



Preview – Information



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Google Slides Lessons Preview





Alberta Language Curriculum Writing Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **recognize and understand different text forms** so we can **choose the best way to share our thoughts, ideas, and information with others**. This helps us **communicate more clearly and makes our writing easier to enjoy and understand**.

Matching Writing Forms

Text Forms	Descriptions	Examples
1	Instruction	
2	These are like beautiful paintings but with words	
3	Comic Strip	
4	Narrative	
5	These are notes for other people.	
6	Reports	
7	These tell about someone's life, like a movie about them.	
8	This is how you talk someone into your way of thinking.	

Match each text form with its correct description. Then, write one example for each text form in the last column.

Text Forms

Letter	Persuasive Writing
Poem	Biography

Descriptions

- These are like treasure maps, leading you step by step.
- Stories like your bedtime tales
- These are lists of facts like you hear on the news.
- These are funny or exciting stories with drawings.

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

Timbits





Alberta Language Curriculum

Writing Unit – Grade 4

Creative Endings: Writing Conclusion Sentences

Look at the story images and write a creative conclusion sentence to end each story.

Matching: Story Setting

Look at each 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.



Alberta Language Curriculum

Writing Unit – Grade 4

Research Choices: Ethical or Not?



Instruction: Read each statement. Put a ✓ check mark next to the ethical choice and put an ✗ next to the unethical choice.

☐	Ask before using a classmate's photo.	☐	List the author and date in your bibliography.
☐	Write the website name under your chart.	☐	Change a few words and call it yours.
☐	Copy and paste without quotation marks.	☐	Delete facts that disagree with your opinion.
☐	Include facts from both sides.	☐	Keep track of URLs as you research.
☐	Make up a source.	☐	Give credit to the person you interviewed.
☐	Check two reliable sources to confirm a fact.	☐	Use only one website for everything.

Poetry Word Search

R Z P M W B V T Q L P B A
K Y W Y O K K L L I B E M B A
H Q F L S Q N A V M R T I J P
F R E E V E R S E E A H X D H
G A K K N R V F N R P N B N M
B M A U Q Z H Q Q I O K H C W
Q R V D I D H Y B C T P U Z Q
K K Z S H S F A M K T I Q B T
S O N N E T L R I I W T O H H
N A R R A T I V E K N I U N B
A L D Z L P V B R X U G L V W

- ☐ Limerick ☐ Narrative ☐ Sonnet
☐ Haiku ☐ Rhyming ☐ Free Verse

- A poem with 14 lines that follows a rhyme pattern.
A short 3-line poem from Japan.
A poem that tells a story with characters and events.
A poem with no set pattern or rhyme.
Words sound the same at the end of lines.

Summer Fun

Summer is here, the sun is so _____
Days are long and full of _____
Ice cream melts, what a tasty _____
Playing outside is really so _____
Swimming all day in water so _____
Laughing with friends at home or at _____
Fireflies glow when the day is all _____
Summer is special for _____

Summer Fun Rhyming Poem

Complete the poem using the words from the word bank. Choose the word that makes the line rhyme.

- sure sweet
done school
cure bright
treat delight
cool everyone



Workbook Preview



Grade 4 – Language

Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft
Guiding Question	How can development of writing processes and expression support effective communication?
Learning Outcome	Students construct and organize text to share perspectives and develop creative expression.

	Skills and Procedures	Pages
	Preview of 140 pages from this product that contains 331 pages total.	
W4.1	Develop creative expression through a range of sentence beginnings, lengths, and types. Develop a logical order by grouping ideas into paragraphs. Write paragraphs with topic and concluding sentences. Reread written texts to identify what could be added or deleted to enhance creative expression. Revise texts to enhance clarity or fluency. Edit writing for spelling, punctuation, and grammar. Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience.	26 – 33, 37 – 40, 42 – 43, 47 – 53, 58 – 63, 66 – 74, 87 – 91, 104 – 114, 117 – 118, 122 – 145, 154 – 173, 178, 181 – 186, 190 – 201, 207 – 221, 224 – 225, 229 – 233, 243 – 246, 248 – 249

Grade 4 – Language Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft
Guiding Question	How can development of writing processes and expression support effective communication?
Learning	Students construct and organize text to share perspectives and develop creative expression.

