

Literacy 3L/4L

**TIES**

Literacy Centre
of Expertise

Bylaws in the Community

STUDENT HANDBOOK



Thank you to all volunteer voice actors.

We welcome and appreciate all feedback. Please fill out our anonymous survey after using the module.

Fill out the feedback form here.



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2024 Literacy Centre of Expertise

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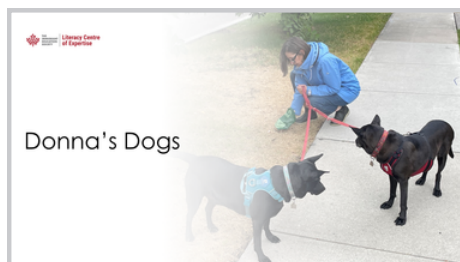
Learning Reflection

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Instructions

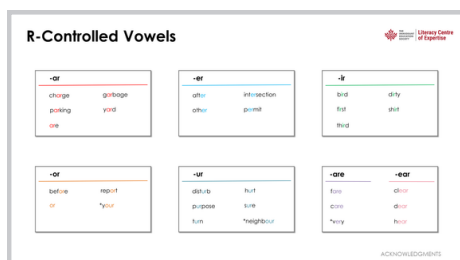
1. Scan the QR codes with your smartphone to go to the activities.
2. You can also click the picture or the activity title to go to each activity.



Story: Donna's Dogs



Vocabulary Building



R-Controlled Vowels



What is a Bylaw? (Introducing the Topic)

Instructions

1. Read the questions about bylaws.
2. Click [here](#) or scan the QR code to watch the video **Community Bylaws**.
3. Answer the questions. Then compare your answers with a classmate. (*Instructors: see here for answers*)



1. How many levels of government are there in Canada?

- a) 5
- b) 3
- c) 1

2. What is a bylaw?

- a) federal law (country)
- b) provincial law (province)
- c) municipal law (city)

3. Are bylaws the same everywhere?

- a) Yes
- b) No

4. Write the name of two bylaws mentioned in the video.

- 1) _____
- 2) _____



Story: Donna's Dogs (Introducing the Topic)

Instructions

1. Read the story "Donna's Dogs" as a class.
2. Click [here](#) or scan the QR code to see the digital story.
3. After you read the story together, talk about the questions below as a class. (*Instructors: click here for answers*)



1 What was the community problem?

2 What were John's two choices?

3 How did Donna fix the problem?







Instructions

1. Write your name.
2. Read each goal 1-4 in the table below.
3. Put a checkmark ✓ in the right column for the goals that are important to you.
4. Then tell your partner which goals you checked.

Name: _____


I need to use English to...

	1. listen to conversations about community problems and bylaws	
	2. make requests to a neighbour about community problems	
	3. read about bylaws	
	4. write a note to a neighbour about a community problem	

Instructions

1. Complete the sentence below.
2. Brainstorm questions about bylaws as a class.
3. Write two (2) questions you have about bylaws.

I also want to learn about _____

 **What questions do you have about bylaws?**

1. _____

2. _____

Community Problems: Picture Flashcards (Skill Building)

Instructions

1. Cut out the **Community Problem Picture Flashcards** on the next page (p.17).
2. Talk with your partner: "What is the problem in each picture?"
3. As a class, look at the **Vocabulary Building** digital activity [here](#) on a smartboard or projector. Click the **Community Problems** picture.
4. Click the name of each community problem to hear the pronunciation.
5. Drill the pronunciation for each community problem.

Bylaws in the Community

Vocabulary Building



Community Problems

Community Problems Quiz

Speaking: Openings

Speaking: Requests and Reasons

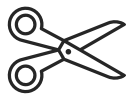
ACKNOWLEDGMENTS

Study Tip

- You can use the digital activity many times to practice listening to and repeating the names of the community problems.
- You can scan the QR code with your smartphone to access the activity.



Community Problems: Picture Flashcards
(Skill Building)



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Instructions

1. Put one of the **Community Problems Picture Flashcards** in the box below.
2. Ask your partner the two (2) questions at the bottom of the page about the picture flashcard in the box. Repeat with a few more pictures.
3. Then switch roles and have your partner ask you the questions.
4. After the activity, talk as a class about your answers for some of the community problems (ex. bylaw rules and why they are important).



- 1 What community problem is this?
- 2 Why is the bylaw for this problem important?

Community Problems: Phrase Cards (Skill Building)

Instructions

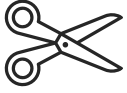
1. Cut out the **Community Problem Phrase Cards** on the next page (p. 20).
2. Read each phrase card with a partner.
3. Take out your **Community Problem Picture Flashcards**.
4. On your desk or table, match each picture flashcard with a phrase card.
5. Check your answers together with a partner.



Study Tip

- You can do this activity many times to practice matching phrases and pictures.
- When you are finished matching, use your phone to scan the QR code for “Vocabulary Building” and check your answers.





parking

smoking and
vaping

snow and ice
clearing

illegal dumping

noise

transit fare
evasion

pet waste

yard maintenance

Blank Page

Blank Page

Community Problems: Matching (Skill Building)

Instructions

1. Draw a line from pictures 1-4 to the name of the matching community problem.
2. The first one is done for you.
3. Compare your answers with your partner. Then do 5-8 on the next page (p. 22).
(Instructors: see here for answers)

1.



2.



3.



4.



● parking

● smoking and vaping

● transit fare evasion

● noise

Community Problems: Matching (Skill Building)

5.



● illegal dumping

6.



● snow and ice clearing

7.



● yard maintenance

8.



● pet waste

Community Problems: Matching Descriptions (Skill Building)

Instructions

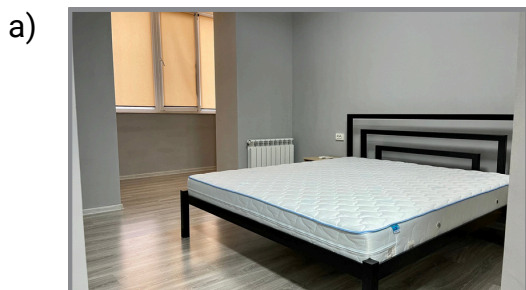
1. Read examples of community problems.
2. Circle **a)** or **b)** next to the picture that matches the description.
3. Say the name of the community problem.
(Instructors: [click here to see the answers](#))

1. There is a person smoking in the playground.



Example: *smoking and vaping*

2. Somebody left a mattress in the alley.



Community Problems: Matching Descriptions (Skill Building)

3. A woman fell down because the sidewalk is full of ice.

a)



b)



4. The front yard of this house has long grass and a lot of weeds.

a)



b)



5. It is really late and the neighbour is using power tools. The neighbour can't sleep.

a)



b)



Community Problems: Matching Descriptions (Skill Building)

6. A car is parked in a disabled spot without a permit.

a)



b)



7. The police are talking to a passenger without a transit pass. He may get a fine.

a)

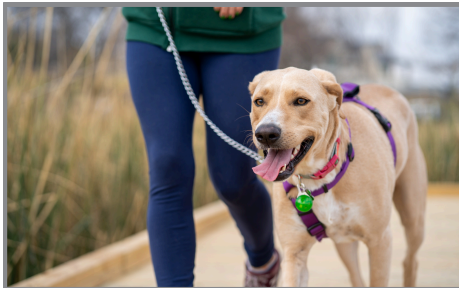


b)



8. Someone is walking with their dog without a leash. That is not allowed in this park.

a)



b)



Instructions

1. Your teacher will give you a printed version of the story Donna's Dogs [here](#).
2. Practice reading the story with a partner. Help each other with any words you do not know. You can also ask your teacher for help.
3. After you finish reading the story, answer the questions in the **Answer the Questions** section with your partner.
4. Check all answers together as a class.
(Instructors: see [here](#) for answers)

Donna's Dogs



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Study Tip

- You can also practice listening to and reading the digital story.
- You can listen to the pronunciation of each sentence and repeat.
- Scan the QR code with your smartphone to access the digital story.



