



Preview – Information



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Google Slides Lessons Preview





BC Language Curriculum Composition (Writing) – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **use different strategies** for **producing ideas** so we can make our writing more fun and creative.

Decorative elements include a yellow heart, a pink heart, and a purple triangle.

Idea Development Strategies

Drag and drop the boxes to match the correct facts about Brainstorming Strategy into the cloud		
It helps you get ideas quickly.	You don't need full sentences.	You write down many ideas.
You must write only one idea.	You cannot share ideas with others.	Later, you can choose the best ideas.
You need to check spelling right away.	There are no wrong answers.	All ideas must be correct facts.
It is helpful before writing a story or report.	It is only for teachers, not students.	You can do it alone or in groups.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

The Power Of Planning

Part 2: Writing With Brainstorming
Subject: **Timbits**
Instruction: First, list some ideas or key words about the word below, then use your brainstormed ideas to write about it.

Timbits

Decorative elements include a box of Timbits and some Timbits themselves.



BC Language Curriculum Composition (Writing) – Grade 4

Label the Story Parts

Read each sentence and check if it is the beginning, middle, or ending of a story.

	Beginning	Middle	Ending
1 The cat knocked over a vase while chasing a toy mouse.			
2 Ben carefully placed candles on his birthday cake.			
3 The basketball team lifted the trophy and cheered together.			
4 Dark clouds filled the sky, and thunder rumbled loudly.			
5 The magician pulled a rabbit out of the hat, and the crowd gasped.			
6 A lost kite got stuck in a tall tree during the windy afternoon.			
7 Anna put on her backpack and walked to the school bus.			
8 At the park, Mia met a new friend who was also flying a kite.			
9 After the movie, the friends shared ice cream and talked about their favourite parts.			
10 The runner crossed the finish line and waved to the cheering crowd.			

Story Setting

Picture of a story setting and drag the appropriate story title from the boxes on the right to match it.

- Snow White and The 7 Dwarves
- Hansel and Gretel
- The Tortoise and The Hare
- Alice in Wonderland
- Cinderella
- Little Mermaid
- Rapunzel
- Three Little Pigs

The Castle Plot Path

A	One night, she heard a noise echoing through the halls.
B	The guards rushed out, and the dragon flew away into the night.
C	Ella lived in a castle with tall stone towers.
D	Ella smiled, "The castle is safe—for now."
E	A dragon appeared in the courtyard, breathing smoke! Ella bravely rang the warning bell.



BC Language Curriculum Composition (Writing) – Grade 4

Sorting Persuasive Writing Tips

Helpful Tips In Persuasive Writing



Drag and drop the helpful tips for persuasive writing into the box.

Use boring and weak words.

Give clear reasons and facts.

Think about your audience.

Leave out reasons or facts.

Write without planning.

Use powerful and exciting words.

Start with a strong opinion.

Ignore what your reader thinks.

Organize your writing

End with a sentence that sums it up.

Space Edition: Facts

Circle the sentences that you think are true facts about space, ready to explain to the class why you chose them to persuade others that they are correct.

Astronauts wear spacesuits to survive in space.	Earth takes 365 days to orbit the Sun.	Space travel is boring.	Saturn has rings made mostly of ice and rock.
Saturn's rings are made of cotton candy.	Stars are huge balls of burning gas.	The Sun is smaller than Earth.	The Sun is a star at the center of our solar system.
The Moon reflects light from the Sun.	The Sun goes around the Earth.	Rockets are used to send astronauts into space.	Aliens live on the Moon.
There are 20 planets in our solar system.	Jupiter is the largest planet in our solar system.	The Moon is made of cheese.	Mars is also called the "Red Planet."



Spot the Conclusion

Read each set of sentences. Circle the one that is the conclusion. Remember— a conclusion wraps up the ideas and gives the reader a final thought.

- A Dogs need food, water, and exercise every day.
B They are also loyal and friendly animals.
C That's why dogs make wonderful companions for people.

- A Sharks can smell blood from far away.
B Overall, sharks are one of the ocean's most powerful predators.
C With their speed and sharp teeth, they are fierce hunters.

- A Altogether, the Moon plays an important role in lighting up our sky.
B It shines at night by reflecting sunlight.
C The Moon moves around the Earth.

- A To sum up, plants are living things that depend on nature to stay alive.
B Plants need water and sunlight to survive.
C Many plants also grow from seeds.



Workbook Preview



Grade 4 – Language Writing



Big Idea 1	Language and text can be a source of creativity and joy.
Big Idea 2	Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
Big Idea 3	Texts can be understood from different perspectives.
Big Idea 4	Using language in creative and playful ways helps us understand how language works.
Big Idea 5	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

W4.1	Preview of 150 pages from this product that contains 366 pages total.	9 – 90, 6 – 158, 5 – 186, 7 – 228, 6 – 271
W4.2		– 265
W4.3		
W4.3	Literary elements: theme, character, setting, plot, conflict, and purpose	91 – 104, 108 – 109
W4.4	Literary devices: sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)	18 – 21, 79 – 88, 183 – 184, 202 – 203, 244 – 245, 249 – 253
W4.5	Writing processes: may include revising, editing, considering audience	12 – 17, 22 – 25, 43 – 44, 48 – 49, 51 – 52, 61 – 62, 64 – 65, 73 – 74, 76 – 77, 122 – 124, 126 – 130, 150 – 154, 159 – 166, 175 – 178, 187 – 190, 192, 201, 204 – 207, 209, 214 – 216, 229 – 231, 233, 246, 254 – 256, 272 – 275, 277, 280 – 293
W4.6	Metacognitive strategies: talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer	25 – 26, 52 – 53, 65 – 67, 77 – 78, 130 – 132, 154 – 155, 169 – 170, 176, 192 – 194, 209 – 210, 233 – 234, 246 – 248, 256 – 257, 277 – 278
W4.7	Paragraph structure: use of a topic sentence and supporting details	33 – 47

Understanding Text Forms

What Are Text Forms?

Text forms are the different styles or structures we can use when writing. Each form helps us share our thoughts, ideas, or stories in unique ways. There are many text forms and understanding them helps us become better writers.

The Purpose of Different Forms

Each text form has a special purpose. Here's a list of some common text forms and what they are used for:

- Narratives: To tell a story.
- Reports: To share information.
- Letters: To send a message to someone.
- Poems: To express feelings in a creative way.
- Persuasive Writing: To convince someone of something.
- Comic Strips: To tell a story using pictures and words.
- Biographies: To tell the life story of someone.
- Instructions: To explain how to do something step by step.



Who Are We Writing For?

When we write, we think about who will be reading our words. This person or group is called the "audience." Knowing who our audience is helps us pick the best way to communicate.

Matching Forms with Audiences

We choose the text form that fits what we want to say and who is reading our work. If we're explaining how to make a sandwich to a younger sibling, we might write instructions. If we are telling our class about a famous scientist, we might write a biography.

Understanding Text Forms

Which Form?

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

1) Telling a friend how to bake cookies.	
2) Sharing your feelings about a beautiful sunset.	
3) Convincing parents to get a new pet.	
4) Describing a famous athlete's life journey.	
5) Explaining a science experiment to classmates.	
6) Writing a postcard to a friend about your weekend.	
7) Creating a book of recipes with illustrations for younger siblings.	
8) Reporting on a local community event as a school project.	

Questions

Answer the questions below.

1) What do the terms below mean?	
Audience	
Purpose	
2) Why is it important to know your audience before choosing your text form?	
3) What is your favourite text form? Explain why.	

Identifying Purpose of a Text

Texts are written for different reasons. Some texts give us information and teach us things. Other books are for fun; they tell us stories that entertain us.

To Educate: "All About Robots" teaches us how robots work.

To Entertain: "The Secret of the Haunted House" is a spooky story for fun.



Think _____ the story summaries below and circle what their purpose might be.

1	Book: "The Garden Party"	Educate	Entertain
2	How-to: "How to Bake a Cake in 5 Steps"	Educate	Entertain
3	Biography: "Life of Thomas Edison"	Educate	Entertain
4	Play: "The Adventure of Sherlock Holmes"	Educate	Entertain
5	Poster: "Recycling Do's and Don'ts"	Educate	Entertain
6	Book: "The Great Canadian Wilderness"	Educate	Entertain
7	Comic: "Superheroes of Maple Street"	Educate	Entertain
8	Manual: "Smartphone User Guide"	Educate	Entertain
9	Play: "Mystery at the Mountaintop"	Educate	Entertain
10	Biography: "The Star Hockey Player"	Educate	Entertain
11	Pamphlet: "Visit the Rockies!"	Educate	Entertain
12	Magazine: "Fun Times Reader"	Educate	Entertain
13	Instructions: "Assembling Your Treehouse"	Educate	Entertain
14	Play: "The Enchanted Forest"	Educate	Entertain
15	Poster: "Join the Science Club!"	Educate	Entertain

Think

Think of books you have read lately. Write down the titles of these books in the correct category.

Books That Educate	Books That Entertain

Think

Texts can be used for many purposes. Circle the best reason below.

1	"Vote for a Greener Tomorrow"	Persuade	Entertain
2	"World War II: A Historical Account"	Inform	Instruct
3	"10 Steps to Planting a Garden"	Instruct	Persuade
4	"The Guide to Stars and Planets"	Inform	Entertain
5	"My Journey Across the Sahara"	Describe	Document
6	"Reflections on Turning 30"	Reflect	Inform
7	"Chocolate Cake Recipe"	Instruct	Persuade
8	"Daily Meditation and Mindfulness"	Reflect	Educate
9	"Discover the Rainforest"	Describe	Persuade
10	"City Council Meeting Minutes"	Document	Entertain
11	"The Art of French Cuisine"	Inform	Instruct
12	"Sonnet of the Sea"	Express	Instruct

Idea Development Strategies

Practice

Practice the different strategies below.

- 1) **Brainstorm:** Write all your thoughts down about your favourite day of the week. Include all the reasons why it is your favourite day.



- 2) **Graphic Organizer:** Fill in the graphic organizer about your favourite food.

- | | |
|--|--|
| a) What is your favourite food? | |
| b) What does it taste like? | |
| c) Why do you like it the best? | |
| d) Who makes it? | |
| e) What ingredients does it have? | |
| f) Can you make this food? | |
| g) Who introduced you to this food? | |
| h) If you could change one thing about this food, what would you change? | |
| | |

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite sport or hobby. What questions do you have about the sport or hobby that you could answer in your writing? Write 6 questions below.

1

2

3

4

5

6

4) **Talk To Others:** Pretend you are writing about how to play one of your favourite games. This could be a video game or a game you play outside. Talk to a friend about the steps to playing the game and then write them down below.

1

2

3

4

5

6

7

8

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 Animal

Instructions:

- 1) Students are given 8 minutes to write about the chosen subject without any pre-writing or brainstorming.
- 2) Encourage students to write freely and continuously for the entire 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 8 minutes to write about the subject using their brainstormed ideas.
- 3) Collect the writing.

Name: _____

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Curriculum Connection
W4.5

Activity: Power of Planning

Part 1

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

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – What is your favourite season? Why is it your favourite? Write everything that comes to mind. Then write for 6 minutes below.



Season

PREVIEW

Personal Voice – Word Choice

People have different writing **voices** because they use different **words**. Your writing voice is how you sound when someone reads your writing. Some people use big, fancy words and sound very formal. Others use simple, everyday words and sound friendly and casual.

For example, someone might write "commence" while another person would just say "start." Or one person might use "astonishing" and another might say "cool." These word choices create a unique voice that makes every writer's style special.

Word Choice Choose the words you would choose to use when describing the settings below

Forest	Green	Woodsy	Flourishing	Enchanted	Whispering
Ocean	Big	Vast	Boundless	Mysterious	Sparkling
City	Busy	Bustling	Metropolitan	Vibrant	Gleaming
School	Fun	Educational	Academic	Adventurous	Inspiring
Home	Cozy	Comforting	Domestic	Heartwarming	Welcoming
Desert	Hot	Arid	Dry	Open	Expansive
Mountain	High	Majestic	Rocky	Towering	Rugged
Park	Pretty	Picturesque	Fun	Idyllic	Inviting
Museum	Quiet	Serene	Neat	Cultured	Historic
Space	Dark	Infinite	Awesome	Celestial	Vast

Think Write the words in your current vocabulary, and some words you'd like to start using

Words I Use Now	Words I Want To Start Using

Personal Voice – Word Choice

Word Choice

Replace the crossed out boring words with more interesting word choices

1)	The big _____ cat quickly _____ ran to the house.
2)	She loudly _____ sang a happy _____ song.
3)	He _____ walked to the small _____ store.
4)	The lazy _____ dog happily _____ played with the ball.
5)	They excitedly _____ opened the plain _____ gift.
6)	The small _____ bird _____ across the sky.
7)	She carefully _____ painted the _____ picture.
8)	The young _____ children noisily _____ played in the park.
9)	He nervously _____ spoke in front of the _____ class.
10)	The bright _____ sun warmly _____ on a _____ morning.

