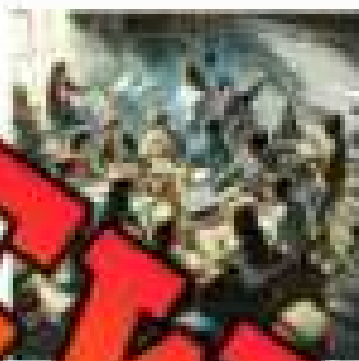
What are we learning more about?

You will work in groups to create and present an inquiry project on a topic, theme, or issue you've studied in English language arts. This project will allow you to explore an area of interest in greater depth, develop your research skills, and enhance your ability to work collaboratively.

Instructions

How do we complete the activity?

- 1) Form groups of 3-5 members. Discuss and select a topic, theme, or issue that interests you.
- 2) As a group, formulate research questions that will guide your inquiry and Collaborate using technology to plan your research strategy.
- 3) Use a variety of sources to gather information, including interviews, books, websites, and videos.
- 4) Summarize the information in your own words, making notes in point form.
- 5) Discuss as a group how the information you've gathered answers your research questions. Integrate your ideas into a cohesive analysis.
- 6) Decide on the format of your presentation (e.g., slideshow, poster, video) and assign roles to each group member. Your presentation should be informative, and well-organized.
- 7) Ensure all sources are appropriately documented within your presentation.
- 8) Throughout the project, use the language of inquiry to guide your discussions and decision-making. Questions such as "What processes could we use?" or "How can we best present our findings?" will help keep your research focused and effective.

**Suggested Topics**

Renewable Energy Solutions

Deep Ocean Mysteries

Ancient Civilizations

The World of Bees

The Human Brain

The Art of Animation

Space Exploration: Mars

Robotics and AI

Environmental Conservation

Plan

Create a planning tool that allows you to formulate your questions.

1) Selected Topic/Theme/Issue

2) Brainstorm and list questions you want to answer with your research.

A) _____

B) _____

C) _____

D) _____

E) _____

3) Use the questions you have developed to guide your research. Use the area below to write any information you have found. Use the information to help your group.

Plan

Now prepare for the presentation phase of your inquiry project.

1) Were you able to answer at least 1 research question? Explain.

2) Which presentation format will you utilize? Check the box.

- ☐ Slideshow
- ☐ Poster
- ☐ Report
- ☐ Video
- ☐ Other _____

3) Who will do what? (e.g., research, writing, speaking)

- Member1: _____ Role: _____
- Member2: _____ Role: _____
- Member3: _____ Role: _____
- Member4: _____ Role: _____

4) Ensure all sources are appropriately cited. List the types of sources.

- Books: _____
- Website: _____
- Interviews: _____
- Other: _____

5) List any final tasks to complete before the presentation.

Cursive Writing Activities

Cursive Writing Activities

Practice

Trace the cursive letters below

PREVIEW

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

U

u

V

v

W

w

X

x

Y

y

Z

z

PREVIEW

Cursive Writing Activities

Practice

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

Flowers bloom brightly.

The sun sets at night.

The sun sets behind mountains.

Owl hoots in the dark woods.

Coinage is found in unlikely places.

Cursive Writing Activities

Practice

Trace the cursive stories below

Practicing mindfulness and gratitude
can lead to a more positive outlook
on life and better mental health.

Protecting our environment ensures
that wildlife and future generations will have a
healthy place to live and thrive on
Earth.

By studying the causes and effects of
pollution, we can develop strategies
to reduce our environmental
footprint and protect our planet.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

Favourite animal at the zoo?

Favourite destination?

What's your favourite food?

Favourite pizza topping?

Favourite breakfast cereal?

What's your dream car?

Favourite amusement park ride?

What's your favourite joke?

PREVIEW



Google Slides Lessons Preview





Saskatchewan Language Conventions, Spelling – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

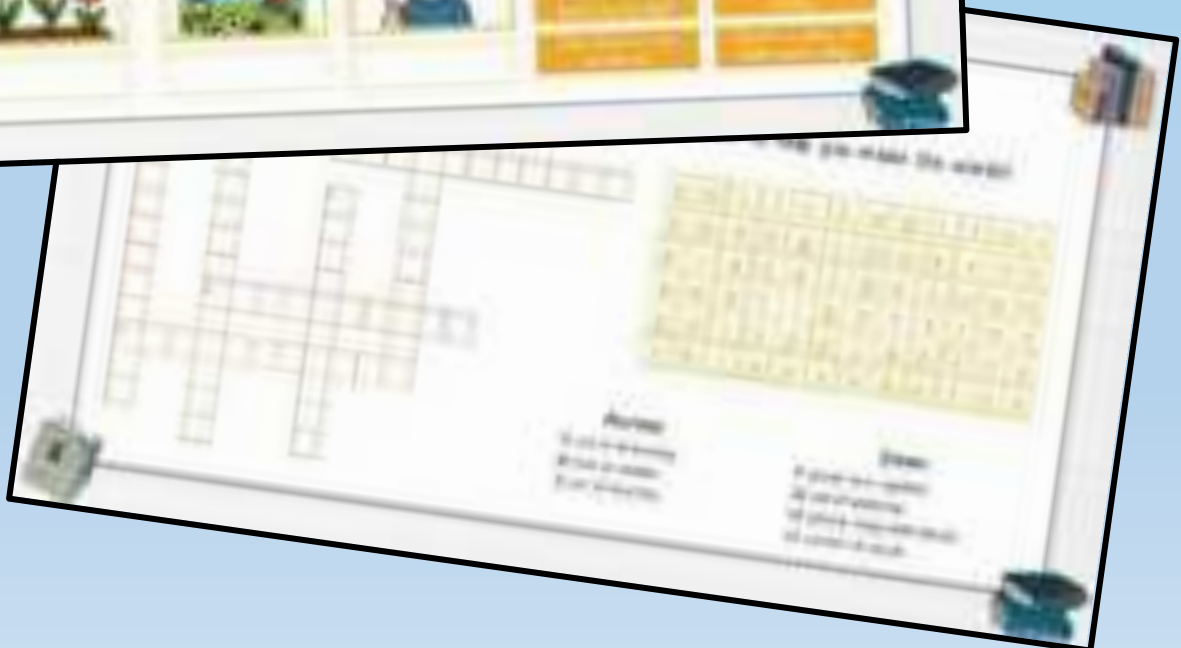
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!









Workbook Preview



Grade 7 – Language

Saskatchewan ELA Curriculum



Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional, grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.

	Outcomes	Pages
CR7.1	View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., <i>Thinking for Oneself</i>), social responsibility (e.g., <i>Participating and Giving Our Personal</i>).	N/A
<p>Preview of 105 pages from this product that contains 460 pages total.</p> <p>Included are weeks 1 – 8, and 28 – 30.</p> <p>There are 30 weeks total.</p>		
	contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.	
CR7.2	Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.	N/A
CR7.3	Read Grade 7 appropriate texts to increase fluency (130–170 words orally, 170–220 silently) and expression.	19, 35–36, 42–43, 49–50, 57–58, 66, 74–75, 81–82, 218–219, 228–229, 230, 238–239, 242, 244–247, 250–251, 257, 259–260, 263–268, 270, 272–273

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

	Outcomes	Pages
CC.1	Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).	24, 33, 46-47, 53-55-63, 71-72, 78, 85, 94, 121, 128, 158, 166-167, 182, 189-193, 197
CC.2	Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.	N/A
CC.3	Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g., using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.	N/A
CC.4	Use pragmatics (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/ morphological (e.g., avoid overused and misused words), graphophonetic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning.	13-18, 27-28, 30-34, 37-41, 44-48, 51-54, 60-65, 69-73, 76-80, 83-99, 102-107, 111-116, 119-123, 126-130, 133-138, 142-146, 152-157, 161-168, 179-184, 187-191, 195-199, 203-207, 210-217, 220-227, 230-231, 233-237, 240-241, 243-245, 248-249, 256, 258, 261-262, 269, 271
CC.5	Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.	N/A
CC.6	Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).	N/A
CC.7	Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).	N/A
CC.8	Write to describe a person, to narrate an imaginary incident or story, to explain and inform in a news story, a factual account, and a business letter, to persuade in a letter and in interpretation of a text.	108, 117-118, 124-125, 131-132, 140-141, 149, 158, 169-170, 185-186, 192, 205, 258-269
CC.9	Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).	N/A

Assess and Reflect on Language Abilities (AR). Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

	Outcomes	Pages
ART.1	Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.	N/A
ART.2	Appraise own and others' work for clarity and correctness.	274-275

READING PROGRAM - OVERVIEW

Week	Lesson 1	Lesson 2
1	Identify Sentence Fragments	Correct Sentence Fragments
2	Sentence Form: Simple Sentences	Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs
3	Identify Run-on Sentences	Parts of Speech – Interjection, Conjunction, Preposition
4	Correct Run-on Sentences	Clauses – Clauses in a sentence
5	Sentence Form: Compound Sentences	Coordinating Conjunctions – FANBOYS Using Commas
6	Sentence Form: Complex Sentences and Using Mixed Sentence Types	Intro to Subordinating Conjunctions
7	Correlative Conjunctions	Conjunctive Adverbs
8	Identifying Complex Sentences in Your Independent Reading Books	Conditional Conjunctions
9	Basic Sentence Structures: Simple, Compound, and Complex	Functions of Nouns
10	Sentence Form: Compound-Complex Sentences	Functions of Pronouns, Common Subjective and Objective Forms Of Pronouns, and Pronoun Agreement
11	Sentence Form: Compound-Complex Sentences	Deep Dive into Verbs and Subject Verb Agreement
12	Imperative Sentences and Point of Views	The Role of Adjectives in Sentences
13	Declarative Sentences	Mastering Adverbs for Clear Meaning
14	Interrogative Sentences	Using Indirect Objects Effectively
15	Exclamatory Sentences	Indirect Objects: Advanced Usage

READING PROGRAM - OVERVIEW

Weeks	Lessons	
16	Introduction to Predicate Nouns and Imagery	Basics of Capitalization and Use of Symbols/emojis
17	Introduction to Predicate Adjectives and Understanding Similes and Metaphors	Advanced Capitalization Rules and Symbols
18	Participles and Participial Phrases: Introduction and Personification	Punctuation Basics: Periods and Question Marks
19	Participles and Participial Phrases: Advanced Usage and Alternatives	Using Colons for Explanations and Quotations for Secondary Information
20	Introduction to Adverbial Phrases and Hyperbole	Semicolons: Basics
21	Adverbial Phrases: Advanced Examples as well as Onomatopoeia	Semicolons: Advanced Usage
22	Commas After Transitional Words	Using Commas with Conjunctive Adverbs
23	Commas For Introductory Phrases	Introduction to Ellipses and Dashes
24	Vocabulary: Context Clues: What Do You Think The Underlined (Challenging Word) Means?	Advanced Use of Ellipses and Dashes for Omission, Pause, or Break
25	Frequently Misused Words And Formal And Informal Conventions	Decoding: Chunking - Breaking Down Bigger Words and Canadian Versus Standard English
26	Using VS Formal English And Frequently Misused Words	Creating Synonyms, Homonyms and Shades of Meaning
27	Adjusting Expression for Different Genres and Situational Varieties	Thesaurus Skills: Expanding Word Choices and Commonly Confused Words
28	Adjusting Expression For Different Genres	Morpheme Scavenger Hunt: Spotting Roots, Prefixes, and Suffixes in Texts
29	Reader's Theatre - Performance Reading: Adjusting Tone and Pacing for Audiences	Fluency Readings - Providing A List Of Sentences That Get More Difficult To Read
30	Reader's Theatre - Performance Reading: Adjusting Tone and Pacing for Audiences	Fluency Readings - Providing A List Of Sentences That Get More Difficult To Read

FOUNDATIONS OF LANGUAGE

PREVIEW

Name _____

13

Dedicated to helping
children learn to read

Week 1 - Vocabulary List

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

Cursive

Write the word using cursive writing.

	Trace	Write
Unease		
Ungrateful		
Unorthodox		
Unknown		
Unhindered		
Unceremonious		
Unfathomable		
Unwarranted		
Demean		

Week 1 - Vocabulary List**Cursive**

Write the word using cursive writing.

Word	Trace	Write
Disease	<i>Disease</i>	
Discontent	<i>Discontent</i>	
Release	<i>Release</i>	
Beneath		
Conceal	<i>Conceal</i>	
Pioneer	<i>Pioneer</i>	
Engineer	<i>Engineer</i>	
Proceed	<i>Proceed</i>	
Volunteer	<i>Volunteer</i>	
Employee	<i>Employee</i>	
Refugee	<i>Refugee</i>	

PREFIX UN-

The prefix "un-" "un-" often makes the word mean the opposite or indicates a reversal or absence of the original meaning.

Examples:

- "Unknown" something that is not familiar or not recognized.
- "Undo" means to reverse or take back what was done.



Matching

Match the word with its definition.

2) Unlocked

3) Unlike

4) Unseen

5) Unsure

☐ Different from; not similar to.

☐ To free from being bound.

☐ Not certain or confident.

☐ The opposite of something that is locked.

Completion

Complete the sentences with the correct "un-" word.

a. unorthodox	b. unhindered	c. unease	d. unorthodox	e. unload
f. unknown	g. unwarranted	h. unravel	i. unorthodox	j. unorthodox

1) She felt a sense of _____ walking through the dark, narrow alley.
2) Even after receiving the gift, he seemed _____ and didn't say thanks.
3) Her teaching methods were _____, but her students always succeeded.
4) The author of the mysterious note remains _____ to everyone in class.
5) Even with the heavy rain, he continued his journey _____.
6) After the argument, his exit from the room was quick and _____.
7) The vastness of the universe is both beautiful and _____.
8) His sudden anger during the discussion felt _____ and out of place.
9) As she pulled the string, she watched the entire sweater _____.
10) After the trip, they worked together to _____ the luggage from the car.

IDENTIFY SENTENCE FRAGMENTS

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

Examples:

- Walking down the street.
- The shiny, red ball.
- Although she was tired



Complete sentence?

Is the sentence complete or is it a fragment?

1) After the war.	Complete	Fragment
2) The blueberry jam.	Complete	Fragment
3) Rain pouring down.	Complete	Fragment
4) Sarah quickly finished.	Complete	Fragment
5) Excited about the upcoming.	Complete	Fragment
6) In the park with my dog.	Complete	Fragment
7) The sun shines brightly today.		Fragment
8) Behind the tall, green tree.		Fragment

Fragment Repair

Repair each fragment to form a complete sentence.

1) The cat on the windowsill.

2) In the middle of the night.

3) In the dim light of the attic.

CORRECT SENTENCE FRAGMENTS

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

Examples:

- Impossible!
- If only she knew.
- In the blink of an eye.



Identify the sentence fragment correct or not?

1) Impossible!		6) Unless you find it.	
2) After a long time.		7) Never again.	
3) What a day!		8) Through thick and thin.	
4) Because of you.		9) Come what may.	
5) Believe it or not.		10) I feel.	

Mix and Match

Match the fragments to the sentences.

ANSWER	FRAGMENTS	SENTENCES
1.	During the summer break,	A) she has always been a good student.
2.	Even though it's hot,	B) we will have a picnic in the park.
3.	Whenever I think about	C) I read a few pages of my book.
4.	Although he was tired,	D) make sure to buy some popcorn.
5.	Behind the old school,	E) he continued to study for his test.
6.	Before the movie starts,	F) there's a small playground.
7.	Unless it rains,	G) we traveled to the mountains.
8.	After the game,	H) she wears a heavy jacket.
9.	Since she was little,	I) that day, I feel grateful.
10.	While waiting for the bus,	J) they went for ice cream.

Name: _____

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www.thefairyprint.com**WORD SEARCH****Word Search**

Find the word bank words in the puzzle.

Unease	Ungrateful	Unorthodox	Unknown	Unhindered
Unceremonious	Unfathomable	Unwarranted	Demean	Disease
Greatest	Release	Beneath	Conceal	Pioneer
Engine	Proceed	Volunteer	Employee	Refugee

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 1 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	They explored unknown lands.				
2)	She felt a shiver spread in town.				
3)	The greatest engineer helped design a bridge.				
4)	The ungrateful employee chose to conceal the truth from the team.				
5)	Despite facing unorthodox challenges, the volunteer proceeded unhindered.				
6)	It was an unceremonious event with unfathomable decisions and unwarranted demeaning remarks.				
7)	Beneath the surface of an ungrateful society, the refugee faced unwarranted prejudice, finding solace in unorthodox traditions.				

Visualization

Visualize

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

PREVIEW

In the heart of twilight, two young explorers tiptoed through a garden where ruby-red roses and sapphire-blue irises bloomed even under the cloak of night. Glimmering fireflies wove between the flowers, casting a magical glow that danced upon the children's awestruck faces. A maze of towering sunflowers stood like sentinels, their golden heads bowing to the whispers of the evening breeze. Overhead, a velvet sky was sprinkled with diamond stars, winking down at the labyrinth below. A round pond, clear as crystal and still as glass, reflected the moon's radiant smile. The air was filled with the rich, sweet scent of jasmine, inviting the children to sit by the pond's edge, where they could watch the silver fish darting like arrows in the moonlight.

Week 1 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Complete or Fragment?

Is the sentence complete or a fragment?

1) In the heart of the winter.	Complete	Fragment
2) Every time I hear that song.	Complete	Fragment
3) I enjoy watching sunsets.	Complete	Fragment
4) Whenever the dog barks.	Complete	Fragment

Mix and Match

Match the fragments with its suitable ending.

ANSWER	FRAGMENTS	POSSIBLE ENDINGS
	Beyond the distant hills,	A) everyone gathers around the campfire.
	Beneath the tall oak tree,	B) many wild horses roam freely.
	Until the lights go out,	C) you'll find a hidden treasure.

Week 2 - Vocabulary List

laughing	digesting	distracting	receding	collaborating
comprehending	negotiating	navigating	blistering	blizzard
blueprint	blurt	blustering	bloodcurdling	bronchitis
broccoli	breakneck	bravado	bristle	breach

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

Answer	Description
Laughing	A) Green vegetable.
Digesting	B) Showing joy with sound.
Distracting	C) Showing of bravery.
Receding	D) Showing of bravery.
Collaborating	E) Drawing attention.
Comprehending	F) Hot, scorching.
Negotiating	G) Moving forward slowly.
Navigating	H) Drawing attention.
Blistering	I) Plan for building.
Blizzard	J) Working together.
Blueprint	K) Causing great fear.
Blurt	L) Lung inflammation.
Blustering	M) Say suddenly without thinking.
Bloodcurdling	N) Dangerously fast.
Bronchitis	O) Discussing to reach agreement.
Broccoli	P) Breaking or violation.
Breakneck	Q) Finding one's way.
Bravado	R) Talking loudly, boastfully.
Bristle	S) Extremely hot or fast.
Breach	T) Understanding something.

SUFFIX -ING



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

Examples:

- Jump → Jumping
- Eat → Eating
- Think → Thinking



Completion: Choose a suitable verb and add -ing form to complete each sentence.

1)	I _____ a book under the tree.	a) write
2)	They _____ soccer in the park.	b) read
3)	He's _____ favourite song.	c) bake
4)	The cat is _____ use around.	d) play
5)	We are _____	e) sing
6)	The sun is _____ brightly.	f) listen
7)	She's _____ cookies _____ bake	g) shine
8)	The teacher is _____ on the _____ phase	
9)	Birds are _____ outside my window.	
10)	They're _____ in the pool after school.	

Write

Use the words below to create a meaningful sentence.

1. Laughing	
2. Distracting	
3. Digesting	
4. Receding	

SENTENCE FORM: SIMPLE SENTENCES

A **clause** is a group of words that gives information and has a subject and a verb.
A **simple sentence** is a sentence that has one independent clause,
meaning it has a subject and a verb and expresses a complete thought.

Examples:

- The cat meows.
- I read a book.
- She dances gracefully.



Identify the simple sentence by putting a check mark (✓) if the sentence is in simple structure.

1) The cat meows.	6) Rain feels cold.
2) Even though I was tired, I finished my homework.	7) She reads and draws well.
3) The dog barked loudly.	8) He runs in the morning.
4) He was tired, so he went to bed.	9) They went to the park but left.
5) Sunsets are beautiful.	10) She dances in the rain.

Write

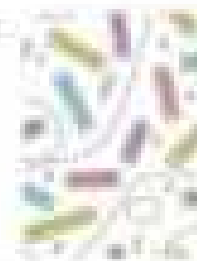
Complete the following to make simple sentences.

- 1) Every morning _____
- 2) On weekends _____
- 3) My favourite hobby _____
- 4) At the park _____
- 5) My favourite book _____
- 6) The funniest thing _____
- 7) My best memory _____
- 8) When it rains _____

NOUNS, VERBS, ADJECTIVES, AND ADVERBS

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

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



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

	1) The <u>little</u> girl walked slowly across the path.
	2) He has a <u>big</u> collection of comic books.
	3) <u>Early</u> in the morning for breakfast.
	4) The <u>stranger</u> looked at the passing car.
	5) Taylor said <u>that</u> if _____ word.
	6) The old house at the <u>end</u> of the street looks haunted.
	7) I placed my book on the <u>table</u> next to _____.
	8) He walked alone on the <u>dark</u> street.
	9) Sarah wants a bicycle for her <u>birth</u> .
	10) They <u>play</u> soccer in the park every weekend.

Write

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

Mirror (Noun)	
Develop (Verb)	
Sturdy (Adjective)	
Abruptly (Adverb)	

CROSSWORD PUZZLE**Crossword**

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

**Across**

4. Stiffen with anger or irritation.
5. Displayed boldness or swagger.
6. Breaking down food internally.
8. Severe snowstorm with strong winds.

Down

1. Say suddenly, without thinking.
2. Moving back or withdrawing.
3. Expressing humor with sound.
5. Inflammation of lung airways.
7. Green cruciferous vegetable.
8. Break through, violate agreement.

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 = 108 Words

While navigating through the blizzard, Max and Lily, two kids with a knack for adventure, followed their secret map. They were collaborating on a secret treehouse project and had a perfect plan. Max, always full of bravado, took a breakneck pace. A blustering wind blustered around them. "Be careful!" Lily cautioned. "I don't want to hear her concern. Distracting her was a plate of broccoli she saw in a nearby basket. "One's digesting their dinner," she chuckled. They both bristled as a blizzard loomed, a sign of the impending breach of their secret spot. Nevertheless, in the snow, they carried on, comprehending the challenge ahead.

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 passage.
- 3) Divide the total words by the recorded seconds.
- 4) Multiply the result by 60.
- 5) The final number is your reading speed in WPM.

Example:

Words: 1,140

Time taken: 330 seconds (5:30)

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

Time Taken To Read

Divide 108/seconds

WPM

Visualization

Visualize

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



The morning sun rises over a quiet beach. Waves gently roll onto the sand. Palm trees line the edge of the shore. In the sand, the different shells scattered around. You can be seen in the far distance. The sun is turned off as day breaks.

Tall buildings line the city streets. Cars and motorcycles on the roads, and people walking. There's a small park with benches where someone is painting on a canvas.

An old wooden bridge crosses a small stream in the forest. Trees with green leaves surround the area, and a few birds can be seen flying from branch to branch. The water in the stream flows over rocks, making a bubbling sound.

A snowy field stretches out with a hill in the background. Kids are sledding down the hill, and there's a snowman on the side with a carrot nose and coal eyes. The sky is clear, and the sun is shining.

In the countryside, there is a farm with a red barn and a large field. Cows and horses are grazing in the field. A tractor is parked near the barn, and there is a stack of hay bales next to it.

Week 2 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Identify

Put a check mark (✓) if the sentence is correct.

1) The cat purred.	4) The cat purred.
2) If it rains, we'll stay in.	5) Rain pour.
3) She danced gracefully.	6) Although tired, she read.

Identify

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

	1) The curious cat purred loudly by the window.
	2) She wrote a long letter neatly and quickly.
	3) The talented student plays beautifully on the piano.
	4) His new bike rides smoothly on the pavement.

Week 3 - Vocabulary List

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

reiterate	reimagine	renegotiate	reevaluate	reacquaint
reform	rejuvenate	realign	chronic	chameleon
charismatic	chaperone	chagrin	chastise	shrapnel
shroud	shirked	shackle	shelter	shun

Instructions Fill in the blanks using the vocabulary list above.

1	Mr. _____ and popular.
2	They had _____ the shelves.
3	To his _____ the experiment failed.
4	Sleep can _____ anybody.
5	Mrs. Smith will _____.
6	He _____ his _____ and _____ recess.
7	The _____ changed colour.
8	The school will _____ its policy.
9	They'll _____ the agreement.
10	Jenny had a _____ cough.
11	Teachers _____ lazy students.
12	She'll _____ her project.

LERTSEH	EFORM	HNCOMLEAE	SIKRDHE	CGANRHI

PREFIX RE-

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

Examples:

- Reread - to read again.
- Reuse - to use again.
- Return - to come back.



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

SENTENCES	YES / NO
1) He decided to <u>redo</u> his assignment after his teacher's feedback.	
2) She wanted to <u>revisit</u> the museum this summer.	
3) They will <u>rerun</u> the movie because it was so popular.	
4) I'll <u>recook</u> the pasta because I didn't like it.	
5) Can you <u>relisten</u> to that song since I missed the lyrics?	
6) We should <u>rethink</u> our strategy after the team meeting.	
7) It's time to <u>replay</u> the video for the new students.	
8) He will <u>rebook</u> his flight ticket due to a schedule change.	
9) She will <u>redraw</u> her artwork because she got new colours.	
10) They want to <u>redrink</u> the smoothie because it was delicious.	

Write

Write a sentence changing the underlined verb to happen again.

Original	We need to <u>evaluate</u> our options.
Again Version	

Original	Let's <u>imagine</u> this story together.
Again Version	

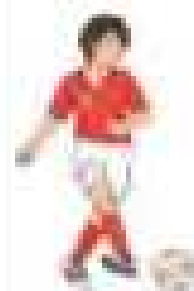
IDENTIFY RUN ON SENTENCES

What are run-on sentences?

Run-on sentences are sentences that are too long and have more than one complete thought without proper punctuation. Instead of separating the ideas into separate sentences, they are connected without pause.

Example:

- ❑ I wanted to join the soccer team I didn't have the right shoes.
❑ My friend loves reading books she can finish a novel in one day.



Sentence _____ Label each sentence as correct or run-on.

	Sentence	Correct / Run-On
1	The school has to refer to policies students agree.	
2	I need to rejoin the team I've been fired.	
3	There's a rusty shack with a sign that says 'Welcome'.	
4	My brother shuns broccoli he doesn't like it.	
5	The chameleon changes colour it's fascinating.	
6	The new student is charismatic, everyone likes him.	

Write _____ Correct the run-on sentences using punctuation.

I love reading books I go to the library every week.

My dog is playful he jumps around all the time he is so cool.

She's a great singer everyone enjoys her performances.

INTERJECTION, CONJUNCTION, PREPOSITION

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

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

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

Fill in the blank.

Write the suitable interjection for each statement.

- 1) _____ That roller coaster looks intense.
- 2) _____ I rubbed my toe on the chair.
- 3) _____ I was detecting that loud noise.
- 4) _____ I was sitting at home.
- 5) _____ I thought it was great for our team.



Identify

Circle the conjunctions in each.

- 1) She loves reading and often visits the library.
- 2) I wanted to play outside, but it started raining.
- 3) You can have the apple or the banana for a snack.
- 4) He forgot his lunch, so I shared mine with him.
- 5) She's not only a great singer but also a talented dancer.

Search

Underline the prepositions used in the story below.

In a village beneath tall mountains, Luna, a curious cat, lived in a blue house. Every morning, by the window, she watched birds fly over rooftops. Dreaming of adventures beyond the horizon, one day she explored the forest behind her home. She wandered through thickets, across streams, and around old trees. Above, leaves whispered secrets. By nightfall, Luna discovered a glade filled with fireflies. Dancing among them, she felt the magic surrounding her.

Name: _____

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Scrabble Connections
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Word Sudoku

Sudoku

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

REFORM		REALIGN		CHASTISE	
CHAGRIN		SHIRKED		SHUN	
CHASTISE				SHUN	CHASTISE
SHUN		REFORM	REALIGN	CHAGRIN	
		SHUN	CHASTISE		CHAGRIN
	CHAGRIN		SHUN	REALIGN	REFORM
REALIGN		CHAGRIN		CHASTISE	SHUN
SHIRKED	SHUN	CHASTISE	CHAGRIN		

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)	Lisa reiterated her point at the meeting even when she seemed distracted. She was given a hint of chagrin, she said, "Let's rearrange our goals and realign our plans."	☐ Slow	☐ Medium	☐ Fast
2)	When Tom saw the new exhibit, he decided to reimagine his art project. His art teacher, a chaperone, advised him to reacquire his skills with the basics before making changes.	☐ Slow	☐ Medium	☐ Fast
3)	At the museum, artifacts shrouded in mystery included old shrapnel from a war. The guide, a charismatic lady, expressed her chagrin when a student shirked his responsibility to stay with the group.	☐ Slow	☐ Medium	☐ Fast
4)	Jane felt the need to rejuvenate her room's design. She shunned the old layout and decided to renegotiate terms with her roommate, hoping for a fresh start.	☐ Slow	☐ Medium	☐ Fast
5)	Amidst the storm, the family sought shelter in their basement. The father chastised his son for forgetting to bring in the tools, and they were left shackled by the rain outside.	☐ Slow	☐ Medium	☐ Fast

Week 3 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Sentence or Run-On

Label each sentence.