	Skills and Procedures	Pages
W4.2	Apply creative techniques to focus on and enhance the expression of ideas or emotions. Relate how connections between voice, tone, and text form can influence creative expression. Examine how effective writing provides insight into the creative expression of ideas and emotions. Experiment with ideas and word choice to create writing that catch the audience's attention. Experiment with sensory detail or figurative language to add interest and keep audiences engaged. Communicate personal voice or the voice of characters in narratives through dialogue. Generate effects in creative expression through punctuation. Create thoughtful conclusions that tie up events or leave readers wondering. Select a variety of presentation forms or text features to critically share perspectives.	23 – 25, 34 – 36, 44 – 46, 54 – 56, 75 – 76 – 77, 133, 146, 158 – 160, 174 – 177, 187 – 180, 187 – 189, 202 – 206, 222 – 223, 226 – 228

Grade 4 – Language Writing



Organizing Idea	Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft
Guiding Question	How can development of writing processes and expression support effective communication?
Learning	Students construct and organize text to share perspectives and develop creative expression.

	Skill	Pages
W4.3	Access information from a variety of sources to critically answer questions and build knowledge. Demonstrate how information is gathered using a variety of methods or tools. Use information ethically to create text for an intended audience. Choose and cite appropriate sources of information for research	119 – 121, 130 – 133, 146 – 153, 166 – 168, 234 – 242, 247
W4.4	Enhance the artistry of personally written works using selected methods or tools. Use cursive handwriting to write texts with appropriate letter formation, size, proportion, and slant. Apply keyboarding skills to enhance written works	50, 62, 66 – 67, 72, 106, 110 – 111, 142, 145, 169, 192, 207, 246, 251 – 264

Understanding Writing Forms

What Are Writing Forms?

Writing 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 writing forms and understanding them helps us become better writers.

The Purpose of Different Forms

Each writing form has a special purpose. Here's a list of some common writing 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 writing 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 Writing Forms

Which Form?

Which writing 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 poems 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 writing form?	
3) What is your favourite writing form? Explain why.	

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 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.

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 in Writing

What Is Personal Voice?

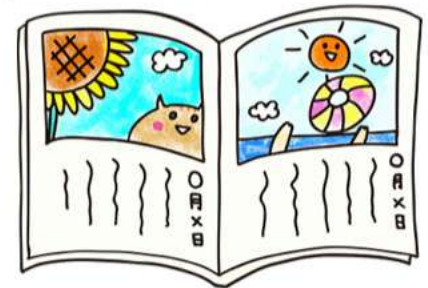
Personal voice in writing means the unique style or expression an author uses. It's like their special way of talking but in writing. When you read something, you can sometimes hear the writer's voice in your head, just like listening to a friend.

How to Find Your Voice

Finding your voice in writing is like finding your way of speaking.

Here's a list of things that might make up your voice:

- The words you use
- How you put sentences together
- The feelings you show



For example, if you're excited, you might use lots of exclamation marks!!!

Different Voices for Different Pieces

Different types of writing might need different voices.

- In a diary, you might use a voice that's just like how you talk to your best friend.
- In a school report, you might use a more serious voice, with careful words and full sentences.

Examples of Personal Voice

Here are a few ways different voices might sound:

- Friendly: "Hey there, friend! Let's learn about dogs."
- Serious: "Dogs are important animals in many cultures."
- Silly: "Dogs? Oh, those furry goofballs that love to play!"

Personal Voice in Writing

True or False

Is the statement true or false?

1) Personal voice means a unique writing style.	True	False
2) You must use the same voice in all writings.	True	False
3) Personal voice includes word choice and sentence structure.	True	False
4) Personal voice cannot be silly.	True	False
5) Your writing helps people know it's you.	True	False

Practice

Choose one of the writing prompts below. Write about this writing prompt using three different voices – silly, friendly, and serious.

Favourite subject

Favourite food

Favourite game

Favourite place

Friendly

Serious

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 Write 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	Hectic	Metropolitan	Vibrant	Gleaming
School	Fun	Educational	Colorful	Academic	Adventurous	Inspiring
Home	Cozy	Comforting	Organic	Domestic	Heartwarming	Welcoming
Desert	Hot	Arid	Dry	Open	Unfamiliar	Expansive
Mountain	High	Majestic	Rocky	Alpine	Towering	Rugged
Park	Pretty	Picturesque	Fun	Idyllic	Whimsical	Inviting
Museum	Quiet	Serene	Neat	Cultured	Timeless	Historic
Space	Dark	Infinite	Awesome	Celestial	Otherworldly	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				

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 pavement, 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, uh, 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 start them in a way 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 paragraphs 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.