Think

Write synonyms for the words below

Good				
Big				
Happy				
Fast				
Funny				

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.

PREVIEW

What
Learned

Varying Sentence Lengths

Varying sentence length in writing helps make stories and explanations interesting. **Short sentences** can make ideas feel quick or important. **Long sentences** can give more detail and let you add more thoughts. It's like mixing fast and slow parts in a dance to make it more fun to watch. Long sentences use **conjunctions** to combine clauses (and, so, etc.)

Examples:

- The cat sat. It was nap time.
- Under a bright, glowing moon, the cat stretched out lazily across the soft, warm blanket, whiskers twitching slightly as it settled into a comfortable position for its evening nap.



Practice writing short and long sentences about the topics below.

Topic	My Favorite Animal
Short Sentence	
Long Sentence	

Topic	On the Playground
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

Varying Sentence Lengths

Write

Read the paragraphs below and decide whether to add short or long sentences on the blanks so that there is a good mix.

Dinosaurs were incredible creatures. _____

_____.

Some, like the enormous Brachiosaurus, were as tall as buildings, while others were small and quick. The T-Rex has huge teeth. It was a feared dinosaur. _____

_____.

Many dinosaurs ate plants, but some were hunters, eating other dinosaurs. They all became extinct, meaning they don't exist anymore. _____

_____.

Outer space is a mysterious place. It's filled with stars, planets and galaxies far beyond our own. _____

There are eight planets in our solar system, including Earth. Some planets like Jupiter, are gigantic, while others, like Mercury, are much smaller. _____

_____.

The Earth has one moon. _____

_____.

_____.

Space is still full of secrets, with new discoveries always waiting to be found.

Fluent Writing

Fluent writing is when you write clearly and your ideas flow smoothly, almost like telling a story. It's easy to understand and enjoyable to read. In fluent writing, sentences are well-structured, and ideas are linked together nicely.

Fluent Writing:

The beach was lively and full of excitement. Children built sandcastles near the water's edge, while the sound of waves crashing provided a soothing background melody.

Non-Fluent Writing:

The beach was a mess. Children made sandcastles. Waves were loud.



Think: _____ example fluent or not fluent?

1) The cat curled up in the sun by the window.	Fluent	Not Fluent
2) Garden has butterflies. Flowers are colorful.	Fluent	Not Fluent
3) Stars twinkled above, creating a beautiful scene in the sky.	Fluent	Not Fluent
4) The sun peeked through the clouds, painting a bright day.	Fluent	Not Fluent
5) Breeze is blowing. Trees and leaves move.	Fluent	Not Fluent
6) Children play. They are at the park. It is sunny.	Fluent	Not Fluent
7) The bookshelf was a rainbow, each holding a different book.	Fluent	Not Fluent
8) Old clock making ticking sound. Time passes.	Fluent	Not Fluent
9) The river flowed gently, mirroring the sky in its clear, calm waters.	Fluent	Not Fluent
10) Stars are out. Sky looks nice.	Fluent	Not Fluent

Write

Write an example of a not fluent line of writing and a fluent line.

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Name: _____

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Curriculum Connection
W4.1

Fluent Writing

Revise

The writing below is not fluent. Revise the writing by making it sound fluent when you read it aloud.



Not Fluent The cat. On the mat. Sleeps.

Fluent

Not Fluent Rainy. Went outside. Forgot umbrella.

Fluent

Not Fluent He reads book. Books are on table.

Fluent

Not Fluent She plays piano. It is very loud. Turn it down.

Fluent

Not Fluent We ate dinner. It was tasty. I want seconds.

Fluent

Not Fluent I have homework. I am upset. I play soccer.

Fluent

Exploring the Structure of Paragraphs

What Makes a Paragraph?

A paragraph is a group of sentences that talk about one main idea. It's like a building block in writing. Each paragraph has special parts to make it clear and interesting.

Starting with Topic Sentences

Every paragraph begins with something called a "topic sentence." This sentence tells the reader what the paragraph will be about. It's like opening a door to a new room full of ideas. Here are some things that a topic sentence should do:

- Introduce the main idea of the paragraph.
- Be interesting to make you want to keep reading.
- Connect to the paragraph, so it, makes sense.



Why Are Topic Sentences Important?

Topic sentences help the reader understand quickly what the paragraph is about. It's like a guidepost on a road, showing the way. If paragraphs didn't have topic sentences, reading would be like trying to find your way without a map.

Hooking the Reader with a Special Topic Sentence

A hook is a special kind of topic sentence that grabs the reader's attention. It's like a fishing hook that catches a fish. A hook in writing catches the reader's interest so they want to keep reading. Here are some examples of hooks:

- ✓ Have you ever wondered why the sky is blue?
- ✓ BANG! The door slammed shut, and I was alone.
- ✓ Imagine flying like a bird, soaring above the clouds.
- ✓ Dogs can be our best friends and loyal companions.

Exploring the Structure of Paragraphs

Topic Sentence Read the paragraphs below and then write a topic sentence for each one.

Topic Sentence

The Sun is the center of our solar system. It provides light and warmth, making life possible on Earth. Without the Sun, our planet would be cold and dark, and nothing could grow.

Topic Sentence

Ice cream comes in many different flavours like chocolate, vanilla, and strawberry. You can add toppings like sprinkles and syrup to make it even tastier. Many people enjoy ice cream on a hot day.

Topic Sentence

Dolphins are known for their intelligence and playful behaviour. They often perform tricks and interact with humans. These amazing creatures communicate with each other using clicks and whistles.

Hooks

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

Boring Version

Rain is water that falls from the clouds.

Your Version

Boring Version

Cats are animals that many people keep as pets.

Your Version

Boring Version

Apples are fruits that grow on trees and are often red.

Your Version

Exploring the Structure of Paragraphs

Asking a Question: Starting with a question can make readers curious.

Example: "Have you ever wondered how the tallest trees grow?"



Using an Exclamation: An exciting statement can grab the reader's attention.

Example: "Watch out! Hurricanes are one of the most powerful storms on Earth."

Making a Bold Statement: A strong statement helps the reader understand what the paragraph is about.

Example: "Dinosaurs were the most gigantic creatures to ever walk the Earth."

Adding an Interesting Fact: A fascinating fact can make the reader want to learn more.

Example: "Did you know honey never spoils, even after thousands of years?"

Hooks

Re-write the topic sentence below using the different strategies.

Original Version	Soccer is a fun sport.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Pizza is the best food.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) In the morning, you brush your teeth, wash your face, and comb your hair. Breakfast is an important meal, so you might eat cereal or toast. Then, it's time to put on your shoes and head to school.

a) Starting my day with a routine helps us get ready.

b) I do the same thing every morning.

c) My morning routine is the best part of the day.

2) At the zoo, you can see lions, tigers, and bears. The zookeepers feed them at specific times, and they are trained to do tricks. There are also gift shops where you can buy souvenirs.

a) Lions are a kind of big cat.

b) The zoo is a place where you can see many different animals.

c) You can see animals perform tricks.

3) In a garden, you can find flowers, trees, and vegetables. People use plant gardens to grow food or to make their yard look pretty. Bees, butterflies, and birds visit gardens.

a) Birds and butterflies visit gardens.

b) Gardens contain plants and attract wildlife.

c) Planting gardens is a fun hobby.

4) Libraries have shelves filled with books on all sorts of subjects. You can borrow books to read at home or read them in the library. They also often have computers and study areas.

a) Reading books is a great way to learn.

b) Libraries offer books, computers, and quiet spaces to study.

c) Books are available on many subjects at the library.

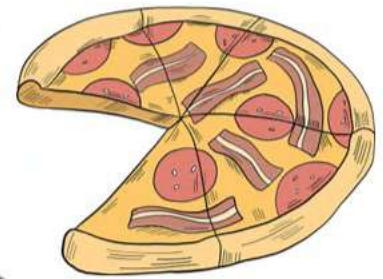
Crafting Perfect Paragraphs

Building Strong Paragraphs

When we write, paragraphs are like containers that hold our thoughts and ideas. Drafting paragraphs involves focusing on supporting details, which help make the sentences fit together like pieces of a puzzle.

Supporting Details: What Are They?

Supporting details are extra information that explains the main idea. They make our writing juicy and interesting. Imagine telling your friend about your favourite game. You wouldn't just say, "I like this game." You would explain why you love it, what makes it fun, and why your friend should play it too!



Let's Explore Examples:

- Main Idea: "I love pizza."

Supporting Details: It's cheesy, has delicious toppings, and it's just what I need.

- Main Idea: "Winters are fun."

Supporting Details: You can build snowmen, have snowball fights, and drink hot chocolate.

Making It Stick: Coherence

Coherence is when your paragraph makes sense, and everything fits together. Think of it like building a tower with blocks. If one block doesn't fit, the whole tower might fall!

Tips for Making Perfect Paragraphs:

- 1) Start with a Strong Sentence: This tells what the paragraph is about.
- 2) Add Supporting Details: These are like the yummy toppings on a pizza!
- 3) Finish with a Closing Sentence: This wraps up your paragraph neatly.

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	Eating a healthy breakfast helps me start the day with lots of energy.
1	You should start the day with fruits and whole grains.
2	You need energy for the things you do all day.
3	Your brain needs brain food to think at school.

Topic Sentence	Being a pet is a great responsibility and a source of joy.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Recycling helps to protect the environment.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Apples come in many different colours and flavours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

When we plan our paragraphs, we sometimes have more than 3 ideas to consider. When this happens, we should group our ideas into 3 big ideas. Check out the example below.

Brainstorm why summer is the best season

Warm weather, no snow, no school, swimming, basketball, soccer, days are longer

3 Big Ideas (1) Better weather (warm weather and no snow), (2) Sports (basketball and soccer), (3) More time to play with friends (no school, days are longer)

Brainstorm the topic and then select 3 big ideas to write about.

1) What is your dream house?

Dream
House

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Similarly	However	Also	Finally
Next	Likewise	But	In addition	In conclusion
Then	Equally	On the other hand	Furthermore	To sum up
Afterward	In the same way	Alternatively	Moreover	All in all
Meanwhile	As well as	Conversely	Plus	In summary
Along with		Nevertheless	Too	In the end

Think

Choose a good transition word for the supporting details.

- 1) I love dogs and cats. _____, my best friend enjoys spending time with her pets. We often share stories about our funny antics.
- 2) I enjoy reading books on rainy days. _____, my sister prefers to watch movies. We always find ways to share our interests with each other.
- 3) Our school garden is full of flowers. _____, we have a vegetable patch where we grow carrots, tomatoes, and lettuce. We all take turns to water the plants.
- 4) We played games, sang songs, and ate cake at the party. _____, we opened the gifts and thanked everyone for coming. It was a great celebration!
- 5) My brother likes to play soccer on weekends. _____, he does his homework. _____, I like to finish my homework early so I can play with my friends. _____, my cousin prefers to relax and watch TV. _____, he sometimes invites us to join him. _____, we all have different hobbies and ways to enjoy our free time.

Ending With a Bang: Conclusion Sentences

What is a Conclusion Sentence?

A conclusion sentence is the last sentence in a paragraph. It wraps up the ideas you've been talking about and gives a finished feeling to the paragraph. Think of it like putting the lid on a jar – it seals everything inside!

Why are Conclusion Sentences Important?

Conclusion sentences help the reader understand what you were trying to say. They make the main idea of the paragraph clear and remind the reader what the paragraph was all about.

How to Write a Good Conclusion Sentence

Writing a good conclusion sentence is like putting a bow on a gift. Here's a quick list of things to remember:

- Restate the Main Idea: Use different words to say what you said at the beginning of the paragraph.
- Keep it Short: A conclusion sentence should be short and to the point.
- Add a Final Thought: If you can, add something that makes the reader think a little more about what you said.