	Sentence	Run-On
1	The sun set, painting the sky with different colours.	
2	I forgot my umbrella it rained.	
3	The concert was loud and fantastic.	

Identify

Is the word group a list of prepositions, conjunctions, or interjections?

	Word Group	Preposition	Conjunction	Interjection
1	In, on, at, below, across			
2	Oh, Wow, Yikes, Ouch, Ha!			
3	And, or, nor, but, if, then, since			

Name: _____

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www.superteacherworksheets.com**Week 4 - Vocabulary List**

bitterly	immediately	temporarily	evidently	deliberately
initially	unfortunately	partially	painless	maintain
claimed	tainted	sustain	derail	delayed
array	overlay	haywire	wayward	mayhem

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

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

SUFFIX -LY

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

Examples:

- ✓ Silent (adjective) becomes Silently (adverb): He silently closed the door.
- ✓ Happy (adjective) becomes Happily (adverb): She happily eats sweets.



Match

Add -ly to the words and match them to the correct blank.

Answer	Sentence	Word Hint
She _____	at the joke.	lazy
I finished _____	in the morning.	broad
I finished _____	today.	patient
She waited _____		soft
The stream flowed _____	the woods.	day
He works out _____	the gym.	gentle
The baby cried _____	during the night.	melodious
The wind blew _____	through the trees.	quick
He described the scene _____		loud
The cat purred _____	on the couch.	

Write

Use the following words to create a short news article about a new operation.

Efficiently	_____
Desperately	_____
Cautiously	_____
Unexpectedly	_____
Swiftly	_____

CORRECT RUN-ON SENTENCES

Run-on Sentence	Revised
My favourite fruit is apples they are sweet and crunchy.	My favourite fruit is apples because they are sweet and crunchy.
I wanted to go to the movies my brother wanted to go bowling we couldn't decide.	I wanted to go to the movies, but my brother wanted to go bowling, so we couldn't decide.



Write the following run-on sentences using simple sentences or punctuation.

1) My dog loves to play he does it all day long.

2) The museum was fascinating I learned a lot about history there.

3) She loves chocolate ice cream I prefer vanilla.

4) My homework is difficult I need some help with it.

5) The concert was loud my ears were ringing afterward.

6) I played soccer after school I scored three goals.

7) I don't like broccoli my sister says it's her favourite vegetable.

8) The movie was scary I couldn't sleep well that night.

CLAUSES IN A SENTENCE

A **clause** is a group of words that contains a subject and a verb. There are two main types of clauses:

- **Independent Clauses:** These can stand alone as complete sentences. For example, "She reads."
- **Dependent Clauses:** These cannot stand alone and need an independent clause to make sense. For example, "because she enjoys it."

Identify

Determine if the clauses are dependent or independent.

	Clause	Independent Clause or Dependent?
1	She loves cats.	
2	Although it is raining.	
3	The cat, which is black.	
4	Tomatoes are a type of fruit.	
5	While I was eating breakfast.	

Write

Write the independent and dependent clauses from the complex sentence.

Sentence	While the cake was baking in the oven, I kept stirring.
Independent	
Dependent	

Sentence	Since they practiced regularly, the team won the championship.
Independent	
Dependent	

Sentence	Before going to bed, Tim reads a chapter from his favourite book.
Independent	
Dependent	

Hidden Word

Hidden Word

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



CLUES

- 1) Stated or asserted.
- 2) Keep in an existing state.
- 3) Support or keep going.
- 4) Without any pain.
- 5) An ordered series or arrangement.
- 6) Go off track or fail.
- 8) Incomplete or not fully.
- 9) Postponed or made late.

THE HIDDEN WORD

Week 4 - Fluency Readings

Read

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

	Passages	Voices	
1)	Bitter, I regretted my decision. I deliberately chose the path with less traveled, but unfortunately, it led to a dead end.	Angry	Happy
2)	I immediately sensed something was off. Evidently, the farmer had cut the haywire after a software glitch had as programmed.	Frustrated	Joyful
3)	At first, I thought the puzzle was as straightforward as it seemed. Yet, when I looked closer, I discovered a vast array of hidden meanings.	Curious	Serious
4)	I tried to maintain a calm facade. But when the news claimed that the water was tainted, panic quickly set in for me.	Worried	Calm
5)	To sustain my energy during the hike, I packed snacks. A delayed start meant I had to hurry before nightfall.	Worried	Determined
6)	My train's journey was derailed by a wayward tree on the tracks. The crew worked tirelessly to clear the obstacle and get us moving.	Suspicious	Relieved
7)	The festival's vibrant array of lights and colours was mesmerizing to me. However, my excitement soon turned to chaos when a haywire firework display caused a brief mayhem.	Cheerful	Annoyed

Week 4 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Write:

Revise the following run-on sentences by adding punctuation.

1) We wanted ice cream the store was closed.

2) The sun was shining I decided to go to the park.

Write

Write the independent and dependent clause from the complex sentence.

Sentence	Although she was tired, Maria finished her homework.
Independent	
Dependent	

Week 5 - Vocabulary List

disarray	disassemble	disappoint	dishonour	disassociate
disorient	disrespect	disembark	stratify	stimulate
stupendous	stratosphere	streamline	steadfast	spacious
sponsor	spectator	sporadic	spindly	sprightly

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

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

Write

Use the following words in a sentence.

1) Disappoint	
2) Stratify	
3) Steadfast	
4) Sponsor	
5) Dishonour	

PREFIX DIS-

The prefix "dis-" often means "not" or "opposite of." It transforms a word to convey a negative or reversing force.

Examples:

- **Agree - Disagree:** "Agree" means to have the same opinion; "disagree" means to not have the same opinion.
- **Obey - Disobey:** "Obey" means to follow a rule; "disobey" means to not follow it.



Complete Complete the sentences with the appropriate "dis" word.

Dissemble	Disassemble	Disarray	Disrespect
Disseminate	Disavow	Disassociate	Disappoint

1)	_____ if not read correctly.
2)	_____ from that mean group.
3)	_____ mess; not _____.
4)	I will _____ fix it.
5)	To cheat work _____ oneself.
6)	We will _____ the bus.
7)	His room was in total _____.
8)	It will _____ her if you do.

Write

Write a sentence using the base word and word with the prefix dis-.

Locate	_____
Dislocate	_____
Approve	_____
Disapprove	_____

COMPOUND SENTENCES

An **independent clause** is a group of words that give information and have a subject and a verb. An independent clause can be a complete sentence by itself.

A **compound sentence** combines two independent clauses, using a comma and a coordinating conjunction. Coordinating conjunctions include **FANBOYS**.

FANBOYS = For And Nor But Or Yet So

Examples: The cat slept, but the dog played. I wanted to play outside, but it started to rain.



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

1) The garden is _____

2) Kevin plays soccer _____

3) The book was thrilling, _____

4) I studied for the test, _____

Write Rewrite the boring simple sentences using an interesting sentence.

Simple	Julia wanted to join the band.	She learned flute.
Compound		
Simple	The library was haunted.	Kids found it intriguing.
Compound		
Simple	Snow began to fall.	Everything turned white.
Compound		

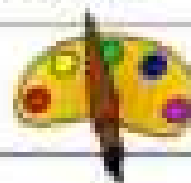
COORDINATING CONJUNCTIONS – USING COMMAS

Conjunctions are words that connect clauses or words in the same clause, in a sentence. Coordinating conjunctions are single words that connect equal sentence elements like noun with noun or clause with clause.

"FANBOYS" is an acronym for seven common conjunctions: For, And, Nor, But, Or, Yet, So. When connecting two independent clauses (complete thoughts) using a FANBOYS conjunction, place a comma before the conjunction.

Example: 1) I like tea, but she likes coffee. 2) I was late, so I skipped breakfast.

Complete the sentences using "FANBOYS"



1	I used to drink tea, _____ I started painting.
2	She's always a rush, _____ she never follows trends.
3	The experiment _____ lead to a breakthrough.
4	The theatre had a special effect, _____ the crowd was excited.
5	He tried not to disrupt the class, _____ the phone kept ringing.
6	Some people stereotype based on appearance, _____ often misleading.
7	I wanted to buy the dress, _____ it was too expensive.

Write

Create your own sentences using FANBOYS

FOR	
AND	
NOR	
BUT	
OR	
YET	
SO	

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

Disarray	Disassemble	Disappoint	Dishonour	Disassociate
Disorient	Disrespect	Disembark	Stratify	Stimulate
Stupendous	Stratosphere	Streamline	Steadfast	Spacious
Sponsor	Spectator	Sporadic	Spindly	Sprightly

PREVIEW

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

Word Scramble

Unscramble the word.

EMSIRLATEN		ROCPASID	
TAEPTCSOR		ISTFTARY	
EBLMASSEDSE		FATSSTDEA	
BKDIMASER		PETECDISRS	
NLYIDSP		TNIPPASOID	
HSTRSPATOREE		NORUDISHO	

Week 5 - Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	It was a merry after the party.				
2)	He tried to remember about instructions.				
3)	The spectator felt disappointed team lost.				
4)	We will disembark the ship and explore the spacious island.				
5)	With sprightly energy she aimed to stimulate and streamline the project.				
6)	Despite the sporadic challenges, he remained steadfast in his journey to the stratosphere.				
7)	To disassociate from dishonour and disrespect, one must uphold values even in the face of stupendous adversity.				

Name: _____

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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)	

Write

Write a suitable independent clause that can stand on its own and sentences.

1) The movie started at 7 pm.

2) We baked cookies for the fundraiser.

Completion

Complete the sentences using "FANBOYS".

1	I enjoy reading books, _____ I also like listening to audiobooks.
2	I was feeling tired, _____ I decided to finish my work first.
3	He will either complete the project, _____ he will ask for an extension.
4	The museum was interesting, _____ the art gallery was even better.

Week 6 - Vocabulary List

Think

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

unbeatable	respectable	accountable	questionable	undeniable
irrefutable	insurmountable	interchangeable	treasure	transgress
trifecta	treacherous	traceable	treason	drivel
drows	drastic	driftwood	drapery	drought

Comp

Complete the words by adding dr or tr.

1) _____	_____eam	11) _____icky
2) _____ent	_____ift	12) _____umpet
3) _____opic		13) _____end
4) _____ident	9) _____ugh	14) _____ace
5) _____olley	10) _____ist	_____ibe

Pictionary

With a partner, draw a picture that represents a word from the list. Have your partner try to guess the word. Play again with a new word from the list. Work on it after.

SUFFIX -ABLE

Suffix **-able** is added to words to show if something can be done or if it has a certain quality. "-able" means capable of being, like "readable" means something that can be read.

This suffix helps change the meaning of words by adding the idea of possibility or capability.



Word Morph

Modify the given words using **-able** then use both words in a sentence.

Word	rely	reliable
Sentence	I rely on him because he's proven reliable over the years.	
Word		
Sentence		
Word	adapt	
Sentence		

Write

Use the given words in meaningful sentences.

- 1) Accountable: _____
- 2) Questionable: _____
- 3) Unbeatable: _____
- 4) Irrefutable: _____

SENTENCE FORM: COMPLEX SENTENCES

A **dependent clause** is a group of words that has a subject and a verb but is not a complete thought.

Examples: 1) after we play basketball, 2) when you get here.

A dependent clause is also called a **subordinate clause** and it is joined to the sentence with a **subordinating conjunction**.

Examples of subordinating conjunctions: after, although, because, once, while, when, as

Complex sentences combine an independent clause with one or more dependent clauses using subordinating conjunctions.

Examples: 1) Because I was bored, I watched TV. 2) Although it was dark, we played outside.

Write Write complete sentences using the clauses below.

1) While I was cleaning my room, my brother conquered three game levels.

2) _____, she doubted her skills.

3) _____, you were in the night.

4) _____, the game was postponed.

5) _____, he did not know what to do.

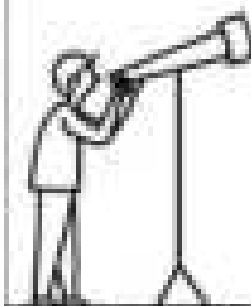
Write Enhance the story by adding at least three complex sentences.

The Unexpected Visitor

Lisa was home alone. She was reading her favourite book. Suddenly, the doorbell rang. It was late, and she wasn't expecting anyone. She approached the door with caution.

USING MIXED SENTENCE TYPES

- ☐ **Simple Sentence:** The astronomer observed the night sky.
- ☐ **Compound Sentence:** The researcher collected samples from the field, and the lab technicians analyzed them.
- ☐ **Complex Sentence:** After the game ended, the players congratulated each other on a well-played match.
- ☐ **Compound-Complex Sentence:** The author revised her manuscript carefully, and when she felt satisfied with the edits, she sent it to the publisher.



Write a paragraph that includes at least one of each of the following types of sentences:

1. **Simple Sentence:** Write a sentence that introduces your main character with a simple sentence.
2. **Compound Sentence:** Write a sentence that describes a problem or conflict your character faces using a compound sentence.
3. **Complex Sentence:** Write a sentence that includes a dependent clause that gives important background information about your story.
4. **Compound-Complex Sentence:** Write a sentence that describes a key moment or climax in your story with a compound-complex sentence.

SUBORDINATING CONJUNCTIONS

Subordinating conjunctions introduce dependent clauses, which can't stand alone as sentences. They show relationships, like cause and effect or timing, between clauses.

Examples:

- **Because** it rained, we stayed inside. ("Because..." can't stand alone, showing cause.)
- **After** he finished his homework, he played. (After tells us the timing.)



Complete Write the appropriate subordinating conjunction.

since	though	because	after	unless	whereas	until
1) The draperies _____						the curtains were ordinary.
2) The artifact was _____						its origin was traceable.
3) The lake dried up _____						of the drought.
4) The design is rigid _____						it's interchangeable.
5) She felt drowsy _____						she read until midnight.
6) The agreement is done _____						it _____.
7) The wind was fierce _____						_____.
8) The forest was dense _____						_____.

Write Contrast the given topics using sentences with subordinating conjunctions.

Mountains and Beaches	
Books and Movies	
Urban and Rural Life	

CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

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

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

CODE		CODE	ANSWER
apple		apple	
banana		banana	
carrot		carrot	
doughnut		doughnut	
egg		egg	
fruit		fruit	
grape		grape	
honey		honey	
ice cream		ice cream	
jam		jam	
lemon		lemon	
milk		milk	
nuts		nuts	
onion		onion	
pineapple		pineapple	
rice		rice	
salmon		salmon	
taco		taco	
udon		udon	
veggie		veggie	
waffles		waffles	
xmas		xmas	
yogurt		yogurt	
zucchini		zucchini	

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 = 112 Words

In a small town, there was an unbeatable trifecta of friends: Mia, Leo, and Zoe. Mia had a large collection of driftwood, each piece traceable to different beaches and woods. It was used for their treehouse's drapery, which protected them from the sun during the drought. Zoe, on the other hand, was known for her ability to find treasures. However, one day, Zoe brought a questionable find and accused her of treason, thinking it was stolen. Leo, feeling down, made drastic decisions based on "drivel." Their friendship, they realized, was irreparable and insurmountable, not interchangeable over a simple mistake. They promised never to transgress against each other again.

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

Divide 112/seconds

WPM

Week 6 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Write

Create complex sentences using the words below.

1) The dog chased the ball.	
2) He loves playing the guitar.	
3) I like vanilla ice cream.	

Completion

Write the appropriate subordinating conjunction.

1) My brother loves basketball,		he is very tall.
2) The movie was entertaining,		it was longer than I expected.
3) I enjoy painting landscapes,		my friend likes to paint portraits.
4) She loves math,		she makes a mistake.

Questioning

Instruction:

Read the passage and answer the questions that follow.



On a bright Sunday morning, Emily gripped her ticket tightly as she walked through the gates of the bustling amusement park. The air was filled with the scent of popcorn and the distant echo of lively music. Emily, with a passion for thrilling rides, had been counting down the days until the park's grand opening of the new roller coaster. With her friends by her side, she navigated through the crowds, her eyes set on the towering structure that looped and twisted against the clear blue sky. As they approached, her heart beat faster in anticipation. It was finally their turn, Emily and her friends hopped into the coaster car, laughing as the ride plunged down the first steep drop. They spent the day indulging in cotton candy, and taking pictures to capture the joy of the summer.

- 1) Who is the main character in the story?
- 2) When did Emily visit the amusement park?
- 3) Where was Emily's main destination within the amusement park?
- 4) Why was Emily particularly excited about the amusement park that day?
- 5) What was Emily holding as she entered the amusement park?
- 6) How did Emily and her friends feel during their first roller coaster ride?

Name: _____

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Cursive Connections
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Week 7 - Vocabulary List

preposterous	prevalent	predominant	precious	preemptive
preamble	precipitate	precedence	wherewithal	whittle
whistling	whipped	whirring	wholesale	quantum
quail	quarantine	quiver	quicksand	quadruple

Cursive

Write the word using cursive writing.

Word	Trace	Write
Preposterous	<i>Preposterous</i>	
Prevalent		
Predominant	<i>Predominant</i>	
Precious	<i>Precious</i>	
Preemptive	<i>Preemptive</i>	
Preamble	<i>Preamble</i>	
Precipitate	<i>Precipitate</i>	
Precedence	<i>Precedence</i>	
Wherewithal	<i>Wherewithal</i>	

Name: _____

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Cursive Connections
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Week 7 - Vocabulary List

Cursive

Write the word using cursive writing.

Word	Trace	Write
Whistle	<i>Whistle</i>	
Whisper	<i>Whisper</i>	
Whip	<i>Whip</i>	
Whirring	<i>Whirring</i>	
Wholesale	<i>Wholesale</i>	
Quantum	<i>Quantum</i>	
Quail	<i>Quail</i>	
Quarantine	<i>Quarantine</i>	
Quiver	<i>Quiver</i>	
Quicksand	<i>Quicksand</i>	
Quadruple	<i>Quadruple</i>	

CORRELATIVE CONJUNCTIONS

Correlative conjunctions are pairs of words that work together to connect information in a sentence. They ensure that the linked words or groups of words are of the same kind and maintain a parallel structure in the sentence.

Examples:

- **Neither...nor** **Example:** Neither the cat nor the dog wanted to go outside.
- **Either...or** **Example:** You can either have ice cream or cake for dessert.
- **Both...and** **Example:** She is both intelligent and kind.



Complete Fill in the appropriate correlative conjunctions.

1) He was _____ but she _____ determined to do better next time.

2) _____ Sam _____ attending the camp this summer.

3) She could _____ find her keys _____ where she last placed them.

4) _____ the rain stops, _____ we won't be able to go to the park.

5) She can play _____ the guitar _____ the piano at school concert.

Write Finish the provided sentences using the correct correlative conjunctions.

1) Either you can help with the dishes _____

2) He will bring both his notebook _____

3) You can either _____

4) The movie was neither entertaining _____

5) _____ you _____ your friend _____

CONJUNCTIVE ADVERBS

Conjunctive adverbs are words that help connect ideas and show the relationship between those ideas. They can show cause and effect, contrast, sequence, or other relationships. Unlike conjunctions, which might be smaller words like "and" or "but," conjunctive adverbs are often a bit longer and can stand on their own as regular adverbs.

Examples:

- However, we decided not to go.
- She loved math; therefore, she joined the math club.
- I was tired, but I finished my homework.



Match the conjunctive adverbs to its definition

therefore	☐	adding more information
moreover	☐	introducing a result
otherwise	☐	in contrast
consequently	☐	in a similar manner
furthermore	☐	adding a new aspect
meanwhile	☐	at the same time
accordingly	☐	in a similar manner
likewise	☐	at the same time
indeed	☐	strengthening an idea

Completion

Choose the most suitable conjunctive adverbs from the list above.

1) The exhibit was informative; _____, it was stunning.

2) He didn't study; _____, he struggled.

3) The proposal is good; _____, it's transformative.

4) I love painting; _____, abstract is my favourite.

5) Finish your homework; _____, no movie tomorrow.

WORD SEARCH**Word Search**

Find the word bank words in the puzzle.

preposterous	prevalent	predominant	precious	preemptive
preamble	precipitate	precedence	wherewithal	whittle
whistle	whipped	whirring	wholesale	quantum
quail	quarantine	quiver	quicksand	quadruple

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

Word Search

Make your own word search using 8 of the words.

Word Bank

Week 7 – Fluency Readings

Read

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

	Sentence	Slow	Medium	Fast
1)	The cat flying a plane is precise. In the story I read, that was precise. The cat even had the whiskers. The cat even had the quicksand.	☐ Slow	☐ Medium	☐ Fast
2)	The prevalent noise Some students can even hear It's precious to see everyone who tune during break.	☐ Slow	☐ Medium	☐ Fast
3)	The preamble to the constitution is impor It sets the precedence for all the laws that follow. Many argue it has a quantum significance in understanding our rights.	☐ Slow	☐ Medium	☐ Fast
4)	Before the quarantine, I learned to whittle wood. With a whirring knife, I'd cut into the block, feeling a slight qualm about possibly ruining it. Over time, my skill quadrupled.	☐ Slow	☐ Medium	☐ Fast
5)	She had a preemptive plan to avoid the falling precipitate. Quickly, she opened her quiver and took out an arrow with a wholesale tag. It's not every day you see arrows sold in bulk like that!	☐ Slow	☐ Medium	☐ Fast

Questioning

Instructions After reading the passage, write 5 questions and answer them below.



As the Monday morning sun peeked over the horizon, Alex pressed his nose against the cold windowpane, eyes wide with wonder. Overnight, the first snowfall of the season had transformed the neighbourhood into a sparkling winter wonderland. Eager to experience the fresh snow, Alex quickly donned his warmest coat, a knitted hat, and his new snow boots. The purpose of his early morning venture was clear - he wanted to be the first to leave footprints on the untouched blanket of snow. Stepping outside, he felt the crunch of snow beneath his boots and the chill of the winter air as he took a deep, frosty breath. Alex spent the morning building a snowman in his yard, complete with a carrot nose and button eyes, all the while marveling at the way the snowflakes glistened in the light of the rising sun.

1) Who

2) Where

3) When

4) Why

5) What

6) How

Week 7 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Completion

Fill in with the appropriate conjunction.

1) Sadly,	Becky	Janet can
2) He's	good at math	art.
3)	finish homework now	during lunch tomorrow.

Identify

Write the most suitable conjunctive adverb.

1) I love hiking in the mountains;	I've never tried rock climbing.
2) She felt prepared;	she felt nervous when presenting.
3) We should start early;	we'll be caught in the morning traffic.

Week 8 - Vocabulary List

clueless	shameless	heartless	effortless	pointless
tireless	boundless	selfless	courageous	bountiful
fountain	mournful	outlandish	rebound	growth
narrow	borrowed	bowtie	pillowcase	cowardly

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

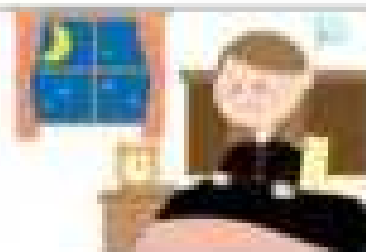
Answer	Description
Clueless	A) Having no purpose or use.
Shameless	B) Without knowledge or insight.
Heartless	C) Showing no sympathy.
Effortless	D) Achieved with no difficulty.
Pointless	E) Showing no pity.
Tireless	F) Proceeding without rest or tiring.
Boundless	G) Took something from a library.
Selfless	H) A type of necktie.
Courageous	I) Without any limits.
Bountiful	J) Bounce back after hitting.
Fountain	K) Thinking of others first.
Mournful	L) Achieved with no difficulty.
Outlandish	M) Water shooting up or flowing.
Rebound	N) Not embarrassed or guilty.
Growth	O) Not wide; limited space.
Narrow	P) Never getting tired.
Borrowed	Q) Very sad or sorrowful.
Bowtie	R) Strange or unusual.
Pillowcase	S) Showing bravery.
Cowardly	T) Plentiful; a lot of something.

SUFFIX -LESS

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

Examples:

- “Hopeless” means without hope.
- “Toothless” means without teeth.



Complete Write the most appropriate word in each sentence.

1) She tried to finish with _____ effort.	Fearless
2) The poor animal _____ and had nowhere to go.	Restless
3) Without a map, he _____ in the large city.	Thoughtlessly
4) The desert was _____ and no sugar in it.	Homeless
5) He's so brave; he seems completely _____.	Sugarless
6) She spoke _____ without considering his feelings.	Endless
7) The box was _____, making it hard to open.	Flawless
8) In the rainforest, water sources seemed _____.	Apeless
9) Her beauty is _____, she looks so young.	Priceless
10) The universe is vast and _____.	Countless

Write

Use the given words in sentences.

Words	Sentences
Priceless	
Countless	
Seamless	

IDENTIFYING COMPLEX SENTENCES

Identifying complex sentences means spotting sentences that have one main idea and at least one additional detail or condition.

They often use words like "although," "since," or "because" to connect different parts. Recognizing these sentences helps you understand deeper thoughts.



Identify

Underline the complex sentences found in the story below.

Maya, a girl as large as the sky, lived in the heart of a bustling town, although she appeared ordinary to many. Since she discovered an old map in her grandmother's attic that hinted at a treasure in the nearby forest, her curiosity had been piqued. Because she was fascinated by the forest's mysteries, Maya's determination only grew stronger. She set off. Evening came, and she found an ancient chest. It didn't contain the treasure she had hoped for, but it held stories from her ancestors. Maya was delighted, and she learned that true treasure lies in the stories of the past. Her adventure taught her the value of history and courage.

Instructions

Take two complex sentences from the story above and break them into two simple sentences as needed to capture the main idea.

Complex	_____
Simple	_____

Complex	_____
Simple	_____

CONDITIONAL CONJUNCTIONS

Conditional conjunctions are words that introduce conditions in sentences. They set up scenarios where one action depends on another. Common examples include "if", "unless", and "provided that".

For instance, in the sentence "You can go outside if you finish your homework," the word "if" is a conditional conjunction because it sets a condition for going outside.

Write Fill in the blanks using "if", "unless", or "provided that".

- 1) _____ it stops raining, we will have to cancel the picnic.
- 2) _____ finish your homework, you can play outside.
- 3) _____ the money, I can't buy the shirt for you.
- 4) You won't understand _____ you pay attention.
- 5) They can attend the concert _____ permission from their parents.

Write Rewrite the statements using a conditional conjunction.

Statement	He forgot his umbrella. He got wet.
Rewritten	If he forgets his umbrella, he will get wet.
Statement	The team practices hard. They will win the game.
Rewritten	
Statement	She drinks enough water. She will not get dehydrated during the race.
Rewritten	
Statement	They finish their project. They will not get a good grade.
Rewritten	

CROSSWORD PUZZLE**Crossword**

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

**Across**

3. Increase in size, quantity, or maturity.
5. Structure from which water flows.
6. Putting others' needs above one's own.
8. Lacking understanding or knowledge.
9. Recover after a setback.

Down

1. Limited in extent, amount, or scope.
2. Lacking courage; easily scared.
4. Without exhaustion; persistent effort.
7. Expressing sorrow or grief.
10. Necktie shaped into symmetrical loops.

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 felt nervous about the math homework, but with a little effort, I began to understand.	Witch	Opera Singer
2)	I finally heard the door creak to take the last cookie. However, I quickly made everyone laugh.	Robot	Alien
3)	Navigating the narrow streets seemed effortless to me. I walked to the fountain and feel a sense of grace.	Cowboy	Detective
4)	Wearing my borrowed bowtie, I looked outlandish at the party. Everyone said it was pointless to feel so self-conscious.		Zombie
5)	The boundless energy of my dog is contagious. He's courageous, running after even the biggest dogs in the park.	Old Woman	Farmer
6)	My pillowcase had a mournful design, reminding me of a rainy day. I tried to rebound my mood by thinking of happier times.	British Aristocrat	News Anchor
7)	It might seem cowardly to some, but I'd never climb that tall tree. The risk seemed too great, even with the bountiful view promised at the top.	Valley Girl	Announcer

Week 8 - Vocabulary Quiz**Spelling**

When your teacher reads the word, spell it below.

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

Identify

Underline the complex sentence in the paragraph below.

While Maria explored the ancient forest, she stumbled upon a hidden cave. Illuminated by the dappled sunlight, a mysterious book lay atop a moss-covered rock. Though she felt drawn to it, she hesitated, remembering her grandmother's cautionary tales about enchanted objects.

Write

Fill in the blanks using "if", "unless", or "provided that".

- 1) _____ you heat ice, it turns into water.
- 2) You can go to the movie theater _____ you finish your homework.
- 3) She won't be able to bake the cake _____ she has all the ingredients.

Week 28 - Vocabulary List

analytical	functional	phenomenal	immortal	regional
spiritual	individual	historical	exempl	disruptive
deception	promptly	exceptionally	interrupt	swiftly
shatter	drafted	leftover	adrift	oftentimes

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

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

SUFFIX -AL

The suffix "-al" is added to some words to mean "related to" or "having the characteristic of."

Examples:

- Music + -al = Musical (related to music)
- Person + -al = Personal (related to a person)
- Accident + -al = Accidental (having the characteristic of an accident)



Suffix S Put a check mark if the words can take "-al" as the suffix.

	Dance
	Fin
	Tri
	Forest

	Festive
	Herb
	Globe
	Visit

	Arrive
	Court
	Propose
	Home
	Refuse

Write

Write a short write-up about **Environmental** (something that is taking care of the Earth). Make sure to include words that mean environmental, seasonal, global, and community.