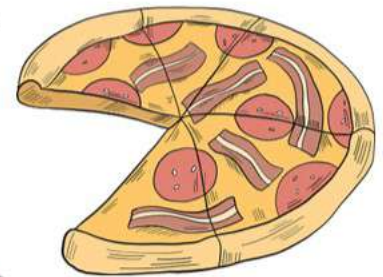
Crafting Perfect Paragraphs

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 enjoy 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
At the same time	Along with	Nevertheless	Too	In the end

Think _____ 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 lounge in 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.

Analyzing Paragraphs

Analyze

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

1) Going to the science museum is an educational and fun experience. There are interactive exhibits that teach about space and technology. Kids can participate in hands-on learning while they play. The museum hosts special events with scientists to share their knowledge. The science museum provides a unique opportunity to learn and explore.

Main Idea

2) Keeping a pet fish can be a rewarding hobby for children. Fish tanks with colourful fish can be beautiful. Taking care of fish teaches children responsibility and routine. Children can learn about different fish species and their habitats. Having a pet fish can be an entertaining and educational experience.

Main Idea

3) Reading books helps students to grow their minds and imagination. Books introduce children to new words, improving their vocabulary. Different genres of books help children to understand various cultures and historical events. Reading fosters creativity and helps kids to think critically. Reading is more than just a pastime; it's a pathway to learning and thinking.

Main Idea

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 your 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.		

Name: _____

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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?

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 to communicate in a casual and friendly way. 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 |

Purpose and Audience of Letters

Think

Read the purpose and audience of the email. Then decide if it will be a formal or informal email?

Audience	Purpose	Formal or Informal	
School Principal	Requesting a meeting	Formal	Informal
Cousin	Sharing vacation photos	Formal	Informal
Local Council	Inquiry about community services	Formal	Informal
Best friend	Inviting to a sleepover	Formal	Informal
Teacher	Asking for clarification on homework	Formal	Informal
Customer Service	Complaining about a product	Formal	Informal
Grandparent	Updating about school activities	Formal	Informal
Potential Employer	Applying for a job	Formal	Informal
Classmate	Collaborating on a group project	Formal	Informal
Favourite Author	Asking a question about a book	Formal	Informal

Think

Think of 5 emails you might want to send. Write the purpose and audience. Will it be formal or informal?

Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal

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 toy car, and I can't find it anywhere. I've looked all over the house. If you know where it is, 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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W4.2

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	Purpose
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 _____ noise?

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..) _____

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 6

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 for making it a great 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: _____

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

Success Criteria – Formal Letter

Analyze

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 6 criteria that make a good formal letter.

Windsor Elementary School

456 School St.

Windsor, ON N9A 1Z9

Dear Mr. Walker,

I hope you are well. I'm writing to ask about the upcoming science fair. My friends and I are very excited and we have already started planning our project. Secondly, we have some questions about the rules. Additionally, we would like to know the exact date of the event.

Thank you for taking the time to help us. We appreciate your assistance and will make our project even better. Lastly, we appreciate everything you do for our school.

Sincerely,

Nathan Walkley

1)

2)

3)

4)

5)

6)

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below

Audience	Purposes
School Principal	To request a meeting, discuss school issues
Local Government Official	To express concerns, ask for changes in the community
Teacher	To thank for support, ask about homework
Librarian	To request specific books, give suggestions
Company (e.g., Toy Store)	To provide feedback, ask questions about products
Police Department	To thank for service, inquire about safety programs

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

Write

Plan your letter by brainstorming about your topic below.

7) Write 3 supporting details for your main idea. What three things do you want to tell your audience?

1

2

3

8) What transitions will you use to allow your supporting details to flow.

9) Write your rough draft of your letter 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	☒	☐
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

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		
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

Name: _____

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Assignment - Letter Writing

Write

Write the final letter below.

PREVIEW

Rubric – Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
Greeting	Greeting is appropriate and creative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
Topic Sentence	Clear and specific topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Supporting Details	Details clearly support the topic	Most details support the topic	Some details support the topic	Details are missing or don't support the topic
Transition Words	Uses varied, fitting transition words	Uses appropriate transition words	Uses few transition words or they don't fit	No transition words are used
Closing	Closing is well chosen and creative	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included

Teacher Comments

Mark

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

Intro to Narrative Writing

What's the Big Idea?

Narrative writing is a way of telling a story. It's like painting a picture with words! You can write about something that really happened or something you make up. Let's explore what makes narrative writing special.

Characters and Setting

In narrative writing, you need characters. They are the people, animals, or things in your story. You also need a setting, which tells where and when your story takes place. You can write about a spooky haunted house or a beach. It's up to you!



The Plot Thickens

The plot is what happens in the story. It has a beginning, a middle, and an end.