Examples of Conclusion Sentences

- If you write about your favorite sport, you might end with: "Hockey is more than a game; it's a passion."
- If you write about a trip to a farm, you could conclude with: "The day at the farm was an unforgettable adventure."



Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence is always in the middle of a paragraph.	True	False
2) Conclusion sentences wrap up the paragraph's ideas.	True	False
3) Writing a conclusion sentence is like opening a gift.	True	False
4) It's good to state the main idea in a conclusion.	True	False
5) Conclusion sentences should confuse the reader.	True	False

Think

Circle the conclusion sentence you think is best.

1) In the park, children play on the swings, slide, and climbing structures. Parents watch their children and everyone enjoys the fun. Picnics are often enjoyed on the green grass, and people relax on the pond.

- a) Swings are a lot of fun.
- b) Parks bring joy and relaxation to people of all ages.
- c) The pond has fish in it.

2) At a bakery, the delicious smell of fresh bread and pastries fills the air. Bakers work hard to create sweet and savory treats. Customers are often seen smiling with their chosen delight.

- a) Bakers use magical powers.
- b) Bakeries provide a cozy space to enjoy fresh, tasty treats.
- c) The bakery only sells ice cream.

3) In the classroom, students sit at desks, listening and participating in lessons. Teachers use the whiteboard to explain subjects, and friends help each other learn. Fun projects make learning more exciting.

- a) Teachers never explain anything.
- b) Students only play games in the classroom.
- c) Classrooms are places for learning and collaboration.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) At the school library, children can find books about dinosaurs, planets, and pirates. They can read at the tables or borrow books to take home. Sometimes, the librarian reads stories to the kids.

2) In the summer, my family goes to the beach. Children build sandcastles and collect seashells. Parents rent beach chairs, and everyone enjoys splashing in the waves.

3) At the community park, there's a garden with colorful flowers and tall trees. People walk their dogs, and children fly kites. On sunny days, artists come to paint the beautiful scenery.

4) During winter, people bundle up in warm coats and scarves. They go ice-skating or have snowball fights. Families enjoy sipping hot chocolate together after playing outside in the cold.

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Write things you like about the paragraph. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 8 criteria that make a good paragraph.

Planting a garden is a wonderful way to connect with nature and enjoy the outdoors. Choosing the right plants and seeds teaches us about different types of vegetables. Next, caring for the garden by watering and weeding helps plants grow strong and healthy. Finally, watching the garden bloom and thrive brings a sense of accomplishment and joy. Planting and tending to a garden not only benefits our surroundings but also nurtures a love for nature and the environment.

1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Describe your favourite animal.	What's the best season of the year?
Write about a visit to the zoo.	Describe a beautiful place you visited.
What do you like to do on a rainy day?	Explain how to make your favourite sandwich.
Explain your favourite hobby.	What is your favourite game? Explain how to play.
Would you like to be invisible?	Describe what you would do on a perfect day.

1) What is your topic?

2) Brainstorm ideas that come to mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

5) Write the 3 supporting details you will include in your paragraph.

1

2

3

6) Write your topic sentence of your paragraph below. Include transitions words between your supporting 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	☒	☐
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it isn't boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense.		

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		
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it isn't boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense.		

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Reflection Journal

1) Colour the emoji that best describes how you feel about your writing. Are you happy with your finished text?



2) What was your favourite part of your assignment?

3) What did you find challenging to write?

4) How could you have done better?

5) Did you learn any new words or phrases while writing? Can you share them?

Formal Versus Informal Letters

Formal Letters: A Professional Way to Write

Formal letters are used when you need to write to someone in a professional or serious way. You might write a formal letter to your school principal, a company, or a government official. These letters have specific rules and a clear structure.

- Opening: Always use a polite greeting like "Dear Mr. Smith."
- Body: Explains your main point or request. Be polite and clear.
- Closing: End with words like "Sincerely" or "Yours truly."

Informal Letters: Friendly to Friends and Family

Informal letters are used for casual communication. You can write them to friends, family members, or anyone you know well. They are relaxed and can have a fun tone.

- Greeting: Start with something friendly like "Hi!"
- Body: Share news, ask questions, or express feelings.
- Closing: End with something warm like "Love" or "See you soon."

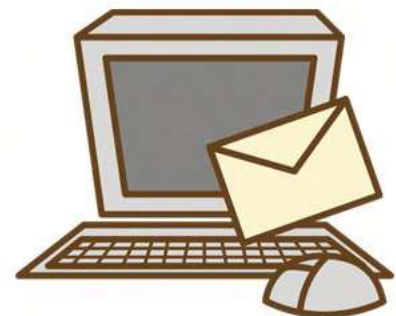
Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who you are writing to and why. They have become a common way to communicate.

Formal emails, need a clear structure and polite tone, often used for job applications or professional communication. **Informal emails**, on the other hand, are like casual letters sent online, used for writing to friends or family.

Key Parts of an Email

- Subject Line: Describe what the email is about.
- Greeting: Use a friendly or formal greeting.
- Body: Write your main message.
- Closing: End with a polite or friendly sign-off.



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters require a clear structure.	True	False
2) Informal letters use a formal greeting.	True	False
3) Emails can be formal or informal.	True	False
4) Emails have a subject line.	True	False
5) Formal letters end with "Love."	True	False

Think

Which type of letter is given in the example.

Dear Principal Jones,

I hope this letter finds you well. I am writing to ask if we can have more books about animals in our library.

Sincerely,
James

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

Hi Sammy!

What's up? I got a new puppy! Can't wait for you to meet him.

See you soon,
Sammy

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

Subject: Inquiry About Science Project

Dear Mrs. Smith,

I need help understanding the water cycle for our science project. Can we meet after school?

Yours truly,
Brian

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

Subject: My Soccer Game

Hi Auntie,

We won our soccer game yesterday! You should have seen my goal.

Love,
Kennedy

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

Analyzing Informal Emails

Analyze

Read the emails below. Underline the subject and closing (or use highlighters). Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Weekend Plans

Hi Emily! Guess what? I just found out about a cool carnival happening this weekend. It has everything from fun games to tasty snacks. I think it would be amazing if we could go together. There's even a giant Ferris wheel and even a magician! What do you think? I can't wait to see you there! Talk to you soon,

Your friend,

Jessica

Author's
Voice

Subject: Lost My Favourite Toy

Hello Jordan! You won't believe what happened. I lost my little car, and I can't find it anywhere. I've looked all over the house. If you find it, please let me know. I feel lost without it.

Thanks,

Dylan

Author's
Voice

Subject: Math Test Tomorrow

Hey Taylor! Our math test tomorrow has me in knots. I've been trying to study, but I'm struggling with some concepts. Could you maybe help me after school today? I think together we can crack it.

Thanks so much, Ethan

Author's
Voice

Name: _____

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Informal Email Writing

Write

Using what you've learned about informal letters, write 2 letters below.
Use the audience and purpose provided for you.

Audience	Purposes
Friend	Inviting to a sleepover or expressing thanks

Subject: _____

Audience	Purposes
Teammate	Asking to practice more or telling them how you are doing

Subject: _____

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	EEK!
Oh!	Ouch!	Yippee!	No!	Yikes!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!

Think

Add the appropriate interjections and describe the voice used.

Subject: _____ at Noise!

Hey _____! Why does your dog have to bark so late at night?

_____! _____ awake again! _____! Can you please keep him
inside or do something to stop _____?

Talk to you soon,
Jenna.

Voice (Angry, Sad, Mad, Frustrated, etc.) _____

Subject: Lost My Favourite Toy

Hi Mom, _____! I lost my favourite toy _____ at _____ ... I
looked everywhere for it, even in the lost and found _____ I really miss it.
Can we look for it together tomorrow?

Love,
Tom.

Voice (Angry, Sad, Mad, Frustrated, etc..) _____

Subject: Won the Art Contest!

Hey Dad! _____! I won the art contest at school! _____! My painting
of the sunset got the first prize! _____! I can't wait to show it to you. Let's
celebrate!

See you soon,
Lily.

Voice (Angry, Sad, Mad, Frustrated, etc..) _____

Success Criteria – Informal Emails

Analyze

Read the email below. Write things you like about the email. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 7 criteria that make a good informal email.

Subject: My Weekend Adventure

Hi Sarah,

Whoa! I had a great weekend at the adventure park! First, you wouldn't believe the roller coasters; I felt so excited and terrified at the same time. Next, I tried the giant swing, and it was awesome. Also, I met a new friend named Jake who's also into thrill rides. Whee! You will have lots of fun there too.

How was your weekend? I'm missing weekend outings. So, let's plan something soon, maybe a movie or a picnic.

Catch you later,

Emily

1)	
2)	
3)	
4)	
5)	
6)	
7)	

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing news, inviting to a party
Family Members	Giving thanks, holiday greetings
Classmates	Asking for homework help, playdate
Sports Teams	Discussing practice, game updates
Pen Pals	Introducing oneself, cultural exchange
Favourite Celebrity	Writing a letter, asking questions

1) Who will be the audience for your informal email?	
2) What will be the purpose of your email?	
3) Brainstorm anything that comes to mind when you think of this purpose. What things could you write about to this audience?	
4) Write the subject line below.	
5) Write the greeting you will use.	
6) Write the closing you will use.	

Write

Plan your email by filling in the graphic organizer.

7) What voice will you use in your email? Are you angry, happy, excited?

8) What adjectives/words will you use to communicate your voice? For example, if you're mad, you might use interjections like: Argh! Ugh! Grr! Seriously! You might also use lots of exclamation marks.

9) Write your main part of your email below. Include interjections like the ones listed above.

PREVIEW

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	☒	☐
Greeting		
Clear Topic Sentence		
Engaging Body – Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does it Make Sense?		

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	
Greeting	
Clear Topic Sentence	
Engaging Body – Good word choice	
Use of interjections	
Appropriate Voice and Tone	
Clear Conclusion Sentence	
Appropriate Closing	
Flow – Does it Make Sense?	

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
Greeting	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
Topic Sentence	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Engaging Body/Word Choice	Words are lively and interesting; body is mostly engaging	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	Uses many appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
Voice	Voice matches purpose (e.g., happy, excited)	Voice is consistent	Voice is inconsistent or unclear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Closing is appropriate	Closing is new or inappropriate	Closing is missing or inappropriate

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

Writing Goals

A **writing goal** is like a promise to help you get better at writing. It shows what you can work on to improve!



Ideas

- Edit work for spelling mistakes.
- Practice neater handwriting.
- Try using different types of punctuation.

1) You need 3 writing goals. Choose from below or write your own in question 2.

a) Use different types of punctuation.	Yes	No
b) Write down words and their meanings.	Yes	No
c) Edit work, looking for better adjectives/adverbs	Yes	No
d) Edit writing for spelling mistakes.	Yes	No
e) Practice writing neat handwriting.	Yes	No

2) What other writing goal could you choose?

3) Write the 3 writing goals and how you will achieve them.

Name: _____

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Achieving Our Goals

Goals – Checking In

Did you achieve your goals?

1) Did you achieve your goals? Write the goal and how you think you did.

2) As you worked on your writing this week, did you think of these goals as a

3) What can you improve on for your next goals. How can you make sure you reach them?

Analyzing Formal Letters

Analyze

Read the emails below. Underline the subject and closing (or use highlighters). Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Happy Valley School

45 School

Toronto, ON M3B 6B6

Dear Mr. John

I am writing to thank you for the recent sports day. Firstly, it was an amazing event, and I had a wonderful time. Additionally, I participated in the relay race and, furthermore, won a ribbon! Thank you once again, and I look forward to next year.

Sincerely,

Addy Rothwell

Author's Voice

Ottawa City Hall

123 City Square

Ottawa, ON K1A 1B2

Dear Mayor Thompson,

I am writing to express my dissatisfaction with the lack of playgrounds in our community. Many children, including myself, are feeling neglected. Furthermore, I urge you to consider our need for outdoor spaces. Moreover, this is an issue that needs immediate attention. Please act on this matter promptly.

Yours faithfully,

Steven Johnson

Author's Voice

Name: _____

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Formal Letter Writing

Write

Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you.

Audience	Purpose
Principal	To ask for better school yard equipment

PREVIEW

Writing Similes

A **simile** is a way of describing something by comparing it to something else, using the words "like" or "as." It helps us make a picture in our minds about how something looks, sounds, feels, or acts.

Here are some examples of similes:

- The cat is as quiet as a mouse.
- Her smile was as bright as the sun on a summer day.