Understanding Community Problems (Whole)

Instructions

1. Look at the pictures below.
2. Talk about questions 1-3 with your partner.
3. Then discuss the answers to questions 1-3 as a class.



- 1 What is the problem in each picture?
- 2 Do you have these problems in your country?
- 3 What do you do when you have problems like these?

Video: A Problem in the Playground (Listening Skill Building)

Instructions

1. Click [here](#) or scan the QR code to listen to the video as a class.
2. As a class, talk about what bylaw is not being followed.
3. Answer the questions on the next page (p. 29). Listen again if you need to. (*Instructors: click here to see the transcript*)



Bylaws in the Community

A Problem in the Playground



Video: A Problem in the Playground (Listening Skill Building)

Instructions

1. Read the questions and answer choices below and on the next page (p. 30) about the video **A Problem in the Playground**.
2. Listen again [here](#) and choose the correct answer for each question. You can also listen a third time if needed.
3. Check your answers with a partner.
4. Talk about the correct answers as a class.
(Instructors: [click here to see the answers](#))

1. What is the problem?

- a) Adults are not allowed in the playground.
- b) Listening to music is not allowed in the playground.
- c) Smoking or vaping is not allowed in the playground.

2. What is Donna's request?

- a) Could you stop smoking in the playground, please?
- b) Could you stop listening to that music, please?
- c) Can you stop playing in the playground, please?

3. Where else is smoking or vaping not allowed? (check all that apply)

- ☐ outdoor pools
- ☐ sport fields
- ☐ transit property
- ☐ cars



4. What does “I had no idea” mean?

- a) I like smoking.
- b) I didn’t want to.
- c) I didn’t know.

5. How much is the fine for smoking or vaping in these areas?

- a) \$205
- b) \$250
- c) \$520



Making Simple Requests: Word Order (Listening Skill Building)



- A **request** sentence asks someone to do something.
- Start with words such as “**Can you...**” or “**Could you...**”.
- Say what you want the person to do (action phrase).
- Always say “please”.
- Listen to your teacher say the example sentences below and repeat.

**Request
Words**

+

Action Phrase

+

Please

Could you

clear the sidewalk,

please?

Can you

turn the music down,

please?

Could you

clean up your dog's waste,

please?

Can you

move your car,

please?

Can you

not

park in my driveway,

please?

Listening to Simple Requests #1 (Listening Skill Building)

Instructions

1. Listen to your teacher make different requests.
2. Write the number of the request you hear in the box of the correct picture.
The first one is done for you.
(Instructors: click here to see the answers)



Simple Requests: Using “Can” or “Could” (Listening Skill Building)

Instructions

1. Look at the pictures on the left side.
2. Listen to your teacher say a request using **Can** or **Could**.
3. Circle the request word you hear (**Can** or **Could**).
4. The first one in done for you.

(Instructors: click here to see the answers)

1.



Can
Could

you stop making noise, please?

2.



Can
Could

you cut the grass, please?

3.



Can
Could

you park in another spot, please?

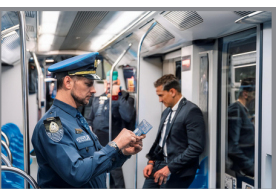
4.



Can
Could

you clear the snow, please?

5.



Can
Could

you show me your transit pass, please?

Simple Requests: Action Words (Listening Skill Building)

Instructions

1. Look at the pictures on the left side.
2. Listen to your teacher say each request and circle the **action word** you hear.
(Instructors: click [here](#) to see the script)
3. The first one is done for you.
(Instructors: click [here](#) to see the answers)

1.



Can you **drop** the garbage in the right place, please?
put

2.



Could you **pick up** your dog's waste, please?
throw

3.



Can you **avoid** smoking here, please?
stop

4.



Can you **clean** the snow, please?
clear

5.



Could you **move** your car, please?
put

Listening to Simple Requests #2 (Listening Skill Building)

Instructions

1. You will watch and listen to two (2) conversations.
2. You will listen to each conversation two (2) times.
3. Put a checkmark in the box of the picture you hear.
4. Check your answers with a partner.

(Instructors: click [here](#) to see the answers)

Conversation #1 (click [here](#) to see video)



Conversation #2 (click [here](#) to see video)



Listening to Requests and Details #1

(Listening Skill Building)

Instructions

1. Read the questions below and their answer choices (a, b, c).
2. Listen to the **Community Bylaws: Conversation #1** [here](#) again and then circle the correct answer for each one. Listen again if needed.
3. Check your answers with a partner
(Instructors: [click here to see the answers](#))

1. What request does the police officer make?

- a) Can I see your transit pass, please?
- b) Can I ask you a question?
- c) Can you show me your transit pass, please?

2. The passenger lost his transit pass.

- a) True
- b) False

3. What did the police officer do?

- a) He arrested the passenger.
- b) He gave the passenger a \$250 fine.
- c) He gave the passenger a warning.



Instructions

1. Read the questions below and their answer choices (a, b, c).
2. Listen to the **Community Bylaws: Conversation #2** [here](#) again and then circle the correct answer for each one. Listen again if needed.
3. Check your answers with a partner
4. (Instructors: click [here](#) to see the answers)

1. What is Eva's apartment number?

- a) 204
- b) 304
- c) 311

2. Eva should report this to 911.

- a) True
- b) False

3. What does Mr. Smith ask Eva to do before calling the police?

- a) leave the building
- b) talk to the neighbour
- c) try to sleep

4. "It's been a long night" means _____.

- a) the night has many hours
- b) it is really late
- c) it has been a difficult night

Skill-Using Task

Understanding a Conversation about a Community Problem

3 - Getting Things Done & 4 - Comprehending Information



Name: _____

Date: _____

Instructions

1. Read the questions below and on the next page (p.39).
2. Watch and listen to the conversation between two (2) neighbours [here](#).
3. Put a checkmark beside the correct answer for question 1, and circle your answers for questions 2-4.
(Instructors: click here to see the answers)

1. Check ☒ the community problem.



yard maintenance



noise



smoking and vaping

2. What does Emma say to John?

- a) Can you turn the music down, please?
- b) Could you turn down the music, please?
- c) Could you cut your grass, please?



Blank Page

Blank Page

Skill-Using Task

Understanding a Conversation about a Community Problem

3 - Getting Things Done & 4 - Comprehending Information



3. What are they doing?

- a) They are having a birthday party.
- b) They are having a BBQ.
- c) They are talking in the balcony.

4. Why does Emma ask John to turn the music down?

- a) She doesn't like the music.
- b) She has to work in the morning.
- c) She has friends in her apartment.



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Speaking to a Neighbour (Whole)

Instructions

1. Read the information about Julia.
2. As a class, talk about the three (3) questions below the picture.



- This is Julia. She is very upset because some people in her neighbourhood do not take care of their yards.
- She wants to talk to her neighbour, but she is not sure what to say.



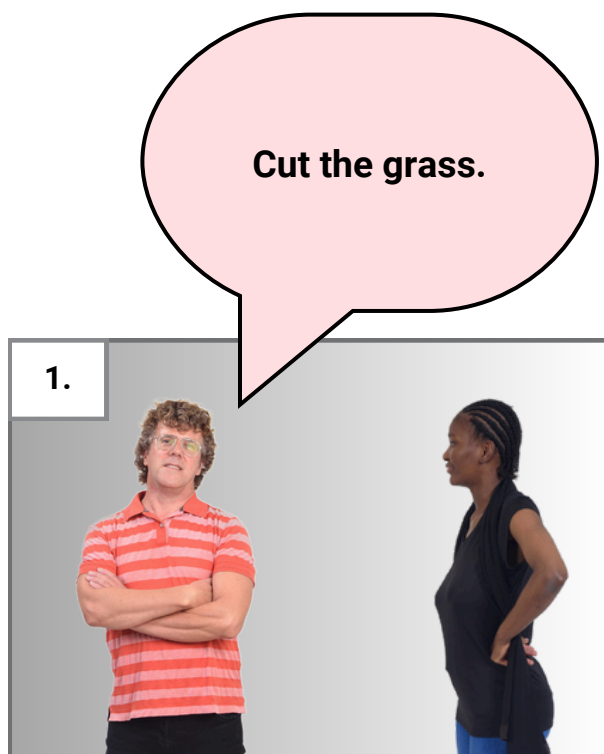
- 1 Why do you think Julia is upset?
- 2 What is the community problem?
- 3 How can Julia ask her neighbour to fix the problem?



