



Preview – Information



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Google Slides Lessons Preview





Alberta Language Curriculum Writing Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **write strong paragraphs** with **clear topic sentences and hooks** so we can **organize** our ideas and make our writing more interesting to read.

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

Spot the Strong Beginnings!



Drag the ☒ check mark to the sentences that are strong hooks.

☐ "Zap! Lightning flashed across the sky."	☐ "The sky was blue today."
☐ "Dogs are animals that people keep as pets."	☐ "Have you ever wondered what it feels like to fly?"
☐ "Crash! The glass shattered into a thousand tiny pieces."	☐ "The library is a place where students read books."
☐ "Plants need water and sunlight to grow."	☐ "Guess what! Dinosaurs once roamed where your school is now!"
☐ "Boom! The volcano shook the ground as fire lit the sky."	☐ "Imagine living in a world with no electricity."
☐ "Apples are a type of fruit that grows on trees."	☐ "Canada is a country located in North America."

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Writing Engaging Topic Sentences



Rewrite the topic sentence below using the different strategies.

Topic Sentence: Reading books is fun.

Asking a Question: Start with a question. This makes people curious to read more.	Have you ever wondered why reading books can be so much fun?
Using an Exclamation: Use an exclamation to show something exciting.	Reading books is the best way to enjoy your free time!
Making a Bold Statement: Use big words to share your main idea.	Books are the most exciting adventure you can hold in your hands.
Adding an Interesting Fact: Use a cool fact to make your paragraph interesting.	Reading books can take you to new places without ever leaving your chair.

	Original Version: Rainy days can be enjoyable.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	



Alberta Language Curriculum Writing Unit – Grade 5

 **Choosing the Right Transition Word**

Circle the transition word that best completes each sentence

Which transition word introduces a cause-and-effect relationship?

a) However	b) Therefore	c) For example
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To compare two similar ideas, one might use the transition word

a) Nevertheless	b) Likewise	c) Instead
-----------------	-------------	------------

Emma forgot her lunch; _____, her friend shared a sandwich with her

a) However	b) Similarly	c) Consequently
------------	--------------	-----------------

The dog barked all night; _____, I couldn't get any sleep.

a) As a result	b) However	c) In contrast
----------------	------------	----------------

Sorting Character Traits

Positive Traits	Negative Traits

Drag each word from the box into the correct column. Place it under **Positive Traits** or **Negative Traits** depending on what it describes.

Kind	Rude	Dishonest
Lazy	Honest	Patient
Wise	Arrogant	Selfish
Impatient	Generous	Brave
Fair	Greedy	Respectful
Mean	Friendly	Unkind



Persuasive Sentence Starters

left column

I believe that...	Once upon a time...	When...
I like ice cream.	I agree that...	In truth...
I'm absolutely certain...	In my opinion...	It was a sunny day.
It is vital that...	She lives near the park.	The fact is...
Others must agree that...	I really feel that...	This story begins with...
The dog ran fast...	My favourite colour is blue.	It seems to me that...



Alberta Language Curriculum

Writing Unit – Grade 5

Spot the Conclusion

Strong Conclusions

Drag and drop the correct letters into the "Strong Conclusions" box. Remember, a strong conclusion wraps up the ideas and gives a final thought.

- | | |
|---|---|
| A | That's why penguins are amazing animals for us to learn about. |
| B | Rainforests have tall trees, animals, and many plants. |
| C | For these reasons, rainforests are very important to the Earth. |
| D | That's why dogs are called loyal and helpful companions. |
| E | Clearly, water is one of the most important resources on Earth. |
| F | The Sun is a star at the center of our solar system. |
| G | Therefore, reading books is a fun and powerful way to learn. |
| H | Recycling helps reduce waste in landfills. |
| I | Without the Sun, life on Earth would not exist. |
| J | So, recycling is one of the best ways to protect our planet. |
| K | Altogether, the Moon plays a key role in our daily lives |

Labeling the Parts of a Book Review

Read each step of the book review. Then drag the correct (Conclusion) to match each part.

- | | |
|---|---|
| 1 | Share the title and author of the book. |
| 2 | Describe the main characters and their role in the story. |
| 3 | Share your own thoughts (funny, exciting, or boring parts). |
| 4 | Write a catchy hook to grab attention. |
| 5 | Rate the book with stars, emojis, or thumbs up/down. |
| 6 | Summarize the main events without giving away too much. |
| 7 | Mention why you chose to read the book. |
| 8 | Point out something unique about the book (e.g., illustrations, style). |
| 9 | Suggest if others should read it. |

Conclusion



Biography

Read the topics below and drag them in the correct order from beginning to end of a person's life story.

- | |
|----------------------------------|
| Childhood and school life |
| Important life events |
| Family life (marriage/children) |
| Birth (year/place) |
| Accomplishments / fame |
| Later years / legacy |
| Introduction / opening statement |



Workbook Preview



Grade 5 – 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 does proficient writing enhance communication skills?
Learning Outcome	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.

	Skills and Procedures	Pages
Preview of 140 pages from this product that contains 338 pages total.		
W5.1	Express ideas through multiple paragraph works that include topic introductions, supporting evidence, and conclusions. Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs. Communicate a clear position supported by relevant evidence. Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas. Edit writing for spelling, punctuation, and grammar. Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.	30 – 47, 49 – 50, 52 – 59, 61 – 62, 64 – 68, 71 – 72, 74 – 80, 113 – 125, 137 – 152, 162 – 184, 189 – 196, 199 – 202, 213 – 220, 224 – 241, 251 – 257

Grade 5 – 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 does proficient writing enhance communication skills?
Learning	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.

	Skills and Procedures	Pages
W5.2	Apply creative writing processes to enhance personal expression and communication. Analyze mentor texts to determine how word choice can influence the purpose or audience of a text. Create text that uses plot, characterization, and dialogue; figurative language to entertain an audience. Create expressive descriptions by selecting vocabulary to convey mood or sensory images. Establish a plot, point of view, setting, and problem through creative writing. Create texts that show, rather than tell, story events. Evaluate how language and dialogue are used to express voice, point of view, and ideas. Determine alternative words and meanings using a variety of digital or non-digital tools.	28 – 29, 48, 51, 60, 63, 69 – 70, 112, 135 – 147, 177 – 198, 212, 221 – 223

Grade 5 – 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 does proficient writing enhance communication skills?
Learning Objectives	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.

	Skill Proficiency	Pages
W5.3	Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to a clear, well-defined topic. Develop a main idea or topic supported by facts, details, examples, and explanations. Evaluate the validity and reliability of information from multiple sources. Select a variety of relevant sources to inform writing. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Access and use information ethically.	126 – 128, 137 – 140, 153 – 161, 170 – 171, 174 – 176, 187 – 188, 255 – 257
W5.4	Evaluate how an author's selection of a method or tool can impact the audience's understanding or response to a text. Experiment with methods or tools to enhance communication or create effects. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.	12 – 17, 55, 67, 77, 115, 119 – 120, 149 – 150, 152, 177, 200, 259 – 272

Understanding Text Forms

All About Text Forms

There are many ways to write, depending on what we want to share. These different ways are called text forms, and each has its own special job. Let's dive into them!

Why We Use Different Text Forms

Each type of writing has a purpose:

- Stories: These tell fun or exciting tales.
- Reports: These share cool facts about a topic.
- Poems: These use beautiful words.
- Persuasive Writing: This tries to get someone to agree with an idea.
- Comic Strips: These are funny stories with pictures.
- Biographies: These talk about a person's life.
- Letters: These are like talking to someone on paper.
- Instructions: These tell you steps to do something like make a kite.



Who Will Read It?

When we write, we think about who will read our "audience." Knowing our audience helps us choose the best text form.

Picking the Right Style for the Reader

What we write and who reads it helps us decide the style. For example, if you're teaching a friend to tie shoes, you'd use instructions. But if you're telling your class about a hero like Martin Luther King Jr., you'd use a biography. Choosing the right writing form makes it easier and more fun for everyone to understand.

Remember, every text form is like a tool in a toolbox, helping us share in the best way!

Understanding Text Forms

Which Form?

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

1) Arguing for a class pet.	
2) Detailing how to care for a plant.	
3) A story about a girl's adventures in a forest.	
4) Expressing feelings about winter.	
5) A poem about how climate change is affecting our planet.	
6) Talking about a person's figure.	
7) A picture story about three friends playing a game.	
8) Reflecting on a personal experience.	

Questions

Answer the questions.

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

Developing Great Writing Ideas

One of the hardest parts of writing is deciding what to write about. That is why it is worth the time to plan your writing before you start. When you develop ideas before you write, it is fun and easy as there are no wrong answers. You can jot down anything that comes to mind! How to grow these ideas helps make our stories or reports clear and interesting.

Ways to Grow Ideas:

- Brainstorming: Think about your topic and write down everything that comes to mind.
- Drawing Pictures: Sometimes you see your ideas.
- Asking Questions: What do you want to know about the topic?
- Talking with Friends: Friends might have new ideas.

Choosing the Best Writing Tool:

We use different tools for different writings. Fun ideas come from brainstorming, as it can lead to surprising and cool parts. But, if we're writing a report on a topic like planets or animals, charts or drawings can help us organize our facts.

Who Will Read Our Writing?

Thinking about our readers is a big deal. If we're writing for kindergartens, we'd use simple words. But if it's for our family, maybe we can use some big words too. Knowing our audience helps us choose the right words and style.



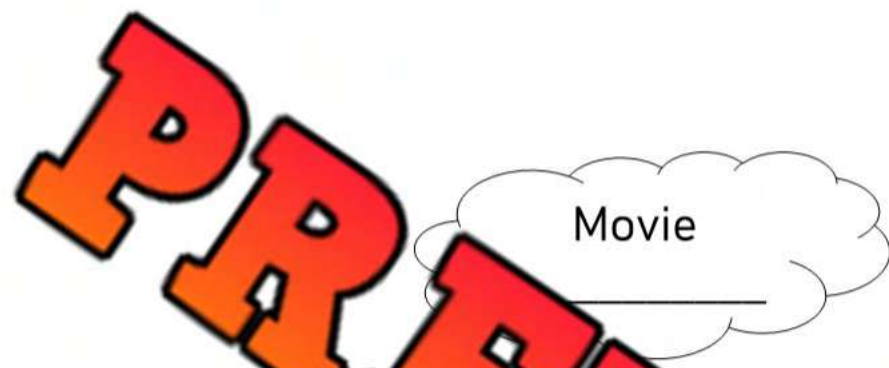
In the end, having a toolbox of ideas helps our writing stand out. It makes our stories fun to read and our reports clear. We become writers who not just tell but show our readers a whole new world.

Idea Development Strategies

Practice

Practice the different strategies below.

1) **Brainstorm:** Write all your thoughts down about your favourite movie. Include all the reasons why it is your favourite movie.