- **Beginning:** The start of the story where we meet the characters.
- **Middle:** The part where exciting things happen, like finding a treasure.
- **End:** This is where the story wraps up, and we find out what happens to everyone.

Interesting Words

When you write a story, using interesting words makes it more fun to read. Instead of saying "said," you could use "whispered," "yelled," or "laughed." It helps the reader feel like they are right there in the story with the characters.

Bringing it to Life

Narrative writing is like building a bridge between your imagination and the reader's mind. You can make them laugh, feel scared, or even cry. The words you choose and the way you put them together make the story come alive.

Intro to Narrative Writing

True or False

Is the statement true or false?

1) A setting tells where the story happens.	True	False
2) The plot has no ending.	True	False
3) The beginning of the plot introduces characters.	True	False
4) "Whisper" is an interesting word choice for "said."	True	False
5) The end of the plot resolves the story.	True	False

Questions

Answer the questions below.

1) What are the three parts of narrative writing?
2) Idea generation: Write 2 plot ideas for a story. Think about your hobbies and then think of problems you face when doing these things. Ex: William the hockey goalie lets in 10 goals in his first game.

Think

Write the beginning, middle, and end for the story idea below.

Story Idea: Dane is nervous because he is starting at a new school.	
Beginning	
Middle	
End	

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	Shining warmly	
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.

Name: _____

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W4.2

Figurative Language - Idiom

Piece of cake	Spill the beans	Hit the nail on the head
Cry over spilled milk	Hold your horses	A penny for your thoughts
Cat got your tongue?	Out of the blue	Bite off more than you can chew

Write

Write a short text about the topics below. Use at least one idiom in each.

Topic: Writing about a Day at the Zoo

Topic: Writing about a Favourite Day of the Year

Topic: Describing a Day in School

Topic: Explaining How to Make or Do Something

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 friend is like a four-leaf clover: hard to find and lucky to have." - This compares a friend to a rare clover, suggesting they are special and valuable.



Write

of 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...

Figurative Language - Analogy

Write

Write a short text about the topics below. Use at least one analogy in each.

Example: Making a sandwich is like building a house. The bread is like the foundation, strong and supportive. Adding lettuce, tomatoes, and cheese is like decorating the rooms, each layer adding its own special touch. In the end, the sandwich, like a well-built house, stands tall and is full of flavour.

**Topic: My _____ Season****Topic: The Animal I Admire Most****Topic: Playing My Favorite Sport****Topic: My Dream Vacation**

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 wrench. 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) **Write 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 will the story end? Will the characters solve the problem or reach their goal? The end 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	

Narrative Writing - Plot

Brainstorm

A plot needs a problem or goal. Write as many problems as you can below in this brainstorm activity. There are no bad ideas!



Practice

Choose a plot 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?

Practice

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

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

6) What is a good title for your story?

7) If this was a book, draw the front cover.

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 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, only to find something hard. "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 _____'s

Use a different speaker tag for the quotations below.

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 this work."
- c) "I don't really care why the things; I'm just curious."

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 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 vertical sequence, with Superwoman on the left and Superman on the right for each pair.

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	
Your Celebrity	
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 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	Teaches 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?

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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Curriculum Connection
W4.1, W4.4

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative 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	☒	☐
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue – Use of Quotations		

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		
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		
Optional: Realistic Dialogue – Use of Quotations		

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 student-written narrative stories
- ☐ Pencils and pens
- ☐ Highlighters (in various colors)
- ☐ Revision checklist—made or used as 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 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 lacks some sensory details.	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 and lacks variety or sophistication.	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 relevant but lacks creativity.	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.

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		

Persuasive Writing - Opinions

Opinion

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

	Topic	Opinion – Yes or No?
5)	Is it better to have a pet or not?	
Reason 1		
Reason 2		
Reason 3		
6)	Are zoos good or bad?	
Reason 1		
Reason 2		
Reason 3		
7)	Should kids have cell phones?	
Reason 1		
Reason 2		
Reason 3		
8)	Should there be a limit to screen time for kids?	
Reason 1		
Reason 2		
Reason 3		

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

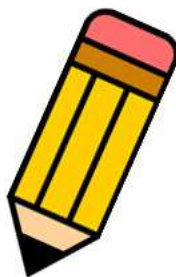
Tough Job

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

- A new kind of scissors sharpening
- A robot that helps with homework
- A self-making

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 catchy 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 endorsing the product, 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	Shares cost or deal but misses details	Gives some info about cost/deal, but confusing	Missing information about cost or deal
Call to Action	Exciting call to action to make people want to buy	Good call to action but could be more exciting	Has call to action but doesn't make people 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, but don't explain or do so well	Missing pictures or messy design
Spelling and Grammar	All words spelled right & sentences sound good	Few small mistakes but reads nicely	Many mistakes but still understandable	Too many mistakes make it hard to understand
Overall Presentation	Exciting & fun! Tells whole story of the invention	Good job but could be more exciting or clear	Some good parts, but some parts confusing	Too many mistakes or hard to follow

Comments

Mark

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

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 write a conclusion. You don't need to use all the facts for your report, so choose the ones you think are most important.