Making a Polite Request (Speaking Skill Building)

Instructions

1. Look at the pictures.
2. Read the phrases below and identify what the request is.
3. Discuss the differences between the phrases in picture 1 and picture 2.
4. Talk about which request is polite and why.



Making Requests: Opening Phrases (Skill Building)



- When you make a request, you should introduce the request in a polite way.
- This phrase is called an “opening”. There are different openings you can use to introduce a request.

Instructions

1. Listen to the opening phrases [here](#) as a class. You can also scan the QR code with your smartphone. Click on “**Speaking: Openings**”.
2. Then read the opening phrases below and practice saying them to your partner.



Hello, can I ask you something?

Hi, do you have a minute?

Excuse me, I want to ask you something.

Excuse me, can I ask you something?



Making Requests: Opening, Request, and Reason (Speaking Skill Building)



- To make a polite request, you should:
 1. introduce it politely with an opening phrase,
 2. make the request,
 3. give a reason for the request.
- Look at the different parts that make a polite request.

1

Opening

Excuse me, can I talk to you for a minute?

2

Request

Can you stop smoking on the balcony, please?

3

Reason

The smoke is coming into my window.



Blank Page

Blank Page

Making Requests: Opening, Request, and Reason (Speaking Skill Building)

Instructions

1. Read the example opening, request, and reason sentences on the right side of the page. Cut out each sentence.
2. Look at the three (3) pictures on the next page (p. 45) . Match one (1) opening sentence, one (1) request sentence, and one (1) reason sentence to each of the pictures on the next page
3. Place the sentences in the correct boxes beside the pictures and check with a partner. Finally, glue the sentences in the boxes.

(Instructors: click here to see the answers for p. 45)



Opening

Request

Reason

Excuse me, can I ask you something?

Excuse me, can I talk to you for a minute?

Hi, do you have a minute?

Could you stop making noise, please?

Can you move your car, please?

Can you pick up your dog's waste, please?

My children are trying to sleep.

You can get a fine for not cleaning.

Your car is blocking my driveway.



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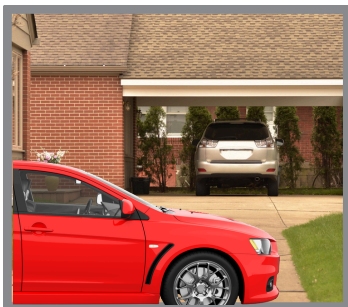
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Making Requests: Opening, Request, and Reason (Speaking Skill Building)

1.



2.



3.



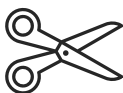
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Identifying Opening, Request, and Reason (Speaking Skill Building)

Instructions

1. Read the sentences on the right side of the page.
2. Label each one as **opening**, **request** or **reason** by writing in the box on the left side.
The first one is already done for you.
3. Check your answers with a partner.
4. Place the sentences in the correct boxes beside the pictures on the next page (p. 44) and check with a partner. Finally, glue the sentences in the boxes.
(Instructors: [click here to see the answers](#))



<i>reason</i>	You can get a fine for not taking care of your yard.
	Hi, can I talk to you for a moment?
	Can you clear the snow from your sidewalk, please?
	Excuse me, can I ask you something?
	It is difficult to walk with so much snow.
	Hello, I want to ask you something.
	Could you cut the grass in your front yard, please?
	There are kids playing here.
	Can you stop smoking in the playground , please?



Blank Page

Blank Page

1.



2.



3.



Making Simple Requests (Speaking Skill Building)

Instructions

1. Review the word order for polite requests on [page 31](#).
2. Use your **Community Problem Flashcards**.
3. Place a flashcard in the box.
4. Make a request using the prompts below.
For example, if you have the noise bylaw picture in the dotted box you can say: *Can you turn the music down, please?*
5. Work with a partner and take turns putting a card in the dotted box for the other student to make a request.



**Request
Words**

+

Action Phrase

+

Please

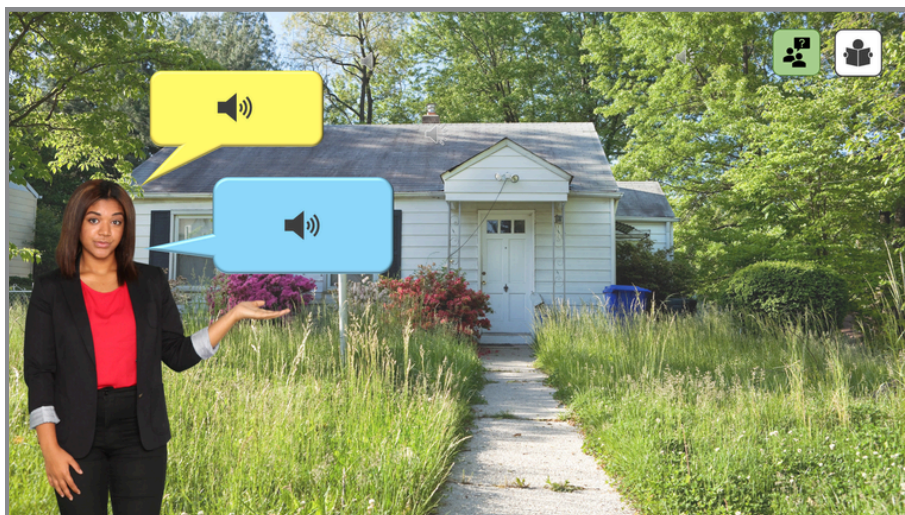




- You can give a **reason** for your request.
- A reason tells someone why you are making a request.

Instructions

1. Click [here](#) to see the activity **Vocabulary Building**. You can also scan the QR code. Click on **Speaking: Requests and Reasons**.
2. Look at the picture on each slide. What is the problem? What is a possible request and reason?
3. Press the yellow speech bubble to hear the request.
4. Press the blue speech bubble to hear the reason.
5. Talk as a class: are these good reasons? Why or why not? Are there any other good reasons?



Speaking to a Neighbour about Community Problems (Skill Building)

Instructions

1. Read the dialogue below.
2. Practice the dialogue with a partner.

1

Hi, Ron! Do you have a minute?



Hey, John.
Sure!



2

Can you clean up after your dog, please?



I'm a little busy now.
Can I do it later?



3

There are kids playing outside.

Thank you, Ron!



You are right, John.
I will clean it up right now.



Making Requests: Role-Play (Skill Building)

Instructions

1. Role-play making a request to your classmate about the community problem in the picture.
2. Remember to:
 - open the conversation by greeting the other person.
 - introduce the request politely.
 - make the request.
 - give a reason for your request.
 - close the conversation by saying “Thank you”.
3. Change roles with your partner and do pictures 2-4 on the next page (p. 52).

1.



2.



3.



4.



Skill-Using Task

Speaking to a Neighbour about a Community Problem

1 - Interacting With Others & 3 - Getting Things Done



Name: _____

Date: _____

Instructions

1. Role-play talking about a community problem with your partner using the dialogue on the next page. Your partner will be the neighbour not following the bylaw and you will be the neighbour asking them to fix the problem
2. Read the **Scenario Card** below.
3. You need to:
 - greet your neighbour.
 - politely introduce the request.
 - make the request.
 - give a reason for your request.
 - thank your neighbour and close the conversation.
5. After you are finished, do the speaking self-assessment on page 55.
Do not do the self-assessment before you speak with your partner.

Scenario Card

- You are going to school this morning.
- A neighbour parked in front of your driveway.
- You can't take your car out because your driveway is blocked.
- You decide to ask your neighbour to move the car.