2) **Graphic Organizer:** Fill in the graphic organizer about your favourite TV show.

a) What's the genre of your favourite show?

b) Name a main character?

c) How does the story unfold?

d) Where does it take place?

e) Describe a standout scene.

f) What themes does it explore?

g) How does it impact viewers?

h) If you could change one thing about this movie, what would you change?

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite fictional character. What questions do you have about the fictional character that you could answer in your writing? Write 6 questions below. For example, how old are they? Where do they live?

1

2

3

4

5

6

4) **Talk To Others:** Pretend you are writing about how to cook your favourite food. This could be a food you eat at recess. Talk to a friend about the steps to cook it and then write them below.

1

2

3

4

5

6

7

Reflect: Is it easier to write after talking with a friend? Explain.

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 School Subject

Instructions: Students are given 8 minutes to write about the chosen subject without any planning or brainstorming.

- 1) Encourage students to write quickly and continuously for the 8 minutes.
- 2) Encourage students to write quickly and continuously for the 8 minutes.
- 3) Collect the writing and use it for later comparison.

Part 2: Writing With Brainstorming

Subject: My Favourite Song

Instructions:

- 1) Students are given 2 minutes to brainstorm ideas for the chosen subject. They can jot down key words, phrases, or outline their thoughts.
- 2) After the brainstorming session, students have 8 minutes to write about the subject using their brainstormed ideas.
- 3) Collect the writing.

Name: _____

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Curriculum Connection
W5.1, W5.4

Activity: Power of Planning

Part 1

Write for 8 minutes about what your favourite subject in school is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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


Song

PREVIEW

Personal Voice – Word Choice

Word Choice

We all have different vocabularies, which give us a unique voice. How would you describe the things below? Write 5 words for each thing.



PREVIEW

Personal Voice – Word Choice

Word Choice

Change the crossed-out word(s) with more interesting word choices

The cat very quietly _____ sat on the grey _____ mat.

It was a very _____ sunny day. The cat was pretty black _____

_____. There was a very tall _____

tree _____ really green _____ leaves. The cat

looked at the tree _____ A bird was in the small _____

_____ tree _____ quite big _____.

The cat did not move at all _____ some _____ mat _____ day.

The dog lazily walked _____ into _____

room. It was a somewhat cloudy _____ was quite big

_____ and mostly _____.

In the room, there was a really old _____ couch. The _____ of

comfortable. The dog lay down slowly _____

on the couch. Outside, a car passed by very quietly _____

_____. The car was quite regular _____.

Think

Write synonyms for the words below

Small				
Sad				
Bad				

Word Choice - Audience

Word Choice

Circle the word you would use when writing to the audiences below

Kindergarteners	Wowie	Boo-boo	Yucky	Ball	Oopsy
	No Cap	Potty	Flex	Ghosted	Retirement

Elementary School Students	Boujee	Lowkey	Extravagance	Playground	Cringe
	Any	Savage	Lit	Chill	Boo-boo

High School Students	Lit	Any	Flex	Rad	Potty
	Retirement	Oh	Investment	Ghosted	Squad

Parents	Mortgage		No Cap	Budget	Career
	Flex	Potty	Cringe	Back	Yippee

Seniors	Retirement	Nifty	Shook	Vibe	Grip
	Youngster	Golly	Flex	G	Leath

Question

Why is it important to choose your words carefully when writing? How does the audience impact what words you choose?

Activity: Secret Agent Notes

Objective

What are we learning more about?

Students will practice the art of imitation in writing by emulating the writing style of an individual they know to craft a "Secret Agent Note".



Instructions

How do we complete the activity?

- 1) Pick Your Target: Imagine you're a secret agent. Your mission is to leave a note, but you don't want to be traced back to you. Instead, you need to make it look like it was written by someone else. Choose your target.
- 2) Choose Your Impersonation Target: Choose a person you know well who often writes – this could be letters, emails, text messages, or social media posts.
- 3) Observe: Reflect on the nuances of how the person you chose writes.
 - Commonly used words or phrases
 - Typical sentence structure and length
 - Their unique punctuation habits.
 - The emotions they usually convey in their writing.
- 4) Write Your Secret Note: Adopting their writing style, craft a message related to your imagined secret mission. Ensure it feels like something they might have written by mirroring their tone, punctuation, word choice, and sentence structure.
- 5) Reflect: After you've composed your note, think about:
 - The challenges you faced trying to write like someone else.
 - Whether this exercise helped you become more aware of different writing styles, including your own.
- 6) Optional – Share your note with a classmate without telling them who you were impersonating. Can they guess who it is?

Activity: Secret Agent Notes

Planning

Answer the questions below

1) Who is your target? Who will you try to impersonate?

2) What is your goal? Why are you impersonating them?

3) What words/phrases do they use most often?

4) Do they write short or long sentences? Explain.

5) Do they show a lot of emotion in their writing or is it just words on a page?

6) Do they use much punctuation in their writing? If so, describe what they use.

Name: _____

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Curriculum Connection
W5.2

Writing

Write your note below

PREVIEW

Reflection

How did it go? What did you learn?

1) Did the person you impersonated have a lot of style in their writing?

2) How can you make your writing more stylish?

Varying Sentence Lengths

Using different lengths of sentences adds excitement to stories and explanations. **Short sentences** can make points stand out sharply, emphasizing key moments. In contrast, **longer sentences** put details together, allowing ideas to flow. They often use conjunctions like 'and' or 'but' to join thoughts smoothly.



Examples

- **Short:** The dog barked. Playtime was here.
- **Long:** Under the vast expanse of the sapphire sky, the dog joyously bounded over the lush, green blades of grass, its tail wagging vigorously with each exhilarating leap toward its favorite frayed tennis ball.

Practice writing short and long sentences about the topics below.

Topic	First School
Short Sentence	
Long Sentence	

Topic	Riding a Bike
Short Sentence	
Long Sentence	

Topic	Building a Fort
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.

Space travel sparks our imagination with endless possibilities. _____

_____.

Astronauts on the International Space Station witness 16 sunrises and sunsets each day, living in a microgravity environment. _____.

They live in a tiny habitat up in space, where every movement is a delicate dance.

Science experiments aboard the station lead to discoveries about life on Earth. _____

_____.

Only once in your lifetime, a human will leave footprints on the red planet's dusty surface. _____

_____.

School recess is a burst of freedom. The bell rings, and a long line of _____

_____.

Tag! A game starts with a simple touch, and laughter echoes. Friends hug, trading snacks and stories from the morning. _____.

A jump rope slaps the pavement rhythmically, as feet hop over it in a blur. Imagination takes flight in the jungle gym, transforming it into a castle, a spaceship, anything. _____

_____. With a collective groan, kids line up, the playground adventure pausing until next time. _____

_____.

Name: _____

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Curriculum Connection
W5.1

Varying Sentence Lengths

Write

Write a short paragraph using different lengths of sentences



Topic: The journey of a raindrop.

PREVIEW

Of Short Sentences

Of Long Sentences

Topic: Saving up for something special.

Of Short Sentences

Of Long Sentences

Exploring the Structure of Paragraphs

All About Paragraphs

A **paragraph** is like a box where sentences come together to discuss one idea. Think of it as one piece of a bigger puzzle in writing.

The Beginning Topic Sentences

Each paragraph starts with a "topic sentence." This is the sentence that lets the reader know what the paragraph is about. It's like peeking into a window of a house to see what's inside. A good topic sentence should:

1. Share the main idea of the paragraph.
2. Be fun or catchy so the reader wants to read more.
3. Connect to the paragraph's topic.



Why Topic Sentences Matter?

These sentences are like signs on a street. They guide the reader. Without them, reading would feel like walking blindfolded.

Special First Sentences: Hooks

Paragraphs should start with a hook – a cool way to grab the attention of the reader. Think of it as using a shiny toy to get someone's attention. Check out the examples below:

- ✓ "Have you ever wondered why the ocean is salty?"
- ✓ "Zap! Lightning flashed across the sky, making everyone gasp."
- ✓ "Guess what! Dinosaurs used to roam where your school is now!"
- ✓ "Metal grinding, the skateboard flew down the rail."

Remember, a great paragraph is like a mini-story, with a start, middle, and end. Keep it fun and clear!



Exploring the Structure of Paragraphs

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

Topic Sentence

Solar panels capture sunlight and turn it into electricity for our homes. Wind turbines spin with the breeze to generate power. So, when you use renewable energy, you're teaming up with nature to keep the Earth clean and healthy!

Topic Sentence

They come from plants and animals that lived millions of years ago. They power our cars and heat our houses, but they also cause pollution. Just like eating too much candy can give you a stomach ache, using too much fossil fuel is bad for the Earth.

Topic Sentence

When it's cold, water becomes ice, a solid. When it's warm, it's liquid, and we can drink it. If it gets really hot, it turns into steam, a gas. Just like you can be a student, a friend, and a soccer player, water can be in different states!

Hooks

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

Boring Version Cereal is a good choice for breakfast.

Your Version

Boring Version My dog is a good dog.

Your Version

Boring Version Going to school is important.

Your Version

Exploring the Structure of Paragraphs

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

Example: "Do you know why the sky is blue at daytime?"



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

Example: "Hold tight! Volcanoes can erupt with the energy of an atomic bomb."

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

Example: "Penguins are the undisputed champions of surviving extreme cold."

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

Example: "Believe it or not, octopuses have three hearts pumping blue blood."

Hooks

Read the topic sentence below using the different strategies.

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

Original Version	I play basketball.
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) They appear after it rains and the sun shines. They have many beautiful colours like red, blue, and yellow. Looking at rainbows can make anyone's day brighter!

a) Rainbows are a magnificent natural phenomenon that captivates many.

b) I once saw a double rainbow on my way home.

c) Most children have drawn them in their art projects.

2) They are tasty fruits that come in many colours like red, green, and yellow. They can be sweet or tart, depending on the variety. Many people love making apple pies during the fall. Apples are a healthy snack.

a) I remember dropping an apple from a tree when I was a child.

b) My grandmother has an apple tree in her back yard.

c) Apples are a useful and popular fruit cherished in many cultures.

3) They have two wheels and help us move faster than walking. They are great for exercise and enjoying nature. They are better for the environment than cars. Everyone should have a bicycle!

a) Bicycles are incredible machines that help us in many ways.

b) Last summer, I got a flat tire while on a trail.

c) My friend once painted their bicycle blue.

4) They can take us to magical places without leaving our room. Whether it's a mystery or a fairy tale, each book has its own adventure. Reading before bed can be a calm way to end the day. You should get reading today!

a) Last weekend, I spilled juice on one of my favourite books.

b) Books are windows to countless worlds, offering both education and escape.

c) My cousin has a collection of over 100 novels in her room.

Crafting Perfect Paragraphs

Crafting Perfect Paragraphs

Writing paragraphs is like packing a lunchbox. Each paragraph holds different treats (or ideas), and the details are the tasty bits that make your lunch (or writing) special.

