



Preview – Information



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Google Slides Lessons Preview





Alberta Language Curriculum Writing Unit – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **discover** and use our personal **voice in writing** so we can **express** our ideas in a **unique** and **meaningful** way.

Word Choice by Audience

For each audience row, circle the words that **do not** match that audience's voice.

Marine Biologist	plankton	chorus	salinity	history	spawning
	biodiversity	estuary	blueprint	coral reef	rebound
News Reporter	lead	headline	caption	byline	capsule
	on-the-record	press conference	source	umami	zoning
Basketball Coach	rebound	zone defense	chlorophyll	full-court press	pivot
	Affidavit	pick-and-roll	shot clock	reef	preheat
Chef / Baker	altitude	zoning	umami	statute	glaze
	proof dough	whisk	preheat	simmer	respawn
City Planner / Architect	blueprint	stanza	mixed-use	rebound	elevation
	foundation	traffic flow	marinade	respawn	zoning

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Write to an Audience: Word Choice in Action

Choose an audience to write to. Then write a short letter to someone in that audience using some of the words you think they use in their vocabulary.

Audience	Word Choices				

Large empty box for writing a short letter to someone in the chosen audience using the word choices.



Alberta Language Curriculum

Writing Unit – Grade 8



Matching Plot & Story Elements

Instruction: Drag each term card onto its matching definition box.

Plot
Summarize
Climax
Exposition
Falling action
Rising action
Plot
Setting
Conflict
Logical Order

	This is where you introduce the story's characters and setting.
	The time, place, cultural, or historical background in which the story takes place.
	The writer presents ideas or information in a sequence that has beginning–middle–end.
	The part of a story that occurs after the climax.
	To retell the story in your own words.
	The part of the story where the conflict is introduced.
	The high point of the story when the character's problems are at their worst.
	The problem in the story.
	The series of events that make up the story.
	The point in the plot when the main conflict is solved.



Writing Speaker Tags



Drag the best speaker tag from the word bank to complete each sentence.

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

- 1 "I don't understand this math problem," _____ Ben.
- 2 Mia _____, "Can we please go to the park now?"
- 3 "Hooray! We finally finished the project!" _____ Sarah.
- 4 "Do you think we're lost?" _____ Anna.
- 5 Tom _____, "I'm so tired of running."
- 6 "I want the bigger slice," _____ Max.
- 7 Emily _____, "Look at the rainbow!"
- 8 "Why are you so late?" _____ Dad.

Instruction: For each source, drag the correct letter to show its credibility.

	Peer-reviewed journal article from Science (author is a PhD; methods and references included).
	Encyclopedia entry (Britannica).
	Government report (NOAA) on ocean temperatures, 2023.
	University .edu page explaining photosynthesis with citations.
	Personal blog with no author bio and lots of ads.
	Newspaper feature from The New York Times with named expert sources.
	Well-sourced magazine article (National Geographic).
	Crowd-edited post with no citations or date.

A	Scholarly / Highly Credible
B	Popular / Generally Reliable (use with caution)
C	Unreliable / Not Appropriate For Research





Tell the librarian immediately, follow their instructions and don't hide the damage.

will say in each panel

Panel 1: A woman with long dark hair and glasses, wearing a green shirt, is talking on a pink flip phone. She has a bored expression. A speech bubble is above her.

Panel 2: The same woman is now wearing a blue headband and a blue shirt, sitting at a desk with her head resting on her hand, looking annoyed. A speech bubble is above her.

Panel 3: The woman is back to her original appearance (green shirt, glasses), still on the phone, but now looking angry with a furrowed brow and an open mouth. A speech bubble is above her.

Panel 4: The woman is now wearing the blue headband and blue shirt, sitting at the desk with her head buried in her arms, appearing to be asleep. A speech bubble is above her.

A handwriting practice sheet for the cursive letter 'a'. The sheet is tilted and contains four rows of dashed cursive 'a's for tracing. The first row has 6 letters, the second has 7, the third has 8, and the fourth has 9. The letters are arranged in a staggered pattern across the rows. The sheet is framed by a thick black border with a yellow inner border. The background is light blue.



Workbook Preview



Grade 8 – Language

Alberta ELA Curriculum



General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

	Curriculum Outcomes	Pages
1.1	Discover and Explore - Express ideas and develop understanding - Experiment with language and forms - Express preferences - Set goals	N/A
1.2	Clarify and Extend - Extend understanding - Combine ideas	N/A
Preview of 150 pages from this product that contains 373 pages total.		
2.1	Use prior knowledge - Use comprehension strategies - Use textual cues - Use phonics and structural analysis - Use references	N/A
2.2	Respond to texts - Appreciate the artistry of texts - Construct meaning from texts - Experience various texts	N/A
2.3	Understand forms, elements and Techniques - Experiment with language - Understand techniques and elements - Understand forms and genres	11, 66, 88, 132, 164, 170, 220-225, 238, 250, 255, 262, 264
2.4	Create original text - Structure texts - Elaborate on the expression of ideas - Generate ideas	12-19, 22-23, 27-29, 31-32, 34, 36-38, 43-45, 48, 51-52, 57-58, 60, 62-65, 67-68, 70-71, 73, 83-84, 89-91, 102-103, 123, 133-134, 147-148, 155, 173-174, 183, 191, 212-214, 220, 226-227, 232, 239-247, 249, 254, 259-260, 265

Grade 8 – Language

Alberta ELA Curriculum



General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.

	Curriculum Outcomes	Pages
3.1	Plan and focus - Focus attention - Determine information needs - Plan to gather information	15-17, 27-28, 43-44, 51-52, 58, 74, 83-84, 98-99, 102-103, 123, 147-151, 167-168, 173-174, 176, 185, 191, 200, 203, 226, 232, 259-260, 270, 272
3.2	Select and process - Use a variety of sources - Access information - Evaluate sources	20-21, 61, 122, 138-139, 141, 149-151, 157-158, 183-190, 200, 203-206, 232, 258, 270-274, 276-278, 280
3.3	Organize, record and evaluate - Organize information - Record information - Evaluate information	24, 33, 37, 39-42, 45, 47, 49-50, 57, 59, 69-70, 78-82, 100-101, 107, 113, 122, 124, 134-138, 140, 142-143, 145, 152-153, 155-158, 160-162, 165-168, 171, 175-176, 179-182, 185, 188, 194-198, 201-208, 211-213, 215-218, 228, 233, 251-253, 257, 263, 265, 268-280,
3.4	Share and review - Share ideas and information - Review research process	82, 122, 127-128, 139, 163, 177-178, 188, 192, 214, 216-217, 233, 270, 272, 277,

General Outcome 4: Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

	Curriculum Outcomes	Pages
4.1	Enhance and improve - Appraise own and others' work - Revise and edit - Enhance legibility - Expand knowledge of language - Enhance artistry	23, 25-26, 28-30, 34-35, 38, 41, 46-47, 52, 54-56, 58, 62-65, 73-74, 76-77, 80-82, 84, 86-87, 90-99, 102-107, 110-118, 120-122, 125, 127-131, 143-144, 146, 149-154, 159, 161, 193, 210, 219, 229-231, 234-235, 237, 239-250, 254-257, 259-261, 282
4.2	Attend to conventions - Attend to grammar and usage - Attend to spelling - Attend to capitalization and punctuation	30-32, 38, 55, 71, 77, 87, 108-109, 111-112, 115, 119, 131, 154, 159, 210, 219, 234, 237, 239, 261, 266-267, 282, 284-297
4.3	Present and share - Present information - Enhance presentation - Use effective oral and visual communication - Demonstrate attentive listening and viewing	82, 227

Grade 8 – Language

Alberta ELA Curriculum



General Outcome 5: Students will listen, speak, read, write, view and represent to respect, support and collaborate with others

	Curriculum Outcomes	Pages
5.1	Respect others and strengthen community ▪ Appreciate diversity ▪ Relate texts to culture ▪ Celebrate accomplishments and events ▪ Use language to show respect	N/A
5.2	Work within a group ▪ Evaluate group process ▪ Work in groups ▪ Cooperate with others	N/A

Understanding Text Forms

Defining Text Forms

Text forms are the different structures and styles used in writing. Each form serves a unique purpose and follows specific conventions. Understanding these forms is essential for effective communication and comprehension.



Common Text Forms

Let's explore some key text forms:

- **Narrative:** Tells a story with characters, a setting, and a plot. Examples include novels and short stories.
- **Expository:** Provides information or explanations about a topic, like in textbooks.
- **Descriptive:** Uses vivid descriptions to create a picture in the reader's mind.
- **Persuasive:** Attempts to convince the reader of a particular point of view.
- **Biography:** A detailed description of a person's life, including their experiences and achievements.
- **Book Review:** A critical analysis of a book, discussing its content, style, and impact.
- **Comic Strips:** Combines illustrations and dialogue to tell a story or present information humorously.
- **Letter Writing:** A form of communication between individuals, often personalized and formal.
- **Lists:** Organizes information in a simple, easy-to-follow format.
- **Instructions:** Provides step-by-step guidance for completing a task.
- **Argumentative:** Presents a balanced view of a topic, highlighting different perspectives.
- **Poetry:** Expresses ideas and emotions through rhythm, rhyme, and imagery.
- **Journal:** A personal record of thoughts, feelings, and experiences.
- **Report:** A structured presentation of information on a specific topic.
- **Diary:** Similar to a journal but usually more private and personal.

Why Text Forms Matter

Understanding text forms is crucial for several reasons:

- **Enhanced Reading Skills:** Recognizing the form helps in understanding the writer's purpose and the text's structure.
- **Improved Writing Ability:** Knowing various forms aids in choosing the most effective way to convey a message.
- **Academic and Professional Success:** Different contexts require different text forms, so understanding them is key for success in both school and work.
- **Better Communication:** Each form has its conventions; understanding them helps in clearer and more effective communication.

Matching

Label each text form with its description

	Narrative	A) Organizes information in a simple, easy-to-follow format.
	Expository	B) Offers facts and information about a specific topic.
	Descriptive	C) Combines images and text in a sequence, often humorous.
	Persuasive Writing	D) Aims to convince the reader of a particular viewpoint.
	Biography	E) A structured, factual presentation on a specific topic.
	Book review	F) Critically evaluates and analyzes a book.
	Competition	G) Provides step-by-step guidance to perform a task.
	Imagery	H) Tells a story with characters, a setting, and a plot.
	Language	I) Uses rhythm, rhyme, and emotion to convey ideas.
	Instructional	J) Uses detailed imagery to portray a person, place, or thing.
	Argumentative	K) Tells the account of a person's life and achievements.
	Poetry	L) A personal or formal communication between individuals.
	Journal	M) Presents a new view on a topic, showing different sides.
	Report	N) A private record of daily thoughts and feelings.

Questions

Answer the questions.

1) What is the main purpose of biographies?

2) Which text forms are your favourite to read and write? Explain your answer.

3) Why is it helpful to know the different text forms before writing something?

Activity: Power of Planning

Objective

What are we learning more about?

To learn the effectiveness of using planning as an idea development strategy by comparing writings based on a random thought process and those developed with the help of a mind map.

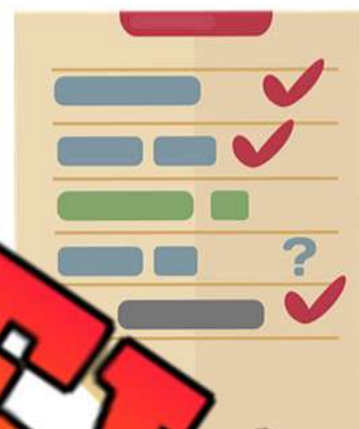
Instructions: How do we complete the activity?

Part 1: Writing Without Planning

Subject: The Best Day Ever

Instructions:

1. Students are given 8 minutes to write about their best day without using any planning or strategies.
2. Prompt students to write continuously, so their ideas flow for the entire 8 minutes.
3. Collect the writing pieces and set them aside for later.



Part 2: Writing With Brainstorming

Subject: If You Gain Superpowers For A Day

Instructions:

1. Give students 2 minutes to create a mind map about what they would do if they gained superpowers for a day. Encourage them to use words, symbols, or drawings. They can branch off main ideas with smaller details.
2. After creating the mind map, students are given another 6 minutes to now write about what they would do if they got superpowers for a day. They will use their mind map as a guide.

Name: _____

16

Curriculum Connection
2.4, 3.1

Activity: Power of Planning

Part 1

Write for 8 minutes about what your best day ever would look like?

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – If you gain superpowers for a day. What powers do you have? Brainstorm your superhero adventures and responsibilities, then write for 6 minutes about your day's experiences.

If You Gain Superpowers For A Day

PREVIEW

Personal Voice in Writing

Understanding Personal Voice in Writing

Personal voice in writing is like your unique fingerprint on your work. It's the special way you express your thoughts and feelings in words. When you read something written with a strong personal voice, it's as if the writer is speaking directly to you. Developing a personal voice means finding your own style and tone that makes your writing distinct.



Steps to Develop Your Personal Voice

Developing your personal voice isn't something that happens overnight. It's a journey of self-discovery and practice. Here are some steps to help you on your way:

- **Read Widely:** Read a variety of books and articles. Notice how each author has a unique way of putting words together. What do you like about their style? What don't you like?
- **Write Regularly:** Practice is key. Write often and in any form, even if it's just a journal entry or a short story. The more you write, the more you'll see patterns in your writing that reflect your personality.
- **Experiment with Different Styles:** Don't be afraid to try new things in your writing. Experiment with different tones, sentence structures, and word choices to see what feels right and what feels awkward.
- **Seek Feedback:** Sharing your writing with others and getting their opinions can be very helpful. Sometimes, others can see aspects of your writing that you may not notice.