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.	



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.

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 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		

Researching Ethically

Understanding Ethical Research

Ethical use of research means being honest and fair when we gather and use information. It's important to follow rules that respect others' work and rights. Let's explore what this means.

Asking for Permission

Sometimes you need to ask for permission to use information. This is especially true for photos or personal details. If you want to use someone's photo or details about their life, you must ask first. It's all about respecting their privacy and choices.

Citing Sources

Citing sources is like giving a credit to the person whose information you've used. It shows you're honest about where you found your facts. When you write a report or project, always say where you got your information. It can be in the form of:

- Book titles and authors
- Website names
- Article titles
- Names of people you interviewed

Fair Representation

When we use information, we must be sure it's true and we're not changing its meaning. This is called fair representation. It means:

- Not twisting facts to make them say what we want
- Showing different sides of a story
- Being careful not to hurt or mislead people with the information

For example, if you're writing about animals in the wild, you should include various viewpoints and facts, not just the ones you like.

True or False

Is the statement true or false?

1) We only cite sources when using information from books.	True	False
2) Citing sources is like giving credit to where information came from.	True	False
3) Fair representation means changing facts to support your view.	True	False
4) Ethical research involves being respectful and honest.	True	False
5) It's okay to leave out different viewpoints in a report.	True	False

Question

Answer the questions below.

1) What does citing mean, and why is it important?

2) Why do we need to ask for permission to use information?

3) Explain what fair representation means in your own words.

Think

Steven researches a lot. Check out what he is doing below. Is he being ethical?

1) Asked permission to use a photo from a website for his blog.	Yes	No
2) Cited the author and title of a book he quoted in his report.	Yes	No
3) Copied a paragraph from a website without citing it.	Yes	No
4) Used a classmate's idea without giving them credit.	Yes	No
5) Checked the facts from multiple sources for accuracy.	Yes	No
6) Ignored information that didn't support his opinion.	Yes	No
7) Included different viewpoints in his report on climate change.	Yes	No

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 do bees make honey from?		
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?		

Editing a Report – Importance of Inclusion

Why Inclusion Matters

Inclusion means that all students, even those who might need extra help or have different ways of thinking, learn together. When everyone is included, it helps us understand and appreciate how everyone is unique. We learn to be kind and respectful of each other's differences.

Introduction

Inclusion means making sure everyone feels welcome and that everyone's differences matter. Inclusion helps all students learn and grow together. Let's find out why inclusion is so important!



How Schools Practice Inclusion

Schools work hard to make sure everyone feels included. They might have special programs and teachers to help. Students can work together and learn to help each other. Teachers and parents can also work together to make sure every student feels welcome and happy.

Conclusion

Inclusion in schools is like a big, friendly hug that makes everyone feel safe and cared for. It helps students learn important lessons about friendship and respect. Remember, a school that practices inclusion is a place where everyone gets to be a star!

The Benefits of Being Inclusive

When schools are inclusive, students learn more than reading and math. They learn how to be good friends, how to work together, and how to understand people who are different from them. Everyone gets a chance to be a part of the group, and no one is left out.

Editing a Report – Importance of Inclusion

True or False

Is the statement true or false?

1) Inclusion means everyone feels welcome.	True	False
2) Only teachers need to care about inclusion.	True	False
3) Inclusion teaches respect for differences.	True	False
4) Being in _____ benefits only some students.	True	False
5) Inclusion _____ make everyone feel cared for.	True	False

Questions

Answer the questions below.

1) What was wrong _____ the statement _____ the report? Were the components of the report in the right order? Explain.

2) What order would you put the report in? Write the heading _____ why it goes where you put it.

Heading Title	Why Does _____ Here?

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 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

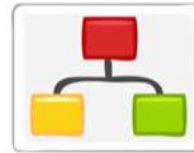
What are we learning more about?

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.	

