Answer the following questions in 20 minutes.

1. *Sheela bought a red top. Sheela likes it.*
   
   Re-write the sentences using a pronoun and conjunction.

2. *Finish the new assignment quickly!*
   
   Identify the verb, noun, adjective, and adverb in the sentence.

3. Identify the rhyme scheme of the poem:
   
   *I looked for you by the front door, Under my bed and by the bathroom floor And even in the drawers with my socks Next to the table and out in the sandbox My mother is calling me, I’m calling you As brown as wood, where is my shoe?*

4. Identify the simile in the poem above.

5. Write a letter to the editor of a local newspaper to express your concerns about the increasing amount of garbage on the streets of your village.

6. *The girl whose phone rang is there.* Circle the relative pronoun.

7. Create dialogues for these characters.
Daily Routine

My Emotions

Write how you feel every day in your notebook. Think about why you feel a certain way.

Today, I feel _____ because ________

excited  happy  joyful  calm
hurt  confused  nervous  lonely
frightened  annoyed  enraged
Relative Pronouns

Relative pronouns take the place of nouns or pronouns. They are called so because they always relate to something else.

<table>
<thead>
<tr>
<th>Relative Pronoun</th>
<th>Relates to</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>people</td>
<td>The person who wrote this is French.</td>
</tr>
<tr>
<td>Whom</td>
<td>people</td>
<td>I know the lady whom I want to interview.</td>
</tr>
<tr>
<td>Which</td>
<td>animals/objects</td>
<td>This is the cake which Mary made.</td>
</tr>
<tr>
<td>When</td>
<td>time</td>
<td>The day when it happens is Friday.</td>
</tr>
<tr>
<td>Why</td>
<td>reason</td>
<td>The strike is why the shop is closed today.</td>
</tr>
<tr>
<td>Where</td>
<td>places</td>
<td>This is the house where he was born.</td>
</tr>
<tr>
<td>Whose</td>
<td>possessions</td>
<td>The girl whose phone rang is there.</td>
</tr>
<tr>
<td>That</td>
<td>people/animal/things</td>
<td>I have the bag that she gifted to me on my birthday.</td>
</tr>
</tbody>
</table>
Day 2 Activity

**Storyboarding**

Storyboards are visual representations of a story. They also help us summarise long stories easily. You can add dialogues too!

**Example: Percy Jackson**

Exposition

Percy Jackson, a kid who always finds trouble in school, learns that his father is actually a Greek god, and he is a demi-god. He travels to Camp Half-Blood to seek refuge from the monsters that are always after him.

Conflict

At Camp Half-Blood, he meets many other half-bloods, born of the Olympian gods. Percy trains with the other campers. He learns that someone has stolen Zeus’ lightning bolt, and as the son of Poseidon, he is blamed for it.

Climax

Percy begins a quest with Annabeth, daughter of Athena, and his satyr friend Grover, to recover the lost master bolt and prevent war between Zeus and Poseidon. Percy has only had a few days of training, but he has to save the world.

Resolution

The trio travel far and wide and battle many monsters. They reach the Underworld in Hollywood and confront Hades about the missing master bolt. Hades does not have it and accuses Percy of stealing his own helm of darkness!

Solution

The heroes escape Hades and discover Ares on the beach. Ares had stolen the helm of darkness and master bolt from the original thief. Percy wounds Ares and wins the helm of darkness. Percy and friends return the helm and bolt to their owners.

My master Kronos will destroy the gods!

You won’t get away with this!

Make a storyboard for your story.
**How do punctuation marks guide a reader?**

- **Apostrophe** - Used in the short form of a longer word
  - I don’t like cats.
    - do not

- **Exclamation Mark** - Shows a strong emotion – anger, surprise, etc.
  - Such a cute puppy!

- **Comma** - Breaks a sentence into smaller parts or lists things.
  - They are small, fluffy, and friendly.

- **Quotation Marks** - Shows the start and end of a dialogue.
  - I said, “Close the door!”

- **Semicolon** - Connects separate but related sentences.
  - My cat is cute; he loves to cuddle.

- **Colon** - To announce or introduce something.
  - Ann gave me a book: The Happy Prince

**Punctuate the sentence is different ways to change its meaning!**

*Can you pass the sugar salt and pepper said Maria*
It was a green park with beautiful flowers. The storm was the most surprising thing that summer.