Voice vs. Formal Writing Rules

Understanding the balance between your personal voice and formal writing rules is important. In school, you'll often have to follow specific writing rules and formats. This doesn't mean you have to lose your personal voice. Even in formal writing, your choice of words, the rhythm of your sentences, and the way you structure your ideas can all reflect your personal style.

True or False

Is the statement true or false?

1) Developing a personal voice happens instantly, not gradually.	True	False
2) Experimenting with different styles is beneficial for finding your voice.	True	False
3) Seeking feedback on your writing can help develop your personal voice.	True	False
4) You can't use your personal voice in school assignments.	True	False
5) Writing regularly does not impact your personal writing voice.	True	False

Practice one of the writing prompts below. Then write about that prompt using different voices/perspectives. Lastly, read them to a friend without telling them which voice you're using and see if they can guess.

Favourite Book

Favourite Animal

Favourite Holiday Destination

Grandparent

Alien

Scientist

Activity: Voice in Song

Objective

What are we learning more about?

To help students understand and recognize the voice in music, including the emotions conveyed, the perspective from which it is sung, and who the character of the song might be.



Instructions

How do we complete the activity?

- 1) Choose a Song: Pick a song you love. It can be from any genre or time period.
- 2) Listen Carefully: Listen to the song at least twice. The first time, just enjoy it. The second time, pay close attention to the lyrics and the way the singer expresses them.
- 3) Identify Emotions: On the back of the page, list the emotions you can pick up from the song. Is the singer happy, sad, angry, or nervous? Maybe you're feeling a mix of emotions? Jot down as many as you can identify.
- 4) Determine Perspective: Think about who is "speaking" in the song.
 - First Person: Is the song being sung from the singer's perspective? ("I love this...", "I feel...")
 - Second Person: Is the singer singing to someone directly? ("You are...", "You are...")
 - Third Person: Is the singer talking about someone else? ("She goes...", "He said...")
- 5) Describe the Character: Imagine the song as a short story and the singer is the main character.
 - Age: How old do you think they might be?
 - Interests: What hobbies or activities might they enjoy based on the song?
 - Beliefs & Values: What are some things that seem important to them?
 - Personality Traits: Are they adventurous, shy, rebellious, or maybe romantic?
- 6) Share & Discuss: Once everyone has completed their analysis, take turns sharing your findings with the class. Discuss similarities and differences in interpretations.

Activity: Voice in Song

Instructions

Answer the questions below.

1) What emotions are you hearing in the song? Is the artist upset, excited, angry, etc. Write the emotion and then explain how you know.

2) What perspective is the song written in? First, second, or third person.

3) Describe who you think wrote the song based on the lyrics. Fill in the table below.

Age	
Interests – Hobbies, Activities	
Beliefs/Values – What Is Important To Them?	
Personality – Adventurous, Shy, Rebellious, Etc.	

4) **Synthesize** the information you have come up with. Describe the author of the song's voice by putting everything you learned together in a paragraph.

Personal Voice – Word Choice

Word Choice

We all have different vocabularies, which give us a unique voice. Picture the scenes or objects below and describe them using 5 different words from your vocabulary.

Object/Scene	Word 1	Word 2	Word 3	Word 4	Word 5
Market					
Beach					
Carnival					
Mountain					
Farm					
Book					
House					
Ocean					
Garden					

Write

Write a paragraph using at least two of the objects/scenes from above.

Personal Voice – Word Choice

Word Choice

Exchange the crossed-out word(s) for more interesting word choices.

In a small _____ town, a very old _____ brown bench sat under a tree in a nice _____ little park. A kind _____ old man watched a small, happy _____ dog play with its owner. The grass was _____ and the sky deep blue, but the scene was not very lively. _____ The dog, with its not-so-shiny coat, chased a dull _____ ball with little interest. Everything seemed nice but unremarkable, a perfect _____ day for someone to make it more exciting _____.

A little _____ cat wandered through a quiet _____ street. The houses looked old _____ and the gardens were pretty _____ . It was a sunny day, yet the cat walked with its soft _____ fur, paused near a big _____, interesting tree. Nearby, a regular _____ car drove past, adding not a hint of excitement to the boring _____ day.

Think

Write synonyms for the words below

Small				
Hard				
Tall				

Word Choice - Audience

Word Choice

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

Kindergarteners	Coffee	Yummy	Icky	Lit	Ball
	Uh-oh	Epic	Potty	Weirdo	Bo-bo
Elementary School Students	Hyped	Insurance	Soccer	Upload	Trending
	Play	Play	Credit	Recess	Amazing
High School Students	Hand	Ms	Pharmacy	Mommy	Ghosted
	Shady	Shady	Sandbox	Squad	
Parents	Flex	Social	Social	Meme	Meeting
	Selfie	Lowkey	Location	Online	Cringy
Seniors	Nap	Nostalgic	Pension	Ad	Page
	Comfortable	Clout	Chill	P	etire

Question

Choose an audience. Then write a short letter to someone in that audience using some of the words you think they use in their vocabulary.

Analyzing Word Choice

Word Choice

Read the excerpts from professional authors. Circle the word choices you liked. Then write them in the table at the bottom.



Jack London – The Call of the Wild (1903)

"Buck did not read the newspapers, or he would have known that trouble was brewing, not alone for himself but for every tide-water dog, strong of muscle and with warm, long hair, who roamed the San Diego coast."

Mark Twain – The Adventures of Tom Sawyer (1876)

"Tom lay thinking. Presently he decided that he wished he was sick; then he could stay home from school. Here he began to argue with himself. He canvassed his system. No ailment was found, and he investigated his time. He thought he could detect colicky symptoms, and he began to encourage them with considerable hope."

Robert Louis Stevenson – Treasure Island (1883)

"Squire Trelawney, Dr. Livesey, and the rest of these gentlemen having come to write down the whole particulars about Treasure Island, from the beginning to the end, keeping nothing back but the bearings of the island, and that only because there is no treasure not yet lifted, I take up my pen in the year of grace 17-- and go back to the time when my father kept the Admiral Benbow Inn and the brown old seaman with the sabre cut first took up his lodging under our roof."

L.M. Montgomery – Anne of Green Gables (1908)

"Mrs. Rachel Lynde lived just where the Avonlea main road dipped down into a little hollow, fringed with alders and ladies' eardrops and traversed by a brook that had its source away back in the woods of the old Cuthbert place."

Varying Sentence Lengths

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

Examples:

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



Practice writing short and long sentences about the topics below.

Topic	My Favorite Sport
Short Sentence	
Long Sentence	

Topic	Dream Vacation Destination
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

Varying Sentence Lengths

**Write**

Write a matching sentence in short or long form

Short**Long**

Amidst the hustle and bustle of the crowded city streets, where the aroma of street food mingles with the sounds of conversation, pedestrians weave their way through the maze of markets, each searching for their own treasure.

Short**Long**

_____ listens on grass.

Short**Long**

Beneath the ocean's surface, where coral reefs are like a garden and fish dart through the water like flashes of light, divers explore the silent world, uncovering the mysteries held in the deep.

Short**Long**

Books wait quietly on the shelf.

Short**Long**

High atop the snowy mountain peak, climbers conquer their fears and limitations, pushing themselves to reach the summit and the triumph that awaits.

Short**Long**

Frogs croak by the pond.

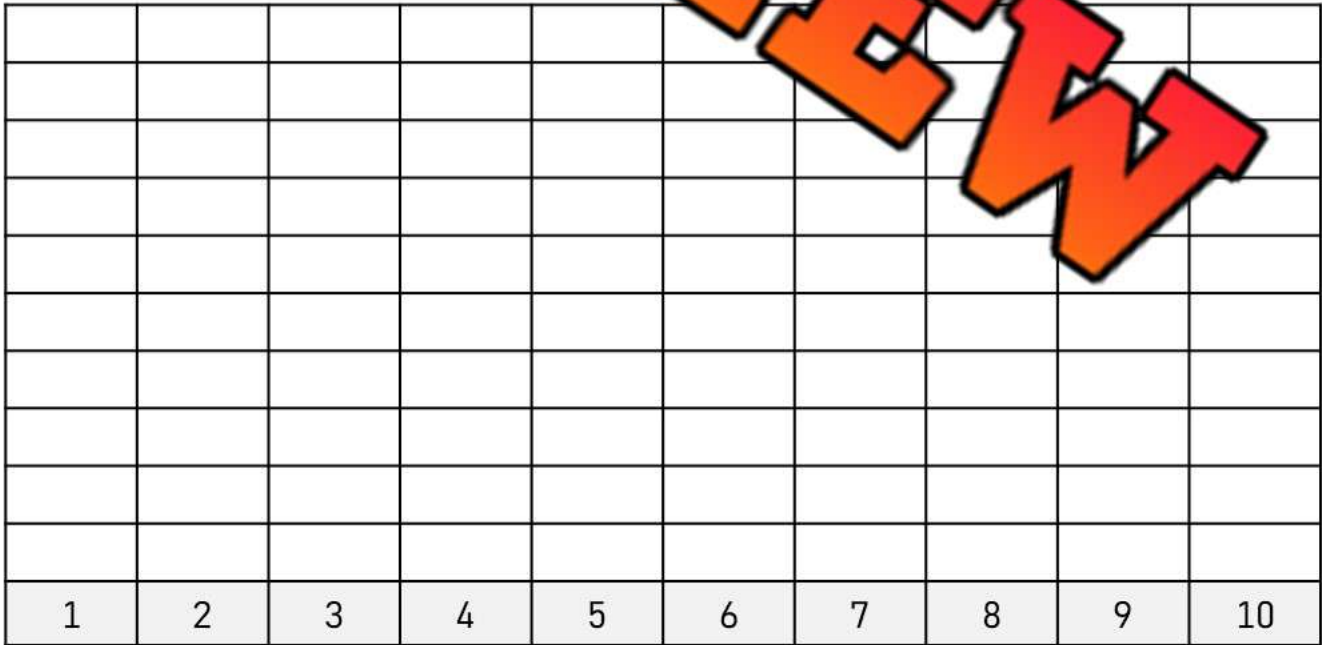
Varying Sentence Lengths

Write

The paragraph below has 10 sentences. Count how many words are in each sentence and then write your results in the table below. Then graph your results.

The sun set, casting a golden glow on the horizon. Evening crept in, and the forest's silhouette turned to a dark ink. Creatures stirred, embracing the night's cover. A bat fluttered in a whisper in flight. Stars blinked open in the navy sky. An owl's silhouette perched against the moon. Fireflies flickered amidst the trees like earthbound stars. A lone wolf howled, its voice carrying far. The moon rose higher, a beacon in the dark. The world, in hushed tones, whispered goodnight to the day.

Sentence #	1			5	6	7	8	9	10
# of Words									



Varying Sentence Lengths



Write Write a short paragraph using different lengths of sentences using the topics below.



A Place I'd Love to Visit: Describe a place you dream of visiting and what draws you to it.

Of Short Sentences

Of Long Sentences

If I Had a Superpower: Choose a superpower and describe how you'd use it.

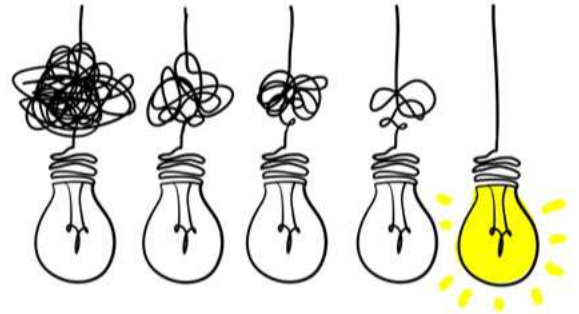
Of Short Sentences

Of Long Sentences

Exploring the Structure of Paragraphs

Paragraphs: Building Blocks of Essays

A paragraph is a unit of writing that consists of one or more sentences focusing on a single idea or topic. Understanding the structure of paragraphs is essential for creating clear and effective writing.



Key Components of a Paragraph

Every well-written paragraph contains three main parts:

- **Topic Sentence:** The first sentence that introduces the main idea of the paragraph. It should be clear and specific to guide the reader on what the paragraph will be about.
- **Supporting Details:** These sentences follow the topic sentence. They provide evidence, examples, facts, or statistics that support the main idea. These could include facts and statistics, expert quotes, and personal experiences.
- **Concluding Sentence:** This sentence wraps up the paragraph by summarizing the main idea or making a final statement. It should not introduce new information but should clearly link back to the topic sentence, often reinforcing the main idea.

Crafting a Coherent Paragraph

For a paragraph to be effective, it must be coherent. This means that all the sentences should work together smoothly. Transitions such as 'for instance', 'in addition', 'however', and 'therefore' can help the reader understand how your ideas connect. The order of the supporting details is also important. They should be organized logically or in order of importance to build a strong argument or description.

Remember, a good paragraph is like a mini-essay itself. It has a clear beginning, middle, and end that communicate a single, focused idea. By mastering paragraph structure, you can create writing that is powerful and persuasive.

Topic Sentence

Read the paragraphs below and then write a topic sentence for each one.
Tip: the conclusion sentence will help guide you!