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Skill-Using Task

Speaking to a Neighbour about a Community Problem

1 - Interacting With Others & 3 - Getting Things Done



You	<i>Opening</i>
Your neighbour	Sure, what can I do for you?
You	<i>Explain the problem</i>
Your neighbour	Oh, I am sorry.
You	<i>Request</i>
Your neighbour	Of course.
You	<i>Reason</i>
Your neighbour	No problem. I will do it right away.
You	<i>Closing</i>
Your neighbour	Bye, _____. Have a good one!

Blank Page

Blank Page

Skill-Using Task

Speaking to a Neighbour about a Community Problem

1 - Interacting With Others & 3 - Getting Things Done



Name: _____

Date: _____

Instructions

1. After completing the dialogue on the previous page, do the self-assessment below.
2. Read each sentence below. Circle **Yes** if you did this step.
Circle **No** if you didn't do this step.

My Speaking Self-Assessment

- | | | |
|--|-----|----|
| 1. I greeted the other person first. | Yes | No |
| 2. I used an opening to introduce the request politely. | Yes | No |
| 3. I made a clear request using CAN or COULD . | Yes | No |
| 4. I gave a reason for my request. | Yes | No |
| 5. I closed the conversation. | Yes | No |



Blank Page

Blank Page

Instructions

1. Listen to your teacher read the information about bylaws below.
2. As a class, talk about the four (4) questions on the next page (p. 57).
(Instructors: see here for answers)

ILLEGAL DUMPING BYLAW

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be



Dumping can hurt our environment and make our city look dirty.

Fines

- Fines are between \$250 and \$1000.

Reporting

- Call 311 or use the 311 app to report illegal dumping.
- Explain where you saw the garbage and what kind of garbage it was.

Adapted from: <https://www.calgary.ca/bylaws/illegal-dumping.html>

1

What is this information about?

2

Is this a problem in your home country?

3

What kinds of things might people dump illegally (furniture, appliances, etc.)?

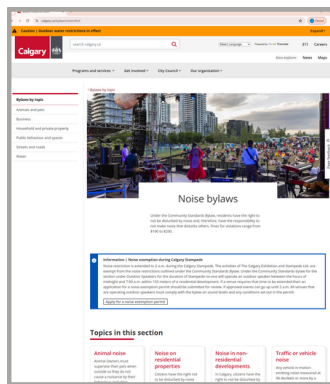
4

Why do people need to read this information?

What are Text Types? (Reading Skill Building)



- There are many different kinds of reading texts.
- We can get information from different texts such as books, newspapers, emails, webpages, pamphlets, signs, and many other text types.
- Look at the example text types below and answer the questions.



webpage



newspaper



pamphlet



sign

1 Have you seen these text types before? Where?

2 What kinds of information can you find in each text type?



Instructions

1. Look at the three (3) sample texts below and on pages 60 and 61.
2. Circle the correct answer for each question.
3. Then talk as a class about why you chose your answer.
(Instructors: see here for answers)

1.

ILLEGAL DUMPING BYLAW

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be



Dumping can hurt our environment and make our city look dirty.

Fines

- Fines are between \$250 and \$1000.

Reporting

- Call 311 or use the 311 app to report illegal dumping.
- Explain where you saw the garbage and what kind of garbage it was.

What type of text is this?

- a) a pamphlet
- b) a web page
- c) an email

2.

The screenshot shows a web browser window with the address bar displaying www.ourcity.ca/bylaws/parking.html. The page title is "City Parking Bylaws & Fines". On the right side of the page, there are two images: a "No Parking" sign (a red circle with a diagonal line over a black 'P') and a blue disabled parking sign (a blue square with a white wheelchair symbol). The main content area includes a section titled "Parking Rules" with a bulleted list of four rules, and a section titled "Fines (increase after 10 days)" with a bulleted list of four fine amounts.

City Parking Bylaws & Fines

Parking Rules

- Do not park in areas with "No Parking" signs.
- Do not park within 5 meters of a fire hydrant, stop sign, or intersection.
- Do not block driveways.
- Only park in disabled spaces with a valid permit.

Fines (increase after 10 days)

- "No Parking" area: \$40
- Too close to a fire hydrant, stop sign, or intersection: \$40
- Blocking a driveway: \$40
- Disabled space without a permit: \$200

Adapted from: <https://www.calgaryparking.com/tickets/bylaws-fines.html>

What type of text is this?

- a) a newspaper
- b) a sign
- c) a web page

3.



What type of text is this?

- a) a pamphlet
- b) a sign
- c) a web page

Matching Vocabulary to Community Problems (Reading Skill Building)





Instructions

1. Read the twelve (12) words and phrases below.
2. Talk about each word or phrase with a partner. Ask “What is this word/phrase?” and talk about the meaning.
3. Read the four (4) bylaw categories in the table (Noise, Parking, Pets, Snow).
4. Decide which bylaw the word fits. Write the word in a column in the table.

Some words can go in more than one column.

(Instructors: see here for answers)

- quiet
- vehicle
- sidewalk
- sound volume
- leash
- driveway
- loud music
- dog waste
- ice
- stop sign
- shovel
- barking

Noise 	Parking 	Pets 	Snow 





- **Reading for gist** is reading to understand the basic idea, or what the text is mostly about.
- When you read for gist, don't try to understand and remember every detail or every word.
- **Highlight** the title, headings, key words, and look at any pictures to help you understand the gist.

Title

- the name of the text
- usually bigger, underlined, CAPITALIZED, and / or **bolded**
- usually at the top of the text

Picture

Key Words

- important words about people, places, things, actions, etc.

ILLEGAL DUMPING BYLAW

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be

Dumping can hurt our environment and make our city look dirty.

Fines

- Fines are between \$250 and \$1000.

Reporting

- Call 311 or use the 311 app to report illegal dumping.
- Explain where you saw the garbage and what kind of garbage it was.



Headings

- tell you what the section is about
- help you find information quickly
- usually bigger, underlined, CAPITALIZED, and / or **bolded**

Instructions

1. Read the text **Illegal Dumping Bylaw** again.
2. Highlight the title, headings and some key words to help you understand the gist. You can also look at the picture in the text.
3. Read the question at the bottom of the page. Circle the correct answer.
4. Repeat with sample texts 2 and 3 on page 65 and 66.
(Instructors: see here for answers)

1.

ILLEGAL DUMPING BYLAW

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be

Dumping can hurt our environment and make our city look dirty.

Fines

- Fines are between \$250 and \$1000.

Reporting

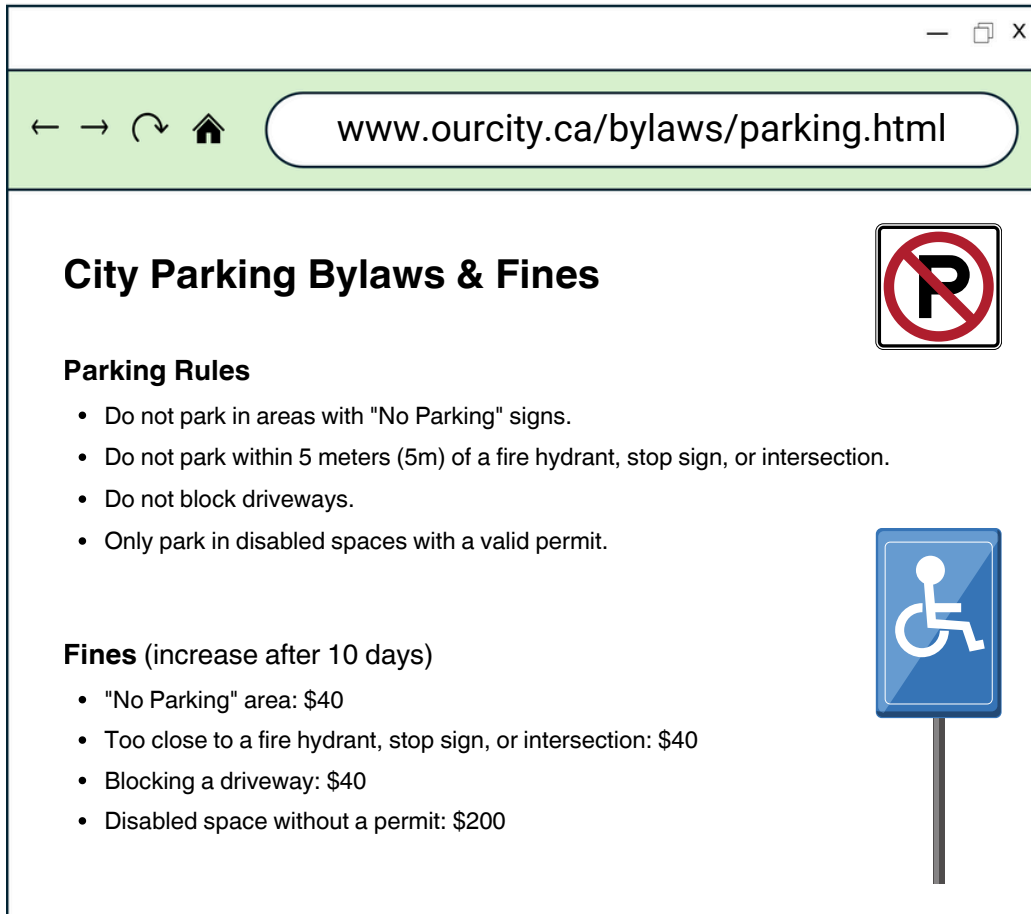
- Call 311 or use the 311 app to report illegal dumping.
- Explain where you saw the garbage and what kind of garbage it was.



