



# Preview – Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

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# Google Slides Lessons Preview





# Ontario Language Curriculum Composition (Writing) – Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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

#### LEARNING GOAL

We are learning to **add details** about **who, what, when, where, why, and how** to a sentence, so we can **make our sentences longer and more interesting**.

#### Matching: Sentence Details

Match each detail to the correct question to make the sentence longer and more interesting, then trace the complete sentence below.

Who?	
What?	
Where?	
When?	
Why?	
How?	

Drag the information to the right row.

at lunchtime  
quickly and happily  
Ben  
in the kitchen  
ate a sandwich  
to fill his empty stomach

Ben ate a sandwich in the kitchen at lunchtime to  
fill his empty stomach quickly and happily.

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

#### Writing Descriptive Sentences













Write sentences about the pictures below. Be as descriptive as you can!





# Ontario Language Curriculum Composition (Writing) – Grade 1

## Alphabet Tracing - W







# Ontario Language Curriculum Composition (Writing) – Grade 1

## Engaging Topic Sentences

Draw a line matching the topic sentence with its correct original version.

### Original Version

Asking a Question

Using an Exclamation

Making a Bold Statement

Adding an Interesting Fact

### Topic Sentences

Penguins are amazing birds.

What do penguins eat in the wild?

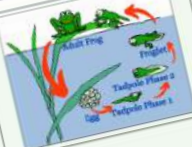
Penguins can hold their breath for over 20 minutes.

Wow! Penguins can swim really fast!



## Matching: Text Forms

Drag each text form name to the matching example picture or sentence.



Letter

Poem

Story

List

Instructions

Report

## Complete the Story - Pick the Best Ending

At the start of each story, drag the image and the sentence of the best ending.



Ella was walking to the park with her new red hat.



A strong wind blew, and her hat flew away.



Jack was walking with glass of orange juice.



He spilled his juice and slipped.



She found it stuck in a tree.



It turned into a magic bird.



She bought an ice cream.



He cleaned it up with a towel.



He put on his shoes and went outside.



The juice turned into a tiny orange fish.



# Workbook Preview



# Grade 1 – Language

## A. Literacy Connections and Applications

Throughout Grade 1, in connection with the learning in strands B to D, students will:



	Curriculum Expectations – Overall Expectations	Pages
A1	<u>Transferable Skills</u>	
	<b>Preview of 130 pages from this product that contains 391 pages total.</b>	
A2	<u>Digital Media Literacy</u> Demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	103, – 203, 230 – 254 215 – 216, 263 – 265
A3	<u>Applications, Connections, and Contributions</u> Apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations	227 – 229, 265 – 266, 272 – 280



# Grade 1 – Language



## D1. Developing Ideas and Organizing Content

	Curriculum Expectations – Specific Expectations	Pages
<b>D1.1</b>	<u>Purpose and audience</u> Identify the purpose, and audience for various texts and how to create	111 – 112, 151 – 158, 165, 171 – 174, 190 – 191, 217 – 218
<b>D1.2</b>	<u>Developing ideas</u> Generate ideas for writing on various topics, using simple strategies and drawing on resources, including their own lives and experiences, and learning from other subject areas	62 – 74, 77 – 78, 92 – 96, 104 – 108, 113, 171 – 174, 181 – 189, 192 – 198, 211 – 214, 219 – 221, 227 – 227, 234 – 237, 243 – 246, 253 – 254, 267 – 269, 275 – 276, 279 – 280
<b>D1.3</b>	<u>Research</u> Gather information and content relevant to a topic or issue from a single source	215 – 216, 243 – 245, 255 – 256, 259 – 260, 266 – 266, 283 – 285
<b>D1.4</b>	<u>Organizing content</u> Sort and sequence ideas and information, taking into account the text form and genre to be used	136, 139 – 140, 151 – 153, 160 – 162, 178 – 179, 200, 207 – 208, 222 – 227, 233, 239, 242, 250 – 252, 255 – 256, 259 – 260, 270 – 274, 277 – 278
<b>D1.5</b>	<u>Reflecting on learning</u> Identify the strategies that helped them to develop ideas for texts	75 – 76, 103, 110, 114 – 116, 150, 159, 164, 170, 177, 200, 232, 241, 249, 281 – 282, 288

# Grade 1 – Language

## D2. Creating Texts



	Curriculum Expectations – Specific Expectations	Pages
D2.1	<u>Producing drafts</u> Draft, edit, and produce simple texts of various forms and genres, including personal narratives, persuasive texts, and informational texts, using a variety of media, tools, and technologies	137 – 138, 143 – 145, 160 – 162, 171 – 174, 180, 196 – 199, 228 – 229, 239, 247, 257 – 258, 261 – 262, 283 – 285
D2.2	<u>Printing</u> Print letters and words with appropriate information patterns, size, placement, and spacing	10 – 61, 104 – 108, 228 – 229, 240
D2.3	<u>Voice</u> Demonstrate a personal voice in their texts, with a focus on using words that express their thoughts, feelings, and opinions about the topic	121, 154 – 158, 165 – 169
D2.4	<u>Point of view</u> Identify the point of view, including first person, used in their texts	196 – 198, 200, 209 – 210
D2.5	<u>Editing and proofreading</u> Make simple edits to draft texts, such as changes to capitalization, punctuation, and spelling	202 – 203



# Grade 1 – Language

## D3. Publishing, Presenting, and Reflecting

	Curriculum Expectations – Specific Expectations	Pages
D3.1	<u>Preparing final texts</u> Prepare final texts, using simple techniques, to achieve intended purposes	109, 146 – 148, 163, 176, 204 – 205, 240, 248, 286 – 287
D3.2	<u>Publishing and presenting</u> Present the texts to create an appropriate presentation, using appropriate strategies, including by using appropriate media	146 – 149, 202 – 203, 209 – 210, 230 – 231
D3.3	<u>Reflecting on learning</u> Identify a strategy they found helpful when preparing texts	75 – 76, 110, 114 – 115, 164, 177, 232, 241, 249, 288



# Composition: Expressing Ideas and Creating Texts

## Long Range Plan

### **Block 1: Letter and Word Printing**

- Print letters and words with appropriate formation patterns, size, placement, and spacing.

### **Block 2: Sentence Writing**

- How to write a sentence
- Improving our sentences: from simple to descriptive sentences
- Jumbled sentences
- Write in different places
- Picture prompts

### **Block 3: Paragraph Writing**

- How to write a paragraph (focus on 1 main idea). Picture prompts.
- Topic and conclusion sentences
- Writing and publishing paragraphs

### **Block 4 – Introduction to Text Forms**

- Exploring different text forms
- Brainstorming activities to generate ideas
- Mind map / 4 corner brainstorming

### **Block 5: Procedural Writing - Instructions**

- Writing instructions for simple tasks
- Sequencing the order of instructions
- Writing and publishing instructions

### **Block 6: Letter Writing**

- Formal versus informal letters
- Identifying voice in writing: reading our audience
- Writing and publishing formal and informal letters

### **Block 7: Personal Narratives Writing**

- Setting and characters (family, friends, etc.)
- Feeling and emotions
- Beginning and ending
- Writing and publishing personal narratives

### **Block 8: Opinion Writing and Persuasive Writing**

- Debating different topics
- Fact or fiction: which is more persuasive
- Researching: Finding facts to be persuasive
- Writing and publishing opinion texts

### **Block 9: Poetry**

- Acrostic, Haiku, and Limerick poems
- Rhyming words and syllables
- Writing and publishing poems

### **Block 10: Report Writing**

- Researching: trustworthy sources
- Structure of reports (headings)
- Writing and publishing reports

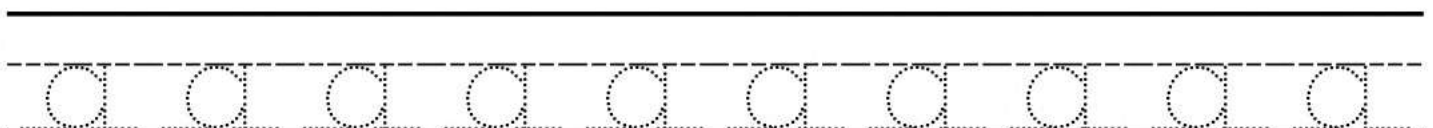
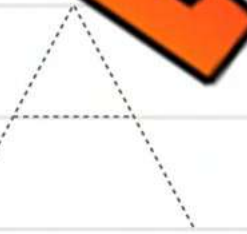
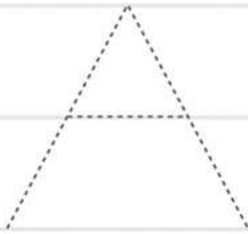
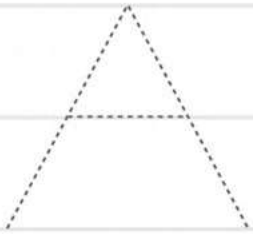
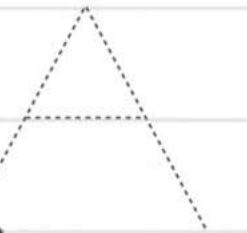
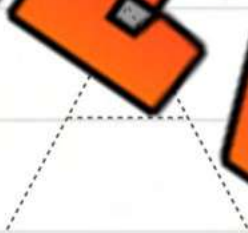
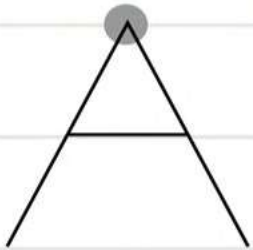
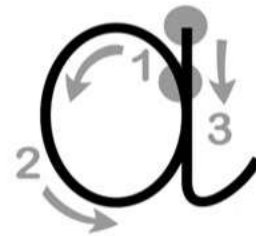
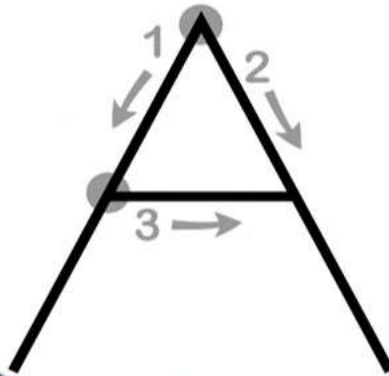


Name: \_\_\_\_\_

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Curriculum Connection  
D2.2

## Alphabet Tracing - A



## Tracing Writing Activities

**Practice**

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

I am a happy student.