Topic Sentence

It allows us to live countless lives and experience diverse emotions without ever leaving our homes. By turning pages, we can embark on grand adventures or unravel mysteries. In conclusion, fiction enriches our minds and stirs our imaginations like nothing else can.

Topic Sentence

It provides the nutrients necessary for growth and learning. Choosing fruits, vegetables, and whole grains in your diet can boost brain function and energy levels. Ultimately, making smart food choices is the foundation for lifelong health and well-being.

Topic Sentence

It offers interactive and personalized learning experiences that were once impossible. With digital tools, information is more accessible, and collaboration is easier. Therefore, technology is not just a tool for entertainment; it's an integral part of our educational journey.

Hooks

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

Boring Version

Learning another language can be beneficial.

Your Version

Boring Version

People are making progress in space technology.

Your Version

Boring Version

Video games have changed a lot since they were first made.

Your Version

Writing Hooks – Improving Topic Sentences

Asking a Question: Begin with a question to make your readers curious.

Example: "What if you could talk to animals?"

Use an Exclamation: Start with something exciting to grab your reader's attention.

Example: "Watch out! Volcanoes are nature's explosive giants!"

Making a Bold Statement: By opening with a bold statement, you lay down a strong foundation for your readers.

Example: "Elephants are the largest land animals on Earth."

Adding an Interesting Fact: Tell an interesting fact to engage your readers.

Example: "A single lungfish can provide a day's oxygen for up to four people."



Hooks

Rewrite the topic sentences below using the different strategies.

Original Version	The human brain can store more information than the largest library.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	The Amazon Rainforest is often called the Earth's lungs.
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) It controls thoughts, memories, and emotions, coordinating movements and bodily functions. Its network of neurons and synapses is vast, allowing us to process large amounts of information rapidly. Indeed, the brain's capabilities are what make each person unique.

a) The human brain is more complex than the most advanced computer.

b) The human brain is part of the body's nervous system.

c) People use their brains to think things.

2) Unlike fossil fuels, renewable energy produces power without harmful emissions, combatting climate change. As technology improves, sustainable energy becomes more accessible, promising a cleaner future. Harnessing these natural power sources is vital for our planet's health.

a) Wind and solar are types of renewable energy.

b) Renewable energy sources like wind and solar are changing how we generate electricity.

c) Renewable energy is different from coal and oil.

3) From landing on the moon to rovers on Mars, each mission has expanded our knowledge of the universe. The pursuit of understanding space unites people across borders in wonder and discovery. Space exploration represents humanity's boundless curiosity and quest for knowledge.

a) Space exploration allows us to reach beyond Earth's atmosphere and explore the cosmos' secrets.

b) Space is very big and has many planets and stars.

c) Astronauts go to space to learn new things.

4) The pyramids, especially, showcase the Egyptians' architectural genius and their beliefs in the afterlife. Archeological studies continue to unveil the intricacies of their society, reminding us of the ingenuity of ancient cultures. The legacy of Egypt lives on as a cornerstone of historical wonder.

a) Egypt is a country with a very long history.

b) Ancient Egyptians built pyramids that have lasted for thousands of years.

c) Ancient Egypt's civilization fascinates with its pyramids, hieroglyphics, and pharaohs.

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	Eating a balanced diet is essential for good health.
1	A balanced diet provides essential nutrients for body growth.
2	It supplies the necessary energy for engaging in daily activities.
3	Consuming a variety of foods prevents many diet-related illnesses.

Topic Sentence	Earth rotates on its axis once every 24 hours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Transportation has changed dramatically over the past 200 years.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Regular exercise improves physical and mental well-being.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 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
Just as	Along with	Nevertheless	Too	In the end

Think

Choose a good transition word for the supporting details.

- 1) Many students use the _____ to study. _____, others prefer the quiet of their own rooms at home.
- 2) Science is my favourite subject because it explains _____ work. _____, it has the coolest experiments.
- 3) History class can be fascinating. _____, it often gives us valuable insights into the present by understanding the past.
- 4) We had planned to go to the beach. _____, the sudden rain made us change our plans to indoor activities.
- 5) _____, I wake up to the sound of my alarm clock at 7:00 AM. _____, I head downstairs to enjoy a balanced breakfast, which gives me the energy I need to start the day. _____, I pack my school bag, making sure I have all my books and homework. _____, it's time to catch the bus. _____, I meet my friends on the playground before school begins, where we share stories and plan for the day ahead.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) The cosmos is a canvas of unending wonder, filled with the beauty of stars, the mystery of black holes, and the possibility of alien life. Space exploration pushes the limits of our knowledge and inspires dreams of distant worlds.

2) Technology is driving forward innovation in the modern world. It revolutionizes communication, entertainment, and paves the way for advancements in medicine and science.

3) Healthy oceans are crucial for sustaining a diverse marine ecosystem and balancing the global climate. They are home to numerous species and are a source of food and livelihood for millions.

4) Skateboarding is an exhilarating sport that offers a unique combination of physical activity and artistic expression. Riders glide, flip, and turn, showcasing their skills in parks and streets. This dynamic activity captivates those who seek both an adrenaline rush and a means to creatively express themselves.

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.	

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Essay Writing – Thesis Statements

A **thesis statement** is a single sentence that tells readers the main point your paper is going to make. It's like a roadmap guiding the reader through your essay, showing what you're going to talk about. For example, a thesis statement might be, "School uniforms should be required because they promote equality, reduce distraction, and save money."

Instructions

Read the topics below and write the three main ideas into a thesis statement

Topic	Main Ideas
Environmental Conservation Efforts	1) Reducing waste is critical to protecting natural habitats. 2) Conservation initiatives help combat climate change. 3) Awareness and participation are key to conservation.
Thesis Statement	
In this essay, I will discuss the importance of reducing waste to protect habitats, conservation to fight climate change, and the importance of public involvement for success.	

Topic	Main Ideas
The Benefits of Team Sports	1) Team sports encourage physical fitness. 2) Participating in team sports teaches valuable social skills. 3) Being part of a team can boost self-esteem.
Thesis Statement	

Topic	Main Ideas
The Impact of Reading for Pleasure	1) Reading for pleasure can boost literacy skills. 2) It allows for the exploration of different cultures and ideas. 3) Leisure reading can be a form of stress relief.
Thesis Statement	

Essay Writing – Thesis Statements

Brainstorm

Brainstorm 3 main ideas for each of the topics below. Then write a thesis statement for each.

Topic	Main Ideas
Can Video Games Improve Education? (3 reasons why)	1)
	2)
	3)
Thesis Statement	

Topic	Main Ideas
Is Plastic Packaging Good or Bad for the Environment?	1)
	2)
	3)
Thesis Statement	

Question: Why do you think a thesis statement is important in an essay?

Essay Writing – Thesis Statements

Think

Circle the best thesis statement below for the topic provided

Topic: The Role of Drones in Modern Society

- a) Drones are the new birds, except they're louder, and they don't sing.
- b) Drones have emerged as a transformative technology, altering surveillance, delivery systems, recreational activities, while presenting new challenges to privacy and airspace.
- c) In the future, drones might be the preferred method of transportation for ants.

Topic: Fashion and Sustainability

- a) Fast fashion is like a fast-food restaurant, and you always end up with too many fries.
- b) If clothes could walk the run, the fashion world would be their marathon.
- c) Fast fashion is contributing to environmental degradation, unethical labour practices, and the growing movement towards sustainable clothing alternatives.

Topic: The Role of Public Libraries in the Digital Age

- a) Public libraries provide vital internet access, digital literacy programs, and serve as community centers for sharing innovative technology and information.
- b) Libraries are just like jungles, but instead of trees, there are books, and librarians are really quiet librarians.
- c) Libraries are important places where people go to learn about new things, allowing them to educate themselves about the things they are interested in.

Topic: The Influence of Advertising on Youth Consumption

- a) Ads are like magic spells – they convince you that you need a new pair of shoes every week.
- b) Advertising significantly impacts youth consumption patterns, often shaping desires and lifestyle choices from an early age.
- c) Advertising is a growing industry using targeted marketing strategies, the promotion of consumerist values, and the creation of brand loyalty from an early age.

Essay Writing - Globalization

Introduction

Globalization, a process of interaction and integration among people, companies, and governments worldwide, has significantly reshaped our world. It affects various aspects of daily life, economy, and culture. In this essay, we will explore how globalization has simplified international trade, its influence on cultural changes, and its impact on the environment and labour markets.



Main Idea 1: International Trade

One of the most notable effects of globalization is the ease of international trade. By reducing trade barriers and tariffs, globalization has allowed goods and services to flow more freely across borders. This increased trade has led to economic growth in many countries, offering consumers a wider range of products at lower prices. Moreover, it has enabled businesses to expand globally, increasing competition and innovation. However, this also means local businesses often face stiff competition from international companies, which can affect local job markets.

Main Idea 2: Cultural Exchange and Homogenization

Globalization has greatly encouraged cultural exchange, allowing people to share and experience diverse traditions, languages, and arts. This exchange enriches societies, fostering greater understanding and appreciation. However, globalization can also lead to cultural homogenization, where dominant cultures overshadow and diminish local cultures and traditions. This phenomenon can lead to a loss of cultural diversity, as global influences often overpower unique local customs and practices.

Main Idea 3: Environmental and Labour Market Impact

Globalization's impact on the environment and labour markets is significant. The increase in industrial activity and international trade has led to environmental challenges, including pollution and habitat destruction. Additionally, globalization has affected labour markets, often leading to the relocation of jobs to countries where labour is cheaper. While this can benefit developing countries by creating jobs, it often results in lower wages and poor working conditions. Balancing economic growth with environmental sustainability and fair labor practices remains a critical challenge in the era of globalization.

Conclusion

In conclusion, globalization is a complex and multifaceted phenomenon with both positive and negative impacts. While it has simplified international trade and encouraged cultural exchanges, it also poses challenges to cultural diversity, environmental sustainability, and fair labour practices. As the world becomes increasingly interconnected, it is crucial to address these challenges thoughtfully, ensuring that globalization benefits everyone.

True or False

Is the statement true or false?

1) Globalization affects international trade and does not influence cultures.	True	False
2) Increased industrial activity due to globalization contributes to pollution.	True	False
3) Globalization can cause job relocations to countries with cheaper labour.	True	False
4) Cultural exchange is a negative consequence of globalization.	True	False
5) International trade due to globalization results in economic growth.	True	False

Question

Answer the questions below.

1) What do you find most interesting about the essay?

2) Write the thesis statement of the essay below.

3) Is the conclusion of the essay in line with the thesis statement? Briefly explain.

4) Describe the structure of the essay. How many paragraphs does it have? How are they organized?

Essay Writing

1) Fill in the missing parts of the paragraphs below to complete the essay:

Topic: Renewable Energy

Introduction

Renewable energy, often hailed as the future of global power, has become increasingly important in our battle against climate change. In this essay, we will explore the multifaceted role of renewable energy in shaping a sustainable future, see how it impacts climate change, its potential to replace fossil fuels, and the specific challenges and benefits associated with solar and wind energy.

Main Idea 1: Impact on Climate Change

Main Idea 2: Replacement of Fossil Fuels

Main Idea 3: Challenges and Benefits of Solar and Wind Energy

Solar and wind energy, two of the most prominent forms of renewable energy, have unique benefits and challenges. Solar energy is abundant and sustainable, offering a clean power source, especially in sunny regions. Wind energy harnesses natural wind patterns to produce electricity, contributing to energy diversification. However, both face challenges such as the need for large land areas, variability in energy production, and initial setup costs. Overcoming these obstacles is essential for maximizing their benefits.

Conclusion

In conclusion, renewable energy presents a promising path towards a sustainable and environmentally-friendly future. Its significant role in mitigating climate change, potential to replace fossil fuels, and the specific attributes of solar and wind energy illustrate its importance in our energy landscape. While challenges remain, the continued development and support of renewable energy technologies are pivotal in our journey towards a cleaner, more sustainable world. By making these changes, we'll leave a healthier planet for future generations.

Essay Writing

Sample Ideas		
Robotics in Future	Fashion Evolution	Terry Fox's Marathon
Ocean Acidification	Social Media Influences	The Klondike Gold Rush
Genetic Engineering	Teen Fitness Routines	Louis Riel and the Métis
Climate Change Impacts	Video Gaming Culture	The Quebec Referendum
Sustainable Agriculture	Music Genres' Popularity	Residential School Legacy

Instructions: Answer the questions below

1) Choose 3 topics you are interested in and list three main ideas about each.

Topic	Main Ideas
Example: Renewable Energy	• How can new technology impact climate change? • Can renewable energy replace fossil fuels entirely? • What are the challenges and benefits of solar and wind energy?
1)	
2)	
3)	

Name: _____

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Curriculum Connection
2.4, 4.1

Essay Writing

Write

Choose one of the three topics you selected, then write a five-paragraph essay about it.

Introduction – Include a thesis statement

PREVIEW

Main Idea 1

PREVIEW

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Understanding Formal Letters

Formal letters are essential in professional and official communications. They follow a specific structure and tone to convey messages in a respectful and clear manner. Often, they are used for applications, complaints, or official requests.



Key Components:

- **Sender's Address and Date:** Located at the top right corner.
- **Recipient's Address:** Placed on the left, below the sender's address.
- **Salutation:** Starting like "Dear Sir/Madam" if the recipient's name is unknown.
- **Body:** This is where the main message is written. It's divided into paragraphs, each focusing on a specific point.
- **Closing:** Ends with a phrase like "Sincerely" followed by the sender's signature and name.