ADJUSTING EXPRESSION FOR DIFFERENT GENRES**Genre
Conversion**

Write text in the voice of each of the genres below. Then share it with a classmate, using expression suited for the genre.



Scene Description: The moment when a scientist makes a groundbreaking discovery – the creation of a potion that can make plants grow in seconds.

News Report**Scientific Paper Abstract****Social Media Post**

P

SPOTTING BASES, PREFIXES, AND SUFFIXES

- **Base Word:** This is a word that can stand alone without a prefix or suffix and still carry meaning. For example, in the word "unhappiness," "happy" is the base word.
- **Prefix:** A prefix is a group of letters added to the beginning of a base word that changes its meaning. In "unhappiness," "un-" is the prefix that means "not," turning "happy" into "not happy."
- **Suffix:** A suffix is a group of letters added to the end of a base word that changes its form or meaning. In "unhappiness," "-ness" is the suffix that turns the adjective "unhappy" into the noun "unhappiness."

Word Hunt Find the word and underline whether the underlined is a prefix, base word, or suffix.

_____	_____	_____	Anticlimactic
_____	_____	_____	Subterranean
_____	Miscellaneous	_____	Deactivation
_____	Illogicality	_____	Reorganizational
_____	Overpopulation	_____	Prejudicial

Scavenger Hunt Underline the base words and circle the suffixes.

In the quiet town of Greendale, an unkind dragon named Spark ruled the town's peaceful life. The townspeople were disheartened by their failed attempts to tame the beast. Spark's unusual behavior puzzled everyone; he was nonviolent, but every breath caused accidental chaos.

One day, a fearless young girl named Lily decided to investigate the matter. Equipped with a homemade shield and her unwavering courage, she approached Spark. Unlike the rest, she preplanned her visit with a basket of sparkling gems, knowing dragons loved treasures.

To everyone's amazement, Spark was overjoyed. Lily rediscovered that Spark was not unkind; he was mistrustful because of past misunderstandings with humans. From that day on, Spark became the town's protector, and Lily was hailed as a peacemaker.

Hidden Word

**Hidden
Word**

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



CLUES

- 1) Act of misleading.
- 2) Extraordinarily remarkable.
- 3) Stop the ongoing process.
- 4) Logical problem-solving method.
- 5) Related to a specific area.
- 6) Treated very unfairly.
- 7) Outstandingly above average.
- 8) What remains unused.
- 9) Done quickly.
- 10) Freed from obligation.
- 11) Done without delay.

Week 28 – Fluency Readings

Read

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

	Passages	Voices	
1)	I'm analytical by nature, so I solve puzzles expediently and swiftly, often leaving others adrift.	Angry	Happy
2)	My lunchbox sits on the shelf at the regional science fair, perfect for someone who is always running promptly at all times.	Frustrated	Joyful
3)	I feel a spiritual connection to the woods; it's like my individual soul is part of something immortal.	Curious	Serious
4)	In history class, I learned about historical events where heroes were drafted, and some, sadly, were shafted.	Fearful	Calm
5)	I was exempt from homework due to my science project, but disruptive noises often interrupt my concentration.	Worried	Determined
6)	When reading myths, I'm transported to an immortal world where deception and bravery intertwine oftentimes.	Suspicious	Relieved
7)	As the team captain, I drafted the play swiftly, but the leftover tension from the last game was still present.	Cheerful	Annoyed

Week 28 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below.

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

Word Morph

Identify whether the underlined part is a prefix, root, or suffix.

	Unbelievable
	Irreplaceable
	Nonconformist
	Interpretation
	Reproduction
	Overproduction

Genre Conversion

Write a sentence in the voice of the genre provided.

Scene Description: Astronaut's first step on a newly discovered planet.

Genre	Expression
News Report	
Social Media	

Week 29 - Vocabulary List

transient	transfuse	transatlantic	transaction	transcontinental
transformation	transmissible	transfusion	blacksmith	rucksack
knuckle	duckling	clockwise	trolicking	stakeholder
quake	awaken	makeshift	mistaken	undertaker

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

ck	ck
1)	
2)	
3)	8)
4)	9)
5)	10)

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

Write

Use the following words in a sentence.

1) Clockwise	
2) Quake	
3) Awaken	
4) Transient	
5) Transfuse	

PREFIX TRANS-

The prefix "trans-" means "across," "beyond," or "through." When added to a word, it often describes movement or change.

For example, in the word "transport," "trans-" means to move something from one place to another.



Identify

Write the appropriate word to complete each sentence.

a. transport	b. transfusion	c. transmissible	d. transatlantic
e. to transfuse	f. transformation	g. transaction	h. transatlantic

1)	_____ blood to help the patient.
2)	_____ is truly amazing.
3)	Dad crossed the _____ ship.
4)	The train made a _____.
5)	Some colds are highly _____.
6)	Her happiness was a _____ moment.
7)	The store completed a _____.
8)	A _____ can be a life-saving procedure.

Meaning

What trans- word is being defined in each sentence?

Transport	Transcript	Transformation	Translate	Transactional	Transcend
-----------	------------	----------------	-----------	---------------	-----------

1) Official record of spoken words.	
2) Convert from one language to another.	
3) Go beyond limits or traditional range.	
4) The act or process of moving.	
5) Related to the conduct of business.	
6) A complete change of form or appearance.	

READER'S THEATER

Read

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

Character	Dialogue
Alex	Guys, look at this place! Have you ever seen so many books?
Bailey	Like every story ever told is in this room. But we should be careful; this place is really old.
Charlie	What's the worst that can happen? Get trapped with the ghosts of old stories?
Dana	No! I've heard a tale here about a hidden treasure in the library, only for those who know the "Whispering Tome" aloud.
Elliot	The Whispering Tome? A book for those who believe in library magic.
Bailey	Uh, guys? Did anyone hear a faint click?
Alex	No backing out now! We've got to find it. Let's look for that book!
Charlie	Found it! "The Whispering Tome" is right here. It's got the key. Within the heart of stories told, lies a truth as pure as gold.
Elliot	Perhaps it's more literal. The heart of the library's center—could be where your journey begins.
Bailey	Right! The oldest section is in the middle. Let's go there.
Alex	Look! A golden heart is carved into the floor here.
Dana	There's a panel with letters here, like a combination. We need to try something.
Elliot	Remember the riddle. The truth as pure as gold... The word "true" maybe?
Bailey	It's a coin! And look, there's an inscription: "The true treasure of knowledge is wisdom to share."
Alex	So the real treasure wasn't gold or riches, but the wisdom gained from these books!
Charlie	That, and this cool coin! Think the vending machine will accept it?
Elliot	No need for worry, I have the key. But you must promise to cherish the true treasure you've found tonight.
All	Thank you, Elliot!
Elliot	Remember, every book has its tale to tell!

READER'S THEATER

Character	Dialogue
Sam	Check this out! I found an old map behind the history display. It mentions a time capsule!
Riley	A time capsule? That sounds like something out of a movie. Can we find it?
Jordan	The legend says it was buried by the class of '73. There's supposed to be a riddle to its location.
Peyton	Time capsules are cool, but riddles? How do we even know it's real and not just a story?
Taylor	Let's try to solve it! If it's real, we could be famous!
Sam	The map says "beneath the clock's tick, away from the sun, lies the place to look, by the old oak tree."
Riley	The clock? At the old clock on the north field?
Jordan	That's it! It's at the base of the big oak tree! Away from the sun!
Peyton	Okay, I'm intrigued. Let's go find it out.
Taylor	Imagine the stories it could tell! This is a piece of real adventure!
Sam	Here we are. There's a loose brick here. Could the capsule be under it?
Riley	(excitedly) Guys, there's a metal box in here!
Jordan	That's the time capsule! We actually found it!
Peyton	Wait, we should document this. Let's make sure we can put it all down for others to find in the future.
Taylor	It's filled with letters and photos from students back then. So cool!
Sam	They left a message for the future: "Cherish your days, they pass like a whisper."
Riley	This is incredible. We're literally touching history.
Jordan	And making history! Fifty years later, the capsule is found by us!
Peyton	We should add our own items and re-bury it for the next fifty years.
Taylor	Let's do it. And the play will end with this very moment.
All	(proudly) To the future!

READER'S THEATER

Read

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

Character	Dialogue
Max	I can't believe it's finally done. My machine will change science fairs forever!
Lena	Hope it works, Max. We don't want a repeat of last year's exploding volcano...
Kai	Does it do?
Max	Everything! Converter! It turns waste into water. Watch this!
Zoe	Shouldn't it be first... outside?
Max	It will! I'm confident it will work. Here goes nothing!
	(The machine starts shaking.)
Lena	Max, I don't think it's supposed to shake like that?
Kai	Look! It's working! Where are the streamers?
Zoe	That's not water, that's...
Max	Uh-oh, that's not right. Lena, the machine is turning...
Principal Greene	What's all this commotion? Max, is this a... sparkly mess?
Lena	Principal Greene! It's... a work in progress.
Kai	It's the Recycler-Converter 2.0, now with celebration.
Zoe	We were just about to clean this up, right Max?
Max	Yes! And when it's done, it'll provide clean water, no glitter. Promise.
Principal Greene	I appreciate the initiative, but let's keep science safe and tidy. I expect a thorough clean-up.
Lena	(whispering to Max) You owe us big time for this one.
Kai	Who's up for a glitter clean-up party?
Zoe	Only if I can redesign the filtration system. No more surprises.
Max	Deal! Thanks, guys. I couldn't ask for better friends.
All	(laughing) To the clean-up!

READER'S THEATER

Read

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

Character	Dialogue
Aria	This walkie-talkie is ancient! Where do you think it came from?
Blake	Probably from a time when dinosaurs used radios. Rawr!
Cory	It's a map tucked inside. It looks like it leads deeper into the woods.
Devon	Our GPS can track our route so we don't get lost. Let's see where this leads.
Ms. Harper	I'm not sure, but we must stick together and be careful. The woods can be tricky.
Aria	Check these strange markings on the trees. Do you think they're a sign?
Blake	Maybe it's an ancient alien code!
Cory	Guys, shh! Don't you hear that? Like... whispering.
Devon	There's nothing out there. Those whispers don't register on any frequency. That's impossible.
Ms. Harper	It's the "Whispering Woods." Legend says it's the voices from the past. Can you hear what they're saying?
Aria	I think... it's guiding us! The whispers are clear.
Blake	Spooky... but also kind of awesome!
Cory	Look, there's a clearing up ahead! And what's that in the ground?
Devon	It's a time capsule! These whispers must be echoes of the past when it was buried.
Ms. Harper	Remarkable, it's like we've found a treasure chest of history. Let's open it.
Aria	There are letters, pictures, and... hey, is that another walkie-talkie?
Blake	Bet this one talks to the future! Hey future, do we ever get hoverboards?
Cory	It's a message to us! "Remember, the true treasure of these woods is the story they tell."
Devon	And we've just added our own chapter.
Ms. Harper	Let's take this back to camp. We have a lot to discuss about preserving history—and maybe making our own.
All	To the camp! (and in a whisper) "Thanks, Whispering Woods."

READER'S THEATER

Read

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

Character	Dialogue
Elliot	I don't know if I can do this. What if my magic tricks fail?
Ruby	You'll be fine. Just imagine--this could be the start of something huge for
Gavin	You have to say, Ruby. You were born to be in the spotlight.
Tara	You all! Can we focus? The show starts in an hour, and we need to line up in performance order.
Professor Lumen	Remember, you performers. The stage is charmed to highlight your true talents. Start in
Elliot	Wait, charmed? How does that work?
Ruby	That's amazing. How do we start out?
Gavin	What if I decide to tell the crowd about my new act of telling jokes? Will the charm work for me too?
Tara	Gavin, that's a brave choice! It adds a new twist to the show. Now, let's get everyone ready backstage.
Professor Lumen	Indeed, Gavin. The enchantment supports your choice. Remember, your words will be heard as intended.
Elliot	Here goes nothing. I'm ready to give it a try.
Ruby	Look at us, a bunch of nervous talents about to amaze.
Gavin	Here's to hoping the crowd understands my sonnets and sonnets.
Tara	Remember, it's not just about the performance. It's about sharing a part of you.
Professor Lumen	The curtain rises soon. Let your doubts be cast aside and let your courage take center stage.
Elliot	<i>After performance</i> Did you see that? My cards—they actually floated!
Ruby	And my voice, it was like there was a whole choir with me!
Gavin	I never knew my words could echo with such power.
Tara	This was more than a talent show—it was magic in its truest form.
Professor Lumen	You've all exceeded the enchantments of the stage, because you believed in your own magic.

READER'S THEATER

Read

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

Character	Dialogue
Sam	I can't believe we're the ones to uncover this old letter. What do you think it means?
Olivia	The tech in here is outdated, but maybe I can use my scanner app to see if there's hidden ink.
Lucas	Well, that, I'll check the school records for any mention of this key. Technology is the dream work!
Mia	My sketch seems to match. One day, when we're famous historians, this will be a big discovery.
Mr. Dalton	Students, this is a puzzle waiting to be solved. What you're doing is uncovering secrets.
Sam	The letter mentioned a "key" in a "hidden" room. Do you think it's metaphorical or literal?
Olivia	My scanner just revealed a map of the school with a hidden room marked on it! This key must open it!
Lucas	I found an old blueprint! This room used to be the principal's office back in the day. We're onto something!
Mia	My sketch seems to match part of the old school design. We're standing right above this hidden room?
Mr. Dalton	This is why I teach history—it's alive and all around us, often hidden in plain sight. Proceed with caution.
Sam	Look at this bookcase. It has a keyhole! Could it be...?
Olivia	Lucas, give Sam the key! This could be the moment of truth.
Lucas	Here goes nothing! Turns key. I think it's working...
Mia	(As the bookcase opens) Our secret chamber! This is like something out of a movie!
Mr. Dalton	Inside, you'll find history that textbooks can't teach you. What a discovery, my young detectives!
All	(In awe) We've found it—the hidden history of our school!

EMOJIS AND EXPRESSIVE CONVENTIONS

It's an exciting time to explore how language conventions are not just rules to follow, but tools with which to be creative. One of the most vibrant examples of this playful language evolution is the use of emojis. These colourful symbols have become a language unto themselves, breaking down barriers of text to convey emotions, situations, and responses that words alone may not fully capture.

- **Example:** Expression like "I'm laughing so hard!" into a simple 😂

Matching Match the emoji statements with their correct meanings in English.

Emoji Statement	Meaning in English
1) 🌙👤💤	A) Goodnight, I'm sleepy.
2) 🎧🎵	B) Listening to music.
3) 🏆📖	C) Good job on your studies.
4) 🎬😭	D) That movie made me cry.
5) 🎂👤	E) Happy birthday!
6) 🏃👤🏠🍕	F) Rushed home for lunch.
7) 😫🎮	G) Exhausted after playing video games.
8) 📺👤🛋️	H) Relaxing on the couch.

Transform Convert the emoji statements into standard English.

🏃👤 Morning jog. 📖👤 History test. 🍕👤 Lunch. 🎮👤 After school. 😫👤 Exhausted.

Jogged in the morning, stressed over a history test, had pizza for lunch, played video games after school, and now I'm exhausted.

🚗👤 Ride to school. 📖👤 Math. 🍕👤 Lunch. 🎧👤 Music club. 🛋️👤 Evening chill.

🛌👤 Late wake. 🍳👤 Brunch. 📖👤 Study grind. 🏆👤 Game win. 🎬👤 Movie time.

FLUENCY READINGS**Error Tracking**

While reading, mark or note any words you misread or skipped. Afterward, define the new vocabulary in the table below.

The Marigold Mysteries

In the bustling town of Marigold Heights, three figures stood out: a botanist, a blacksmith, and an archaeologist. The botanist, with a magnifying glass, peered into the heart of a flower, its petals a mosaic of colours. His notes filled a journal, the ink as vibrant as the veins of the leaves he studied.

At the town square, the blacksmith's muscles tense, worked a piece of iron. The clang of hammer and anvil rang out in rhythmic bursts, sparks flying like miniature stars in the twilight. He was crafting a weathervane, destined to spin tales of the wind above Marigold Heights.

Lastly, the archaeologist brushed dirt from an ancient stone, her heart racing. The carved symbols were cryptic, whispers of secrets of ancient knowledge. Her discovery could reshape pages of history books, filling gaps that had puzzled scholars for decades.

Their passions for flora, metal, and relics wove a story of Marigold Heights, a place where every day was an unfolding chapter of discovery and diligence.



Vocabulary	Definition

WORD SEARCH

Word Search

Find the word bank words in the puzzle.

Transient	Transfuse	Transatlantic	Transaction	Transcontinental
Transformation	Transmissible	Transfusion	Blacksmith	Rucksack
Knuckle	Duckling	Clockwise	Frolicking	Stakeholder
Queue	Awaken	Makeshift	Mistaken	Undertaker

PREVIEW

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

Word Scramble

Unscramble the word.

ITNREANST		NOITTACSNAR	
SFUTRANSE		TIATLANTSNRAC	
MISTLHCDBKA		KACUSRKE	
LNUCEKR		KILNGDUC	
CISEKWOLC		GOFICNLIKR	
FHSMAEKIT		NETAKSIM	

Week 29 – Fluency Readings

Read

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

	Sentence	# of Mistakes		Time (sec)	
		1 st Try	2 nd Try	1 st Try	2 nd Try
1)	The dog was frolicking by the pond while the cat sat nearby.				
2)	He turned the clock back on the old rucksack filled with tools.				
3)	The transatlantic voyage was a major transaction for the young adventurer seeking transformation.				
4)	During the earthquake, the makeshift shelter was a refuge for those who awoken to the quake's roar.				
5)	The history class learned about the transcontinental railroad and its impact on the stakeholders of that era.				
6)	The undertaker wore a knuckle ring that was once forged by the town's most revered blacksmith.				
7)	In the midst of the epidemic, the transfusion of knowledge about transmissible diseases was as critical as the medical transfusion itself, a reality often mistaken in history books.				

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)	
10)	20)

Meaning

What trans- word is being defined in each?

1) Go beyond a limit or range.	
2) Violate a law or moral rule.	
3) Carry or move from one place.	

Error Tracking

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

Sheila's sixth sheep's shoddy shoes shock sheepish shoemakers, as shrill shivers shoot through sheer, shabby shawls shipped southward. Shrewd scholars shred short, sharp, shiny shreds; sleek, shy, showy sharks shrink shakily, shadowing the shimmering, shallow shoals. Smoothly shifting, shuffling sheets, she shuns shifty, shadowy shapes.	# of Mistakes	
	1 st Try	2 nd Try

Week 30 - Vocabulary List

Think

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

activist	specialist	publicist	nutritionist	pharmacist
philanthropist	novelist	antagonist	foreign	signature
diagnose	gnawed	signalize	malign	repugnant
wrang	scavenging	disengage	tangible	wrongdoer

Comp

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

1) A _____ominous	11) Co _____ant
2) Flabbergas _____	12) Startli _____ly
3) Si _____atory	13) Enta _____ling
4) Lo _____itudinal	14) Excruciati _____
5) Resi _____ation	10) Medi _____ical

Pictionary

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

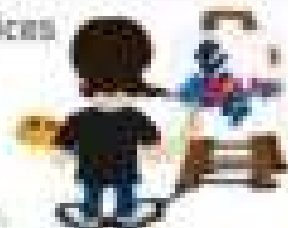
SUFFIX -IST

The suffix "ist" is added to a base word to describe someone who practices or specializes in a specific activity or belief.

For example:

"artist" means someone who practices art.

"dentist," which means someone who specializes in taking care of teeth.



Identify

Read the description provided and identify the profession that ends with "ist".

1) Studies living organisms.	Biologist
2) Treats and prevents oral diseases.	Dentist
3) Production, distribution, consumption, and exchange of goods and energy.	Economist
4) Studies how things are made.	Chemist
5) Studies mental and social behaviours.	Psychologist
6) Researches and reports on news.	Journalist
7) Reports news, writes articles.	Reporter

Write

Use the provided words in meaningful sentence.

Activist	
Publicist	
Pharmacist	
Novelist	
Optometrist	

READER'S THEATER

Character	Dialogue
Captain Vega	Alright team, this is what we've trained for. Let's make history and explore Planet Xylo.
Dr. Orion	Sensors are already picking up some fascinating rock formations. This could redefine our understanding of geology.
Lieutenant Nova	Navigation systems are set for our exploration route. Watch your step; the terrain is unpredictable.
Engineer Lee	Deploy the rover drones. They'll give us a lay of the land and help carry samples.
Zara	It's all so new and ready. If there's life here, even microbial, we'll find it.
Captain Vega	Dr. Orion, what can you tell us about these rock samples?
Dr. Orion	They're unlike anything we've seen. The mineral composition is... changing almost like it's alive.
Lieutenant Nova	Crew, I'm detecting a storm approaching. We need to find shelter quickly!
Engineer Lee	There's a cave system nearby. It can provide the protection we need. Follow me!
Zara	(Inside the cave) Look at these wall carvings! They're so cool. Evidence of intelligent beings!
Captain Vega	Incredible discovery, Zara! But let's not jump to conclusions. Let's first document everything.
Dr. Orion	These carvings resemble the formations outside. There might be a connection.
Lieutenant Nova	The storm's passing. We can continue our mission and analyze these findings back on the ship.
Engineer Lee	I've collected enough data. These caves might just be natural shelters... or a map to something more.
Zara	Wait, my scanners are picking up a biological signature. It's faint, but it's definitely there!
Captain Vega	A biological signature? Zara, we need to secure a sample. This might prove we're not alone in the universe.
All	(With enthusiasm) To the future—united in discovery!

READER'S THEATER

Character	Dialogue
Dad	Okay, fam, let's make this the best road trip ever! National Park, here we come!
Mom	Did everyone use the bathroom? Remember, it's a long drive to the next rest stop.
Max	Got my headphones and phone charged. I'm set for the ride.
Lilly	I can't wait to see the canyons and waterfalls! Let's play I Spy for real landmarks!
Grandpa	Hey, we didn't need gadgets. We had songs and the open road.
Dad	Open roads, looks like we're hitting our first detour. Adventure begins!
Mom	Max, I think we cracked the map and not just the GPS.
Max	Why? We had a map, but we have satellites guiding us?
Lilly	Oh, look! A cool tree alongside us! This is amazing!
Grandpa	That there is a special tree. Keep your eyes peeled for more, Lilly!
Dad	Whoops, looks like the GPS is acting up.
Mom	Good thing I brought the map. Let's find a scenic spot and enjoy the view.
Max	My phone just died. What's the Wi-Fi password for this town?
Lilly	Forget the phone, Max! We're playing a game. We'll see who finds the most landmarks.
Grandpa	You know, this detour is just like life—a bit unexpected but full of surprises.
Dad	Elaine, you were right. This scenic route is beautiful. The views are majestic!
Mom	See, sometimes the unplanned moments make the best memories.
Max	I guess it's not so bad. I'm getting some cool photos with my camera.
Lilly	And I'm recording notes of observations in my journal.
Grandpa	Back in my day, we just lived in the moment—no writing or pictures.
Dad	We're almost there, team. This trip is one for the books!
Mom	And let's not forget, the real adventure is enjoying the journey together.
Max	Yeah, I'm actually glad we took this route. It's been epic.
Lilly	Best family trip ever! Can we do this again next year?
Grandpa	Every year is an adventure. Let's keep exploring!

READER'S THEATER

Read

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

Character	Dialogue
Alex	Alright, everyone, let's not panic. It's just a blackout. Let's find some candles and flashlights.
Riley	I heard though, it's not even stormy outside. Why did the power go off all of a sudden?
Jordan	It didn't seem that? It sounded like footsteps upstairs... but we're all here, right?
Taylor	My family's house is creepy enough without you adding to it. I don't want to stay here.
Sydney	Don't you remember Maple Lane, where the old legend of the Whistling Thief was told?
Alex	Sydney, knock it off. There's no such thing as the Whistling Thief.
Riley	Wait, Alex, your family's story. What's your story's right?
Jordan	I say we check it out.
Taylor	Or, we could stay here, where it's safe.
Sydney	The legend says the Whistling Thief would only appear in the darkest of nights.
Alex	Enough! Look, the fuse box is just in the basement. Let's go check it out.
Riley	I'm with you, Alex. There has to be a reason for this, and it's not ghosts.
Taylor	I'll just... stay here. On the couch. Where it's... less scary.
Sydney	I'll stay with Taylor. But you all be careful, the Whistling Thief could be lurking in the shadows!
Alex	(While walking to the basement) See, the fuse box is just here, and... wait, why is this portrait on the floor?
Riley	Looks like it was covering this old safe. And listen. It's making a faint whistling sound!
Jordan	(Opens the safe with a click) It's just an old music box. That's the whistling.
Alex	The Whistling Thief was just a music box all along.
Riley	Mystery solved. No thief, just a house full of stories. Let's get back to the others.

READER'S THEATER

Character	Dialogue
Cameron	Guys, look at this weird symbol I found etched into an old book in the library.
Ava	That's the Silver Crest! It's rumoured to be the mark of the school's secret society!
Ell	Secret society? Cool! Maybe they have some high-tech secrets. Let's see if there are more clues.
Sophia	The symbol goes back to the founders. It's supposed to unlock something important about the school.
Mr. Henderson	With this book, it's one of the oldest in our collection. What if it's a clue to something you found?
Cameron	Just a symbol? Maybe we were hoping it might be part of a school treasure.
Ava	I've heard about secret societies in the past. This book could be a key to one of them!
Ell	Look at this! I ran the symbol through the archives and it's connected to the school's blueprint.
Sophia	That makes sense! The founders were known for their puzzles and mysteries.
Mr. Henderson	(Smiling subtly) If you're up for it, why not investigate tonight?
Cameron	Tonight? Spooky! We'll meet here after dinner. Time to see what this Silver Crest is all about.
Ava	We'll document everything. This could be the biggest story of the year!
Ell	And I've got just the gadgets to help us navigate in the dark. This is going to be epic!
Sophia	I'll bring the historical records. If there's a secret to be uncovered, we'll find it!
Mr. Henderson	Remember, every secret has its guardians. Be mindful of what you discover.

READER'S THEATER

Character	Dialogue
Max	Okay, team, Operation Birthday Bash is a go! We have exactly one week to plan the best surprise party ever for Dakota!
Lila	I'm thinking a superhero theme! Dakota loves comics, so we could have capes, masks... the whole nine yards!
Sam	How are we going to keep this a secret? Dakota always finds out everything. Plus, where will we have it?
Jules	At the school gym. It's big, and I can distract Dakota after school with my soccer team.
Max	Great idea, Jules. You're in charge of getting Dakota to the gym without saying anything out of the blue.
Lila	I'll handle the costumes. Maybe we can all wear superhero masks as well!
Sam	Knowing Dakota, she'll probably show up to the gym to find me. This is going to be a disaster...
Jules	Not with all of us on it. We need a solid plan and some clever distractions. Plus, Max is the king of planning!
Max	That's right! We'll have a schedule, a checklist, and I'll be on the costumes. Sam, think of a good reason to need Dakota's help.
Lila	Max, I'll also create a secret group chat for us to coordinate everything without risking Dakota overhearing.
Sam	I guess I can tell Dakota I lost something and need help finding it. That always takes forever.
Jules	And I'll make sure the gym is booked. I know the coach will help us out with this.
Max	It's all coming together. Remember, not a word to Dakota. We need to act completely normal.
Dakota	Hey, what's everyone whispering about? You guys are acting weird.
Lila	Oh, just discussing a new... group project. Right, Max?
Max	Exactly! Just a boring history project. Nothing interesting.
Dakota	Cool, well, if you need any help, let me know. See you all later!
Jules	(After Dakota leaves) That was close! But I think we're still safe. The biggest surprise of Dakota's life is in good hands!

READER'S THEATER

Character	Dialogue
Chris	Check it out! "The Rocket" is finally open. This is going to be epic, the tallest coaster in the park!
Jamie	It's so... high. And those loops! I'm not sure about this, Chris.
Pat	Trust me, Jamie, the engineering on this thing is top-notch. It's smooth sailing with a thrill!
Morgan	You don't have to do this. But we'll all be right there with you.
Casey	Just a bunch of ups and downs. We'll be fine. I'll race you to the front!
Chris	Right! That's how. This is the first run ever. We'll be the first to see the loops.
Jamie	Okay, but I don't want to pass out now. But if I pass out, you're all carrying me home!
Pat	Deal! And lock your arms, legs, hands and feet inside the cart at all times, please!
Morgan	Remember, it's all about teamwork. This is going to be a great story to tell!
Casey	Here we go, the front seats are ours! This is secondary!
Chris	(As the ride starts) This is it! Hold on tight!
Jamie	Why did I agree to this? Why?
Pat	Because you're braver than you think, Jamie! Here comes the fun!
Morgan	We're doing this together, Jamie! Look, we're at the top! What a view!
Casey	(Screaming) This is awesome! Did you see me? I had my hands up the whole time!
Chris	(After the ride ends) That was incredible! The Rocket didn't disappoint!
Jamie	I did it! I actually did it! And I didn't faint! That was... actually amazing!
Pat	Told you! Nothing beats the rush of a roller coaster! What did I say—smooth sailing!
Morgan	Jamie, you were so brave! We all were! Casey, even you looked scared at one point!
Casey	No way, I was just... maximizing the experience! But hey, let's do it again!

FLUENCY READINGS

Fluency in reading is the ability to read text accurately, quickly, and with expression. This helps in understanding what's being read.