The cat is on the mat.

We love our big house!

My mom cooks food.

**PREVIEW**

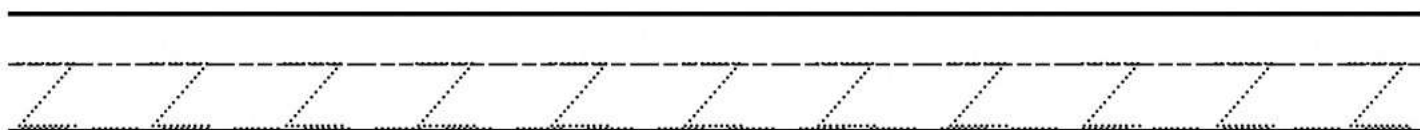
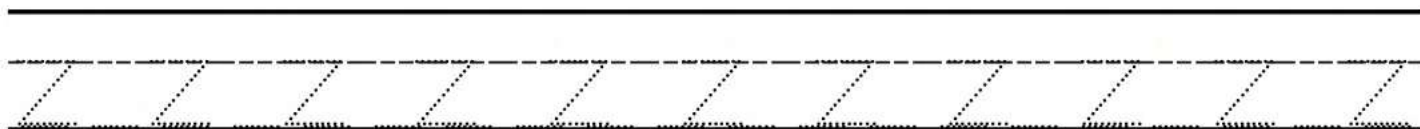
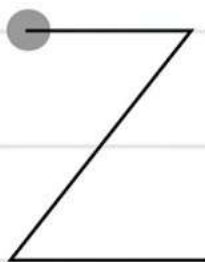
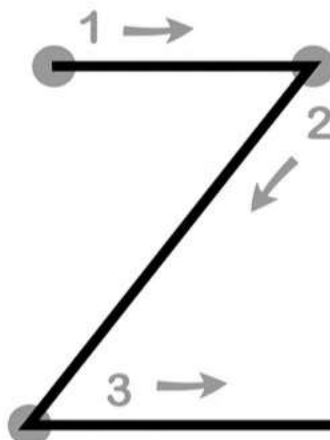


Name: \_\_\_\_\_

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Curriculum Connection  
D2.2

## Alphabet Tracing - Z



## Tracing Writing Activities

**Practice**

Trace the sentences and then write them on your own below

Zebras live in the zoo.

Open your zipper jacket.

The car zoomed.

Eating zucchini is good.

**PREVIEW**

## Writing Descriptive Sentences

When you write a descriptive sentence, you make a picture with words. Here's how:

- 1) Adjective - This word describes something. Like 'fluffy' cat or 'blue' sky.
- 2) Noun - This is the name of a person, place, or thing. Like 'dog', 'park', or 'ball'.
- 3) Verb - This word shows action. Like 'run', 'jump', or 'eat'.
- 4) Where - This tells us the place. Like 'in the park' or 'under the bed'.
- 5) When - This tells us the time. Like 'in the morning' or 'after school'.

So, if you use these words, your sentence can be: "The fluffy cat jumped in the morning." This helps your reader see and hear your story.



### Directions

Use the format provided to write a sentence about each teacher. Mix up which parts you use.

Adjectives	Noun	Where	When
Tall	Teacher	Starts reading a story	Yesterday
Calm		Claps their hands	On the last day of school
Old		Was singing	This morning

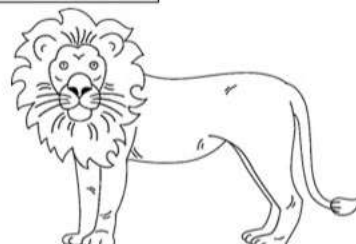
### Draw Picture



## Writing Descriptive Sentences

### Directions

Use the options below about the lion to write a sentence. Draw it afterwards.



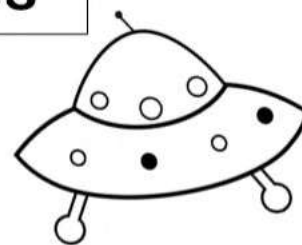
Adjectives (Describing words)	Noun	Verb (What could the lion be doing?)	Where	When
Yellow		Roared loudly at me	In the zoo	This afternoon
		Was growling at me	In the field	Last night
Loud		Started chasing me	In the water	All day

**PREVIEW**

## Writing Descriptive Sentences

### Directions

Write 2 options for the picture. Then use your ideas to write one sentence.



Adjectives (Describing words)	Noun	Verb (What could the spaceship be doing?)	Where	When
	Spa			

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Picture</p>
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Name: \_\_\_\_\_

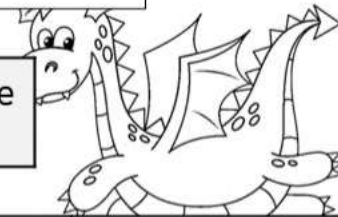
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Curriculum Connection  
D1.2

## Writing Descriptive Sentences

### Directions

Write 3 options for the picture. Then use them to write a paragraph of sentences that describes the dragon.



Adjectives	Noun	Verb	Where	When

Paragraph – Put the Sentences Together

Handwriting practice lines for the paragraph section, consisting of multiple sets of solid top and bottom lines with a dashed middle line.

## Jumbled Sentences

**Directions**

Put the words in the correct order

**1. dog catches stick the The**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. toys Please, away for**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. a student chair on The sat**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Activity – Improving Sentences

To make a sentence longer and better, you can add details. Here's how:

- **Who:** Tells us about the person or thing.
- **What:** Tells more about the action or thing.
- **When:** Tells the time.
- **Where:** Tells the place.
- **Why:** Tells the reason.
- **How:** Tells the way something is done.



### Directions

Use the sentence below that uses in the information in the table

Example: Jimmy Jumped.	
Who?	Jimmy
What?	Jumped over the fence
Where?	In the garden
When?	Yesterday
Why?	To play with friends
How?	Quickly

### Sentence

Jimmy jumped quickly over the fence in  
the garden yesterday to play with friends.



**Directions**

Fill in the table and then write your sentence at the bottom

**Boring Sentence: I Swam**

Who?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Activity: Sentence Construction Challenge

## Objective

What are we learning more about?

Students will work together to make fun sentences using provided prompts while focusing on the order and combination of words.



Instructions: How do we complete the activity?

- 1) Introduction: Explain to students that they will be creating sentences using specific prompts. Provide the order of the words and how they fit together.
- 2) Display the Prompts: On the next page, there is a table displaying the prompts.
- 3) Group Work: Divide the students into groups. Ask each group to refer to the table of prompts and choose words to use in their sentences.
- 4) Sentence Creation: Challenge each group to create descriptive sentences using the prompts from the table. They can't reuse words and must use all the words provided. They should write these sentences down on this page.

For example, they might come up with:

- "The shiny apple dances in the garden in the fall."
- "The tall clown hops near the river during the day."

- 5) Share & Discuss: Have each group present their sentences to the class.
- 6) Reflection: After all groups have presented, discuss as a class. Which sentences stood out and why? How did the order of words affect the meaning of the sentence? What was challenging about not reusing words?



Name: \_\_\_\_\_

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Curriculum Connection  
D1.5, D3.3

Adjectives	Nouns	Verbs	Where	When
shiny	rabbit	melts	at the circus	in the fall
tall	snow	dances	in the sky	during the day
cute	apple	shines	near the river	on the weekend
funny	clown	hops	in the garden	all year

Sentences

Write 2 different sentences using the words above

**PREVIEW**

## Writing Descriptive Sentences

**Directions**

Write a sentence about each of the pictures below. Be as descriptive as you can!

**Sentence 1**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sentence 2**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Exploring the Structure of Paragraphs

## What's Inside a Paragraph?

A **paragraph** is like a small story. It talks about one thing. It has three parts: a beginning, a middle, and an end.



### Beginning: Topic Sentence

- ☐ This is the first sentence. It tells you what the paragraph is about.

*Example: "I love going to the zoo."*

### Middle: Details

- ☐ These are the middle sentences. They give more information.

*Example: "I like seeing the lions. They roar loudly!"*

### End: Closing Sentence

- ☐ This is the last sentence. It wraps up the story.

*Example: "The zoo is my favourite place!"*





## Exploring the Structure of Paragraphs

Topic  
Sentence

The paragraphs have one detail and a closing, but no topic sentence.  
Write a good topic sentence. **Tip:** use the conclusion to help you!

Topic  
Sentence

She purrs when I pet her. A cat with whiskers is a happy cat.

Topic  
Sentence

They are juicy and sweet when I take a bite. I feel happy when I eat an apple.

Topic  
Sentence

It shines bright in the sky during the day. The sun makes the day happy.

# Exploring the Structure of Paragraphs

**Hooks**

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

**Boring Version**

The playground is where we play.

Your Version

**Boring Version**

The stars are beautiful.

Your Version

**Boring Version**

We went to the beach.

Your Version

## Writing Engaging Topic Sentences

**Asking a Question:** Start with a question This makes people curious to read more.

*Example: "Do you know how bees make honey?"*



**Using an Exclamation:** Use an exclamation to show something exciting.

*Example: Wow, stars are so bright at night!*

**Making a Bold Statement:** Use big words to make your idea.

*Example: "Apples are the best fruit ever!"*

**Adding an Interesting Fact:** Use a cool fact to make your paragraph interesting.

*Example: "Elephants can smell water from miles away."*



## Writing Engaging Topic Sentences

**Hooks**

Draw a line matching the topic sentence with its correct original version.

**Original Version**

g a qu

Using an Exclamation

Making a Bold  
Statement

Adding an Interesting  
Fact

**Topic Sentences**

Kangaroos are the  
best jumpers in the  
world.

Did you know  
kangaroos can't walk  
backward.

What do kangaroos  
keep in their pouches?

Look at that kangaroo  
jump!



## Quality Topic Sentences

**Think**

Circle which topic sentence you think is best.

**1) The wheels on my toy car spin fast. Playing with my toy car is fun.**

a) I have a car.

b) My dad likes cars.

c) My school has a car.

**Draw It**

**2) Max loves to wag his tail. Max's favorite food is apples.**

a) Apples are red.

b) My dog is called Max.

c) I like to read.

**Draw It**

**3) Grandma adds chocolate chips to the cookies. Grandma's cookies are the best.**

a) Spiders have eight legs.

b) Cookies are sweet.