Formal letters avoid casual language, slang, and contractions (like "can't" or "won't"). They are straightforward, polite, and to the point, emphasizing clarity and professionalism.

Exploring Informal Letters

Informal letters, on the other hand, are personal and casual. They are typically sent to friends, family, or acquaintances and have a relaxed tone.

Characteristics:

- **Personal Tone:** Informal letters can use everyday language and slang.
- **Flexible Structure:** While it still has an address, date, salutation, and closing, the format is less rigid.
- **Expressive Content:** These letters often express personal feelings, updates, and stories. They can include jokes, idioms, and casual phrases.

Unlike formal letters, informal letters allow for a more creative and personal expression. They do not adhere strictly to rules of format and language, making them more free-flowing and expressive.

In summary, the main difference between formal and informal letters lies in their purpose and tone. Formal letters are structured and professional, used in official or business contexts, while informal letters are personal, relaxed, and used in casual communications. Understanding when to use each type is an important skill in both personal and professional life.

Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are typically used for personal communications.	True	False
2) Informal letters strictly follow a specific structure and format.	True	False
3) The sender's address in a formal letter is at the bottom left.	True	False
4) Formal letters always require the sender's signature at the end.	True	False
5) Informal letters allow the use of slang and everyday language.	True	False

Think

Which type of letter or email is given in the example.

Subject: Hey, About Math

Hey Alex,

Hope you're doing well! I'm a bit stuck on our math homework. Question 5 is super confusing. Can you help me out with it after school today?

Thanks a bunch!

Mia

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

Dear Principal Johnson,

I am writing to express my interest in joining the school's debate team. I have participated in similar activities before and believe I can contribute significantly. I look forward to your favourable response.

Yours sincerely,

Ethan

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

Hey Chris,

Guess what? I finally got that video game we talked about! It's awesome. We should totally play it together this weekend. Let me know if you're free.

Catch you later,
Jordan

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

Subject: Inquiry on Science Project

Dear Mr. Thompson,

I am seeking additional information regarding our science project's presentation requirements. Your assistance would be greatly appreciated.

Sincerely,
Jamie Parker

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

Analyzing Informal Emails

Analyze

Read the emails below. Underline the subject, closing, and any contractions. Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Science Project Ideas?

Hey Jordan,

I'm brainstorming for our science project, and I'm super curious about your ideas. I was thinking about something space-related. How about we team up and explore the mysteries of the universe? Let me know your thoughts!

Curious

Mia

Author's Voice

Subject: Our Trip to the Zoo!

Hey Chris,

I'm super excited about our field trip to the zoo next week! I can't wait to see the lions and monkeys. What are you most excited to see? Let's plan to take lots of photos and maybe even get matching zoo hats!

Eagerly,

Oliver

Author's Voice

Subject: My Cat's New Hat

Hey Riley,

You won't believe it, but I put a tiny hat on my cat, Whiskers. He looks hilarious! I'll show you a photo tomorrow. I bet it'll make you laugh just as much as I did. Let's see if we can make tiny hats for your dog too!

Bye,

Ethan

Author's Voice

Name: _____

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Curriculum Connection
2.4, 3.3

Informal Email Writing

Write

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

Audience	Purpose
Sports Team Members	Discussing team strategies or post-game reviews.
Subject: _____	

Audience	Purpose
Uncle	Planning a surprise party for your aunt's 50 th birthday
Subject: _____	

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!	So,	Well,
Oh!	Ouch!	Yippee!	No!	Yikes!	Ah!	Whoa!

Think

Add an appropriate interjection and describe the voice used.

Subject: Eek! That Creepy Noise Again!

Hey Alex,

_____! You hear that eerie sound coming from the attic last night? _____, it was _____ too spooked to check it out alone. _____, I didn't sleep a wink. Can you come over?

Trembling,
Taylor

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

Subject: Sob! My Broken Skateboard

Hey Sam,

_____! My skateboard snapped in two. _____, it's _____ a trusty sidekick. _____, all those memories of skating at the park. _____ maybe it's time for an upgrade? Could use some cheering up.

Sorrowfully,
Drew

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

Subject: Yippee! Surprise Party Details!

Hello Ava,

_____! We've got the biggest surprise party for Casey coming up. _____, she's going to be so shocked! _____, can you believe we've kept it a secret this long? _____, it's going to be epic!

Buzzing with excitement,
Eli

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: Microscope Adventures Await!

Hey Aisha

So, guess what? Next week in science, we're starting this super cool unit – it's all about the microscopic world. So, we'll actually get to use microscopes to check out cells and tiny critters that are way too small to see with just our eyes.

Plus, I'm really excited to see all these weird and wonderful things living in just a drop of pond water. And we can make notes on the craziest things we find.

Moreover, I've heard we'll even get to see how cells divide, which is mind-blowing, right? And the best part is we'll be discovering the mysteries of the tiny universe in a drop of water.

Remember to bring your detective hat because we're going to have a blast with this. Can't wait to see what we find and to share our "Eureka!" moments.

Later,
Jenna

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Best Friend	Sharing exciting personal news
Sibling	Planning a surprise party for a parent
Cousin	Discussing plans for a family reunion
Grandparent	Sending a digital photo album
School Friend	Coordinating a video game session after school
Neighbour	Inviting over for a weekend barbecue

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

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

Criteria	☒	☐
Greeting		
Clear Topic Sentence		
Engaging Body – Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does It Make Sense?		

Edit

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

Criteria		
Greeting		
Clear Topic Sentence		
Engaging Body – Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does It Make Sense?		

Name: _____

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4.1

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

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

Teacher Comments

Mark

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

Analyzing Formal Letters

Analyze

Read the letters below. Underline the greeting and closing. Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Customer Relations Department
Acme Electronics
100 Industrial Way
Tech City, BC 12T4

Dear Mr. Kamel,

Despite repeated service calls, my laptop repair remains unresolved. Consequently, I demand immediate action. As a result, I demand a full refund or a replacement, alongside an explanation of the oversight. I expect a prompt resolution to this matter.

Sincerely,
John T. Kirkland

Author's Voice

Alumni Association
Oldtown University
200 University Drive
Oldtown, ON, M8P 3R5

Dear Alumni Coordinator,

Regretfully, I must inform you of my inability to attend the upcoming alumni reunion. Due to unforeseen personal reasons, I find myself unable to join my peers in what I know will be a memorable event. Nevertheless, I send my best wishes for a successful reunion and hope to participate in future events.

Warm regards,
Sana Sadi

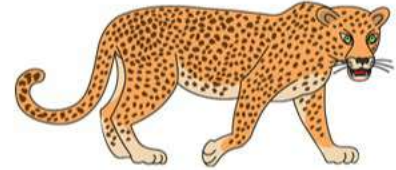
Author's Voice

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 colourful 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 quiet _____.
2)	As strong as _____.
3)	Cold like _____.
4)	Bright like _____.

Write _____

Add a simile to the sentence.

1)	She sang _____ _____ in _____ tent show.
2)	The cat's fur was _____ _____.
3)	His room was _____ _____, after the cleanup.
4)	She painted the canvas _____ _____.

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.
Time	Thief	
Home	Prison	
Hope	Anchor	
World	Stage	
Voice	Melody	

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 picnic. Describe the scene using your 5 senses: what you see, feel, hear, taste, and smell.

Anna looks around at the cheerful picnic scene, her friends' laughter filling the air. She hears birds chirping in the distance, harmonizing with the rustle of leaves. The grass beneath her feels soft and cool, a gentle touch against her skin. She tastes the sweet juice of an apple, fresh and crisp. Fingers graze the rough texture of the picnic blanket, anchoring her in this moment of joy.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

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

Mia wears her hair in two braids that dance as she moves. Her warm smile and kind eyes make her friends feel at home. She is one who can solve the toughest riddle the teacher gives, making her a favourite when quizzed. Plus, her ability to remember facts makes her a pro at trivia games.

Name	
Look	
Personality	
Special Trait or Talent	

Ben's freckles stand out under his short, sandy hair. He's always ready with a joke, but when it comes to building model airplanes, his serious side comes out. His models fly higher and longer than anyone else's. He dreams of becoming a pilot and soaring through the skies himself one day.

Look	
Personality	
Special Trait or Talent	

Lily's long, straight hair often hides her face as she stands over her science experiments. She's shy but shines when she starts talking about plants and flowers. Her garden at home is full of blooms that she's grown herself. She has a gentle touch with animals too, often found nursing injured birds back to health.

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Brainstorm

A story should have a plot, challenge, or something to achieve.
Brainstorm a bunch of problems/challenges your characters could face.

Plot Ideas

Practice

Choose a plot from above and write it in more detail.

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Describe the setting of the story.

Practice

Fill in the organizer below.

4) Beginning – Describe the beginning of the story. What is the setting? How will the characters be introduced to the problem?

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

1	
2	
3	

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

Creative Writing – Narrative Practice

First Person

In first-person writing, the narrator uses "I" or "we" to tell the story, sharing their personal experiences. Example: "I went to the park."

Second Person

In second-person writing, the narrator addresses the reader as "you," creating an immersive experience. Example: "You find a mysterious letter."

Third Person

In third-person writing, an external narrator uses "he," "she," or "they" to describe characters from a broader perspective. Example: "She saw her friends at the park."

Practice

Write on the lines in first person, second person and third person perspective to understand how these perspectives in narrative writing. Choose a character and a setting for each story and then start writing!

Characters	Plots	Settings
Inventor	Creates a device that filters polluted air	High-tech workshop
Time Traveler	Accidentally gets sent to the past	Medieval Castle
Young Biologist	Discovers a rare species while on a field trip	Amazon rainforest
Ghost Hunter	Investigates an old haunted house	Victorian mansion
Environmentalist	Fights to protect an endangered species	National Reserve
Fantasy Creature	Seeks to unite the different magical realms	Magical Kingdom
Medieval Knight	Defends his village from a dragon's wrath	Medieval Village
Young Philosopher	Wins an ethics debate competition	University Auditorium

First Person Story:

Name: _____

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PREVIEW

Second Person Story:

Name: _____

PREVIEW

Third Person Story:

Name: _____

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PREVIEW

Answer

Answer the following question

1) What perspective did you find the easiest to write? Explain.

2) Which perspective was better able to explain the characters, plot and setting of your story?

Use Paragraphs Appropriately

Using a paragraph appropriately means organizing your writing into distinct sections, or paragraphs, each with its main idea or topic. It's like dividing your thoughts into smaller groups to make your writing easier to read and understand.

Additionally, in proofreading, special symbols like the pilcrow (¶) are used to indicate the beginning of a new paragraph. These symbols help editors and proofreaders ensure that paragraphs are appropriately separated in written work, improving clarity and readability.

Edit

Insert pilcrow symbols (¶) where new paragraphs should begin in the following passages to improve organization and readability.

The morning was clear, but the leaves had started to turn brilliant shades of orange and red, signaling the arrival of autumn. A soft mist hovered over the meadow as Sam and his sister Lucy set out on their hike. They had been planning this trip for weeks and were excited to see the waterfall at the end of the trail, which was famous in their small town for its beauty in the fall. The path was covered with a carpet of leaves that crunched under their boots. Every step brought a new wave of earthy, damp foliage. Sam stopped to take a photo with his camera, capturing the sunlight filtering through the trees, casting a kaleidoscope of shadows. As they reached the waterfall, the sound of the cascading water grew louder, and they felt the cool spray on their faces. Lucy unpacked the sandwiches they had made earlier that morning, and they sat on a nearby rock to eat. The view was spectacular, and they took their time, not wanting to forget a single detail of the scenery. Later that afternoon, they decided to explore a cave they had spotted just off the main path. It was dark and a bit daunting, but Sam's flashlight revealed ancient rock formations and the walls glittered with tiny crystals. As the sun began to set, they made their way back, their hearts full of the day's adventures. They agreed to come back next year, making it a new tradition. On the drive home, they were quiet, each lost in thought, reflecting on the beauty of the natural world and the thrill of exploring it together.

Using Quotations in Narratives

Quotation Marks in Dialogue

Knowing how to use quotation marks in conversations is very important. These special marks help readers understand when a character is talking in a story. Let's go through eight important rules with examples for each.



- 1) Quotation Marks for Speaking:** When a character talks in a story, you need to put quotation marks (" ") around what they say. Quotation marks serve as a signal to readers, indicating that someone is speaking.
- 2) Commas:** If you know who is speaking, it's important to use a comma before or after the dialogue. Examples: Sarah said, "I'm going to the park." or "I'm going to the park," Sarah said.
- 3) Punctuation Goes Inside:** If a character's speech ends with a period, comma, question mark, or exclamation point, the punctuation marks go inside the quotation marks. So, if someone asks you, "How are you?" the question mark stays inside the quotation marks.
- 4) Quotation Marks Within Quotation Marks:** If a character repeats what someone else said, use single quotation marks (' ') for the inner quote and double quotation marks for the entire speech. For example: Mark told me, "When she said 'Never give up.'"
- 5) Multiple Paragraphs:** If a character's speech spans more than one paragraph, you should start each new paragraph with a quotation mark, but only use one closing quotation mark at the end of the last paragraph. For example:
"I had an adventure in the forest."
"It was so much fun."
- 6) Using Descriptive Tags:** Choose a tag that best describes how the person said what is in the quotation. For example, "Come for dinner!" Mom yelled.
- 7) Exclamation Points and Question Marks:** If the character's speech is a question, or if they exclaim something, the tag should start with a lowercase letter. For example: "Is it your birthday today?" she asked.
- 8) Exclamation Points and Question Marks:** If someone's speech ends with an exclamation mark or a question mark, you don't need to include a comma before the closing quotation mark. For instance: "Look out!" he shouted.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	"Will you come with me? Asked Sara"
Edited	

Original	"Time is dinner," Mom asked.
Edited	

Original	"Please," she said. Grandma said politely"
Edited	

Original	The child whined and the
Edited	

Original	"The museum was amazing" Whispered Sarah
Edited	

Original	Sarah whispered, "And then he declared, This is the greatest pleasure of our lives."
Edited	

Original	Emma said I can't believe it's already April"
Edited	

Original	Max yelled I won the match"
Edited	

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 _____	_____ _____ _____

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. There may be more than 1 answer.