What Are Those Tasty Bits? Supporting Details!

Supporting details are the yummiest parts of your writing. They give more info about the main idea. If your friend asks why a book is fantastic, you don't just say, "It's good." You'd talk about the characters, exciting adventures, or funny moments!

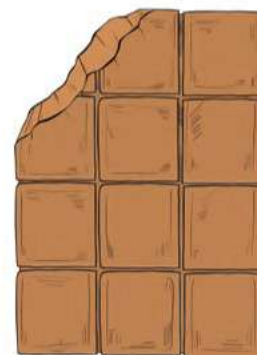
Check Out These Samples:

- Main Thought: "Chocolate is the best."

Supporting Details: It melts in your mouth and has rich flavours, and can lift your mood.

- Main Thought: "Summer rocks!"

Supporting Details: You get to swim, eat ice cream, and have fun in the sun.



Making Your Writing Smooth: Keeping it Together

Your paragraph should flow like a fun slide at the park. Each idea should lead smoothly to the next, so readers don't get stuck. Imagine a slide with bumps. Ouch!

Steps to Write Amazing Paragraphs:

1. Kick-Off with a Power Sentence: This is the big idea of your paragraph.
2. Add the Yummy Details: Think of these as the sprinkles on a sundae.
3. End with a Wrap-Up Sentence: This is like the cherry on top.

By following these steps, your paragraphs will be as fun to read as a lunchbox full of your favourite snacks!

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	Dinosaurs once roamed our planet long ago.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Pizza is a favourite meal for many people in the world.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	A really important invention was the wheel.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

When crafting our paragraphs, we might have several points to include. In such cases, it's a good idea to categorize these points into 3 main themes. Check out the example below.

Brainstorm why pizza is the best food:

Cheesy, crispy crust, various toppings, easy to share, can be eaten hot or cold, affordable, loved by many

3 Big Ideas (1) Delicious taste (cheesy and crispy crust), (2) Versatility (various toppings and can be eaten hot or cold), (3) Social and economical benefits (easy to share, affordable, loved by many)

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

1) What is your dream car?

Dream Car

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
Lastly	Along with	Nevertheless	Too	In the end

Think

Choose a good transition word for the supporting details.

1) I like playing soccer. _____, my friend likes playing basketball. Sometimes, we _____ the _____ for fun.

2) I love eating ice cream on sunny days. _____, my sister likes popsicles more. When we go to the store, we _____ get our favourites.

3) I have a big collection of toy cars. _____ my buddy collects toy planes. We show each other our new toys whenever we _____.

4) My favourite subject is science because we do fun experiments. _____, my classmate's favourite is math. We help each other with homework.

5) I really like going to the park after school. _____, I play on the swings, pushing myself higher and higher. _____, I slide down the big twisty slide which is always a thrill. _____, my friends usually start a game of tag, and I join in after my turn on the slide. _____, we all sit down and have a snack, sharing what we brought from home. _____, before going home, we sometimes watch the sunset, which looks like a big orange ball sinking into the ground. It's a fun way to end our day at the park.

Ending With a Bang: Conclusion Sentences

What's a Conclusion Sentence?

Imagine reading a book and it just abruptly stops without wrapping up the story. It would feel incomplete, wouldn't it? Similarly, a conclusion sentence is like the final scene of a movie or the end of a chapter in a book. It neatly ties up what you've read.



Why Are Conclusion Sentences Important?

These sentences help remind readers of the main ideas. They make sure the reader understands and remembers the most important parts.

How to Write a Good Conclusion Sentence

Writing a conclusion sentence is like putting the final puzzle piece in place. Here's how:

- Repeat the Main Idea: Say what you've said about in a slightly different way.
- Keep It Short: Make sure it's simple and to the point.
- Add a Thought: If you can, add something that makes the reader think a little more about what you said.

Examples:

- ☑ Let's say you're talking about playing sports with friends. You could say: "Playing sports with friends is fun and helps us learn teamwork."
- ☑ Or, if you're talking about a school trip to an old castle, you might say: "Visiting the castle was like traveling back in time and hearing old stories."
- ☑ Alternatively, when reflecting on a summer camp experience in the woods, you could state: "The summer camp was a deep dive into nature, teaching us to value the environment."

So, remember, just like a story needs an ending, our writing needs a conclusion sentence to make it feel complete!

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence ends a paragraph.	True	False
2) Conclusion sentences provide summaries.	True	False
3) Conclusion sentences restate the main idea of the paragraph	True	False
4) Conclusion sentences can't be thought-provoking.	True	False
5) Conclusion sentences should be long and repeat everything.	True	False

Think

Circle the conclusion sentence you think is best.

1) Goldfish are popular pets that are found in tanks. They have bright orange scales that shimmer in the light. It's fun to watch them glide through the water.

a) Goldfish usually need the water in their tanks changed every so often.

b) Watching goldfish can be a calming experience.

c) Goldfish can often be seen at many pet stores.

2) Chocolates are sweet treats that melt in your mouth. They come in different shapes and flavours like milk, dark, or white. On Valentine's Day, people give chocolates as gifts.

a) Chocolates are a beloved gift, especially on Valentine's Day.

b) Some chocolates have a higher cocoa percentage than others.

c) Chocolates can melt if left out in the sun for too long.

3) Buses give passengers a chance to relax. They are large vehicles that carry many people at once. They stop at different places to pick up and drop off passengers. Riding a bus can be an adventure, especially if you're looking out the window.

a) Buses have several seats for passengers to sit on.

b) Buses run on different schedules depending on the day.

c) A bus ride offers a chance for exploration and observation.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) Flying a kite on a windy day is lots of fun. Kites can be colourful, and some are shaped like animals or other objects. They soar high in the sky, dancing with the wind.

2) When it snows, people love to see snowmen. With coal for eyes, a carrot for the nose, and a scarf, they look so cute. They stand tall in the cold, watching the winter days progress.

3) Penguins are birds that can't fly but are excellent swimmers. They waddle around on ice and eat fish from the sea. Penguins huddle together to keep warm in cold places.

4) Gardens are where plants, flowers, and sometimes vegetables grow. People take care of them by watering and removing weeds. They're peaceful places to sit and enjoy nature.

Arranging Ideas Logically

Arrange Number the sentences from 1 – 5, ordering them so the paragraph makes sense

Order (1 - 5)	Sentences in the Paragraph
	That's why it's so important to reduce, reuse, and recycle.
	They pollute the land and water, making it hard for plants and animals to survive.
	Every year, tons of plastic are thrown away and end up in landfills or the ocean.
	If you do your part, we can help protect the earth and keep it clean for future generations.
	Plastic waste is a big problem for our environment.

Order (1 - 5)	Sentences in the Paragraph
	Rainforests are home to many of the world's plant and animal species.
	This destruction leads to the loss of thousands of species and changes in global weather patterns.
	Deforestation is causing these vital ecosystems to disappear at an alarming rate.
	Protecting rainforests means preserving biodiversity and the health of our planet.
	Every day, vast areas of rainforest are cut down for timber, agriculture, and development.

Order (1 - 5)	Sentences in the Paragraph
	Having a library card opens a world of imagination and knowledge for free.
	Libraries offer more than just books; they have videos, magazines, and computers too.
	It's a quiet place where you can discover new stories or study for school.
	Everyone should visit their local library and see what it has to offer.
	Your local library is a treasure chest of adventures waiting to be opened.

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) The sun is a giant star in the middle of our solar system. Every morning, it rises in the east and sets in the west. It gives us warmth and light, making life on Earth possible. Without the sun, our planet would be very cold and dark. Plants need the sun's energy to grow, which provides food for many creatures.

Main Idea

2) Cats are fluffy and soft, which is why many people love them. They often purr when they're happy and relaxed. Some cats like to play with their own tails. They sleep a lot during the day and can be very lazy. Having a cat at home can be comforting and fun.

Main Idea

3) Going to school is how we learn many new things. We study subjects like math, science, and reading. Teachers help us understand and answer questions. During recess, we get to play with our friends outside. School prepares us for the future and helps us discover our interests.

Main Idea

4) Eating healthy food keeps our body and mind strong. Fruits like apples and bananas give us energy to play and think. Vegetables like carrots and broccoli have vitamins that keep us from getting sick. Drinking water instead of soda keeps us hydrated. Eating right keeps us healthy and ready for life's adventures.

Main Idea

Fluent Writing

Fluent writing is smooth and clear, making it easy to read. Sentences should connect in a way that makes sense and sounds natural. To avoid **non-fluent** writing, make sure your sentences flow together and share related ideas in a way that feels like a conversation.

- **Fluent:** The sun set, painting the sky with colours and bringing out the stars.
- **Not Fluent:** "Sun set. Sky colours. Stars came.

Think

Example fluent?



1) The sun curled in a warm sunbeam, purring softly as it drifted to sleep.	Yes	No
2) Homework done. For good.	Yes	No
3) The leaves danced happily in the air, carried by the gentle breeze.	Yes	No
4) Bicycle broken. Missed school. Sad.	Yes	No
5) Laughing and chatting, the family gathered around the dinner table.	Yes	No
6) The basketball swooshed through the net after a perfect shot.	Yes	No
7) Rain fell. Puddles. Boots on. Wet day.	Yes	No
8) Book finished. Story amazing. Felt happy.	Yes	No
9) With a leap and a splash, the frog jumped into the pond.	Yes	No
10) The garden was a riot of colours, hockey's fun. I love to read!	Yes	No

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Name: _____

50

Curriculum Connection
W5.1

Fluent Writing

Revise

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



Not Fluent Soccer game Saturday. Rained out.

Fluent

Not Fluent Science class. Volcano erupts. Messy.

Fluent

Not Fluent Birthday party. Forgot the cake.

Fluent

Not Fluent Went hiking. Lost the map. Confused.

Fluent

Not Fluent Math test. Studied hard. Still tricky.

Fluent

Not Fluent Building a fort. Ran out of sheets.

Fluent

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.

Baking bread at home is a delightful way to enjoy wholesome, fresh flavours. First, selecting the right ingredients introduces us to various grains and flours. Next, the process of kneading and letting the dough rise teaches patience and the science behind fermentation. Finally, the aroma of freshly baked bread filling the home brings warmth and comfort. Making bread from scratch not only offers a tastier alternative to store-bought bread but also promotes an appreciation for the art of baking.

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

6) Write your topic sentence of your paragraph below. Include transitions words between your supporting sentences.

Edit

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

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

Edit

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

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

Name: _____

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Curriculum Connection
W5.1, W5.4

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 and clear.	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

How to Write Different Kinds of Letters

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: Start with greetings like "Dear Mrs. Jones."
- Body: Write what you need or feel, but always be polite and straight to the point.
- Closing: End with words like "Best regards," "Sincerely," or "Yours truly."

Informal Letters: Write to Friends and Family

These letters are relaxed and fun. Write them to pals, your family, or people you know well.