Directions: Circle the similes in each sentence. The first one is done for you.

1) The ox was so strong. He was like an ox.

2) Last night was so dark. It was as _____ as a cave.

3) The bath was as hot as the sun. It was far _____ for the children.

4) The leaves were beautiful. They were _____ like _____ size.

5) Her blue eyes were like the ocean, so deep and _____.

6) Mandy's car was as fast as a cheetah, maybe a little too fast.

7) Her smile was as bright as the sun.

8) The cake was soft and fluffy, like a cloud.

9) The stars twinkled in the sky like tiny diamonds.

10) The rain fell gently on the roof, like a soft whisper.

Figurative Language - Simile

Write

Add a simile to the sentences below.



1	The frog jumped like _____.
2	Her eyes as shiny _____.
3	Her hands were as cold _____.
4	The puppy's nose as sensitive _____.
5	The flowers in the garden smelled _____.
6	The basketball bounced like _____.

Write

Finish the similes below.

1	As hard as a _____.
2	As sweet as a _____.
3	As yellow as _____.
4	Quick like _____.
5	Strong like _____.

Figurative Language - Personification

Personification is when you give human qualities to things that aren't human. It's like making objects or animals act like people in your writing. This makes the writing more interesting and helps you imagine the story better.

Here are some examples of personification:

- The wind whispered secrets through the trees.
- The sun smiled down on us.
- The car coughed and sputtered before starting.



Write a sentence that uses personification using the non-human thing and one of the human qualities given.

Non-Human Thing	Human Quality	Sentence
Sun	Smiling, Glaring	
Wind	Whispering, Howling	
Trees	Dancing, Swaying	
Clock	Running, Racing	
Car	Grumbling, Groaning	

Figurative Language - Idiom

An **idiom** is a phrase where the words together have a different meaning than the individual words do by themselves. Idioms are used to make writing more colourful and to express ideas in a fun and creative way.

Here are some examples of idioms:

- "Piece of cake" - means something is very easy.
- "Hit the books" - means to start studying.
- "Barking up the wrong tree" - looking for answers in the wrong place.
- "Break the ice" - to start a conversation in a new or awkward situation.



Write one of the idioms above to fill in the blanks below.

Jake was nervous about his math test. When he finished, he realized it _____.

He had studied hard and knew all the answers now, so he felt confident and happy.

At the new school, Emma wanted to make friends. Being shy, she decided to _____.

by sharing her cookies. Soon, she was laughing and talking with a group of friends.

With the science fair next week, Mia knew it was time to _____.

_____ She spent her afternoons at the library, researching and taking notes. Her hard work paid off, and she felt ready for the fair.

Ben thought his sister took his favourite toy, so he started arguing with her. But he was _____;

his toy was under the bed all along. Once he found it, he apologized to his sister.

Figurative Language - Analogy

An **analogy** is a way of comparing two things to show how they are similar. It helps to explain an idea by comparing it to something else that is easier to understand. Analogies are used in writing to make descriptions clearer and more interesting.

Here are some examples of analogies:

- "Her smile was like sunshine on a cloudy day." - This compares a smile to sunshine, suggesting it's cheerful and bright.
- "Reading a book is like taking a journey." - This compares reading to traveling, suggesting it takes you to different places or experiences.
- "A good idea is like a four-leaf clover: hard to find and lucky to have." - This compares a good idea to a rare clover, suggesting they are special and valuable.



Write _____ sentence starters below to write an analogy.

1. Learning is like a journey because...

2. A library is like a treasure chest because...

3. Solving a math problem is like solving a mystery because...

4. The earth is like a giant spaceship because...

Writing Metaphors

A **Metaphor** is a way of describing something by saying it's something else, even though it really isn't. It's like using your imagination to make a picture with words.

For example:

If we say, "The classroom was a zoo," it means the classroom was very noisy and wild, but it wasn't really a zoo with animals. Metaphors help make descriptions more fun and interesting.

Directions: For each sentence, write **S** for simile and **M** for metaphor

1) The clouds looked like fluffy pillows in the sky.

2) My life is an open book.

3) Time is a thief stealing moments.

4) Her laugh is as loud as a hyena.

5) He is a bright star in our class.

6) The classroom was as noisy as a beehive.

7) Fear is a monster that grows when you're scared.

8) Her eyes shone like stars in the sky.

9) Life is a rollercoaster with lots of highs and lows.

10) The basketball player was as tall as a giant tree.



Figurative Language - Metaphor

**Write**

Finish the metaphors below

1)	The library is a _____ of knowledge.
2)	Her _____ that lights up the room.
3)	Her work _____ be a _____ to solve.
4)	The park in _____ is a _____ with its many colours.
5)	The old tree in our yard _____ like _____ watching over us.
6)	The world is a _____ where everyone plays a part.

Write

Create your own sentence and complete with a metaphor for it.

1	_____ _____.
2	_____ _____.
3	_____ _____.

Narrative Writing – Themes

In a story, the **theme** is the big idea or lesson that the story is trying to share with us. It's like the heart of the story.

For example, in the story of "The Tortoise and the Hare," the theme is that being slow and steady can be better than being fast and careless. The tortoise wins the race by being steady and not giving up.

Write the story summaries below and write the theme of each.

Summary	A little girl overcomes its fear of climbing to the top of a tall tree to save a bird stuck on a branch.
Theme	_____
Summary	Different children in a neighborhood work together to create a community garden, learn to work together, and appreciate each other's differences.
Theme	_____
Summary	A girl finds a magic paintbrush and learns that using it for selfish reasons has negative consequences, but using it to help others brings happiness.
Theme	_____
Summary	During a school camping trip, two students who usually don't get along learn to cooperate and help each other when they get lost during a hike.
Theme	_____

Narrative Writing – Identify Conflicts

Conflict in stories is like the main problem that the characters have to solve. It could be a character trying to find a lost treasure, solve a mystery, or even dealing with a misunderstanding with a friend.

For example: In the hidden cave Alex and Jamie need to figure out the secret to find a treasure. They face challenges like solving riddles and escaping traps. The conflict from this story is that Alex and Jamie need to figure out the secret of a hidden cave to find the treasure.



Write a short story summary then, identify the main conflict in the story.

Summary	1) In the town of Maple Ridge, Alex's beloved skateboard goes missing. Sarah, his friend, discovers it in the neighbour's yard, repaired as a surprise. Alex learns that sometimes, a loss can lead to a happy surprise.
Conflict	_____
Summary	2) At Pine Hill School, someone is taking snacks from the class. The class works together and sets up a friendly trap to catch the thief. It turns out to be a hungry squirrel. They decide to make a special treat for it.
Conflict	_____
Summary	3) In the town library, Sarah finds a book that transports her to a magical land. She faces the challenge of a riddle-speaking dragon. By solving the riddle, she finds her way home, learning the power of wit and courage.
Conflict	_____

Name: _____

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Summary	4) On a stormy night, two friends, Jake and Maya, accidentally swap their homework. They fix the mix-up by meeting halfway in the rain, learning about cooperation and the importance of double-checking their work.
Conflict	

Draw

Draw a scene from a story you've heard recently that shows the conflict.



Write

Describe the conflict from the picture above

Story Title	
--------------------	-------------------------------

Narrative Writing - Setting

Describe

Imagine the story takes place in the picture. Describe the setting. Make up extra details you can't see using your 5 senses.



See	
Feel	
Hear	
Taste	
Smell	

Use your notes above to write a paragraph form.

Analyze

The setting below has been written about a medieval castle. Write what the character will see, feel, hear, taste, and smell.

Once upon a time in a magical land, a medieval castle stood tall. Young Emily stepped through the gates, feeling the cool, rough stones and hearing knights' swords. She smelled baking bread and burning candles, tasted a hearty feast, and saw walls with tapestries of dragons, lit by torchlight. Emily knew adventure awaited.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her lab coat. Her curiosity is endless and she is never without a notebook. Often, she is seen tinkering with ordinary household items and turning them into something extraordinary.

Wearing a safari hat and a green jacket, Timothy's mischievous smile gives away his adventurous spirit. He's never afraid of a challenge and has a knack for exploring new places. Even without a map, he seems to find his way.

Fiona's colourful clothes and bright blue eyes reflect her creative soul. Gentle and observant, she sees beauty everywhere. Her paintings are so stunning that they often get mistaken for real-life photographs.

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Creating a plot in a story is like putting together a puzzle. Here's a simple way for you to develop a plot for your story.

- 1) **Start with an Idea:** Think of what you want your story to be about. It can be an adventure, a mystery, or even a funny event.
- 2) **Build the Characters:** Who are the main characters in your story? What do they want, and what's stopping them from getting it?
- 3) **Plan the Beginning:** This is where you set the scene and introduce the characters and the problem or goal.
- 4) **Develop the Middle:** The middle part of the story is where the characters try to solve the problem or reach their goal. They might face challenges, meet new friends, or learn important lessons along the way.
- 5) **Design the End:** How does the story end? Will the characters solve the problem or reach their goal? The ending should wrap up the story and leave the reader satisfied.

Remember, your plot doesn't have to be perfect. You can start with a simple idea and build on it. Be creative, and most importantly, have fun writing your story!

Practice

Read the short story plot below. Then, use the organizer.

Meet Billy, a brave 8-year-old boy who loves exploring. One day, he finds a clue in his playroom hinting at treasure in his garden. Excitedly, he takes a shovel and goes outside.

Billy digs and digs. He finds rocks and bugs but keeps going. His hands get tired, but he's determined to find the treasure.

Soon, he finds a small box. Inside, there are old toys from his dad's childhood and a note about cherishing memories. Billy feels happy, not because of gold or jewels, but because he's discovered something special about his family. He learns that real treasure is the love and memories we have with those we care about.

Character	
Beginning	
Middle	
End	

Describing Narrative Elements

Describing **narrative elements** means talking about the different parts of a story. This includes the **theme** (the main idea), the **conflict** (the problem), the **plot** (what happens), the **setting** (where and when it happens), and the **characters** (who is in the story). Understanding these elements helps us understand the story better.



Think Read the following story summaries and describe their elements.

Summary	In "The Lost Kitten," a curious kitten named Whiskers finds herself on a journey to find her way home. Whiskers lives on a cozy farm with rolling hills, but one day she wanders into the dense forest nearby. As night falls, Whiskers faces the challenge of finding her way home. Along her journey, she meets various helpful animals who offer clues and encouragement. The plot unfolds as Whiskers must escape a pesky owl, using her quick thinking and the help of her friends. In the end, Whiskers, guided by the stars and memories of her home, makes it back to the farm, learning the value of home and friendship.
Theme	
Conflict	
Plot	
Setting	
Character(s)	

Think

Read the following story summaries and describe their elements.

Summary	In "Max's Mountain Mission," Max sets out to climb the towering peak that overlooks his small mountain town. The early morning sun casts a golden glow over the rugged trails and pine forests that Max must navigate. Along the way, he encounters a lost goat, which he decides to return to its owner at the summit. The path is steep and the winds grow cold, pushing Max to muster all his strength. His perseverance and kind heart lead him to the peak, where the town below looks like a miniature world. Max returns the goat and realizes that the greatest journeys often lead to helping others.
Theme	
Conflict	
Plot	
Setting	
Character(s)	

Summary	"Luna's Library Day" follows Luna, a bright girl with a voracious appetite for stories. The grand library's towering shelves are filled with books from floor to ceiling, and her sanctuary is her favorite place. However, she faces a dilemma when her favourite book goes missing. She embarks on a quest, enlisting the aid of the wise librarian and her fellow readers. Through the whispers of pages and the clues tucked in corners, she embarks on a scavenger hunt of literary proportions. Her adventure through the library's secret nooks teaches her that every book holds a key to a new world, and the real treasure is the joy of discovery.
Theme	
Conflict	
Plot	
Setting	
Character(s)	

Using Quotations in Narratives

What are Quotations?

Quotations are the words someone says in a story. When you write what a character says, you put those words inside quotation marks. For example: "I love reading," said Emily.



Rules for Quotations

There are some important rules you need to know when using quotations in your writing. These rules help the reader know who is speaking and what they are saying.