Personality: Curious

- a) "I wonder why the sky is blue?" she pondered, eyes gleaming with interest.
- b) "I know a lot about the solar system," he stated, lacking any intrigue.
- c) "Can you get me a glass of water?" she asked, diverting the subject.

Personality: Confident

- a) "I'm not really sure how to do this," he muttered, uncertainty in his voice.
- b) "This challenge is no match for my skills," he declared confidently.
- c) "Maybe we should ask someone for help," he said, without assurance.

Personality: Timid

- a) "I'm scared of the dark; can someone come with me?" she whispered fearfully.
- b) "Dark rooms are perfect for hide and seek!" he exclaimed, charging forward.
- c) "I can navigate the dark; it's easy," she lied, trembling nervously.

Personality: Enthusiastic

- a) "Let's get started on this project right away!" she chirped, clapping her hands excitedly.
- b) "I can't wait to see the results," he beamed, eyes shining with anticipation.
- c) "This is going to be the best day ever!" she exclaimed, bouncing on her toes.

Personality: Impulsive

- a) "Let's stop and think before going forward!" he suggested, thinking of a plan.
- b) "I bought it on a whim—it looked cool!" she giggled.
- c) "Why wait? The time is now!" she blurted out, grabbing her coat in a hurry.

Emotions in Dialogue – Speaker Tags

Think

What emotion is the character feeling? Write an appropriate speaker tag.

Word Bank

Excitement	Sadness	Anger	Fear	Confusion
Happiness	Surprise	Disappointment	Determination	Curiosity

Emotion	Dialogue	Speaker Tag
	"We won the game! We actually did it!"	Tom exclaimed excitedly.
	"I can't believe what you did! What did you do to get us free tickets!"	Emily _____ _____.
	"I won the game, but I was hoping to go with you."	Mark _____ _____.
	"We'll find a way to make it work," Sarah _____ _____.	
	"What if we can't find another day to go?"	_____.
	"Wait, is the fair for one day only?"	Lily _____ _____.
	"Oh no, I can't believe I double-booked myself,"	Mike _____ _____.
	"Actually, now that I think about it, maybe it's all week?"	Jessica _____ _____.
	"How did you get those tickets, anyway?"	Tim _____ _____.
	"I'm so annoyed with myself for this scheduling mistake,"	Sophie _____ _____.

Adding Dialogue to a Story

Write

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

In the corner of Jayden's grandmother's attic, beneath a pile of vintage clothes, Jayden found an old pocket watch. It was golden and still ticking, despite its age.

"

" Jayden whispered, intrigued by the engraving on the back.

Taking the watch to his grandmother, he found her in the garden. She looked up with a smile that soon turned to a look of surprise.

"

" she said, her eyes locking onto the watch.

"It was granddad's," Jayden stated. "But how did it get way up there?"

"

_____," his grandmother pondered. Then she took the watch into her hands.

She flipped the watch open and pressed a tiny button on the side. Suddenly, a small compartment opened, revealing a folded piece of paper.

"

_____," Jayden gasped, leaning in closer.

His grandmother unfolded the paper with trembling hands. On it was a short note that read:

"

_____," she read aloud, her voice filled with emotion.



Analyzing a Short Story - Quotations

Coral Reef Wonders

Once upon a time, in a small coastal town, two friends, Mia and Leo, embarked on a snorkeling adventure to explore the vibrant world of a coral reef. Mia, bubbling with excitement, exclaimed, "Look at all the colours, Leo! It's like a living rainbow underwater!"

Leo, equally amazed, replied, "I've never seen anything like this! The coral is so diverse and full of life."

As they swam, they saw schools of fish weaving through the coral. "Did you know," Mia began, "these reefs are home to thousands of marine species?" Nodding, Leo added, "They're so beautiful, but you're crucial for the ocean's health."

Suddenly, a bright pink fish appeared. "It's eating the algae off the coral," Leo pointed out. Mia responded gratefully, "We must protect these reefs. They're a treasure for the entire planet."

Their snorkeling adventure left them with a deep appreciation for the delicate and vibrant ecosystems of coral reefs, a world teeming with life and color.



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	wondered	requested	mused	shared
replied	suggested	reminded	conceded	mentioned
announced	declared	bragged	mentioned	explained
hinted	boasted	inquired	urged	offered

Fill in the blanks to complete the speaker tag for the quotations below using as many different words from the list above as you can.

PREVIEW

1)	"Can we start the project today?" she _____ eagerly.
2)	"I wonder if I will see you here tonight," he _____.
3)	"Let's meet at the library," she _____ with a smile.
4)	"I suggest taking the shortcut," he _____ with a wink.
5)	"Class is dismissed," the teacher _____.
6)	"I declare this science fair open," the principal _____.
7)	"I insist you try the cake," she _____.
8)	"I'm the fastest runner here!" he _____.
9)	"Can you help me with this problem?" she _____ softly.
10)	"Remember to submit your essays," he _____ the class.
11)	"I've finished my homework," she _____ to her friends.
12)	"I propose a new club for gamers," he _____ at lunch.
13)	"I admit, I was wrong about the math question," he _____.
14)	"I'll share my notes with you," she _____ kindly.

Creative Writing – Main and Minor Characters

In stories, the **main characters** are the stars of the show. They are central to the story's plot, and we learn a lot about their thoughts, feelings, and backgrounds. Think of them as the main players in a play.

On the other hand, **minor characters** are like the supporting cast. They play smaller roles and are not the main focus, but they're still important. They interact with the main characters and help the story move along.



Use one suggestion from each category below and write a story. Practice using dialogue between characters. Ensure your story includes one main character and two minor characters.

Characters	Plots	Settings
Leo the Lifeguard	Rescues a swimmer from danger	Beach
Fairy Eliza	Reveals a secret about a rainbow	Enchanted forest
Detective Dan	Solves a school mystery	Middle school
Sarah the Scientist	Discovers a new planet	Space observatory
Knight Tristan	Defends his kingdom from dragons	Medieval castle
Robot Ralph	Learns the value of human emotions	Futuristic city
Teacher Tom	Inspires students to achieve dreams	Classroom
Astronaut Abby	Lands on an unexplored moon	Space
Cowboy Cody	Saves the ranch from a wild stampede	Arid landscape
Princess Penelope	Finds a secret passage in the castle	Royal palace

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.

Checkmate in the Park

In the heart of the bustling city, a group of students gathered around an old chessboard in the park.

"I bet I can win in ten moves," Jamal boasted confidently, setting up his pieces with a flourish. "You're on!" Maya replied, her eyes twinkling with challenge.

As the game progressed, onlookers began to gather. "She's got him on the run," a bystander whispered. Maya moved a knight across the board.

"No way, Jamal's setting a trap!" another boy yelled excitedly. "Checkmate," Maya announced with a smirk, her hand resting on the queen.

Jamal leaned in, scrutinized the board, and then admitted, "You've got me. Well played." "You underestimated the power of the queen," she teased him, giving him a friendly nudge.

As they reset the pieces, an old man who had been watching them smiled. "You kids give me hope for the future!"

Their laughter filled the air, mixing with the city sounds. For them, the park had become more than just a game; it was where friendships were forged and lessons learned, far from the classroom.

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

Assignment – Narrative Writing

Write Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Chef Oliver	Invents a new recipe for a cooking show	TV studio kitchen
Daisy the Dolphin	Solves the mystery of the coral reef	Ocean reef
Wizard Wilbur	Casts a spell to save her enchanted forest	Enchanted woodland
Detective Diana	Tracks down a missing royal crown	Bustling medieval city
Frank the Frog	Organizes a pond Olympics	Lily pad pond
Engineer Emma	Builds a bridge to connect two cities	Mountainous terrain

Plan Choose one of the ideas 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 and how your characters first discover the problem.

Plan

Fill in the organizer below.

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

1

2

3

4

5

5) End – How will the problem be resolved? How will the character(s) 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 narrative stories
- ☐ Pencils and erasers
- ☐ Highlighters or markers
- ☐ Revision checklist on page 128 the 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.

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 favorite part of the story?

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

1)

2)

3)

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

1)

2)

3)

Rubric – Story Writing

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

Comments

Mark

Persuasive Writing - Research

Research in persuasive writing is crucial. It helps you gather evidence to support your arguments effectively.

For example, when persuading your friends that chocolate ice cream is the best flavour, research helps you find reasons like its taste and popularity. You can collect information from books, interviews, or personal tests.



This evidence strengthens your argument, making it more convincing. Without research, you rely solely on your words, but with it, you have solid proof, making your writing powerful.

Research _____ in the _____ how to learn more about the topics.

Topic	Which province leads the way?
1) Before you start researching, decide on an opinion. Write it below. If you're unsure, ask some of your classmates what they think and listen to their ideas to formulate an opinion.	
2) Now you'll need to find research about why the province you chose is the best. You might want answers to these questions below.	
Sports Teams In The Province	
Average Temperature	
Average Snowfall	
Average Rainfall	
Famous Landmarks	

Persuasive Writing - Research

Research

Fill in the table below to learn more about the topics.

Popular Sports	
Notable People	
Top Attraction	
Average Income - Where Does The Province Rank In Canada?	
Average House Price By Province - Rank In Canada	
3) What else did you find that makes this province special?	
4) Talk to classmates and teachers about why they like the province you picked. Write down 4 things you find out.	
1)	
2)	
3)	
4)	

Understanding Bias in Persuasive Writing

Recognizing Bias in Persuasive Writing

Bias in persuasive writing is when the writer's personal opinions, beliefs, or preferences skew the presentation of information or arguments. It's crucial to understand bias because it influences how information is received and interpreted, and it can shape our opinions and decisions. Especially in today's world, where we are constantly bombarded with information, being able to identify bias helps us make informed decisions.

Types and Sources of Bias

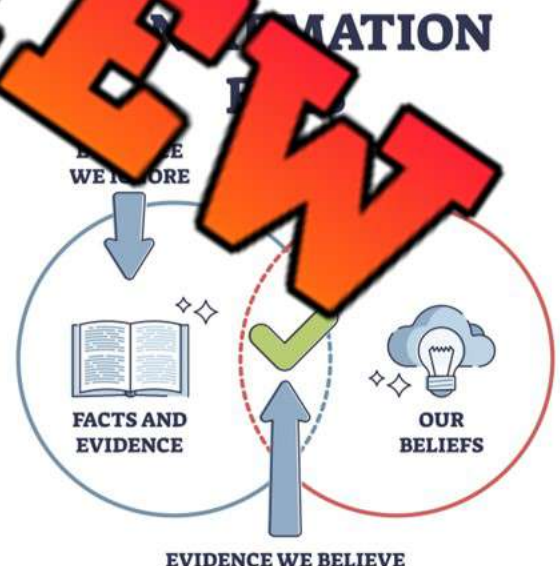
Bias can appear in several ways in writing:

- Word Choice: The use of emotional or loaded language is a strong indicator of bias. For instance, words like "tragedy" or "miracle" carry emotional weight and can sway the reader's opinion.
- Selective Presentation of Facts: A type of bias occurs when a writer only presents information that supports their point of view while ignoring contradictory evidence.
- Use of Generalizations: Stereotypical statements that oversimplify groups, situations, or events often indicate bias.
- One-Sided Arguments: A clear sign of bias is when a writer only presents one aspect of an argument or issue.

Evaluating Sources for Bias

To critically analyze texts for bias, consider the following steps:

- Investigate the Author's Background: The author's experience, affiliations, or expertise can provide context for potential biases.
- Examine the Evidence: Reliable and unbiased writing should include well-supported arguments with verifiable facts or data.
- Explore Multiple Perspectives: Reading varying viewpoints on the same issue can highlight biases and provide a more balanced understanding.
- Reflect on Personal Biases: Recognizing your own preconceptions can help in reading and evaluating texts more clearly.
- Look at the Publication Source: The platform or publication where the piece appears can also influence its slant or bias.



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Winter is, without question, the best season of the year. The crisp, cold air is invigorating, unlike the oppressive heat of summer. Snow transforms the world into a magical wonderland, something no other season can claim. Skiing, snowboarding, and building snowmen are joys unknown to the dreariness of other seasons. People often praise summer, but they forget the discomfort of sweating and the annoyance of bugs. Winter, with its cozy firesides and beautiful snowflakes, is clearly superior.

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.

Cats are undoubtedly the superior pet choice for anyone who appreciates independence and grace. They put dogs and other pets to shame. While dogs demand constant attention and walks, cats are self-sufficient and dignified. They embody elegance and grace in their way of life. Dogs may be loyal, but cats choose their humans, making their relationship far more meaningful. In the world of pets, cats are the clear rulers, with their sleek coats and mysterious allure.