Fluency means:

1. Reading a story smoothly, without stumbling over words.
2. Reading a sentence with the proper tone and pace.
3. Quickly recognizing words and phrases, making reading seem effortless.



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

		No. of Mistakes
1	A quick zephyr blew across the meadows.	
2	Vivacious Vanessa valued her friends.	
3	Complex technicalities confounded the astute.	
4	Precocious pupils prefer preposterous propositions.	
5	The cacophony in the cafeteria caused considerable consternation.	
6	An anomaly in the algorithm anomalistically activated an alarm.	
7	The chronology of chronological events was chaotically chronicled.	
8	The philosopher's thesis on metaphysical miscalculations was mesmerizing.	
9	Pseudoscientific psychobabble perplexes pragmatic pupils profoundly.	
10	The lexicographer's lexicon elucidated exceptionally esoteric expressions.	

CRACK THE CODE

Directions

Use the code below to reveal each spelling word.

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

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

CODE	CODE	ANSWER
the d e a s	o f f e r t u d e	
a d d i t i o n a l	l e t t e r	
n o t f a c t		
f a c t o r i a l		
a n d r o i d		
a n d r o i d		
f a c t o r		
a n d r o i d		
a n d r o i d		
a n d r o i d		

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 = 113 Words

In the quiet town of Greenwood, an activist, a nutritionist, a pharmacist, and a philanthropist joined forces for healthier living. A dedicated publicist heralded their mission with signs highlighting the tangible benefits of their work. When a foreign antagonist and his minions, it gnawed at the town's trust. The activist, undeterred, signaled the town's need to diagnose the town's troubles.

In the crowd, a novelist found inspiration in tales of a community wrangling with repugnant deeds yet emerging stronger. For the town sought for truth amidst the lies, disengaging from the wrongdoer's shadow. Like its people, the town would not be marred by unkindness, their collective resilience a source of spirit.

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 113/seconds

WPM

Week 30 - Vocabulary Quiz

Spelling

When your teacher reads the word, spell it below

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

Identify

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

	1) Studies matter, energy, and motion.
	2) Examines eyes, prescribes glasses.
	3) Explores mental processes, behaviour.

Reading

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

	Sentence	No. of Mistakes
1	The protagonist's pursuit was perilously palpable.	
2	Cryptic cryptography confounds the keenest codebreakers.	
3	Quantum quandaries qualitatively quell quixotic quests.	

SELF-EVALUATION

Read each statement and circle the number that best describes your confidence or ability in that area. Use the following scale:

- 1 - I need improvement.
 2 - I'm somewhat confident, but I could use more practice.
 3 - I'm confident, but I occasionally make mistakes.
 4 - I'm very confident and consistently use this correctly.



Grammar

I can identify and use the correct tense of verbs in sentences.	1	2	3	4
I know subject-verb agreement and I am sure my subjects and verbs match.	1	2	3	4
I can correctly use pronouns and make sure they agree with their antecedents.	1	2	3	4

Punctuation

I use commas correctly to separate items in a series.	1	2	3	4
I can properly use apostrophes to show possession and contractions.	1	2	3	4
I understand how to use quotation marks in direct speech.	1	2	3	4

Spelling

I can spell grade-level appropriate words correctly.	1	2	3	4
I use strategies, like sounding out words or thinking about word families.	1	2	3	4

Sentence Structure

I can write complete sentences with a subject and predicate.	1	2	3	4
I can write simple, compound, complex, and compound-complex sentences.	1	2	3	4

Name: _____

275

Guided Writing Conventions
Unit 3

Writing Conventions

I can use paragraphs to organize my writing by topic.	1	2	3	4
I know how to use transition words to connect ideas in my writing.	1	2	3	4

Overall Reflection

I often read my work to check for and correct any mistakes in English conventions.	1	2	3	4
I feel confident to edit my writing for grammar, punctuation, and spelling.	1	2	3	4

Reflection

What area of English was most challenging, and why?

What strategies have you found to be most helpful in improving your English writing skills?

Goals

Set a goal for yourself to improve your use of English conventions and your action steps.



Google Slides Lessons Preview





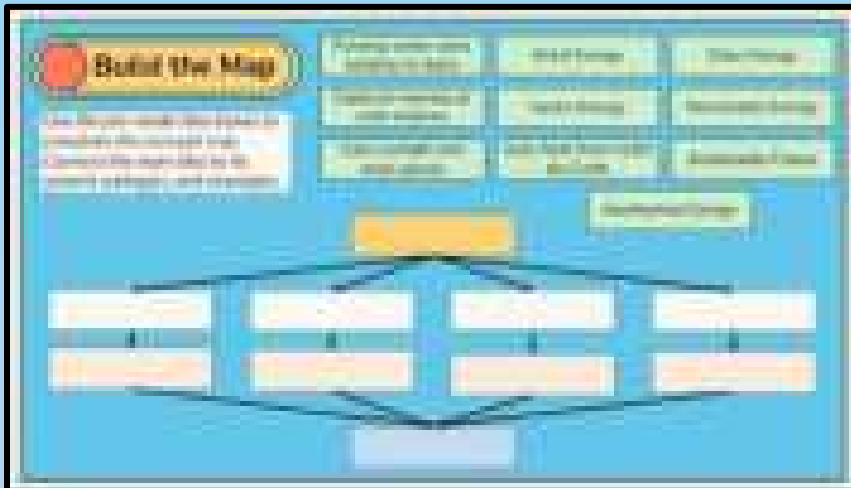
Saskatchewan Language Curriculum

Reading Comprehension– Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!





Saskatchewan Language Curriculum

Reading Comprehension– Grade 7

Read the text, then draw the correct words to best represent meanings on the empty lines in boxes on the right side.

Four Seasons:

Our team that began school to get the summer holidays from Saturday to Friday. It was a great idea. This week is important to celebrate environmental awareness and teamwork among their school. Volunteers will also spend time learning vocabulary, and their school will be the best.

When your school starts and bring a healthy water bottle. All students will be accepted, but they are encouraged to bring green if you have them. This is a great opportunity to make a positive impact and show your love for the environment.

Now write about it:

Answers:
Mr. Thomas

Match Their Meanings:

Match the words to the meanings on the right side of the page.	
altruistic	dedication or devotion to a cause or person
initiate	to begin or start something
amuse	to make someone laugh or feel happy
stimulate	to encourage or inspire someone
reduce	to make something smaller or less
impact	to have a strong effect on someone or something

Implicit or Explicit?

Read each statement carefully. Decide if your message is implicit or explicit. Circle "Implicit" or "Explicit" in the box on the right.

Statements	Answers
1. They would never take part in community service.	Implicit
2. The new school building is a great idea.	Explicit
3. The school's new policy is to have a green school.	Explicit
4. The school's new policy is to have a green school.	Explicit
5. The school's new policy is to have a green school.	Explicit
6. The school's new policy is to have a green school.	Explicit
7. The school's new policy is to have a green school.	Explicit
8. The school's new policy is to have a green school.	Explicit
9. The school's new policy is to have a green school.	Explicit
10. The school's new policy is to have a green school.	Explicit

Main Idea

Read the text, then draw the correct words to best represent meanings on the empty lines in boxes on the right side.

Four Seasons:

Our team that began school to get the summer holidays from Saturday to Friday. It was a great idea. This week is important to celebrate environmental awareness and teamwork among their school. Volunteers will also spend time learning vocabulary, and their school will be the best.

When your school starts and bring a healthy water bottle. All students will be accepted, but they are encouraged to bring green if you have them. This is a great opportunity to make a positive impact and show your love for the environment.

Now write about it:

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Mr. Thomas

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impact	to have a strong effect on someone or something



Saskatchewan Language Curriculum

Reading Comprehension– Grade 7

Which Point of View Works Best?

When reading across the materials, think about the writing "I" or "we" and how it affects the reader's understanding of the point of view.

Point of View	Advantages	Disadvantages
First Person	Creates a strong connection with the reader. Allows the reader to see the story through the eyes of the character.	Can be limiting if the character is not the main character. Can be confusing if the character is not clearly identified.
Second Person	Creates a strong connection with the reader. Allows the reader to see the story through the eyes of the character.	Can be limiting if the character is not the main character. Can be confusing if the character is not clearly identified.
Third Person	Creates a strong connection with the reader. Allows the reader to see the story through the eyes of the character.	Can be limiting if the character is not the main character. Can be confusing if the character is not clearly identified.

The Garden of Mirrors – Symbolic Meanings

Symbolic Meaning	Answer
Truth and self-reflection	
Community and shared understanding	
Curiosity and growth through learning	
Confusion or ignorance	
Wisdom and forgiveness	

Match the symbolic meaning to the correct item on the right.

Symbolic Meaning	Item
Truth and self-reflection	The Mirror
Community and shared understanding	The Village
Curiosity and growth through learning	The Fog
Confusion or ignorance	The Villagers
Wisdom and forgiveness	

Put them in the story

Write the symbolic meaning to the correct item on the right.

Symbolic Meaning	Item
Truth and self-reflection	The Mirror
Community and shared understanding	The Village
Curiosity and growth through learning	The Fog
Confusion or ignorance	The Villagers
Wisdom and forgiveness	



Workbook Preview



Grade 7 – Language

Saskatchewan ELA Curriculum



Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.

	Outcomes	Pages
CR1.1	View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., <i>Thinking for Ourselves</i>), social responsibility (e.g., <i>Participating and Giving Our Personal Best</i>), and efficacy (e.g., <i>Doing Our Part for Planet Earth</i>).	27-34, 60-79, 60-79, 84-85, 95-102, 108-109, 125-148, 157-161, 173-174, 186-187, 221-231, 225-267
CR1.2	Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure), and after (e.g., making statements supported by evidence).	11-12, 15-24, 19-20, 23-24, 55-76, 92-93, 94-240
CR1.3	and multimedia texts with specific features (e.g., charts, graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials.	93, 10-124, 11-142, 7-178, 19-219, 14-267
CR1.4	and multimedia texts with specific features (e.g., charts, graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials.	53-54, 186-189, 235-253
CR1.5	Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).	60-79, 95-102, 108-109, 125-148
CR1.6	Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.	11-24, 60-64, 95-102, 108-109, 125-148, 166-171, 177-267
CR1.7	Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.	87-91, 150-154, 163-164, 221-231
CR1.8	Read Grade 7 appropriate texts to increase fluency (130-170 wcpm orally, 170-220 silently) and expression.	N/A

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

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

	Outcomes	Pages
CC7.1	Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).	N/A
CC7.2	Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.	N/A
CC7.3	Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g., using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.	N/A
CC7.4	Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/ morphological (e.g., avoid overused and misused words), graphophonic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning.	N/A
CC7.5	Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.	N/A
CC7.6	Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).	N/A
CC7.7	Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).	N/A
CC7.8	Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.	N/A
CC7.9	Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).	N/A

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

	Outcomes	Pages
AR7.1	Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.	42-52
AR7.2	Appraise own and others' work for clarity and correctness.	35-41, 217-219

Block 1: Reading Comprehension Strategies - Basics

Focus

- Pre-reading: activate prior knowledge and identify the purpose of reading.
- During reading: Making and confirming predictions, questioning, visualizing, and making connections to self, other texts, and to the world.
- After reading: Summarizing the main idea and supporting details, asking questions, and making inferences.
- Cross-Curriculum Connections: Government (social studies), Indigenous Communities, Energy (science)

Understanding Reading Comprehension

Understanding Reading Comprehension

Reading comprehension isn't just about reading words; it's about truly understanding them. This means you can remember and apply what you've read. It's a key skill you'll use in school and beyond.



Why Reading Comprehension is Important

Reading comprehension is super important because it helps you learn, communicate better, and boosts your confidence. When you understand what you're reading, you can think more deeply and think in creative ways. So, reading helps you in many different parts of your life.

Strategies to Boost Reading Comprehension

A) Before You Read: Preparation

- **Activate Prior Knowledge:** Think about what you already know about the topic; it will help you make connections.
- **Set Reading Goals:** Decide why you're reading (for school, work, research, or enjoyment). Knowing this will help keep you focused.

B) While You're Reading

- **Make Predictions:** As you read, try to guess what might happen next to stay engaged with the material.
- **Ask Questions:** Pose questions about the text to yourself. It encourages you to think critically about what you're reading.
- **Make Connections:** Relate what you're reading to your own experiences, or to other things you've read.

C) After You've Finished Reading

- **Summarize Key Points:** Take a moment to think about the main ideas and the details that support them. It helps cement the material in your memory.
- **Make Inferences:** Use both clues from the text and your own knowledge to understand things that the author hasn't clearly stated.

Understanding Reading Comprehension

True or False

Is the statement true or false?

1) Reading comprehension is only about reading words.	True	False
2) Reading comprehension is important for school only.	True	False
3) Good comprehension improves communication skills.	True	False
4) Reading can boost creativity.	True	False
5) Prior knowledge is not useful in prereading.	True	False

Question: How does reading comprehension and why is it important?

Matching

Match the strategies to their descriptions. Write the letter from the description beside the strategy.

Answer	Strategy	Description
	Purpose of Reading	A) Asking questions before, during, and after reading to deepen comprehension.
	Summarizing	B) Engaging with what you already know to better understand new information.
	Questioning	C) Creating a brief overview of the text.
	Activate Prior Knowledge	D) Relating the text to personal experiences, other texts, or to the world.
	Making Inferences	E) Identifying the reason for reading to focus attention.
	Making Predictions	F) Drawing conclusions based on evidence in the text and prior knowledge to deepen understanding.
	Making Connections	G) Telling what will happen next to engage with the text.

Making Connections

Making connections while reading is like solving a mini-mystery. It links what you're reading to things you already know, helping you understand better.

- **Connection to Text:** This happens when something you read reminds you of another book or movie you've seen.
- **Connection to World:** This is when the text relates to real-world events or common knowledge.
- **Connection to Self:** This occurs when the story makes you think of your own experiences or feelings.



Making Connections _____ Make connections to the short passages below.

1) Jake stared at the bright sky and saw a shooting star. He closed his eyes tightly and made a wish for a new toy.

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

2) Max heard a strange noise coming from his closet. When he opened the door, he found his cat playing with a toy mouse.

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

Comprehension Practice – Newspaper Article

"Our Planet's Future: The Power of Recycling"

Welcome, young readers! Today we're diving into a topic that is vital for our planet – recycling. Have you ever wondered what happens to your plastic bottles, paper, and cans after you toss them in the recycling bin? Let's find out!

Recycling materials like paper, glass, plastic, and metal is a process that turns them into new products. This process is crucial because it helps reduce waste, save energy, and protect our environment. When we recycle, we give these materials a second chance to be useful again, instead of ending up in landfills.



Imagine a mountain of garbage, as tall as a five-story building. That's a lot of trash! Unfortunately, much of this

waste could have been recycled. By recycling, we can shrink this mountain, making more space for nature and less pollution.

Recycling also saves energy. Producing new things from recycled materials uses less energy compared to making them from new resources. For instance, recycling aluminum cans saves 95% of the energy needed to make new cans from raw materials. That's like turning off the lights in your room for three whole days!

More recycling helps protect wildlife. When we don't recycle, trash can end up in oceans or forests, harming animals and plants. By recycling, we keep our homes clean and our planet healthy.

So, how can you help? Start by separating your trash into paper, plastic, cans, and glass. Use separate bins. Always clean them before recycling. This small step can make a big difference.

Remember, each time you recycle, you are helping our planet breathe a little easier. You are part of a global team working towards a greener future. Let's all do our part and keep recycling!

Comprehension

Answer the following comprehension questions from the article.

1) What are three facts you learned from the article about recycling?

1

2

3

2) How does recycling save energy? Give an example mentioned in the article.

Evaluate

Answer the following evaluation questions about the article.

1) Based on the text, how important do you think recycling is to our planet, and why?

2) The author claims that recycling can help reduce a mountain of waste. What evidence does the text provide to support this claim?

3) Why does the author believe that recycling saves energy? Can you find a part of the text that explains this?

Comprehension Practice – Questioning

Getting to Know Canadian Government

Have you ever wondered how the Canadian government works?

Understanding the government is like understanding the rules of a game.



Three Levels of Government

In Canada, there are three levels of government:

federal, provincial, and municipal. The federal government takes care of the whole country. The provincial government is all about one province, like Ontario or Quebec. Lastly, the municipal government takes care of cities and towns.

- **Federal:** Based in Ottawa and deals with national and international matters.
- **Provincial:** Located in each province and focuses on provincial issues.
- **Municipal:** Manages local areas like cities and towns.

Who's in Charge?

At the top of our federal government is the Prime Minister. At the provincial level, the leader is called the Premier, and cities have Mayors. These leaders are elected in elections, which is a way of letting the citizens decide who should lead.

What Kind of Government Do We Have?

Canada has a system known as a parliamentary democracy and constitutional monarchy. That sounds fancy, but it means we have a King (or Queen) who is the official head of state but doesn't make the laws. Instead, politicians like Members of Parliament (MPs) at the federal level and Members of the Legislative Assembly (MLAs) at the provincial level make decisions for us.

How Do Decisions Get Made?

In both the federal and provincial levels, decisions are made in a place called a Parliament or Legislature. These are big buildings where elected leaders talk about laws and make choices about how to run the country or province.

Comprehension Practice – Questioning**Pre-Reading**

What text form is it – letter, report, story, advertisement? How do you know? List 3 reasons.

While Reading

As you read, stop and write down questions you have.

1)	
2)	
3)	
4)	

After Reading

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

What is an Inference?

When we encounter new information through reading or listening, our mind integrates it with our existing knowledge. We then utilize this updated knowledge to generate new insights, ideas, or conclusions. Often, we employ this information to draw inferences, which are conclusions not explicitly stated but inferred from the combined knowledge of new and existing information.



Example

- **New Information:** Elephants travel in herds to protect their young ones.
- **Inference:** (1) Elephants are social animals. (2) Elephants face dangers, like predators.

Infer the inferences below by answering the questions

1) Jenny looked at the clock on the wall, sighed, and then opened her laptop and began typing.

How is Jenny feeling about work in front of her?

2) Emma wore sunglasses and spread sunscreen on her face. She put a big hat on before stepping outside.

What is the weather like?

3) Jackson opened his toolbox and began tightening the bolts on his helmet and knee pads before going outside.

What is Jackson doing?

4) Carter wore his chef's hat and apron. He was carefully measuring flour and sugar on the kitchen counter.

What might the chef be making?

5) Noah carried an umbrella and wore a long raincoat. He stepped into a puddle as he walked to school.

What season is it likely to be?

Comprehension Practice – Predicting

Nokomis's Journey: The Wisdom of the Cree People

Once upon a time, in the vast landscapes now known as Canada, lived Nokomis, a young Cree girl. She belonged to a community that thrived on the wisdom and practices of their ancestors.

Nokomis would start each day greeting the sun, offering tobacco to thank the Creator for another day. Values like humility, courage, and honesty were the foundation stones of her people's way of life. Sustainability was a core principle; they believed in giving back to the land as much as they took from it.

Her father was a skilled hunter, well-versed in reading the waters. He taught Nokomis the importance of respecting all living beings, showing her how to catch fish without harming the ecosystem. Her mother was a skilled bead worker, like the ones that told stories of their family history.



In the afternoons, the community's children played games. Shinny, a type of field hockey, was a favourite among them. The game was not just for entertainment; it taught teamwork, agility, and the art of strategy. They also loved playing the "Snow Snake" game in winter, where wooden sticks were thrown to see whose would slide the farthest.

But life wasn't just about play. Nokomis eagerly absorbed lessons from the community's Knowledge Keeper. Lessons revolved around the values of love, respect, courage, honesty, wisdom, humility, and truth—which were passed through oral storytelling.

As the evening sky adorned itself with stars, people of all ages would gather. The drumming and singing began, as did the sharing of legends and creation stories. For Nokomis, these gatherings were magical, weaving together the history, values, and spirit of her people.

Nokomis's everyday life was an intricate mosaic of tradition, sport, and ethical values. Her people's philosophy was deeply rooted in the balance and interconnectedness of life, concepts that are still incredibly relevant and urgent.

And so, through Nokomis, we glimpse an enduring world founded on rich traditions and ethical living, a world whose teachings resonate with us still, urging us to respect and protect the intricate web of life around us.

Comprehension Practice – Predicting

Pre-Reading

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

While Reading

As you read, make predictions as you read. For example, in paragraph 4, it starts by saying "In the evenings, the community's children gathered for games." You can predict what games they used to play.

1 st Prediction		Was Your Prediction Correct?
2 nd Prediction		Was Your Prediction Correct?
3 rd Prediction		Was Your Prediction Correct?

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.

1) Was their way of fishing environment-friendly or not?

2) Do their games need a lot of fancy equipment? Do you think they had arenas to play in?

Comprehension Practice – Visualizing

2

September 14, 1497

To: Sister Eleanor
8 St. George Street
Bristol, England

Dear Sister Eleanor,

I hope this letter finds you and the family well, and that the streets of Bristol are as lively as ever. I am writing from an awe-inspiring new land that we are calling the 'New World' across the vast Atlantic Ocean.

Upon stepping foot on this new land, I was greeted by striking landscapes. Imagine forests that stretch as far as the eye can see, filled with towering trees the likes of which are unknown in England. Mountains rise majestically towards the sky, and the rivers sparkle in the sunlight. It is a paradise of endless natural resources—timber, fish, and more.

Our King, Henry VII, has sent me here to discover a direct route to Asia. While we have not yet achieved that purpose, we have stumbled upon something equally as big. This land is abundant in resources, from timber that can be used for shipbuilding to fish rich with oil and promising whispers of precious metals like gold.

We have met with the local people, whom we refer to as 'Indians'. These individuals are skilled in navigating this rich yet demanding land. They have taught us about the plants and animals in this new world, showing us how to hunt and teaching us fishing techniques that are far more advanced than our own. They have introduced us to foods we have never seen, rich in flavours and nutrients.

It's clear that a trading relationship with these First Nations could be beneficial for both sides. We are excited to establish good relations and have already exchanged items like metal tools for furs. These furs will be worth a lot in England!

This new world is full of promises and surprises, and I am documenting everything so that future expeditions can learn from our experiences. How I long for the day when I can take you sailing across the Atlantic to witness the marvels of this magnificent land.

Until then, you are in my thoughts and prayers, dear sister. I hope to return with stories that will fill your evenings with wonder.

With all my heart,
Your brother, John Cabot the Explorer

3

Comprehension Practice – Visualizing**Pre-Reading**

What text form is it – letter, report, story, advertisement? How do you know? List 3 reasons.

While Reading

Draw two different pictures of what you are visualizing while

After Reading

An inference is a thought you reach from reading a text and the information you find but isn't directly said. Make inferences.

1) Why do you think the First Nations were wise and skilled in living off the land?

2) How do you think a trading relationship could be beneficial for both parties?

Comprehension Practice – Monitoring

Instructions

Read the text below and monitor your comprehension by stopping and putting a checkmark on the following symbols at the comprehension checkpoints.



I understand this part



I am confused by this part of the text.



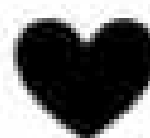
I am surprised by this part of the text.



I think this is an important part of the text.



I have learned something new from this part of the text.



I really enjoyed this part of the text.

Volcanoes and Earthquakes

Introduction

Volcanoes and earthquakes are two of Earth's most powerful phenomena, shaping landscapes and affecting lives throughout history. This report explores the scientific mechanisms behind these events and dispels common myths associated with them.

✓		?		!		*		+	
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Understanding Earthquakes

Earthquakes occur when there is a sudden release of energy in the Earth's crust, resulting in seismic waves that cause the ground to shake. This energy release is often due to the movement of tectonic plates, massive slabs of the Earth's surface that constantly shift and interact.

Key Facts:

- The point on the Earth's surface directly above the earthquake start point (focus) is called the epicenter.
- Earthquakes are measured using the Richter scale, where each whole number increase represents a tenfold increase in amplitude.

✓		?		!		*		+		♥	
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The Power of Volcanoes

Volcanoes are openings in the Earth's crust that allow molten rock, gases, and debris to escape from beneath the surface. The formation of volcanoes is closely linked to the movement of tectonic plates, especially at divergent and convergent boundaries.

Types of Volcanoes:

- **Shield Volcanoes:** Broad, gently sloping sides formed by the eruption of lava.
- **Composite Volcanoes:** Steep-sided, symmetrical cones built by layers of lava flows and ash.
- **Cinder Cone Volcanoes:** Small, steep-sided volcanoes built by the accumulation of volcanic debris.

✓			!		*		+		♥	
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Myths and Reality

Myths surrounding earthquakes often involve gods or supernatural beings expressing anger or displeasure. Natural explanations for these phenomena. For instance, the ancient Greeks believed that the god of fire and metalworking, lived inside a volcano, which explains the fiery eruptions.

✓		?				+		♥	
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Natural Explanations

The movement of tectonic plates is the primary force behind volcanoes and earthquakes. At divergent boundaries, plates move apart, causing magma to rise and form new crust, often creating volcanoes. At convergent boundaries, one plate dives beneath another, leading to earthquakes and sometimes volcanic eruptions.

✓		?		!		*		+	
---	--	---	--	---	--	---	--	---	--

Impact on Humanity

Volcanoes and earthquakes have played significant roles in shaping human history, from the destruction of Pompeii in 79 AD by Mount Vesuvius to the 2011 earthquake and tsunami in Japan. Understanding these natural events is crucial for preparedness and minimizing their impact on societies.

✓		?		!		*		+		♥
---	--	---	--	---	--	---	--	---	--	---

Conclusion

Volcanoes and earthquakes are dynamic expressions of Earth's internal energy. Through scientific inquiry, we have come to understand the natural processes driving these events, moving beyond myths to a deeper appreciation of our planet's power. This knowledge helps predict and respond to these natural phenomena, protecting lives and communities.

Comprehension Practice – Refocusing / Re-engaging**Instructions**

Read the text below. If you lose focus or engagement while reading the report. Turn the page and choose one strategy from the list to refocus and re-engage with the text. Reflect on your experience with using the strategies by answering the questions on the response worksheet.

Ancient Egyptians And Their Contribution To Modern Society**Introduction**

The Ancient Egyptian civilization, flourishing along the Nile River, was known for its remarkable achievements and contributions that have significantly influenced modern society. This report explores their groundbreaking innovations in technology, architecture, and governance that continue to impact us today.

Technological Innovations

The Ancient Egyptians were skilled engineers and inventors, creating tools and techniques that have laid the foundation for many modern technologies. One of their most significant contributions was the invention of papyrus paper, a writing material made from the papyrus plant. This innovation was crucial for record-keeping, literature, and communication. The concept of writing and documenting information remains central to modern society.



Additionally, the Egyptians excelled in medicine and surgery. They were among the first to use medicinal compounds, perform surgery, and understand the importance of hygiene, which form the basis of modern medicine.

Architectural Marvels

The architecture of Ancient Egypt is world-renowned, with the Pyramids of Giza being one of the most iconic symbols of their engineering prowess. These structures not only showcase the Egyptians' advanced understanding of mathematics and geometry but also their ability to organize and execute large-scale projects, a principle that underpins modern construction and architectural design.

The use of columns in their temples and buildings influenced the classical architectural styles of Greek and Roman civilizations and continues to be a feature in modern buildings.

Governance and Administration

The Ancient Egyptian society was well-organized, with a structured government that played a pivotal role in the civilization's stability and growth. The concept of centralized governance under a Pharaoh laid the groundwork for the idea of nation-states and governance systems in the modern world.

Their bureaucratic system, involving scribes, administrators, and a legal system, has influenced contemporary administrative and legal practices. The idea of taxes, recorded in Egyptian documents, is also a concept that has been carried into the modern era.

Art and Writing

Egyptian art and writing have had a lasting impact on the world. Hieroglyphics, the writing system of Ancient Egypt, is one of the earliest forms of written communication. The Rosetta Stone, which enabled the deciphering of hieroglyphics, opened up a new understanding of ancient history.

Egyptian art, known for its detailed and symbolic nature, influenced the art of subsequent civilizations and continues to be studied and admired for its beauty and complexity.

The Egyptian civilization has left an indelible mark on modern society. Their innovations, art, and influence us in numerous ways. As we look back at their achievements, we realize that the legacy of the Ancient Egyptians is woven into the very fabric of our world.

Instructions

Choose one of the strategies, to re-focus and re-engage with the text. Use the provided template to implement your strategy if it requires you to draw a picture. Write a circle beside the strategy you choose.

1)	Making Notes	Jot down key points in your own words.	
2)	Doodling / Sketching	Draw related images or diagrams to represent concepts.	
3)	Chunking Information	Break the text into smaller sections or chunks.	
4)	Asking Questions	Write down any questions that come to mind.	
5)	Summarizing Paragraphs	Write a one-sentence summary for each paragraph or section.	
6)	Connecting to Prior Knowledge	Note down anything that relates to what you already know.	
7)	Predicting Outcomes	Guess what might happen next or what a section will be about before you read it.	
8)	Pausing and Reflecting	Take a moment to think about what you've read every few paragraphs.	
9)	Discussing with Peers	Share a point or fact with a classmate and discuss.	
10)	Setting Goals	Set small goals, like reading a certain number of lines before taking a brief break.	

Name: _____

40

Instructional Connections
Unit 3

Instructions

Use this space to implement your strategy if you need to draw or write.

PREVIEW

Reflection

Answer these questions.

1) Were there any sections that you found challenging or difficult to focus on? How did you overcome these challenges?

2) Which report was most interesting to you, and why? Did you lose focus at any point in this part?

