

Name: _____

Date: _____

Unit 1 ~ Learning Guide

Student Instructions:

Complete the following learning guide as you work through the related lessons. You are required to have this package completed BEFORE you go on to the next section or unit. Do your best. Ask your home facilitator for help as needed and contact your teacher if you have further questions. See below for Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as the student has completed an entry or two, please discuss the work together. Ask questions and encourage elaboration and provision of specific details. Insist on (and support learning of) proper capitalization and proper punctuation where complete sentence answers are expected. Students learn more if they can get feedback as they progress through the course.

<p>Ideas and Content</p>	<p>Not enough completed to assess this area. 0 points</p>	<p>Not yet meeting expectations, significant amounts not completed. 1 point</p>	<p>Not yet meeting expectations. Some parts not completed. 2 points</p>	<p>Minimally Meets Expectations - some detail, attempts to respond with minimally acceptable accuracy. 3 points</p>	<p>Meets Expectations - reasonable detail, responses mostly complete. Most directions followed. There is some attempt to respond to a topic if it has been provided. Comprehension of most concepts is evident. 4 points</p>	<p>Fully Meets Expectations - neat, very good detail and responses. You generally attempt deeper thinking in your responses when possible. Directions followed carefully. Comprehension is clearly evident. 5 points</p>	<p>Exceeds Expectations - neat, exceptional detail, thoughtful responses. You always attempt deeper thinking in your responses, when possible. The topics have been addressed thoroughly and correctly. Directions followed carefully. 6 points</p>
<p>Organization & Conventions</p>	<p>Entries have many errors in sentence structure, grammar, and punctuation that make them difficult to read and/or not enough completed to assess this area. 0 points</p>	<p>Errors in sentence structure or grammar may make it difficult to follow. May lack effort in these areas. 1 points</p>	<p>Some errors in grammar, spelling, or sentence structure, but they do not impact readability. 2 points</p>	<p>Entries are easy to read and understand with just a few minor errors in spelling punctuation and grammar. Complete sentences in evidence where requested. Effort to use/fix work to attempt correct capitalization and punctuation is obvious. 3 points</p>			

Date: *Preview*

Answer the “Communication” questions in complete sentences.

1. How do you like to take-in information for learning? (reading, videos, looking at visuals, listening / podcasts, hands-on and learning by doing) Which is your least favourite?

2. How do you like to share information and learning with your teacher?

Date:

1.1A – Experiencing Descriptive Text – Imagery



Directions:

1. Remember, the descriptive text pattern has certain characteristics. What do you learn about the following:

a) The topic is clear. The topic is

b) The attributes of the topic are described. Three attributes of the one room school described are:

i) _____

ii) _____

iii) _____

c) Details describe something important about the topic using sensory and figurative language.

As you read “Inside Edam, Saskatchewan’s One Room School”, record how the author has used each of the five senses (touch, taste, smell, sight, hearing). The first two are done for you.

Sight	White boarded school
Hearing	Crickets chirping
Touch	
Taste	
Smell	

2. How did Mr. Veenstra feel about this one-room school? How do you know? (Use key words from the questions to help you write a detailed, full sentence answer. Don't forget to use capitals and punctuation.)

Date: *1.1B Words Build Worlds*

Properly Print Proper Nouns

A proper noun is a specific person, place or thing. It needs to be CAPITALIZED.

Capitalize the names of specific people, places, and things.

Celine Dion, President John F. Kennedy, Coca Cola

Capitalize the names of places, regions, and astronomical bodies (but not general geographic directions).

Alberta, Great Slave Lake, the Eastern Townships, Prince Edward Island, the North Shore; the Sun, Titan, Orion, Mercury; **but not** east, west, northeast, southwest, etc.

Capitalize the names of buildings, institutions, organizations, companies, departments. . .

Acadia University, the New Democratic Party, the Rotary Club, Google

Capitalize names of specific holidays, historical events and periods, religions, nationalities...

Christmas, Diwali, Hanukah, Jewish, Hinduism, the War of 1812, the Middle Ages, French

Capitalize major words in titles of published works (books, magazines, films; essays, poems, songs, works of art, etc.) Do not capitalize minor words (e.g., prepositions, articles, or conjunctions) in titles unless the word is the first or last word in the title.

Diary of a Wimpy Kid, Know Magazine, Alexander the Great, "Don't Stop Believin"

Directions: Below is a list of common nouns. Your job is to write down a proper noun that would match. Remember to CAPITALIZE your answer.