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 Spielberg,

I hope this letter finds you well. I am writing with a revolutionary idea that I firmly believe will transform our school into the most talked-about educational institute in the country. Imagine, for a moment, a school where every classroom is a giant trampoline! Yes, you heard that right, a trampoline in every room.

Bouncing whiteboards would not only make classes the most fun ever, but it would also keep us physically fit! Think about it: history lessons while somersaulting, solving math problems mid-jump, and learning nature while hopping around. It's a perfect combination of learning and exercise.

Some might say this idea is impractical, but I believe it's a stroke of genius. Our school would become instantly famous, and students all over would wish they were part of our amazing bouncing classroom.

I eagerly await your enthusiastic approval of this fantastic proposal.

Yours sincerely,
Chris Mathews

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

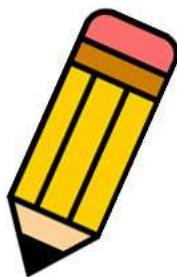
Tough Job

Write your response letter back to Chris.

PREVIEW

Include:

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



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

Assignment – Persuasive Essay Writing

Imagine you have the power to change one rule at your school. Now, pick one rule you'd passionately like to change. In this persuasive writing challenge, you're going to argue why your chosen rule should be altered or abolished. Convince your readers with strong arguments, creative thinking, and maybe even a touch of personal experience. Are you ready to be a change-maker? Let's see what you've got!

Planning

Fill in the graphic organizer below.

1) Jot down all the rules you might consider for this assignment! Think about all the rules you find every day. Dress codes to lunchtime regulations.

2) Which rule do you really want to change? Write it down.

3) List three main arguments for why this rule should be changed.

4) Write your thesis statement here.

Main Argument 3

Conclusion

PREVIEW

Rubric – Persuasive Writing Assignment

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Structure	Essay has a clear five-paragraph structure, including introduction, conclusion, and three body paragraphs.	Essay follows a five-paragraph structure with minor deviations.	Essay loosely follows the five-paragraph structure but lacks clear division.	Essay does not follow the five-paragraph structure.
Introduction & Thesis	Introduction is engaging, provides context, and presents a clear thesis statement.	Introduction provides context and includes a thesis statement but may lack engagement.	Introduction and thesis statement are present but lack clarity or relevance.	Introduction is missing, incomplete, or fails to include thesis.
Conclusion	Conclusion effectively summarizes main ideas and restates the thesis without being repetitive.	Conclusion summarizes main ideas and restates the thesis but with less effectiveness.	Conclusion is present but doesn't summarize main ideas or may simply repeat the thesis.	Conclusion is missing or fails to summarize the main ideas or relate to the thesis.
Main Ideas & Statistics	Each main idea is supported by relevant, accurate statistics and clearly connects to the thesis.	Main ideas are supported by statistics, but some may be less relevant.	Some main ideas lack clear statistics or relevance to the thesis.	Main ideas are not clearly stated or supported by statistics.
Persuasive Elements	Uses a variety of persuasive techniques effectively to strengthen the argument.	Uses some persuasive techniques effectively, but the argument lacks balance.	Uses persuasive techniques, but they are not effective or misapplied.	Lacks persuasive elements or are ineffective.
Grammar & Mechanics	The writing is free of grammatical and spelling errors, enhancing readability and flow.	There are minor grammatical or spelling errors, but they do not impede readability.	Grammatical and spelling errors are noticeable and may impede readability.	Frequent grammatical and spelling errors.

Comments

Mark

Synthesizing – Letters to the Mayor

Synthesize

Pretend you are the mayor. You have received 3 different letters. Read each letter and synthesize the information, forming one opinion.

Dear Mayor Robinson,

I hope this message reaches you in good spirits. I'm Kyle, an eighth grader at Riverside Middle School, and I'd like to discuss the topic of public art in our community. In our social studies class, we learned about the importance of art in society. Public art makes our city vibrant and inspiring! Murals, sculptures, and installations could transform dull spaces into places of beauty and conversation. More art in public places means more creativity and community connection. I hope you'll consider making our town a canvas for local artists.

Warm wishes,
Kyle Patel

Dear Mayor Robinson,

Greetings! I'm Layla from Westview Secondary, and I've been thinking a lot about public art. While art is important, should we focus on more pressing issues? Problems like potholes and playground safety seem more urgent. I understand that art can be beautiful, but many of my classmates agree that the budget might be better spent on practical improvements. I believe fixing what's broken is a form of community care that precedes public art. Maybe there's a balance to be struck?

Sincerely,
Layla Hernandez

Hello Mayor Thompson,

My name is Ethan, and as a student at Greenfield Middle School, I'd like to share my thoughts on public art in our city. Some say it's essential, while others prefer spending on infrastructure. I've noticed that empty walls and unused spaces could be perfect for art, but they could also be used for community bulletin boards or urban gardens. Art is powerful, but so is a community's practical needs. Could we find a way to combine both art and function?

Best regards,
Ethan Smith



Synthesis

After reading all three letters, write a letter in response to everyone.
Synthesize the 3 letters and form an opinion that you can tell all three people.

PREVIEW

All About Expository Writing

The Essence of Expository Writing

Expository writing is a fundamental style used to impart information to readers in a direct, straightforward manner. It is distinguished by its focus on facts, logic, and explanation rather than personal opinion. The goal is to enlighten or educate the reader about a particular topic, providing a thorough understanding of the subject matter.



Core Components of Expository Writing

To be effective, expository writing incorporates several important components:

- **Thesis Statement:** A clear and concise statement that presents the central idea of the writing.
- **Supporting Evidence:** This includes data, facts, and other information that back up the thesis.
- **Clear Organization:** A logical structure that guides the reader through the points being made.
- **Transitional Elements:** These help to connect ideas and paragraphs, maintaining a logical flow.
- **Concluding Summary:** A final paragraph that wraps up the discussion without introducing new information.

Together, these elements form the backbone of successful expository writing, allowing the reader to gain a full and accurate understanding of the topic.

Varieties of Expository Writing

Expository writing can be categorized into several types, each serving a different purpose:

1. **Instruction Lists:** Step-by-step guides, such as recipes or assembly instructions, that lead the reader to a specific end result.
2. **Informational Reports:** Objective descriptions of a topic, such as a summary of a historical event or an explanation of a natural phenomenon.
3. **Problem and Solution Essays:** These identify a particular issue and propose one or more solutions.
4. **Comparison Essays:** A format that explores the similarities and differences between two or more entities.
5. **Cause and Effect Essays:** Essays that examine the reasons for an event and the consequences that follow.

Each type of expository writing has distinct characteristics and is chosen based on the writer's intent and the reader's needs. Mastery of expository writing not only aids students in their academic endeavors but also prepares them for effective communication in their future professional and personal lives.

True or False

Is the statement true or false?

1) Expository writing should include the author's personal opinions.	True	False
2) A thesis statement is the main idea of an expository essay	True	False
3) Facts are not necessary in expository writing.	True	False
4) Expository essays must have a structured organization.	True	False
5) Transition words are not important in expository writing.	True	False

Question

Answer the questions below.

1) What is the role of a thesis statement in an expository essay?

2) In what situations might an instructor use an expository essay?

Which Type?

Write the type of expository text you would use for each topic below.

1) How to Make a Simple Electric Circuit	
2) The Causes and Effects of Global Warming	
3) Comparing Renewable and Non-renewable Energy Sources	
4) Understanding the Water Cycle	
5) Steps to Solve a Basic Algebraic Equation	
6) The Impact of Plastic Pollution on Marine Life	
7) The Similarities and Differences between Frogs and Toads	
8) The History of the Internet	

Step-by-Step Treehouse Drawing

Instructional Writing

Follow these steps to draw a treehouse

Step 1: Outline the Tree Trunk and Branches: Sketch a textured tree trunk. Add thick branches extending upward to support the treehouse.

Step 2: Create the Treehouse Base: Draw a large, tilted rectangle on the branches for the treehouse floor, suggesting a wooden platform.

Step 3: Create the Walls and Roof: Draw vertical lines for walls on the base and a pointed roof with slanted lines.

Step 4: Add the Door and Windows: Place a rectangular door with a circle for a knob and square windows with cross-hairs on the walls.

Step 5: Design a Ladder or Stairs: Draw the treehouse, add a rope ladder or wooden stairs spiraling around the trunk.

Step 6: Draw Surrounding Foliage: Surround the tree with leaf clusters for a lush look, blending some with the tree's branches.

Step 7: Final Details and Shading: Detail the treehouse with a flag, a branch-hung tire swing, or a window telescope. Shade for depth and texture.

Writing a How-To-Guide

Plan

Complete the plan below so you can write your how-to-guide

1) Brainstorm – Write down what you're good at. Examples: soccer, crafts, math, recipes.

2) Choose Your Topic – Choose something from your list to focus on.

3) Title Time – Think of a catchy name for your guide.

4) Materials Needed – Write down everything you need. If it's a recipe, list the ingredients.

5) Guide Steps – Explain how to do it in clear, numbered steps.

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6) Handy Tips – Share helpful advice to do it better.

7) Safety First – List things to be careful of while doing the activity.

Title:

Introduction

Materials

--	--

Instructions

Tips/Notes/Cautions/Warnings

Informational Reports: Non-Fiction

Fiction is a story created from the imagination, like "Harry Potter." Non-fiction is based on real facts and events, like a biography of Abraham Lincoln. Both types of stories can be interesting and educational!

Think

Are the sentences below from a fiction or non-fiction book?

1)	A talking rabbit led Alice through a magical wonderland.	Fiction	Non-Fiction
2)	The sun is at the center of our solar system.	Fiction	Non-Fiction
3)	Dragons soar above the kingdom, guarding the golden treasure.	Fiction	Non-Fiction
4)	A young boy discovered powers on his twelfth birthday.	Fiction	Non-Fiction
5)	Neil Armstrong was the first person to walk on the moon.	Fiction	Non-Fiction
6)	The Nile River is the longest river in the world.	Fiction	Non-Fiction
7)	In a hidden forest, unicorns roam quietly under the trees.	Fiction	Non-Fiction
8)	Photosynthesis is the process plants use to make food from sunlight.	Fiction	Non-Fiction
9)	World War II ended in 1945 with the defeat of the Axis powers.	Fiction	Non-Fiction
10)	A pirate ship sailed the seven seas in search of treasure.	Fiction	Non-Fiction

Think

Write at least 2 fictional and 2 non-fictional stories you've read recently. As an option, you could also find books in your class library.

Fiction	Non-Fiction

Activity: Brainstorm Bonanza!

Objective

What are we learning more about?

To help students learn the process of brainstorming, enabling them to generate a wide variety of ideas on any given topic.

Materials

What is needed to complete the activity?

- ☐ Paper (1 sheet per student)
- ☐ Pen or pencil
- ☐ Timer or stopwatch
- ☐ A large box of topics
- ☐ Small slips of paper with topics – provided



Instructions

How do we complete the activity?

- 1) Introduction: Begin by explaining the brainstorming process to come up with many ideas quickly without worrying about whether they're good.
- 2) Random Topic Selection: Call up a student to choose a topic from a list of topics below).
- 3) Timed Idea Generation: Set the timer for 2 minutes. In this time, students jot down as many ideas or words related to their topic as they can.
- 4) Idea Sharing: Once time's up, ask students to share some of their ideas with the class. This can be a fun way to see the variety of thoughts and creativity across different topics.

Topics

Cut out the topics below.

Food Chains	Non-Living Things	Oil Spills
Solar Energy	Wind Energy	Deforestation
Climate Change	Rust – Chemical Change	Dissolving – Water and...

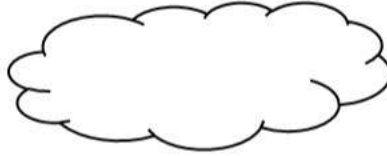
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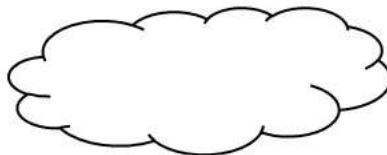
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Brainstorm

Write as many ideas about the topic as you can



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Writing a Report – Water Bodies

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: lakes, rivers and oceans. Label each heading with (L) for lakes, (R) for rivers, and (O) for oceans.
- 3) On the next page, write the introduction for the report. Then you'll use the 3 headings to write the body of the report. You'll add a conclusion. You don't need to use all the facts for your report. Choose your favourite 3.

Facts

Organism Facts

The Yangtze River is the longest river in Asia.	
The Mariana Trench is the deepest point in the Pacific Ocean.	
Lake Superior is the world's largest freshwater lake by volume.	
Crater Lake in Oregon was formed by a collapsed volcano.	
The Great Barrier Reef is in the Pacific Ocean.	
The Mississippi River is one of the longest rivers in the USA.	
The Ganges River is considered sacred in Hinduism.	
Oceans absorb about 30% of carbon dioxide produced by humans.	
Lake Victoria is Africa's largest lake and the world's second-largest freshwater lake.	
Oceans cover more than 70% of the Earth's surface.	
The Pacific Ocean is the largest and deepest ocean on Earth.	
Lake Baikal in Russia is the world's deepest lake.	
The Amazon River flows through the South American rainforest.	
The Nile River is historically renowned as the world's longest.	

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What will the 3 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.

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PREVIEW

How To Research Effectively

Understanding Effective Research Techniques

Research is a key skill that helps us discover new information, solve problems, and learn about topics in depth. When you research effectively, you gather reliable and relevant information that enhances your knowledge and understanding. Let's explore some important techniques to make your research more effective.