- 1) Start with Capital Letter: Every quotation starts with a capital letter. Example: "The cat meowed."
- 2) Use Comma Before the Quote: If you say who is speaking before the quote, use a comma. Example: Mom said, "Time for dinner."
- 3) Punctuation Inside the Quote: Put punctuation like periods and commas inside the quotation marks. Example: "Is it time for bed?" asked Max.
- 4) Quotations for Speaking: Only use quotations for spoken words, not thoughts.
- 5) New Speaker, New Line: Start a new line or paragraph when a different character begins speaking. This helps the reader keep track of who is speaking.
- 6) Use Speaker Tags Wisely: Speaker tags (e.g., "he said") can be placed at the beginning, middle, or end of a quote, but should be used appropriately to make clear who is speaking.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	"the cat meowed."
Edited	

Original	said "Time for dinner."
Edited	

Original	"Is my dog in bed?" Max."
Edited	

Original	"I think, therefore I am."
Edited	

Original	"Are you coming to the party?" Jane asked. "I'll be there."
Edited	

Original	"Let's go to the park, he said."
Edited	

Original	"I can't believe it's raining" he said."
Edited	

Original	"I'm so excited for the trip!" John said "Me too!" said Tom."
Edited	

Analyzing a Short Story - Quotations

Treasure Map

Billy found an intriguing old map in his attic. Excited, he ran to his best friend, Lucy. "Look at this map, Lucy! It says there's a treasure nearby," he said.

Lucy's eyes widened. "Really? Let's go find it!" she exclaimed.

With the map in hand, they ventured into the woods. After a while, Lucy pointed to a spot on the map and said, "It should be right here!"

Billy began to dig, but it wasn't easy. "I found it!" he shouted, pulling out a small chest filled with shiny stones.

Back home, they examined the treasure. Billy said thoughtfully, "These may not be gold or jewels, but they're our treasure."

Billy agreed, smiling. "And the best treasure is the adventure we had together." They both knew that the real treasure was their friendship, and they enjoyed every moment of that day.



Questions

Answer the questions below.

1) Write 4 different speaker tags that were used in the story.

2) Write an example of when the speaker tag was before the quote.

3) Write an example of when the speaker tag was after the quote.

4) When you use an exclamation point in a quote, do you need a capital letter after?

Writing Speaker Tags

asked	whispered	shouted	exclaimed	warned
replied	muttered	groaned	questioned	pouted
announced	cried	cheered	requested	moaned
insisted	mumbled	declared	laughed	grumbled

Fill in the blanks

Use a different speaker tag for the quotations below.

PREVIEW

1)	"I can't be late for school," _____ Mom.
2)	Sally _____ "I think I see a rabbit."
3)	"Can you help me with my homework?" _____
4)	"I wish it would stop raining," _____ Tim.
5)	"You're it!" _____ Emily as she tagged her friend.
6)	Lucy _____, "I'll be there when you need me."
7)	"Watch out for that puddle!" _____
8)	"This is the best ice cream ever," Peter _____
9)	"Do you think it will snow tomorrow?" _____ Sam.
10)	"I don't want to go to bed," _____ Lily.
11)	"We won the game!" _____ the whole team.
12)	"Please pass the salt," _____ Grandpa.
13)	Tom _____, "I have finished my painting."
14)	"I can't find my shoes," Brian _____

Character Personality and Dialogue

Think

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality.

Personality: Brave

- a) "I'm too scared to go on the adventure. You go without me."
- b) "What if something goes wrong? I don't think I can handle it."
- c) "No matter what it gets, I'll always stand up for my friends!"

Personality: Curious

- a) "I wonder what's out there. Let's go explore and find out!"
- b) "I've never really worked out how things work."
- c) "I don't really care why things happen; I just want to know."

Personality: Kind

- a) "I don't have time to help anyone else. I'm too busy with my own stuff."
- b) "Why should I share my things? I don't care if others don't have any."
- c) "Are you okay? Here, let me help you with that."

Personality: Funny

- a) "I never joke around. Life is serious and there's no time for laughter."
- b) "Why don't scientists trust atoms? Because they make up everything!"
- c) "I don't understand why people find things funny."

Personality: Adventurous

- a) "Traveling to new places? No thanks, it sounds too risky and uncomfortable."
- b) "I prefer to stay inside where it's safe and do the same old things."
- c) "Let's go on a hike in the unknown forest! It sounds like an adventure."

Writing Using Quotations

Practice

Write dialogue between Superwoman and Superman. **Don't forget the speaker tags!**

PREVIEW



Four large speech bubbles are provided for writing dialogue. Each bubble contains three horizontal lines for text. The bubbles are arranged in a circular pattern around the central 'PREVIEW' watermark.

Writing Using Quotations

Practice

Think of your favourite celebrity. Is it a hockey player, actor, or painter? Now write dialogue between you and them. What will you say? Will you say it excitedly? What will they say? Use speaker tags.

You	
You	
You	
Your Celebrity	
You	
Your Celebrity	
You	
Your Celebrity	

Success Criteria – Narrative

Analyze

Read the story below. Write things you like about the story. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria that make a good narrative.

The Hidden Garden

In the small town of Willowbrook, lived a curious girl named Lily. One sunny day, she stumbled upon a hidden garden filled with magical flowers. The aroma of sweet nectar filled the air, and the vibrant colours dazzled her eyes.

"Where are you?" a voice said, startling Lily. It was a talking butterfly, its wings shimmering in the sunlight.

"I'm Lily," she replied, astonished. "How is this place?"

"This is the Garden of Wishes," the butterfly explained. "Make a wish but choose wisely."

Lily thought hard and finally said, "I wish my friends and family to always be happy."

"Your wish is pure and kind," the butterfly raised, "and it will come true."

Lily thanked the butterfly, feeling a warm glow. "I won't forget this garden or you," she said, leaving the enchanted place.

As she returned home, she knew she had experienced something truly magical. Her senses had been awakened, and her character had grown. The memories of the hidden garden and the wise butterfly would remain with her forever.

1)	
2)	
3)	
4)	
5)	
6)	
7)	

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space robot	Befriends aliens	Planets
Adventure	Solve neighborhood mystery	Suburb
Elderly gardener	Discovers singing garden	Backyard
Young chef	Wins cooking contest	City kitchen

Plan

Choose a topic from above and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – How will your characters first discover the problem?

Name: _____

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Plan

Fill in the organizer below.

4) Middle – Write the events that will happen in the middle of the story. Describe how the character(s) will try to handle the problem. Write at least 3 different events.

1

2

3

4

5

5) End – How will the problem be resolved? How will the characters solve the problem?

6) What is a good title for your story?

Name: _____

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Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Activity: Story Swap Revision Party

Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

Materials: What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and paper
- ☐ Highlighters (optional)
- ☐ Revision checklist—made or used success criteria



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they will be participating in a "Revision Party," where they'll get to read each other's stories and help make them even better. Emphasize that constructive feedback is important and encouraged.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

Activity: Story Swap Revision Party

Feedback

Fill in the graphic organizer below to give feedback to your partner.

1) Based on the success criteria, what did your partner do well?

2) Based on the success criteria, what does your partner need to change?

3) What is your favourite part of your partner's story?

4) Write 3 questions you have about your partner's story.

1)

2)

3)

5) **Hand this sheet back to your partner.** Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 3 changes.

1)

2)

3)

Rubric – Story Writing

Category	4 Points	3 Points	2 Points	1 Point
Interesting Plot	The plot is highly engaging and keeps the reader's attention throughout.	The plot is interesting but lacks some details.	The plot is somewhat engaging but needs more development.	The plot lacks interest and is confusing.
Characters	Characters are well-developed, with clear traits and motives.	Characters are defined but need more depth.	Characters lack some development and depth.	Characters are one-dimensional or lacking.
Beginning, Middle, End	The story has a clear beginning, middle, and end.	The story has a beginning, middle, and end, but one part may be weak.	One or more parts of the story (beginning, middle, end) are lacking or undeveloped.	The story does not have a clear beginning, middle, or end.
Setting (senses)	The setting is vivid and described using all the senses.	The setting is described but some senses are missing.	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
Word Choice	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks some variety or sophistication.	Word choice is basic or repetitive.	Word choice is inappropriate or confusing.
Title	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is not relevant or does not add to the story.	The title is irrelevant or missing.
Quotations	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are not used or used throughout the story.

Comments	
Mark	

Activity: Being Persuasive

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Prompt cards
- ☐ Timer or clock



Instructions

How do we complete the activity?

- 1) **Pair Up the Students:** Divide the students into pairs. If there's an odd number, you can have one group of three.
- 2) **Introduce the Activity:** Explain to the students that they will be debating different prompts from the list. One student will choose a side for the first prompt, and the other will choose for the next. They will alternate in this way.
- 3) **Start with the First Prompt:** Have the pairs look at the first prompt. One student will pick a side to argue for or against. The other student will argue the opposite side.
- 4) **Think Time:** Give the students 2 minutes to think about their arguments. They may jot down quick notes if they wish.
- 5) **Debate Time:** Let the students debate for 3 minutes. Encourage them to listen to each other's arguments respectfully.
- 6) **Move to Next Prompt:** After debating the first prompt, move to the next one, allowing the other student to choose a side first. Repeat the think and debate time.
- 7) **Repeat Until All Prompts are Debated:** Continue moving through the prompts, alternating sides, until all have been debated.
- 8) **Classroom Debate (Optional):** Ask for volunteers to debate in front of the class. They can choose one of the prompts they have already debated.

Activity: Being Persuasive

Prompts

Debate the prompts below.

- 1) Argue for or against school uniforms.
- 2) Debate if students should have homework on weekends.
- 3) Argue for or against the use of technology in the classroom.
- 4) Argue for or against extending recess time.
- 5) Debate whether pets should be allowed in school.



Feed! Use the graphic organizer below to give feedback to your partner.

1) What did you learn from your partner's challenge about persuading others?

2) What strategies did you use to make your argument convincing?

3) What did you learn from listening to your classmates' arguments?

4) Do you think it will be easier to write your opinion or speak your opinion? Explain.

Persuasive Writing - Opinions

Opinion

What is your opinion of the topics below? Explain why with 3 reasons each.

	Topic	Opinion – Yes or No?
1)	Should homework be given every night?	
Reason 1		
Reason 2		
Reason 3		
2)	Are video games good?	
Reason 1		
Reason 2		
Reason 3		
3)	Should school be year-round?	
Reason 1		
Reason 2		
Reason 3		
4)	Should junk food be allowed in school?	
Reason 1		
Reason 2		
Reason 3		

Understanding Bias in Persuasive Writing

Understanding Bias in Persuasive Writing

Bias means leaning towards one side in an argument without considering all sides fairly. In persuasive writing, it's essential to know what bias is and how to spot it.

Different Points of View

Everyone has their own opinion, and it's normal to have different points of view on the same topic. For example, some people might think that school uniforms are a great idea, while others may think they are a waste of money at all. Both sides have valid reasons, and it's essential to understand and consider different perspectives.

Analyzing Different Perspectives

When reading persuasive writing, it's important to consider different perspectives. Here are some steps to follow:

- Identify the Author's Opinion: What side is the writer taking?
- Find the Reasons: Why does the writer feel that way? Look for examples that support their opinion.
- Look for Bias: Is the writer only telling one side of the story? Are they not fairly presenting the other side?
- Think About Your Own Opinion: After reading all sides, what do you think?

What is Confirmation Bias?

Confirmation bias is when people pay attention to information that agrees with their own beliefs and ignore information that doesn't. It's like only listening to friends who like the same games as you and not hearing others who might like different games.



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Pizza is undoubtedly the best meal because it's incredibly tasty, highly customizable, and perfect for any occasion. The combination of gooey cheese and crispy crust creates a taste that no other food can match. With endless topping options, you can have a different pizza every day and never get bored. Plus, it's perfect for parties, family dinners, or just a treat for yourself. These three reasons make pizza the superior choice for any meal!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Summer stands above all other seasons because of the weather, outdoor activities, and the joy of relaxation. You can bask in the sun's rays, which is the only season that only summer provides. The season allows for beach trips, picnics, and playing outside, unlike winter's chill or spring's rain. Also, summer means school's out, so no homework without worrying about homework. These things make summer the best time of the year!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Version 1: Activity – Finding Bias in Writing**Tough Job**

Imagine you are the principal of your school. You have received a letter today. Respond to the letter by pointing out the bias.

Dear Principal,

I am writing to propose a wild but amazing idea: let's have a chocolate fountain in our school cafeteria! Before you dismiss it, hear me out. Chocolate makes people happy, and happy students learn better! Just imagine the smiles on everyone's faces as they dip their fruits or vegetables into the flowing chocolate. We could also dip healthy foods like strawberries and apples into the chocolate. It would encourage kids to eat more fruits because they taste much better with chocolate! And think about our unforgettable school! If our school would be famous for having a chocolate fountain. Students from other schools would wish they were here, and our school's reputation would increase. Please make our dreams come true and add a chocolate fountain to our cafeteria.