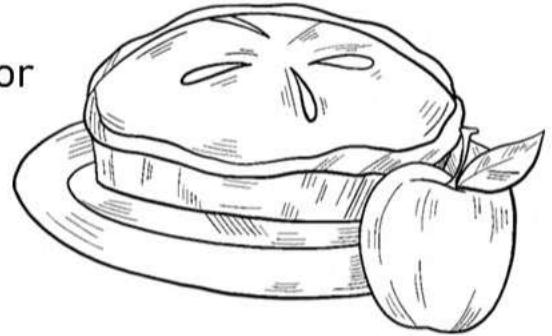
c) My grandma bakes cookies.

**Draw It**

## Crafting Perfect Paragraphs

### Let's Talk About Paragraphs!

When we write, paragraphs are like boxes for our ideas. Each box helps you keep your thoughts neat and tidy.



When we write a paragraph, we start with a main idea. In each paragraph, we add details to our main idea. For example, if your main idea is "My horse is awesome," you'll explain why it is awesome, how it looks, and what you like about riding it.

### Check These Out:

- Main Idea: "Apples are tasty."
- Details: They are crunchy, sweet, and make great pies.
- Main Idea: "Books are fun."
- Details: You can learn new things, go on adventures, and even laugh out loud.

### How to Build Great Paragraphs:

- **Start with Topic Sentence:** This tells what you're going to talk about.
- **Add Fun Details:** These make your story more exciting.
- **End with a Wrap-Up Sentence:** This is like putting the lid on a toy box.



# Crafting Perfect Paragraphs

**Supporting Details**

Follow the instructions below

**1) Draw or write 4 things you like to play outside in the winter.**


**2) Choose your 2 favourite things about winter. They will be your supporting details. Write 1 sentence about each one.**

Topic Sentence	Winter is a great season for playing outside.
Supporting Detail # 1	<hr/> <hr/> <hr/> <hr/> <hr/>
Supporting Detail # 2	<hr/> <hr/> <hr/> <hr/> <hr/>

# Crafting Perfect Paragraphs



Supporting Details

Follow the instructions below

1) Draw or write 4 things you like to do in the summer.

2) Choose your 2 favorite things you like to do in the summer. They will be your supporting details. Write 1 sentence for each one.

Topic  
Sentence

The summer is the best season to have fun!

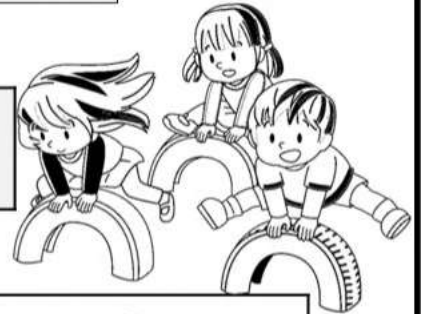
Supporting  
Detail # 1

Supporting  
Detail # 2

## Crafting Perfect Paragraphs

### Supporting Details

Fill in the 3 missing supporting details  
about the topic sentence below.



Topic  
Sentence

The park is a great place to spend a sunny afternoon  
having fun.

1. You can build \_\_\_\_\_ in the park.

2. The \_\_\_\_\_

is great fun to climb on.

3. You can have a picnic and eat yummy \_\_\_\_\_ and

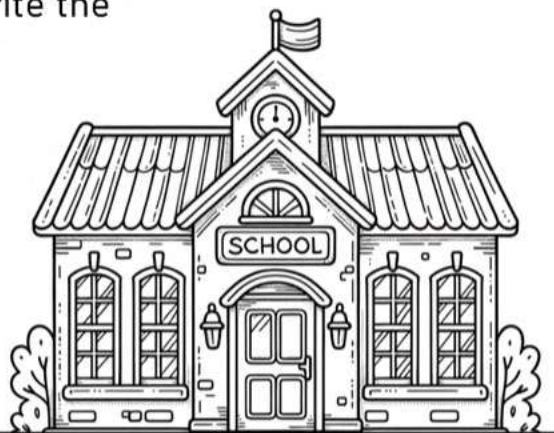


## Supporting Details

Our supporting details talk about the main idea of our paragraph. Once we have a main idea, we write our topic sentence. Then we write the supporting details that explain our topic sentence.

### Example

- Main Idea: School is fun
- Supporting Detail: I like to learn.
- Supporting Detail: I see my friends.
- Supporting Detail: I play at recess.



### Practice

Write supporting details about the main idea below.

<b>Main Idea</b>	_____ is fun.
<b>Supporting Detail # 1</b>	_____
	_____
	_____
	_____
	_____
<b>Supporting Detail # 2</b>	_____
	_____
	_____
	_____
	_____

## Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Also	But	And	Finally
Next	Likewise	However	Also	Lastly
Then	Similarly	On the other hand	In addition	In the end

Think \_\_\_\_\_ is a good transition word for the supporting details.

1. I don't like broccoli. \_\_\_\_\_ I'll try a small bite.

2. I'll turn off the light. \_\_\_\_\_ I'll tuck me in my blanket.

3. After playing outside all day, it's \_\_\_\_\_ for bed.

4. My cat is so fluffy. \_\_\_\_\_ she purrs a lot.

5. She has a minty toothpaste, \_\_\_\_\_ mine is fruity.

## Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Also	But	And	Finally
Next	Likewise	However	Also	Lastly
Then	Similarly	On the other hand	In addition	In the end

Write a sentence and conclusion sentence has been written for the paragraph using **ONE** supporting detail. Use a transition word from the list above.

**Topic:** What you do when you get home

I have lots to do when I get home from school. First, I take off my shoes.

**Then** I go to the kitchen **and** have a snack.

**Lastly**, I sit down to do some colouring. **In the end**, I put away my toys

and wait for dinner. I love my after school routine!



# Ending With A Bang: Conclusion Sentences

## What's a Conclusion Sentence?

A **conclusion sentence** is the last sentence of your writing. It tells them that you're done talking about your topic.



## Why Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

1. To make your writing neat and tidy.
2. To remind our readers of the main thing we wanted to say.
3. To leave our readers with a final thought.

## How to Write a Good Conclusion Sentence

To write a fantastic conclusion sentence, remember these tips:

- Summarize the Main Idea: Say the main idea but use new words.
- Make it Short and Sweet: Don't make new points.
- End with a Bang!: Something exciting or thought-provoking!

## Conclusion Sentence Examples

If you're writing about your favourite animal, your conclusion might go like this:

- ✓ *"That's why pandas are the sleepiest animals ever!"*

## True or False

Is the statement true or false?

1. A conclusion sentence is the first sentence of your writing.	True	False
2. Conclusion sentences make our writing neat and tidy.	True	False
3. A good conclusion sentence should introduce new points.	True	False
4. Conclusion sentences remind readers of the main idea.	True	False
5. A conclusion sentence can end with something exciting.	True	False

Think \_\_\_\_\_ Which conclusion sentence you think is best.

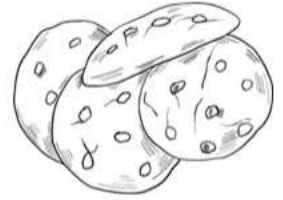
<b>1) Winter is an awesome season. We can build snowmen, have snow days, and go sledding.</b>	<b>DRAW IT</b>
a. I play hockey in the winter.	
b. I can't wait for winter to come again next year.	
c. Summer is a great season too.	

<b>2) My neighbour Lilly has a lovely garden. There are roses, daisies, and even some vegetables like tomatoes. Lilly's garden is like a small paradise.</b>	<b>DRAW IT</b>
a. The garden always smells so nice.	
b. Lilly's garden is too small.	
c. It's always a joy to visit Lilly's garden.	

## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below. Then DRAW it.



1) Baking cookies is so much fun and smells awesome. You mix smooth flour, sweet sugar, and gooey eggs. You can even add chocolate chips or raisins.

**PREVIEW**



## Analyzing Paragraphs

### Analyze

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



1) I really like painting pictures with my paint set. My colours are so bright, like blue and cherry red. I paint beautiful flowers with lots of petals, and sky with fluffy clouds. I even hang my paintings on the fridge with magnets. Painting makes me feel like an artist.

Main Idea

2) Eating fruits makes me feel strong and happy. Apples are crunchy and taste like a sweet treat. Bananas are soft and they peel so easily, it's like they have a zipper. Grapes are like tiny, juicy water balloons that pop in my mouth. Fruits are not just yummy, they make me feel good too.

Main Idea

## Analyzing Paragraphs

**Analyze**

Read the paragraph below. Underline or highlight the 3 supporting details. DRAW a picture for each supporting detail you find.

Penguins are amazing birds that live in cold places.

First, they have thick feathers that keep them warm in icy weather. Next, they are great swimmers and can catch fish underwater. Also, they take turns keeping their eggs warm. In the end, penguins are cool birds that are built for life in chilly areas.



Detail 1	Detail 2	Detail 3

## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.

☐ Tell us about an animal you really like.☐ Which season do you like the most?☐ What do you want to learn more about?☐ Would you rather be super strong or fast?

1) What is your topic?

2) Brainstorm anything that comes to mind when you think of this topic. **Draw & write** some ideas.



## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.

3) Write a good topic sentence below.

PREVIEW

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4) Write a good conclusion sentence below.

PREVIEW

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Edit

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

Criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Has a clear topic sentence		
Includes at least two supporting ideas		
Maintains focus on the main idea		
Uses transition words appropriately		
Has a well-crafted conclusion sentence		

Edit

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

Criteria	<input checked="" type="checkbox"/>
Has a clear topic sentence	
Includes at least two supporting ideas	
Maintains a focus on the main idea	
Uses transition words appropriately	
Has a well-crafted conclusion sentence	

## Assignment - Paragraph Writing

Write

Write your paragraph below.

**PREVIEW**



## Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
<b>Topic Sentence</b>	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
<b>Conclusion Sentence</b>	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
<b>Main Idea</b>	Clearly focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
<b>Supporting Details</b>	Two or more clear, relevant supporting details.	One or two relevant supporting details; may be vague.	One detail; may be irrelevant or vague.	Missing or irrelevant supporting details.
<b>Transition Words</b>	Smooth transitions throughout.	Some good transitions.	Transitions are awkward or missing.	No transition words used.
<b>Word Choice (Interesting)</b>	Rich, vivid word choice.	Some interesting word choices.	Word choices are bland or repetitive.	Word choices are inappropriate or unclear.
<b>Grammar/ Spelling/ Punctuation</b>	No errors in grammar or spelling.	Few minor errors.	Several errors that distract the reader.	Numerous errors hinder understanding.