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

Getting Started with Rhyming Poetry

Rhyming poetry is a fun way to play with words. When words rhyme, they sound the same at the end. Poets use rhymes to create rhythm and make their poems more interesting. Let's explore how to write rhyming poetry!

What is a Rhyme?

A rhyme is when two words have the same sound at the end. For example, "cat" and "hat" rhyme because they both end with the "-at" sound. Rhymes can make a poem sound musical.

Steps to Write a Rhyming Poem

- 1) Pick a Topic: Think about something you like or find interesting.
- 2) Choose a Rhyme Scheme: Decide how your rhymes will work. A common pattern is AABB, where the first two lines rhyme and the next two rhyme.
- 3) Write Your Poem: Using the rhyme scheme, write your poem. You may have to change words around to make them rhyme.

Example of AABB Rhyme Scheme:

- Line 1: I have a furry cat (A)
- Line 2: She likes to wear a hat (A)
- Line 3: She purrs and takes a nap (B)
- Line 4: Right on my cozy lap (B)



Tools for Finding Rhymes

- Rhyming Dictionaries: Help you find words that rhyme.
- Online Rhyming Tools: Websites that help you find rhyming words.

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)

AB B

I see a rainbow high and bright (A)
With colours bold, it greets the 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)

Activity Title: "Poem Editing Teams"

Objective

What are we learning more about?

To help students collaborate in small groups and focus on different aspects of proofreading and revising their poems.



Instructions

How do we complete the activity?

- 1) **Introduction Activity:** Begin by explaining the importance of proofreading, editing, and revising poems. Emphasize that each group member will have a special role to play.
- 2) **Student Work:** Students use the poems they have written for their children's books.
- 3) **Create Editing Teams:** Divide students into groups of 4. In each group, assign the following roles:
 - Punctuation and Capitalization Expert: Looks for errors in punctuation and capitalization.
 - Proofreader: Focuses on spelling mistakes.
 - Word and Rhyme Choice Artist: Concentrates on word choice and rhymes that could be improved.
 - Appreciation Analyst: Writes down one thing they loved about the poem.
- 4) **Exchange Poems in the Group:** Students will pass their poems to each member of the group, so everyone gets to perform their assigned role on each poem.
- 5) **Collaborative Revision:** Give students a set amount of time (e.g., 5-7 minutes) to work on each poem in their role. Encourage them to write their feedback on a separate sheet of paper or the back of the poem so that the original author can see all the comments.
- 6) **Group Discussion:** After all members have completed their roles on all the poems, allow time for the group to discuss the feedback. Each member should explain their comments, and the original author can ask questions or clarify their intentions.
- 7) **Final Revision:** Give students time to revise their poems based on the feedback received from their group members.

Activity Title: "Poem Editing Teams"

Feedback

Fill in the organizer below to collect feedback about your book.

1) The author of this story is...

2) Proofreader comments:

3) Punctuation and Capitalization comments:

4) Word and Rhyme Choice Artist comments:

5) Appreciation Analyst

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 specific 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.

	In 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 _____.

Writing A Limerick Poem



Understanding Book Reviews

What Is a Book Review?

A book review is a way to tell others about a book you've read. It helps readers decide if they might want to read the book too. A book review shares what the book is about, what you liked or didn't like, and sometimes gives it a rating like stars or thumbs up.

Parts of a Book Review

- ☒ **Title:** Start by telling the name of the book and who wrote it.
- ☒ **Summary:** Share a short summary of the story, but don't give away any surprises!
- ☒ **Your Thoughts:** Tell us what you liked or didn't like about the book.
- ☒ **Rating:** Some reviews end with a rating like 4 out of 5 stars.

The Format of a Book Review

- **Introduction:** The start of the review. It should include the book's title and author. It might also include something interesting to catch the reader's attention.
- **Body: Summary and Thoughts**
 - ☐ **Summary:** Explain what the book is about, introducing the main characters and plot without giving away the ending.
 - ☐ **Your Thoughts:** Share what you enjoyed or what you wish were different. You can talk about the characters, the writing style, or anything else that stands out.
- **Ending with a Rating:** If you want, you can finish your review with a rating. This might be stars, numbers, or a simple thumbs up or down.

Book reviews are fun to write and read. They help us share our thoughts about the books we love and help others find books they might enjoy too!

Understanding Book Reviews

True or False

Is the statement true or false?

1) Book reviews tell the book's ending.	True	False
2) A book review may include a rating.	True	False
3) The summary introduces main characters.	True	False
4) Your thoughts on the book are shared.	True	False
5) A review always starts with a rating.	True	False

Questions Answer the questions below.