This text is mostly about:

- a) parking bylaws
- b) dumping garbage bylaws
- c) using 311

2.



The screenshot shows a web browser window with the address bar displaying www.ourcity.ca/bylaws/parking.html. The page title is "City Parking Bylaws & Fines". To the right of the title is a "No Parking" sign (a red circle with a diagonal line over a blue 'P'). Below the title, the section "Parking Rules" is followed by a list of four rules. To the right of the rules is a blue square sign with a white wheelchair symbol. Below the rules, the section "Fines (increase after 10 days)" is followed by a list of four fines.

City Parking Bylaws & Fines

Parking Rules

- Do not park in areas with "No Parking" signs.
- Do not park within 5 meters (5m) of a fire hydrant, stop sign, or intersection.
- Do not block driveways.
- Only park in disabled spaces with a valid permit.

Fines (increase after 10 days)

- "No Parking" area: \$40
- Too close to a fire hydrant, stop sign, or intersection: \$40
- Blocking a driveway: \$40
- Disabled space without a permit: \$200

This text is mostly about:

- a) driving a vehicle
- b) getting a disabled permit
- c) parking rules

3.



This text is mostly about:

- a) buying a new dog
- b) cleaning up after your dog
- c) using a shovel

Understanding Vocabulary in a Text (Reading Skill Building)

Instructions

1. Look at the pictures below for words from the **City Parking Bylaws & Fines** on the next page (p. 68).
2. Talk with your partner about each picture. Ask “*What is this picture?*” and discuss the meaning of each picture.
3. Use the words and phrases in the box at the bottom of the page to label each picture. (*Instructors: see here for answers*)



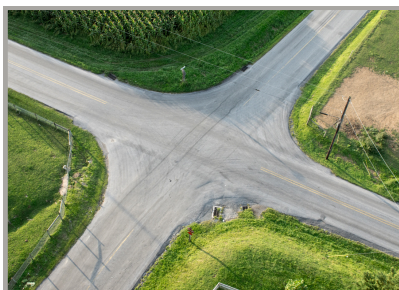
1. _____



2. _____



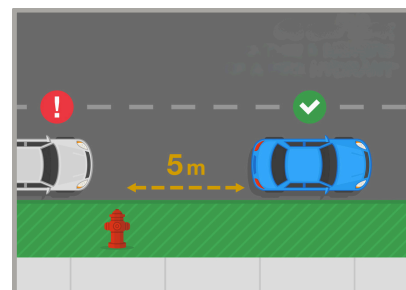
3. _____



4. _____



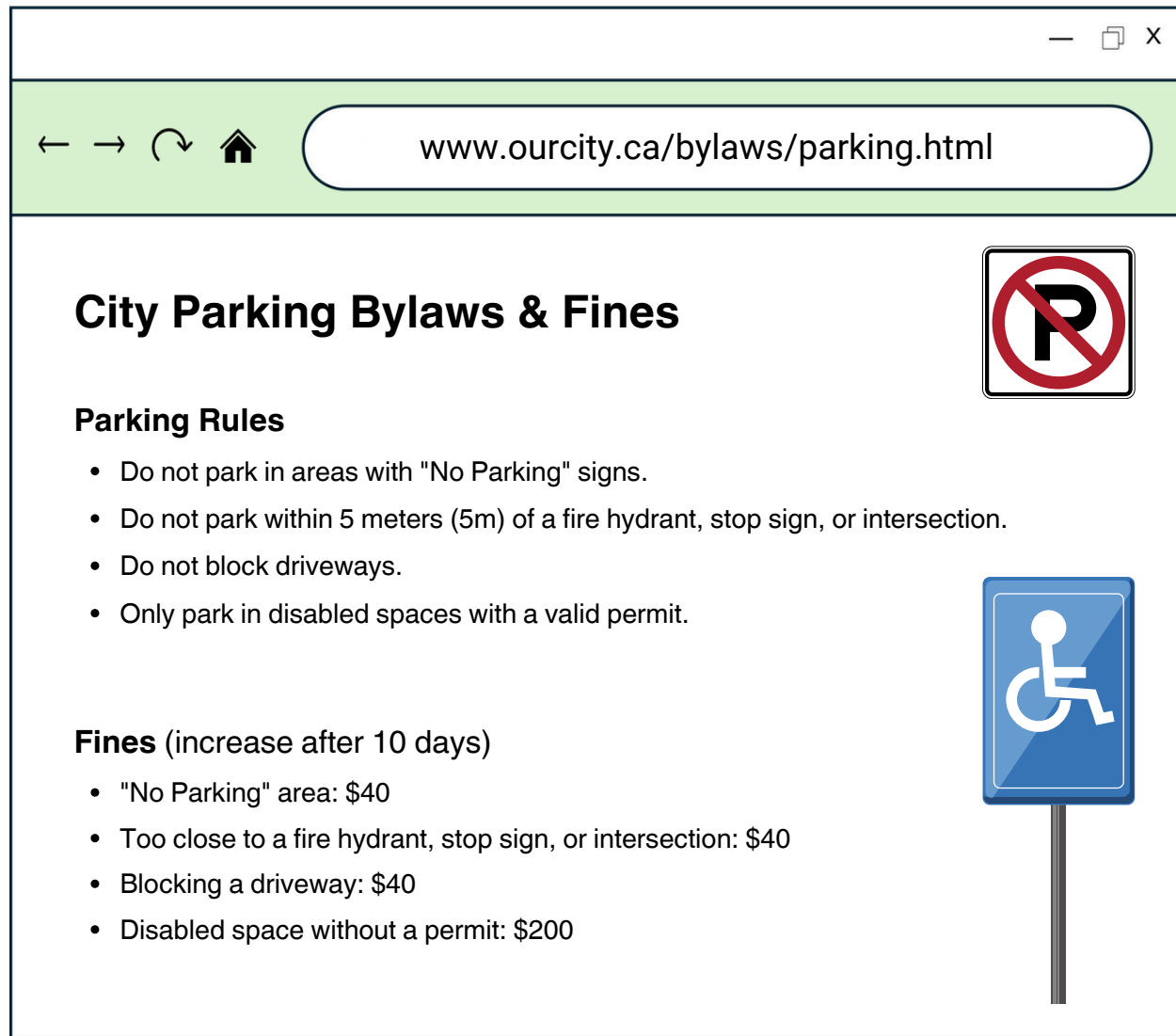
5. _____



6. _____

5 metres	driveway	fire hydrant
disabled parking space	intersection	permit





The screenshot shows a web browser window with the address bar displaying www.ourcity.ca/bylaws/parking.html. The page title is "City Parking Bylaws & Fines". To the right of the title is a "No Parking" sign (a red circle with a diagonal line over a black 'P'). Below the title is the section "Parking Rules" with a bulleted list of rules. To the right of the rules is a blue square sign with a white wheelchair symbol. Below the rules is the section "Fines (increase after 10 days)" with a bulleted list of fines.