3) Rank the strategy you used from (1 = least helpful) to (5 = most helpful) based on how it helped you engage with the report. Explain any (1 = least helpful) to (5 = most helpful) for you.

1

2

3

5

4) Did you use any other strategies not listed above to help you focus or re-engage with the report? If so, what were they, and how did they help?

Name _____

44

Goalbook Connection
Unit 1

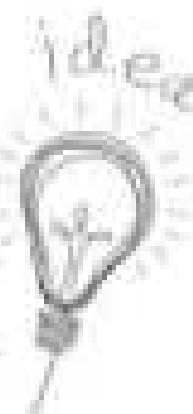
MY GOAL PLANNER



My goal is to _____

Ways I can work toward my goal:

- 1) _____
- 2) _____
- 3) _____



Why this goal is important _____

New things I will try:

I am going to work _____ harder at: _____

I will read:

Instructions:

Follow the given instructions to fill your weekly reflection table.

- 1) **Week Ending:** Write the last day of the week you're 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) **Observations:** Reflect on what you noticed about your reading. Did the strategy help? Was it difficult or easy?
- 7) **Did I meet my goal?** Simply state yes or no.
- 8) **Next Steps:** Based on your observations, outline your plan for next week. Will you continue with the same goal, or will you choose a new strategy to focus on?

Week Ending			
Reading goal			
Strategy Practiced			
Did I meet my goal?			
Actions Taken	Books/Texts Read	Observations	

Name _____

46

Guided Reading Connection
467.1

READING LOG

My goal for _____ is _____ minutes.
(month) (number)

Instructions:

Write the number of minutes you read each day and then the total for each week. Fill this log each month to reach your reading goals.

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

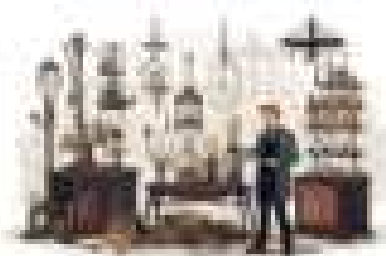
Total minutes read for the month: _____

Activity: Exploring Historical Inventions

Objective:

What are we learning more about?

To enhance comprehension skills by engaging students in a structured activity that utilizes pre-reading, during-reading, and post-reading strategies to understand and interpret a text.

**Instruction:**

How do we complete the activity?

1) Before Reading:

- **Introduction:** Present a list of historical inventions to the class. Allow each student or group to select one invention they are curious about.
- **Research Assignment:** Assign students to find a suitable article or text about their chosen invention using classroom resources or the internet.
- **Brainstorming:** Once an invention is selected, have students brainstorm what they already know about it and what they hope to learn from the text.
- **Question Formulation:** Encourage students to write specific questions they want the text to answer about their chosen invention.
- **Previewing the Text:** Encourage students to read their chosen text's title, headings, visuals, and any introductory paragraph to make predictions about the content.
- **Setting a Purpose:** Ask students to state clear purposes for their reading, focusing on what they aim to learn or understand about the invention.

2) During Reading:

- **Making Connections:** Instruct students to relate the information in the text to their existing knowledge or personal experiences related to the invention.
- **Note-Taking:** Students should take detailed notes on key points, using the provided worksheets.
- **Visualization:** Encourage students to visualize the invention and its development as described in the text, focusing on descriptive language.
- **Adjusting Predictions:** Prompt students to revise their predictions based on the information they gather as they read.
- **Questioning and Inferring:** Students should continuously ask questions to clarify their understanding and make inferences based on the text.

After Reading:

- **Summarization:** Have students summarize the main points of the text, emphasizing the new insights they gained about the invention.
- **Evaluation and Reflection:** Facilitate a class discussion where students evaluate the text's information and reflect on how it added to their understanding of the invention.
- **Review and Extend:** Encourage further research on related topics or unanswered questions that arose during the activity, utilizing classroom or online resources.

BEFORE READING**Instructions**

Choose a historical invention from the following list. Then fill in the following details before reading the text.

The Wheel	The Airplane	The Compass
The Printing Press	Penicillin	The Camera
The Telephone	The Internet	The Microscope
The Sub	The Steam Engine	The Computer

1) Which invention did you choose?

2) What do you already know about the invention?

3) What questions do you have about the text?

4) Write any predictions you made about the text.

5) What is your main purpose of reading this text?

DURING READING**Instructions**

Fill in the following details while you are reading the text.

1) Relate to the information provided in the text. What does the information you are reading remind you of in your life?

2) Jot down notes on main ideas and supporting details of the text.

3) Visualize and draw the invention as you read about it.

4) Write questions you have about the text.

AFTER READING**Instructions**

Fill in the following details after you have read the text.

1) Write a summary of the main idea and supporting details of the text.

2) How has your understanding of the invention changed after reading the text? Describe one new piece of information that was particularly interesting to you.

3) Reflect on the long-term impact of the invention on society. How has it shaped or transformed everyday life, industries, or other technological advancements?

INDEPENDENT READING ACTIVITIES

Independent Reading - Responses

Day 1

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

Name of Book	
Before Reading: What will this book be about?	
<hr/>	
<hr/>	
During Reading: Questions you have while you read.	
1)	
2)	
After Reading: Summarize what you read. What was it all about?	
<hr/>	
<hr/>	

Day 2

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

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

Independent Reading - Responses

Day 9 :

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Make a connection - Does the book remind you of?	
Text-to-Self	
Text-to-Text	
Text-to-World	

Day 10

Fill in the organizer below.

Name of Book	
Author	
Genre	
Fiction/Non-Fiction	
Summarize - What was the main idea of the book? What were the supporting details?	

Independent Reading BINGO

BINGO

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

B	I	N	G	O
Summarize the book in 2 sentences.	Make a prediction about what will happen next.	Name the main character and describe them in one sentence.	Draw a new book cover that you think fits the story.	Rate the book between 1-5 and explain your rating.
What's your favourite part? Describe it in 3 sentences.	Describe the story and what you learned to ask the author.	Describe the story and what you learned to ask the author.	Compare this book to another one you've read. What's similar? What's different?	Tell a friend about the book in 4 sentences.
Write down an important lesson you learned from the story.	Choose a favourite character and explain why in 3 sentences.	Free Space	Draw a picture of the story.	List 3 new facts or ideas you learned from this book.
Create a new ending. Write 3 sentences on how you'd end the story differently.	What made you laugh or smile in the story?	Write down 3 new vocabulary words you learned and their meanings.	Write a diary entry pretending you are a character from the book.	Explain the main problem in the story and how it was solved.
Would you recommend this book to a friend? Why or why not?	Draw your favourite scene from the book and label it.	Write about a moment in the story that surprised you and explain why.	If you were in the story, what would you have done differently?	Share a favourite quote and tell why it stood out to you.

Block 2: Cultural Text Forms

Focus

- 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

Indigenous Norms and Values – Métis Story

Luc, Marie, and the Trapped Fox

Long ago in the lands of the Métis, near the Red River, lived a young boy named Luc. He loved roaming the prairies and woodlands with his fiddle, playing tunes that echoed the spirit of the land. One day, Luc and his friend Marie stumbled upon a fox caught in a trap.

Marie wanted to free the fox right away, but Luc said, "Hold on. Let's ask the Elders. They'll know what's right."



They went back home and consulted Elder Jean, a respected figure who was well-known among the Métis and the land. Luc and Marie described the fox's situation.

Elder Jean listened carefully and then spoke. "Our ancestors have taught us the value of balance and respect for all creatures. We trap only for sustenance, never for mere sport, and we release every animal, honouring its life."

Listening intently, Luc and Marie absorbed Elder Jean's words. He continued, "It's possible this fox has young ones waiting. We must respect the balance of nature."

Guided by Elder Jean's words, they returned to the trapped fox and released it, watching as it scampered away into the woods. Over the next few days, they spotted the fox several times, always at a safe distance, playing with its kits.



Luc and Marie learned a vital lesson that day. They understood the teachings of their Métis ancestors about balance, respect, and responsibility. They committed to living these values, ensuring their actions harmonized with the natural world and their community's traditions.

And so, the story of Luc, Marie, and the trapped fox became an enduring tale among the Métis people, passed down through generations, reminding all Métis children about the importance of their values and living in balance with nature.

Before Reading

What do you know about the Métis Indigenous group? Write 3 things.

Question

Answer the question below.

1) **Brainstorm:** What 3 values are important to Métis people? Examples: curiosity, respect, freedom. Write the 3 values and explain why they are important.

2) **Make a connection:** Do you have the same values?

Comprehension Check

Is the statement true or false?

1) Marie wanted to consult the Elders.	True	False
2) Luc and Marie ignored Elder Jean's advice.	True	False
3) The story takes place near the Red River.	True	False
4) The Métis trap animals for sport.	True	False
5) The story promotes balance with nature.	True	False

Indigenous Artifacts – Inuit Story

Visualizing

Illustrate the story by drawing what you are picturing while you read.

The Goggles of Wisdom

Long ago, in the Arctic lands of the Inuit, a young boy named Kunik was fascinated by the objects stored in the qamag, their sod house. His eyes always fell upon a pair of intricately carved snow goggles made of ivory. Elder Nukilik told him they were his great-grandfather's and had special powers.

"Those goggles hold the wisdom of nature. But they can only be worn by someone who truly listens," said Nukilik.

One day, Kunik couldn't resist. He placed the goggles on his face and ventured out into the snow. The world transformed before his eyes. He could hear the spirits of the land, the ocean, and the animals.

However, he noticed a group of caribou who looked distressed. Realizing they were being pursued by hunters not respecting hunting traditions, Kunik knew he had to act.

Remembering the teachings about balance and respect, Kunik approached the hunters and told them,

"We must care for the land and give thanks for it," Kunik said, sharing the wisdom he had always known but not fully understood.

The hunters listened, and over time, they changed their ways. Kunik wore the goggles on special occasions, teaching others about the balance and respect that his people had practiced for generations.

The goggles weren't just artifacts; they were a link to the values and teachings of his ancestors.

Indigenous Sports – First Nation Story

The Arrow of Community

In a Métis village by the Saskatchewan River, young Elise was passionate about archery. One summer, archers from distant communities arrived for a grand tournament. Elise was thrilled but heeded Elder Antoine's wisdom, "Archery is not just a test of aim, but a celebration of our heritage and the values we hold dear."



The day of the tournament arrived. Participants offered sage to the wind with steady hands and grateful hearts. As arrows soared, Elise's aim was true, but she honored Elder Antoine's words and took time to mentor younger archers, passing on Métis values of community and generosity.

In the final round, Elise had the lead. Instead of aiming for the far, high-scoring target, she chose a closer one, giving a younger, less experienced archer the chance to win. And win he did, to the cheering of the crowd. Elder Antoine nodded, pleased.



Through her selfless choice, she embodied the true spirit of the sport. She learned that archery, like all things, was a way to honour our traditions and the Creator. Her actions became a lesson passed down in the community, teaching that sports are not merely games but rites that uphold sacred values.

Years later, Elise became an Elder herself. Young archers listened intently as she recounted the tale of that memorable summer, emphasizing the importance of community and the teachings of the Elders.

Just as Elder Antoine had passed wisdom onto her, so did she pass it onto the new generation. The story of the tournament and the selfless arrow became a living tradition, ensuring that the deeper meaning of the sport—and the values it represented—continued to be honoured and celebrated in the Métis community.

Before Reading

Predicting: What will this story be about?

Making Connections

Make a connection to self, text, and world.

Text-To-Self: What does this story remind you of in your life?

Text-To-World: What does this story remind you of what is happening around the world?

Text-To-Text: What does the story remind you of a text you have read?

Comprehension Check

Circle the best answer to each question.

1) Where does the story take place?	Red River	Saskatchewan River
2) What sport is Elise passionate about?	Lacrosse	Archery
3) Who is the Elder that gives Elise advice?	Elder Antoine	Elder Ukiuq
4) What value does Elise display when she mentors younger archers?	Selfishness	Generosity
5) What is offered to the winds before the tournament?	Sage	Tobacco
6) What role does Elise take on later in life?	Judge	Elder

Block 3:

Reading Letters

Focus

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

Letters – Voice in Letter Writing

457 Pine St.
Toronto, ON
M4E 2B6

Dear Mrs. Smith,

I trust you're doing well. I'm reaching out to discuss how special letters can be. When we write letters, we get to share updates, ask questions, or just say hello. A lot of us like to keep them in special places, like folders or keepsake boxes, so we can read them over and over.

Letters are more than emails because you can actually hold them in your hands. And sometimes, when it's important, we use more formal language and well-crafted sentences.

I'm eager to hear your reply.

Sincerely,

Timothy Johnson

102 Maple Dr.
Edmonton, AB
T5J 3K1

Hey there Mrs. Smith,

What's up? Just wanted to touch base about the whole letter-writing thing. It's super cool way to share news or ask questions. And the best part? You can save 'em and read 'em again! I like to put my favourite ones in a memory box. Emails are convenient, but letters? They're like tiny treasures!

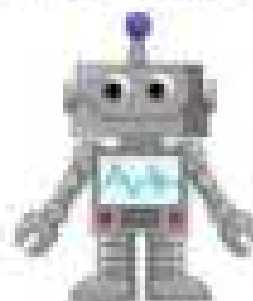
When we write to pals, we get to use casual language and even throw in some fun emojis or doodles. It feels way more laid-back.

Looking forward to your reply!

Take care,

Timmy Johnson

P.S. What did you think of my robot drawing?



Letters – Voice in Letter Writing

True or False

Is the statement true or false?

1) The second letter is less formal than the first.	True	False
2) Timothy used slang in the formal letter.	True	False
3) Timmy thinks of emails as tiny treasures.	True	False
4) Both letters discuss the importance of letter writing.	True	False
5) The second letter mentions saving favourite letters in a memory box.	True	False

Questions 1-2: Answer the questions below.

1) Voice in writing is like your voice. You can sound like talking to a friend or a teacher. Which letter type has a more formal voice?

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

Publisher	
Prime Minister	
College Roommate	
Neighbour	
Long-Distance Friend	
Doctor	
Principal	

3) Why do we write letters?

Letter Writing – Implicit and Explicit Perspectives

Bias in Letters: Imagine you really like pepperoni pizza. If you tell everyone that pepperoni is the only good topping and all other toppings are bad, that's being "biased." It means you're only sharing what you think and not considering other choices.

Implicit Perspective: This one's a little tricky. The writer doesn't fully say what they're thinking, but gives you clues. For example, if your friend writes, "Homework is fine if you like doing lots of writing," they didn't say they don't like homework, but you can sort of guess they aren't a fan.

Explicit Perspective: This one is really straightforward! The writer tells you exactly what they think. If they write, "I think skateboarding is awesome," you don't have to wonder what they mean that they love skateboarding.

Instructions Which perspective is each writer being implicit or explicit in their perspective?

1) Chocolate chip cookies are the best ever.	Implicit	Explicit
2) Math homework is fine, I just don't like doing puzzles.	Implicit	Explicit
3) That movie was pretty intense for a comedy film.	Implicit	Explicit
4) Rainy days are alright if you like staying indoors.	Implicit	Explicit
5) I can't stand the taste of Brussels sprouts.	Implicit	Explicit
6) Soccer is a fantastic way to get exercise.	Implicit	Explicit
7) Dogs are amazing, don't you think?	Implicit	Explicit
8) Reading is okay if you have nothing else to do.	Implicit	Explicit

Explain The perspectives below are implicit. Can you figure out how they may feel?

1) The roller coaster was an experience, especially if you enjoy feeling your stomach flip.

2) Homework over the weekend is okay if all you like to do is learn.

3) The school assembly was certainly memorable, especially if you like long speeches.

Letter Writing – Bias in Advertising

Dear Amazing Students,

Hello! I'm Turbo-Tim, the world's best race car driver and video game champion! You won't believe what I have for you! It's the Turbo Tim Super Speedy Remote Car, and let me tell you, this toy car will zoom its way into your heart.

This isn't just any car; it's a car that will make all your dreams come true! Want to be the fastest kid around? This car will make it happen! Are you into robots? This car can transform into a robot! It's 1,000,000 times cooler than any other toy you could ever think of. If you don't believe me, you're really missing out.

Don't wait! Get it now! Having a Turbo Tim Super Speedy Remote Car is your ticket to being the coolest kid ever, just like me, Turbo Tim!

Catch you on the road!

Your soon-to-be best friend,

Turbo Tim



Questions

Answer the questions.

1) Is Turbo Tim biased in what toy is the best? Explain.

2) Is Turbo Tim giving you the full story, or just his own opinion? Why?

3) Why do you think Turbo Tim wrote this letter?

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

Letter Writing – Inferences

Ottawa, Ontario

September 18, 2023

Dear Aunt Maria,

I trust you are doing well. Ottawa is bustling with activity, especially in my role as a senator. We've just started the legislative session, and I thought I'd share some updates with you.

Just like Dad always did, I've been busy working with fellow senators. Our job is to review and pass laws, a big responsibility, making sure that the laws are fair and good for everyone.

Just like Mom always puts thought into things, I've been involved in thoughtful debates in the Senate chamber. We talk about important issues like health care and education. It's crucial to listen to different opinions before we make any decisions.

You wouldn't believe the amount of reading we do! It's almost like you read for adults. We get reports, facts, and expert opinions to help us make the best choices.

This is critical for making informed choices, just like you do with your recipes.

Don't worry, it's not all serious business; we also have a bit of fun. Like the time you helped Mom sell the crops in the market, we interact with the public and even host school visits. I love it when students come to learn about what we do.

Please say hello to Uncle Carl for me. Wishing you all good health and happiness.

Best wishes,

Senator Courtney Holmes

Name: _____

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Letter Writing – Inferences

Local Inferences

Make inferences from the sentences below.

"You wouldn't believe the amount of reading we do!"

"I love _____ to learn about what we do."

"It's a big responsibility, making _____ and good for everyone in Canada."

Global Inferences

Make four inferences from the entire letter.

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.
 - Indigenous cultures, relationships, communities, groups, nations, and lived experiences
- Literary devices – imagery and humour
- Sequencing the events of multiple plots in a story, explaining the cause and effect

What is Indigenous Storywork?

What is Indigenous Storywork?

Indigenous Storywork is a form of storytelling that comes from the First Nations, Métis, and Inuit cultures in Canada. It's not just about telling a story; it serves a higher purpose of teaching important life lessons.



The Seven Principles

Indigenous Storywork is structured around seven key principles that serve as guides to make these narratives impactful.

- **Respect:** Showing respect and understanding towards others.
- **Responsibility:** Following through with duties and commitments.
- **Reciprocity:** The practice of giving back to the community.
- **Reverence:** Holding respect for sacred things and places.
- **Holism:** Seeing the whole picture, not just parts.
- **Interrelatedness:** Learning how every component is connected to the others.
- **Synergy:** Working together is more powerful than individual efforts.

Why is it Significant?

Indigenous Storywork is more than just fun stories. It serves as a guidebook for ethical living, teaching us to respect not just other humans but also the earth and its creatures. It improves our understanding of how to take care of the environment and each other.

How Do We Learn It?

We can learn this invaluable knowledge by listening to stories from people within these Indigenous communities. These stories are often shared during special cultural ceremonies, family reunions, and sometimes during educational sessions in schools. Books and online resources also offer ways to learn more about these stories.

What is Indigenous Storywork?

True or False

Is the statement true or false?

1) Indigenous Storywork teaches respect for the earth.	True	False
2) Holism focuses on the whole picture.	True	False
3) Synergy means working alone.	True	False
4) Indigenous Storywork is just for fun.	True	False
5) Reverence is respect for something.	True	False

Questions

Answer the questions below.

1) Why is Indigenous Storywork significant?

2) What 7 principles are taught in Indigenous Storywork?

Summarize

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

The Tale of Lila and the Sacred Mountain

The Tale of Lila and the Sacred Mountain

Elder Nokomis, with her deep, soothing voice, began to share a tale as children settled around the evening fire. "In our land, there's a tale about Lila and the Sacred Mountain," she said, her eyes reflecting the dancing flames.

Lila, a spirited girl of the village, often ventured to the mountain, captivated by its towering peaks and whispering winds. She felt a deep connection, often leaving behind offerings of gratitude for the mountain's beauty.



One winter, the village experienced the coldest temperatures ever known. Their food stores began to deplete. Desperation clouded the minds of the villagers. Lila gathered her seeds and journeyed to the mountain's base, hoping to find a single seed to plant.

To her astonishment, the base was covered in a lush garden of vegetables and fruits, grown from the seeds she'd left. The mountain, in its quiet way, had reciprocated Lila's kindness.

She gathered the bounty and returned to the village. As they feasted, Lila shared her story. Elder Nokomis, even then a guiding force, remarked, "Through reverence, Lila honored the mountain, and through reciprocity, it provided for us."

The village learned an invaluable lesson. By respecting and giving to nature selflessly, nature often finds its own beautiful ways to give back, cherishing the bond of mutual respect and care.

From that day, the villagers approached the Sacred Mountain and all of nature with deep reverence, understanding the power of reciprocity.

Questions:

Answer the questions below.

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

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

3) Why is it important to have reverence (or deep respect) for our environment?

4) **Make a Connection:** Stories teach us lessons we can use in our lives. What did you learn from this story that you can use in your life?

Storywork Traits

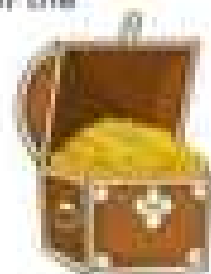
What Indigenous Storywork traits did you learn from this story? How were these two traits taught?

Narrator's Point of View

The narrator's point of view is about who's telling the story. There are three main kinds:

- **First-Person:** A character in the story is telling it. They use words like "I" and "we."
Example: "I found a treasure!"
- **Second-Person:** The story talks to you, the reader. It makes you a part of the adventure. Words like "you" and "your" are used.
Example: "You find a treasure!"
- **Third-Person:** Someone who isn't in the story tells it. This type uses words like "she," "he," and "they."
Example: "She found a treasure!"

Each point of view is useful to the story!



Instructions

Read each sentence and decide which point of view is being used.

1) I opened the mysterious door.	First	Second	Third
2) You find an ancient map.	First	Second	Third
3) We climbed the steep hill.	First	Second	Third
4) I caught the winning ball.	First	Second	Third
5) They reach the mountain's peak.	First	Second	Third
6) We found the hidden exit.	First	Second	Third
7) She forgot her best friend's birthday.	First	Second	Third
8) You hear a mysterious noise.	First	Second	Third
9) He picks up the phone.	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

The Story of Forest Fire – Different Points of View

First-Person:

Hello, I'm Sara, a fire lookout in Yellowstone Park. One day, Chief Warden Jenkins urgently called me into the office. "Sara, there's a forest fire near Old Faithful. We need to alert all campgrounds!" My stomach churned with both fear and responsibility.

Without hesitation, I climbed up to the observation tower. As I scanned the horizon, my eyes caught a plume of smoke. I radioed in the location to headquarters, knowing every second counted.



Second-Person:

Picture yourself in my shoes. You feel the weight of your responsibility. The safety of campers and wildlife depends on your actions. Each flick of the radio dial feels immensely important; you know that families are out there, probably roasting marshmallows, unaware of the peril.

Your palms are sweaty, your heart races, but you must stay calm. You are an alert to send out: lives to protect.

Third-Person:

As Sara peered through her binoculars, her eyes widened at the sight of smoke ascending towards the sky. Old Faithful, an iconic geyser, was in the vicinity. She thought of all the campers, families, and animals that could be in danger.

Her fingers quickly dialed the radio, relaying the urgent message to the warden's office. "Initiate evacuation procedures! A fire is spreading near Old Faithful!" Her words echoed through radios across the park. Drained but fulfilled, Sara knew she had set the wheels in motion to protect Yellowstone.



Name: _____

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Second-Grade Comprehension
2a13

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) Summarize the sequence of events that happened in the story. Write 5 events in one sentence.

Personality
Traits

Describe Sara's personality. Give the traits you think she could be. Ambitious, courageous, humble, confident, empathetic, brave, honest, etc.

Advantages/Disadvantage of Points of View

Version 1: First-Person Point of View

Hey, I'm Liam! You know what's totally awesome? My top pick for a game is Stickball, a traditional Indigenous North American game! It's like lacrosse but way older. We play it as a community event sometimes, even involving our families!

Last Sunday was a thriller! I was part of Team Eagle, and we battled Team Wolf. The sticks we used were handmade. I swung the stick into the goal with finesse. My teammates shouted "Go, Liam!" I felt connected to centuries of tradition. A narrow victory by a single point, it was more than just a game.

If you want a game that's both fun and meaningful, consider playing Stickball. You might be captivated like I am!



Version 2: Second-Person Point of View

Picture yourself as Liam, a young man with deep Indigenous roots. It's Sunday, the best day for playing Stickball. You're on Team Eagle, lined up against Team Wolf.

The handcrafted stick feels comfortable yet sturdy in your hands. You hurl the ball toward the goal, your aim true. Friends are cheering, energizing you. You're part of a lasting tradition, and it fills you with pride. In a dramatic finish, Team Eagle snags the win by one point. Your face breaks into a smile as you realize you've participated in something much larger than just a game.

Version 3: Third-Person Point of View

Liam is a young fan of Stickball, a game originating from Indigenous communities. Each Sunday, like clockwork, he and his community engage in an exciting match. This week, it's Team Eagle versus Team Wolf.

The stick, handcrafted by community elders, feels weighted with history. With skillful movements, Liam throws the ball toward the goal. His friends erupt in cheers, "Go, Liam!" These praises make him feel a sense of belonging and honour. After a tense finale, Team Eagle wins by just a single point. Liam's smile is big; he's not just playing a game, he's honouring a rich cultural heritage.

For Liam, Stickball isn't just about scoring points; it's about keeping a valued tradition alive, one Sunday at a time.

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****Reflect**

Which story is your favourite version? Explain why.

Tall Tale – Exaggerated Folk Tale

The Adventures of Zara and the Time-Twisting Twister

In the small town of Twistleton, there lived a girl named Zara, who was not an ordinary child. She had a secret power: her laughter could create twisters! These twisters were playful and harmless, swirling like a hair, much to the delight of her friends.

One day, Zara and her friends decided to explore the mysterious, ancient forest that surrounded their town. As they ventured deeper, they found a pond that shimmered with rainbow light. When Zara laughed out loud, and a twister sprang to life, playfully skimming the pond.

Suddenly, the twister shimmered and became a Time-Twisting Twister! Before anyone could react, it whirled them away from the present and to the future. They landed in Twistleton, but it was different – filled with towering buildings made of glass and light.

In this future, they saw a statue of an older Zara, known as "The Twister Saver of Twistleton." She had saved the town from a great disaster. Amazed, the children wanted to return home. Realizing her mistake, Zara focused her laughter to undo the twister's work. In a blink, they were back in the present, safe and sound.

Zara learned a valuable lesson that day: her powers, though fun, needed to be used thoughtfully. She decided to use her twister-making ability only when it was safe and right. But the glimpse of the future stayed with them, especially the statue of Zara. What great deed would she do? Only time would tell.

From that day, Zara became more careful with her laughter, though she still created mini-twisters to play with her friends. She knew that one day, she might have to use her power for something much more important.



Character Analysis

Answer the following questions to analyze Zara's character.

1) What do you think Zara was thinking when she laughed at seeing the enchanted pond?

2) Zara took some decisions in the story. Was there a decision that could have been better? Which one and why?

3) The story has some things that might be important in the future. What do you think it could be?

Evaluation/Reflection

Answer the following questions.

1) What is a flash forward? What flash forward happened in the story?

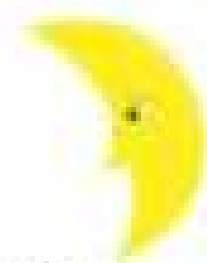
2) How do you think seeing the future affected Zara and her friends?

3) What is the underlying theme of the story? What is the most important lesson you learned from the story?

Personification & Anthropomorphism

Literary devices are cool tricks that writers use to make their stories extra special and fun to read. They help us imagine scenes, feel things, and get the story's message. Let's check out two.

Personification: This means describing something that's not human as if it is. It makes everything feel more real and alive. Example: "The moon winked at us from the sky."



Anthropomorphism: Here, animals or even objects like toys or cars do things we'd only humans to do, like talk or feel emotions. Example: In the book *War of the Rabbits*, the rabbits have their own society and talk to each other.

Think: _____ and find examples of personification and anthropomorphism.

In a peaceful meadow surrounded by rolling hills, Sally the Squirrel often felt a sense of solitude. The tall grass swayed gently in the breeze, as if inviting everyone to join their jubilant celebration. A new breeze came from the sky, appearing to giggle with each ripple made by jumping fish.

On a particular evening, the sunset painted the sky in shades of orange and pink, as though bidding a warm farewell to the day. Timmy the Turtle, slowly making his way through the meadow, was captivated. "Sally, look around! The night sky is truly something with beauty tonight!"

Feeling the cool breeze stroke her whiskers like a gentle touch, Sally couldn't help but notice how the fireflies glow as if sending her secret messages. Sally couldn't help but smile. "We got it, Timmy," she said, her spirits lifting. "Some evenings are just reminding us as if the meadow itself is comforting us, reminding us we're part of something beautiful."