### Teacher Comments

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**Mark**


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# Understanding Text Forms

## Discovering Different Text Forms

When we read or write, we see many types of writings. They're called "text forms".



### Types of Text Forms

- Stories: Magical tales about heroes and adventures.
- Instructions: Like a recipe in a cookbook, they guide us step-by-step.
- Letters: Friendly notes to say "Hello" to someone special.
- Lists: Helpful reminders, like a grocery shopping list.
- Poems: Beautiful words that might rhyme and make us giggle.
- Reports: Information about a topic, like "All About Frogs".

### Why So Many Forms?

Every text form has a job. It helps us share our message in the best way. Picking the right form makes sure our readers understand and enjoy.

**Which Form?**

Which text form would you use? Choose one from the reading.

- |   |  |
|---|--|
| 1) Talk about her weekend trip to the mountains.          |  |
| 2) Is saying how to take care of a pet fish to the class. |  |
| 3) Wants to say thank you to her aunt for the new dress.  |  |
| 4) Wants to describe the moon using rhymes.               |  |
| 5) Is planning to learn about the planets.                |  |

**Question**

Answer the question below.

Which text form have you used last? What did you write about?

<hr/> <hr/> <hr/>
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**Draw**

Draw a book cover for a book you have read.

<div></div>	<div></div>
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## Idea Development Strategies

### Practice

Coming up with ideas is the first thing to do when writing. Practice the different strategies below. Write down as many ideas as possible.

1) **Brainstorm:** What are your favourite toys? Draw pictures or write what comes to mind.



## Activity: Power of Planning

### Objective

What are we learning more about?

To understand the impact of planning on writing by comparing two 8-minute writing exercises: one without brainstorming and one with 2 minutes of brainstorming.

### Instruction

How do we complete the activity?



#### Part 1: Writing Without Planning

Subject: My Favourite Food

##### Instructions:

- 1) Students are given 8 minutes to write about the chosen subject without any planning or brainstorming.
- 2) Encourage students to write freely and continuously for the 8 minutes.
- 3) Collect the writing and set it aside for later comparison.

#### Part 2: Writing With Brainstorming

Subject: My Favourite Season

##### Instructions:

- 1) Students are given 2 minutes to brainstorm ideas for the chosen subject. They can jot down key words, phrases, or outline their thoughts.
- 2) After the brainstorming session, students have 6 minutes to write about the subject using their brainstormed ideas.
- 3) Collect the writing.



## Activity: Power of Planning

**Part 1**

Write for 8 minutes straight about what your favourite food is and why.

**PREVIEW**




## Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) What are **4 things** you like about your favourite season? Draw it.

<b>PERT</b>	

2) Now **WRITE** for o



## Personal Voice in Writing

### Your Writing Voice

Did you know your writing can sound just like you? That's called your "personal voice." It's how you talk, but it's on paper!

- 1) **Use Words You Use** Use words you use when you talk! If you say "cool," write it down.

- Example: "I was so cool today!"

2) **Use Different Sentences**

- Use short or long sentences.
- Example: "I ran. I ran so fast. I ran so long."

3) **Feelings**

- Share how you feel. If you're excited, you can write using exciting words.
- Example: "I was so pumped to win, I jumped for joy!"

4) **Punctuation**

- Use marks like "!" for excitement and "?" for questions.
- Example: "Are you coming? Yay!"



## Creative Writing - Using Different Voices

Character	Plot	Words They Might Use
Pirate	Searching for treasure on an island.	"Ahoy!", "Matey", "Ship", "X marks the spot"

**Write**

Write as if you are the character above. Use the plot and some of the words to help you with your writing.

**Pirate**

**PREVIEW**

Draw A Picture Below of Your Character



Name: \_\_\_\_\_

120

Curriculum Connection  
D2.3

Character	Plot	Words They Might Use
Cowboy/ Cowgirl	Herding lost cattle through a storm.	"Yeehaw!", "Lasso", "Saddle", "Steed", "Outlaw"

Write

Write as if you are the character above. Use the plot and some of the words to help you with your writing.



Cowboy/Cowgirl

**PREVIEW**

Draw A Picture Below of Your Character

# Procedural Writing: A Quick Guide

## What is Procedural Writing?

**Procedural writing** tells us how to do something.

It shows us steps to finish a task from start to end.

## Why is it important?

Procedural writing helps us learn how to do new things. If we want to make a peanut butter and jelly sandwich, we can read the steps and do it right.

## What Does it Look Like?

- ☐ **Title :** The title tells us what the procedure is about.
- ☐ **Material List:** Is a list of things you need to complete the task.
- ☐ **Steps :** The steps are listed in order, usually numbered **points**. Each step is clear and easy to understand.

## Example:

**Title:** How to Build a Snowman

**Materials:** Snow, two sticks, a scarf, a hat, 8 black buttons.

## **Steps:**

- 1) Roll a large snowball until it's about as tall as your knees.
- 2) Make a second snowball that's a bit smaller.
- 3) Stack the second snowball on top of the first one.
- 4) Roll a third snowball that's smaller than the second and place it on top.
- 5) Put sticks as arms on the middle snowball.
- 6) Place a scarf around its neck.
- 7) Add a hat on the top snowball.
- 8) Use buttons for eyes, a nose, and a mouth.



## True or False

Is the statement true or false?

1) Procedural writing shows steps to finish a task.	True	False
2) We don't need a title in procedural writing.	True	False
3) Procedural writing helps you learn new things.	True	False
4) A main idea list is not important in procedural writing.	True	False
5) The steps in procedural writing are random.	True	False

Questions that practice writing the steps **FIRST, NEXT, and LAST.**

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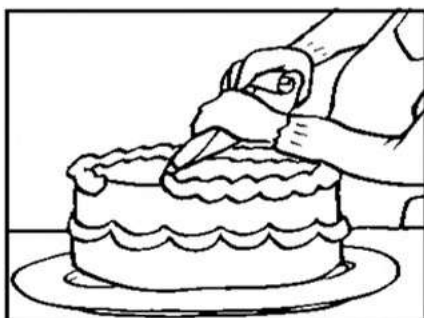
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# Procedural Writing : Topics Zooming In!

## Instructions

Look at the broad topic and ZOOM IN to think of something smaller you could teach someone to do!

Topic	Zoom In!	
<i>Ex. How to make cereal</i>	1	<i>How to make cereal</i>
	2	<i>How to cook eggs</i>
<i>Ex. How to get ready for school</i>	1	<i>How to pack my backpack</i>
	2	<i>How to brush your teeth</i>
How to play sports	1	_____
	2	_____
How to draw animals	1	_____
	2	_____
How to take care of a pet	1	_____
	2	_____

## Procedural Writing : Brainstorm Topics

### Instructions

What are you good at doing? Write 2 different tasks that you have done before in each place.

DRAW IT	Outside
	<i>Ex. Build a Snowman</i>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
At Home	DRAW IT
<i>Ex. How to Clean your Room</i>	
<hr/> <hr/> <hr/>	
<hr/> <hr/> <hr/>	

## Procedural Writing : Transition/Signal Words

### What are Transition Words?

Transition words are special words that help us know what comes next. In procedural writing, they help us understand the steps better.

**Transition Words :** Help readers know what order to do things in.

#### Beginning

- ☐ First
- ☐ To Begin
- ☐ Step One
- ☐ To Start

#### Middle

- ☐ Next
- ☐ Then
- ☐ Step Two
- ☐ After

#### End

- ☐ Last
- ☐ Finally
- ☐ When we are finished





# Transition/Signal Words – Practice

**Instructions**

Cut out the transition words and paste them under the right step



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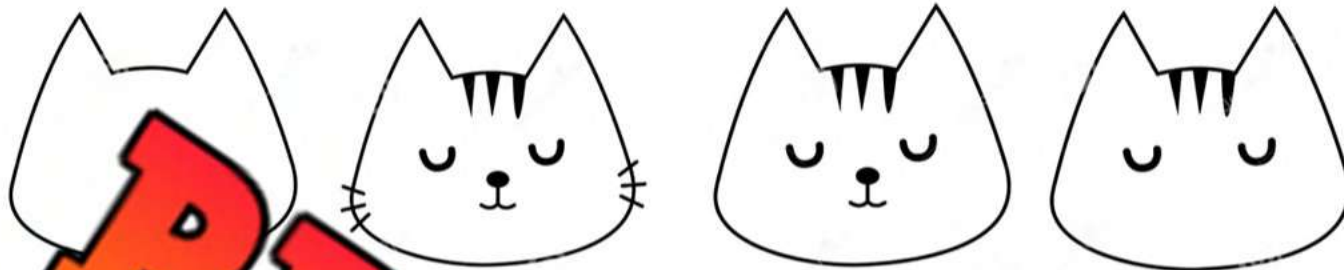
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**First****Next****Then****Finally****First****Next****Then****Finally**

# Transition/Signal Words – Practice

**Instructions**

Cut out the transition words and paste them under the right step



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**First****Next****Then****Finally****First****Next****Then****Finally**

## Procedural Writing : Transition/Signal Words

Beginning the Task	During the Task	Ending the Task
First	Next	Then
Step one	Step two	Last step
To begin	After that	Lastly
To start	Meanwhile	Finally

Instructions: Use the words above, fill in the missing transition words in each of the procedural task.

### How to Make a Paper Hat

- First**, find a large sheet of paper.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_, fold the paper in half horizontally.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_, fold the top two corners inward to meet in the middle.  
\_\_\_\_\_  
\_\_\_\_\_
- Meanwhile**, make sure the edges are even.  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_, fold the bottom edges up to finish your hat.





## Procedural Writing : Transition/Signal Words

Beginning the Task	During the Task	Ending the Task
First	Next	Then
Step one	Step two	Last step
To begin	After that	Lastly
Start	Meanwhile	Finally

Instructions: Using the table above, fill in the missing transition words in each of the procedural task.