1) What is the main purpose of a book review?

2) What are the three main parts of a book review?

3) What might you include in the introduction of a review?

4) What could you say in the "Your Thoughts" section?

5) How can you end a book review?

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 boring 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 – The ThrillLand is a terrible amusement park. I get motion sickness, so I only got to ride 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 brand of cola like 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."

Eliminating Bias In My Reviews



Eliminating bias in a book review means trying to be fair and not letting your personal likes or dislikes take over what you say. Here's how you can do it:

- 1) **Focus on the Story.** Instead of saying you like or dislike the topic, talk about what happens in the book. Share the plot without giving away the ending.
- 2) **Talk about the Writing:** Explain if the writing was good or not so good, and why. Did it make the story exciting or was it confusing?
- 3) **Be Honest & Fair.** It's okay to say if you didn't like something, but explain why. Instead of saying, "I hate this book because it's about space, and I don't like space," say, "I found the book's setting in space hard to understand, but someone who likes sci-fi might enjoy it."
- 4) **Think about other readers.** Remember, other people who have different likes and dislikes might read your review, so think about what they might want to know.

Write

Write a review about a book/TV shows/movie. Use the ideas above to help you eliminate bias.

Book/Movie/TV Shows:

Your Rating



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 table below.

Did You
Like/ Dislike
it?
Explain why.

Favourite
Part

Least
Favourite
Part

PREVIEW

Name: _____

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Curriculum Connection
W4.1, W4.4

MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

All About Comic Strips

The Magic of Comic Strips

Comic strips are a series of pictures and words that tell a story. Each comic strip consists of panels with different elements that make the story fun and engaging.

Character, Dialogue, and More

Characters can be people, animals, or objects, and they are the main focus of the story.

- Speech Bubbles: Where the characters' words appear, showing conversations.
- Thought Bubbles: These show what characters are thinking.
- Sound Effects: Words like "BOOM!" or "POW!" to describe sounds.
- Background: The setting where the story happens.
- Expressions: The characters' faces showing happiness, sadness, or surprise.

Creating Your Own Comic Strip

Making a comic strip can be exciting!

- 1) Think of an exciting story idea.
- 2) Draw the characters and background.
- 3) Write the words in speech or thought bubbles.
- 4) Add sound effects if needed.
- 5) Colour it all in to make it come to life.



Why Comic Strips Are Loved by Many

Comic strips are enjoyed by children and adults all over the world. Some are funny, while others might tell an adventurous or thoughtful story. Famous examples include "Peanuts," "Garfield," and "Calvin and Hobbes."

All About Comic Strips

BLACK DUCKS

BY
IGOR
ZAKOWSKI

IZ



Examine

Read the comic and answer the questions.

- 1) How many speech bubbles are there?
- 2) How many thought bubbles are there?
- 3) In the 3rd frame, what expression does the duck's face show?
- 4) Explain the joke.

- 5) What sound effects could be added to the comic? Explain.

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)

The Adventure of Storytelling Structure

Building a Story: Start to Finish

Every great story is like a fun journey, taking you from one exciting place to another. The path of a story is made up of three main parts: the beginning, the middle, and the end.

- **The Beginning: Setting Out:** The beginning introduces characters and what the story is about. In a comic strip, this is where we meet the heroes.
- **The Middle: Adventure Time:** This is where the action happens. Your characters face challenges, make friends, or learn something new.
- **The End: Measure Up:** The end brings everything together, like finding treasure. It's a happy ending or a surprise twist.

Write

Choose one story from below and draw a comic strip for it

Beginning	Middle	End
A superhero discovers a new power.	The superhero meets a tricky villain.	The superhero learns to control the power and saves the day.
A dog finds a mysterious map in the yard.	The dog and its friends follow the map.	The dog finds a hidden toy treasure.
A student finds a magic pencil.	Whatever the pencil draws comes to life.	The student uses the pencil to solve a problem.
A family goes on a camping trip.	They encounter wild animals and weather.	They find a picnic spot and enjoy a picnic.

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 self-taught 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?