1. A breakfast cereal: _____
2. Your dentist or doctor: _____
3. The last book you read: _____
4. A movie _____
5. Your continent: _____
6. Your mayor: _____
7. A language spoken in Canada: _____
8. A planet: _____

Return to the online lesson.

Keep an Eye on Pronoun Use!

A pronoun replaces a noun. E.g. he, she, they, it

Directions: Below are a series of sentences. For each question, combine them to make just one sentence to eliminate overly repetitive pronoun use.

E.g. Her name is Taina. She has black hair. She has brown eyes. She has a ponytail.

Taina has brown eyes and black hair in a ponytail.

1. The dog is black. It is running. It is in the field. It is barking.

2. The book was dusty. It was old. It was on the coffee table.

3. She is the prime minister. She is reading. She is on a plane.

4. He is a nurse. He visits a school. He gives students their vaccines.

In your own writing, remember, pronouns can be useful but should not be overused!

[Return to the online lesson.](#)

Adjective Riddle Challenge



Create a riddle using only adjectives. Use at least three adjectives. Put the answer at the end in brackets.

E.g. cold, white, tiny, unique, cloud-born, falling (Answer: snowflake)

1. _____

2. _____

3. _____

Help the Weak Sentences!

A verb describes an action.

Directions: Find a more powerful and vivid verb (that makes sense in the sentence) to replace the underlined verb.

Example: The mouse left the hole. _____ scurried (from) _____

1. The hero moved towards the monster. _____

2. A pirate took the treasure. . _____

3. The plumber got a wrench. . _____

4. The students came into the classroom. . _____

5. They said, “We won!” . _____

An adverb describes a verb.

Directions: Add an adverb (that makes sense in the sentence) to go with the verb.
Helpful hint: Adverbs often end in *-ly*.

Example: The mouse nervously left the hole.

1. The hero moved _____ towards the monster.

2. A pirate _____ took the treasure.

3. A plumber _____ got a wrench.

4. The students came _____ into the classroom.

5. They said _____ “We won!”

Date:

1.1C Literary Devices

Simile Search

In the Lemony Snicket excerpt, what are you favourite descriptive phrases?
Why do you like them?

1. Phrase: _____

Why I like it?

2. Phrase: _____

Why I like it?

3. How does the author feel about “home”? How do you know?

4. Read the following piece of descriptive writing and underline the similes. (HINT: There are two similes even though one of the word clues – like/as – is used more often. Similes must COMPARE two things.)

Not far from my house, next to the babbling river, is my favourite place to relax. The river is like a young deer, bouncing and leaping between the banks. The sound of the flow is mesmerizing, and the taste of the air is fresh and clean. The grass, as soft as a pillow, cushions my head as I gaze at the cedar tree that towers above. Below the depths, I know the salmon gaze at the same tree, thanking it for its shade and protection.

Think of something in, around, or about your home. It could be a room (like your bedroom or the kitchen, a special object, or the home in general). Write a one sentence simile to describe it.

[Return to the online lesson.](#)

Metaphor Search

Read the following piece of descriptive writing and underline the metaphors. (HINT: There are two metaphors.)

My forest clearing was my primitive sanctuary. I was always in awe of the size and majesty of the trees. Their knotted arms rose upwards as far as my head could lift. The trees were fortresses that stood proudly around the clearing. The orchestra of birdsong filled my ears with their magical tunes. The morning stars peeked through the branches like silver asters, glinting and shimmering. The wild basil grew freely on the clumpy, mossy mattress of the forest floor.

The whispering wind carried the fragrance of the mulchy mix of the forest's perfume.

Think of something in, around, or about your home. It could be a room (like your bedroom or the kitchen, a special object, or the home in general). Write a one sentence metaphor to describe it.

[Return to the online lesson.](#)

Comparisons and Emotions

Metaphors and similes are a great way to help people understand abstract ideas and feelings about places. They put concrete visuals alongside an intangible (abstract) idea. Read the following sentences that each address one of senses. They are all describing a place that is special to the writer. See if you can figure out what feeling is being described.

If I was blindfolded, I would be able to tell when I had arrived at my home away from home. The crisp, cool air would fill my lungs as if it were a winter day. The sound of blades would swoosh like waves on an ocean beach, begging me to join the fun. The smell of hot dogs and fries enjoyed in the bleachers would make a carnival, but with cold air. I would anticipate the spout from the plastic water bottle – a pipe pushing through my mask into my mouth to quench my well-earned thirst. If you removed my blindfold, I'd see the welcoming smiles of my coach and teammates as we hit the ice like a pack of wolves circling for the win.