- ✓ Greeting: Something fun like "Hey Al!"
- ✓ Body: Share stories, ask questions, or say hello.
- ✓ Closing: Be friendly, using words like "Hugs" or "Love, Mom."

Emails: Quick Messages Online

Emails are like online letters. You can keep them official or friendly, based on who is receiving them.

- Formal emails: These have a set layout and should be polite. They're good for things like asking for a job or talking to your teacher.
- Informal emails: These are casual, like sending a quick note to your friend, but online!



Important Parts of an Email

Subject: A short line telling what's inside.

Greeting: Either a serious or a friendly greeting.

Body: Your main news or question.

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 are casual.	True	False
2) Informal letters use "Dear Mr. Smith."	True	False
3) "Love" is a formal closing.	True	False
4) Emails always need a subject.	True	False
5) Job applications are usually informal emails.	True	False

Think

which type of letter is given in the example.

Dear Principal Jones,

Thank you for the terrific spirit assembly. I am writing to ask if we can have a student led assembly soon.

Sincerely,
James

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

Hi Sammy!

What's what? I got a new bike! Can't wait to go riding together.

See you soon,
Joffrey

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

Subject: Getting Caught Up

Dear Mrs. Jenkins,

I need help understanding the math lesson because I was absent Monday. Could you help me at recess?

Yours truly,
Francis

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

Subject: My Soccer Game

Hi Uncle Pat,

We won our baseball game yesterday! You should have seen me pitch. I struck out 9 batters!

Love,
Joffrey

- | | |
|--------------------|-------------------|
| 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

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections/punctuation and describe the voice used.

Subject: Maths!

Hey, _____ believe we have a pop quiz tomorrow! _____ I thought we were done with _____ the week. Nope, here comes another one. Anyway, let's study together _____ the _____ annoying!

Talk to you soon,
Adam

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

Subject: Cancelled Field Trip

Hi, students. _____ It looks like our field trip _____ this morning has been cancelled. _____ Unfortunately, there were some scheduling _____ we know we were all looking forward to it. Let's stay positive, we'll try _____ school _____ Have a good day.

See you soon!
Ms. Shaw

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

Subject: Art Project!

Hi Gramma! _____ I got a star sticker on my art project today! _____ My teacher said it was very creative. _____ I felt so proud! Can't wait to show you.

Love you,
Ashley

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

Success Criteria – Informal Emails

Analyze

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

Subject: My Weekend Adventure

Hi Sarah,

Hey there! You won't believe what happened to me yesterday. I was walking down the street on my own business, when I saw this crowd gathered around some street performers. I was like, "What?"—they invited me to join them for a magic trick! Yep, right in the middle of it. I was a bit nervous, but it turned out awesome. The magician made a dove appear out of nowhere. I was like, "I can't hold it! So cool!"

Yippee! I've been busy, but I really want to tell you more when we hang out. Can we please catch up this weekend? We can go to the park or something. I've got so many stories to tell you. Woo-hoo! I can't wait to see you soon!

Catch you later,

Emily

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

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 3B6

Dear Principal Peter,

I am writing to thank you for the recent culture day. Firstly, it was an amazing event, and I had a wonderful time. In addition, I enjoyed the dancing and even tried to do 3 different dances! Thank you once again for the event. I can't wait to see you next year.

Sincerely,

Angela Raby

Author's Voice

Calgary City Hall

123 City Square

Calgary, AB K1A 1B2

Dear Mayor Taylor,

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

Yours faithfully,

Steven Johnson

Author's Voice

Name: _____

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Curriculum Connection
W5.1

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.

Maplewood Elementary School
123 Maple Street
Toronto, ON M1A 1B2

Dear Mr. [Name],
I trust you are in good health. To begin with, I'd like to express my gratitude for the playground equipment. My classmates and I are having so much fun using the new swings and slides. We have noticed that more students are enjoying their recess time, which is wonderful.

Furthermore, some of us have discussed the idea of having a mural painted on the playground wall. We believe it would add much of beauty and inspire creativity among the students. Additionally, we're thinking there could be a student competition to come up with the best mural design.

Thank you for considering our ideas.

Sincerely,
Zara Williams

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 for 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.

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)		

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

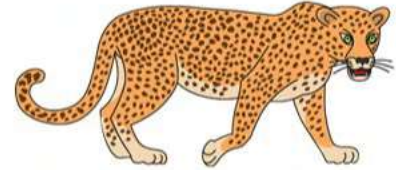
Student Reflection – How did you do on this assignment? What could you do better?

Figurative Language - Simile

A **simile** is a special tool in writing that compares two different things using the words "like" or "as." It helps create a picture in your mind by showing how one thing is similar to another. Similes make stories and descriptions more colorful and fun to read.

Here are some examples of similes:

- The car raced down the street as fast as a cheetah.
- Her smile was as bright as the sun on a summer day.
- The tree stood tall and strong like a mighty warrior.



Write _____ the similes below

1)	As busy as _____.
2)	As light as _____.
3)	Quiet like _____.
4)	Happy like _____.

Write _____ Add a simile to the sentence.

1)	The old book in her hands _____ _____, its pages whispering secrets of the past.
2)	The new student in class was _____ _____, speaking in a voice barely louder than a breath.
3)	_____ she stood up to speak in front of the entire school, her voice steady and confident.
4)	_____ always ready with quick answers and clever solutions.

Figurative Language - Simile

Write

Write a short text about the topics below. Use at least two similes in each.

Topic: A Day at the Beach

Topic: My Favourite Food

Topic: Animals in the Zoo

Topic: A Trip to the Amusement Park

Figurative Language - Metaphor

A **metaphor** is like a secret code in a story that compares two different things without using the words "like" or "as." It's a way of saying that one thing is another thing to create a strong picture in your mind.

For example, if I say, "The classroom was a zoo," it doesn't mean there were actual lions and monkeys in the room. It's a metaphor to show that the classroom was very noisy and full of energy, just like a zoo. Metaphors make writing more interesting and help you see things in a new way.



Write a metaphor using the information given and explain the metaphor.

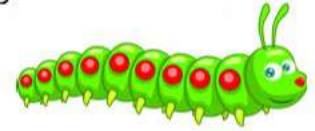
Thing To Compare	Comparison	Sentence
Library	Treasure Chest	A library is a treasure chest because of all the amazing books you can find inside.
Playground	Circus	
A Busy Day	Juggling Act	
Morning Routine	Race Against the Clock	
History Book	Time Machine	
Teacher	Captain of a Ship	

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:

- Just as a caterpillar transforms into a butterfly, students change and grow during the school year.
- Learning to write well is like learning to ride a bike; at first, it's difficult, but with practice, it comes easier.
- Solving problems can be like unraveling a mystery; each clue brings you closer to the solution.



Write

Complete the sentence starters below to write an analogy

1. A team working together is like a puzzle coming together because...

2. Reading a book is like going on an adventure because...

3. Studying for a test is like training for a sports match because...

4. The school year is like a marathon;

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 treehouse. Write at the character sees, feels, hears, tastes, and smells.

In a cozy forest, a treehouse waited for adventure. Young Aiden climbed the rope ladder, his feet touching sturdy wood. He heard birds chirp and smelled pine needles. He tasted the fresh, clean air and saw walls decorated with maps and fairy lights. Aiden knew that an unforgettable adventure was just around the corner.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Developing characters in a story is like creating new friends! Here's how you can make your characters come to life for your readers:

- 1) Give Them Names and Looks: Start by choosing a name and describing how they look. Do they have curly hair? Big eyes? What are they wearing?
- 2) Add Personality: Think about what they like and dislike. Are they funny, shy, brave, or maybe a little grumpy?
- 3) Add a Trait or Talent: Maybe one character is really good at painting, or another is really good at talking to animals.

Practice Describe two characters for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

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

Practice

Describe two characters for a story you could write.

1) What is your character's name?

2) What does your character look like?

3) Describe your character's personality.

5) Draw your character.

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

Practice

Write a paragraph that introduces one of your characters or both.

Narrative Writing - Characters

Analyze

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

Emma, with her big brown eyes and curly red hair tied in a ponytail is always seen in her black dress. Her empathy is her strength, and she never stops helping others. You'll find her at the station with new arrivals, offering them a warm welcome to the city. Her extraordinary kindness is her superpower.

Name	
Look	
Personality	
Special Trait or Talent	

Wearing a helmet and camo jacket, Stanley's mischievous smirk gives away his adventurous spirit. He loves a challenging hike and has a knack for finding animal habitat never visited by humans before. His array of gadgets and trusty field guide help keep him safe on his adventures.

Name	
Look	
Personality	
Special Trait or Talent	

Freddy's colourful clothes and pale green eyes reflect his creative energy. Charismatic and charming he attracted a following wherever he went. As he played his enticing tunes the children could not help themselves and began to dance in his wake. Where was he going?

Name	
Look	
Personality	
Special Trait or Talent	

Point of View - Narratives

In narrative writing, the point of view is the perspective from which a story is told. It's like choosing the right glasses to see the world of the story through.

- **First-Person Point of View:** This is when the narrator is a character in the story, using 'I' or 'we.' It brings the reader close to the narrator's experiences. Example: "I crept silently through the dark forest, my heart pounding in my ears."
- **Second-Person Point of View:** This is less common and addresses the reader as 'you,' making them feel part of the story. It's like the story is speaking directly to them. Example: "You stepped into the ancient castle, feeling the weight of history around you."
- **Third-Person Point of View:** Here, the narrator is outside the story, using 'he,' 'she,' or 'it.' It can be limited to one character's perspective or omniscient, knowing all characters' thoughts. Example: "She hesitated at the castle's entrance, a boy of grandeur."



Write

Write a short story using the point of view provided

Plot: The Pet Show Mix-Up: A school pet show leads to mix-ups and humorous situations, as pets behave in unexpected ways.

Point of View:
First-Person

Name: _____

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Write

Write a short story with the plot and point of view provided

Plot: Classroom Shrinking Machine: A science project goes awry, shrinking the class to the size of ants and leading to a small adventure.

Point of View:
Second-Person

The Wild Weather Machine: After finding a weather control machine, students experience bizarre weather.

Point of View:
Third-Person

Using Quotations in Narratives

What are Quotations?

Quotations are the exact words spoken by someone in a story or an article. When you write down what someone says, you need to use quotation marks around those words. For instance: "I love painting," mentioned Sarah.



Rules for Quotations

There are some important rules to remember when adding quotations in your stories or essays. These help readers easily understand who's talking and what they're saying.