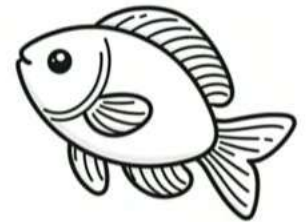
### How to Wash Your Hands

1. \_\_\_\_\_ turn on the tap and get wet with water.
2. \_\_\_\_\_ wet your hands under the running water.
3. \_\_\_\_\_ apply soap to your hands.
4. \_\_\_\_\_ scrub your hands together for 20 seconds.
5. \_\_\_\_\_ rinse off the soap and dry hands with a towel.



## Writing Procedural Steps – Practice

Beginning the Task	During the Task	Ending the Task
First	Next	Then
Step one	Step two	Last step
To start	After that	Lastly
	Meanwhile	Finally



### Instructions

Apply the following steps for each procedural task.

**To start**, wash your hands.

**First**, open the fish food container.

**After that**, watch your fish eat to make sure you didn't give too much.

## Writing Procedural Steps – Practice

**Instructions**

Write the steps for the how-to-guides below

### How To Make The Perfect Lunch

**PREVIEW**



# Writing Procedural Steps – A Quick Guide

## What are Steps?

Steps are the parts that tell us **WHAT** to do

In procedural writing, each step helps you  
get to your goal



## How to Write Steps

- ✓ First, think of what you want to do.
- ✓ Then, break it down into little parts.
- ✓ At the end, check it over, following your steps.

## Example

- 1) **First**, write an opening sentence. It tells people what they will learn.
- 2) **Next**, list the things they will need.
- 3) **Then**, start with the word "Step 1" and tell what to do first.
- 4) **After that**, use "Step 2, Step 3,..." and so on, for each new step.
- 5) **Finally**, write a closing sentence to say you're done.

## True or False

Is the statement true or false?

1) Procedural writing tells us WHAT to do.	True	False
2) Steps in procedural writing are not needed.	True	False
3) You begin writing steps with an opening sentence.	True	False
4) You should write down materials after the steps.	True	False
5) You do need a closing sentence.	True	False

Instructions: Read the instructions below

Step Number	Instructions
Step 1	Draw a circle for the dog's head.
Step 2	Add two small circles on each side for ears.
Step 3	Draw a bigger circle at the bottom of the circle for the body.
Step 4	Draw four lines under the body for the legs.
Step 5	Add small ovals at the end of each leg for paws.
Step 6	Add a curvy line at the end of the body for the tail.
Step 7	Draw dots for eyes and a circle for the nose on the head.

## Organizing Procedural Steps

### Steps

Organize the steps below into correct order



How To Make a Peanut Butter Sandwich	Order
Eat your delicious peanut butter sandwich.	
Put one slice of bread on a plate.	
Use a knife to spread peanut butter on the bread.	
Put another slice of bread on top.	
Take a knife from the table and return the spoons and forks.	

How To Play Soccer	Order
Kick the ball to the other team's goal.	
Wait for the whistle sound to play.	
Put on your soccer shoes and shin guards.	
Stand with your team in your spot.	
Celebrate with your teammates after scoring a goal.	

How To Make Lemonade	Order
Pour the lemonade into cups and enjoy.	
Find lemons, sugar, water, and a pitcher.	
Mix sugar and water in the pitcher.	
Add the lemon juice to the pitcher and stir.	
Squeeze the lemons to get lemon juice.	



## Assignment – Procedural Writing

**Final Draft**

Write the final draft of your procedural writing below.

**Title:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**Introduction** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**Materials** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PREVIEW**

## Assignment – Procedural Writing

**Final Draft**

Write the final draft of your procedural writing below.  
Draw a picture that goes with each step of your instructions.

**Step 1****Step 2****Step 3**

## Assignment – Procedural Writing

**Final  
Draft**

Write the final draft of your procedural writing below.  
Draw a picture that goes with each step of your instructions.

Step 4

Step 5

Step 6

**PREVIEW**



Edit

Edit your first draft by looking at the success criteria.

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has a title		
Has a material list (if needed)		
Has an introduction		
Explains steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

Edit

Edit your first draft by looking at the success criteria.

Criteria		
Has a title		
Has a material list (if needed)		
Has an introduction		
Explains the steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

## Rubric – Procedural Writing

Category	1 Points	2 Points	3 Points	4 Point
<b>Title</b>	No title or unclear title	Basic title	Clear title	Engaging and clear title
<b>Materials</b>	Missing materials list	Partial list of materials	Complete list of materials	Complete and well-organized list of materials
<b>Introduction</b>	Unclear introduction	Basic introduction	Clear introduction	Engaging and clear introduction
<b>Clear Steps</b>	Steps are confusing or missing	Some steps are clear	Steps are mostly clear	All steps are clear and easy to follow
<b>Pictures</b>	No pictures	Some pictures but unclear	Pictures clearly support steps	Pictures clearly support and enhance steps
<b>Capital Letters and Punctuation</b>	Frequent mistakes	Some mistakes	Almost all correct	All correct

### Teacher Comments

**Mark**

## Formal vs. Informal Letters

### Formal Letters: For Serious Talks

A **formal letter** is very polite. We write them to teachers, principals, or people we don't know well. We use nice words like "please" and "thank you".



#### How to Write

- ✓ Opening/Greeting: Start with "Dear" like "Dear Principal."
- ✓ Body: Here, tell them your big idea or question. Always be polite.
- ✓ Closing/Signature: Finish with words like "Thank you".

### Informal Letters

An **informal letter** is like chatting with a friend. We write them to family and friends.

#### How to Write

- ✓ Opening/Greeting: Say "Hi" or "Hello" like "Hi Jamie."
- ✓ Body: Talk about cool things, like your new toy or a fun day.
- ✓ Closing/Signature: Say "Love" or "Talk to you later."

### Four Parts of an Email

Emails are like letters but on a computer. They have 4 parts:

1. **Subject Line**: Says what the email is about.
2. **Greeting**: Like "Dear" or "Hi."
3. **Body**: Where you write your message.
4. **Closing**: Like "Sincerely" or "Love."





## True or False

## Is the statement true or false?

1) A formal letter is like chatting with a friend.	True	False
2) An email has 4 parts.	True	False
3) In a formal letter, we use the word "Hi" to start.	True	False
4) The body of an email is where you write your message.	True	False
5) An informal letter ends with the word "Thank You."	True	False

Third Grade Which type of letter is given in the example.

Hi Mrs. Smith,

I hope you are well. Can you tell me about stars and planets so I can learn more?

Thanks,  
Alyssa

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

Hi Grandma,

How are you? I miss you! Can we bake cookies together when I visit?

Love,  
Caleb

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

Subject: Fun at the Park! !

Hi Ali,

Guess what? I'm going to the park tomorrow. Want to play with me? We'll have fun!

See ya tomorrow,  
Aisha

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

Subject: Reading My New Book

Dear Principal Sara,

I hope you are good. Can I read my new book to the class tomorrow? I think they will like it.

Regards,  
Liam

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

## Analyzing Informal Emails

### Analyze

Read the emails below. Underline the **subject**, **greeting**, and **closing** (or use highlighters).

Subject: Where's My Blue Ball?

Dear Principal Lisa,

I can't find my blue ball. I played with it at recess. Can someone help me to find it?

Thanks,  
Tommy

Subject: My Cool Party!

Hi Sam,

Guess what? I'll be 6 soon! I'm having a birthday party. You should come! We'll have cupcakes and play tag. Hope to play with you soon.

Cheers,  
Jenny

Subject: The Big Bell Sound

Dear Mrs. Harper,

I heard we have a big bell sound soon. It's loud and makes me jump. Can we talk so I know what will happen?

Talk soon,  
Liam

## Informal Email Writing

**Write**

Using what you've learned about informal letters, write a letter below. Use the audience and purpose provided for you. Then draw a picture that will go with your letter.

**Aud****Purposes**

What should we play at recess?

Subject: \_\_\_\_\_



## Success Criteria – Informal Emails

### Analyze

Read the email below. **Circle** things you like about the email. Afterwards, color in the elements that the email had!

**Subject:** My First Time Baking Cookies

Hi Lil

Guess what? I baked cookies for the first time this weekend. At first, I had a hard time because the dough was really sticky. Ugh! However, once they came out of the oven, they were warm and smelled amazing. Wahoo! I even added chocolate chips and sprinkles for extra fun!

Did you do anything exciting this week? We should plan a cookie swap soon.

Catch you later,  
Peter

### EMAIL ELEMENTS

EMAIL ELEMENTS		
Subject Line	Body	Signature
Greeting	Closing	Interjection

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic.

Audience	Purposes
Neighbours	Asking to play together
Family Members	Giving thanks, holiday greetings
Friends	Asking about fire safety
Teachers	Asking questions about your favourite animal

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

2) What will be the purpose of the email?

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

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic below.



4) Write the subject line below.

Handwriting practice lines for the subject line, consisting of four sets of three horizontal lines (top, middle dashed, bottom).

5) Write the greeting you will use.

Handwriting practice lines for the greeting, consisting of four sets of three horizontal lines (top, middle dashed, bottom).

6) Write the closing you will use.

Handwriting practice lines for the closing, consisting of four sets of three horizontal lines (top, middle dashed, bottom).

**PREVIEW**



## Analyzing Formal Letters

### Analyze

Read the emails below. Underline the **address, greeting,** and **closing** (or use highlighters). **CIRCLE** which voice is used.

Cheerful Town Academy

1010 Highway Blvd.

Town, MA 015

Dear Mr. Osel,

I can't wait for the holidays! For now, we make cookies at home. Then, we'll decorate our tree. It's going to be so much fun. Is it okay if I bring some cookies to share with the class?

Your student,

Sophia

### Author's Voice



# Intro to Narrative Writing

## What is Narrative Writing?

**Narrative writing** is telling a story on paper. You can talk about a fun day you had or create a tale about a dragon.

## Who are the characters?

In stories, you need **characters** – like people, animals, or even robots! You also need a place for it to happen. That's the **setting**.

## Story Parts

### Beginning: The Story's Start

At the beginning of a story, we meet the main characters and learn about where they live, where the story is set.

### Middle: The Big Adventure

The middle is where the action heats up! This is where the main events happen. Our characters might face challenges, go on quests, or solve mysteries.

### End: Wrapping It Up

In the end, everything starts to make sense. The characters find solutions to their problems or answers to their questions. We get to see how everything turns out and how the characters feel at the close of their journey.



## True or False

Is the statement true or false?