Sincerely,
Hanna Stevenson

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective. Give 3 reasons why this is a bad idea.

Activity – Finding Bias in Writing

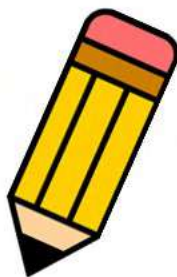
Tough Job

Write your response letter back to Hanna.

PREVIEW

Include:

- ☐ A greeting
- ☐ Topic sentence
- ☐ Body with main points



- ☐ Transition words
- ☐ A closing, like "Sincerely"
- ☐ Your signature (your name)

Assignment – Advertising a New Invention

Students, in this assignment, you will create an advertisement for an invention that you will dream up. The focus of this activity is to learn how to use persuasive techniques to convince others that your invention is amazing and a must-have! Let's get started!

Planning

Fill in the graphic organizer below.

1) Brainstorm the creative and helpful products you'd like to invent. Here are some examples:

- A new kind of knife that sharpens itself
- A robot that does your homework
- A self-making machine

2) Which invention will you choose?

3) What is the name of your product?

4) What problem does it solve, or how does it make life better?

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

5) Who would want to use this product? This will be your audience.

6) What are three reasons someone should buy it?

7) How will you describe your product, so it sounds appealing. You can use the strategies: celebrity endorsement, free prize, say they are limited (only 100 left), offer a sale – buy one get one free, describe the must-have feature, etc.

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

8) Imagine you have 3 minutes to show your audience how good your product is. Create a PowerPoint presentation for them that highlights all the reasons they should buy. What will you need to add to the PowerPoint? Fill in the information you will include on each slide. Some ideas have been listed for you.

Title Slide

- Eye-catching title
- A short tagline or slogan
- Image or illustration of the invention.

Introduction to the Invention:

- Name of the invention.
- What it is and what it does.
- A picture or illustration of the invention.

Why the Invention Is Needed:

- Identify a problem or need that the invention solves.
- Explain how the invention is the solution

Benefits and Features:

- List of the invention's unique features.
- How those features translate into benefits for the user.

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

Endorsement or Testimonial (if available):

- Quote or video from someone who has tried the product.
- Celebrities or influencers if applicable.

Special Deal or Promotion:

- Any special offers, discounts, or bonuses available.
- Limited-time offer to create urgency.

Cost and Purchasing Information:

- Price of the invention.
- Where and how it can be purchased.
- Any money-back guarantees or warranties.

Call to Action:

- Strong, persuasive language urging the audience to act now.
- Contact information or a link to a website where the product can be purchased.

Rubric – Invention Assignment

Category	4 Points	3 Points	2 Points	1 Point
Title and Introduction	Catchy title, clear intro, appealing image	Good title, intro, image, but more engaging	Title & intro there, not very exciting	Missing title, intro, or image
Explanation of Invention	Explains what it is & why needed with pictures	Good explanation, lacks some details/images	Some information but misses details	Unclear or incomplete information
Benefits	Lists all features & how they help	Lists most features, some benefits unclear	Mentions some features but misses benefits	Misses many features and benefits
Special Deal or Cost	Explains special deal or cost, tells why	Shares cost or deal but misses info	Gives some info about cost/deal, but confusing	Missing information about cost or deal
Call to Action	Exciting to make people want to buy	Good but could be more exciting	Has call to action but doesn't make want to act	Missing or unclear call to action
Visuals and Design	Great pictures & design help tell the story	Good pictures & design but could be better	Some pictures, plain, does not help	Missing pictures or messy design
Spelling and Grammar	All words spelled right & sentences sound good	Few small mistakes but reads nicely	Many mistakes, hard to understand	Too many mistakes, make it hard to read
Overall Presentation	Exciting & fun! Tells whole story of the invention	Good job but could be more exciting or clear	Some good parts, some parts confusing	Too many mistakes, hard to follow

Comments

Mark

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.

PREVIEW

What
Learned

Informational Reports: Non-Fiction

Fiction means a story that's made up, like fairy tales or superhero adventures. **Non-fiction** is about real things. If you read a book about lions in Africa, that's non-fiction. If you read a story about a talking lion who goes on adventures, that's fiction. Fiction is pretend, and non-fiction is true!

Think Is the story with the topic below fiction or non-fiction?

1)	A map that helps a child find lost treasures in a forest.	Fiction	Non-Fiction
2)	An exploration of our solar system, with facts about planets.	Fiction	Non-Fiction
3)	The true story of the first train built across Canada.	Fiction	Non-Fiction
4)	Talking animals work together to solve problems.	Fiction	Non-Fiction
5)	A young wizard struggles to master a magical school.	Fiction	Non-Fiction
6)	A guide to recycling and how it helps protect the environment.	Fiction	Non-Fiction
7)	A biography of a famous Canadian inventor and his inventions.	Fiction	Non-Fiction
8)	A dream grants a child the power to fly, leading to whimsical escapades.	Fiction	Non-Fiction
9)	Space robots discover a new planet and embark on thrilling adventures.	Fiction	Non-Fiction
10)	A historical account of a Canadian community and its traditions.	Fiction	Non-Fiction

Think Write at least 2 fictional and 2 non-fictional stories you've read recently.

Fiction	Non-Fiction

Activity: Idea Factory

Objective

What are we learning more about?

Students will learn how to generate ideas for an informational report by participating in an assembly-line process, where they will collaborate and build on each other's ideas.

Materials

What is needed to complete the activity?

- ☐ Topic Selection Worksheet
- ☐ Writing utensils
- ☐ Timers (optional)



Instructions

How do we complete the activity?

- 1) Divide into Groups: Divide students into small groups of 3-4.
- 2) Topic Selection: Provide each group with a topic to choose from below.
- 3) Assembly Line Process: Instruct each student to write one idea or fact related to the topic on a separate page, then pass the page to the next person in their group to add another idea or fact.
- 4) Rotation and Collaboration: Continue the process for a set time (5-10 minutes) or until they have a substantial amount of information.
- 5) Presentation: Have each group present their ideas and explain how they collaborated.

Topics

Print out the topics below.

The Summer Season	Recycling	The Earth	Winter in Canada
Trees	Community Helpers	Types of Weather	Water
Canada Geese	Bicycles	Pets	Outer Space
Canadian Maple Trees	Taking a Train Ride	School Subjects	Making Cookies
Holidays	Earth's Oceans	Canadian Wildlife	Basic Kitchen Safety

Name: _____

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Activity: Idea Factory

Think

Write your ideas/facts below about your topic.

1) What is your topic?

2) Write your facts below, taking turns.

PREVIEW

Writing a Report - Lions

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) Sort the facts into 1 of 3 main headings: diet, where they live, and body parts. Label each fact (d) for diet, (w) for where they live, and (b) for body.
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of the report. You'll also need a conclusion. You don't need to use all the facts for your report, so choose the ones you want to use.

Facts

Organize facts

Lions live in grasslands and plains.	
Male lions have big manes.	
Lions hunt in groups called prides.	
Lions have strong leg muscles to run fast.	
Lions sleep a lot, up to 20 hours a day.	
Lions are mostly found in Africa.	
Female lions usually do the hunting.	
Lions live in the Gir Forest in India.	
Lions can eat up to 40 pounds at once!	
Lions have sharp claws for hunting.	
A lion's tail has a tuft at the end.	
Lions live in groups called prides.	
Lions have big teeth to eat meat.	
Lions also scavenge food sometimes.	
Lions eat meat, like zebras and antelopes.	



Name: _____

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Writing a Report - Lions

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What headings be? What 3 facts will you include about each heading?

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

Name: _____

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Writing a Report - Lions

PREVIEW

How To Research Effectively

Finding Information: How to Start

When you want to know more about something, research helps you find the information.

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

Libraries, internet, and search engines have lots of information. At the library, you can find books and magazines. On the internet, websites and search engines like Google help you find things.

When you use a search engine, use key terms. Here are some examples:

Good Searches	Bad Searches
"What do elephants eat?"	"I want to know what elephants eat for dinner."
"How does a rainbow form?"	"Tell me how rainbows happen, please."
"Canada's tallest mountain"	"What is the name of the tallest mountain in Canada?"

The Importance of Trustworthy Sources

When you're looking for information, it's really important to know if what you're reading is true. You want to use things called trustworthy sources. Here's what you can do to find good information:

- Ask your teacher or librarian for help.
- Look at websites made by schools, museums, or governments.
- Read books written by people who know a lot about the subject.

Some websites and books can give you wrong information. You might want to avoid:

- Social media posts by people who aren't experts.
- Blog posts without facts or proof.
- Websites that are trying to sell you something without showing why it's good.

How To Research Effectively

Think

Is the search good or bad?

1) The capital city of France.	Good	Bad
2) What is the name of the really tall mountain in Canada?	Good	Bad
3) Famous Canadian authors.	Good	Bad
4) Tell me some famous people are who write books in Canada?	Good	Bad
5) The life of a butterfly.	Good	Bad
6) I want to know about a butterfly's life from egg to flying around.	Good	Bad
7) How to recycle.	Good	Bad
8) Can you tell me how I can recycle the plastic things at home?	Good	Bad
9) Weather patterns in Canada.	Good	Bad
10) What's the weather like in Canada and what makes it that way?	Good	Bad

Questions

Answer the questions below

1) Why is it important to use trustworthy sources?		
2) How do we know if a website is trustworthy or not?		
3) Is the description of the website below trustworthy? Yes or no?		
1) Government website providing official statistics and data.	Yes	No
2) Blog post with personal opinions but no sources.	Yes	No
3) University research with peer-reviewed articles and studies.	Yes	No
4) Health organization website offering medical advice from doctors.	Yes	No
5) A shop that is trying to sell you something.	Yes	No

Research Activity - Questioning

Think

For each of the topics, write 5 questions you want to know the answers to. Then look up answers to these questions.

Topic 1: Outer Space – Ex. How many planets are there?

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Animals – Ex. Which mammal has the largest brain?

	Questions	Answers
1		
2		
3		
4		
5		

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

Materials

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (list below)
- ☐ Paper and pens



Instructions

How do we complete the activity?

- 1) Introduction: Explain to students that they are going on an online treasure hunt to find answers to exciting questions. They will need to record the source of the website they found the answer on. So, you will need to determine the name of the website.
- 2) Divide Students: Split the class into pairs or small groups and assign each group with access to a computer or tablet.
- 3) Distribute Questions: Hand out a list of pre-written questions to each group (on back page)
- 4) Research Time: Give students time to research and find the answers to the questions using online resources. Emphasize the importance of finding **trustworthy** sources.
- 5) Record Answers: Students should write down their answers on paper, along with the websites where they found the information.
- 6) Review and Discuss: Once the activity is complete, review the answers with the class and discuss the sources they used.

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source – Website Name
1) What is the tallest mountain in Canada?		
2) What animal makes honey?		
3) Who was the first Prime Minister of Canada?		
4) How many provinces are there in Canada?		
5) What is the largest mammal living in the ocean?		
6) What is the national bird of Canada?		
7) How many times bigger is the Sun than the Earth?		
8) Who wrote the national anthem of Canada?		
9) Who won the first Stanley Cup?		
10) What is the distance from the Earth to the Moon?		

Report Writing – Introductions

A good introduction grabs the reader's attention and tells what the writing is about. Here's what makes an introduction great:

- Start with a fun fact or question.
- Tell the main idea.
- Give a hint of what you'll talk about.
- Keep it short and interesting!

Analyze the introductions below and use a checkmark if it meets the criteria.

Do you know why the sky is blue? In this report, we'll explore the fascinating science behind the color of the sky and share some fun facts along the way! Get ready to look up and discover something new.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

I'm writing about trees. Trees are big and small. In this report, we'll learn about trees, and it will be about trees.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Canada is home to some amazing animals! This report will introduce you to the unique wildlife found across our country, from the snowy Arctic to the dense forests. From polar bears to beavers, there's so much to explore!

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Recycling is a thing. In this report, you'll learn about recycling. Recycling is about using old things again.