- 1) Start with Capital Letters: A quotation begins with a capital letter. For example: "It's a sunny day."
- 2) Use a Comma Before the Quote: When you introduce the speaker before the quote, make sure to use a comma. Example: "I won the race!"
- 3) Punctuation Inside the Quote: Always put punctuation inside quotation marks. Like: "Can we go to the park?" asked Bella.
- 4) Quotations for Speaking: Remember, quotation marks are used for spoken words, not for thoughts or feelings.
- 5) New Speaker, New Line: Whenever a different person starts speaking in your story, start a new line or even a new paragraph. This makes it clear to the reader about who's talking.
- 6) Keep Quotations Short: Long dialogues can confuse readers. If possible, keep the spoken words brief and to the point.
- 7) Use Speaker Tags Wisely: Words like "she said" or "he shouted" help show who is talking. You can place these at the start, in the middle, or at the end of a quote. Use them in a way that makes the conversation flow smoothly.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	"the truck ran out of gas."
Edited	

Original	said "Eat your vegetables."
Edited	

Original	"Let's go rock practice?" asked Henry."
Edited	

Original	"Be nice to yourself. You're your own best!"
Edited	

Original	"Are you heading to the mall Nico?" asked Taylor. "I'll take it."
Edited	

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

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

Original	"I'm so excited for the concert!" Marnie said "Me too!" said Taylor.
Edited	

Analyzing a Short Story - Quotations

Treasure Hunt

Once upon a time, Emily asked her brother Jack, "Do you want to go on a treasure hunt in the attic?"

Jack replied excitedly, "A treasure hunt? Sure!"

Up they went climbing the creaky stairs. Emily exclaimed, "Look, an old chest! Do you think there's treasure inside?"

Jack, however, said, "Is it safe to open?"

With a creak, Emily turned the latch and opened it. "Wow, Grandma's old jewelry box and antique jewelry!"

Jack observed, "Here's a note that says, 'For Emily and Jack, to remember the times of fun.'"

Emily sighed happily, "What a meaningful treasure!"

"Yeah, better than gold or diamonds!" said Jack.

Emily closed the chest, whispering, "This is a treasure we'll keep."

And so, they did.



Questions

Answer the questions below.

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

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

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

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

Writing Speaker Tags

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

Fill in the Blanks Complete the speaker tag for the quotations below using as many different words from the list above as you can.

1) "You see this movie?" _____ Sarah with excitement.

2) "No, I miss _____ Jake, looking a bit sad.

3) "Attention, everyone! Tomorrow is _____ Mrs. Thompson.

4) "I really think you should try the _____ Mia.

5) "There's a secret passage behind the books! _____ Leo, glancing around.

6) "I can't believe I forgot my lunch at home," _____ to himself.

7) "I lost my favourite toy!" _____ little _____, tears _____.

8) "Hey! Stop taking my cookies," _____ Ryan across the playground.

9) "Not another math test," _____ Nathan, looking at the calendar.

10) "You are the best friend ever," _____ Zoe, giving a tight hug to Amy.

11) "That joke was so funny," _____ Isabella, holding her stomach.

12) "I wanted the pink balloon," _____ Lucy, her lips turning downward.

13) "The library is closing in ten minutes," _____ Mr. Clark, the librarian.

14) "Why is it raining today?" _____ Ali, looking out of the window.

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.

Trait: Brave

"I'm not sure if I can do this... I'm really scared."

"Even though I'm afraid, I know it's important to stand up for what's right."

"Let's just avoid the problem; it's too risky."

Personality: Honest

"I always tell the truth, even when it's hard."

"Sometimes, it's easier to lie than to tell the truth."

"I don't think honesty is always the best policy."

Personality: Kind

"Why should I help them? What's in it for me?"

"I try to do at least one kind thing for someone every day."

"Helping others is a waste of time."

Personality: Creative

"I can think of a hundred ways to solve this problem."

"I don't really enjoy imagining new things."

"Creativity isn't that important."

Personality: Funny

"I love making people laugh with my jokes!"

"I don't see the point in joking around."

"Being serious is always better than being funny."

Writing Using Quotations

Practice

Write dialogue between Spiderwoman and Spiderman. **Don't forget the speaker tags!**



Speech bubble for Spiderwoman with three horizontal lines for writing.



Speech bubble for Spiderman with three horizontal lines for writing.



Speech bubble for Spiderwoman with three horizontal lines for writing.



Speech bubble for Spiderman with three horizontal lines for writing.

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 _____	_____ _____ _____
You _____	_____ _____ _____
Your Celebrity _____	_____ _____ _____

Title: The Ultimate Dodgeball Challenge

Write

Read the story below. Then add dialogue in the blanks below to improve the story.

The gymnasium at Elmwood Elementary was pulsing with excitement. Today was the annual dodgeball tournament, and Mrs. Henderson's fifth-grade class was ready to compete. Among them, Jayden, known for his lightning-fast reflexes, was really eager.

As the whistle blew, the air filled with flying dodgeballs. Jayden dodged and weaved with remarkable agility. "_____!"

his teammate _____ as a ball buzzed towards him. With a swift move, Jayden caught it. "_____!"

_____!" cheered Alex from the sidelines.

The game was intense. Balls flew back and forth as _____ fought valiantly. "_____!"

shouted Marco, open on the other side of the court. With a swift pass, Jayden passed the ball, and Marco made a hit, eliminating an opponent from the rivalry.

At the end of the game, only Jayden and one opponent remained. The crowd hushed in anticipation. They exchanged throws, each narrowly missing the other. Finally, with a masterful leap, Jayden caught the ball, securing victory.

The gym erupted in cheers. "_____!"

exclaimed Jayden, high-fiving his teammates. "_____!"

praised Mrs. Henderson. "_____!"

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 Lost Laughter

In the quiet village of Meadowland, a strange sadness lingered: no one could remember the sound of laughter. Sara, a young and spirited girl, felt the weight of this silence every day. She had heard tales of times when laughter filled the air, and she longed for those days.

One morning, with a determined heart, Sara ventured into the enchanted forest nearby. Amidst the tall trees and mystical creatures, she discovered a butterfly that glowed with a peculiar light.

"Why are you here?" Sara asked, her voice echoing around her.

"I seek the lost laughter of this land," the butterfly replied, her voice filled with determination.

The butterfly, sensing her pure intention, whispered a magical phrase into her ear. Armed with this newfound magic, Sara rushed back to her village.

Gathering the villagers, she recited the phrase, and slowly, giggles, chuckles, and hearty laughter spread throughout Meadowland. The village was once again filled with joy, all thanks to Sara's courage and the butterfly's magic.



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

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Astronaut	Defeats space monster	Space
Detective	Solves a crime	Police Station
Hockey Player	Joins the NHL	Stadium
Veterinarian	Saves animals	Forest
Pirate	Finds hidden treasure	Island
Mayor	Solves town mystery	Town
Musician	Wins talent show	Theatre

Plan

Choose a plot from the list above and plan it out in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Describe the setting.

Plan

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Name: _____

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Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

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 paper
- ☐ Highlighters (one per student)
- ☐ Revision checklist—made or used as success criteria



Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they'll 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 helpful 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 some senses are missing.	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
Word Choice	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks some variety or sophistication.	Word choice is simplistic or repetitive.	Word choice is inappropriate or confusing.
Title	The title is engaging, relevant, and adds to the story's interest.	The title is relevant but lacks creativity.	The title is relevant but needs improvement.	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 throughout the story.

Comments

Mark

Activity: Being Persuasive

Objective

What are we learning more about?

To understand the elements of persuasion and apply them in creating a compelling poster on a topic of the student's choice.

Materials

What is needed to complete the activity?

- ☐ Poster board (1 per student)
- ☐ Pencils, eraser
- ☐ Colouring materials (colour pencils, crayons, markers)
- ☐ Magazines (optional for cutouts)



Instructions

How do we complete the activity?

- 1) **Choose a Topic:** Ask students to think of something they are strongly about. It could be a favourite book they want others to read, a pet they love, or even why they should have a longer recess.
- 2) **Brainstorm Reasons:** On a rough paper, students should write 3-5 reasons supporting their topic. These reasons should persuade their classmates to agree with them.
- 3) **Design the Poster:** Using the blank paper or poster board, students will create a poster. The poster should have:
 - A catchy headline.
 - Their 3-5 reasons written neatly.
 - Drawings or images from magazines that support their topic.
 - An engaging design that would attract their classmates to their point of view.
- 4) **Present:** Once posters are complete, each student gets a chance to present their poster to the class, explaining their reasons and attempting to persuade their classmates.
- 5) **Feedback Session:** After each presentation, allow 2-3 classmates to provide feedback. Was the poster persuasive? Which reason was the most compelling?

Activity: Being Persuasive

Plan

Plan your power below

1) Brainstorm a list of topics below.

2) Which topic do you choose?

3) Write 3-5 reasons why others should accept your opinion – facts, information, etc.

4) What will you draw on your poster. Practice in the blank below.

PREVIEW

Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Ice cream is the ultimate dessert for several reasons. First, the creamy texture and rich flavour are simply unbeatable; it's like a treat for your taste buds. Second, the options are endless; whether you like chocolate, vanilla, or something fruity, there's an ice cream for everyone. Lastly, on a hot day, nothing beats the refreshing chill of a scoop of ice cream. These are the reasons why ice cream reigns supreme in the world of desserts!

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.

Bicycles are clearly the best form of transportation. First, bikes do not produce harmful emissions, making them great for the planet. Second, riding a bicycle is a wonderful way to stay active and healthy, unlike sitting in a car. Third, once you buy a bike, you don't need for gas or expensive repairs, saving you tons of money. For these reasons, bicycles are the top choice for getting around!

1) What is the author's opinion?

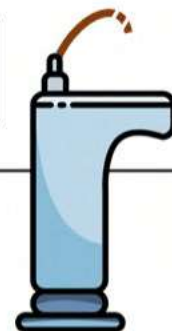
2) What reasons did they give? List 3.

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 Johnson,

I hope you are doing marvelously. I am writing to present an absolutely groundbreaking idea for our school: We should replace all water fountains with chocolate milk fountains. Here are my totally unbiased reasons why.

Firstly, everybody loves chocolate milk; it's a well-known fact that there isn't a person on earth who doesn't cherish this delicious beverage. Having chocolate milk fountains would ensure that our student is constantly happy.

Secondly, chocolate milk is the ultimate brain booster, better than any other drink. Scientific research conducted by (me and my friends) shows that chocolate milk inspires the most magnificent thoughts. Our school would be so smart!

Lastly, having chocolate milk fountains could catapult our school to international fame overnight. We would be the envy of every school globally, with students clamouring to join in the fantastic place known as our milk-filled hallways.

Thank you for considering my incredible idea. I trust you will see the crystal-clear logic in making chocolate milk fountains a reality in our school.

Sincerely,

Charlie, Grade 5 Student

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

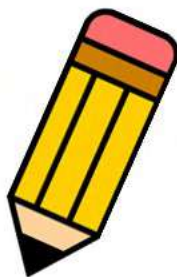
Tough Job

Write your response letter back to Charlie.

PREVIEW

Include:

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



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

Writing a Report - Government

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: Members of Government (M), What the Government Does (D), and Levels of Government (L).
- 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 need an introduction and a conclusion. You don't need to use all the facts for your report, so choose your facts carefully.