City Parking Bylaws & Fines

Parking Rules

- Do not park in areas with "No Parking" signs.
- Do not park within 5 meters (5m) of a fire hydrant, stop sign, or intersection.
- Do not block driveways.
- Only park in disabled spaces with a valid permit.

Fines (increase after 10 days)

- "No Parking" area: \$40
- Too close to a fire hydrant, stop sign, or intersection: \$40
- Blocking a driveway: \$40
- Disabled space without a permit: \$200

Adapted from: <https://www.calgaryparking.com/tickets/bylaws-fines.html>



- An **r-controlled vowel** is when the letter “r” comes immediately after a vowel and changes the sound of the vowel.
- An r-controlled vowel can have many different sounds and can be spelled **ar, er, ir, or, ur, air, ear, ire**.
- Some examples are in the words “**car**”, “**teacher**”, “**bird**”, “**for**”, “**hurt**”, “**hair**”, “**hear**”, “**fire**”.
- Don’t worry about learning every pronunciation now. Start with some words we use in this module.

Instructions

1. Read the sentences below.
2. Underline all examples of r-controlled vowels.
The first one is done for you.
3. Scan the QR code or click [here](#) to hear each word.
4. Then practice reading the sentences with a partner.
(Instructors: see [here](#) for answers)



Community Bylaws

1. Do not park your car in front of your neighbour’s driveway.
2. Do not litter or dump garbage. Use a garbage can or take your items to the landfill instead.
3. Do not disturb other people at night with loud music or noise.
4. Make sure you cut the grass in your yard.
5. Make sure you always pay your fare before you take the train.



- **Reading for details** is reading carefully to find details or information.
- **Scanning** is a great first strategy to help you find details quickly.
- **Scanning** means looking quickly through a text to find specific information. You don't read every word. Move your eyes quickly over the page to find details like names, dates, numbers, or key words.
- You can **scan** for key words in the questions you have to answer.

How to Scan

Step 1 Read the question you want to answer. Highlight the key words in the question. For example, look at the question below.

1. **Leaving garbage in the alley is illegal dumping.**

- a) true b) false

Step 2 Now use your finger and eyes to quickly scan the text. Find the key words you highlighted. Do not start at the beginning and read every word. Look for words similar to the keywords (same word, same idea, etc.)



Illegal dumping means **leaving garbage** or household items in:

- **alleys**
- parks
- roads
- any place it should not be



- After you are finished scanning, you must **read carefully** to correctly understand the information you find.

How to Read Carefully

Step 1 Read the question again carefully. Read the answer choices under the question.

1. Leaving garbage in the alley is illegal dumping.

- a) true b) false

Step 2 Read the sentence from the text again.

Illegal dumping means leaving garbage or household items in:

- alleys
- parks
- roads
- any place it should not be

Step 3 Ask yourself: What is the best answer choice?

The question says: "Leaving garbage in the alley is illegal dumping."

The text says "Illegal dumping means leaving garbage or household items in...alleys"

These sentences have the same meaning, so we circle (a) true.

Instructions

1. Read the questions below about the text **City Parking Bylaws & Fines** on page 68.
2. Use the reading strategies **Scanning for Details** and **Reading Carefully** to help you find the answers to the questions.
3. Practice guessing the meaning of unknown words.
(Instructors: see here for answers)

1. **You can park 3 meters (3m) away from a fire hydrant.**

- a) true b) false

2. **How much is the fine for blocking a driveway?**

\$_____

3. **Everyone can park in a disabled parking space.**

- a) true b) false

4. **“Blocking a driveway” means:**

- a) parking 5 meters (5m) away from a driveway
b) parking in a driveway
c) parking in front of a driveway

5. **The fine for parking in a disabled space without a permit is \$_____.**

Comparing Simple Information (Reading Skill Building)



- Sometimes we need to look at different pieces of information and **compare** them. When we **compare**, we see how information is similar or different.

Instructions

1. Read the questions below about the text **City Parking Bylaws & Fines** on page 68.
2. Use the reading strategies **Scanning for Details** and **Reading Carefully** to help you compare and find the answers to the questions.
3. Circle the best answer for each question.
(Instructors: see here for answers)

1. Compare the different parking rules.

Which parking rule has the highest fine?

- a) parking in a “No Parking” area
- b) parking too close to an intersection
- c) parking in a disabled space without a permit

2. The lowest parking fine you might pay is:

- a) \$14
- b) \$40
- c) \$200



Strategy #3: Guessing the Meaning of Unknown Words in Context



- Sometimes we don't know the meaning of words. We can try and guess the meaning using the context (the other words in the sentence, the topic of the text, etc.)
- Look at the example sentence below from the text **City Parking Bylaws and Fines**.

Example Sentence:

Do not park in areas with "No Parking" signs.

Question

1. **What does "areas" mean?**

- a) houses
- b) places
- c) trains

Instructions

1. Read the example sentence, example question, and three (3) answer choices.
2. What do you think is the best answer? Circle it.
3. Talk with your partner about why you think your answer is correct.
4. On the next page, you will learn how to guess the meaning of new words and see the answer for the question **What does "areas" mean?**



How to Guess the Meaning of Unknown Words in Context

Step 1 Read the question you want to answer. Underline the key word in the question. For example, look at the question below.

1) What does "areas" mean?

- a) houses
- b) places
- c) trains

Step 2 Now use your finger and eyes to quickly scan the text. Find the key word you underlined in the question and circle it.

Do not park in areas with "No Parking" signs.

Step 3 Read the sentence with the keyword. You can also read sentences before or after the keyword. Guess what the word might mean.

Step 4 Look at the answer choices a, b, and c. Which choice has the same meaning as the key word?

Tip Sometimes you can replace the key word in the text with each of the answer choices to see if they fit. For example:

Do not park in houses with "No Parking" signs. ✗

Do not park in places with "No Parking" signs. ✓

Do not park in trains with "No Parking" signs. ✗

We can't park in "houses" or "trains", so "places" is the best answer.

Instructions

1. Read the text “Community Bylaws” below.
2. Then read question #1 and the three (3) answer choices on the next page.
3. Use the strategy from the previous page (p. 75). Circle the best answer.
4. Talk with your partner about why you think your answer is correct.
5. Repeat with questions #2 and #3.

(Instructors: see here for answers)

Community Bylaws

1. Do not park your car in front of your neighbour’s driveway.
2. Do not litter or dump garbage. Use a garbage can or take your items to the landfill instead.
3. Do not disturb other people at night with loud music or noise.
4. Make sure you cut the grass in your yard.
5. Make sure you always pay your fare before you take the train.

1. **“Litter” means:**

- a) put garbage in a can
- b) recycle items
- c) throw garbage on the ground

2. **“Landfill” means:**

- a) a place to buy a garbage can
- b) a place to take garbage
- c) a place to make noise

3. **“Disturb” means:**

- a) be quiet
- b) bother people
- c) make people happy

Vocabulary Review (Reading Skill Building)

Instructions

1. Read the words in the table below.
2. Explain each word or phrase to a partner.
If you don't understand a word, ask your partner *"What does this word mean?"*.
3. If you and your partner both don't understand, ask your teacher.
4. Check the box beside the word or phrase **after** you are sure you understand it.

bylaw <input type="checkbox"/>	loud music <input type="checkbox"/>	intersection <input type="checkbox"/>
311 <input type="checkbox"/>	disabled <input type="checkbox"/>	fare evasion <input type="checkbox"/>
noise <input type="checkbox"/>	dog waste <input type="checkbox"/>	clear snow <input type="checkbox"/>
finer <input type="checkbox"/>	purpose <input type="checkbox"/>	household items <input type="checkbox"/>



Blank Page

Blank Page



Name: _____

Date: _____

Instructions

1. Read the information about bylaws below
2. Answer the questions on the next two (2) pages (p. 80 and 81.)
(Instructors: see here for answers)

Snow Shovelling Bylaw



Our city has rules to keep our sidewalks safe in winter.