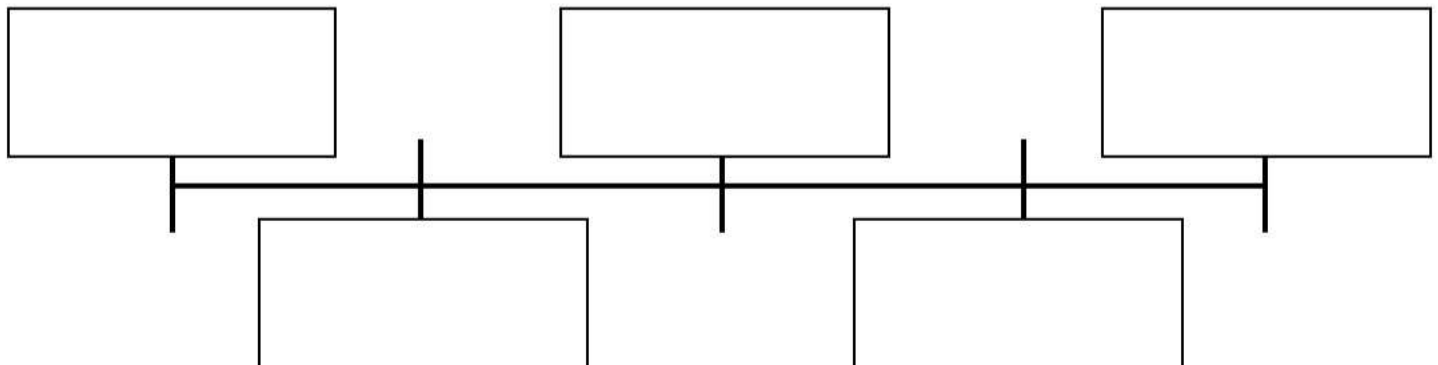
2) Write 3 facts from the biography.

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

What is Plagiarism?

Plagiarism is like copying someone's homework. It means using someone's words or ideas without saying they made them up first. It's not fair, and it's not allowed in school.

Avoiding Plagiarism – Use These Methods Below

- 1) Paraphrasing: Paraphrasing is rewriting something in your own words, keeping all the details.
- 2) Summarizing: Summarizing is telling the main points of something in a short way.
- 3) Quoting: When you are writing exactly what you read, you need to use quotations to show the original words. Then you need to cite where you found the information.

Practice

Paraphrase, summarize, and quote the passages below

The rock cycle is a loop where rocks change from igneous, sedimentary, or metamorphic kinds. These transformations can happen because of temperature and pressure, showing how Earth's surface changes.

Paraphrasing	The rock cycle is like a loop where rocks can become three different types: igneous, sedimentary, or metamorphic. These changes take place when there's heat and squeezing.
Summarizing	The rock cycle shows how rocks change in three ways, explaining Earth's surface changes.
Quoting	"The rock cycle is a loop where rocks change from igneous, sedimentary, or metamorphic kinds (Earth Science)." (Rock Cycle, Earth Science).

Habitats are special places where animals and plants live. Different habitats like forests, deserts, or oceans provide everything needed for survival. Protecting these areas is very important.

Paraphrasing	_____

Summarizing	_____

Quoting	_____

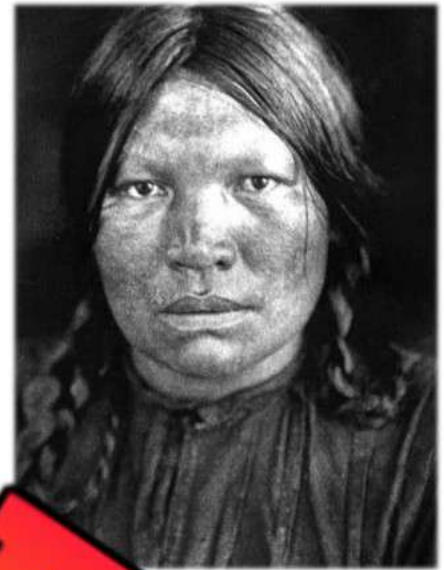
Researching Activity – Note Taking

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 the Dene people 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
W4.3

Researching Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking

Success Criteria – Biography

Analyze

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

Biography – Alexander Graham Bell

Introduction

Alexander Graham Bell was a famous inventor known for inventing the telephone. He said, "Great discoveries and improvements invariably involve the cooperation of many minds."

Early Life

Born in Scotland in 1847, 1848, Bell's family was involved in teaching speech. He moved to Canada and then to the United States.

Achievements

Bell's most famous achievement was inventing the telephone in 1876. He also worked on other inventions, like a device to help people with hearing difficulties.

Later Life and Legacy

In his later life, Bell continued to invent and explore new ideas. He died on August 2, 1922. His inventions, especially the telephone, have left a lasting impact on how we communicate today. His work in speech and hearing also helped many people all over the world.

Bibliography

"Alexander Graham Bell." Encyclopedia Britannica. Encyclopedia Britannica. Last updated 2021.



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Cursive 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