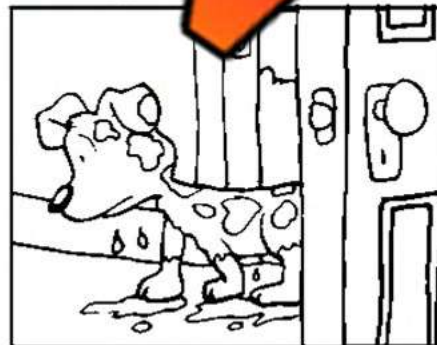
1) Narrative writing tells a story.	True	False
2) Stories don't need characters.	True	False
3) Stories have three parts	True	False
4) The beginning of the story solves the problem.	True	False
5) The beginning of the story shares the setting and characters.	True	False

Question: What are the three parts in narrative writing?

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## Think

Write beginning, middle, and end for the story.




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# Narrative Writing

**Write**

Write narrative story using the pictures below.

**Beginning****Middle****End**

**PREVIEW**

## Narrative Writing - Setting

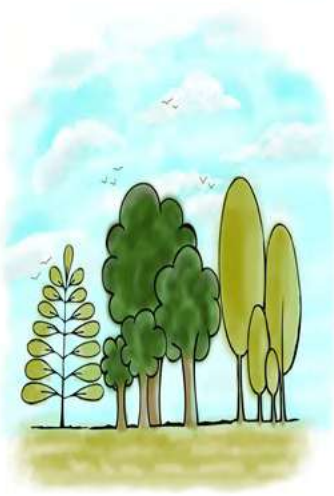
### Analyze

The setting below has been written about a magic forest. **CIRCLE or UNDERLINE** what the character sees, feels, hears, tastes, and smells.

In a magic forest, Sarah feels the soft moss under her feet and hears the gentle whisper of talking trees. As she takes a bite of a glowing fruit, she tastes a sweet taste while the scent of wildflowers fills the air around her.

### Describe

Imagine the setting in the place in the forest below. Describe the setting. Use extra details you can't see using your 5 senses.



See	<hr/> <hr/> <hr/>
Feel	<hr/> <hr/> <hr/>
Hear	<hr/> <hr/> <hr/>
Taste	<hr/> <hr/> <hr/>
Smell	<hr/> <hr/> <hr/>

# Narrative Writing - Characters

## Characters in Narratives

Making characters in a story is like making up new play buddies! Here's how you can make them fun for everyone who reads your story:

### 1) Give Them Names and Looks:

Give them a name and tell us how they look.

Do they have short hair? Sparkly eyes?

Maybe they have colorful shoes?

### 2) Add Personality:

Tell us if they love pizza or are like a bro.

Are they always giggling, shy, brave, or sometimes grumpy?

grumpy?

### 3) Add a Special Trait or Talent:

Think about something cool they can do.

Can they dance really well?

Maybe they're amazing at drawing or can whistle super loud.





**Practice**

Describe a character for a story you could write.

1) What is your character's name?

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2) What does your character look like? **DRAW**EYESBODYCLOTHES3) **COLOUR** in the personality(s) of your character

Friendly

Funny

Organized

Clever

Sensitive

Adventurous

4) What special trait or talent does your character have?

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Name: \_\_\_\_\_

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5) Draw your character.

**PREVIEW**

Practice

Write a paragraph that introduces your character.

## Narrative Writing - Characters

**Draw**

Read the description of the character. Then draw what the character looks like.

**Draw The Character Below**

Lily stands out with her curly brown hair and colourful glasses. She always wears bright clothes that match her energetic personality. Her special talent is making art. She likes to paint with her paintbrush in her free time.

With his short blond hair and lucky red cap, you can always spot Jack on the playground. He's usually dressed in sporty clothes, ready for action. He's known as the fastest runner in the entire school!

**Draw The Character Below**



## Narrative Writing - Characters

### Analyze

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

Lea has long black hair and often wears simple yet beautiful dresses. She has big brown eyes and a calm personality. Magic happens when she sings. Her voice can make anyone stop and listen.



Name	<hr/> <hr/> <hr/>
Look	<hr/> <hr/> <hr/> <hr/> <hr/>
Personality	<hr/> <hr/> <hr/>
Special Trait or Talent	<hr/> <hr/> <hr/>

## Narrative Writing - Plot

Every story has a plot. Most of the time, the **plot** is a problem that needs to be solved. The plot is the middle of the story, after the characters and setting has been described. The ending is when the problem is solved.



Instruction: Does the sentence describe the plot, a character, setting or ending?

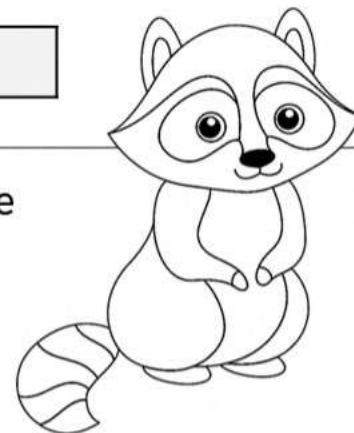
1) Tim is a brave boy with a big smile.	Plot	Character	Setting	Ending
2) The town is full of trees and flowers.	Plot	Character	Setting	Ending
3) Tim finds a lost puppy in the park.	Plot	Character	Setting	Ending
4) The puppy has soft fur white fur.	Plot	Character	Setting	Ending
5) The park has a big pond and tall trees.	Plot	Character	Setting	Ending

Draw a scene from the story above

## Narrative Writing – Finish the Story

**Analyze**

Write the ending to the story below



Oliver is a little raccoon with fluffy fur and a big tail. He likes to find shiny things in the forest. The forest is his favourite place. It has tall trees and sparkling water. Oliver lives there.

One day, Oliver hears a loud quack. It is his friend Daisy the duck. Daisy is sad because she has lost a shiny, golden feather. Oliver wants to help.

They look near the pond. They look in the meadow. No feather. Then, they go to see Clara the cat. Clara is in the garden. She points to a big pine tree.



## Narrative Writing – Start the Story

### Analyze

Write the beginning (setting and characters) and the middle (plot) to the story below.

**PREVIEW**

Sophie takes the star rock to Mrs. Thompson, her next neighbour. Mrs. Thompson knows about rocks and gems. Mrs. Thompson says it's a very special kind of rock that glows in the dark.

That night, Sophie puts the star rock next to her bed. The rock glows softly and makes her feel happy and safe.

Now, Sophie is not just a girl who likes to look at stars. She is a girl with her own piece of the night sky. Sophie, her family, and even Mrs. Thompson are happy.

## Personal Narrative Writing – Family Trip

### First Person

A personal narrative is written in the first-person perspective. This means it is written by the main character. When you write a story from your life, you are writing a first-person narrative, using words like I or we.

Characters (You +)	Plot – Family Trip	Settings – Where did you go?
	Tell the story of a family trip or holiday that you really enjoyed.	

### Plan

Plan out a lot of a family trip in more detail.

1) **Beginning** – What characters are involved in this plot?

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2) **Beginning** – What will the setting be? Describe it using your senses.

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3) **Middle** – What happened during the trip/holiday? What did your family do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) **End** – How did the trip/holiday end? How did you get home?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5) What is a good title for your story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

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Curriculum Connection  
D1.2, D2.1, D2.4

## Personal Narrative Writing

Write

Write your personal narrative below

**PREVIEW**

## Success Criteria – Personal Narrative

**Analyze**

Read the story below. Find the three different parts of a story within it.

**Setting**  
(Circle)

**Sensory**  
(Highlight)

**Plot**  
(Underline)

### My Hockey Game

Last weekend, I wore my red and white shirt and my skates. I went to the hockey arena. My skates and ice were shiny. I could smell popcorn. My family sat at the arena and ate popcorn and white fluffy pompoms.

I played hockey with my team. We wanted to win the game. The time was running out. My heart went thump-thump.

I had the puck! I skated really fast. Then, I tried to score a goal. The puck went in! Yay! My team was so happy.

After the game, we went to eat pizza. The place had red seats and fun music. I ate a yummy pizza slice.

I was so happy and smiled a lot.

**The End**



Edit

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

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Beginning – Describes the Character(s)		
Beginning – Describes the Setting – Uses 5 Senses		
Middle – Interesting Plot		
Ending – Explains How the Story Ends		
Appropriate Title		
Story Makes Sense		
Uses Capital Letters		
Uses Periods at the End of Sentences		

Edit

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

Criteria	
Beginning – Describes the Character(s)	
Beginning – Describes the Setting – Uses 5 Senses	
Middle – Interesting Plot	
Ending – Explains How the Story Ends	
Appropriate Title	
Story Makes Sense	
Uses Capital Letters	
Uses Periods at the End of Sentences	

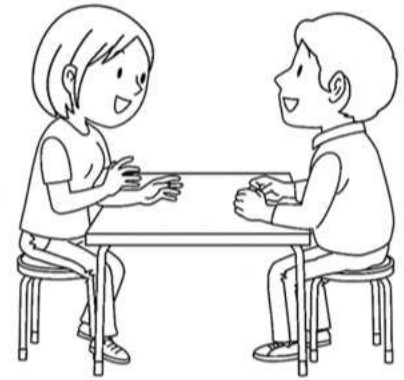


## Activity: Being Persuasive

### Objective

What are we learning more about?

Students will practice persuasive speaking by debating different prompts, developing their ability to form arguments and listen to others' views.



### Instructions

How do we complete the activity?

- 1) **Find a Partner:** Take a partner. If there's an extra person, make one group of three.
- 2) **What We're Doing:** Today, we'll talk about different topics from the list. One friend will pick a side for one topic and the other friend will pick for the next one. Take turns doing this.
- 3) **Look at the First Topic:** Check out the first topic. Think about how they agree or disagree. The other friend will pick the opposite side.
- 4) **Thinking Hat On:** Take 2 minutes to think about what you would say. Write some ideas down.
- 5) **Let's Talk!** Chat with your friend about the topic for 3 minutes. Remember to be kind and listen.
- 6) **Next Topic Time:** After the first topic, look at the next one. Now, the other friend picks a side first. Think and chat just like before.
- 7) **Keep Going:** Keep talking about all the topics on the list, taking turns picking sides.
- 8) **Share with the Class (If You Want):** Who wants to chat about a topic in front of everyone? You can pick a topic you already talked about.