Start with fun fact or question?	Give a hint of what you'll talk about.	
----------------------------------	--	--

Tell the main idea?	Keep it short and interesting!	
---------------------	--------------------------------	--

Report Writing – Conclusions

Writing a good conclusion helps wrap up what you've learned in a report. A strong conclusion should do several things:

- Summarize the Main Points: Go over the key things you talked about.
- Include a Call to Action: Suggest something the reader might do next, like trying an experiment, reading another book, or asking a question.
- Connect to the Introduction: Try to link back to something you mentioned at the beginning, creating a full circle that brings the reader back to where they started. This connection can make the report feel complete and satisfying.
- End with something interesting: You might ask a question, share a fun fact, or say something that makes the reader think more about the topic.

Analyze

Read the conclusion and use a checkmark if it meets the criteria.

In this report, we learned about the water cycle. We saw how water moves around us, and it never stops moving!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We talked about animals in different places. Animals live everywhere, and there are many kinds. I like animals, and some people have pets. This report is finished.

Summarize the main points

Connect to the introduction

End with something interesting

Cars are fast, and people drive them. They have wheels and engines. Some cars are red, and some are blue. This report was about cars, and now it's done.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Now you know all about the different seasons. You might want to make a weather chart to see how the seasons change where you live. Just like we talked about at the beginning, every season has its special beauty.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

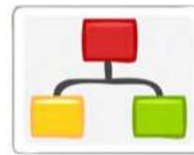
What are we learning more about?

We are learning how to find and select visuals that will help readers understand the information in our reports.

Materials

What is needed to complete the activity?

- ☐ Computer
- ☐ PowerPoint or Google Slides
- ☐ Prompts on the topic



Instructions

How do we complete the activity?

- 1) Choose a Topic: Select a topic to research in the separate section of this activity. Make sure to understand the topic before proceeding.
- 2) Research Visuals: Using safe search methods and trustworthy sources, find visuals that are relevant to the chosen topic. Look for charts, diagrams, or pictures that help explain or illustrate the subject.
- 3) Create a Slide Presentation: Open PowerPoint or Google Slides and create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen as a prompt.
- 5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.
- 6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.
- 7) At the bottom of the slide, write where you found the information. For example, Source: Website: energy.gov/energysaver or Source: Book: Types of Heat, School Library.
- 8) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question	Source
Explore the life cycle of a butterfly and its different stages.	
Write about different activities people do in summer.	
Research the culture and traditions of Japan.	
Analyze how sunflowers grow and what they need to thrive.	
Tell about the achievements of Alexander Graham Bell.	
Investigate how recycling helps the environment.	
Describe how the water cycle works and why it's important.	
Explain the importance of eating fruits and vegetables.	
Discuss the different types of clouds and their meanings.	
Describe how bees make honey.	

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

Ideas		
The Solar System	Recycling	Life Cycle of a Butterfly
Famous Canadian Landmarks	How Rain Forms	Local Wildlife
Seasons	Traditional Festivals	Simple Machines

1) Brainstorm at least 10 report topics that you will choose from. You can use some of the ideas above if you like.

2) What topic did you choose?

3) Write as many main ideas as you can think of about this topic. These will be your headings. Example: if your topic was lions, you might write about their diet, their habitat

4) Choose three main headings and write them below.

Research

Find information for your report.

5) Now you will need to find facts for your report. For each heading, write 3-5 facts that you can include in your report.

1		<u>Sources</u>
2		<u>Sources</u>
3		<u>Sources</u>

Planning

Finish the planning process.

6) Write the introduction below. Introduce your topic in one sentence. Then explain what the rest of the report will discuss.

7) Write the conclusion or summarize your report by restating what you taught the reader.

8) What pictures can you include in your report? Draw 1 or 2 below.

--	--

Name: _____

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W4.5

Assignment – Report Writing

Rough Draft

Write the rough draft of your report below.

PREVIEW

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	☒	☐
Strong Introduction		
At Least Three Headings in Body		
Use of Lists		
Picture or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow - The Report Is In The Correct Order		

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	
Strong Introduction	
At Least Three Headings in Body	
Use of Lists	
Pictures or Diagrams	
Strong Conclusion	
Includes Facts/Statistics	
Cites Trustworthy Sources	
Logical Flow - The Report Is In The Correct Order	

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
Cites Trustworthy Sources	Properly cites accurate, reliable sources	Mostly accurate sources	Some unreliable sources	Uses unreliable sources
3 Headings	More than three headings, some clarity	Three headings, some clarity	Less than three headings	No clear headings
Pictures/ Diagrams	More than three pictures, relevant but not well-integrated	Three pictures, relevant but not well-integrated	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, well-chosen facts and stats	Mostly accurate, relevant facts and stats	Some inaccurate facts and stats	Incorrect or irrelevant
Use of Lists	Effective use of lists or bullet points	Some effective use of lists	Minimal use of lists	No use of lists

Teacher Comments

Mark

Student Reflection – How did you do on this assignment? What could you do better?

What is Poetry?

Getting to Know Poetry

Poetry is a special kind of writing that uses words to create images, feelings, and sounds. Poets use rhythm and rhyme to make their poems fun to read.

Different Types of Poetry

- Rhyme Poetry: These poems use words that sound the same at the end of lines.
- Haiku: A short poem from Japan with three lines and 17 syllables in total.
- Free Verse: A poem that doesn't follow a specific pattern or rhyme.
- Limerick: A poem with five lines with a specific rhythm and rhyme scheme.
- Sonnet: A 14-line poem that expresses feelings of love, that follows a particular rhyme scheme.
- Narrative Poetry: These poems tell a story and have a plot, characters, and setting.

How Poetry Makes Us Feel

Poetry can make us feel happy, sad, excited, or calm. A poet will use "twinkling stars" or "roaring waves" to paint pictures in our minds.

Some Famous Poems and Poets

- "Twinkle, Twinkle, Little Star" by Jane Taylor
- "Sonnet 18" by William Shakespeare
- "The Raven" by Edgar Allan Poe



Poetry is not only found in books but also in songs, movies, and plays. Next time you read a poem or hear a song, think about how it makes you feel and the pictures it paints in your mind.

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What is Poetry?

True or False

Is the statement true or false?

1) Haiku has 17 syllables.	True	False
2) Limericks are sad poems.	True	False
3) Poetry can be found in songs.	True	False
4) "The Raven" by William Shakespeare.	True	False
5) All poems have a specific pattern.	True	False

Questions for the questions below.

1) What is a haiku?

2) Name two feelings that poetry can make you feel.

3) How does a poet create images in the reader's mind?

Write

Write words that can make the reader feel the emotions below.

Happy	
Sad	
Scared	
Excited	

What is a Haiku?

What is a Haiku?

A haiku is a special type of poem that comes from Japan. It has only three lines and follows a pattern of syllables: 5 in the first line, 7 in the second, and 5 in the third.

Haikus often talk about nature or feelings, and they paint a simple picture with words. Here are a couple of examples:



Snow

Snow on a bright
Children laugh and play
Winter's chilly day

Night Sounds

Frog leaps in the pond (5)
Splash breaks the quiet night's peace (7)
Nature's song is sung (5)

These little poems are fun to read and a wonderful way to share something special about the world around us!

Write

Finish the Haiku poems below.

Topic: Rainy Afternoon

Line 1	Rain taps on the roof,
Line 2	Umbrella in my wet hand,
Line 3	

Topic: Playing at Recess

Line 1	Friends laugh and they run,
Line 2	Playing tag, having such fun,
Line 3	

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Cat			
Dog			
Cake			
Play			
Rain			
Sun			
Boat			
Light			

Write

Finish the poem below using the rhyming words.

AABB Poems

The cat sat on a soft mat (A)
It purred and wore a funny hat (A)
The dog wagged its tail with glee (B)

AABB Poems

A smiling face and a warm hug (A)
Make me feel snug as a bug in a rug (A)
I love to read and write at school (B)

ABAB Poem

I see a rainbow high and far (A)
With colours bold, it greets us every day (B)
It arcs across the sky just right (A)

ABAB Poem

The sun shines down, it's time to play (A)
With friends around and games to share (B)
A brand new chance to learn today (B)

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that interest you. These will help you come up with ideas for your poems. Examples: friends, hobbies, sports teams, seasons, weather, etc.

2) Which topic will you write your poem about?

3) Which rhyming pattern will you use? (A, AB, ABC, etc.)

4) Write a 4-line poem below with rhyming words that follow the pattern above.

5) Illustrate your poem by drawing a picture.

PREVIEW

Name: _____

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Children's Book

Illustrate

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

Jamie had a bright new day,
She had come to hearay!
Flowers bloomed and birds sang.
Spring brought everything.

Summer arrived with a golden smile,
Beaches and picnics, fun in style,
Jamie played in the sun's warm ray,
Every day was a perfect playday.

Name: _____

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W4.4

Children's Book

Illustrate

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

Leaves falling, the air grew cool,
Back to school, the first rule,
Yet Jamie loved the autumn
Pumpkins and apples and things are

Winter came with snow so white,
Days were short, long was the night,
Jamie built snowmen, skated on ice,
Hot cocoa and fires, oh, so nice!

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

Ideas	
Journey Through Space	Crazy Pet
Having Superpowers	Life at School
Lost Toys	Life as an Ant

1) Brainstorm a list of story topics from which you will choose. You can use some of the ideas above if you like.

2) What topic did you choose?

3) What will happen in your story? Write some ideas below.

4) Choose 4 ideas related to your main story topic. For example, if your story is about a crazy pet, idea 1 might describe the pet. Idea 2 might be that the pet likes to eat ice cream.

Assignment – Writing a Children’s Book

Write

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun and playful poems that often make people laugh. They have a special rhythm and rhyme that makes them unique.



The Pattern of a Limerick

Limericks have a particular pattern. They have five lines, and the rhyme scheme is usually AABBA. They also have a rhythm as well – think Hickory Dickory Dock.

- 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)

Examples of Limericks

Funny Raccoon

A funny raccoon in Quebec,
Wore glasses that sat on his neck,
He'd read and he'd write,
In the pale moonlight,
His poems were all top-notch and dreck.

Running Bear

In the deep chilly winter,
A bear was running a sprinter,
He was fast and he was strong,
His face was as red as a snow,
And warmth in his heart was a wonder.

Write

Finish the Limerick poems below

Topic: Skiing Squirrel

Topic: Skiing Squirrel	
Line 1	A squirrel in the Calgary trees,
Line 2	Skiing down the slopes with great ease,
Line 3	With a swish and a swoop,
Line 4	In a never-ending loop,
Line 5	

What is a Limerick Poem?

land	strive	play	grand	remain
heard	same	word	reign	say
thrived	vain	claim	bland	stay

Write

Use the word bank words to fill in the limericks with equity, inclusion, and diversity themes.

Line 1 _____ where fairness did _____,

Line 2 _____ child _____ chance, none in _____,

Line 3 _____ respect _____,

Line 4 So that _____,

Line 5 All together, the toy _____.

Line 1 Our school's _____ where all kids _____,

Line 2 No matter what others may _____,

Line 3 Each voice it is _____,

Line 4 Inclusion's our _____,

Line 5 Together, we laugh, learn, and _____.

Line 1 In a garden with flowers so _____,

Line 2 Many colours spread across the _____,

Line 3 No blossom the _____,

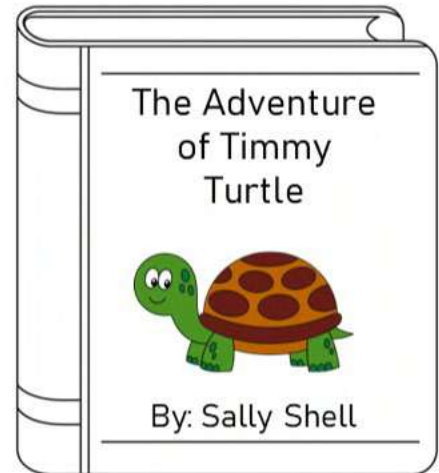
Line 4 Diversity its _____,

Line 5 Our garden grows bright, never _____.

Analyzing a Book Review

Title and Author: "The Adventure of Timmy Turtle" by Sally Shell

Introduction: Ever wanted to go on an adventure with a brave turtle? Dive into "The Adventure of Timmy Turtle" and you'll be swimming through exciting adventures in no time!



Summary: Timmy is a little turtle who sets out to explore the world beyond his pond. His adventure takes him to places where he makes wonderful friends. Timmy learns about courage, friendship, and the importance of being true to himself. I won't spoil any surprises, but get ready for a thrilling journey!