Facts Organize the facts

Municipal governments handle city and town matters.	
Justin Trudeau was the Prime Minister in 2023.	
The government ensures national security.	
Senators represent regions in the Senate.	
The government collects tax and then offers services.	
MPs represent Canadians in the House of Commons.	
The government creates and passes laws.	
The government provides healthcare, education, and roads.	
Provincial governments manage health and education.	
The Queen is Canada's official head of state.	
The government makes trades with other countries.	
Federal government deals with national issues.	
The Governor General represents the Queen in Canada.	
There are three levels: federal, provincial, and municipal.	
The leader of the provincial government is the Premier.	



Writing a Report - Government

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

Name: _____

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Writing a Report - Government

PREVIEW

How To Research Effectively

Starting Your Search

When you're curious about something, doing research is the key to finding answers. Research is like a treasure hunt for facts!



Picking Where to Look: Libraries and the Web

Libraries are full with books and magazines, which are great places to start. The internet is another great place to look. Websites and search engines, like Google, can guide you to heaps of information. When you use Google, typing in specific words or "key terms" can help narrow down your search.

Good Searches	Bad Searches
Pythagorean theorem explained	How is a triangle thing in math work again?
World War II major battles	What were the best fights in the war from 1940?
Mars rover latest findings	What did that rover on Mars discover recently?

Why Good Sources Matter

When you find information, it's super important to make sure it's correct. That's why you need to use "trustworthy sources." To make sure you're on the right track:

- 1) Ask a grown-up, like your teacher or librarian, for advice.
- 2) Check out websites from places like schools, museums, or government agencies.
- 3) Choose books written by experts or people who really know about the topic.

But watch out! Some places might not have the right facts. It's a good idea to be careful with:

- 1) Posts on social media from people who might not be experts.
- 2) Blog posts that don't give real evidence or proof.
- 3) Websites that just want to sell you things without giving solid reasons.

How To Research Effectively

Think

Is the search good or bad?

1) Largest dinosaur	Good	Bad
2) Can you tell me the way butterflies are flying?	Good	Bad
3) Easy kids crafts	Good	Bad
4) I'm really curious to see pictures of outer space	Good	Bad
5) Why is it important to use trustworthy sources?	Good	Bad
6) I want to know if I should list all Canadian provinces?	Good	Bad
7) Caring for hamsters	Good	Bad
8) Where can I find the very best sounds around?	Good	Bad
9) Top children movie	Good	Bad
10) What do firefighters do?	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) Canadian government's official website with country data.	Yes	No
2) Personal webpage with uncredited space photos.	Yes	No
3) Museum site with history exhibits.	Yes	No
4) Celebrity's blog on favourite spots.	Yes	No
5) Health site with articles by doctors.	Yes	No

Research Process

Introduction

Research is a powerful tool for learning new things. By researching, we can answer questions, solve problems, and satisfy our curiosity. This guide will help you understand how to research effectively in four key steps: questioning, gathering, organizing, and recording.

1) Questioning

The first step in effective research is to think of a question you want to answer. This could be something that sparks your interest. For example, you might wonder how the weather affects the growth of plants. A good research question should be clear and focused.

2) Gathering

After you have a question, it's time to gather information. You can look in books, search online, or even interview experts. Remember to use reliable sources – these are places where the information is trustworthy, like educational websites, libraries, or experts.

3) Organizing

Once you have your information, organize it by deciding what is most important. This can involve grouping similar facts together or putting events in the order they happened. Organizing helps you make sense of all the information you've found.

4) Recording

The last step is to write down what you have learned. You can take notes, make charts, or draw pictures to help you remember the information. Recording also means you'll have something to look back on when you're ready to share what you've learned with others.

Conclusion

By following these steps – questioning, gathering, organizing, and recording – you'll be able to research any topic effectively. Always make sure to keep track of where you found your information and present it honestly. This is not just about finding answers; it's about learning how to learn, which is a valuable skill for everyone. Happy researching!



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: Dinosaurs – Ex. How tall was the tallest dinosaur?

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Ancient Civilizations – Ex. Which civilization had the most powerful army?

	Questions	Answers
1		
2		
3		
4		
5		

Researching Ethically

Understanding Ethical Research

When we do research, it's important to be honest and fair. This means we follow certain rules to show we respect other people's work and rights. Let's take a closer look at what this involves.



Asking for Permission

Before using anyone else's photographs or personal stories, ask for their permission. This is a way to respect everyone. If you're doing a project and want to include a photo or details from their life, remember to ask them first. This shows you care about their feelings and choices.

Citing Sources

Citing sources is like saying thank you to the people whose work you used for your information. It's important to tell everyone where you got your facts from when you're writing something, like a report or presentation. Here are some ways to cite sources:

- Mention the book title and the author's name.
- If you found something on the internet, include the website.
- For magazine or newspaper articles, write down the title.
- If you talk to someone and use their ideas, say their name.

Fair Representation

Using information correctly also means making sure we show it truthfully. This is known as fair representation. We should:

- Avoid changing facts to fit what we want them to say.
- Show different views on a topic, not just the one we agree with.
- Be careful not to use information in a way that could mislead or harm others.
- For instance, if you're doing a project on pets, you should look for information from trustworthy sources, and include facts and opinions from experts, pet owners, and even what the pets might need or like.

By following these guidelines, we make sure our research is responsible and respectful. It's part of being a good student and a respectful person. Remember, doing research the right way helps us all learn and grow!

True or False

Is the statement true or false?

1. Ethical research means being fair.	True	False
2. Twisting facts is part of ethical research.	True	False
3. Citing sources is unnecessary.	True	False
4. Fair representation shows one side only.	True	False
5. Books and websites are sources.	True	False

Question

Answer the questions below.

1) What does ethical research mean?

2) What is one way to cite a source?

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

Think

Zoe researches a lot. Check out what she is doing below. Is she being ethical?

1) Zoe asked her friend's permission to share their story.	Yes	No
2) Zoe copied a paragraph from a website without citing it.	Yes	No
3) She listed the author when citing a book in her project.	Yes	No
4) She used interview information without giving credit.	Yes	No
5) Zoe only included facts that supported her own opinion.	Yes	No
6) Zoe included all sources of her information in her bibliography.	Yes	No
7) She wrote down the titles of all articles she read.	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 capital of New Brunswick?		
2. How many provinces are there in Canada?		
3. What is the national symbol of Canada?		
4. Which Canadian province is known as the "Land of the 100 Lakes"?		
5. What is the second largest city in Canada by population?		
6. Which province is famous for its lobster fishing industry?		
7. How many territories are there in Canada?		
8. Which Canadian animal is featured on the nickel coin?		
9. What is the longest river in Canada?		
10. Which province is home to Banff National Park?		
11. What is the largest province by land area in Canada?		
12. In which year did Canada officially become a country?		

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.

Rocks are solid material that make up the Earth's outer layer. This report will discuss different types of rocks.

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

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

Can you imagine a world without the telephone or the internet? Let's explore the brilliant minds behind the greatest inventions! We'll learn about the inventors and the stories behind their creations.

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

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

Volcanoes are kind of neat. They are big. I've never seen a volcano. I've also never seen a penguin. In this report, we'll learn about a bunch of random things, whatever I think of.

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

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

Did you know some dinosaurs were as small as chickens? This report is all about the fascinating world of dinosaurs. We'll journey into the past and discover the mighty creatures that once roamed our planet!

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

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

Report Writing – Conclusions

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

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

Analyze

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

In short, Canada has so many animals from moose to sneaky lynx. Next time you're outside, see if you can spot any! Remember, we started talking about moose? They're like Canada's special animal.

Summarize the main points

Call to action

Connect to the introduction

with something interesting

We talked about Canada's big lakes and tall mountains. Maybe you should read a book about our thick forests. Every Canada story is like a fun trip.

Summarize the main points

Connect to the introduction

End with something interesting

We talked about a lot. I don't know, maybe think about it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We went through a lot of information about Canada's past. There were some people, some places, and a few events. If you ever time travel, maybe you'll see some of it. But time travel isn't real... or is it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

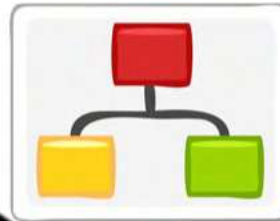
What are we learning more about?

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?

- ☐ Internet
- ☐ PowerPoint or Google Slides
- ☐ Prompts for the topic



Instructions

How do we complete the activity?

- 1) Choose a Topic: Select one of the topics provided in the separate section of this activity. Make sure to understand the topic before proceeding.
- 2) Research Visuals: Using safe search methods and reliable 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 the 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) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question	Source
Renewable vs. Non-renewable Energy Sources	
Water Cycle Diagram (showing evaporation, condensation, precipitation)	
Types of Energy (Kinetic, Potential, Thermal, Chemical, etc.)	
Simple Machines and Energy Transfer (e.g., a pulley system)	
Gravity and Objects in Free Fall	
The Human Digestive System	
The Respiratory System (lungs and airways)	
The Circulatory System (heart, blood vessels)	
The Skeletal System (bones and joints)	
Structure of the Canadian Government (e.g., branches of government)	
Important Canadian Government Buildings (e.g., Parliament Hill)	

Edit

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

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

Edit

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

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

Rubric – Report Assignment

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

Teacher Comments

Mark

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

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 night
Children laughing and playing
Winter's chilly breath

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: Winter

Line 1	Snowflakes gently dance
Line 2	Blanketing the ground in white,
Line 3	

Topic: Spring

Line 1	Springtime buds appear,
Line 2	Flowers wake from their long sleep,
Line 3	

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Friend			
Cake			
Song			
Star			
Smile			
Read			
Cat			
Blue			
Bear			

Write

Finish the poem below using the rhyming words.

AABB Poems

The sun is bright, up in the sky (A)
 It warms the earth, oh so _____ (A)
 We play outside, with joy and cheer (B)

AABB Poems

Snowflakes fall, so pure and white (A)
 Covering the ground, a wintry sight (A)
 We build a snowman, cold and tall (B)

ABAB Poem

At the beach, the sun is bright (A)
 Children play in the sand (B)
 Waves crash with all their might (A)

ABAB Poem

Snowflakes fall from the chilly sky (A)
 Blanketing the ground in white (B)

Rhyme Time Analysis Activity

Objective

What are we learning more about?

To identify, appreciate, and analyze rhyming patterns in poems from children's books.

Materials

What is needed to complete the activity?

- ☐ A collection of children's books that contain poems (from the classroom library or school library).
- ☐ Organizer for the back of the book.
- ☐ Pencils or pens.



Instructions

How do we complete the activity?