Think about how your characters feel at different points in the story. Add a few sentences to describe it. Use punctuation marks, adjectives, adverbs, and dialogues to show the feelings.
Day 4  Mood Meter

High Energy

Contrast

Unlike
However
Despite
Even so

Low Energy

Sequence

Then
Next
Later
Soon

Addition

Also
Besides
Moreover
Along with

Emphasis

Undoubtedly
Indeed
Clearly
Especially

Day 5  Linking Words

Linking words connect the ideas in a story to show:

- **Contrast**
  - Unlike
  - However
  - Despite
  - Even so

- **Sequence**
  - Then
  - Next
  - Later
  - Soon

- **Addition**
  - Also
  - Besides
  - Moreover
  - Along with

- **Emphasis**
  - Undoubtedly
  - Indeed
  - Clearly
  - Especially

Think: What makes a story interesting?
Day 1

Week 2

**Rhyme**
- Do all poems rhyme? List 5 pairs of *rhyming words* from the poems below.

**Imagery**
- Which poems create an *image* in your mind? Draw the image.

**Rhythm**
- Which poems sound musical? Tap or clap to the *beat* of the poem.

---

**Narrative Poem**
It tells a story with a beginning, middle, and end.

**Stanza**

*My teacher took my phone*
She said they had a rule
I couldn’t bring it to class
Or even to our school

She said she would return it
I’d have it back that day
But then she tried my earphones on
And gave a click on ‘Play’

She looked a little startled
But after just a while
She made sure we were occupied
And cracked a wicked smile

Her body started swaying
Her toes began to tap
She started grooving in her seat
And rocking to the rap

My teacher changed her mind
She thinks it is now okay
To bring my music to class
As long as we all dance to it every day!

- *Ken Nisbitt*

---

**Limericks**
It is a funny, rhyming poem, usually 5 lines long.

*There was an old shark with a smile.*
So broad you could see it a mile
He said to his friends
As he sewed up the ends
It was really too wide for the style

- *Carolyn Wells*

---

**Free Verse**
It is a poem that does not rhyme, but often follows a beat or rhythm.

*The forest was alive*
Only at night
When the humans said goodbye
And left nature to be right
The animals came out of hiding
And the trees began to sing
Then the eerie night
Turned loud
Filled with beauty
Filled with life

---

**Rhyme**

- My teacher took my phone
  She said they had a rule
  I couldn’t bring it to class
  Or even to our school

- She said she would return it
  I’d have it back that day
  But then she tried my earphones on
  And gave a click on ‘Play’

- She looked a little startled
  But after just a while
  She made sure we were occupied
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- My teacher changed her mind
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  As long as we all dance to it every day!

- *Ken Nisbitt*

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**Imagery**

- Which poems create an *image* in your mind? Draw the image.

---

**Rhythm**

- Which poems sound musical? Tap or clap to the *beat* of the poem.

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As long as we all dance to it every day!

- *Ken Nisbitt*
Hey, diddle, diddle,
The cat and the fiddle
The cow jumped over the moon;
The little dog laughed
To see such sport
While the dish ran with the spoon

White is a cool breeze,
Wind on my cheek
A whisper
Sandwiches at lunch,
Wholesome and full milk
Soft, puffy marshmallows
My little sister’s laughter
Echoing down the white halls
Lacey angel wings
Mounds of snow
And excited snowball fights
Clouds that drift across the sky
On this beautiful bright morning.

Which was your favourite poem? Why?

What makes poems special?

Day 2

There was a lot of white snow on the forest floor.

Literal Language

It uses words as per their usually accepted meaning.

Figurative Language

A blanket of white covered the sleeping forest.

It uses words in a way that is different from their usually accepted meaning.
Types Of Figurative Language

**Simile**
Compares 2 ideas directly using ‘like’ and ‘as _____ as’

*White is as vast as an ocean.*
*White’s vastness is like an ocean.*

**Metaphor**
Compares 2 ideas indirectly by saying one IS the other.

*White is an ocean.*
*White is an angel.*

**Personification**
Gives human traits to a non-human thing.

*The trees danced in the wind.*
*White hugs me and I feel at peace.*

**Hyperbole**
Exaggerates (makes something bigger than it seems) to emphasize a point or for humour.

*My bag weighs a ton!*  
*Red is as hot as the blazing sun.*

**Idioms**
An expression which has a completely different meaning from those of the individual words in it.

*kick the habit*
Stop doing something that one has done for a long time
*I will kick the habit of biting my nails.*

