

## Student Worksheet

**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.



## My Emotions

Write how you feel **everyday** in your notebook.  
Think about why you feel a certain way.

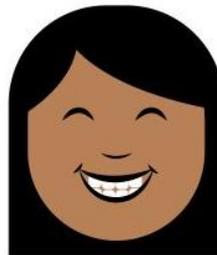
Today, I feel \_\_\_\_\_ because \_\_\_\_\_ 



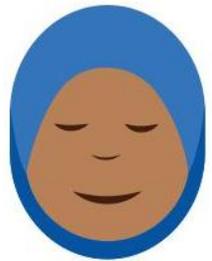
excited



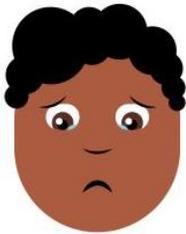
happy



joyful



calm



hurt



confused



nervous



lonely



frightened

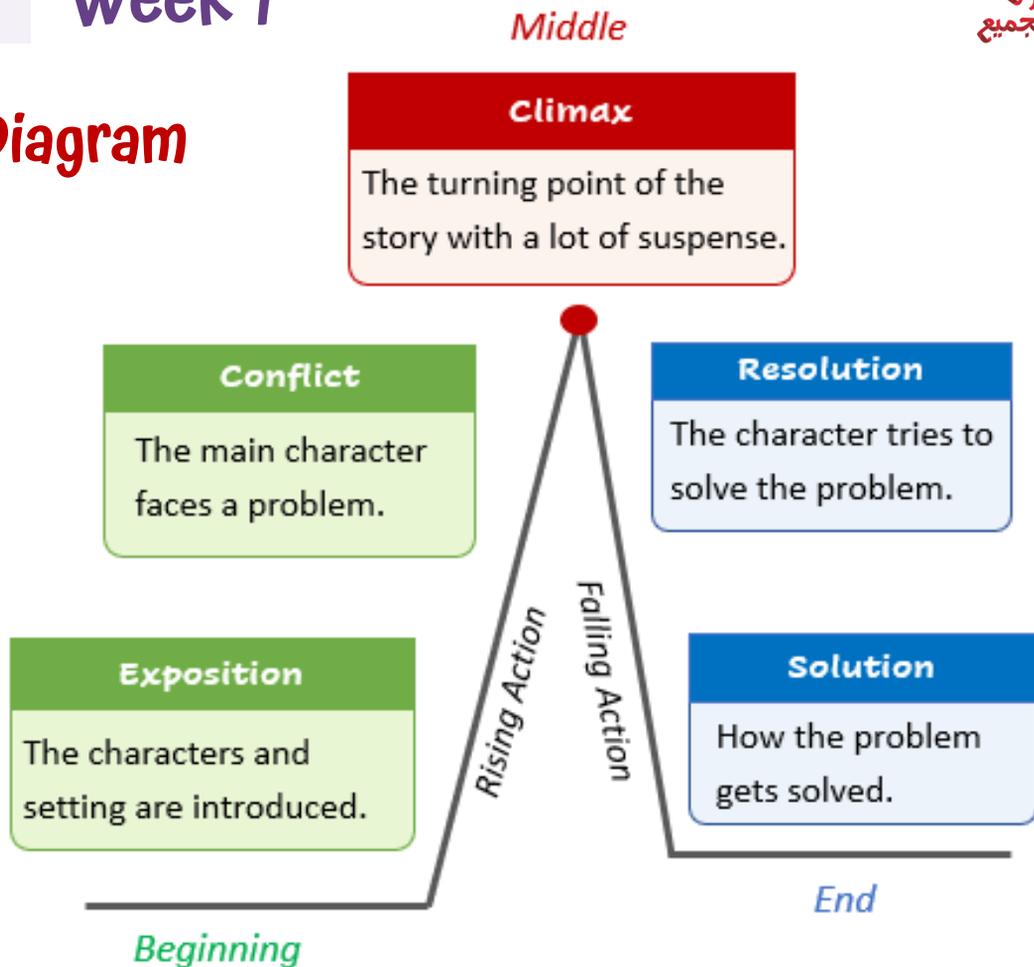


annoyed



enraged

## Plot Diagram



## Relative Pronouns

Relative pronouns take the place of **nouns or pronouns**.