Duties

- You must clear snow and ice from sidewalks in front of or next to your house.
- You must clear snow within 24 hours after it stops snowing.
- Clear a path at least 1.5 meters wide on the sidewalk.



Fines and Charges

- When sidewalks are not cleared, the City may:
 1. charge you \$150 for snow removal
 2. fine you \$250-\$750 for not clearing the snow and ice

Adapted from: <https://www.calgary.ca/bylaws/snow-shovelling.html> and <https://www.calgary.ca/bylaws/snow-ice.html>



Blank Page

Blank Page

Skill-Using Task

Reading Information about Bylaws

4 - Comprehending Information



Questions

1. **What type of text is this?**

- a) a pamphlet
- b) a web page
- c) an email

2. **You must shovel within _____ after it stops snowing.**

- a) 1 hour
- b) 2 hours
- c) 24 hours

3. **“Clear snow” means:**

- a) play in the snow.
- b) remove snow.
- c) walk in the snow.

4. **“charge you \$150” means:**

- a) ask you to pay \$150
- b) give you \$150
- c) send you \$150 in the mail



Blank Page

Blank Page

Skill-Using Task

Reading Information about Bylaws

4 - Comprehending Information



5. **When you don't shovel the sidewalk, the city may:** (check ☒ all that apply)

- a) build a sidewalk ☐
- b) call 311 ☐
- c) charge you for snow removal ☐
- d) make you pay a fine ☐

6. **The lowest fine you may pay is:**

- a) \$100
- b) \$250
- c) \$750

7. **Why does the city have a snow shovelling bylaw?**

- a) to charge you money
- b) to make sidewalks safe
- c) to sell more shovels



Blank Page

Blank Page

Instructions

1. Read the note to a neighbour below.
2. Then talk about the four (4) questions below as a class.
(Instructors: see here for answers)

Jan. 24th, 2025

Hello neighbour,

I hope you are doing well. The sidewalk in front of your house is full of snow again. Could you shovel the sidewalk, please?

My daughter had to walk in the street and it is dangerous.

Thank you,

Your neighbour Lan

House #46

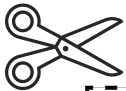
- 1 **What is the note about? What is the problem?**
- 2 **Who is the note to?**
- 3 **Who is the note from?**
- 4 **Why do you think Lan wrote a note to their neighbour instead of speaking to them? Where could Lan put the note?**

Blank Page

Blank Page

Instructions

1. First, cut out the sentences below from the note on the previous page (p. 82).
2. Read the sentences together with a partner.
3. Together with your partner, put the sentences in the correct order for a note.
4. **Do not** look at the previous page (p. 82).
5. Talk with your partner about why you chose this order. Then check the note on the previous page to see the correct order.



House #46

I hope you are doing well.

Thank you,

Could you shovel the sidewalk, please?

Your neighbour Lan

Hello neighbour,

My daughter had to walk in the street and it is dangerous.

The sidewalk in front of your house is full of snow again.

Blank Page

Blank Page

Writing a Note: Openings (Writing Skill Building)



- An **opening** is a very important part of a note, letter, or email message
- WHAT: An **opening** is the first part of a note or message, (ex. saying "Hello" and "How are you?"). It can be one word "Hello" or multiple sentences or phrases.
- WHY: It is polite and shows that you care about the person you are writing to.



- A **closing** is also very important.
- WHAT: A **closing** is the last part of a note or message, (ex. saying "Thank you" or "Kind regards"). It can be one word "Thanks", or multiple phrases. After the closing, write your name. You can also write your house number.
- WHY: It is a polite and respectful way to finish a message.

Instructions

1. Re-read the note from page 79 below.
 2. Draw a **circle** the opening(s).
 3. Draw a **box** around the closing(s).
- (Instructors: see here for answers)

Jan. 24th, 2025

Hello neighbour,

I hope you are doing well. The sidewalk in front of your house is full of snow again. Could you shovel the sidewalk, please?

My daughter had to walk in the street and it is dangerous.

Thank you,

Your neighbour Lan

House #46



Identifying Openings and Closings (Writing Skill Building)

Instructions

1. Read the phrases in the table below.
2. If the phrase is an opening, write an "O" in the blank.
3. If the phrase is a closing, write a "C".
4. The first two (2) are done for you.

(Instructors: see here for answers)

1. Have a great day,	<u> C </u>
2. I hope you are doing well.	<u> O </u>
3. Hello neighbour,	<u> </u>
4. Thank you,	<u> </u>
5. Kind regards,	<u> </u>
6. Dear neighbour,	<u> </u>
7. Many thanks,	<u> </u>
8. Respectfully,	<u> </u>
9. Good morning,	<u> </u>



Instructions

1. The note below is missing an **opening**, **closing**, **date**, and a **name**.
2. Read the note and choose an appropriate opening and closing from the previous page (p. 85)
3. Write the opening, closing, date, and your name in the correct blanks in the note.
4. Think about why you chose these openings and closings. What are some other opening and closing phrases that you can use? Talk as a class.
(Instructors: see here for answers)

The music from your apartment was loud last night. I
couldn't sleep. This is not the first time. Can you turn the
music down after 10 p.m., please?

Apartment #209

Spelling R-Controlled Vowels (Writing Skill Building)



- An **r-controlled vowel** is when the letter “r” comes after a vowel and changes the sound of the vowel.
- A r-controlled vowel can have many different sounds and can be spelled **ar, er, ir, or, ur, air, ear, ire**.
- Some examples are in the words “**cart**”, “**teacher**”, “**bird**”, “**for**”, “**hurt**”, “**hair**”, “**hear**”, “**fire**”.
- Each spelling can be pronounced different ways.

Instructions

1. Read the sentences below.
2. The words with blanks have r-controlled vowels.
3. Talk with your partner: “What are these words?” “How do you spell the missing vowel sounds?”
4. Spell the missing vowel sounds. Guess if you are not sure.
(Instructors: see here for answers)

1. Dear neighb_____
2. Can you not p_____k your c_____ in my driveway please?
3. Can you t_____n down the music please?
4. Y_____ grass is v_____y long.
5. Your dog pooped in my y_____d.
6. This is not the f_____st time.
7. Kind reg_____ds,



Describing the Problem (Writing Skill Building)



- Before you ask your neighbour to do something, you need to write what the problem is.
- Look at the example below.



The sidewalk in front of your house is full of snow again.

Instructions

1. Look at the pictures below and on the next page (p. 89).
 2. Read the two sentences beside each picture.
 3. Circle the sentence that matches the picture.
- (Instructors: see here for answers)*

1.



- Someone was smoking on the balcony.
- Someone was sitting on the balcony.

2.



- The music was very nice last night.
- The music was very loud last night.

3.



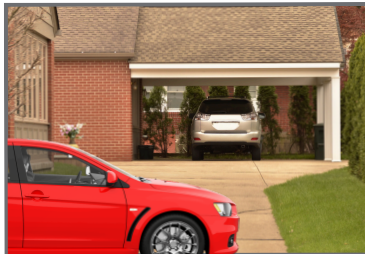
- I saw your dog poop on my grass.
- I saw your dog sleep on my grass.

4.



- Your grass is very short.
- Your grass is very long.

5.



- Your car is parked in your driveway.
- Your car is parked in front of my driveway.

Instructions

1. The note below is missing a sentence describing the problem.
2. Look at the picture of the problem.
3. Write a sentence to describe the problem in the blank.
4. Repeat with the note on the next page.

(Instructors: see here for answers)

Hi Gurpreet,

I hope you are doing well. _____

_____.

I can't get out. Can you please move your car, please?

Thank you,

Mohammad

House #1406



Hi Adam,

We hope you are doing well.

We couldn't sleep. Can you turn the music down next time,
please?