Firstly, identify your research topic or question. This gives you a clear goal and helps you stay focused. If you're researching "The impact of plastic on marine life," your goal is to find information specifically on this topic.

Finding Reliable Sources

A crucial part of research is finding sources that are credible and reliable. Here are some tips:

- Use academic databases: These databases provide access to scholarly articles and papers.
- Check the author's credentials: Ensure the author is knowledgeable about the subject.
- Look at publication dates: Check the date of the information to get current perspectives.
- Evaluate the source's purpose: Understand if the source aims to inform, persuade, or entertain.

Remember, not all information found, especially from the internet, is accurate or trustworthy. Always cross-check facts and data from multiple sources.

Good Searches	Bad Searches
Photosynthesis process steps	What are the newest things found by rover on Mars?
Causes of World War I	What are the main ideas in Shakespeare's Hamlet
Mount Everest climbing history	How and Why did the French Revolution happen

Organizing Your Findings

Once you gather information, organize it systematically. Create notes and summaries of what you've learned. This will help you understand the topic better and make it easier to refer back to the information later. Good organization also makes it easier to present your findings clearly, whether in a written report or a presentation.



Think

Is the search good or bad?

1) Please give me information on the Roman Empire history	Good	Bad
2) World's fastest animals	Good	Bad
3) What are some healthy foods to give me more energy in the morning?	Good	Bad
4) Elements in the periodic table	Good	Bad
5) I need to find out how the water cycle operates	Good	Bad
6) Tectonic plates and earthquakes	Good	Bad
7) I'm looking for facts on American Civil War battles	Good	Bad
8) Renewable energy sources	Good	Bad
9) What's the process of making paper?	Good	Bad
10) Great Wall of China history	Good	Bad

Questions

Answer the questions below

1) Why is research important according to the research?		

2) What are some examples of reliable sources mentioned in the research?		

3) Is the description of the website below trustworthy? Yes, or no?		
1) An established news organization's website for current events.	Yes	No
2) Social media posts from unverified and non-expert accounts.	Yes	No
3) The official website of a reputable NGO, providing reports and research on global issues.	Yes	No
4) A website selling health supplements with exaggerated health claims.	Yes	No
5) A YouTube video from an unqualified individual promoting pseudoscience.	Yes	No

Research Activity - Questioning

Think

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

Topic 1: Continents – Ex. How many continents are there on Earth?

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Canada – In which province is the Canadian capital located?

	Questions	Answers
1		
2		
3		
4		
5		

Research Activity - Questioning

Narrow Questions

For the questions below, think of 3 more specific questions you can research answers to.

Question 1: What is the largest planet in our solar system?

	Questions	Answers
1		
2		
3		

Question 2: How many books in the Harry Potter series have?

	Questions	Answers
1		
2		
3		

Question 3: What is the official currency of the United Kingdom?

	Questions	Answers
1		
2		
3		

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 (provided)
- ☐ 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. Who was the first woman to win a Nobel Prize?		
2. What is the viscosity of a fluid thickened by the addition of a thickener?		
3. Where was a confederation of fields?		
4. Who discovered penicillin?		
5. What is the phobia of spiders known as?		
6. What is the currency of Japan?		
7. Who is known as the father of geometry?		
8. What galaxy is Earth located in?		
9. What is the chemical symbol for gold?		
10. What year was the telephone invented?		
11. What is the largest internal human organ?		
12. What is the hardest natural substance?		

Question	Answer	Source - Website Name
13) What is the term for fear of heights?		
14) What's the chemical symbol for silver?		
15) Who is the author of "Les Misérables"?		
16) What is the smallest bone in the human body?		
17) What is the capital of New Zealand?		
18) Who is the Roman god of war?		
19) What is the currency of South Africa?		
20) What is the largest land mammal in the world?		
21) What is the term for a word that reads the same backward and forward?		
22) Who was the second person to walk on the moon?		
23) What is the most spoken language in the world?		
24) What is the predominant religion in India?		

Editing a Report – Importance of Accessibility

1) Key Components of Accessibility

Accessibility can be broken down into several key components:

2) Benefits of Accessibility

Creating an accessible environment benefits everyone, not just people with disabilities. For example, curb cuts on sidewalks, designed for wheelchair users, are also useful for people with strollers or those using rolling luggage.



3) Physical Accessibility

This involves making physical spaces, like buildings and public transportation, accessible to people with disabilities. Features like ramps and elevators are important.

4) Conclusion

In conclusion, accessibility is a part of creating a fair and inclusive society. By understanding and implementing various measures, we can help ensure that everyone has equal opportunities to participate and contribute.

5) The Importance of Inclusivity

Ensuring accessibility is not just about following laws and regulations; it's about inclusivity. When we make our world more accessible, we are acknowledging that every person has the right to participate fully in society. This includes access to education, employment, transportation, and information technology.

6) Glossary

- **Disabilities:** A physical or mental condition that limits a person's senses, or activities.
- **Screen Reader:** A software application that reads out the text on a screen to a visually impaired user.
- **Subtitles:** Text displayed at the bottom of a video screen that translates or transcribes the dialogue.

7) Introduction

Accessibility is an important concept that refers to the design of products, devices, services, or environments for people with disabilities. The goal is to make sure that everyone, regardless of their abilities or disabilities, can use these things effectively, safely, and with dignity.

8) Digital Accessibility

With the rise of technology, ensuring websites, apps, and digital content are accessible is crucial. This includes features like screen readers for the visually impaired and subtitles for the hearing impaired.

True or False

Is the statement true or false?

1) Accessibility only refers to physical spaces like buildings.	True	False
2) Screen readers are used by visually impaired individuals.	True	False
3) Subtitles are only useful for people who are deaf.	True	False
4) Accessibility measures benefit people with disabilities.	True	False
5) Curb cuts on sidewalks are helpful for wheelchair users only.	True	False

Organize

Answer the question below

Whoops! The report is written in the wrong order. Write what order you would put each heading in and explain why.

Heading Number	Why Does It Go There?

Report Writing – Introductions

A good introduction makes people want to read more. Here's how you can make your introduction better:

- Start with a fun fact
- Start with a question
- Has a thesis statement that explains what the report will be about
- Keep it short and interesting!



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

Did you know that octopuses have three hearts? Why do these sea creatures need so many? This essay explores the extraordinary anatomy of the octopus, uncovering the secrets behind its remarkable organs and how they support its survival in the ocean's depths.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

The Golden Gate Bridge deals with a lot of things and each of them. This essay will explore the engineering principles behind this iconic structure, focusing on its design and the materials that contribute to its resilience.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Did you know that honey bees are highly important for our environment? Their contribution is essential and pivotal in the intricate process of food production, a process upon which the sustenance of the human population and various ecosystems heavily rely. In this extensive essay, we aim to thoroughly examine and discuss in great detail the myriad aspects of honeybee behavior. This includes their social structure within hives, their role in the larger context of the ecosystem, the intricate nature of their interaction with both their immediate environment and the broader natural world. Additionally, we will delve into the multifaceted challenges that honeybees currently face, ranging from environmental threats to man-made issues, and how these challenges impact their population and, by extension, the broader ecological balance.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Report Writing – Conclusions

- **Summarize the Main Points:** Mention the main things you talked about.
- **Call to Action:** Suggest something fun or interesting to do, like reading a cool book or chatting about the topic.
- **Connect to the Introduction:** Restate your thesis statement using different words.
- **End with Something Interesting:** End with a cool fact or a question to make your reader think.



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

As we finish, let's think about Rubik's Goldberg machines are more than just playful inventions; they show a great way to think about how one thing leads to another. Why not give it a go and make your own at home? Keep in mind how these machines use many complicated steps to do something simple. Now that you know more, you can be imaginative and try new things. Maybe you can come up with a brand-new idea in a long line of clever creations!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

In summary, traffic flow is essential in our daily lives, affecting everything from our commute times to the environment. Encourage your family to discuss creative transportation methods that could alleviate traffic and reduce emissions in your community. This dialogue could lead to impactful changes and a cleaner environment.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

As we wrap up our look at ecosystems, we see that they are like big puzzles with lots of different parts that all fit together. Even though we might not think about ecosystems all the time, they are super important for giving us clean air and all the food we enjoy. Everything living in these ecosystems is linked together, showing us how everything in nature depends on everything else to stay healthy and keep going.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Computer
- ☐ PowerPoint or Google Slides
- ☐ Prompts on a separate page



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
Buoyancy
Hydraulics
Cells
Oil Spills
Desalination
Mitosis
Solar Energy
Water Cycle
Coral Reefs
Fluid Art
Rube Goldberg Machines

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		
Includes a Glossary with at Least 4 Words		
Use of Lists		
Pictures 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	
Includes a Glossary with at Least 4 Words	
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	Three or more clear, relevant headings	Three headings, some clarity	Less than three headings	No clear headings
Pictures, Diagrams	Relevant and integrated	Relevant but lacks integration	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, relevant, and concise	Mostly accurate	Some inaccuracies	Incorrect or irrelevant
Use of Lists	Effective use of lists or bullet points	Some use of lists	Lists lack organization	No use of lists
Glossary	Includes 4 or more well-defined, relevant terms	Includes at least 4 terms with adequate definitions	Includes at least 3 terms with definitions	Missing glossary or has irrelevant/incorrect definitions

Teacher Comments

Mark

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

What is a Problem-Solution Report?

The Essence of Problem-Solution Reports

A problem-solution report is a structured approach to identifying and addressing issues. It is a valuable document that details an existing problem and provides clear, actionable solutions for it.

Breaking Down the Problem

The first step in a problem-solution report is to break down the problem. This involves:

- The nature of the problem
- Why it is a problem
- The causes and effects
- Any previous attempts to address the issue



Developing Solutions

After the problem has been thoroughly analyzed, the next step is to develop solutions. Each solution should include:

- A detailed description of the proposed action
- Resources required for implementation
- Potential obstacles and how they could be overcome
- A plan for how the solution will be implemented

Evaluating Solutions

It's important to assess the solutions based on several factors:

- Effectiveness in solving the problem
- Cost and resources required
- Time needed to implement
- Potential impact on those affected

Ensuring Success

The final component of a problem-solution report involves setting criteria for success. This should explain how success will be measured, including:

- Short-term and long-term indicators of improvement
- Methods for collecting data and feedback
- Adjustments and follow-up actions for ongoing evaluation

By incorporating these elements, the report provides a comprehensive guide for tackling the identified problem with well-thought-out solutions.

Problem and Solution Report

Think

For the problems below, write 2 solutions that could solve the problems

Community Clean-Up: Brainstorm ways to encourage people in your neighborhood to participate in regular community clean-up days to keep parks and streets tidy.

Local Library Usage: Come up with ideas to increase the number of people visiting and using the local library's resources.

Energy Conservation: Develop ideas for a campaign to help families reduce energy usage in their homes, aiming to save money and protect the environment.

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Problem and Solution Report

Brainstorm

Write a list of problems related to the themes below

Theme: Parks

Theme: Local Bus

Theme: Social Media

Theme: Electricity Consumption

PREVIEW

What is a Haiku?

What is a Haiku?

A haiku is a short poem that originated in Japan. It's known for its simplicity and ability to capture a moment or image in just a few words. A traditional haiku has three lines. The first line has five syllables, the second line has seven syllables, and the third line goes back to five syllables. This structure creates a rhythm that is unique to haikus. These poems often focus on nature, the seasons, or moments of beauty or insight.



Morning Song

Gentle morning light
Birds singing in harmony
Daybreak comes alive.

Falling Leaves

Leaves fall in silence, (5)
Autumn's crisp, golden blanket, (7)
Nature's quiet dance. (5)

Write

Finish the Haiku poems below

Topic: Winter Night

Line 1	Snowflakes gently fall,
Line 2	
Line 3	Moonlit peace prevails.

Topic: Summer Day

Line 1	Sun heats the sand dunes,
Line 2	Waves crash with a rhythmic beat,
Line 3	

How to Write a Rhyming Poem

Basics of Rhyming Poetry

Rhyming poetry is a form of writing where words at the end of lines have similar sounds. This type of poem is enjoyable to read and write because the rhymes create a musical rhythm. Using rhymes shows the reader how creative the author is as they have the ability to not only express their feelings, but also do it with rhyming words.



Steps to Write a Rhyming Poem

1. Choose a Rhyme Scheme:

- AABB: Lines 1 and 2 rhyme together, and lines 3 and 4 rhyme together.
- ABAB: Lines 1 and 3 rhyme, and lines 2 and 4 rhyme.
- ABCB: Only lines 2 and 4 rhyme.

2. Select Words to Rhyme: Think of words that fit your theme and list their rhyming pairs. For example, if your theme is 'stars', you might list stars, cars, etc.

3. Plan Your Lines: Start writing your lines, keeping in mind the chosen rhyme scheme. Try to make each line similar in length for a consistent flow.

4. Revise for Meaning and Flow: Once you've written your poem, read it aloud. This will help you hear if the rhythm flows smoothly and if the meaning is clear.

Tips for Writing Rhyming Poems

- Keep the language simple and clear.
- Focus on the rhythm as much as the rhyme.
- Don't force a rhyme; it's okay to change words to make a better rhyme.
- Use a thesaurus or rhyming dictionary for more word ideas.
- Practice makes perfect, so keep writing different types of rhymes.