- 1) **Book Selection:** Distribute or have students select a children's book that contains poems – rhyming lines.
- 2) **Rhyme Highlighting:** Students will look through the book to find rhyming poetry lines. They will write them on the back of this page. They will list their favourite 5 rhyming lines.
- 3) **Rhyme Analysis:** For each rhyming line they find, they need to analyze the rhymes and label the pattern used: ABAB, AABB, ABCABC, etc.
- 4) **Adding Lines:** Students can add a rhyming line to their favourite rhymes on the back of this page.
- 5) **Rhyme Sharing:** Once finished, students can share their favourite rhymes as well as the rhyming lines they added.
- 6) **Class Discussion:** Come together as a class and discuss the various rhyme schemes students discovered. Talk about which ones were most common and which ones were unique.

Research

Examine the children's book and answer the questions below

1) What is the name of the children's book?

2) Write 5 different rhyming lines below. Add a line to each of the rhymes.

PREVIEW

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

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

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

2) What topic did you choose?

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

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

Assignment – Writing a Children’s Book

Write

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

Rubric – Poetry Children’s Book Assignment

Category	4 Points	3 Points	2 Points	1 Point
Content & Theme	Clear, engaging theme in all poems.	Clear theme in most poems.	Inconsistent theme.	Unclear or inappropriate theme.
Rhyming Patterns	Flawless AABB or ABAB pattern.	Minor deviations in pattern.	Inconsistent patterns.	Unclear or missing patterns.
Illustrations	Original, vibrant, theme-supporting.	Mostly theme-supporting.	Lacks coherence with theme.	Missing or unrelated.
Grammar & Spelling	It has no errors, it is perfect.	Minor mistakes.	Several errors.	Numerous errors, affects understanding.
Creativity & Originality	It is creative and original.	It is creative but not original.	Some creativity, may be derivative.	Lacks creativity or originality.
Organization & Layout	Exceptionally well-organized, 1 poem/page.	Well-organized, 1 poem/page.	Somewhat confusing.	Confusing layout, detracts from reading.

Teacher Comments

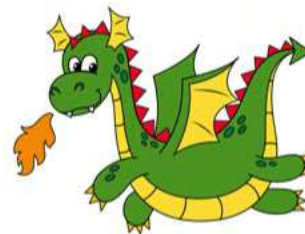
Mark

Student Reflection – What helped you the most in this assignment? Was it the revision activity, the graphic organizer, reading the model children’s book? Explain.

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

Dragon Drake

There once was a dragon named Drake
Who loved to splash in the lake.
He'd dance and he'd sing,
Flap his big wing,
And eat chocolate birthday cake.

Hammy Hamster

There once was a hamster named Hammy so spry,
A wheel he could touch the sky.
In his tiny paws he'd hold,
A wheel of delight,
Wishing that one day he'd fly.

Write

Finish the Limerick poem below.

Topic: School Clock	
Line 1	In the heart of the school's main hall,
Line 2	Stood a clock that was very tall.
Line 3	It chimed every hour,
Line 4	With such great power,
Line 5	

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Reading Owl

Line 1 A young owl with glasses so neat,

Line Found reading to be such a treat.

Line By the moon's gentle glow,

Line A bookshelf would grow,

Line 5

Topic: Moving Shoes

Line 1 Tim had shoes that v w in k,

Line 2

Line 3 With each step a light,

Line 4

Line 5 He looked like a bright, moving spark.

Topic: Tin House

Line 1 In a town where the houses were tin,

Line 2 Lived a cat with a mischievous grin.

Line 3 He'd clang and he'd bang,

Line 4

Line 5

What is a Limerick Poem?

Neat	Hand	Treat	Montreal	Show
Small	Crunch	Mind	Lunch	Find
Land	Go	Street	Hall	Glow

Write

Use the word bank words to fill in the limericks below

Line 1 I'm a school just outside _____,

Line 2 The kids were incredibly _____.

Line 3 Because the kids _____,

Line 4 For in _____ came _____,

Line 5 That they had the _____!

Line 1 A beaver with teeth sharp and _____

Line 2 Thought maple trees were a _____

Line 3 He'd munch and he'd _____,

Line 4 Till he had them for _____,

Line 5 And his dam was the talk of the _____!

Line 1 In the city of Calgary's _____,

Line 2 A young girl put on quite the _____.

Line 3 With her jump rope in _____,

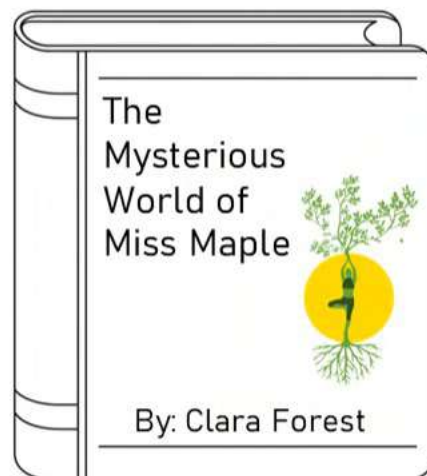
Line 4 She'd leap and she'd _____,

Line 5 And the crowd would cheer, "Way to _____!"

Analyzing a Book Review

Title and Author: "The Mysterious World of Miss Maple" by Clara Forest

Have you ever dreamed of exploring a world filled with secrets and enchantment? Journey with me into "The Mysterious World of Miss Maple" and discover wonders you won't soon forget!



Summary: Miss Maple is an extraordinary girl. She has the unique ability to communicate with magical plants. When her town's magical forest goes silent, she embarks on a quest with Miss Maple to uncover the reason. Along her quest, she encounters mysterious creatures, faces challenges, and unveils a secret that changes everything. I won't give away the ending, but brace yourself for an enchanting ride!

Your Thoughts: I was truly mesmerized by Miss Maple. The way she communicates with nature is both heartwarming and fascinating. The illustrations are detailed and beautifully crafted, making the story even more captivating. My favorite moment was when Miss Maple and a whispering willow worked together to solve a riddle. My only wish? To dive deeper into Miss Maple's past and learn more about her unique gift!

Rating: I award "The Mysterious World of Miss Maple" 4 out of 5 stars. It's an absolute treat for those who adore magical tales and brave heroines. If you're in the mood for a story brimming with wonder and a touch of mystery, don't miss this one!



Analyzing a Book Review

Describe

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

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

2) Include the title of the book

Yes

No

3) Include the author's name

Yes

No

4) Does it give a hint without spoiling surprises?

Yes

No

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

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

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

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

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

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

Examining Bias In Reviews

What is Bias?

Bias is when we have a strong liking or disliking for something without a good reason. It's like always choosing chocolate ice cream over vanilla, even without tasting the vanilla!



How Can Reviews Be Biased?

Some people write book reviews based on what they like or don't like personally. For example, if a reviewer doesn't like stories about aliens, they might give a low score to a great book about aliens, just because of their personal feelings. This is not fair to the book!

Why is it Important to Spot Bias?

It's important to know if a review is biased because we want to make sure we're getting a true idea of how good a book really is. If we only read biased reviews, we might miss out on some fantastic stories!

List of Signs a Review Might Be Biased:

- The reviewer talks more about their feelings than the book's details.
- The review uses words like "always" or "never" a lot.
- The reviewer compares the book to something they clearly don't like.
- The review avoids discussing certain aspects of the book without explanation.

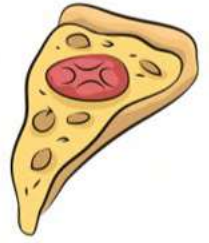
Wrapping Up:

When we read book reviews, it's smart to read multiple ones. This way, we can see different opinions and decide for ourselves. Remember, everyone has different tastes, and that's okay! But it's always good to know if a review is just based on personal likes and dislikes.

Examining Bias In Reviews

Examine

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



Game Review - "Alien Adventures": "I really don't get why people enjoy space games. "Alien Adventures" was just boring. All those spaceships and stars? Not for me. I think everyone should play school-themed games instead."

Book Review - "Mystery at Maple Street": "I can't stand mystery books, so reading "Mystery at Maple Street" was a waste of time for me. Why read about clues and detectives when there are so many other genres out there?"

Restaurant Review - Cheesy Pizza Palace: "I don't like pizza, so my visit to Cheesy Pizza Palace was a disaster. I can't understand why anyone would go there. Why didn't chocolate-only café be better?"

TV Show Review - "Dance Starz": "Dancing on TV? Really? I've never liked dancing, so "Dance Starz" was just a bunch of jumping around to me. Shows about cooking are way better!"

Practicing Reviews – Luna's Talking Teddy

Reviews

Write your thoughts about the short story 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 - Luna's Talking Teddy

Luna received a teddy bear for her birthday. To her surprise, it whispered, "Thank you for being my friend." This teddy talked! They chatted about everything – dreams, fears, and adventures. When Luna felt lonely, Teddy was there, offering wise words and comfort. At bedtime, they'd share secrets from the teddy bear world. Luna's nights were never lonely again, knowing she had a special friend by her side.

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

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

Favourite

Least
Favourite

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

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

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

Did You
Like/ Dislike
it?
Explain why.Favourite
PartLeast
Favourite
Part

PREVIEW

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

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

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

Write

Write your introduction below

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

Name: _____

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MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

Edit

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

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

Edit

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

Criteria	
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Shares a brief summary without giving away the ending	
Gives an unbiased recommendation	
Includes a rating	
Makes it clear who would enjoy the book	
Author's voice comes through in the writing	
Is interesting and informative	

Rubric – Book Review

Category	4 Points	3 Points	2 Points	1 Point
Title/Author's Name	Includes the title and author's name accurately	Title and author's name mentioned but may have minor errors	Only title or author's name is provided	Both title and author's name are missing
Exciting Introduction	Introduction is engaging and grabs the reader's attention	Introduction is interesting but lacks excitement	Introduction is bland and does not attract interest	Introduction is missing or unrelated
Brief Summary (No Spoilers)	Provides a clear and concise summary without giving away the ending	Summary is brief but may reveal minor spoilers	Summary is either too detailed or too vague	Summary is missing or contains major spoilers
Rating	Provides a clear and helpful rating	Rating is given but lacks clarity	Rating is vague or confusing	Rating is missing
Clear What They Liked and Didn't Like	Clearly explains what was liked and disliked	Mentions what was liked and disliked	Vague about what was liked and disliked	Does not mention likes or dislikes
Voice of the Review's Author	Review's voice is distinctive and engaging	Voice is present but lacks personality	Voice is inconsistent or lacking in energy	Voice is not evident or engaging
Is Interesting and Informative	Review is both interesting and informative	Review is either interesting or informative but not both	Review is neither interesting nor informative	Review is neither interesting nor informative
Provides Recommendations	Provides clear recommendations for other readers	Recommendations are present but lack detail	Recommendations are vague and general	Does not provide recommendations

Teacher Comments

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

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)

Onomatopoeia in Comic Strips

What is Onomatopoeia?

Onomatopoeia is when a word describes a sound and actually sounds like the noise it's representing. Comic strips love to use onomatopoeia because it makes the story more exciting and helps you hear the sounds in your head as you read.