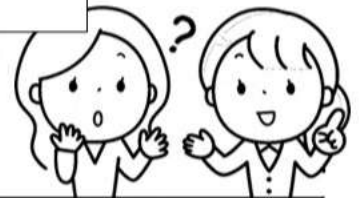
## Prompts

Debate the prompts below.

- 1) Is it better to have a pet dog or a pet cat? Explain your reason.
- 2) Should recess be longer?
- 3) What is the best dessert to have after dinner? Why?
- 4) TV before homework: yes or no? Explain.
- 5) Are video games better or worse than YouTube?

## Think

Answer the questions below



1) Was it easy to persuade your partner? Colour in YES or NO.

2) What helped you persuade them?

YES

NO

## Fun and Boring

Draw two sports: one you think is fun and one you think is boring. Explain your opinions below.

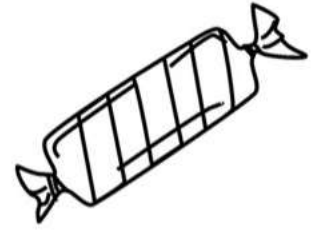
## Persuasive Writing - Opinions

**Opinion**

What is your opinion of the topic below?

**CIRCLE** your answer

Explain why with two reasons each.



1)	Fruit or candy is the better snack? Why?	Candy	Fruit
Reason 1	<div>PREVIEW</div>		
Reason 2	<div>PREVIEW</div>		



## Is It Persuasive?

### Instructions

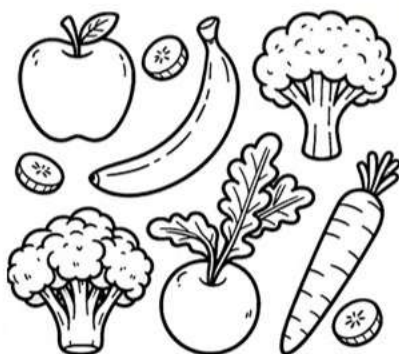
If you had to use one of the details to persuade someone of the topic, which would you use? **Circle** it.

**Topic:** We should have longer recess time.

Teacher \_\_\_\_\_ a break too.

Recess \_\_\_\_\_ the \_\_\_\_\_ of the day.

Recess helps kids \_\_\_\_\_ exercise \_\_\_\_\_ be healthy.



**Topic:** We should eat more fruits and vegetables.

I like how fruits \_\_\_\_\_.

Both have vitamins that \_\_\_\_\_ us healthy.

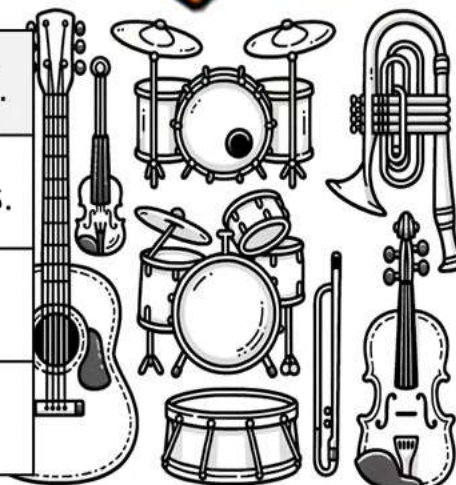
Vegetables have pretty colours.

**Topic:** Everyone should learn to play an instrument.

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.



## Is It Persuasive?

### Instructions

If you had to use one of the details to persuade someone of the topic, which would you use? Why?



**Topic:** Every family should have a pet.

Taking care of a pet can teach kids how to care for animals.

Pets are fun to have.

**Why is it more persuasive than the others?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Topic:** Summer is the best season.

Summer activities like swimming and hiking are good.

The sun is hot.

**Why is it more persuasive than the others?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## What is a Haiku?

### What is a Haiku?

A **haiku** is a short poem from Japan. It's short, only three lines! The lines have a beat: 5 syllables, 7 syllables, then 5 syllables. Haikus are often about nature or how we feel. They make us see a picture using few words.

**PREVIEW**

Snowflakes in the sky,  
Landing softly on my nose,  
Winter's quiet hug.



### Rain

Raindrops on the leaves,  
Umbrellas bloom like flowers,  
Nighttime's gentle kiss.

**Write**

Finish the Haiku poems below.

### Topic: Sun

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

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Name: \_\_\_\_\_

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Curriculum Connection  
D1.2

## What is a Haiku?

Write

Finish the Haiku poems below. Draw a picture to go with the poem.

### Topic: Nighttime

Line 1

Moon up in the sky,

Line 2

Owls asking who, who, who?

Line 3

### Topic: Crashing Waves

Line 1

Waves crash on the shore

Line 2

Line 3

A powerful force.

# How to Write a Rhyming Poem

## Getting Started with Rhyming Poetry

### What is a Rhyme?

When two words sound the same at the end, they rhyme.

Like "dog" and "log" both have an "-og" sound.

### Steps to Writing a Rhyming Poem

- 1) Pick a Topic: What do you like to write about?
- 2) Choose a Rhyme Scheme: Decide how many words will match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use rhyming words at the end of your lines in the pattern you choose.

### Example of AABB Rhyme Scheme:

- Line 1: Whiskers the cat loves to play, (A)
- Line 2: Chasing toy mice all through the day. (A)
- Line 3: When it gets dark, he starts to yawn, (B)
- Line 4: Curls up tight and waits for dawn. (B)



**Think**

Write rhyming words for the original words below

Original Word	Rhyme Word 1	Rhyme Word 2	Rhyme Word 3
High	Sky		
Hand	Sand		
Night	Light		
Foot	Sky		

**Write**

Fill in the missing rhyming word to complete the poem and rhyme.

**Draw It****AABB Poems**Look at the sky so **high**,

Birds and seagulls \_\_\_\_\_.

I wave with my **hand**.

As I play in the sand.

**AABB Poem**I let my kite **fly**,

Up in the blue \_\_\_\_\_.

At the beach, on the \_\_\_\_\_,

With a shovel in my **hand**.**Draw It**



Name: \_\_\_\_\_

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Curriculum Connection  
A3, D1.2, D1.4

## Writing Rhyming Poems

Plan and Write

Plan and write your poems below.



1) Which topic will you write your first poem about?

3) Write a poem below with rhyming words that follow the pattern above.

4) Illustrate your poem by drawing a picture.

**PREVIEW**

## Children's Book

**Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

In a cozy nook, near a stream,

Lived a small mouse who had a dream.

To climb the tallest mountain up to the sky,

And wave to the birds, as they flew.

One sunny day, he started the climb,

Up the rocky path, taking his time.

He met a young fox, with fur so bright,

Who said, "I'll help you reach a great height!"

## Children's Book

**Illustrate**

Illustrate the children's book by drawing pictures that go with the poems.

Together climbed, higher they go,

Over the rocks, over with snow.

They reached the top, and were so proud,

They danced and cheered, shouting

Back home in the nook, under the moon's soft gleam,

The bear cub slept, with a smile and a dream.

He dreamt of the stars, and his friend so sly,

On top of the world, where the mountains touch the sky.



## What is a Limerick Poem?

### What is a Limerick Poem?

**Limericks** are fun poems that are usually silly and funny.

These poems have a certain beat and rhyme, which makes them catchy.

Hickory Dickory Dock,

The mouse ran up the clock,

The clock struck one,

The mouse ran down,

Hickory Dickory Dock.

### There Once Was A Man From Nantucket

There once was a man from Nantucket

Who kept all his cash in a bucket

He had a daughter named Nan

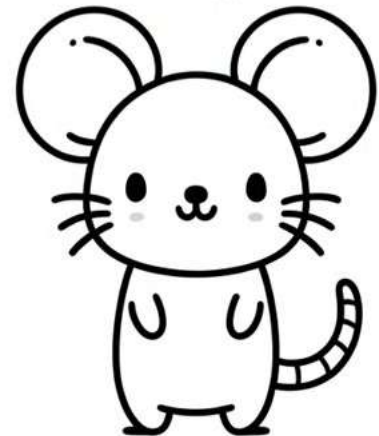
Who ran with a man

And as for that bucket, she took it

### How a Limerick Goes

Limericks follow a particular pattern. They have five lines, and the rhyme scheme is usually AABBA.

- Lines 1, 2, and 5 rhyme with each other (A) and are typically longer (~8 syllables)
- Lines 3 and 4 rhyme with each other (B) and are typically shorter (~5 syllables)





Name: \_\_\_\_\_

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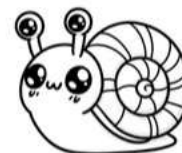
Curriculum Connection  
D1.2

## What is a Limerick Poem?

Fail	Show	Low	Tail	Pin
Go	Trail	Pail	Slow	Glow
Sail	Win	Flow	Mail	Trim

Write

Use the word bank words to fill in the limericks with rhyming words that rhyme. Draw a picture to go with it.



**PREVIEW**

Line 1	With shiny _____
Line 2	Tried to _____ a _____
Line 3	He moved very _____
Line 4	With a soft, quiet _____
Line 5	But his shiny path never did _____



# What is a Limerick Poem?

Write

Finish the poem and colour the picture.

## Topic: Silly Bees

Line 1 There once were some bees in a hive,

Line 2 Who buzzed and felt so alive.

Line 3 They wore funny hats,

Line 4 And danced with the

Line 5

Colour In



## Topic: The Jolly Man

Line 1 There once was an old man named Ray,

Line 2 Who laughed in a jolly old way.

Line 3 With a chuckle and grin,

Line 4

Line 5 Brightening everyone's day!

Colour In



## Writing A Limerick Poem

### Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that you are interested in. You may draw ideas down.

**Example:** friends, hobbies, sports teams, seasons, weather, etc.

2) Which topic will you choose to write about?

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3) What words come to mind when you think of your topic? When you think of a word, write down rhyming words that go with it.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

## Rubric – Creating a Limerick Poem

Category	4 Points	3 Points	2 Points	1 Point
<b>Rhyme Scheme</b>	Follows AABBA pattern perfectly.	Mostly follows the AABBA pattern.	Sometimes follows the AABBA pattern.	Rarely or never follows the AABBA pattern.
<b>Word Choice</b>	Uses words that rhyme perfectly.	Uses words that mostly rhyme well.	Uses some words that don't rhyme well.	Uses words that don't rhyme well.
<b>Clarity</b>	Poem is easy to understand and enjoy.	Poem is mostly understandable.	Poem has parts that are confusing.	Poem is mostly confusing.
<b>Creativity</b>	Poem is imaginative and original.	Poem has some original ideas.	Poem is somewhat original.	Poem lacks originality.