What are these sentences are describing?

How does the writer feel about this place?

Underline the similes in the above paragraph with one line.

Underline the metaphor in the above paragraph with two lines.

Date:

1.1D Harry Potter's Places

First Reading

Read through the chapter once from beginning to end. After this first read, complete two of the following:

- Tell the "gist" of the text - a sense of what it is about and a sense of how it may be read.
- Sketch a picture of what is happening. This can be a pencil sketch and does not need to be a work of art.
- Ask three questions about what is happening, how Harry is feeling, or about the anything related specifically to the reading.
- Predict what you think will happen next.
- Look for big ideas! Tell two big ideas you remember from your first reading.

Circle one: gist, sketch, questions, prediction, big ideas.

Circle one: gist, sketch, questions, prediction, big ideas.

Second Reading

On your second read, you will stop and find specific things. Complete following AS you complete your second read:

- Imagery – Vivid descriptions using one or more of the five senses. (Sights, sounds, tastes, touch, smell)
- Simile – Comparisons using like or as. (His tears flowed like a river.)
- Metaphor – Comparisons without using like or as. (Her tears were a river flowing down her cheeks.)

Imagery (Give your favourite example from each page. Point form is fine – copy just the “imagery” part of the sentence.)	4. _____ 5. _____ 6. _____ 7. _____
1. _____ 2. _____ 3. _____	
Simile (Find three examples on page two.)	
1. _____ 2. _____ 3. _____	

Metaphor (Find the example on page 3 in the character descriptions.)

Third Reading

Often, a person has a positive “sense of place” when thinking about the idea of home. For example, when you get home from a holiday, you may feel some relief at being in your own home and sleeping in your own bed. You may appreciate familiar smells and sounds. Harry Potter now has two homes – one with the Dursley’s and one at Hogwarts. Which home does he prefer? (Full sentence.)

Give two pieces of evidence from the story. Explain how each one supports your answer about which home he prefers. An example response is below.

Evidence: On page one, when Harry tried to explain that his owl was bored, his uncle asked if Harry thought he looked stupid and shared a “dark look” with his wife. Then his cousin drowned out Harry’s words with a burp.

Explanation: This shows that Harry is not respected in his home with the Dursley’s.

1. Evidence:

Explanation:

2. Evidence:

Explanation:

Date: _____

1.1E Different Perspectives



Alliteration Alphabet Fun

Directions: Create tongue twisters using the alliteration formula below for at least five letters. Then practice saying your sentences as quickly and as clearly as you can. See the example in the chart below.

Remember:

- A noun is a person, place, thing, or idea.
- An adjective describes a noun.
- A verb is an action or a state of being.
- An adverb describes a verb or another adverb. It tells you **how something is done**. It can also tell you **when or where something happened**. Adverbs **often end in -ly**.

	Adjective	Noun (plural)	Verb	Adverb
A	Academic	alligators	argued	artfully.

Return to the online lesson book.

First Reading

1. Read through the text once from beginning to end. After this first read, complete two of the following:

- Tell the "gist" of the text - a sense of what it is about.

- Sketch a picture of what is happening. This can be a pencil sketch and does not need to be a work of art.
- Ask three questions about the text.
- Look for big ideas! Tell two big ideas you remember from your first reading.

Circle one: gist, sketch, questions, big ideas.

Circle one: gist, sketch, questions, big ideas.

2. Remember, the descriptive text pattern has certain characteristics. What do you learn about the following:

a) The text has a clear topic:

b) The attributes of the topic are described. Three attributes of the park described in the reading are:

i)

ii)

iii)

Second Reading

Remember, in descriptive text, details describe something important about the topic using sensory and figurative language.

On your second read, you will stop and find things. Complete following AS you complete your second read:

- Imagery – Vivid descriptions using one or more of the five senses. (Sights, sounds, tastes, touch, smell)
- Simile – Comparisons using like or as. (His tears flowed like a river.)
- Alliteration

Imagery (Give your favourite example from each paragraph. Point form is fine – copy just the “imagery” part of the sentence.)	
1. _____	2. _____
Simile (Find one example in each paragraph.)	
1. _____	
2. _____	
Alliteration (Find one example in each paragraph.)	
1. _____	
2. _____	

Third Reading

Often, a person has a positive “sense of place” when thinking about the idea of places they like to spend time near their home.

1. Which person has a positive sense of place when thinking about the lake – the first writer or the second writer? (Full sentence.)