Kind regards,

Sara and Jim

Apartment #303



Writing Request Sentences (Writing Skill Building)



- A request sentence asks someone to do something.
- Start sentences with REQUEST WORDS. For example, “Can you...” or “Could you...”.
- Remember to write what you want the person to do (ACTION PHRASE).
- Always write “please”.
- Don’t forget to write a question mark (?) at the end of the sentence.
- Look at the example sentences below.

**Request
Words**

+

Action Phrase

+

Please

Could you

clear the sidewalk,

please?

Can you

turn the music down,

please?

Could you

clean up your dog’s waste,

please?

Can you

move your car,

please?

Can you

not

park in my driveway,

please?



Request Sentences: Word Order (Writing Skill Building)

Instructions

1. Read the phrases in the mixed-up sentences below.
2. Re-write the sentences in the correct order on the line below each sentence.
3. Make sure to use correct capital letters and punctuation.
(Instructors: see here for answers)

Ex. **please / could you / clean up after your dog**

Could you clean up after your dog, please?

1. **shovel the sidewalk / please / can you**

2. **please / turn the music down / could you**

3. **can you / please / move your car**

4. **not smoke on the balcony / could you / please**



Request Sentences: Filling the Gaps (Writing Skill Building)

Instructions

1. Listen to your teacher read each sentence from the list here.
2. Fill in the blanks using the words you hear.
3. Add a question mark for each request.

Ex. Could you shovel the sidewalk, please ?

1. _____ you clean up your dog's waste, please ____
2. Can you turn the _____ down, please ____
3. Could you _____ your car, please ____
4. Could you cut _____ grass, please ____
5. Can you not _____ on the balcony, please ____



Writing Request Sentences: Practice (Writing Skill Building)

Instructions

1. Look at the pictures of problems below.
2. Write a request sentence for a neighbour in the blank beside each picture.
(Instructors: see here for answers)

Ex.



Could you cut your grass, please?

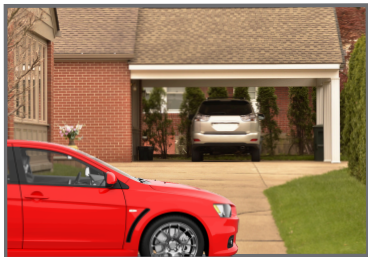
1.



2.



3.



4.



5.





- A **paragraph** is a group of 3-5 sentences.
- One sentence is usually about **the main idea**.
- The other sentences support the main idea with **details**.
- Don't write sentences that are not about the topic.
- Look at the example below.

Jan. 24th, 2025

Hello neighbour,

I hope you are doing well. The sidewalk in front of your house is full of snow again. Could you shovel the sidewalk, please?

My daughter had to walk in the street and it is dangerous.

Thank you,

Your neighbour Lan

House #46

- The **main idea** is a request to shovel snow on the sidewalk.
- The other sentences provide **details** (the sidewalk is full of snow, the daughter had to walk in the street), and an opening and closing.
- All **details** support the **main idea** (a request to shovel the snow on the sidewalk).

Instructions

1. Read the note below.
2. One sentence does not fit the main idea.
3. ~~Cross out~~ the sentence that doesn't fit.
4. Repeat with each note on the next page.

(Instructors: see here for answers)

June. 12

Dear neighbour,

I hope you are doing well. The music from your apartment was very loud last night. I couldn't sleep. I had breakfast this morning. Can you please turn it down next time?

Kind regards,

Ahmad

Apartment #405

Sept. 23rd

Hello Jon,

I saw your dog poop in my yard this morning.

This is not the first time. I don't have a dog.

Can you pick up your dog's waste please?

Kind regards,

Katrina

House #203

Aug. 5th

Hi neighbours,

I hope you both are doing okay. Tommorrow will be sunny. Your children left some toys and bicycles on the sidewalk. Can you put the toys and bicycles away please?

Thank you,

Zahra

House #1423

Strategy #1: Using a Word Box



- When you write sentences, you can use words and phrases from example sentences or from a **word box** to help you.
- A **word box** can help you choose and spell words correctly.
- Below is an example word box.

Hello	please	can	vehicle
three times	driveway	move	Kind regards,

Instructions

1. Your neighbour parked in front of your driveway three times this week.
2. Read the words and phrases in the box above and circle the words you might use in a note to your neighbour.
3. ~~Cross out~~ the words and phrases you would not use.
4. Then use the words and phrases you chose to write a note on the next page (p. 101).
5. After you are finished the note, ask your teacher to check your note.



A large yellow rectangular box with horizontal lines, resembling a notepad or word box. It has a folded corner at the bottom right. The box is empty and intended for writing.

Instructions

- 1. Your neighbour has been smoking on the balcony next to your apartment.
- 2. Think of eight (8) words or phrases you want to use to write a note about this problem.
- 3. Write these words and phrases in the table below.
- 4. Tell your partner about the words you chose. Talk about why you chose these words. Then use the words and phrases to write a note to your neighbour.
- 5. After you are finished the note, ask your teacher to check your note.

- When you write a text (such as a note or email) in English, you can use a **checklist** to help you.
- A checklist helps you make sure you write important information.

How to Use a Checklist

1. **Read all of the items in the checklist.** Ask a partner (or your teacher) if you don't understand any items in the checklist.
2. **Write your message.** Make sure to include all of the items in the checklist.
3. **Read your message.**
4. **Read each item in the checklist again** and make sure you have this item in your message. If you do, **check the box** ☒ side the item in the checklist.



Instructions

1. Use the checklist below to check the note on the next page (p. 105).
2. Put a checkmark ☒ beside each item that is in the note.
3. Put an ☐ for items not in the note.
4. Talk together with a partner: "Are there any items from the checklist missing in the note?" "Which ones?"
(Instructors: see here for answers)

Writing A Note to a Neighbour Checklist

1. 4-5 sentences or a short paragraph ☐
2. the date ☐
3. an opening ☐
4. describe the problem ☐
5. make a request to fix the problem ☐
6. a closing and your name ☐

Jan. 24th

Dear neighbour,
I hope you are doing well. The music from your
apartment was loud last night. I couldn't sleep.
This is not the first time.

Spelling Words and Phrases in a Note (Writing Skill Building)

Instructions

1. Listen to your teacher some read words and phrases for writing a note.
2. You will hear each word or phrase three (3) times.
3. Try to spell each word or phrase.
4. After you are finished, check with your partner.

(Instructors: see here for answers)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



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Blank Page

Skill-Using Task: Writing a Note to a Neighbour

1 - Interacting With Others



Name: _____

Date: _____

Instructions

1. Your neighbour Jamie has a dog. Today Jamie's dog went to the bathroom (pooped) on your lawn again. This is not the first time. Today you stepped in the dog's waste. You don't have Jamie's phone number. You decide to write a note.
2. Write a note to Jamie and ask them to clean up their dog's waste. Use some of the words and phrases in the box below to help you.
3. After you are finished, complete the checklist on the next page. Ask your teacher to check your note. (*Instructors: see here for answers*)

Dear	please	could	step in
Kind regards,	dog's waste	clean up	parking

A large yellow notepad with horizontal lines for writing a note. The notepad has a folded corner at the bottom right.



Blank Page

Blank Page



Name: _____

Writing A Note to a Neighbour Checklist

1. I wrote a few sentences (CLB 3L). ☐

I wrote a short paragraph (CLB 4L). ☐

2. I wrote the date. ☐

3. I wrote an opening. ☐

4. I described the problem. ☐

5. I made a request to fix the problem. ☐

6. I wrote a closing and my name. ☐

7. I used some words and phrases from the box on p. 104. ☐

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Instructions

1. Read the sentences below.
2. Circle "Yes" or "No" for sentences 1-5 and write your answers for 6-7.

1. I can name five (5) community problems and bylaws. Yes No

2. I can listen and understand conversations about community problems and bylaws. Yes No

3. I can speak to a neighbour about a community problem. Yes No

4. I can read simple information about bylaws. Yes No

5. I can write a note to a neighbour about a community problem. Yes No

6. The most important thing I learned was _____
_____.

7. Five (5) new words I learned are:

- _____
- _____
- _____

- _____
- _____





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