### Teacher Comments

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**Mark**



## What is an Acrostic Poem?

### What is an Acrostic Poem?

**Acrostic poetry** is a poem where the first letter of each line comes together to spell a word. This word is usually the topic of the poem.

### How to Write an Acrostic Poem:

- 1) Choose a Word: Pick a word you want to write about.
- 2) Write the Word: Write the word vertically (up and down) on the left side of your paper.
- 3) Think of Lines: For each letter think of a line that starts with that letter. The line should be about your topic.
- 4) Write the Poem: Write each line next to its letter.

**Example:** If you choose the word "**CAT**," your poem might look like this:

#### Cat Acrostic

**C** - Curled up in a ball  
**A** - Always chasing after yarn  
**T** - Tails flicking, eyes so keen



# Writing an Acrostic Poem

**Write**

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

School Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Book	Hook	Look	Brook	Rook
Class	Grass	Mass	Pass	Brass
Grade	Made	Shade	Parade	Braid
		Rest	Nest	Jest

S

C

H

O

O

L

## Writing an Acrostic Poem

### Plan and Write

Write an acrostic poem about you

1) Write words that come to mind when you think of yourself. Are you into sports, books, food, scary movies, funny books, computers, video games, pizza, ice cream? Think of as many things as you can to help plan your poem.

2) Choose the words you want to include in your poem and write them below on the left side of the table. Then write 3 words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3



Name: \_\_\_\_\_

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D2.1

Rough Copy

Write your rough copy below

**PREVIEW**

# Informational Reports: A Quick Guide

## What's In a Report?

**Reports** help us learn new things. They have lots of facts and information about different subjects.

## Parts of a Report

A report is made of many pieces. Each piece has its special spot. Let's learn about the parts of a report!



- **Title:** This is the first part of the report. It tells readers what they're about to learn. *Example:* "All About Dinosaurs"
- **Introduction:** A short paragraph that says the topic. *Example:* "We're going to talk about Dinosaurs."
- **Headings:** These are big, bold words that show different parts of the report. *Example:* "When did Dinosaurs Live?"
- **Body:** This is the main part of the report. It has all the facts and details.
- **Pictures:** These are fun visuals that show what you're talking about.
- **Conclusion:** The end of your report. It's like saying, "So, now you know dinosaurs were real and are awesome!"

## True or False

Is the statement true or false?

1) The body is the part where you say "hello" to the reader.	True	False
2) Headings have bold text.	True	False
3) The title tells us what the report is going to teach us.	True	False
4) An index is found at the start of a report.	True	False
5) Pictures in the report are only for making it look good.	True	False

Questions Answer the questions below.

1) Why would you write a report?

---

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---

2) What do you want to learn more about? Think of different topics, like video games, animals, sports, how toys are made, dinosaurs, how TVs work, etc.

## Matching

Draw a line from the term to the description

Title  
Headings  
Pictures  
Introduction  
Body  
Conclusion

Main facts and details.  
The end of your report.  
Tells the report's topic.  
Adds fun visuals.  
Names your report.  
Shows report sections.



## Informational Reports: Non-Fiction

**Fiction** is like when you play pretend or imagine. It's stories like princesses in castles or superheroes flying.

**Non-fiction** is when you learn real facts. If you pick up a book about real lions living in Africa, that's non-fiction. But, if the lion chases you and wears a backpack for a day, that's fiction!

Fiction is make-believe, and non-fiction is real. Reports are non-fiction texts.



Think

Is the text with a topic fiction or non-fiction? **Colour in** the correct box below.

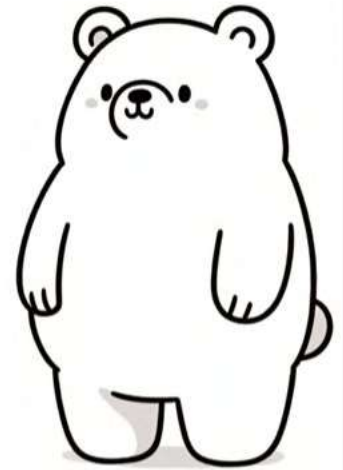
1)	Lucy's Grand Pirate Adventure for Hidden Treasure	Fiction	Non-Fiction
2)	All About the Colourful World of Butterflies	Fiction	Non-Fiction
3)	How Do Plants Grow From Seed to Flower?	Fiction	Non-Fiction
4)	What Do Firefighters Do to Keep Us Safe?	Fiction	Non-Fiction
5)	Alice's Magical Carpet Ride to Distant Lands	Fiction	Non-Fiction
6)	Chris's Crazy Day Exploring Candyland	Fiction	Non-Fiction

## Writing a Report – Bears

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Organize the facts into two headings: what they eat and their body. Read the facts below and write each fact.
  - 1) About **Body**, put the fact in the box.
  - 2) About **Food**, place an F in the box.
- 3) On the next page, write the introduction for the report. Then you'll need 2 headings for the body. Lastly, you'll write the conclusion.

### Facts

Organize the facts below

Bears eat lots of berries in summer.	
They have big paws to dig and climb.	
They munch on leaves and roots.	
Their sharp claws help them catch food.	
They catch fish in rivers and streams.	
Bears have thick fur to stay warm.	

**Planning**

Fill in the components of the report below.

**Introduction** – What will the report be about?

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**Body** – What will the 2 headings be? What 2 facts will you include about each heading?**Heading #1** What Bears Eat?*Fact 1**Fact 2***Heading #2** A Bear's Body*Fact 1**Fact 2***Conclusion** – Summarize the report in just a couple sentences.

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## Writing a Report – Bears

**PREVIEW**

## How To Research Well

### Finding Information: Let's Begin!

When you are wondering something, you can find answers by doing research.

### Choosing the Right Tools: Library, Internet, and Search Engines

In libraries, you can find books with lots of information. On the internet, there are so many websites and search engines (like Google) to help you.

When using a search engine, type short and clear questions.

Good Searches	Bad Searches
What giraffes eat	I want to know what do giraffes eat
How clouds form	Can you show me about clouds
Canada's oldest tree	Which tree in Canada is super old

### The Importance of Trustworthy Sources

Always make sure what you're reading is real and not made-up. A trustworthy source is a place we find trusted information.

Here are some good places to look:

- Ask your teacher or someone at the library.
- Visit websites by schools, museums, or governments.
- Pick books by smart authors who know their stuff.



Be careful! Some places might give you wrong answers.

Stay away from:

- Posts on social media by people who aren't super-smart on the topic.
- Blogs with no real facts.
- Website that are trying to sell you something.

**Think**

Is the search good or bad?

1) What happens to a caterpillar as it gets older?	Good	Bad
2) Tell me something about dinosaurs please	Good	Bad
3) Canada map	Good	Bad
4) Why is it that the moon changes the way it looks?	Good	Bad
5) I want to know how a plant gets bigger and bigger	Good	Bad
6) Animals that live in the desert	Good	Bad
7) Who scored the most goals this season NHL	Good	Bad
8) What is the best food to eat?		

**Questions**

Answer the questions below.

1) You want to learn more about dinosaurs. What would you type in?		
_____		
_____		
2) You want to learn about why rainbows can only be seen in the sky.		
_____		
_____		
3) Is the description of the website below trustworthy? Yes or no?		
1) Government website with facts about Canada	Yes	No
2) Guy on YouTube who tells me what he thinks	Yes	No
3) School textbooks and workbooks	Yes	No
4) A comment on Instagram	Yes	No
5) A blog post by a BMX biker about climate change	Yes	No



# Report Writing – Generating Ideas

## Planning

Today, you will practice writing outlines for different report topics. Choose 2 options for topics from below and then write 2 headings you could use for each report. Below is an example.

<b>Topic</b>	Plants
<i>Heading #1</i>	<i>What Plants We Eat</i>
<i>Heading #2</i>	<i>What Plants Need To Grow</i>

Sports	Movie	School	Computers
Television	Music	Friends	Family

<b>Topic 1</b>	<hr/> <hr/> <hr/>
<i>Heading #1</i>	<hr/> <hr/> <hr/>
<i>Heading #2</i>	<hr/> <hr/> <hr/>

## Draw It

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## Planning

Choose a topic from the last page or come up with your own topic. Then write 2 headings.



Topic 2

Heading #1

Heading #2

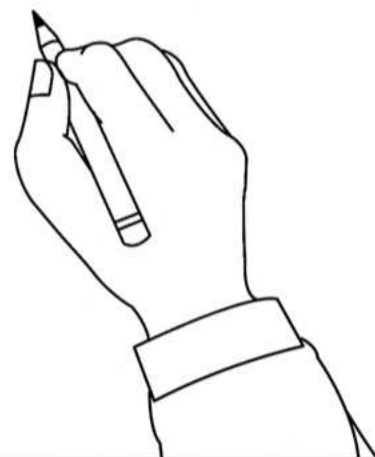
**PREVIEW**

## Report Writing – Introductions

A great beginning makes people want to read your story.

Here's how to start:

- Begin with a cool fact or a question.
- Say what your story is about.
- Give a hint about the ideas in the report, but don't tell all the information.
- Make it short and interesting.



### Analyze

Read the introduction and place a checkmark if it meets the criteria. You can check more than one.

Did you know some dinosaurs were as tall as a house? Wow! Today, we're going to learn about these amazing creatures that lived long, long ago. Get ready to roar like a T-Rex!



**Starts with fun fact or question**

**Gives a hint, not all the information**

**Says the main idea**

**Keep it short and interesting!**



**Analyze**

Read the introductions below and use a checkmark if it meets the criteria. You can check more than one.

Did you know that Chinese New Year is sometimes called the Spring Festival? That's so cool! Let's explore how people celebrate Chinese New Year. I'm already excited about dragons, yummy foods, and special traditions! Let's start our exciting journey!



**Starts with fun fact or question**

**Gives a hint, not all the information**

**Says the main idea**

**Keep it short and interesting!**

This is a report about caterpillars. Caterpillars are the baby form of butterflies. They have many legs. Caterpillars eat leaves. Some caterpillars can be fuzzy. Caterpillars turn into butterflies.



**Starts with fun fact or question**

**Gives a hint, not all the information**

**Says the main idea**

**Keep it short and interesting!**