Personification	
Personification	
Personification	
Personification	
Anthropomorphism	
Anthropomorphism	

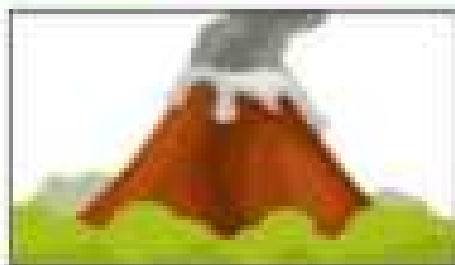
Literary Device: Imagery in Narratives

When writers want to make their stories feel super real and alive, they use a special trick called "imagery." **Imagery** is a literary device where authors use detailed and descriptive words to paint pictures in our minds. It's like they're using words to create a movie scene in our heads!

For example, instead of just saying, "It was a nice day," a writer might use imagery to say:

- "The sun blazed brightly in the clear blue sky."
- "Birds sang sweet melodies from the treetops."
- "The fresh flowers filled the air."

Describe the setting of the stories below by using imagery – descriptive words.



Literary Device: Imagery in Narratives

Draw

Read the imagery in the excerpts from the stories below. Draw what you imagine.

The golden sun warmed the vast, open meadow, making daisies nod gently in the light breeze. Butterflies danced from flower to flower, their wings shimmering. A babbling stream whispered nearby, its waters sparkling.

The rain poured down, turning city streets shimmering. The glow of streetlights. People held up their colourful umbrellas, the rain splashing in the puddles. Tall buildings, draped in mist, stood like silent, watchful giants.

The busy marketplace was alive with bright colours and loud, happy voices selling fresh food. You could smell sweet fruits and spicy aromas swirling together as people moved from stall to stall. In the sunshine, the fresh fish sparkled like silver beside a stall filled with big, red tomatoes.

Captain Flint had a long, bushy beard the colour of midnight, and his eyes sparkled like the treasures he sought. He wore a faded red coat with golden buttons, and a parrot, bright and chatty, perched on his shoulder. Every step he took was with confidence, his boots echoing tales of the high seas.

Literary Devices: 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 as a ball of fur.
- The baby's smile is bright like the sun.
- The pillow is big as an elephant.
- The fire is hot as fire.



Think

Read and underline examples of similes. Then write them below.

In the heart of a lush forest, a small rabbit named Alfie embarked on an adventure. His fur was as soft as a cloud, and his eyes sparkled like stars in the night sky. One sunny morning, he left his burrow, eager to explore. The forest was alive with sounds, each leaf rustling in a gentle applause.

As Alfie ventured further, he stumbled upon a stream that flowed like a ribbon of silver through the green. Nearby, a butterfly danced in the air, its wings fluttering as softly as a whisper on the breeze. Alfie watched the stream flow as a lion on a quest.

Suddenly, he spotted a berry bush, its fruits as red as rubies. As he reached for them, finding them as sweet as summer's first kiss. With a heart as full as a balloon, Alfie realized that adventures could be found in every corner of the forest. He hopped back home, eager to share his tales.

Scavenger Hunt

Find books that have examples of similes.

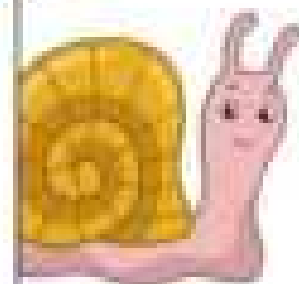
Book Name	Example - Describe or quote the example.
"Where the Wild Things Are"	Max's room became a forest, as wild as his imagination.
"The Gruffalo"	The mouse's tail is as long as a spaghetti noodle.

Matching

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



Column A	Column B
As strong as	a razor
As sharp as	a snail
As smooth as	an ox
As sweet as	silk
As quick as	honey
As slow as	a feather
As cold as	lightning
As light as	ice



Literary Devices: 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 eyes were shining stars.
- The sun was a giant today.
- His words were a treasure.



Think

Read the passage below and underline the metaphors and circle the similes.

In a quaint village where the wind danced like golden marbles rolling across a vast playground, you embarked on an adventure. With a heart as brave as a lion, he ventured into the enchanted land of emerald secrets. The trees stood tall, their branches weaving a tapestry of shadows and sunlight, whispering tales of old.

Marcus, with eyes wide with wonder, saw the forest where every leaf played a part in nature's symphony. The bubbling stream was a storyteller, its waters murmuring stories of distant lands.

As the day folded into the arms of twilight, Marcus found a clear night where the stars peeked through the leafy dome like shy fireflies. He realized that even the smallest light can brighten the darkest night, a beacon of hope in the vast universe.

With a heart full of stories and eyes sparkling with dreams, Marcus journeyed home, his spirit as light as a feather riding the wind.

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 Crayon"	The crayon is Harold's magic wand.

Match The Column

Match the words in Column A with the most appropriate descriptions in Column B to create colorful metaphors.

Column A	Column B
Life	The best medicine
Snow	Balls of cotton
Laughter	A white blanket
Clouds	A whirlwind
Romance	A rollercoaster

Literary Device: Humour in Narratives

Using **humour** as a literary device in narratives means using funny words, situations, or characters in a story to make readers laugh or smile. Here's how you can do it:

Exaggeration: Make something much bigger, smaller, or weirder than it actually is. Like saying, "My backpack was so heavy, I felt like I was carrying an elephant!"

Funny Dialogue: Have characters say things in a funny or silly way. For example, a bird might say, "I forgot how to fly!" when it's just resting.

Silly Situations: Put characters in unexpected or goofy situations. Imagine a teacher asking a fish how to climb a tree!

Funny Characters: Create characters with quirky habits or traits, like a dog who believes he's a cat or a mouse that's afraid of nuts.

Play on Words (Puns): Use words that sound the same but have different meanings in a funny way. For instance, "I put a sock on my back and he said he'd put it on his bill."

Surprising Endings: End the story in a way that is unexpected and makes readers laugh. Maybe the scary monster just wanted to borrow a pencil.



Questions

Answer the questions below.

1) **Exaggeration:** Describe a pet that is so big, it could be mistaken for a monster.

2) **Dialogue:** Imagine two animals having a conversation at a bus stop. What do they talk about?

Animal 1

Animal 2

Animal 1

Animal 2

Questions

Answer the questions below.

3) **Silly Situations:** What would happen if you found an alien in your lunchbox at school?

4) **Fun:** Create a character who does everything backward: eats dessert before dinner, walks on their hands. What's a day in their life like?

5) **Play on Words (Puns):** Describe a bakery run by a clown. What "purr-fect" pastries might they sell?

6) **Surprising Endings:** Tell the ending of a story about a knight who goes on a quest to rescue a dragon from a princess.

Sequencing the Plot of a Story

A) Sophia couldn't believe what she was seeing. There, partially covered in soil, was not just any rock, but a meteorite! It sparkled mysteriously, catching her eye as she felt her heart rate soar with excitement. She carefully started to unearth it, using the tools from her geology kit.

B) Sophia had always been fascinated by space and geology. She devoured books on the solar system, asteroids, and meteorites. Her room was a treasure trove of space-themed decor and mineral specimens, resembling a junior scientist's lab.

C) "Sophia, you made an incredible discovery!" Ms. Davis, her science teacher and astronomy enthusiast, exclaimed. "Don't forget to record all your observations." Sophia nodded, then began writing down the characteristics of her find in her astronomy journal.

D) Equipped with a geology kit consisting of trowels, magnifiers, and a sturdy journal—Sophia was a member of her school's astronomy club. They were on their first field trip to an area where meteorites had reportedly fallen.

E) Finally, with the meteorite fully unearthed, Sophia placed it in a cushioned box. She was eager to analyze it further in Ms. Davis's science lab.

F) The next day at school, Sophia and Ms. Davis shared their find. Ms. Davis wrote, "This is remarkable; it appears to have high iron content." She then examined it under a microscope. "It might be a part of a larger asteroid," she concluded.

G) Stepping off the school bus earlier, Sophia felt a blend of relief and nervousness. All her worries melted away the moment she spotted the patch of dark soil.

H) The following week, Sophia shared her discovery with the astronomy club. Her peers listened with rapt attention as she outlined the meteorite's unique properties. She felt immense pride; not only had she made a scientific contribution, but her dream of becoming an astronomer was also a step closer to realization.



Sequence

Write the order of the story using the letters for each paragraph. Then draw what you visualized when you read the story.

Plot Sequence

--	--

Narrative Writing - Cause and Effect

In stories, "cause and effect" shows that one event occurs as a result of another. It's like a series of connected actions.

- Cause: The snow falls. Effect: Kids go sledding.
- Cause: You practice piano. Effect: You play better songs.
- Cause: A firework explodes. Effect: People look up and cheer.



Instruction: Is the underlined part of the sentence the cause or effect?

The <u>car zoomed</u> through the trees away wildly.	Cause	Effect
He <u>pressed the button</u> and the motor started moving.	Cause	Effect
The chef added <u>spices</u> giving the soup a new flavour.	Cause	Effect
The ball hit the window, <u>causing a glass to shatter</u> .	Cause	Effect
The storm arrived suddenly, <u>forcing everyone to seek shelter</u> .	Cause	Effect
The car ran out of fuel, <u>causing it to stop</u> .	Cause	Effect
The alarm clock rang, <u>waking her up from sleep</u> .	Cause	Effect
The rain poured down, <u>making the streets wet and slippery</u> .	Cause	Effect
The door slammed shut, <u>causing a loud noise to echo</u> .	Cause	Effect

Think

Think of either the cause or effect that matches below.

Cause	Effect
She waters the plants,	
	so now you are tired
They ignored the instructions,	
	so you took a nap

The Beginning of Democracy

The Beginning of Democracy: The Story of Athena City

In a bustling city called Athena City, a wise leader named Marcus had a big idea. "Why should only a few people decide everything?" he wondered. "Let's give everyone a chance to have their say!"

His son, Leo, was really excited about this. "Wow, Dad, this could change everything!" he thought. He started making signs and flyers to let everyone know about his new idea, which Marcus called "democracy."



Around the same time, Mayor Olivia was thinking about Marcus's idea. "Democracy, huh? This could be a real game-changer," she thought. She talked to Marcus with a plan. "What if we start with a small group of people making decisions? Then we can see how it goes."

Leo was daydreaming about how cool it would be to have everyone voting on important stuff. But then he realized not everyone was happy with the old way of doing things. "Oh no, some people are against this idea," he thought. He was feeling a little down.

Marcus liked Mayor Olivia's idea and they started with a small council of regular folks. This meant that Leo's dream of everyone voting right away had to wait a bit.

After a little bit of time, the city saw what happened when more people helped make decisions. Parks got cleaner. Schools got better. People were happier. Marcus and Mayor Olivia gathered data to show that democracy was working.

The effect was amazing! People felt like they had a voice, and they took better care of their city. For Leo, it was like a dream come true. He saw how one idea could make a big difference for everyone. Democracy didn't just change the rules; it changed people's lives, making the city a better place to live for everyone.

Cause/Effect

Fill in the table below, explaining the cause or the effects.

1) Finish the effects of the causes below

He started making
signs and flyers to
share his idea.More people made
decisions in the cityOn no more
again the idea

2) Think of the cause or effect below

Then everyone will have a
voice.The streets got cleaner, and
the air got better.The streets were cleaner, and
the air was better.**Plots**

Plots are events/problems that happen. Write the 3 plots of your story.

Fantasy Story - Predicting

The Secret of the Cosmic Crystal

Once upon a time, in the small, peaceful town of Galaxyville, there lived a curious boy named Jake and his clever sister, Mia. They were fascinated by stars and planets and often dreamt about space adventures. One clear, starry night, while they were gazing at the sky through their telescope, they spotted a mysterious light falling into the nearby forest.

Excited and curious, Jake and Mia decided to investigate. The next morning, with backpacks full of snacks and a flashlight, they set off towards the forest. Through the thick trees and over the rocks, following the mysterious light,

they entered a dark forest. They discovered a hidden cave. The walls inside were like a sky filled with different colors. In the center of the cave, they found a glowing crystal, as big as a basketball, emitting a powerful magical energy.

Suddenly, a robotic voice echoed from the cave, "Protect the Cosmic Crystal from Zorax!"

**Prediction**

Stop and predict what you think will happen next in the story?

1) Who do you think is Zorax? Can it be an evil character?

2) What do you think the Cosmic Crystal means and why does it need to be protected?

3) Continue the story by writing the ending.

Startled, Jake and Mia turned around to see a robot, rusty but friendly, who introduced himself as Orbit. Orbit explained that the crystal had the power to create or destroy entire planets. The evil alien, Zorax, was after it to conquer the universe.

Jake and Mia knew they had to act fast to keep the crystal safe. They teamed up with Orbit to hide the crystal in a place where no one, especially Zorax, could find it. As they journeyed deeper into the forest, Zorax, fierce and determined, followed them closely.



In a thrilling chase, Jake, Mia, and Orbit dodged Zorax's traps, using their cleverness and quick thinking. They reached an ancient, hidden spaceship, which Orbit explained could teleport them to a safe, unknown location.

As Zorax, with his red eyes glowing in the dark, Jake and Mia quickly activated the spaceship. In a burst of colorful light, the crystal vanished, sent to a secret place far away in space. Realizing he was defeated, Zorax fled back to space in anger.

After the dangerous chase, Jake, Mia, and Orbit celebrated their victory. They had saved their planet from a terrible fate. They walked back home, under the twinkling stars, knowing their secret mission would always be a special memory. Galaxyville remained a peaceful place, and the crystal's power was now safely protected. Jake and Mia looked up at the stars, ready for their next new adventure.

Evaluation

Answer the following questions.

1) Was your prediction about the story, correct? If not, what was it? _____

2) Use two character traits to describe Orbit and explain why you chose those traits.

Character Trait	Explanation

Drama Story – The Lost Melody

The Lost Melody

Once in a small coastal town, there lived a girl named Emma, who loved music more than anything else in the world. Music was her escape, her joy, and her connection to her mother, who had been a great pianist before she passed away. Emma treasured her mother's old piano, a beautiful, albeit slightly worn, instrument that sat in the corner of their living room.



One day, a fierce storm hit the town, and massive waves crashed against Emma's home, flooding the lower floor and damaging many of their belongings, including the cherished piano. Emma was heartbroken; she had lost her home, but the piano felt like her last connection to her mother, now silenced.

In the weeks that followed, the community came together to rebuild. One of the volunteers was Mr. Harmon, the music teacher from Emma's school. He noticed Emma's quiet despair and learned about the damaged piano. Understanding the depth of her loss, Mr. Harmon offered to help repair it.

As they worked on the piano together, Emma shared stories of her mother, and Mr. Harmon shared his own story of finding solace in music after losing his wife. Their conversations were filled with moments of sadness and laughter, and a bond formed between the teacher and his student.

Drama Story – The Lost Melody

The emotional theme of coping with loss and finding hope was ever-present. Emma struggled with her grief, but as the piano slowly came back to life under their careful hands, so did her spirit. She realized that her connection to her mother wasn't just in the piano itself but in the love for music they shared.

The story continued as the piano was finally restored. Emma sat at the keys, her fingers trembling. With the town's help to cover the rebuilding efforts, she played a beautiful melody. The music swelled, filling the room and touching everyone there. It was a moment of triumph and testament to her character's growth and resilience.



As the notes faded, the room erupted in applause. Emma looked at Mr. Harmon, her eyes shining with tears of gratitude. She had lost much but had gained a mentor and friend who helped her see that her mother's melody would always be with her, in every note she played.

The story concluded with Emma and Mr. Harmon starting a fundraiser to repair other instruments damaged in the storm, bringing music back into the lives of many. Emma's journey had shown her the power of community and the healing strength of sharing one's passion.

**Character
Analysis**

Describe Emma. Think about her personality, interests, and how she behaved in the story. Write at least three sentences about her character.

Evaluation/Reflection Answer the following questions about the story.

1) What is the main theme of the story? What is the overall message or lesson?

2) How did the story make you feel? Did it inspire you, make you sad, or feel something else? Explain your feelings.

3) Explain how the three emotions below were portrayed in the story.

Sad	
Happy	
Proud	

Narrative Structure

Understanding Narrative Structure

Narrative structure is like a blueprint for a story. It helps to organize the events in a way that makes the story interesting and easy to follow. Identifying the key elements of a story is called **Story Mapping**. Let's break down what narrative structure involves.

Beginning the Journey: Introduction

Every story starts with an introduction. Here, we meet the main characters and learn about the setting, which is where and when the story takes place. The introduction also gives us a hint about the story's main problem or what the adventure might be.

Building the Excitement: Rising Action

As we move on, we reach the rising action. This part is all about building tension and adding challenges. The characters face obstacles that make us wonder, "What's going to happen next?" This keeps us engaged and wanting to find out more.

The Story's Peak: Climax

The climax is the most thrilling part of the story. It's the point where all have been waiting for, where the main problem or conflict reaches its peak. The characters must face their biggest challenge, and everything hangs in the balance. It's the most exciting moment in the story.

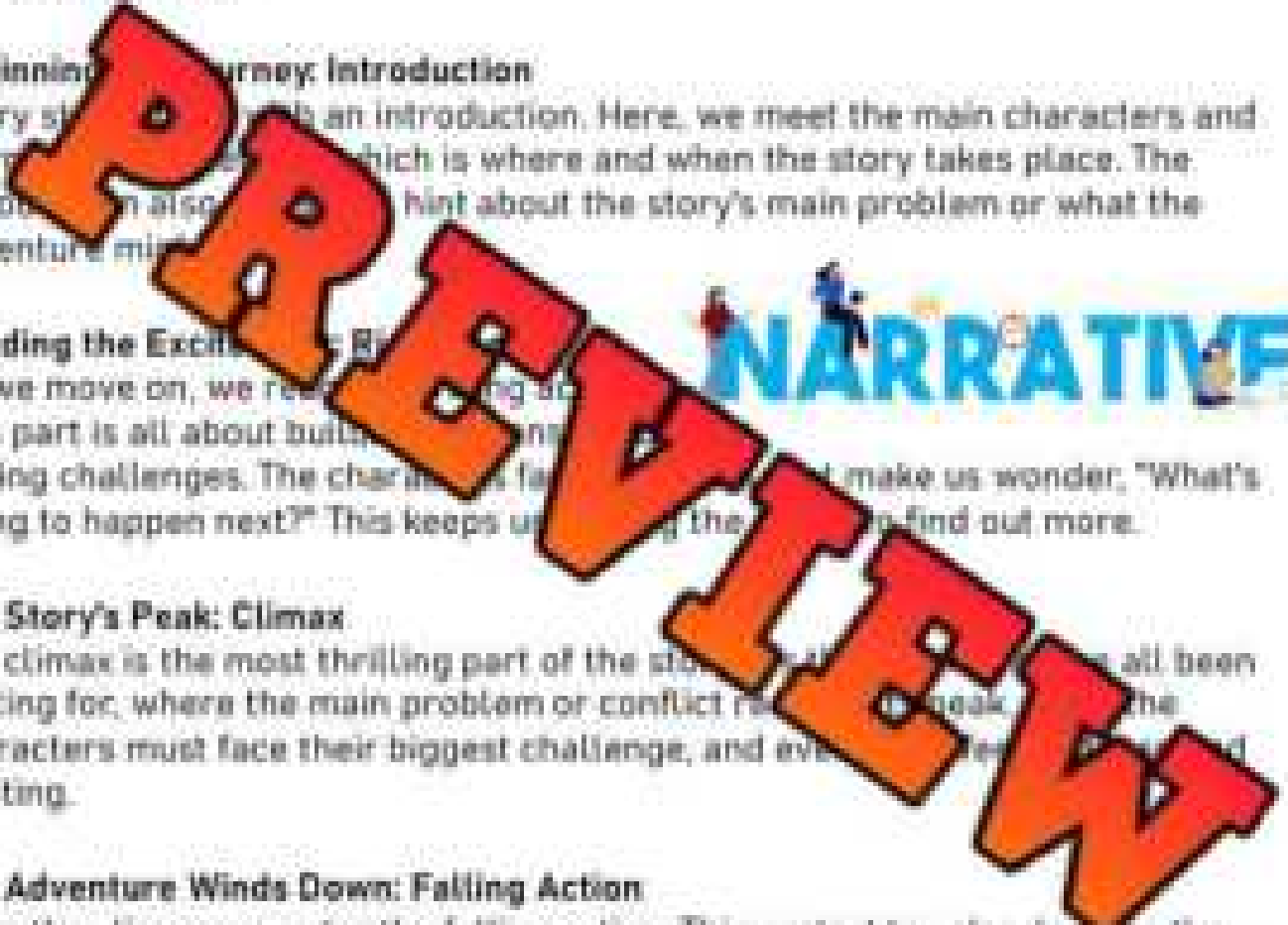
The Adventure Winds Down: Falling Action

After the climax, we enter the falling action. Things start to calm down as the characters deal with the aftermath of the climax. They work through the remaining challenges and start to find solutions.

Wrapping Up: Resolution

Finally, every story needs a resolution, where all the loose ends are tied up. The characters have learned important lessons, and the main problem is solved, one way or another. This part leaves us feeling satisfied, knowing how everything turned out for the characters we've been rooting for.

By following this structure, stories can take us on incredible journeys, filled with ups and downs, and leave us feeling like we've been part of something special.



NARRATIVE

Answer

Which part of the narrative structure is described?

1) The part where everything reaches a thrilling peak where outcomes hang in the balance.	
2) The part where all the story's threads come together, leaving us with a clear ending.	
3) The part where we get to know who's in the story and where it's happening.	
4) The part where tensions rise as challenges appear, making us wonder what will happen next.	
5) The part where tensions start to calm down, and solutions to problems are found.	

Identify

the part of the story you think this sentence is from.

1) During the science fair, Ben began to bubble and hiss, drawing a crowd of onlookers.	Falling Action	Rising Action
2) In a daring move, Hugo leapt over the fence, grasping the cold metal railing in time.	Introduction	Climax
3) After the storm passed, the villagers emerged their homes untouched, a miracle they couldn't explain.	Falling Action	Rising Action
4) The once cursed forest flourished again, with the villagers and wildlife living in harmony.	Resolution	Climax
5) As the sun rose, Ethan found the lost puppy, bringing it back to its grateful owner, Mrs. Bianca.	Falling Action	Rising Action
6) With the final spell cast, the room went silent, and the once-menacing shadows vanished into thin air.	Climax	Resolution
7) With each step up the ancient tower, Nora felt the mysterious amulet grow warmer against her skin.	Falling Action	Rising Action
8) On his first day in the new town, Leo made an unlikely friend—a small, talkative parrot.	Introduction	Climax
9) As the storm approached, Maya and her friends hurried to fortify their makeshift fort with branches and leaves.	Falling Action	Rising Action
10) Years later, the friends would reminisce about the summer adventure that brought them closer together.	Resolution	Climax

Story Mapping - Secrets of the Echo Cave

Once upon a time, in a bustling underwater city hidden deep in the ocean, lived two adventurous friends, Brandon and Marina. They had always dreamt of exploring the mysterious Cave of Echoes, a place full of ancient alien artifacts, but no one dared to enter because of the legendary Guardian that protected it.

One morning, driven by curiosity and the thrill of adventure, Brandon and Marina decided to see the cave for themselves. They equipped themselves with glowing scuba gear and set off, swimming past colourful coral reefs and schools of shimmering fish.

As they approached the cave, they noticed strange symbols etched into the rock, some with glowing warnings. Ignoring the warnings, they ventured inside, their torches illuminating the dark passage. The cave was filled with wondrous light, reflecting off iridescent crystals, and alien gadgets were scattered all around, unlike anything they had ever seen.



Suddenly, they encountered the Guardian, a massive, glowing alien figure with a single, large eye. It spoke in a deep, rumbling voice, expressing its disappointment that they had entered the cave. Brandon and Marina realized they had disrupted the peace of this secret place. The Guardian explained their fascination and promised to protect the cave's secrets.

Understanding their genuine remorse, the Guardian offered them a deal. If they could solve an ancient puzzle, they would be granted a glimpse of the cave's greatest treasure. Working together, they deciphered the puzzle, revealing a hidden chamber filled with alien technology that promised to clean the oceans.

Grateful for the experience and the valuable lesson learned, Brandon and Marina returned home, their minds buzzing with ideas on how to use the newfound technology for the good of their underwater world. They had not only found an incredible adventure but also a way to make a difference.

Instructions

Identify the key elements of the story and fill the story map below.

Introduction

Rising Action

Falling Action

Climax

Resolution

PREVIEW

Characterization

Understanding Characters in Stories

When you read a story, meeting different characters is like meeting new friends or sometimes foes. But how do we get to know them? Let's dive into the world of characters in stories!

What is Characterization?

Characterization is the way writers share what characters are like. Think of it as a recipe that helps us understand who these characters are, from their personalities to their actions.



Types of Characterization

- 1) **Direct Characterization:** This is when the author tells us directly what a character is like. For example, "Alex is brave." It's straightforward, like a friend telling you about someone.
- 2) **Indirect Characterization:** This is when the author shows us things about the character through their actions, what they say, how they interact with others, and what others say about them. For instance, if Alex jumps into a river to save a puppy, we figure out he's brave without being told directly.

How to Analyze Characters

To understand characters better, think about these points:

- **Looks:** What does the character look like? This can tell us a lot about them.
- **Actions:** What does the character do? Their actions can show us their true nature.
- **Words:** What does the character say, and how do they say it? This can reveal their thoughts and feelings.
- **Thoughts:** What is going on in the character's mind? Sometimes, we get a peek into their thoughts.
- **Reactions:** How do others react to the character? This can show us how the character fits into their world.

By looking at these aspects, you can become a character detective, uncovering the hidden depths of characters in any story you read!

Instructions Read the sentences below and circle what characterization type is used.

1) Mia is very kind and always helps her friends, especially when they're feeling sad or need support.	Direct	Indirect
2) When a stray dog wandered onto the playground, Sophie gently took care of it and made sure that it is safe.	Direct	Indirect
3) During group work, Bianca listened intently to everyone's ideas, and showed interest in all of them.	Direct	Indirect
4) Mrs. Brown, our music teacher, is incredibly patient and encourages all her students.	Direct	Indirect
5) Tess is a kind and helpful girl who loves to help others without expecting anything in return.	Direct	Indirect
6) When he found a lost wallet on the school ground, Caleb immediately turned it in to the principal's office.	Direct	Indirect
7) Every lunch break, Dylan sits under his favourite tree, completely absorbed in a book.	Direct	Indirect
8) During the long walk for the field trip, Miss Smith told us interesting stories to keep everyone entertained.	Direct	Indirect
9) Miss Green, our librarian, is knowledgeable and enjoys sharing interesting facts with us.	Direct	Indirect
10) After winning the race, Simon did not boast his victory and made sure to shake hands with every competitor.	Direct	Indirect
11) Leo is quite mischievous and often comes up with playful pranks.	Direct	Indirect
12) Coach Bennett is passionate about sports and inspires us to do our best no matter what happens.	Direct	Indirect
13) In the middle of the chaos, Grace found a way to solve the problem without any fuss.	Direct	Indirect
14) Without hesitation, Mia jumped into the game, even though she had never played before.	Direct	Indirect
15) Principal Harvey is strict but fair, and he values honesty above all.	Direct	Indirect

Characterization – Finley’s Fantasy

In a magical garden filled with twinkling lights and whispering flowers, there lived a curious creature named Finley. Finley wasn't like anyone you've ever seen before; with wings shimmering in a kaleidoscope of colours and eyes that sparkled like stars, this being was truly one of a kind.

Finley had a remarkable ability to change colours to match how they felt, turning blue when sad, green when excited, and golden when content. This made Finley a joy to be around, helping everyone understand how they were feeling with a single word.



One sunny day, while exploring the enchanting garden, Finley stumbled upon a peculiar rock that seemed to have a life of its own. Curious, Finley reached out a gentle hand, and the moment they touched it, a bright light erupted from the rock, enveloping them.

When the light faded, standing before Finley was a small, mischievous gnome named Alastair. Alastair had been trapped in the rock for ages, and Finley's touch had set him free. Grateful for his freedom, Alastair promised to grant Finley one wish.

Finley thought hard. They had the power to wish for anything, but they already had what mattered most: a magical garden full of friends and a place to express their feelings in the most extraordinary way. So, Finley wished for the garden to remain a safe haven for all magical beings, where everyone could live in harmony.

Alastair nodded, and with a wave of his hand, the garden glowed even brighter, its magic stronger and more inviting than ever. Finley and Alastair became fast friends, and together, they looked after their enchanted garden, making sure it was a place where every creature, big or small, felt welcomed and loved.

Finley, with their ever-changing colours and kind heart, reminded everyone that it's our differences that make us special and that understanding each other's feelings can create a world filled with magic and friendship.

Instructions

Characterize Finley. In the middle draw what you think they look like and answer the questions related to their personality.

What does Finley do?

What do you think is going on in
Finley's mind?

What does the character look like?

What traits do you
think Finley has?

What do other
characters in the
story think of

Story – Character Identification And Comparison

Elara and the Feast of Unity

In the heart of a lush, sprawling village named Green Hollow, where the river's melody harmonized with the birdsong, lived a young girl named Elara. With hair as golden as the harvest and a spirit as vibrant as the wildflowers, Elara was known for her unwavering sense of justice and fairness. Her beliefs were as solid as the ancient oaks that lined the village path, and her viewpoints, clear as the stream that nourished their lands.

Elara's strength, in her empathy, she could feel the whisp

Elara understood the silent language of the forest. Her weakness was her impulsiveness, often acting on her sense of right and wrong without pondering the consequences. Elara preferred the simplicity of nature to the complexities of village politics and had a habit of disappearing into the woods, where she felt most at peace.