Your Thoughts: This book captured my heart because Timmy is not only brave but also really fun! The colourful pictures make the story so alive. Timmy's kind nature makes you want to be his friend. My favourite part was when he met a friendly frog who helped him when he was lost. The only thing I wish was different is that the book was longer, as I wanted more of Timmy's adventures!

Rating: I give "The Adventure of Timmy Turtle" 4 out of 5 stars. It's perfect for anyone who loves exciting stories about courageous animals. If you're up for an adventure with a turtle who's full of surprises, this book is for you!



Analyzing a Book Review

Describe

After reading the book review, explain if it met the criteria below.
Write an example of how the book review meets the criteria below.

1) Does it have a catchy introduction that grabs attention? Write it below.

2) Include the title of the book

Yes

No

3) Include the author's name

Yes

No

4) Does it give a hint without spoiling surprises?

Yes

No

5) Did they share a personal thought about the book? Give an example.

6) Does it talk about what was liked and disliked?

7) Does it use interesting words that are fun to read? Give an example.

8) Does it end with a rating? Write it down.

9) Does it make it clear who might enjoy the book? Explain.

10) What voice comes through in the review? Is the author fun, boring, frustrated, excited?

Examining Bias In Reviews

Understanding Bias in Reviews

Bias in reviews means when someone's personal feelings or opinions affect how they talk about something. It's like if your favourite colour is blue, you might say that a blue hockey stick is better than the red one beside it, even though the colour has no impact on its performance.



When Bias Happens

Bias can be found in many places, like book reviews, movie reviews, or restaurant reviews. Here's how you might see it:

- A reviewer gives a good review to a movie because their favourite actor is in it.
- Someone says a book is bad because they don't like the topic, even if it's well-written.
- A reviewer doesn't like a toy because it's not something they usually play with.

Why It's Important to Recognize Bias

Knowing about bias helps you understand what's really going on and not just what someone says about something. It helps you make your own opinion and not just believe what you read.

Tips to Spot Bias:

- Look for words that show strong feelings, like "I love this because..."
- See if the reviewer is only talking about things they like or dislike.
- Think about what the reviewer is saying and ask yourself if it makes sense or if it seems like just their opinion.

Remember, everyone has different opinions, and that's okay! Knowing about bias can help you understand why people think the way they do, and it can help you make your own decisions about what you like and don't like.

Examining Bias In Reviews

Examine

Read the reviews closely. Explain why the reviews are biased and whether you should believe what they are saying.



Movie Review – Superhero Film: "This movie is the worst thing I've ever seen. I just can't stand superhero movies, so the entire plot was ridiculous to me. Don't waste your time on this one."

Amusement Park Review – ThrillLand is a terrible amusement park. I get motion sickness, so I only went on one ride. I don't know why people like this place. Stay away!"

Product Review – Brand X Cola: "I have always been a fan of Brand Y, but when I tried Brand X Cola, it tasted horrible. Nobody should ever buy this drink when I do."

Book Review – Fantasy Novel: "I don't understand why anyone reads fantasy books. This one was full of dragons and magic, things that aren't even real. This genre is silly, and this book was a waste of time."

Practicing Reviews – Tommy's Time Travel Hat

Reviews

Write your thoughts about the short stories below. What voice will you write with? Are you frustrated with the story? Excited about it? What were your favourite/least favourite parts? What rating will you give the story?

Short Story - Tommy's Time Travel Hat

Tommy bought an old hat adorned with feathers at a yard sale. When he wore it and spun around three times, he traveled back in time! He played with dinosaurs, had tea with Queen Victoria, and met his parents when they were his age. Each adventure taught him something new about history, and every time he took off the hat, he was back in his room, bursting with ideas to write in his journal.

1) What are your thoughts about the story? Write using a certain voice – happy, mad, etc.

2) What was your favourite part? Least favourite part?

Favourite	
Least Favourite	

3) What rating do you give this story? Explain your rating and who would like this story.

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

4) What are your thoughts on the book? Fill in the space below.

Did You
Like/ Dislike
it?
Explain why.

Favourite
Part

Least
Favourite
Part

PREVIEW

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

5) **Rating:** How many stars out of 5 do you want to give the book? Explain why – is there a different similar book that might be better?

6) Who would like this book? Who would you recommend it to? Who might not like this book?

Write

Write your introduction below

Introduction: Now that you have reflected on how you feel about this book, you can write your introduction. Grab the reader's attention by stating your overall feelings about the book in a creative way. You could ask a question or make a strong statement.

Name: _____

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W4.5

MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

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	☐	☐
Tells the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Gives an unbiased recommendation		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

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	
Tells the book's title and author's name	
Has an exciting start that grabs the reader's interest	
Shares a brief summary without giving away the ending	
Gives an unbiased recommendation	
Includes a rating	
Makes it clear who would enjoy the book	
Author's voice comes through in the writing	
Is interesting and informative	

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

1) What is happening in the comic according to the pictures?

2) Before writing in the comic, write a rough draft below by writing what the duck will say in each frame.

1)

2)

3)

4)

5)

6)

Writing Comic Strips

Instructions

Use the dialogue below to write a 3-panel comic strip. Read the story so you know how to draw the setting/characters. Then write their dialogue.

Panel 1:

- **Character A (kid):** "Hey, look at this old treasure map I found in the attic!"
- **Character B (friend):** "Wow! Do you think it's real? Let's follow it!"

Panel 2:

- **Character A:** "We need to turn left at the big oak tree..."
- **Character B:** "Look! There's a marking on the ground! We're close!"

Panel 3:

- **Character A:** "I found it! A whole lot of... chocolate coins?"
- **Character B:** "Hehe, that treasure was fake!"



PREVIEW

Biography – Thomas Edison

Introduction: Meet the Inventor

Thomas Edison, born on February 11, 1847, was an incredible inventor who brought light to our world. He was not only an inventor but also a scientist and businessman. He once said, "I have not failed. I've just found 10,000 ways that won't work."



Early Life and Education

Growing up in Milan, Ohio, Edison was very curious but struggled in school. He was pulled out of school by his loving mother and started working at a young age, selling newspapers on trains.

Achievements: Lighting Up the World

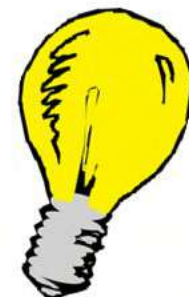
Edison's inventions changed our lives. He invented the practical light bulb, the phonograph, and the motion picture camera. With over 1,090 patents, he held more patents than any other inventor in his time!

Later Life and Legacy: Remembering a Legend

Edison continued inventing and working in his laboratory until he passed away on October 18, 1931. His work still impacts our daily lives, and we remember him for his creativity, hard work, determination, and never giving up on his dreams.

Timeline: Important Dates

- 1847: Born in Milan, Ohio
- 1877: Invented the phonograph
- 1879: Invented the practical light bulb
- 1889: Created the motion picture camera
- 1931: Died in West Orange, New Jersey



Biography – Thomas Edison

Questions

Answer the questions below

1) Who was the biography about?

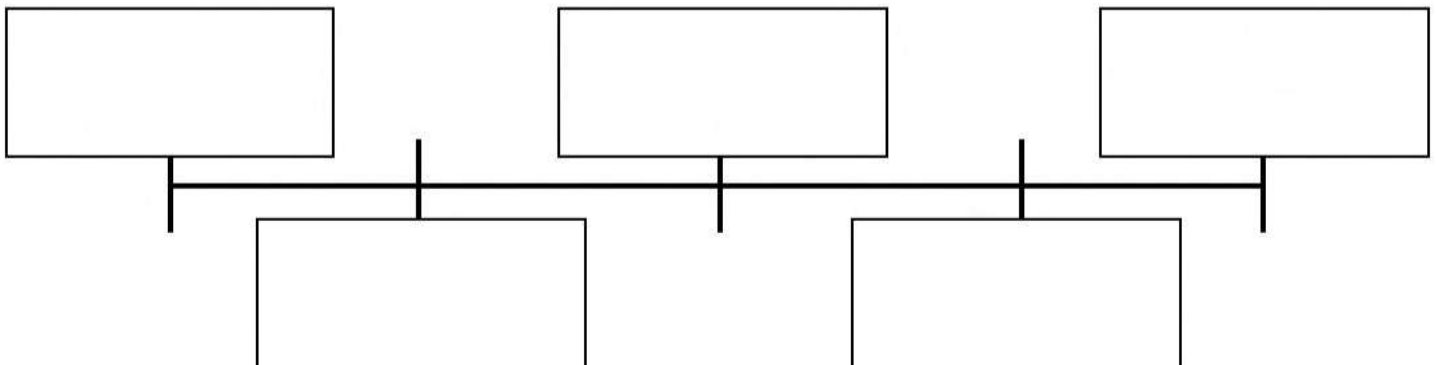
2) Write 3 facts from the biography.

3) What quote from Edison is in the biography? Write it below.

4) What achievements did Edison have?

Timeline

Fill in the timeline below using the timeline from the biography



Researching Skills - Plagiarism

Practice

Paraphrase, summarize, and quote the passages below

Samuel de Champlain, known as the "Father of New France," founded Quebec City in 1608. He was a talented mapmaker who explored and mapped places like the Great Lakes. He built strong friendships with Indigenous peoples and learned from them.

Paraphrasing

Summarizing

Quoting

Jacques Cartier was a French explorer who sailed up the St. Lawrence River in the 1530s. He explored parts of Quebec and the Maritime Provinces, naming them after a French king. He learned an Indigenous word. Cartier's voyages gave Europe information about Canada.

Paraphrasing

Summarizing

Quoting

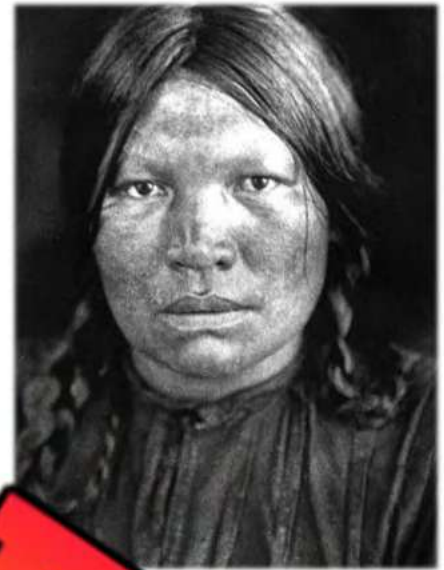
Researching Activity – Note Taking

Instruction

While your teacher reads the biography below, copy down notes on the next page. When you write notes, use point form, not full sentences and do not worry about spelling. You can also draw pictures.

Introduction: Meet Thanadelthur

Thanadelthur was a brave Dene woman from what is now Canada. She lived in the early 1700s. People remember her because she helped different groups of people talk to each other.

**Early Life: Growing Up with Challenges**

Thanadelthur was born into a Dene family around 1697. She was captured by the English people but managed to escape. Living with both the Dene and English taught her many things.

Achievements: Making Friends and Building Peace

Thanadelthur worked with the Hudson's Bay Company and the Dene people. She helped them understand each other and become friends. She worked with a man named James Knight. Together, they made trade agreements. One of her famous sayings was, "Understanding begins with talking and listening."

Later Life and Legacy: Remembering a Hero

Sadly, Thanadelthur died in 1717, probably from a sickness called tuberculosis. But people still remember her today. The friendships she helped make lasted a long time. She is a hero for helping people communicate and work together.

Name: _____

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Curriculum Connection
W4.2

Researching Activity – Note Taking

Note Taking

While your teacher is reading, write down notes in point form

PREVIEW

Pictures

Draw things that will help in your research and note taking

Persuasive Writing Activities

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

Cursive Writing Activities

Practice

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

Cats love to chase mice.

Dogs bark very loudly.

Trees grow big and tall.

Birds fly in the sky.

Fish swim in water.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below.

When I go camping, I love sitting
by the fire, roasting marshmallows,
and telling stories under the stars.

Our class has a small, fluffy
rabbit named Flopsy who hops around
and makes everyone laugh with joy.

During science class, we learned
about the planets, and I was amazed
by Saturn's giant, icy rings.

On rainy days, I enjoy sitting by the
window with my cat, listening to the
raindrops and reading.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

What's your favourite colour?

What's your favourite animal?

What sports do you like?

What's your favourite movie?

What's your favourite fruit?

What's your favourite holiday?

What's your favourite dessert?

What's your favourite snack?

PREVIEW