They are called so because they always relate to something else.

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

## 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.

#### Climax



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!

#### Resolution



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.

#### Solution



Luke confesses to Percy that he stole the master bolt and helm of darkness. Luke actually works for the titan Kronos, who is planning to start a war between the Olympian gods. The mystery of the "lightning thief" has been solved, but a greater threat remains.

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 in different ways to change its meaning!

Can you pass the sugar salt  
and pepper said Maria

# Story Building Anchor Chart

## Beginning

Exposition  
Conflict

- How do the characters look?
- How does the setting look? What time is it?
- What is the normal life of the characters like?
- What problem does the character face?

Use  
adjectives!

It was a *green* park with *beautiful* flowers. The storm was the most *surprising* thing that summer.

- What would make the story more interesting for the reader?
- What do the characters do now?
- Is the setting the same or has it changed?

## Middle

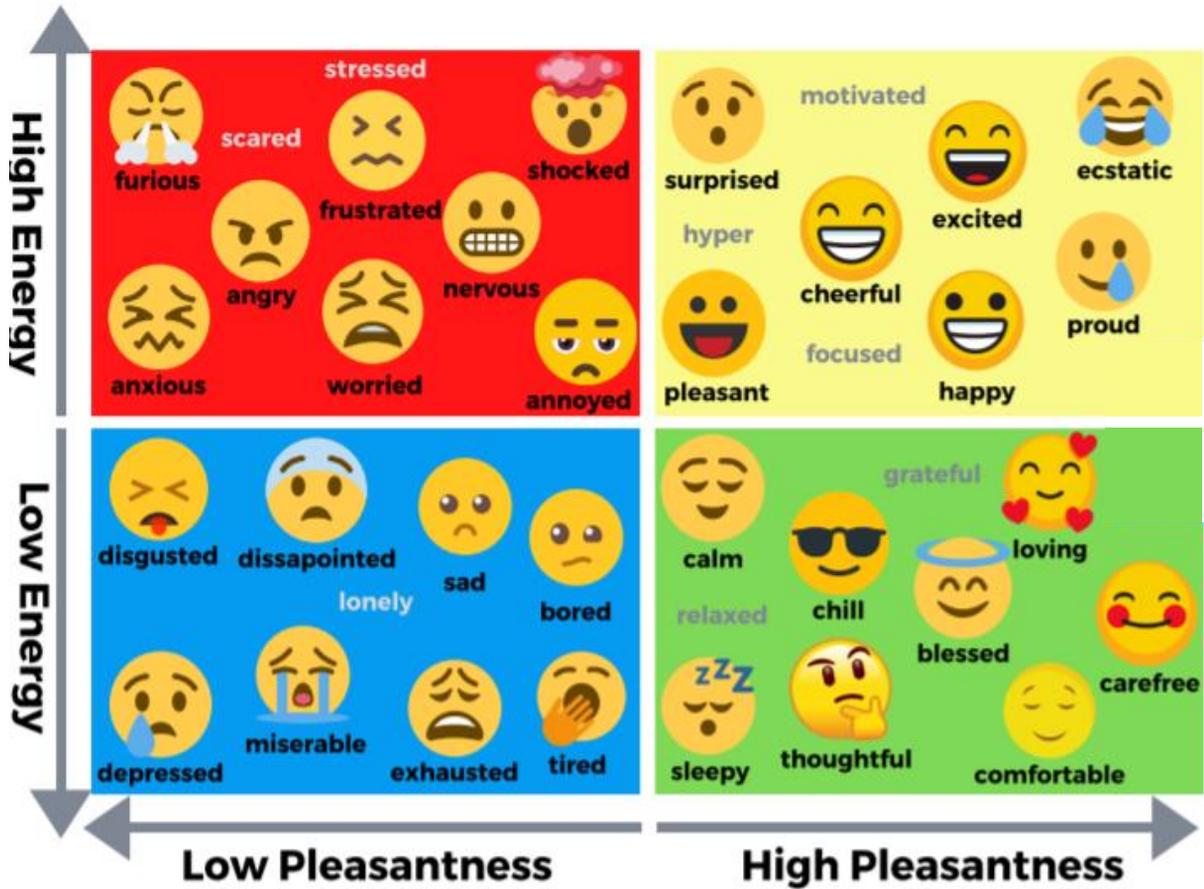
Climax

## End

Resolution  
Solution

- How do you want the readers to feel at the end?
- How did the problem in the story get solved?
- Is the setting the same or has it changed?
- What are the characters doing at the end?

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.



Linking words connect the ideas in a story to show:

Contrast	Sequence	Addition	Emphasis
Unlike However Despite Even so	Then Next Later Soon	Also Besides Moreover Along with	Undoubtedly Indeed Clearly Especially



Think:

What makes a story interesting?

**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.

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

**Stanza**

*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*

## Literary Nonsense

Poems that intentionally don't make sense, to entertain the reader!

*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*

## Opposite Poem

It is a poem in which everything you expect is reversed.

*The backward folks in backward town  
Live inside and upside down  
They work all night and sleep all day  
They love to work and hate to play  
  
The parents there are three years old  
They save their trash and dump their gold  
They fly their cars and stand on chairs  
They comb their teeth and floss their hairs*

## Sensory Poem

It uses various senses to describe something.

*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

## Figurative Language

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



*A blanket of white covered the sleeping forest.*

### Literal Language

It uses words as per their usually accepted meaning.

### Figurative Language

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:

1<sup>st</sup> Line: 5 syllables

2<sup>nd</sup> Line: 7 syllables

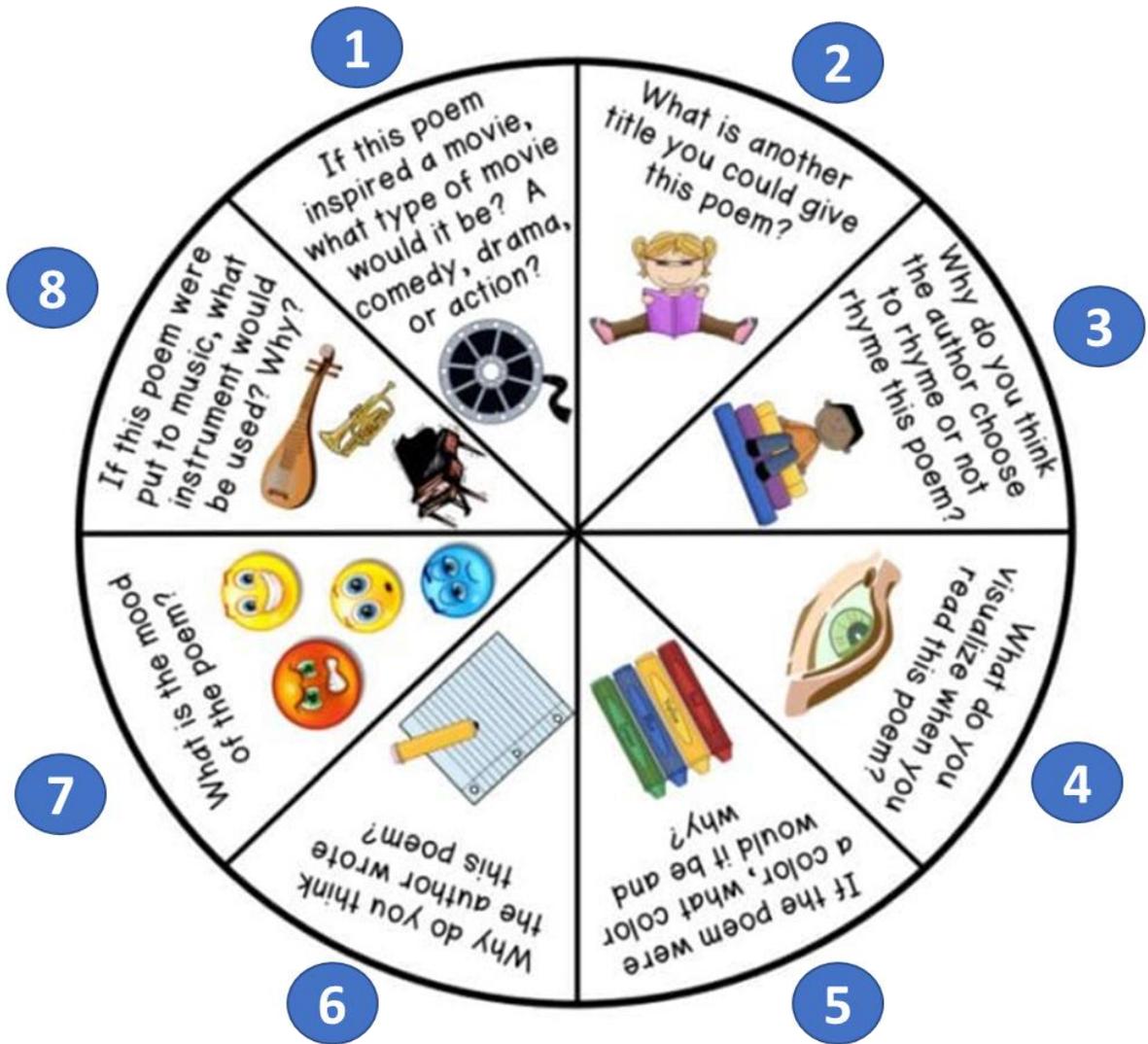
3<sup>rd</sup> Line: 5 syllables

*The tree shape I blew*

*From a little drop of paint*

*Looks like a dancer*





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

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

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

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**

Narrators give the audience additional information.

Stage Directions are instructions for the team and the actors.

*Open Curtain. Enter Sara. Enter Ali.  
Sara and Ali talk to each other while walking in.*

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

**Sara:** *We could build a tree house! Or make new games! Or go to our grandparents' place!*

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

**Sara:** *(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.



excited



scared



happy



sad



confused



annoyed



surprised

**INVITATION**

Dear Mr. Smith,

You are invited to watch the play  
**'Sara and Ali's Adventure'**  
on **Thursday, 26<sup>th</sup> January 2022.**

**Time:** 5:00 pm to 6:00 pm

**Venue:** House 12, Hills Compound,  
Atlas Street, Doha – Qatar

We look forward to your presence.

Regards,  
Mamina R.  
(Mob:3766621)

Title

Name

Play

Date

Time

Venue

Closing

Your Details

You can also add additional details.

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!

Pick **one issue** and write a persuasive letter in the format below:

Sender's Address	12, Beverly Hills Doha-Qatar
Date	21 <sup>st</sup> July 2021
Receiver's Address	Editor, Gulf Times, Doha-Qatar
Subject	<b>Subject:</b> <u>Improving the School Library</u>
Greeting	Respected Sir,
Body of the Letter	<b>Introduction</b> State the purpose of the letter.
	<b>Supporting Detail</b> Write 2 – 3 reasons why the issue is important or its effects.
	<b>Solutions</b> Write 2 – 3 solutions to the issue.
	<b>Conclusion</b> Summarize with a call to action.
Subscription	Sincerely,
Signature	
Full Name	Abdul Shaaz





Enhance your issue letter through the ARMS strategy.

Edit your issue letter through the CUPS 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).

**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.

<b>Persuasiveness</b>	The letter persuades the reader to think about the issue and take action.
<b>Content</b>	The arguments and solutions are strong.
<b>Writing Quality</b>	Formal language is used well.
<b>Fluency</b>	It has a logical flow and is easy to follow.
Add yours!	



Needs many improvements

Can be better

Satisfactory

Good

Excellent