2. If you could turn one of the paragraphs into a cartoon or comic-style writing, which would you choose? Why?

Choice:

Explanation:

3. Describe how you would draw one of the pictures or frames.

Date:

1.1F Walking Through Words in British Columbia

Listening

1. Think of a simile, alliteration, or metaphor that shows how you listen.

2. How should Cookie Monster show he is an active listener?

Return to the online lesson book.

Before You View

3. Vocabulary: Write down the meaning of the following words. Point form / incomplete sentences are acceptable here:

a) vast: _____

b) untameable:

4. With your home facilitator (if possible) or on your own, think and come up with as a few ideas as to what may be described in the following stanza. List your top two ideas AFTER the verse of the poem:

**It's just the _____
Until you are pulling your dinner out of it.
Until you see first-hand everything that lives in it.
Until you feel the push and pull of a thing so vast...
It is untameable.**

5. Vocabulary: Write down the meaning of the following word. Point form / incomplete sentences are acceptable here:

reprieve _____

6. With your home facilitator (if possible) or on your own, think and come up with as a few ideas as to what may be described in the following stanza. List your top two ideas below:

It's just a _____.
Until you see someone release the art trapped inside it.
Until you need shade from the sun or reprieve from the rain.
Until the night steals the warmth in your blood and a cedar
sacrifices its own flesh to give you fire.

Return to the online lesson book.

First Viewing

1. Read through the text once from beginning to end. After this first read, complete two of the following:

- Tell the "gist" of the text - a sense of what it is about.
- Sketch a picture of what is happening. This can be a pencil sketch and does not need to be a work of art.
- Ask three questions about the text.
- Look for big ideas! Tell two big ideas you remember from your first reading.

Circle one: gist, sketch, questions, big ideas.

Circle one: gist, sketch, questions, big ideas.

Second Viewing

Remember, in descriptive text, details describe something important about the topic using sensory and figurative language.

On your second read, you will stop and find things. Complete following AS you complete your second read:

- Imagery – Vivid descriptions using one or more of the five senses. (Sights, sounds, tastes, touch, smell)

Imagery (Give your favourite two examples. Point form is fine – copy just the “imagery” part of the sentence.)

1. _____
2. _____

3. Do the images enhance Koyczan’s poem or would you prefer to listen to the poem without the images? Explain.

4. Think of objects or places around you and what they mean for you. Choose something to create a stanza in the style of the video.

It's just a . _____

Until . _____

Until . _____

Until . _____

Date:

1.1G The Networked Beauty of Trees

Before You View

1. Vocabulary: Write down the meaning of the following words. Point form / incomplete sentences are acceptable here:

a) symbiosis:

b) untameable:

First Viewing

1. View the video once from beginning to end. After this first read, complete two of the following:

- Tell the "gist" of the text - a sense of what it is about.
- Sketch a picture of what is happening. This can be a pencil sketch and does not need to be a work of art.
- Ask three questions about the text.
- Look for big ideas! Tell two big ideas you remember from your first reading.

Circle one: gist, sketch, questions, big ideas.

Circle one: gist, sketch, questions, big ideas.

2. Remember, the descriptive text pattern has certain characteristics.

The topic is clear. The topic is:

Second Viewing

On your second read, you will stop and find things. Complete following AS you complete your second read:

- Imagery – Vivid descriptions using one or more of the five senses. (Sights, sounds, tastes, touch, smell)

1. In the forty seconds, the speaker makes many emotional appeals and uses emotion words. What emotion words does she use? What does she describe? (Point form is fine.)

a)

b)

c)

2. Personification is a writing tool where non-living things are given human actions are characteristics. For example, “the leaves waved in the wind” or “the ocean heaved a sigh” or “the sun smiled at us”. What personification does the speaker use between 50-55 seconds:

3. Give an example of symbiosis from the video.

4. Why is the speaker hopeful?

Date:

1.11 Communication Reflections

Answer the “Communication Reflections” prompts in complete sentences with proper capitalization and punctuation.

1. You have now explored paragraphs (one room school, Lemony Snicket excerpt about returning home, two points of view about a lakeside location), part of a story (Harry Potter's impression of Hogwart's), a spoken word poem by Shane Koyczan, and Suzanne Simard's description of the networked beauty of trees.

Which descriptions appealed to you the most. Why?

2. You learned about how to actively listen.

a) What part of listening is easiest for you?

b) What is one thing you can work on to improve your listening skills?

Submit this learning guide to your instructor now. The drop box is called Unit 1 Learning Guide.