One day, a dispute arose in Green Hollow. The bountiful harvest was unevenly distributed, with the wealthier families securing more than their fair share, leaving the less fortunate with meagre portions. Tension rose, as whispers of discontent wove through the village like a chilling breeze before a storm.

Elara, witnessing the injustice, felt a fire ignite within her. She believed everyone in Green Hollow deserved an equal share of the harvest. Her actions were rooted in the village in their unique way. From the bakers to the farmers, the weavers to the woodcutters, all played a part in the tapestry of village life.

Determined to restore equity, Elara voiced her concerns at the village gathering. Her words flowing with the passion and conviction of a rushing river. However, her impulsiveness led her to speak harshly of those she saw as unjust, causing some villagers to turn away, their pride wounded.

Realizing her approach might have deepened the divide, Elara sought the counsel of the village elder, Maeve. Maeve, with eyes as wise as the ages, listened to Elara's turmoil and gently reminded her that change is nurtured with understanding, not with force.

Taking Maeve's words to heart, Elara organized a village feast, inviting every family, rich and poor. She used her love for nature to decorate the gathering with wildflowers, creating a space where all felt welcome. As the feast unfolded, Elara encouraged everyone to share stories of their contributions to the village, weaving a tapestry of unity with each tale.

As the moon climbed high, casting a silver glow over Green Hollow, a newfound sense of camaraderie blossomed. Moved by Elara's genuine effort and the shared stories, the villagers agreed to distribute the harvest fairly, ensuring no table was left wanting.

Elara's journey taught her that justice is not just about standing up for what is right but also about understanding the hearts of others. Her beliefs in fairness and equity, coupled with her newfound patience, healed the rift in Green Hollow, leaving the village stronger and more united than ever. And as the seasons changed, the story of Elara and the feast of unity became a cherished tale, a reminder that in the heart of every challenge lies the seed of harmony, waiting to be nurtured by the hands of justice and compassion.

Identify _____ description of the following factors that influence Elara's character and story.

Factor	Description
Values	
Beliefs	
Viewpoints	
Strengths	
Weakness	
Preferences	
Habits	

Name: _____

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Character Comparison
Unit 1, Lesson 14

Compare

Compare your own character traits with those of Elara. How is your personality similar or different from Elara's?

Similarities	Differences

Write

Write a short letter to Elara. Introduce yourself and explain how you relate to her story. Share your thoughts on the story and how they compare to what you might have done in the same situation. Conclude by offering Elara a piece of advice or asking her a question about her choices.

Story – Comparing Identities

Rylan's Mosaic

In the bustling city of Toronto, where skyscrapers touch the clouds and streets are always alive with energy, lived a high school boy named Rylan. Rylan wasn't your typical teenager; his life was as colourful and intricate as a mosaic, each piece telling a different story.

Rylan lived in a modest apartment with his family, who hailed from various corners of the world. His father, an artist, filled their home with paintings and sculptures, while his mother, who had moved from Japan, infused their meals with flavours that danced on the tongue. This blend of cultures created a unique Rylan, a mosaic, like a tapestry woven from many threads.



School was another canvas for Rylan, where his distinct colours shined. He had a knack for languages, effortlessly switching between English and Japanese at home, and excelling in French and Spanish at school. His classmates were fascinated by his ability to communicate with exchange students, making him a bridge between cultures.

But Rylan's uniqueness wasn't limited to his linguistic skills or cultural background. He had an unusual hobby for a boy his age. In the heart of the city, you could find him tending to his rooftop garden, a green oasis amidst the concrete jungle. This garden was his sanctuary, where he grew not just plants but also his patience and resilience. Rylan's classmates initially found it odd, but his passion soon inspired a few to start their little green spaces.

Rylan also had a deep sense of empathy, a trait that made him stand out. He volunteered at a local animal shelter and was known in his neighbourhood for rescuing stray animals and finding them homes. His compassion wasn't limited to animals; he was always the first to lend a listening ear to friends, offering words of comfort and wisdom beyond his years.

Despite his unique life and identity, Rylan faced challenges. He sometimes felt like an outsider, caught between worlds, never fully belonging to one. Yet, it was this very mosaic of experiences that made him resilient and adaptable.

Name: _____

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Compare

List three similarities and three differences to compare your identity with that of Ryan.

Similarities

Differences

Identity
Comparison

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?
- ✓ Examining different perspectives
- ✓ Reading Comprehension Strategy: Inferencing

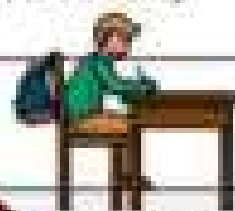
Persuasive Writing – Multiple Perspectives

Perspective 1: Homework Should Be Abolished

You know, homework is just not fair! After spending the whole day in school, we have to come home and do even more work? Imagine this: It's a sunny day, and you can hear your friends playing outside. They're having the time of their lives while you're stuck inside, writing an essay about a book you didn't even want to read. You're missing out on playing tag, soccer, or just hanging out. It feels like we're in school all day and night! What about family time? We should be able to have dinner and talk with our families without ~~staying~~ about homework.

Perspective 2: Homework Should Not Be Abolished

According to Harris Cooper, who has done extensive research on the subject, homework helps with learning and help students perform better in school. Studies show that students who do homework regularly score 50% better on standardized tests. Homework teaches important skills like time management and self-discipline, which are essential for future success in both school and work. The Canadian Department of Education recommends that students spend approximately 5 minutes per grade level on homework. For a 5th grader, that's only about 25 minutes a day, leaving plenty of time for other activities.



Think Critically

Answer the questions below.

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

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

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

Persuasive Writing – Thinking Critically

Hey, friend! I'm Mrs. Kim, and I make awesome school uniforms. Ever wonder why uniforms might be the best thing for schools? Let me share some cool reasons!

First up, uniforms make everyone equal. It doesn't matter if your clothes are brand new or hand-me-downs, we all look the same. This means less teasing and more team spirit!

Second, uniforms help you focus. Seriously, no more worrying about what to wear. You can put all your brainpower into learning and having fun in class.

Next, let's talk about money. Having a couple of uniforms is way cheaper than needing a closet full of clothes. Plus, it makes your parents super happy!

Also, think about safety. When everyone wears the same uniform, teachers can spot you easily if everyone is wearing the same uniform. It keeps the whole group safe and together.

So, uniforms aren't just for show. They're better in so many ways. They're like a team, and your school is cooler! Cool, right?



Think Critically

Answer the questions below.

1) Who wrote the persuasive text?

2) Is the author biased? Do they have a reason for being biased?

3) Is Mrs. Kim forgetting a perspective in her writing? What perspective is she forgetting?

4) Why would researching the other perspective be wise before making an opinion?

Inferences - Persuasive Writing Advertisement

Boost Your School Grades with Our Amazing Study Planner!

Hey students, are you tired of forgetting assignments and feeling overwhelmed with schoolwork? Get organized and stress-free with our super cool Study Planners! 

Why Pick Our Study Planners?

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!

- ☒ **Save Stress:** Research shows that kids who plan their work forget 30% fewer assignments!
- ☒ **Save Time:** Finish your work 20% by knowing what's due and when!
- ☒ **Built to Last:** Our planners are made of tough materials that can survive the whole school year!

Numbers Speak Volumes!

- 92% of our users said they felt more organized!
- 86% reported less stress!
- A whopping 100% would tell their friends to use our Study Planners!

Think of the Extra Free Time!

If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends! More fun = happy life!

A Smart Choice

Our Study Planner pays for itself by helping you ace tests and assignments, saving you tons of stress!

So, why not get ahead? Level up your school life today with our awesome Study Planners!

 **Order Now and Get Ready to Succeed!**

Local Inferences

Make inferences based on the sentences below.

"Research shows that kids who plan their work forget 30% fewer assignments!"

"If you finish your work 20% faster, you'll have more time for games, sports, or hanging out with friends. = fun = happy life!"

A whopping 10% of all the kids who use our Study Planners!

"Reduce your study time by 20% by knowing what's due!"

Global Inferences

Make 4 inferences based on the information above.

Inferences - Persuasive Writing Advertisement

Dear Students,

I hope you're all having a fantastic time learning and having fun. Today, I want to chat about something super key: being eco-friendly at school.

Our school is amazing, kind of like a clean, happy planet. On Earth, every tree, ocean, and animal has a part to play to keep it healthy. Similarly, each one of you can do something special to make our school greener.

Being eco-friendly means caring for our planet. When we recycle, save water, and don't waste electricity, we learn valuable lessons.

Even those posters in the hallways? They're not just for show! If you see someone throw a plastic bottle in the trash, maybe guide them to the recycling bin.

Let's remember, small actions make a big difference. By being eco-friendly, our planet—just like our school—can be awesome.

Thanks for your time, and for helping make our school awesome!

Cheers,
Principal Johnson



Local Inferences

Write 3 things the principal expects you to do. Use the evidence provided. Then draw conclusions from these things.

Evidence	Each one of you can do something special to make our school greener.
Conclusion	
Evidence	
Conclusion	
Evidence	
Conclusion	

Local Inferences

Write an inference from the implicit evidence in the table below.
Then make a conclusion based on the inference.

Implicit Evidence	"On Earth, every tree, ocean, and animal has a part to play to keep it healthy."
Inference	
Conclusion	
Implicit Evidence	"I hope that someone tossing a plastic bottle in the trash, maybe into the recycle bin."
Inference	
Conclusion	
Implicit Evidence	"Let's remember, our actions lead to a different future."
Inference	
Conclusion	

Global Inferences

Make 3 inferences based on the entire letter

Block 6:

Expository

Writing

Focus

Reports

- ✓ Text features like bold, hyperlinks, etc.
- ✓ Making inferences after reading
- ✓ Read reports written by indigenous groups that share their history
- ✓ Reading Comprehension Strategy: Summarizing

Procedural Writing

- ✓ Reading how-to-guides
- ✓ Comparing procedural writing

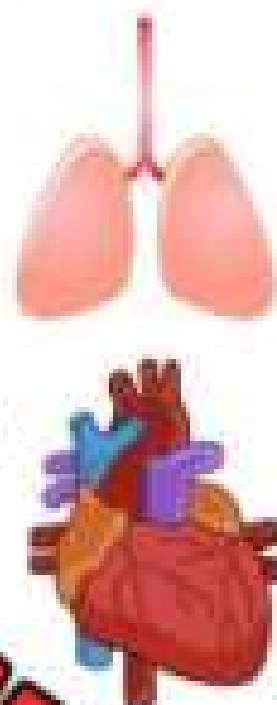
Comprehension – Text Features in Reports

What are Body Systems and Human Health?

The human body is like a well-oiled machine with different parts working together. These parts are organized into systems that have special jobs. Understanding these systems helps us keep healthy.

Key Body Systems

- **Respiratory System:** Helps you breathe. Lungs take in oxygen and give it to the rest of the body.
- **Circulatory System:** The heart, arteries, and veins work together to pump blood all over the body.
- **Digestive System:** Breaks down food so your body can use it for energy and growth.
- **Nervous System:** Includes your brain and spinal cord. This system controls everything you do.



Why is Health Important?

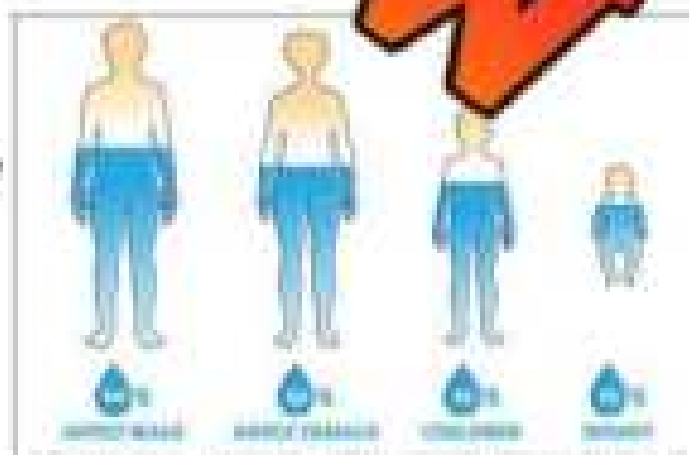
Staying healthy means all these systems can do their jobs. Eating healthy, exercising, and getting enough sleep are key ways to stay healthy.

Ways to Stay Healthy

- 1) Eating fruits and vegetables
- 2) Exercising for at least 30 minutes a day
- 3) Sleeping for 8-9 hours a night
- 4) Drinking plenty of water

Signs You Should Visit a Doctor

If you're feeling really tired, have a lot of pain, or can't breathe well, it's a sign something might be wrong. Doctors can examine you and suggest what to do next.



Caption: Water in the Human Body by Age

Text Forms

Answer the questions below.

1) What main headings are used in the report?

2) What subheadings are used in the report?

3) Why is it helpful to the reader?

Making Connections

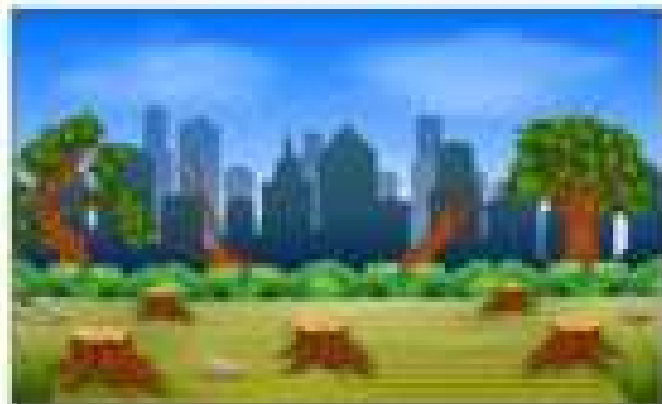
Make connections to your world, and to other texts.

Text-To-Self: What does the report remind you of about your life?**Text-To-World:** What does the report remind you of that is happening around the world?**Text-To-Text:** What does the report remind you of about another text you have read?

Cause and Effect Report – Deforestation

Introduction

Deforestation is when large areas of trees are cut down or removed. This report explains why deforestation happens and what effects it has on our planet.



Causes of Deforestation

1) Food and Agriculture

One major cause of deforestation is to clear land for farms where people can grow food. Also, trees are often removed to make space for people to live and build houses.

2) Wood and Paper

Trees are a source of wood for building homes and other structures. They are also used to make paper products like books and newspapers.

Effects of Deforestation

1) Harm to Animals

When trees are removed, animals lose their homes and the places they rely on to live and find food. Deforestation can lead to fewer animals in the area and even extinction.

2) Climate Change

Trees help in absorbing carbon dioxide, a gas that contributes to climate change. When trees are cut down, more of this gas stays in the air, leading to a warmer planet.

3) Soil Problems

Trees help hold soil in place. Without trees, soil can be washed away by rain, making it harder to grow plants in the future.

Conclusion

Deforestation is a serious issue. It leads to loss of animal homes, contributes to climate change, and causes soil erosion. By understanding these causes and effects, we can find better ways to protect our forests and the environment.

True or False

Is the statement true or false?

1) Deforestation is the process of planting more trees.	True	False
2) Trees are cut down to make wood and paper products.	True	False
3) Deforestation leads to soil erosion, making it difficult to grow plants.	True	False
4) One of the main reasons for deforestation is to create land for farming.	True	False
5) Deforestation has no effect on animals living in the forest.	True	False

Explain and answer the following questions.

1) List two causes of deforestation mentioned in the essay.

2) Name three environmental impacts of deforestation.

3) How does deforestation lead to climate change?

4) Do you think the report effectively covers the topic? Why or why not?

5) How easy was it is to understand the report due to the text features (lists, headings, etc.)

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

Summarizing Practice

A **summary** is a short version of a longer story or article. It gives you the main idea, or the most important thing the story is trying to say. It also gives you smaller details that help make the main idea clear. When you write a summary, it helps you understand the story better. You have to think about the most important parts and say them in your own way!



Summarize Summarize the passage by writing the main idea and 2 supporting details.

1) Access is a big challenge when building a treehouse with a ladder, so everyone can climb up and join in the fun. Kids with disabilities might find it hard to get up there without steps. That's why we have things like ramps, elevators, and special computers in schools. It makes sure that all kids, even if they have trouble walking or hearing or seeing, can learn and play just like everyone else. Diversity helps everyone have a good time!

Main Idea

Supporting
Detail

Supporting
Detail

2) Imagine if every book in the library told the same story. That would be boring, right? Well, diversity in a classroom is like having a library full of different stories. Each student brings their own background, culture, and ideas into the room. It's like having a bunch of different books to read, making us all more interested in learning. The more diverse our class is, the more we can learn from each other, and that makes school way more fun and exciting!

Main Idea

Supporting
Detail

Supporting
Detail

Report – Justice, Equity And Fairness

Introduction

Justice, equity, and fairness are important values that help make the world a better place. They ensure that everyone is treated fairly and has equal opportunities.

Global Statistics on Justice

- According to the World Justice Project, only 52% of people worldwide feel that their local justice system treats them fairly.
- The United Nations reports that 1 in 5 people still face discrimination due to race or gender.
- The World Bank states that 10% of the world's population lives on less than \$1.90 a day, highlighting the severity of income inequality.
- The International Labor Organization highlights that the global unemployment rate is expected to rise to pandemic levels until at least 2023, disproportionately affecting young people and women in some countries.
- The United Nations Environment Programme reports that 75% of the global population live in areas where air pollution exceeds healthy levels, often in lower-income neighborhoods.

Equity in Education

- UNESCO states that 258 million children and adolescents globally do not access to basic education.
- Girls are 1.5 times more likely than boys to be completely out of the educational system in countries with low equality.

Fairness in Healthcare

- The World Health Organization found that in some countries, the poor have access to 3 times more healthcare services than the poor.
- About 100 million people are pushed into extreme poverty each year because of healthcare expenses.

What Can We Do?

- Educate ourselves and others about these issues.
- Support organizations that work towards justice and equity.
- Treat everyone with kindness and fairness in our daily lives.

Justice, equity, and fairness are essential for a healthy society. The statistics show that many people around the world still face challenges in getting fair treatment. It's important for countries to work together to improve these issues. By understanding these values and the statistics behind them, we can all contribute to making the world a more just and equitable place.



Note-taking means writing down important information to help you remember it later. You listen or read carefully and write down the main points or ideas. Then you can look at your notes later to help you understand or remember what you read.

Note-taking

Read the justice report and take notes in the graphic organizer below.

List Key Terms

Questions I Have About The Report

Words I Need To Define

List Main Points

PREVIEW

Report – Galaxies In The Universe

Introduction to Galaxies

Galaxies are vast collections of stars, gas, dust, and dark matter, all held together by gravity. They are the fundamental structures of the cosmos, with over 2 trillion galaxies in the observable universe, each playing a pivotal role in the story of space.



Types of Galaxies

• Spiral Galaxies

Spiral galaxies, characterized by their flat, disk-like shape with winding spiral arms, make up about 60% of the observable universe. Our Milky Way is a classic example, spanning about 100,000 light-years in diameter. Another famous spiral galaxy is Andromeda, located about 2.5 million light-years from Earth.

• Elliptical Galaxies

These galaxies come in spherical or elongated ovals and lack the distinct arms of spiral galaxies. They account for about 30% of the observable universe's galaxies. Elliptical galaxies can contain up to 10 trillion stars and extend over 300,000 light-years across.

• Irregular Galaxies

Irregular galaxies do not have a defined shape and account for approximately 25% of galaxies. They often result from galaxy collisions or tidal interactions. The Large and Small Magellanic Clouds, visible from Earth's southern hemisphere, are examples, located about 163,000 and 200,000 light-years from Earth, respectively.

Number and Distribution

Astronomers estimate there are over 2 trillion galaxies in the observable universe, with galaxies ranging from dwarf galaxies, containing as few as 100 million stars, to massive ones with 100 trillion stars. Galaxies can be found isolated, in pairs, small groups, or large clusters containing thousands of galaxies spread over millions of light-years.

Galaxies and Dark Matter

Dark matter, though invisible and undetectable directly, constitutes about 27% of the universe's mass and energy. Its presence is inferred from its gravitational effects on visible matter in galaxies. For instance, the rotational speed of galaxies suggests that 85-90% of a galaxy's mass is dark matter.

Conclusion

Galaxies are not just collections of stars and planets; they are the cornerstones of the universe's structure. From the majestic spirals to the enigmatic ellipticals and the chaotic irregulars, galaxies are a testament to the complexity and beauty of the cosmos. As we peer deeper into space, we continue to unravel the mysteries of these celestial wonders, bringing us closer to understanding the universe's grand design.

Scanning or skimming a text means quickly looking through a written document to find specific information or keywords without reading everything in detail. It's like searching for clues without reading every single word. You glance at the titles, pictures, and some sentences to understand what the text is mostly about.

**Skim And
Scan**

Skim and scan the text of the report by quickly looking through it and then answer the following questions.

Questions		Answers
1)	What holds galaxies together?	
2)	What is a type of galaxy with spiral arms?	
3)	What galaxy is the largest?	
4)	What shape are elliptical galaxies?	
5)	What percentage of galaxies are elliptical?	
6)	What is the diameter of the Milky Way?	
7)	What are irregular galaxies lacking?	
8)	What percentage of a galaxy's mass is dark matter?	
9)	How many galaxies are in the observable universe?	
10)	What type of galaxy is the Magellanic Cloud?	
11)	What is a group of galaxies called?	
12)	What is the universe's mass percentage of dark matter?	

Newspaper Article – Circle Graph**The Diverse Plate of Canada: A Look into Our Dietary Choices**

By Harper McKenzie, The Youth Times

In a nation as diverse as Canada, our plates are just as varied! A recent survey reveals fascinating insights into the dietary preferences across our beautiful country. From hearty forkfuls to refined multi-course feasts, the diversity of our food choices reflects the multicultural mosaic of our society.

Out of the total surveyed, 48% identify as omnivores, enjoying a mix of meat, fruits, vegetables, and grains. This group believes in a balanced diet, incorporating different food sources for their meals.

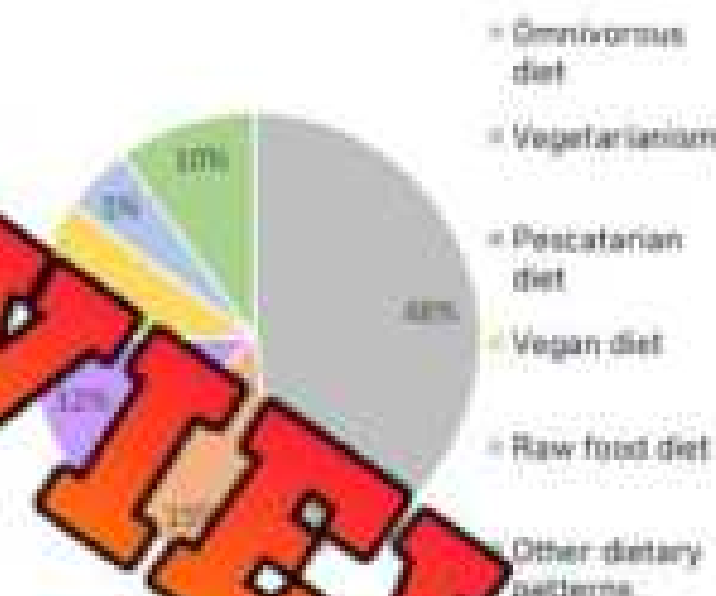
Vegetarianism, which excludes meat but includes other animal products like dairy and eggs, is embraced by 15% of the population. These individuals often cite health, environmental, and ethical reasons for their dietary choices.

Close on their heels, 12% of Canadians follow a pescatarian diet, which is similar to vegetarianism but includes seafood. This choice is popular among those who want to reduce meat consumption while still enjoying the health benefits of fish and other seafood.

Vegans, who exclude all animal products from their diets, make up 10% of the population. This group is motivated by a range of factors, from animal rights to environmental concerns

and health benefits.

Lastly, a smaller yet significant 5% of Canadians prefer a raw food diet, which involves eating all foods in their natural state, uncooked and unprocessed. This group believes in the health benefits of consuming foods in their most natural form.



The remaining 8% of Canadians follow various other dietary patterns, including ketogenic, paleo, and more, showcasing the rich tapestry of dietary preferences across the country.

So, whether you're a meat-lover, a veggie enthusiast, or somewhere in between, Canada's dietary landscape has a place for everyone. This diversity on our plates not only makes meal times interesting but also brings us together in the shared experience of eating, one of life's greatest pleasures.

Analysis

Answer the questions below

1) How does the circle graph help you visualize the dietary preferences of Canadians?

2) In what way might a circle graph be more effective than a list of percentages for understanding this information?

Create

Below is a set of data about how Canadians spend their leisure time. Use this information to create your own circle graph.

- Watching TV or Streaming Services: 35%
- Sports and Physical Activities: 20%
- Reading: 15%
- Gaming: 10%
- Socializing with Friends: 10%
- Other Hobbies: 10%

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.

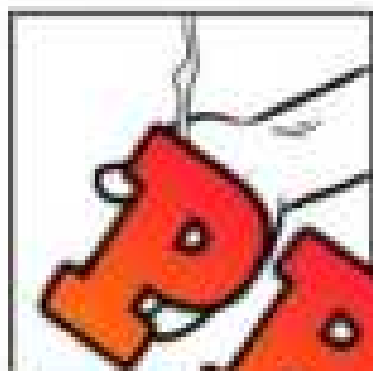


Order	Information
	Take small amounts of the mixture and roll them into balls about the size of a golf ball.
	Spaghetti With Meatballs Recipe
	In a large pan used for meatballs, pour in tomato sauce and bring to a boil.
	In a bowl, mix ground beef, bread crumbs, egg, salt, pepper, and garlic. Use your hands to mix well.
	Ingredients
	<ul style="list-style-type: none"> ➤ Spaghetti noodles (1 box) ➤ Ground beef (about 500 grams) ➤ Bread crumbs (1/4 cup) ➤ 1 egg ➤ Salt (1 teaspoon) ➤ Pepper (1/2 teaspoon) ➤ Onion powder (1/2 teaspoon) ➤ Tomato sauce (1 can) ➤ Grated cheese (optional) ➤ Olive oil (optional)
	In a large pan, heat olive oil over medium heat. Add meatballs and cook until brown on all sides. Remove meatballs from pan.
	Once spaghetti is cooked, use a colander to drain the water out.
	Fill a large pot with water and a pinch of salt. Bring it to a boil.
	Put the meatballs back in the pan with the tomato sauce. Cover and let it simmer for about 10 minutes.
	Place spaghetti on a plate, top with meatballs and sauce. Sprinkle some grated cheese on top if you like.
	Add spaghetti noodles to boiling water and cook according to the package instructions until they are soft.

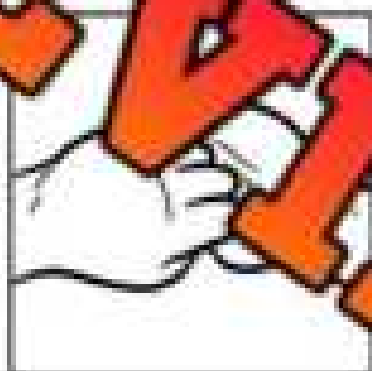
Graphics in Procedural Writing – Handwashing

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



Graphics in Procedural Writing – Drawing

Label

The pictures below are numbered, showing the steps to draw a snowman. On the back of this page, explain each step.



Label

Describe what to do in each step.

Step	Instruction
1	Draw a circle.
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

PREVIEW

Following Instructions – Drawing an Inuksuk

Draw

Follow the procedural text below to draw an inuksuk.

Title	Drawing an Indigenous Inuksuk: A Fun Art Adventure!	
Materials	<ul style="list-style-type: none"> - A blank sheet of paper - A pencil - Eraser - Colored pencils (optional) 	
Introduction	<p>An inuksuk is a stone landmark used by the Inuit people for navigation, communication, and more. These structures are significant in Inuit culture, representing cooperation, balance, and unspoken communication.</p>	
Step 1	Start by drawing the foundation. Draw four large, vertical rectangle shapes side by side with a small gap between them (like legs) at the bottom of your paper. These are the foundation stones.	
Step 2	Resting on the foundation stones, draw two smaller rectangles for the body stones, making sure they are slightly different in size.	
Step 3	On top of the center body stones, add a thicker rectangle that is longer than the body stones. This is the balance stone that sits across the body stones. (like a balance beam)	
Step 4	Above the balance stone, place a smaller, slightly rounded stone by drawing an oval shape. This is the head of the inuksuk.	
Step 5	Add details to your stones by giving them some texture with light, curved lines to mimic the rough surface of real stones.	
Step 6	Go over your drawing with a darker pencil or pen to make your inuksuk stand out.	
Finish	If you like, colour your inuksuk using colored pencils or markers, choosing natural stone colors like grey, brown, or black.	

Following Instructions – Drawing an Inuksuk

Draw

Draw your inuksuk below.

PREVIEW

Block 7: Poetry

Focus

- ✓ Literary devices in poetry – imagery and humour
- ✓ Reading Comprehension Strategy: Visualizing
- ✓ Making inferences based on implicit evidence in a variety of poems.
- ✓ Critical thinking
- ✓ Read poems written by indigenous groups

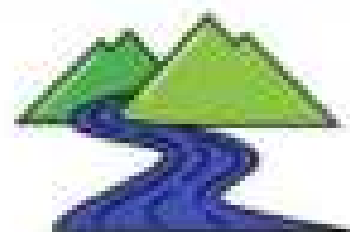
Types of Poems

Poetry is an enchanting way to share feelings, concepts, and narratives. This captivating form of writing comes in various styles, each with distinct elements that make them special. Let's explore a few!