*when pigs fly*
Something which will never happen
*"Rani will clean her room when pigs fly," said Aliya.*

*see eye to eye*
Agree with someone
*They finally saw eye to eye on the business deal.*
**Onomatopoeia**
A word that sounds like the action it describes.
- Buzz
- Ring
- Yawn

**Alliteration**
A sentence where neighbouring words start with the same letter.
- Peter picked some pretty pots
- Black bug bit a big brown bear

---

**Day 4**

**Syllables**

A syllable is a group of letters that comes out with a single effort.

- **Blue**
  - 1 syllable
- **Reading**
  - 2 syllables
- **Banana**
  - 3 syllables

**In winter I get up at night**
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.
I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.

- Robert Stevenson

- Read the poem aloud and clap to its beat.
- Underline the syllables you stress on as shown.
- Try stressing on other syllables. How does it sound?

---

**Writing a Haiku**

Haikus are short poems with 17 syllables arranged like this:

1st Line: 5 syllables  
The tree shape I blew

2nd Line: 7 syllables  
From a little drop of paint

3rd Line: 5 syllables  
Looks like a dancer
Day 4 Poetry Circle Activity

Rhyme Scheme

It is the pattern of rhyming words at the end of each line of a poem.

When the sun opens his eyes
The birds wake up along
And chirp in the blue skies
And they sing their song

When the sun opens his eyes
The animals wake up along
And stretch to full size
Drowsy eyes and legs, long

1. Underline the ending words in each line.
2. Assign the same letter to rhyming words. (‘A’ for eyes-skies-size)
3. Identify the pattern for each stanza.

Rhyme Scheme: ABAB
It was a bright summer morning in 2008. Ali and his sister, Sara, were discussing how they should spend their holidays at home.

We could build a tree house! Or make new games! Or go to our grandparents’ place!

(Sad) I just want to stay alone, Sara.

(Ali) (Holding his hand) Are you alright, Ali?

You can also write the emotions or actions with which the dialogues should be delivered.

**Day 3**

**Speaking with Emotions**

Say each sentence with the given emotions and notice how different it is. **Do not use hand actions.**

- Can you help me out?
- I completed my work today.
- I have to tell you something.
Write the formal statements for:

1. My mom is a nurse.  
   My mother is a nurse.
2. There were tons of people here!  
   It was crowded here.
3. Hi! What’s up?
4. I paid 20 bucks for the cap.
5. This problem is crazy!
6. That movie was awesome!
7. Thanks for the help, man.
8. No way Peter is going to complain about us.
9. Sorry we’re late!
**Sender’s Address**
12, Beverly Hills
Doha-Qatar

**Date**
21st July 2021

**Receiver’s Address**
Editor,
Gulf Times, Doha-Qatar

**Subject**
Improving the School Library

**Subject:** Improving the School Library

**Respected Sir,**

**Introduction**
State the purpose of the letter.

**Supporting Detail**
Write 2 – 3 reasons why the issue is important or its effects.

**Solutions**
Write 2 – 3 solutions to the issue.

**Conclusion**
Summarize with a call to action.

**Sincerely,**

Abdul Shaaz
Day 4  Write an Issue Letter

Enhance your issue letter through the ARMS strategy.

A: Add points to strengthen the arguments in your letter.
R: Remove unnecessary words. Your letter should be crisp.
M: Move sentences so that it is logical and easy to follow.
S: Substitute words with better ones (formal tone).

Edit your issue letter through the CUPS strategy.

C: Capitalize correctly.
U: Use relative pronouns and linking words.
P: Punctuate correctly.
S: Spell all the words correctly.

Collect feedback from family members on your letter.

<table>
<thead>
<tr>
<th>Persuasiveness</th>
<th>The letter persuades the reader to think about the issue and take action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The arguments and solutions are strong.</td>
</tr>
<tr>
<td>Writing Quality</td>
<td>Formal language is used well.</td>
</tr>
<tr>
<td>Fluency</td>
<td>It has a logical flow and is easy to follow.</td>
</tr>
</tbody>
</table>

Add yours!

1. Needs many improvements
2. Can be better
3. Satisfactory
4. Good
5. Excellent