Sampling Rhyming Poem

In the sky, stars twinkle bright (A)
Their dance enchants the quiet night (A)
Each a story, old and grand (B)
In the vast, mysterious land (B)

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
Light			
Dream			
Hear			
Wish			
Sing			
Stars			
Blue			
Cloud			
Mountain			
River			

Write

Finish the poem below using the rhyming words you wrote.

AABB Poem

Beneath the moon so big and bright, (A)

Stars shimmer with a gentle light. (A)

In dreams where adventures blend, (B)

ABCB Poem

In a world where dreams take flight, (A)

Adventures wait beyond the moon, (B)

Underneath the wide blue sky, (C)

ABCB Poem

The sun sets low in the sky, (A)

As birds fly around, they soar, (B)

They say high to people, not shy, (A)

AABB Poem

Through the fields, the wild winds blow, (A)

Carrying whispers soft and low. (A)

What is a Limerick Poem?

What is a Limerick Poem?

A limerick is a type of poem known for its humour and playful rhythm. Originating in Ireland, these poems have become popular worldwide for their quirky and often nonsensical nature. They are short and easy to remember, making them a favourite among all ages, especially for those who enjoy a good laugh through words.

Limerick Structure

- **Lines:** Limericks consist of five lines in total.
- **Rhyme:** The rhyme pattern follows AABBA. This means the first, second, and fifth lines rhyme with each other, and the third and fourth lines have their own rhyme.
- **Beat:** Limericks follow a specific rhythm or meter. The first, second, and fifth lines typically have ten or eleven syllables, while the third and fourth lines are shorter, with five or six syllables.
- **Content:** Limericks are humorous, witty, or nonsensical.
- **Tone:** Lighthearted and playful, intended for laughter or amusement.

Examples of Limericks

The Dancing Cat of Spain

There once was a cat from Spain,
Who loved to dance in the rain.
With a purr and a twirl,
She'd leap and swirl,
In her world without any pain.

Comedian Frog

Frog was a very loud croak,
He'd jump and make a bank folk.
He'd hop and a rabbit he'd see,
He'd jump and a rabbit he'd see,
And everyone laughed and he.



Write

Finish the Limerick poems below.

Topic: The Bear with a Flair

Topic: The Bear with a Flair	
Line 1	There once was a bear with a flair,
Line 2	For combing his thick, shaggy hair.
Line 3	With a brush and a bow,
Line 4	He'd steal the show,
Line 5	

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: The Clever Old Owl

Line 1	An owl, wise and old in a tree,
Line 2	Wore glasses so he could see.
Line 3	With a hoot and a wink,
Line 4	He'd think and he'd think,
Line 5	

Topic: The Sly Fox

Line 1	A fox, sly and quick on his feet,
Line 2	Thought every chick was a treat.
Line 3	
Line 4	He'd make a mad dash,
Line 5	

Topic: The Playful Dolphin

Line 1	A dolphin who loved to play,
Line 2	Would leap high in the waves all day.
Line 3	
Line 4	She'd twirl and grin,
Line 5	

What is a Limerick Poem?

smug	leap	dance	yummy	slide
stance	hungry	small	pride	tall
tug	peep	chance	all	funny

Write

Use the word bank words to fill in the limericks below

Line 1 There once was a goat, always, _____,

Line 2 He wore shirts, finding them quite _____,

Line 3 With a chew _____,

Line 4 He'd _____,

Line 5 In a field, he was the _____.

Line 1 A penguin who loved to _____,

Line 2 Seized every possible _____,

Line 3 With a flap and a _____,

Line 4 He'd waddle with _____,

Line 5 The star of the ice in his _____.

Line 1 A squirrel, curious and _____,

Line 2 Loved to climb trees, both big and _____,

Line 3 With a scamper and _____,

Line 4 From branch to branch, he'd _____,

Line 5 Watching the world, enthralled by it _____.

Writing an Acrostic Poem

Write

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

Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Sleep	Deep	Keep	Creep	Sheep
Night	Flight	Light	Bright	Height
Star	Glory	Quarry	Worry	Gory
Imagination	Creation	Station	Relation	
Thought	Fought	Sought	Ought	

D

R

E

A

M

S

Writing an Acrostic Poem

Plan and Write

Plan your acrostic poem below

1) Brainstorm a list of topics you are interested in – hobbies, sports, electronics, weather, science, history, etc.

2) Which topic do you like best?

3) What word represents your topic? It should be 5 or more letters.

4) What words come to mind that could be used in your acrostic poem?

5) Choose the words you want to include in your poem and write them in the left side of the table. Then write 4 words that rhyme with them.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4

Name: _____

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Rough Copy

Write your rough copy below

PREVIEW

Peer Revision

Pass the poem to a classmate and answer the questions below. Give suggestions as you answer the questions.

1) Read the poem, does each line of the poem clearly relate to the word chosen? Explain.

2) Do the lines in each line complement each other, or do some lines feel out of place?

3) Word Choice: Are there any words or vivid words that might better express what you're trying to convey?

4) Emotion: Does the poem evoke any feelings or emotions?

5) Imagery: Can you visualize the scenes or concepts described in the poem?

6) Grammar & Spelling: Did you notice any grammatical or spelling errors that might distract from the poem's message?

Name: _____

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Writing an Acrostic Poem

PREVIEW

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

6)

Writing Comic Strips

Instructions

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

Panel 1

Setting: A park with a large, mysterious box in the center. Alex and Sam stand beside it, puzzled.

Alex: "What's this giant box doing here?"

Panel 2

Setting: The box is revealing a burst of colourful lights and music.

Alex: "An alien rock band?"

Sam: "Pop-up band? Both!"

Panel 3

Setting: Alex and Sam are singing into microphones, with a small crowd cheering them on.

Alex (singing loudly): "We're the 'S.I.V.'!"

Sam (laughing): "Our duo's 'V.I.R.E.L.'!"



Researching Skills - Plagiarism

What's Plagiarism?

Plagiarism is using someone else's work or ideas and claiming them as your own. It's not allowed in school.

DO NOT
COPY

Avoiding Plagiarism:

1. Paraphrasing: After reading something, write it in your own words. It should be about the same length as the original.
2. Summarizing: Write down only the main points in a shorter way.
3. Quoting: If you use someone's exact words, put them in "quotation marks" and mention where you found them.

Practice: _____ phrase, summarize, and quote the passages below.

Original Passage: Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies. It's part of the Milky Way galaxy. The planets orbit the Sun, which is a star that provides light and heat to Earth."

Paraphrasing	The solar system is made up of eight planets and their moons, as well as comets, asteroids, and other celestial objects. It belongs to the Milky Way galaxy. These planets orbit around the Sun, a star that offers light and warmth to our planet.
Summarizing	The solar system, part of the Milky Way, contains eight planets, and various celestial bodies, all providing light and heat to Earth.
Quoting	"Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies."

Photosynthesis is a process used by plants and other organisms to convert energy, usually from the Sun, into chemical energy. This process uses sunlight, carbon dioxide, and water to produce oxygen and glucose, a type of sugar that plants use for energy.

Paraphrasing	_____
Summarizing	_____
Quoting	_____

Researching Activity – Note Taking

Instruction

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

Introduction

Tecumseh, a renowned leader of the Shawnee people, stands out in history as a symbol of Indigenous resistance and unity against U.S. expansion. Born in March 1768 in the Ohio Valley, he rose to prominence as a fearless warrior and a persuasive orator, opposing the encroachment of American settlers into Indigenous territories.

**Early Life**

Tecumseh, whose name translates to "Shining Star" or "Panther Across The Sky," was born into the Shawnee First Nation during a period of great upheaval and conflict. His father, Puckeshinwa, a respected warrior, led a battle against white settlers when Tecumseh was just a child. This early experience instilled in him a deep commitment to defending his people and their ancestral lands.

Formation of a Confederacy

Tecumseh grew up during a period of constant displacement and warfare for his nation. As a young warrior, he envisioned a united Indigenous front to effectively resist the encroachment of European settlers on their land. His travels across the Midwest and the South helped him forge alliances with various groups, and his compelling speeches and charismatic leadership drew many to join his confederacy.

Struggle Against American Expansion

Tecumseh opposed the Treaty of Fort Wayne in 1809, where Indigenous lands were ceded to the U.S. government. He argued that no single nation had the right to sell land, which was a common resource. He rallied First Nations to resist, leading to increased tensions.

The War of 1812

With the outbreak of the War of 1812, Tecumseh allied with the British against the United States. He played a crucial role in several battles, including the Siege of Detroit. His leadership and strategy significantly aided the British war effort.

Death and Legacy

Tecumseh was killed in the Battle of the Thames on October 5, 1813. His death marked the end of Indigenous resistance in the Ohio Valley. However, his vision, bravery, and quest for justice left an enduring legacy, symbolizing the struggle for Indigenous rights and sovereignty.

Name: _____

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Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking

Researching Skills - Bibliography

Exploring Bibliographies

A **bibliography** is a detailed list of references used in preparing written work – in essence, it's a list of all the sources from which you have borrowed words or ideas. When you are working on a project or an essay, it is crucial to acknowledge the sources of the information that you use to support your arguments. This not only gives proper credit to the authors but also enables others to find the information that you found.



Steps to Writing a Bibliography in MLA Format

When you finish writing an essay or a project, you'll need a bibliography to list the sources where you found your information. In the MLA (Modern Language Association) format, here's how to compile a bibliography:

- 1) Collect Information: Write down important details from each source, such as the author's name, the work's title, publisher, and publication date.
- 2) Choose MLA Format: This style is used in most literature and arts papers. Your teacher will tell you if MLA is the correct format to use.
- 3) Organize Sources Alphabetically: Sort the entries by the author's last name. If a source doesn't have an author, alphabetize by title.
- 4) Write the Entries: For MLA, list the author's last name, first name, title of the work, the publisher, and the date.
- 5) Cite Websites Carefully: For online sources, include the author's name, article title, the website title, the date of publication, and the URL.

Sample MLA Bibliography Entries:

- "Climate Change Effects." National Geographic. 2022, www.nationalgeographic.com/climatechange.
- Rowling, J.K. Harry Potter and the Philosopher's Stone. Bloomsbury, 1997.
- "Understanding Photosynthesis." Science for Kids, 2023, www.scienceforkids.org/photosynthesis.

Finalizing Your Bibliography:

- Double-check each entry for proper punctuation, capitalization, and italicization.
- Verify that all URLs are accurate and do not include hyperlinks.
- Ensure your list is in alphabetical order and follows the MLA formatting rules.

Researching Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

- Author's Name: Brian Cox
- Title of the Book: The Wonders of the Universe
- Publisher: HarperCollins
- Publication Date: 2011

For a Book

- Author's Name: Sylvia Earle
- Title of the Book: The World Is Blue: How Our Fate and the Ocean's Are One
- Publisher: National Geographic
- Publication Date: 2009

For a Website

- Author's Name: NASA
- Title of the Webpage: The Wonders of the Solar System
- URL or Web Address: www.spaceexplore.com/solarsystem
- Date Accessed: 2023-02-05

For a Website

- Author's Name: Rebecca Princeton
- Title of the Webpage: "The Wonders of the Solar System"
- URL or Web Address: www.spaceexplore.com/solarsystem
- Date Accessed: February 5, 2023

Bibliography

Activity Title: Partner Biography Research

Objective

What are we learning more about?

In this activity, you and your partner will work together to research facts about a famous person of your choice. You will focus on collecting information for a future biography and practice organizing your research and keeping track of your sources for a bibliography.



Instructions: How do we complete the activity?

- 1) Choose a Famous Person: With your partner, choose a famous person that you both find interesting. It could be a historical figure, a scientist, an artist, or anyone else you'd like to learn more about.
- 2) Divide the Research: Divide the research tasks between you and your partner. You will need to find information in the following categories:
 - Early Life: 1 fact
 - Achievements: 3 facts
 - Later Life and Legacy: 1 fact
 - Quote: 1 quote from the person
 - Picture: 1 picture of the person
- 3) Use Different Sources: Look for information in books, websites, encyclopedias, or other resources available in the classroom or library.
- 4) Keep Track of Sources: As you find each fact, quote, or picture, write down where you found it. Include the author's name (if available), title of the book or webpage, publisher, and date. If it's a website, include the URL and date of access.
- 5) Organize Your Research: On a piece of paper, organize your research into the categories mentioned above. Write the facts in complete sentences.
- 6) Create a Bibliography: With your partner, write down the sources you used in a separate section, without organizing them into the bibliography format. Your teacher will help you learn how to format them later.
- 7) Share Your Research: Present your organized research and bibliography to the class, explaining why you chose the person and what you found most interesting about their life.

Name: _____

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Activity Title: Partner Biography Research

Research

Fill in the organizer below to complete your research. You could write your research on the computer as well, in a PowerPoint or Word document.

Who will you research more about?

Early Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Cursive Writing Activities

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes

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

Cursive Writing Activities

Practice

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

Stars shine brightly.

Flowers bloom beautifully.

Adventures await us.

Patience brings rewards.

Creativity sparks innovation.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below

Reading books allows us to explore distant lands, learn from history, and ignite our imaginations.

Exploring the rainforests reveals a lush world teeming with exotic creatures, from colorful parrots to elusive jaguars.

Ancient civilizations left behind awe-inspiring monuments, such as the Pyramids of Egypt, shrouded in mystery.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your full name?

Which colour do you like the most?

When were you born?

How's the weather?

What's your school's mascot?

Where's your dream vacation?

What's your all-time favourite movie?

What's your dream career?