Haiku: A Breath of Nature

Originating from Japan, Haikus are nature-centric poems that are concise but expressive. They follow a strict syllable pattern: the first line has 5 syllables, the second has 7, and the third has 5.

Gentle river flows
Mountains guarding its pure course
Nature's harmony



Acrostic: The Secret Message Poem

Acrostic poems are poems where each line contains a hidden message. When read vertically, each line, when read vertically, reveals a particular word or statement. This secret makes the poem extra enjoyable.

Sunny skies are blue

Under clouds, the rays peek through

When it rains, it's true!

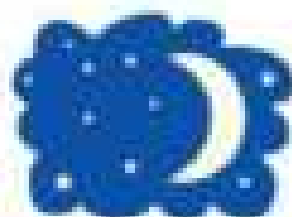
Limerick: Laughter in Lines

Limericks are light-hearted poems made to elicit laughs. These five-line poems have a specific rhyme scheme: lines 1, 2, and 5 rhyme, while lines 3 and 4 form their own rhyming pair. They also have a set rhythm. They are often humorous and playful.

There once was a fellow named Jones,
Who said, "I never know!"
He sent out a letter to his friend,
Then went on to sleep.
Then he wondered what his friend had done.

Cinquain: The Structured Five-Liner

Cinquains have a set structure of five lines, where each line serves a specific function. Line 1 is a single-word title, line 2 has two descriptive words, line 3 includes three action words (verbs), line 4 contains a four-word feeling, and line 5 gives a synonym or related term for the title.



Moon
Bright, quiet
Shining, illuminating, waning
Guide through the night
Satellite



Paraphrase

Rewrite the rules for each poem in your own words.

Acrostic

Haiku

Limerick

Cinquain

Visualizing

Read each of the poems from the book and draw what you're picturing.

Haiku

Acrostic

Haiku Poetry – Inuit Observations

Haiku Poetry – Inuit Observations

Long ago, the Inuit people thrived in the Arctic regions that are part of modern-day Canada. They were skilled at hunting, fishing, and adapting to the extreme cold. However, when European explorers arrived, the Inuit way of life began to change significantly, sometimes causing conflict.

Here are some thought-provoking haikus that can help us think about what life was like for the Inuit as changes unfolded.

Land once boundless, vast—
Ship sails through the frozen sea—
Inuit old ways.

Engines roar, not out
Hunters adapt.

Northern lights dance
Overwhelmed by distant ship,
Skyline forever changed.

Whale, fish, and blubber,
Exchanged for metal and cloth—
What value, our lore?



These haikus serve as tiny windows into the Inuit experience. Each poem reveals complex emotions and situations that happened as two different cultures crossed. The Inuit, resilient and resourceful, continue to adapt while holding onto their traditions. This form of poetry allows us to reflect on their resilience and the weight of their experiences during this transitional period.

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) "New paths cross old ways"

2) "Seal song, the air, Engines roar, drown out the calls"

3) "Northern lights, high, led by distant ships"

4) "What value, our lone?"

Visualizing

Read each of the poems from the reading, and draw a picture illustrating.

Haiku 1	Haiku 2	Haiku 3	Haiku 4

Acrostic Poems – Canada's Regions

Acrostic Poems – Exploring Canada's Geographical Regions

Canada is an immense country with so many diverse areas to explore! Today, let's discover two such regions: the "Appalachian Mountains" in the east and "Elesmere Island" in the far north. We'll get to know them better through the magic of "acrostic poems." Each letter of the region's name starts a new line in the poem!



Appalachian Mountains

A - Ancient hills roll on for miles
 P - Peaks and valleys with huge smiles
 P - Pine forests, a home for wildlife style
 A - Appalachian folk music, a cultural file
 L - Lush meadows where deer compile
 R - Rapid rivers, a fisherman's aisle
 C - Cliffs, worthwhile
 T - Trails with a unique trial
 H - Historical dial
 A - A pile
 N - Natural
 M - Maple trees tapped
 O - Outdoor sports, each a versatile trial
 U - Below, minerals like coal compile
 N - Nature's beauty, in style
 T - Towering peaks test climbers' wiles
 A - Amazing views make hikers smile
 I - Interesting flora make florists compile
 N - Notable fauna, from bears to reptiles
 S - Springs and waterfalls, nature's aisle

Elesmere Island

E - Extreme cold, where glaciers slide
 L - Landscapes stretch far and wide
 L - Limited flora, yet life does abide
 E - Endless nights and days, in polar stride
 S - Snowy owls and Arctic hares reside
 M - Melting ice in summer, a changing tide
 E - Elusive narwhals in the waters glide
 R - Rugged cliffs where ancient rocks hide
 I - Icy winds make it hard to stay outside
 S - Summer blooms bring a lively guide
 L - Long winters where the sun does hide
 A - Arctic foxes in their dens bide
 N - Northern lights in the sky glide
 D - Days are either long or short, no divide

Visualizing

Poetry is written to paint a picture in our minds. Draw what you are picturing while you read each poem.

PREVIEW

Elm Island

Appalachian Mountains

Limerick Poem – Alliteration

Limerick Poetry – First Nation Reflection

Today, we're going to read limericks that shine a spotlight on various communities from different periods in history and cultures. This time, the limericks are from the Aztec Empire, the Roman Republic, and the Inuit community in Canada.

Each of these limericks uses an interesting literary technique known as alliteration. Alliteration, words near each other in the sentence start with the same initial letter. This makes them more engaging and rhythmic.

Aztec Empire:

An Aztec named Clive,
Took his art to his archive.
His Aztec art was so fine,
That no one could find it.



Aztec art

Roman Republic:

Rambunctious Rosie from Rome,
She roamed the roads, far from home.
With reliable rains,
She rode through the plains.
She was skilled so she never was thrown.

Inuit Community:

An icy Inuit named Bertrand,
Ice-fished in the Nunavut land.
With an igloo as base,
In this icy-cold place,
Inuit traditions he did understand.



Questions

Answer the questions below

1) What is an alliteration?

2) How did alliterations used in the limericks improve the poems?

3) Which poem is the best?

4) What was your favourite part of the poem and explain why it was your favourite.

Quote

Explain

Questioning

Write 3 questions you had about the poems

1)

2)

3)

Cinquain Poems – Critical Thinking

Cinquain Poetry – Insights into Métis Culture

Cinquains are short poems with five lines, where each line performs a specific role, such as describing or depicting action. Want to add more flair to your cinquain? Incorporate similes and metaphors! A simile compares two things using "like" or "as," while a metaphor says something is something else. For instance, you can say a fiddle's tune is "as joyful as a prairie breeze" or call a river "Nature's highway." Here are cinquains that bring to life aspects of Métis culture, featuring similes and metaphors for added depth.

Fiddle Tune

Fiddle

Quick, sweet

Playing, resonating, thrilling

Like a prairie breeze

Melody



Red River Cart

Cart

Wooden, sturdy

Carrying, rolling, travelling

A mode of transport for travelling

Vehicle



Bison Hunt

Bison

Mighty, wild

Running, dodging, charging

As unstoppable as time

Game



Sash

Sash

Colourful, worn

Tying, wrapping, adorning

A ribbon of unity

Belt



Jig Dance

Dance

Lively, fun

Twirling, hopping, stepping

A foot-tapping celebration

Rhythm



Métis Flag

Flag

Blue, white

Waving, uniting, symbolizing

A tapestry of culture

Banner



Critical Thinking

Answer the questions below.

1) In "Fiddle Tune" why do you think the fiddle is described as the "prairie breeze"? What does that metaphor tell you about the fiddle's importance?

2) What emotion does the "Bison Hunt" poem make you feel? Happy, sad, excited, calm, scared, surprised, nervous, creative, etc. Explain.

3) Which poem did you like best?

4) What was your favourite part of the poems? Quote a line and explain why it was your favourite.

Quote	<hr/> <hr/>
Explain	<hr/> <hr/>

Visualizing

Re-read the poems below and draw what you are picturing.

Jig Dance	Red River Cart

Lyric Poetry - Simile

Lyric Poetry

Lyric poetry is a type of poem where the writer expresses personal feelings and thoughts. It's like a song without the music. These poems often talk about emotions like happiness, sadness, or love, and are usually not too long. They're like a snapshot of someone's feelings!

The **similes** in lyric poetry helps in understanding of the words and feelings behind them. Here is an example of a lyric poems that uses similes.

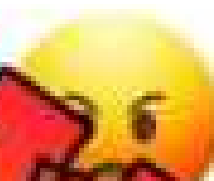
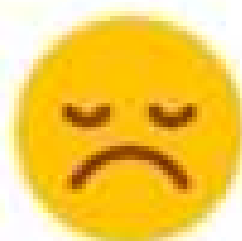
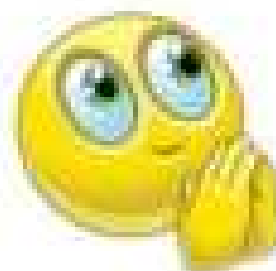
The Garden of Joy

In the garden where happiness grows,
The sunbeams are warm, golden glows,
Like a gentle rain, they bring cheer and light,
Like a soft breeze, they fill the air with delight.

Anger, like thorns, can prick the heart,
Sharp and quick, when it's there to hurt,
But like clouds that pass in the sky,
It fades away, and peace draws nigh.

Sadness, sometimes, like gentle rain,
Falls softly, easing the heart's hidden pain,
Yet, like flowers after showers,
Joy blooms again, showing its powers.

Hope shines bright, like stars at night,
Guiding us with its gentle light,
In our garden, emotions play,
Teaching us through each passing day.



Critical Thinking

Answer the questions below.

1) What is a stanza in a poem? How many stanzas are in this poem?

2) What feelings do you think the author has about each emotion mentioned in the poem? Give reasons for your answer.

3) What do you think is the message or theme of the poem?

4) What was your favourite part of the poem? Explain why it was your favourite.

Quote

Explain

5) If you were to add a fifth stanza to the poem, which emotion would you like to write about? Why?

6) Write three examples of similes from the poem.

Rhyming Poems – Critical Thinking

Rhyming Poetry – Matter

Rhyming poems are quite catchy because they have words that sound the same at the end of each line! You can use different rhyme schemes like ABAB or AABB to make your poem unique. Rhyming makes the poem memorable and enjoyable to read. In this poem, we are diving into the fascinating world of matter—its changes and states. Matter can be solid, liquid, or gas, and it can change from one form to another.

Solid Matter

Solid stuff is firm and strong,
Locked in place, it doesn't move.
From chairs to rocks, easy to see,
Solid matter, stable as a tree.

Liquid Matter

In a cup, or flowing in a stream,
Liquid matter is like a dream.
It takes the shape of its container fast,
From tiny dew to oceans so vast.

Gaseous Matter

A gas will spread out, far and wide,
Filling spaces, it can't hide.
From oxygen to water vapour,
Gaseous matter is quite the shape-shifter.

Phase

From ice to water, a phase change,
A phase change is a real thing.
With heat or cold, matter rearranges,
Through melting, freezing, it changes.

Sublimation

A special change, quite rare to find,
From solid to gas, it leaves liquid behind.
Like dry ice to fog, as we can see,
Sublimation is as mystifying as can be.

Condensation

Water vapour, in the air,
Finds a chill and lingers there.
Turns to droplets, as if to say,
"I'm liquid now, hip hip hooray!"

Critical Thinking

Answer the questions below.

1) In "Solid Matter," the phrase "locked in place" is used. What does this tell you about the properties of solid substances?

2) The "Phase Changes" poem mentions different changes like ice to water. Can you think of other situations where phase changes can occur and explain how they work?

3) Which poem did you like best?

4) What was your favourite part of the poems? Quote it and explain why it was your favourite.

Quote

Explain

Visualizing

Re-read the poems below and draw what you are picturing.

Sublimation

Condensation

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 – humour and imagery

Implicit and Explicit Perspectives – Book Reviews

In a book review, "**explicit perspective**" is when the person tells you straight up what they think. "**implicit perspective**" is trickier; you have to figure out their opinion.

Explicit Examples:

"The book was awesome."

"I didn't like the ending."



Implicit Examples:

"The book kept me guessing until the last page." (Probably means it's suspenseful)

"There were a lot of details in the story." (Might mean it's too complicated)

Perspective: _____ The author _____ (explicit or implicit) in describing their opinion of the book?

1) This book is a masterpiece.	implicit	Explicit
2) I couldn't put the book down.	implicit	Explicit
3) Despite its length, the book was enjoyable.	implicit	Explicit
4) The story was hard to follow.	implicit	Explicit
5) The pictures in the story were very detailed.	implicit	Explicit
6) The mystery keeps you guessing throughout the book.	implicit	Explicit
7) It's a perfect bedtime story.	implicit	Explicit
8) I learned a lot from the book.	implicit	Explicit

Perspectives: _____ The author implicitly described their perspective. What is it? _____

1) It was full of suspense and emotions.

2) The book dragged on and was slow.

Finding Bias in Reviews

What is Bias in Reviews?

Bias means the reviewer has a strong preference that influences their opinion. For instance, if a person is a big fan of space adventures, they might praise all books about space, even if some are just okay.

On the other hand, if someone isn't keen on mystery stories, they might downplay a well-written mystery book. It's also possible for a reviewer to be biased against certain topics, like talking animals, and mark them down even if many people enjoy those stories. This is why it's best to read different reviews to get a more balanced view.

Read the reviews and answer the questions.



Review: "The Galactic Battle: Alien Invasion"
Whoa! "The Galactic Battle: Alien Invasion" is hands-down the greatest movie of all time! If you skip this, you're missing out on a fantastic experience. The movie features aliens and humans teaming up, and it's so exciting! Aliens are the most intriguing beings ever, and finally, a movie captures that. It's perfect for other aliens or alien enthusiasts, making it ideal. The villain, Earth Defender, sounds like a joke. Anyone who says defending Earth is way less cool than exploring the galaxy. Honestly, anything more than anything other than space and aliens seems pointless now. You have to watch this game-changer!

1) Why is this review a biased review? What is the author's bias?

2) Should you believe everything the author writes about the movie? Why or why not?

3) What could you do to learn more about this movie?

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

Each family of 4 watched a movie and each wrote a review. Read them below.

A) I love dragons. I mean, why they not show them more? Everyone was talking and talking about how awesome and magic stuff more! can we watch a dragon movie next time?

B) The emotion in the film is touching. I tried to find a movie that tugs at the heartstrings while keeping even so. The action scenes weren't exactly my cup of tea, but it was wonderful to see it explored as a family.

C) Okay, this film had some legit cool moments. The soundtrack, like whoever curated that playlist needs a raise. But let's be real, the teen romance? Super cringe. Nobody my age talks or acts like that.

D) Those car chase scenes, wow! Felt like I was right back in my high school days listening to rock music and feeling invincible. The storyline had its ups and downs, but when they revved those engines, it brought me back. Could've used a plot twist to spice things up, though.

1) Which family member wrote which review?

Dad		Mom		Teenager		Youngest	
-----	--	-----	--	----------	--	----------	--

2) Are you 100% positive about the guesses above? Why or why not?

Using Humour in Review Writing

Imagine you're reading a review about a new toy. Instead of the reviewer just saying, "This toy is fun!" they might make a funny comparison, like "This toy is so fun, it's like a dance party for your fingers!" That's using humour.

In review writing, humour:

- **Grabs Attention:** Funny sentences makes people interested in reading the review.
- **Makes it Memorable:** If a review makes you laugh, you'll probably remember it more than a boring one.
- **Softens Criticism:** If someone doesn't like something, using humour can make the criticism less harsh. Instead of saying, "The toy breaks easily," they might say, "The toy took a nap and never woke up!"

Review

Read the sentences below that use humour and answer the questions.

1) This book was so boring, even glue turned into glue!

What it Means

Is it a good topic sentence?

2) The pizza was so cheesy, even the mice asked for the recipe!

What it Means

Is it a good topic sentence?

3) The movie was so slow, even snails asked for a fast-forward button!

What it Means

Is it a good topic sentence?

Literary Devices in Reviews

Literary devices are specific techniques that authors employ to make their writing more engaging and to clarify their viewpoint.

- **Similes:** A comparison using 'like' or 'as' - "This movie was as suspenseful as a high-stakes chess match."
- **Metaphors:** A comparison without using 'like' or 'as' - "The protagonist is a ticking time bomb of emotions."
- **Alliteration:** Using the same initial sound in a sequence of words - "Bold, brave, and brilliant."
- **Humour:** Jokes or funny comparisons to lighten the mood - "That chapter was so funny, even the fish started giggling!"

Examine the text below and find examples of the literary devices used.

Jumping into "The Secret Spaceship" is like finding a lost chocolate bar in your jacket pocket. The author's writing is a delightful treat!

In this episode, Sara and Alex discover a spaceship that looks like it retired from space races and look up hiding in a cave. What thought pushing buttons was just kids' play, but whoops! Suddenly, they're being taken to a robot-run diner in another galaxy.

While this book could give any space saga a run for its money, any little detours that steal the show. It's an action-packed roller coaster. When you think you've caught your breath, it tosses you into an intergalactic loop.

I give this book a solid 5/5 stars. It was so captivating, I found myself nodding off with neglect. It's a must-flip for every budding astronaut or dreamer of a space escapade without the bulky suit.



Similes	
Metaphors	
Alliteration	
Humour	

Block 9:

Graphic Texts

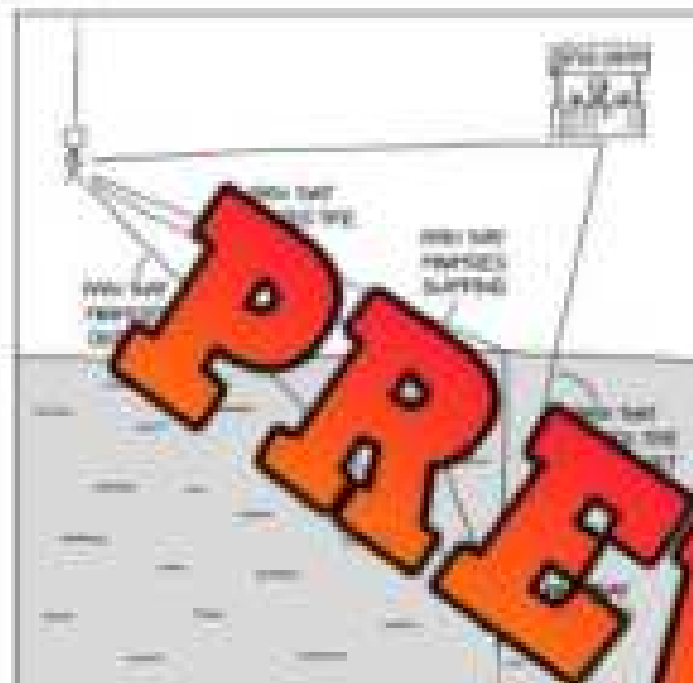
Focus

- ✓ Spatial order, images, graphics, visuals
- ✓ Graphic texts – timelines, comics, memes, maps, infographics
- ✓ Text patterns and features in graphic text
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategy: Making Connections

Understanding Comics

Analyze

Read the comic and answer the questions.



1) Summarize the comic above. What is happening?

2) Describe the different paths:

Minimizes Distance Between People	
Minimizes Time Between People	
Minimizes Swimming	
Minimizes Time Until Ice Cream	

3) Why is the path that minimizes time and the path that minimizes distance not the same?

4) How do the pictures and words work together to describe a story?

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?

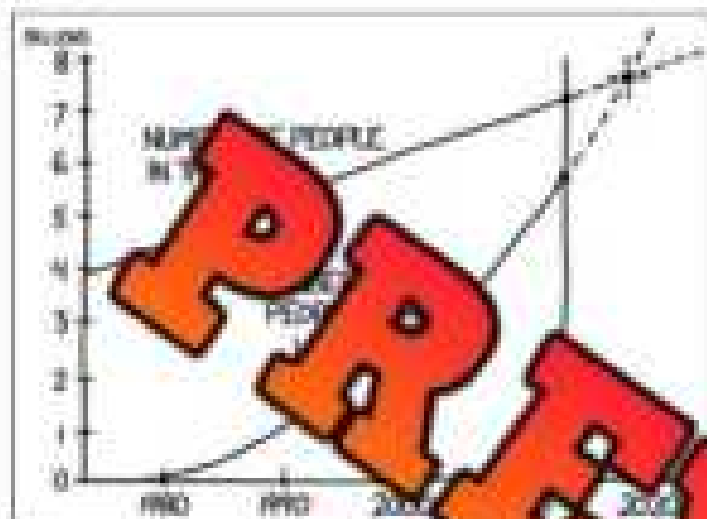
2) Is the joke explained explicitly or is it implicit? Explain.

3) Global Inference: Who do you think gave the duck the plant? Explain two options.

Understanding Graphic Texts

Analyze

Read the comic and answer the questions.



CAPTION: IN 2019, HUMANS
OUTNUMBERED

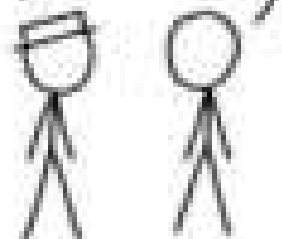
1) What is the comic about?

2) Where did you start to read? Why did you choose there? Did you re-read anything?

HOW ARE YOU?

EXCRUCIATINGLY AWARE
OF HOW MUCH OF EACH
OTHER'S GROSS LUNG
AIR WE'RE BREATHING.

I MEAN, FINE!
HOW ARE YOU?



Is this a joke?

3) What do you think of this comic? Explain.

Understanding Memes - Humour

Analyze

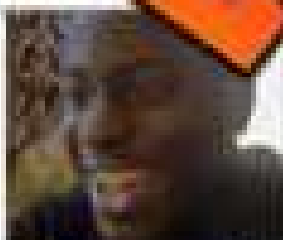
Read the meme and answer the questions.



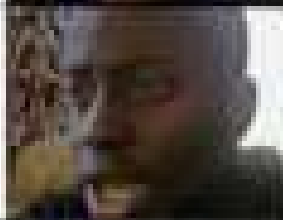
Describe the meme. Why is it funny?

Make a connection.

You are
enjoying
the
holidays



School
starts
tomorrow



Describe the meme. Why is it funny?

Make a connection.



Describe the meme. Why is it funny?

Make a connection.

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 Quito.
- **Red Dots:** A small red dot marks cities, and a bigger red dot is for the capital of Canada.
- **Highways:** Lines that may be numbered, like "Hwy 1," show the big roads you



Reading Maps – Text Features

Questions

Answer the questions below.

1) What do the big, capitalized words on a map usually represent?

2) How can you identify provinces or territories on a map?

3) What is it called when the first letter of a word is capitalized on a map?

4) What do red dots on a map represent?

5) What does a bigger red dot represent?

Examining

Take a close look at the map and write any new information you learn from it.

Block 10: Biographies

Focus

- ✓ Biographies about important Indigenous people
- ✓ How images, graphics, and visuals contribute to the meaning in a text
- ✓ Reading Comprehension Strategies: Summarizing, visualizing, and making connections

Biography – Terry Fox

Terry Fox: A Canadian Hero

Preface

When I set out to write this biography, it was with the hope of sharing Terry Fox's incredible story with a new generation. Every Canadian knows the name Terry Fox, but not everyone knows the full depth of his courage and dedication. Through his life, we can learn the power of determination, the importance of hope, and the impact just one person can have.

Early Life

Terry Fox was born on July 28, 1958, in Winnipeg, Manitoba, Canada. He loved sports like basketball and hockey from the time he was a little kid. But when he was 18, doctors told him he had cancer. They decided to have his right leg removed. This huge challenge didn't stop Terry. He gave up basketball and hockey.

Remarkable Marathon of Hope

In 1980, Terry started his famous Marathon of Hope. He wanted to run all the way across Canada to raise money for cancer research. He ran for over 140 days, covering more than a marathon's distance, and Canadians everywhere cheered him on. Through his hard work, lots of people started donating to help find a cure for cancer.

Legacy and Philanthropy

Terry didn't get to finish his Marathon of Hope because of his cancer, but he had already done something awesome. He showed everyone in Canada that you can be brave and never give up. Every year, people remember Terry by doing the Terry Fox Run, and they've raised over \$800 million for cancer research. Terry's story is still inspiring people today to do great things.

Timeline

- 1958: Born in Winnipeg, Manitoba
- 1976: Found out he had cancer
- 1980: Started the Marathon of Hope
- 1981: Terry passed away, but his story lives on
- 1988: Terry was added to Canada's Sports Hall of Fame

Glossary

Marathon of Hope: Terry's big run across the country to help fight cancer.

Prosthetic Leg: A man-made leg that replaces one that's missing.

Philanthropy: Helping others, especially by giving money to good causes.

Legacy: What someone is remembered for after they're gone.

Cancer Research: Scientists working hard to find out more about cancer and how to beat it.



Terry Fox

Prereading

Before reading, answer the questions below.

Prediction: After reading the title and headings, make 2 predictions about Terry Fox.

During Reading

Stop and write questions about what you are reading.

1	
2	
3	

Questions

Answer the questions below.

1) What is a glossary? Why are they helpful when reading a book or a report?

2) What is a preface? What did it tell you in this report?

3) How does the picture of Terry Fox help you understand him better?

Biography – Louis Riel: The Métis Political Leader

Louis Riel: The Métis Political Leader

Preface

Our past is filled with incredible individuals who made big changes and faced tough challenges. Louis Riel is one such person from Canadian history who stood up for his community's rights and beliefs. By learning about his story, we can better understand Canada's rich history and the people who shaped it.

Louis Riel's Early Life

Born on September 21, 1844, in the Red River Settlement, now part of Manitoba, Canada, Louis Riel was a member of the Métis community, people with both Indigenous and European ancestry. Growing up, he learned a lot and felt a deep connection to his people.

Major Achievements

Louis stood tall for his community, leading two major uprisings: the Red River Rebellion of 1869-70 and the North-West Rebellion of 1885. He aimed to guard the rights and traditions of the Métis and Indigenous peoples from a growing Canadian rule. He even led a provisional government in 1870 and 1885 against Canadian leaders.

Life After the Rebellions and Legacy

Though Riel did so much, some didn't agree with his actions, and he was sadly tried and executed for treason in 1885. His bravery didn't end there. Today, especially in Manitoba, many remember and respect him for standing up for Métis and Indigenous rights.

Timeline

1844: Born in the Red River Settlement

1869-70: Led a big uprising called the Red River Rebellion

1885: Led another fight, the North-West Rebellion, but faced a tragic end

Legacy: He's remembered as a hero for the Métis and Indigenous communities

Glossary

- **Métis:** Folks of mixed Indigenous and European family lines.
- **Rebellion:** Standing up against those in charge.
- **Provisional Government:** A short-term leadership group.
- **Rights:** The things everyone should be free to do.
- **Treason:** Going against one's own country.
- **Legacy:** What we remember someone for.



Louis Riel

Understanding

Is the statement true or false?

1. Louis Riel was born in Ontario.	True	False
2. Riel led one major rebellion.	True	False
3. The Metis have both Indigenous and European ancestry.	True	False
4. Riel was elected head of a permanent government.	True	False
5. Riel was born in 1844.	True	False
6. Riel was born in 1886.	True	False
7. He led the rebellion in 1885.	True	False
8. Riel tried to protect Indigenous rights.	True	False
9. The Red River was a part of Quebec.	True	False
10. Riel's legacy continues in Manitoba.	True	False

Critical Thinking

Answer the questions below.

1) Inference: How is Louis Riel's legacy viewed in Manitoba?

2) Inference: How do you think an alliance would have helped Louis Riel's rebellion?

3) Personality trait: Use one word to describe Louis Riel. Then explain why you chose that word. Examples - brave, creative, loyal, curious, confident, ambitious, calm, etc.

Biography – Albert Einstein: The Genius of Physics

Albert Einstein: The Genius of Physics

Preface

Have you ever wondered about the brilliant minds that have shaped our world? Albert Einstein is one of those minds! He asked big questions about the universe and found answers that changed the way we see everything. Let's explore his life and learn about his amazing discoveries.

Albert Einstein's Early Years

Born in Ulm, Germany, Albert Einstein was always curious. While his parents weren't experts in science, they supported his interests. Young Einstein was so into science that he read advanced topics on his own, beyond his school level.



Pioneering Contributions

Einstein is famous worldwide for his theory of relativity, introduced in 1905. This theory changed how we think about space, time, and gravity. Instead of doing lots of experiments, Einstein used his imagination and math to come up with his ideas.

One of his biggest contributions is the equation $E=mc^2$, which tells us about the connection between matter and energy. This has affected many areas, including how we use nuclear energy.

Later Life and Impact

Einstein never stopped exploring and thinking. He added to our knowledge of the tiniest particles (quantum mechanics) and the whole universe (cosmology). He also spoke up for things he believed in, like equal rights for everyone and being careful with nuclear weapons. Although he died in 1955, his groundbreaking thoughts still shape science, and his beliefs guide scientists in doing the right thing.

Glossary

- **Relativity:** A theory about how space and time are linked.
- **$E=mc^2$:** A formula showing how matter and energy are two sides of the same coin.
- **Quantum Mechanics:** How super tiny particles behave and interact.
- **Cosmology:** Learning about the universe's start and how it grows.
- **Ethical:** Doing what's right and good.

During Reading

While you read, stop and jot down 5 notes about his accomplishments and things he did. When you're done, order them from first event to sixth.

Accomplishments - What Einstein Did	Order (1-5)

Timeline

Make a timeline of Einstein's life, including and labelling the important events.