Imagine a superhero comic. When a hero lands with a powerful leap, you might see the word "THUMP!" written really big. Or when a door opens slowly, you might read "CREEAAAK." These words help you hear the action as it's happening.



Instructions Choose 6 onomatopoeia and draw them below.

CRASH		WHACK	THUMP
SPLASH	CRACK	ZIP	ZAP
BUZZ		CLANG	BOOM
CHIRP	BEEP		CRACK
GULP	HONK	LOW	WOOF

Writing Comic Strips – The Hidden Swing

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:

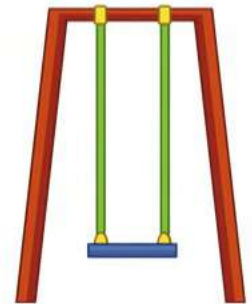
- Character A (kid, thinking, thought bubble): "What's behind that old garden door?"
- Character B (cat, speech bubble): "Meow! Meow!"
- Character A (speech bubble): "Curious too, Whiskers? Let's check it out!"

Panel 2:

- Character A (thinking, thought bubble): "So many flowers and... a maze?"
- Character B (cat, speech bubble): "Purr!"
- Sound Effect: Rustle! Rustle!

Panel 3:

- Character A (thinking, thought bubble): "What's that... a hidden swing?"
- Character B (cat, speech bubble): "Meow!"
- Character A (speech bubble): "That's a secret! Let's play!"
- Sound Effect: Onomatopoeia: Whoosh!



Biography – Hippocrates

The Pioneer of Medicine

Hippocrates, born around 460 BCE on the Greek island of Kos, is often called the "Father of Medicine". His wisdom and teachings form the foundation of modern medicine. His famous saying, "Let food be thy medicine and medicine be thy food", emphasizes the importance of nutrition to health.

Early Life and Education

Hippocrates was born in ancient Greece, a land of philosophers, scholars, and healers. As a young man, he was deeply interested in understanding the human body and its mysteries. His studies took him to various places, where he learned from scholars and observing nature.

Big Wins: Foundations of Medicine

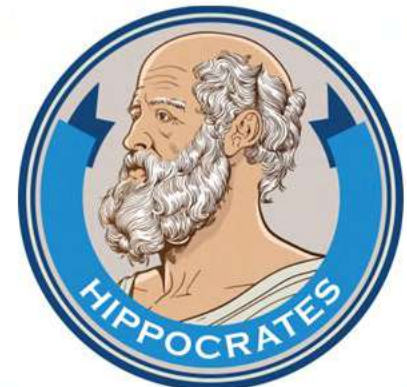
Hippocrates believed that diseases had natural causes and weren't punishments from gods. He created the Hippocratic Oath, a set of guidelines that doctors still respect today. Instead of relying on magic or superstitions, he encouraged observation, documentation, and diagnosis to treat patients.

Later Life and Legacy: Teaching Future Generations

Hippocrates travelled around and established a school on the island of Kos, where he taught his methods. While he passed away around 370 BCE, his writings, which formed the "Hippocratic Corpus", have influenced medical thought for centuries. Even today, doctors take the Hippocratic Oath, promising to uphold specific ethical standards in their practice.

Timeline: Important Dates

- 460 BCE: Hippocrates' birth on the island of Kos
- 430 BCE: Begins to travel to study medicinal practices
- 400 BCE: Introduced the Hippocratic Oath
- 390 BCE: Established a medical school on Kos
- 370 BCE: Passed away, leaving behind a legacy of medical wisdom.



Biography – Hippocrates

Questions

Answer the questions below

1) Who was the biography about?

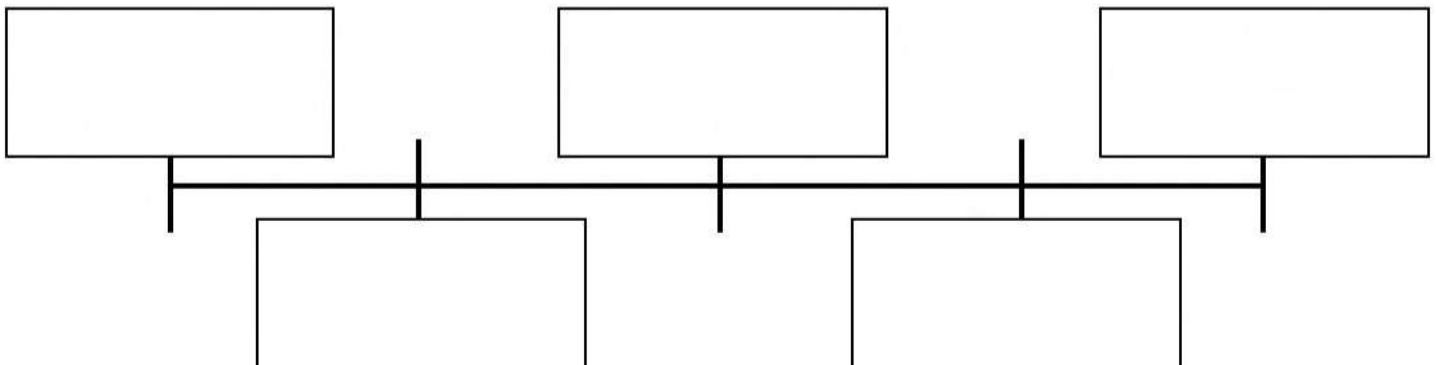
2) Write 3 facts from the biography.

3) What quote from Hippocrates was used in the biography? Write it below.

4) What achievements did Hippocrates have?

Timeline

Fill in the timeline below using the timeline from the biography



Research 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: If you are writing exactly what you read, you need to use quotations to show it isn't your words. Then you need to cite where you found the information.

Practice paraphrasing, summarizing, and quote the passages below.

Solids are one of the main states of matter. In solids, the particles are packed closely together and don't move around much. They just vibrate in place. This close packing and limited movement means solids have a fixed shape and don't flow like liquids.

Paraphrasing	In the solid state, particles are closely packed and only vibrate without moving. This is why solids, such as a rock, maintain their shape and don't flow.
Summarizing	Solids have closely packed particles that vibrate but don't move, making them keep their shape.
Quoting	"In solids, the particles (like tiny atoms or molecules) are packed closely together and don't move around much."

Forces can push or pull objects, making them move or stop. They're responsible for the force of gravity that keeps us on the ground. Different forces can work together or against each other.

Paraphrasing	_____ _____ _____
Summarizing	_____ _____ _____
Quoting	_____ _____ _____

Research 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.

The Leader of the Great Uprising: Chief Pontiac

Chief Pontiac, born around 1720, was a powerful and respected leader of the Odawa nation. Known for his strong spirit and fierce determination, he stood tall against British settlers who sought to take over Indigenous lands after the French and Indian War.

Early Life: A Rising Star

Growing up in the Great Lakes, Pontiac learned the ways of his people and soon proved to be a formidable leader. He believed in unity and often spoke about the importance of nations coming together to protect their land and traditions.

Big Moves: Pontiac's War

By 1763, Pontiac had seen enough of British interference. He instigated a powerful uprising known as "Pontiac's War", rallying many nations to fight against the British forts and settlements. In the end, their forces captured many British forts.

Later Life and Legacy: Remembering a Hero

Though the war ended in 1766, Pontiac's efforts were far-reaching. Even when he hoped for peace, his life was cut short under mysterious circumstances in 1769. Today, Chief Pontiac is remembered as a symbol of resistance and strength against colonial invasion.

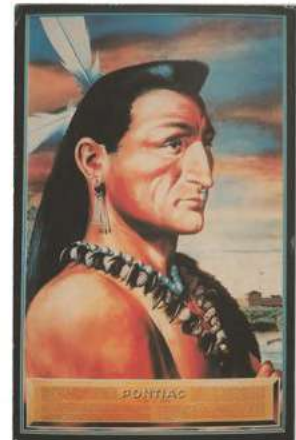
Timeline: Key Moments in Pontiac's Life

1720: Birth of Chief Pontiac.

1763: Beginning of Pontiac's War against the British.

1766: End of Pontiac's War, leading to a tentative peace.

1769: Chief Pontiac's untimely death.



Name: _____

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Research Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking

Research Skills - Bibliography



Giving Credit Where It's Due: Why Cite Sources?

When you borrow ideas or words from someone, it's right to tell everyone where you got them. This is called **citing sources**. It's like saying "thank you" for using someone's work and helps others find that work too so they could learn more if they wanted to.

Building a Source List: Why Step

A source list, or bibliography, is a list of all the places you found your information. When you make a bibliography, you list the information about the sources in a certain format. Here is the order you write the information:

- Name the Author: Write the author's name, including the first name.
- Name the Source: Could be the title of a book, article, or online page.
- Publishing Information: For books, mention who it was published and by whom.
- Date: Note the date of the book's publication, when a page was last updated.

Here are some examples to help.

- 1) Rowling, J.K. "Harry Potter and the Philosopher's Stone." London: Bloomsbury, 1997.
- 2) Adams, Lily. "Amazing Jungle Creatures." Kids Explorer Magazine, April 20, pages 8-11.
- 3) Baker, Alex. "Robots: A Quick Peek into Their Past." TechKids, www.techkids.com/robots-history, Seen on June 20, 2022.

Use Your Manners: The Importance of Being Honest

Not citing your sources is like taking someone else's work and saying it's yours. That's not fair, and it's called **plagiarism**. Being honest and giving credit shows that you are a responsible and respectful researcher.

Research Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

- Author's Name: Michael O'Reilly
- Title of the Source: "Journey Through the Rainforest"
- Place of Publication: Vancouver
- Publisher: Planet Publications
- Date of Publication: 2015

For a Website

- Author's Name: Sarah Lin
- Title of the Webpage: "Mysteries of the Deep Blue Sea"
- Web Address: www.oceanexplore.com/deepblue
- Date Accessed: March 30, 2022

For a Website

- Author's Name: Maria Lopez
- Title of the Webpage: "The Fascinating World of Dinosaurs"
- URL or Web Address: www.dinofacts.com/fascinating
- Date Accessed: January 5, 2022

For a Website

- Author's Name: Unknown
- Title of the Webpage: "Wonders of the Galaxy"
- URL or Web Address: www.universediscovery.net/galaxies
- Date Accessed: April 4, 2022

Bibliography

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								

Name: _____

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Cursive Writing Activities

Practice

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

I am a happy student.

The cat sat on the mat.

We love our big house.

My mom cooks yummy food.

Birds sing in the trees.

Cursive Writing Activities

Practice

Trace the cursive stories below

In a small Canadian town, the
maple leaves turned brilliant hues of red
and gold. Each leaf told a tale of time.

After the first snow, Emily built a
snowman. To her surprise, it winked!
An adventure was about to begin.

Beneath the northern lights, Ben the
beaver worked tirelessly. By dawn, a
magnificent dam stood proud and
tall.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject at school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW