



Preview – Information



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

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

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Google Slides Lessons Preview





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

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

Drag the phrase that describes each picture into the box, then drag the correct label to match it.



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

- Exit Cards
- Quizzes
- Reflection
- And More!

This image shows a blank sheet of handwriting practice paper. It features four identical sets of horizontal lines arranged vertically. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise empty, with no text or other markings.



Saskatchewan Language Writing – Grade 2

Who Can Help? – Community Helpers

Drag the name of the community helper who could help in each situation.

- 1 You need to buy some food.
- 2 You are lost and need help finding your way.
- 3 You want to find a book to read.
- 4 Your hair needs to be cut or styled.
- 5 There is a fire in your house.
- 6 You need help learning something new.
- 7 Your car or bike is broken.
- 8 You want to send a letter or package.



Hairdresser
Teacher
Police Officer
Mail Carrier
Librarian
Mechanic
Store worker
Firefighter

Joining a Compound Sentence

Choose a word from the box and write it on the line to make one correct sentence.

- 1 I wanted to go swimming, _____ it started to rain.
- 2 Mia loves to read books, _____ she visits the library often.
- 3 The dog barked loudly, _____ the cat hid under the bed.
- 4 You can draw a picture _____ you can write a poem.
- 5 I spilled my juice, _____ I cleaned the table.
- 6 Liam likes soccer, _____ Mira likes basketball.
- 7 We could watch a movie _____ read a book.



and	or	but	so
and	or	but	so
and	or	but	so
and	or	but	so
and	or	but	so
and	or	but	so
and	or	but	so



Arrange the Jumbled Sentences

Drag the words to put them in the correct order and make complete sentences. Make sure each sentence is a complete sentence.

playing	are	to school	everyday
The kids	outside	walks	He
eats	everyday	The dog	is
breakfast	She	barking	loudly



Saskatchewan Language Writing – Grade 2

Transitional Words Practice

Look at each picture and write the correct transitional word (**To Begin**, **Step Two**, **After That**, **Lastly**) above it to show the correct order of the cycle.

After that	Lastly	To begin	Step Two	Finally	First	Then	Next
							

Parts of a Report

Identify the parts of the report using the example on the right.

Drag here:	
1	
2	
3	
4	
5	
6	

Pictures

Title

Introduction

Body

Conclusion

Headings

1 →

2 →

3 →

4 →

5 →

6 →

Space is everything: planets, stars, moons, and galaxies. Learn some exciting facts about space!

Planets and Stars



The Sun is the closest star to Earth and gives us light and heat. Planets like Earth, Mars, and Jupiter travel around the Sun. Some planets are made of rock, while others are giant balls of gas. Space is also filled with millions of stars that twinkle brightly at night.

Space is full of wonders, from glowing stars to giant planets. There is still so much to explore and discover about our universe!

Facts About Earth

Drag the letters of the correct facts about Earth in the boxes below.



A	Earth is round like a ball.
B	It takes one year to orbit the sun.
C	Earth is the biggest planet.
D	Plants and animals live here.
E	It has land and water.
F	Earth has two suns.
G	Earth spins day and night.
H	Earth is flat.
I	Air covers the Earth.
J	Earth has one Moon.
K	Earth glows in the dark.
L	Earth goes around the Sun.



Workbook Preview



Grade 2 – Language

Saskatchewan ELA Curriculum



Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

	Outcomes	Pages
CR2.1	Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: • identity (e.g., Just Watch Me)	N/A
CR2.2	and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.	
CR2.3	Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.	N/A
CR2.4	Read and demonstrate comprehension of grade appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions.	N/A

Preview of 150 pages from
this product that contains
348 pages total.

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

	Outcomes	Pages
CC2.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity (e.g., My Family and Friends) • community (e.g., Our Community) • social responsibility (e.g., TV Ads for Children) and make connections to own life.	8-9, 19-23, 137-142, 179-185, 196-198, 239-241, 244-245, 250-265
CC2.2	Use a variety of ways to represent understanding and to communicate ideas, procedures, stories, and feelings in a clear manner with essential details.	34-35, 38-40, 214-215, 220-223, 225, 243, 248
CC2.3	Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.	N/A
CC2.4	Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.	10-18, 24-42, 45-61, 63-66, 68-74, 76-79, 81-84, 86-89, 91-92, 95-116, 118-123, 126-131, 133-136, 143-164, 166-178, 186-193, 199-203, 205-213, 216-217, 219-238, 242-243, 247

Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

	Outcomes	Pages
AR2.1	Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and strategies by participating in discussions and relating work to a set of criteria (e.g., "What did I learn?").	43-44, 62, 67, 75, 80, 85, 90, 117, 124-125, 132, 165, 194-195, 204, 218, 246
AR2.2	Set personal goals as a result of group discussions (e.g., "What did I do well?", "How could I be a better viewer, listener, reader, representer, speaker, and writer?").	93-94

Writing – Saskatchewan ELA Curriculum

Long Range Plan

Block 1: Introduction to Writing & Generating Ideas

- Exploring different text forms
- Brainstorming activities to generate ideas
- Personal voice in our writing

Block 2: Sentence Writing

- How to write a sentence
- Improving our sentences: from simple to descriptive sentences

Block 3: Paragraph Writing

- Topic and conclusion sentences
- Main idea of paragraphs
- Writing and publishing paragraphs

Block 4: Letter Writing

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

Block 5: Personal Narratives Writing

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

Writing – Saskatchewan ELA Curriculum

Long Range Plan

Block 6: Opinion Writing – Persuasive Writing

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

Block 7: Procedural Writing – Instructions

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

Block 8: Report Writing

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

Block 9: Poetry

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

Block 10: Book Reviews

- Audience and purpose
- Summaries and ratings
- Writing and publishing book reviews

Throughout this 30-week program, students will explore various text forms, such as narratives, book reviews, reports, and poetry, learning to plan, draft, revise, and present their work. The curriculum builds skills sequentially, emphasizing key concepts like voice, point of view, and research, with targeted lessons for each text type.

Reflective practices and activities related to diversity, equity, and inclusion are woven into the program. Students will also engage with digital design tools and mechanical skills like handwriting.

By the end, they will have a well-rounded understanding of different text forms and how to communicate effectively, setting them up for future success.

Name: _____

8

Curriculum Connection
CC2.1

Personal Identity – Mapping My Identity

Instructions

In the middle circle, write your name because that's where you are in your world. In the circles around it, fill in answers to the questions below.



I Am Who I Am!

Name: _____

9

Curriculum Connection
CC2.1

All About Me Poster

Instructions

Complete this poster by filling in the information about you.

My name is _____.

FACTS ABOUT ME



I am _____ years old.

My birthday is on _____.



I am in the _____ grade.



My teacher's name is _____.

My best friend is _____.

MY FAVOURITE THINGS

Subject _____



Food _____



Colour _____



Sport _____



Animal _____



Movie _____



Flower _____



I love my family!

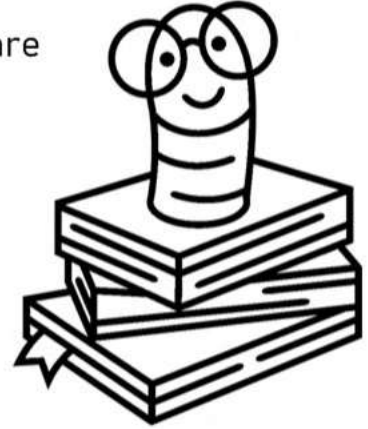
When I grow up, I will become a/an



Understanding Text Forms

Discovering Different Text Forms

When we read or write, we see many types of writing. They are called "text forms". Let's dive in and learn more!



Types of Text Forms

- Stories: Magic, dragons, with heroes and adventures.
- Instructions: Recipes, cookbook. They guide us step-by-step.
- Letters: Friendly notes, say "Hello" or "Miss you" to someone special.
- Lists: Helpful reminders, like a grocery list.
- Poems: Beautiful words that might rhyme and make things.
- Reports: Information about a topic, like "All about...".
- Book Reviews: Saying what we liked or did not like about a book.

Why So Many Forms?

Imagine trying to write a poem as a list! Funny, right? Every text form has a job. It helps us share our message in the best way. Picking the right form makes sure our readers understand and enjoy.

Remember, just like using the right tool to build or fix something, using the right text form makes our message shine!

Which Form?

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

1) Wants to tell about her weekend trip to the mountains.

2) Is saying how to take care of a pet fish to the class.

3) Wants to say thank you to her aunt for the new dress.

4) Wants to describe the moon using rhymes.

5) Is sharing what she learned about the planets.

6) Is not sure what she needs for a party.

7) Wants to tell class about a cool book he just finished.

Question

Answer the question below.

Which text form have you used lately? What do you write about?

Draw

Draw a book cover for a book you have read lately.

--	--

Activity: Power of Planning

Objective

What are we learning more about?

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

Instruction

How do we complete the activity?



Part 1: Writing Without Planning

Subject: My Favourite Holiday

Instructions:

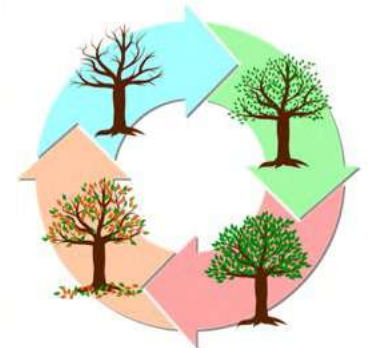
- 1) Students are given 8 minutes to write about the chosen subject without any planning or brainstorming.
- 2) Encourage students to write freely and continuously for the 8 minutes.
- 3) Collect the writing and set it aside for later comparison.

Part 2: Writing With Brainstorming

Subject: My Favourite Season

Instructions:

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



Name: _____

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Curriculum Connection
CC2.4

Activity: Power of Planning

Part 1

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

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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



Season

PREVIEW

Community Helper – Doctor

Instructions

Colour the doctor and check off all the things doctors do



Things Community Helpers Do	✓
Help us when we're sick	
Grow the food we eat	
Give medicine	
Do surgeries	
Help find lost and missing people	
Look after sick patients	
Fix things	
Do things without medicine	
Help us do things we will like	
Fix things	
Help people to have fun	

Writing

What do doctors do to help the community?

Community Helper – Electrician

Instructions

Colour the electrician and check off all the things electricians do

Things Community Helpers Do	✓
Replace old wires	
Fix electrical panels	
Check switches and outlets	
Install new wiring	
Cut wires	
Show up to emergency calls fast	
Repair broken pipes	
Arrest people for breaking the law	
Work on power lines	
Install lights	
Unclog drains and toilets	

**Writing**

What do electricians do to help the community?

Community Helper – Plumber

Instructions

Colour the plumber and check off all the things plumbers do

Things Community Helpers Do	✓
Put out fires	
Unclog drains	
Install new pipes	
Give out food	
Repair toilets	
Fix sewer issues	
Install water taps and pipes	
Grow and cook food for a community	
Install sinks and taps	
Install lights	
Install bathtubs and showers	



Writing

What do plumbers do to help the community?

Writing Descriptive Sentences

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

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

So, if you use these words, your sentence can be: "The fluffy cat (adjective) jumped (verb) on the bed (where) in the morning (when)." This helps your reader see and feel your story better!



Directions

Use the words provided to write 2 sentences about a teacher. Mix up which parts you use.

Adjectives (Describing words)	Noun	Where	When
Tall	Teacher	In the library	Yesterday afternoon
Calm		Claps their hands near their desk	On the last day of school
Old		Was singing in the hallway	Is singing

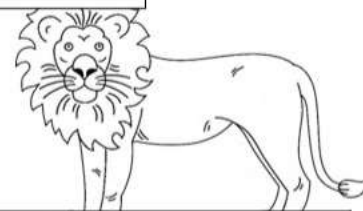
Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

Use the options below about the lion to write 3 different sentences



Adjectives (Describing words)	Noun	Verb (What could the lion be doing?)	Where	When
Yellow		Roared loudly at me	In the zoo	This afternoon
Hungry		Was growling at me	In the savanna	Last night
		Started chasing me	By a waterhole	All day
Fluffy		Was drinking water	At the park	One rainy day
Quiet		Was sleeping	By my house	Every summer

Sentence 2

Sentence 3

Writing Descriptive Sentences

Directions

Write 4 options for the picture. Then use them to write three different sentences.



Adjectives	Noun	Verb	Where	When

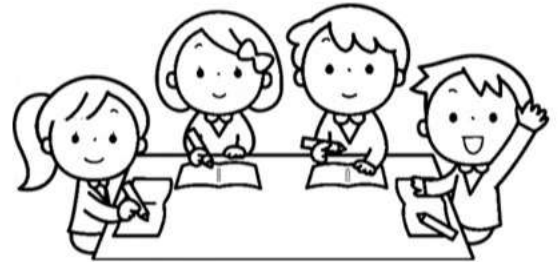
Sentence 1**Sentence 2****Sentence 3**

Activity: Sentence Construction Challenge

Objective

What are we learning more about?

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



Instructions: How do we complete the activity?

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

For example, they might write:

- "The tiny girl sang under the tree on Tuesday."
 - "In the morning, the colourful ball rolled on the beach."
- 5) Share & Discuss: Have each group present their sentences to the class.
 - 6) Reflection: After all groups have presented, discuss as a class. Which sentences stood out and why? How did the order of words affect the meaning of the sentence? What was challenging about not reusing words?

Name: _____

Adjectives	Nouns	Verbs	Where	When
Shiny	Rabbit	Melts	At the circus	In the fall
Tall	Snow	Dances	In the sky	During the day
Cute	Apple	Shines	Near the river	On the weekend
Funny	Clown	Hops	In the garden	All year
Red	Tree	Falls	On the ground	In the spring
Cold	Sun	Grows	From the tree	In the sunshine

Sentence _____ Using all 6 sentences using the different prompts above.

PREVIEW

Name: _____

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Curriculum Connection
CC2.4

Describing Weather

Directions

Complete this weather report worksheet.



Look outside and observe the current weather:

☐ Sunny ☐ Cloudy ☐ Partly Cloudy ☐ Rainy ☐ Stormy

Temperature

☐ Hot ☐ Warm ☐ Cool ☐ Cold ☐ Freezing

My Weather Report Write a few sentences to describe today's weather. Use descriptive words to make your report interesting.

PREVIEW

Draw Today's Weather: Draw what the weather looks like today. You can draw the sun, clouds, rain, snow, wind, or anything else you observe!

My Dream Playground - Descriptions

Adjectives are words that describe or tell more about things. For example, in "tall tree," "tall" is an adjective because it tells us about the tree's height. It describes how the tree looks.



Directions

Draw and colour your dream playground and write a short description of it, as if you are telling a friend who is away about what it looks like.

PREVIEW

Name: _____

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Curriculum Connection
CC2.2, CC2.4

Nature Walk Description

Directions

Go on a nature walk, observe and list five things you find interesting, draw each item, and then write a clear, descriptive sentence for each using vivid adjectives.



PREVIEW

Creative Writing - Using Different Voices

Character	Plot	Words They Might Use
Pirate	Searching for a hidden treasure on a faraway island.	"Ahoy!", "Matey", "Ship", "X marks the spot"
Surfer	Trying to catch the biggest wave for a big competition.	"Rad!", "Wave", "Board", "Tide", "Hang ten"
Witch	Making a special potion to help flowers bloom faster.	"Spell", "Broom", "Cauldron", "Magic", "Potion"
Cowboy	Bringing lost cattle back home from a wild desert storm.	"Yeehaw!", "Lasso", "Saddle", "Steed", "Outlaw"
Robot	Repairing a power outage in the city using special tools.	"Beep", "Recharge", "Circuit", "Program", "Bolt"

Write

Write as if you are the character. Use the plot and some of the words to help you write your creative writing, so have fun and don't worry about organizing your thoughts for now.



Pirate	Draw a Picture

Name: _____

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Curriculum Connection
CC2.2, CC2.4



Write

Write as if you are the characters below.

Surfer

Draw a Picture

PREVIEW

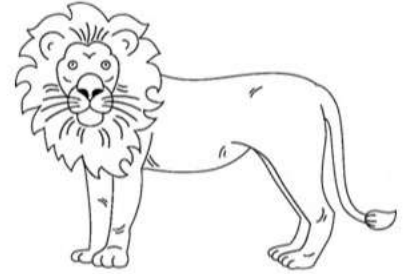
Witch

Draw a Picture

Exploring the Structure of Paragraphs

What's Inside a Paragraph?

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



Beginning Sentence

This is the first sentence. It tells us what the paragraph is about.

Example: "I love the zoo."

Middle: Details

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

Example: "I like seeing the lions. The lion I saw also saw zebras and giraffes!"

End: Closing Sentence

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

Example: "The zoo is my favourite place!"

Tips:

- ✓ All the sentences should talk about the same thing.
- ✓ Make sure to start with a topic sentence and end with a closing sentence.

Remember, a good paragraph is like a mini-story. It starts with a topic, adds some fun details, and then ends with a closing thought. Now, you are ready to write your own paragraphs!



Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

He has soft fur and big floppy ears. I feed him carrots and lettuce every day. Fluffy is my dog.

Topic Sentence

I love to build tall sandcastles with my bucket and shovel. Swimming in the water is so fun. After a day at the beach, I always feel happy.

Topic Sentence

I love the wind blowing through my hair as I pedal fast. My dad taught me how to ride on our driveway. Every time I bike, I feel proud and excited.

Hooks

Rewrite the topic sentences below but make them hooks. They should hook the reader.

Boring Version School is where we go to learn.

Your Version

Boring Version Summer is a good season.

Your Version

Writing Engaging Topic Sentences

Asking a Question: Start with a question This makes people curious to read more.
Example: "Do you know how bees make honey?"

Using an Exclamation: Use an exclamation to show something exciting.
Example: Wow, stars are so bright at night!"

Making a Bold Statement: Use big words to share your main idea.
Example: Apples are the most tempting fruit ever!"

Adding an Interesting Fact: Use a cool fact to make your paragraph interesting.
Example: A shark can smell water from miles away!"



Hooks

Write a sentence below using the different strategies.

Original Version	Hooks are a cool animal.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Writing Engaging Topic Sentences

Hooks

Rewrite the topic sentence below using the different strategies.

Original Version	Rainbows shine after rain showers.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Water is always more fun to drink than to wash with.
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) The characters are brave. There are lots of twists and turns. The ending is happy. Every time I read it, I feel like I'm on an adventure too!

a) I can ride a bike.

b) My favourite book is full of adventure.

c) My favourite food is exciting, and I hate broccoli.

2) You put seeds in the ground, you water them and watch them grow. Flowers and vegetables come from magic!

a) I am good at soccer.

b) Planting a garden is fun and I have a magic wand.

c) Planting a garden is like making your own tiny world.

3) You get to mix colours and make something beautiful. My painting is like a magic wand. I love to see what I can create.

a) Learning to paint is a creative journey.

b) I love eating cake.

c) Painting is creative, and I am good at math.

4) The water is cool. I can do many different strokes. Sometimes, we even have races. Swimming is my favourite summer activity.

a) I am scared of spiders.

b) Swimming is a fun thing to do in the summer.

c) Swimming is not very fun.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

When we write, paragraphs are like boxes for our ideas. We use paragraphs to keep our ideas nice and tidy. Each box helps you keep your thoughts neat and tidy, just like how each toy has a place in your room.

What Goes In a Paragraph?

In each paragraph, you add details to your main idea, like putting toys in a toy box. For example, if your main idea is "My bike is awesome," you will explain why it is awesome, how it works, and how you like about riding it.

Check These Out:

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



Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks. If we stack them right, they will not fall over.

How to Build Great Paragraphs:

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

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	The park is a great place to spend a sunny afternoon having fun.
1	You can build awesome sandcastles in the sandbox.
2	The monkey bars are great for showing off your climbing skills
3	You can have a picnic and eat yummy sandwiches and fruit.

Topic Sentence	Summer is a great season for playing outside.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Staying inside when it is raining is not so fun.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

When we write about something, like our favorite season, we can have lots of reasons why we like it. But to make our writing neat, we can group those reasons into big ideas. Let's see how it works!

Think about why we love summer:

Sunshine, no cold snow, vacation from school, playing sports like basketball and soccer, lots of days to play.

2 Big Ideas (1) Sunshine and no cold snow, (2) More fun (playing sports like basketball and soccer, lots of days to play, and more time to play because no school)

Brainstorm 3 Brainstorm ideas and then select 2 big ideas to write about.

1) What is your favourite sport?

Favourite
Sport

Write the 2 ideas you can pull from your brainstorming.

1)

2)

2) What are your favourite things about summer?

Summer Fun

Write 2 ideas you can pull from your brainstorming

1)

2)

3) If you could spend one day with a dragon, what would you do?

Dragon Day

Write the 2 ideas you can pull from your brainstorming.

1)

2)

Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
First	Also	But	And	Finally
Next	Likewise	However	Also	Lastly
Then	Similarly	On the other hand	In addition	In the end
After that	As well as	Nevertheless	Plus	In conclusion

Directions: Choose a good transition word for the sentences.

1) _____ socks. Then, I lace up my bright red shoes.

2) Hiking is a good workout. _____ we get to see beautiful trees and maybe even some animals.

3) I do not like broccoli much. _____ I love eating carrots and peas.

4) Summer is the best season because the days are longer. _____, you can go swimming to cool off on hot days.

5) I love playing at the park. _____, I go on the swings.
_____, I climb the monkey bars. _____, I go
down the slide. _____, I go home.

Transition Words - Supporting Details

First	Also	But	And	Finally
Next	Likewise	However	Also	Lastly
Then	Similarly	On the other hand	In addition	In the end
After that	As well as	Nevertheless	Plus	In conclusion

Write

The first sentence and conclusion sentence has been written for you below. Fill in the middle using supporting details. Use transition words from above.

Topic: What you love about you me.

I have lots to do when I come from school.

I love my after school routine!

Ending With A Bang: Conclusion Sentences

What Is a Conclusion Sentence?

A **conclusion sentence** is the last sentence of your writing. It is like a goodbye wave to your reader. It tells them that you are done talking about your topic.



Why Use Conclusion Sentences?

We use conclusion sentences for a few important reasons:

1. To make your writing neat and tidy, like a neatly wrapped present.
2. To remind our readers of everything we wanted to say.
3. To leave our readers with a feeling or something to remember.

How to Write a Good Conclusion Sentence

To write a fantastic conclusion sentence, remember the three:

- Summarize the Main Idea: Say the main idea again, but use different words.
- Make it Short and Sweet: Do not make it too long. Be concise.
- End with a Bang!: Something exciting or that makes the reader remember.

Conclusion Sentence Examples

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

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

If you are writing about a fantastic day at the amusement park, your conclusion could be

- ✓ *"I will never forget this day of roller coasters and cotton candy!"*

True or False

Is the statement true or false?

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

Think about which conclusion sentence you think is best.

1) Winter is a great season. You can build snowmen, have snowball fights, and go sledding. Winter brings so much fun and joy.

a. I play hockey in the winter.

b. I can't wait for winter to come again.

c. Summer is a great season too.

2) My neighbour Lily has a lovely garden. There are many flowers and even some vegetables like tomatoes. Lily's garden is like a small paradise.

a. The garden always smells so nice.

b. That's why I love walking by Lily's house.

c. It's always a joy to visit Lily's garden.

3) Rainbows are beautiful to look at. They have many colours like red, orange, and blue. Seeing a rainbow makes any day special.

a. Rainbows are seen after it rains.

b. I love rainy weather.

c. That is why rainbows are one of nature's treasures.

Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

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

2) Jump ropes are good for staying active and having fun. You can jump really fast or take it nice and slow. Sometimes I like to see how many jumps I can do.

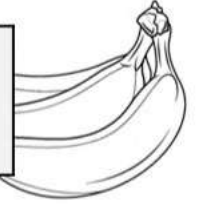


3) Swimming in the pool feels so good, especially on a hot day. The water is cool and the colour is a pretty blue, like the sky. I like to splash and make big waves with my friends.

Analyzing Paragraphs

Analyze

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



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

Main Idea

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

Main Idea

3) Going to the beach is like a mini-vacation. The sand feels warm and soft, like a big fluffy towel. I build tall sandcastles with moats and towers, using my special beach bucket. My friends and I also collect shells that have pretty shapes and colours. Being at the beach is like finding treasure, it is so much fun.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

Read the paragraph below. Write things you like about the paragraph. Afterwards, share your ideas with the class, so you and your classmates can come up with 5 criteria that make a good paragraph.

Penguins are amazing birds that live in cold places. First, they have special feathers that keep them warm in icy water. Next, they are great swimmers and can catch fish super fast. Then, they take turns keeping their eggs warm. In the end, penguins are cool birds that are perfect for life in chilly areas.

1)	
2)	
3)	
4)	
5)	

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

Tell us about an animal you really like.	What I Want to be When I Grow Up
Which season do you like the most?	Who is someone you look up to? Why?
Talk about a fun day you had at a zoo	What do you want to learn more about?
Would you like to be super strong or fast?	Talk about a fun family trip you took.

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

5) Write at least 2 supporting details you will include in your paragraph.

1

2

3

6) Write your topic sentence for your paragraph below. Include transitions words between your topic sentence and supporting details.

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

Name: _____

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Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Formal Versus Informal Letters

Formal Letters: For Serious Talks

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

How to Write

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



Informal Letters

An **informal letter** is like chatting with a friend. We write them to family and friends. We can use fun words and a lot of emojis. Here are some examples:

How to Write

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

Four Parts of an Email

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

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



True or False

Is the statement true or false?

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

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

Dear Mrs. Smith,

I hope you are doing well. I would like to have a lesson about planets next week?

Thank you,
Alyssa

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

Hi Grandma,

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

Love,
Carmen

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

Subject: My Birthday Party!

Hi Omar,

Guess what? My birthday is next week. Want to come to my party? We will have cake!

Love,
Sophia

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

Subject: Bring a Pet for Show and Tell

Dear Principal Leo,

I hope you are well. May I bring my pet turtle for Show and Tell next week? I promise to be careful.

Sincerely,
Peter

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

Analyzing Informal Emails

Analyze

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

Subject: I Lost My Favourite Pencil

Dear Principal Davis,

I am sad because I lost my favourite pencil. It had unicorns on it. Is it in the Lost and Found?

Sincerely,
Miguel

Author's Voice

Subject: Yay! My Birthday Party

Hi Anika,

Guess what? I'm turning 7! I'm having a party and you have to come! There will be cake, games, and even a magician. I can't wait to see you there!

Love,
Tara

Author's Voice

Subject: Nervous About the Upcoming Fire Drill

Dear Mrs. Thompson,

I heard there is going to be a fire drill soon. Fire drills make me really nervous because the loud alarm scares me. Can we talk about what to expect so I can feel less scared?

Sincerely,
Zara

Author's Voice

Informal Email Writing - Interjections

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

Think Add the appropriate interjections and describe the voice used.

Subject: Lost My Favourite Toy

Hey Kai,

_____! I can't find it, I lost my favourite toy today. _____!

I looked everywhere and it's gone. _____! I am so mad!

Until next time,

Lena

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

Subject: You Won't Believe What Happened

Hello Aiden,

_____! I saw the biggest spider in the playground today! _____!

I was so scared but don't worry, it is gone now. _____! It was huge!

Catch you later,

Zane

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

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: I Saw an Alien!
 Howdy Kai!

_____ the brother. _____! We went to the zoo,

and guess what? I fed el _____, I even held a baby chick!

_____! I can't wait to tell you!

See ya soon!

Your happy friend,

Timmy

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

Subject: I Saw an Alien!

Hey Kai,

_____! You won't believe what I saw last night when I was camping with

my older brother! ALIENS!! _____! I was so excited when I saw their

silver ship in the sky! It was huge but then disappeared so quickly. _____!

Tell you more later,

Zane

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 – 5 criteria that make a good informal email.

Subject: My First Time Baking Cookies

Hi Lily,

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

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

Catch you later,

Peter

1)	
2)	
3)	
4)	
5)	

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Neighbours	Welcoming to the neighbourhood, asking to play
Family Members	Giving thanks, holiday greetings
Firefighters	Thanking for service, asking about fire safety
Zookeepers	Asking questions about your favourite animal

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 share 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 plan for your email below. Include at least 3 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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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 Choice	Engaging and lively body choice; body is interesting	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	3 or more appropriate interjections used and fit the tone	2 appropriate interjections used	Uses 1 inappropriate interjection	No interjections are used
Voice	Voice matches purpose (e.g., happy, excited)	Voice is consistent and appropriate	Voice is inconsistent or inappropriate	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate

Teacher Comments

Mark

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

My Writing Goals



1) My writing goal is:

2) I will accomplish my goal by:

(Write your goal Yes or No)

a) Practicing writing every day.	Yes	No
b) Reading books to find ideas.	Yes	No
c) Talking to my teacher for help.	Yes	No
d) Drawing pictures about my story.	Yes	No
e) Using a dictionary to find new words.	Yes	No
f) Not worrying about my spelling.	Yes	No
g) Write for longer even when I am tired.	Yes	No
h) Use capital letters to start sentences.	Yes	No

3) I will accomplish my goal by:

Add another point about how you can accomplish your goal.

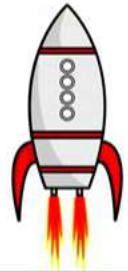
Name: _____

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Writing Tracking Sheet

Your Name: _____

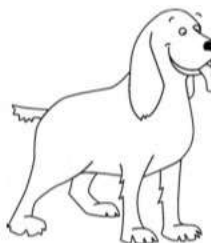


Date	Writing Goal	Did You Improve On Your Goal?		
		Yes	No	Maybe
1				
2				
3				

Activity – Improving Sentences

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

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



Example

Before

After: A big dog barked at the mailman this morning because it was guarding the house.

Directions

Fill in the information in the table below. Next, use the details to write an improved sentence.

Boxing School is closed.

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

Sentence

Directions

Fill in the information in the table below. Next, use the details to write an improved sentence. Then draw a picture of your sentence.

Boring Sentence: Jumped high.

Who?	
What?	
Where?	
Why?	
How?	

PREVIEW

Sentence

Intro to Narrative Writing

Telling Stories with Writing!

Narrative writing is like telling a story on paper. Imagine drawing with words! You can talk about a fun day you had or create a tale about a dragon.

Who and Where?

In stories, we have **characters** – like people, animals, or even robots! You also need to think about where the story happens. That is the **setting**. Maybe it is a magical forest, a school, or your backyard. You decide!

Story Parts

Beginning: The Story's Start

At the beginning of a story, we meet the main characters and learn about where they live. This is the **setting**. This part sets the stage for everything else to happen and gives us a hint about what is coming next.

Middle: The Big Adventure

The middle is where the action heats up! This is where the main events happen. Our characters might face challenges, go on quests, or solve mysteries. We are at the edge of our seats, wondering what will happen next.

End: Wrapping It Up

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



True or False

Is the statement true or false?

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

Question

Answer the questions below.

1) What are the three parts in narrative writing?

2) Story Idea: Think of a fun problem. Think about your favourite games or toys and a small problem you might have with them.Ex: *Lucy loses her favorite teddy bear.***Think**

Write the beginning, middle, and end of your story idea below.

Story Idea: **Shane forgot his lunch for school.**

Beginning Character/ Setting	_____ _____
Middle Problem	_____ _____ _____
End Solution	_____ _____ _____

Narrative Writing - Setting

Analyze

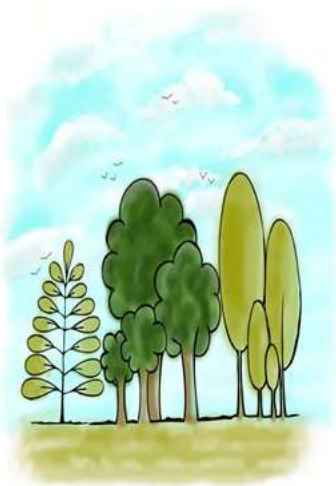
The setting below has been written about a haunted house. Describe what the character sees, feels, hears, tastes, and smells.

In a magic forest, Sarah feels the soft moss under her feet and the gentle rustling of trees. As she takes a step, she hears the sound of a glowing light. She tastes its sweet nectar while the scent of wildflowers fills the air around her.

See**Feel****Hear****Taste****Smell**

Describe

Imagine the story takes place in the forest below. Describe the setting. Make up extra details using your 5 senses.

**See****Feel****Hear****Taste****Smell**

Narrative Writing - Characters

Analyze

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

Lily stands out with her curly brown hair and colourful dresses. She always wears bright clothes that match her energetic personality. Her special talent is making rainbow art with her paintbrush in 10 minutes!

Draw The Character Below

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

Draw The Character Below

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

Name**Look****Personality****Special Trait
or Talent**

Narrative Writing - Plot

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



Instructions

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

1) Tim is a boy with a big smile.	Plot	Character	Setting	Ending
2) Tim lives in a town of colourful houses.	Plot	Character	Setting	Ending
3) Tim finds a puppy in the park.	Plot	Character	Setting	Ending
4) The puppy has some brown spots.	Plot	Character	Setting	Ending
5) The park has a big pond and a tree.	Plot	Character	Setting	Ending
6) Tim wants to find the puppy's home.	Plot	Character	Setting	Ending
7) Mrs. Lee is their kind neighbour.	Plot	Character	Setting	Ending
8) Tim and Mrs. Lee make lost puppy signs.	Plot	Character	Setting	Ending
9) They put signs near the school and shops.	Plot	Character	Setting	Ending
10) A family sees the sign and the puppy goes home.	Plot	Character	Setting	Ending

Draw a scene from the story above

Narrative Writing – Finish the Story

Analyze

Write the ending to the story below



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

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

They look in the meadow. No feather. Then, they go to see Clara the crow. Clara is sad because she points to a big pine tree.

PREVIEW

Narrative Writing – Start the Story

Analyze

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

PREVIEW

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

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

Now, Sophie is not just a girl who likes to look at stars. She is a girl with her own piece of the night sky.

Sophie, her family, and even Mrs. Thompson are happy.

Narrative Writing – Write the Middle

Analyze

Write the beginning by describing the characters and setting. Then write the ending, how the plot is solved.

PREVIEW

Ethan takes the map to his grandpa who used to be a sailor. Grandpa Joe looks at the map and says it could lead to a big treasure in the yard.

Using shovels and pails, Ethan and Grandpa Joe follow the map. They dig near the rose bushes, under the swing, and finally, under the big maple tree. There, they find a small metal box.

Personal Narrative Writing – Family Trip

Write

Plan your narrative about a family trip by filling in the characters and the setting of your trip.

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

Plan

Plan your narrative about a family trip in more detail.

1) **Beginning** – What characters are in the plot?

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

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

4) **End** – How did the trip end? How did you feel?

5) What is a good title for your story?

Name: _____

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Personal Narrative Writing

Write

Write your personal narrative below

PREVIEW

Success Criteria – Personal 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 criteria that makes a good narrative.

My Hockey Game

Last week I had a big day. I wore my blue and white hockey jersey, laced up my skates, and on my helmet. The ice rink was cold, and the ice was shiny. The air smelled like fresh air. My family sat in the stands, cheering with blue and white pom-poms.

I played in a hockey game with my team. It was the last period, the score was tied, and the clock was running. My skates were racing.

Then, I got the puck. My skates were making scratchy sounds on the ice. I took a deep breath and shot the puck. It went in the net! I scored a goal, and we won the game!

After, my family took me to my favourite place. It had red booths and a jukebox that played fun songs. I had a big cheese pizza. It was the perfect way to end the day.

I felt really happy and could not stop smiling.

The End

1)	
2)	
3)	
4)	
5)	

Personal Narrative Writing

Planning

Choose a plot from your list and plan a personal narrative.

1) **Beginning** – What characters are involved in this plot? You will be one of them!

2) **Beginning** – Where will the story take place? Describe the setting.

3) **Middle** – What is the plot of the story? What happened?

Name: _____

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Curriculum Connection
CC2.4

Personal Narrative Writing

Write

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

Edit

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

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

Personal Narrative – All About Me

Instructions

We're going to learn about what makes each of us special. Circle the things that you think are like you.

Part of Me	Choices (Circle what describes you)				
Strengths	Friendly	Artistic	Running	Singing	Solving Puzzles
Challenges	Shy	Sneaking	Listening	Sharing	Cleaning Up
What I Believe In	Being Kind	Telling the Truth	Trying Hard	Being a Good Friend	Playing
What's Important To Me	My Family	My Friends	Learning New Things	Being outdoors	Helping Others
My Favourite Traditions	Holiday Meals	Birthdays	Going to Parks	Visiting the Library	Movie Night

What are some things that make you special?

Activity: Being Persuasive

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Prompts

Debate the prompts below.

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

**Think**

Answer the questions below

- 1) Was it easy to be your partner? Yes, or no?

- 2) What helped you personally?

Fun and Boring

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

A large empty rectangular box for drawing a fun animal.A large empty rectangular box for drawing a boring animal.A large empty rectangular box for drawing a fun animal.A large empty rectangular box for drawing a boring animal.

Persuasive Writing - Opinions

Opinion What is your opinion of the topics below? Explain why with 2 reasons each.

	Topic	Opinion
1)	Is it better to give gifts or receive gifts? Why?	

Reason 1

Reason 2

2)	Should school be year-round or have a longer break?	
----	---	--

Reason 1

Reason 2

3)	Are video games better than board games?	
----	--	--

Reason 1

Reason 2

Is It Persuasive?

Instructions

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



Topic: We should have longer recess time.

Teachers need a break too.

Recess is the best part of the day.

More time helps kids to exercise and be healthy.

Topic: We should eat more fruits and vegetables.

I like how fruits

Both have vitamins that are healthy.

Vegetables have pretty colors.

Topic: Everyone should learn to play an instrument.

Playing an instrument improves memory and focus.

Instruments make cool sounds.

My dad plays the guitar.

Topic: Swimming the best sport.

The water feels good.

My cousin is a great swimmer.

Swimming exercises all parts of the body.

Topic: We should use less plastic.

Plastic is yucky.

Less plastic helps save sea animals.

My mom uses cloth bags.

Is It Persuasive?

Instructions

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



Topic: Rides at an amusement park are good for you.

Rides can help you face and overcome your fears.

Rides are fun because they go really, really fast.

Why is it more persuasive than the others?

Topic: Winter is the best season.

Winter activities like skiing and sledding are good exercise.

Snowflakes look pretty.

Why is it more persuasive than the others?

Procedural Writing : Topics Zooming In!

Instructions

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



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

Procedural Writing : Transition/Signal Words

Beginning the Task	During the Task	Ending the Task
First	Next	Then
To start	After that	Afterward
Initially	Meanwhile	Lastly
Begin by	Following this	Finally
Before anything	Also	In the end

Instructions Use the table above fill in the missing transition words that are used in the procedural task.

How to Make a Paper Hat

1. **Before anything**, find a large sheet of paper.
2. _____, fold the paper in half horizontally.
3. _____, fold the top two corners inward to meet in the middle.
4. **Meanwhile**, make sure the edges are even.
5. _____, fold the bottom edges up to finish your paper hat.



How to Water a Plant

1. _____, get a watering can and fill it with water.
2. _____, place the plant on a flat surface.
3. **After that**, slowly pour water into the plant's soil.
4. _____, let the water soak in for a moment.
5. _____, put the plant back in its usual spot.

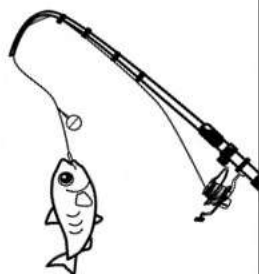


Procedural Writing : Transition/Signal Words

Beginning the Task	During the Task	Ending the Task
To begin with	Next	To wrap up
Firstly	Then	At the end
At first	In addition	All in all
Let's start by	Soon after	In the end
First	Later on	To finish up

Instructions: Use the table above fill in the missing transition words that are used in each step of the procedural task.

How to Wash Your Hands
1. _____, turn on the tap and run warm water.
2. _____, wet your hands under the running water.
3. _____, apply soap to your hands.
4. _____, scrub your hands together for 20 seconds.
5. _____, rinse off the soap and dry your hands with a towel.



How to Fish
1. _____, ask an adult to help you with fishing gear.
2. _____, go to a lake or river where fishing is allowed.
3. _____, set up your fishing rod with the help of an adult.
4. _____, cast your line into the water and wait patiently.
5. _____, when you feel a tug, reel in your line.

Writing Procedural Steps – Practice

Beginning the Task	During the Task	Ending the Task
First	Next	Then
To start	After that	Afterward
Initially	Meanwhile	Lastly
Begin by	Following this	Finally
Anything	Also	In the end



Instructions: Complete the missing steps for each procedural task.

How To Draw A Sun

Initially, grab a piece of paper and some markers.

After that, colour the circle yellow.

In the end, show your drawing to someone and see them smile!

How To Set The Table For Dinner

First,

Next,

Then,

After that,

Finally,

Writing Procedural Steps – Practice

Instructions

Write the steps for the how-to-guides below

How To Make A Fruit Salad

PREVIEW

How To Make The Perfect _____

Organizing Procedural Steps

**Steps**

Organize the steps below into correct order, (1-5).

How To Make a Peanut Butter Sandwich	Order
Eat your delicious peanut butter sandwich.	
Place a slice of bread on a clean plate.	
Use a knife to spread peanut butter on one side of the bread slice.	
Gently press another slice of bread on top of the peanut butter.	
Pick up a butter knife from the kitchen drawer.	

How to Play Soccer	Order
Kick the ball towards the opponent's goal.	
Listen for the referee's whistle to start the game.	
Put on your soccer boots and shin guards.	
Join your team on the field and stand in your position.	
Celebrate with your teammates if you score a goal.	

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

Assignment Procedural Writing – Planning

List of Procedural Ideas

How to Tie Your Shoes	How to Make a Birthday Card
How to Set the Table	How to Play a Sport
How to Feed a Pet	How to Make Food
How to Build a Sandcastle	How to Fly a Kite
How to Fold a Towel	How to Clean Your Room

Remember

Be sure to
ZOOM in for
these.



Planning Answer the questions below to plan your writing.

1) Topic – Which idea will you choose? What are you writing your how-to-guide for?

2) Title – Example: How To Ride A Bike

3) Introduction – This should be 2 or 3 sentences about what your how-to-guide is about and why they should follow it.

4) Materials – What will they need to complete the task?

Assignment Procedural Writing – Planning

Step	Instructions
Step 1	_____ _____
Step 2	_____ _____
Step 3	_____ _____
Step 4	_____ _____
Step 5	_____ _____
Step 6	_____ _____

Conclusion – This should tell them they are finished and they can enjoy whatever they made, or you can say well done!

Name: _____

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Assignment – Procedural Writing

Final Draft

Write the Final draft of your procedural writing below. Draw a picture of you are writing about.

Title: _____

Intro

Materials

PREVIEW

Assignment – Procedural Writing

Final Draft

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

Step 1

Step 2

Step 3

Step 4

PREVIEW

Assignment – Procedural Writing

Final Draft

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

Step 1		
--------	-------------------------	--

Step 6		
--------	-------------------------	--

Conclusion

Edit

Edit your first draft by looking at the success criteria.

Criteria	☒	☐
Has a Title		
Has a Material List (if needed)		
Has an Introduction		
Has a Conclusion		
Explains the steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

Edit

Edit your first draft by looking at the success criteria.

Criteria	☒	☐
Has a Title		
Has a Material List (if needed)		
Has an Introduction		
Has a Conclusion		
Explains the steps clearly		
Included pictures that make instructions better		
Start each sentence with a capital letter?		
End each sentence with correct punctuation?		

Rubric – Procedural Writing

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

Teacher Comments

Mark

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

Informational Reports: Non-Fiction

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

Non-fiction is when you learn real facts. If you pick up a book about real lions living in Africa, that's non-fiction. But, if the lion chats with you and wears a backpack for a treasure hunt, that is fiction! So, fiction is make-believe, and non-fiction is real-life facts! Reports are non-fiction texts.



Think! Which report is about the topic below fiction or non-fiction?

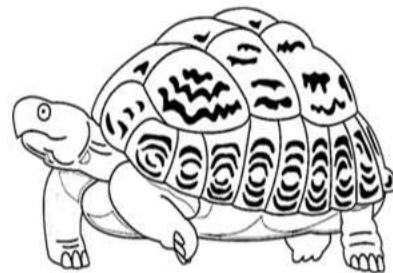
1)	Lucy's Great Adventure for Hidden Treasure	Fiction	Non-Fiction
2)	All About the Colorful World of Butterflies	Fiction	Non-Fiction
3)	How Do Plants Grow From Seed to Flower?	Fiction	Non-Fiction
4)	What Do Firefighters Do to Keep Us Safe?	Fiction	Non-Fiction
5)	Alice's Magical Carpet Ride to Distant Lands	Fiction	Non-Fiction
6)	Chris's Crazy Day Exploring Candyland	Fiction	Non-Fiction
7)	The Solar System: Planets and Moons	Fiction	Non-Fiction
8)	The Mysterious Case of Teddy's Disappearance	Fiction	Non-Fiction
9)	Dinosaurs: Fearsome Creatures from Long Ago	Fiction	Non-Fiction
10)	Keira and the Talking Dog's Enchanted Journey	Fiction	Non-Fiction

Writing a Report – Sea Turtles

Objective

What are we learning more about?

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



Instruction

How do we complete the activity?

- 1) Facts
- 2) Organize the facts into 1 of 3 main headings: Food They Eat (F), A Sea Turtle's Body (B), or Laying Eggs (E).
- 3) On the next page, write the introduction for the report. Then you will need 3 headings for the body, stay you will need a conclusion.

Facts

Organize the facts below.

Sea turtles eat jellyfish and seaweed.	
They lay their eggs on sandy beaches.	
Sea turtles have a hard shell for protection.	
Mom turtles lay about 100 eggs at a time.	
They have flippers to help them swim fast.	
Some mom turtles travel thousands of kilometres to lay their eggs	
Sea turtles can't pull into their shells.	
They munch on small fish too.	
The shell is part of their backbone.	

Planning

Fill in the parts 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 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 couple sentences.

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Writing a Report – Sea Turtles

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Writing a Report – Sea Turtles

PREVIEW

How To Research Well

Finding Information: Let's Begin!

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

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

Libraries and the internet are like treasure chests full of information. In libraries, you can find books with lots of information. On the internet, there are special tools called search engines (like Google) to help you.

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

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

The Importance of Trustworthy Sources

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

Here are some good places to look:

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



Be careful! Some places might give you wrong answers.

Stay away from:

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

Think

Is the search good or bad?

1) What happens to a caterpillar as it gets older?	Good	Bad
2) Tell me something about dinosaurs please	Good	Bad
3) Canada map	Good	Bad
4) Why is it that the moon changes the way it looks?	Good	Bad
5) I want to know how a plant gets bigger and bigger	Good	Bad
6) Animal	Good	Bad
7) Math	Good	Bad
8) Simple math	Good	Bad
9) Rainforest	Good	Bad
10) How do I tie my shoes so they stay tied up?	Good	Bad

Questions

Answer the questions

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

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.

Material

What is needed to complete the activity?

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



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 include the source of the website they found the answer on. Students should go over how 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
1) What is the largest mammal?	
2) In what country do they wear Kimonos?	
3) Which gas do plants need for food?	
4) Who is the Prime Minister of Canada?	
5) Is the Sun a star or a planet?	
6) Which bird cannot fly?	
7) Can elephants jump?	
8) How tall is the CN Tower?	
9) How many hearts does an Octopus have?	
10) How long can snails sleep?	

Report Writing – Generating Ideas

Brainstorm

Think of as many ideas as you can that are interesting to you.
Examples: sports, foods, hobbies, animals, cars, sports teams, etc.

Planning

Today you will create writing outlines for different report topics.
Choose a topic from the list above and then write 2 headings
you could use. The example below is an example.

Topic	Plants
Heading #1	What Plants Do We Eat
Heading #2	What Do Plants Need To Grow

Topic	
Heading #1	
Heading #2	

Topic	
Heading #1	
Heading #2	

Name: _____

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Topic	
Heading #1	
Heading #2	

Topic	
Heading #1	
Heading #2	

Topic	
Heading #1	
Heading #2	

Reflection

Answer the questions below

1) Which topic is your favourite? Explain.

2) Why does having an outline make writing easier?

Report Writing – Introductions

A great beginning makes people want to read your story. Here is how to start:

- Begin with a cool fact or a question.
- Say what your story is about.
- Give a hint about the ideas in the report, but do not share all the information.
- Make it short and fun!

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

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

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Did you know that Chinese New Year is sometimes called the Spring Festival? That's so cool! Let's explore about how people celebrate Chinese New Year. Get ready to learn about dragons, yummy foods, and special red envelopes! Let's start our exciting journey!

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Report Writing – Introductions

Write

Write introductions for the topics below and then check whether you met the criteria.

Topic: Why kids need to go to the dentist.

Starts with fun fact or question

Gives a hint, not all the information

Says the main idea

Keep it short and interesting!

Topic: Why kids should eat fruit.

Starts with fun fact or question

Gives a hint, not all the information

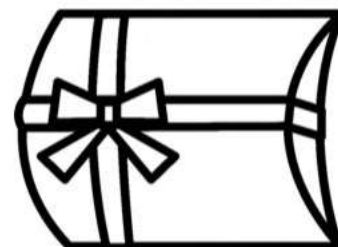
Says the main idea

Keep it short and interesting!

Report Writing – Conclusions

Finishing your story with a strong ending is like tying a ribbon on a gift. A great ending should:

- **Summarize Points:** Remind readers of the main idea.
- **Connect to Start:** It should be like the introduction.
- **Call to action:** Ask readers to try a related activity.
- **Interesting ending:** Leave with a fun fact or question.



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

So now you know the water cycle is! It brings us rain, snow, and helps plants grow—just like we know about it. Next time it rains, maybe you can catch some raindrops and see water in action. Did you know that the same water you drink today could have been snow long ago? Isn't the water cycle incredible?

Summarizes the main points		Call to action	
Connects to the introduction		Ends with something interesting	

We have learned that volcanoes are mountains that can erupt with lava and ash. They can be found in many parts of the world. The next time you see a mountain, think about whether it could be a volcano.

Summarizes the main points		Call to action	
Connects to the introduction		Ends with something interesting	

Report Writing – Conclusion

Write

Write conclusions for the topics below and then check whether you met the criteria.

Topic: Kids should have chores.

PREVIEW

Summarizes the main points

Call to action

Connects to the introduction

Ends with something interesting

Topic: Canada is the best country in the world.

Summarizes the main points

Call to action

Connects to the introduction

Ends with something interesting

Research Process – Asking Questions

Directions

Choose two community helpers you want to learn more about. Write down 3 questions that you would ask them to understand their job and how they help us every day.



Community Helper	
1	
2	
3	

Community Helper	
1	
2	
3	

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

Ideas		
Exploring Outer Space	Life on a Farm	The Science of Weather
How Airplanes Fly	Magical World of Castles	Mysteries of Ancient Egypt

1) Below are a list of report topics that you will choose from. You can use some of the ideas about _____.

2) What topic did you choose?

3) Write as many main ideas as you can think of about this topic. _____ will be your headings. Example: if your topic was lions, you might write what they eat, where they live, and how big they are.

4) Choose three main headings and write them below.

Research

Find information for your report.

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

1

2

3

PREVIEW

Planning

Finish the planning process.

6) Start with a sentence about your topic. Then, write about what your report will be about. Use your headings for help. Example: If you read this report, you'll learn about what lions eat, where they live, and how big they are.

7) Write the conclusion below. Re-write the idea of the things they learned. Use a call to action – where they can go to learn more.

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Assignment – Report Writing

PREVIEW

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction	Clear topic and grabs attention.	Clear topic but lacks interest.	Topic is vague.	Missing or off-topic.
3 Headings	All headings are clear and related to the topic.	Most headings are clear and related.	Some headings are unclear or off-topic.	Missing headings or not related to topic.
Facts	Accurate, interesting facts that clearly explain the topic.	Mostly accurate facts that somewhat explain the topic.	Some facts are inaccurate or unclear.	Missing or incorrect facts.
Pictures	Relevant pictures that add to understanding.	Relevant pictures.	Irrelevant or unclear pictures.	Missing pictures.
Conclusion	Summarizes all main points, relates back to introduction, interesting ending.	Summarizes main points but lacks conclusion or interest.	Vague or off-topic conclusion.	Missing or irrelevant conclusion.
Punctuation/Capitalization	All sentences are correctly punctuated and capitalized.	A few minor errors in punctuation and capitalization.	More errors that make it hard to read.	Frequent errors that severely impact readability.

Teacher Comments

Mark

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

What is a Haiku?

What is a Haiku?

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

Snowflakes drift down,
Landing softly on noses,
Winter's gentle hug.



Rain

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

These little poems are fun to read and a wonderful way to share something special about your world.

Write

Finish the Haiku poems below.

Topic: Sun

Line 1

Bright sun up so high

Line 2

Clouds are floating in the sky

Line 3

Topic: Brown Bear

Line 1

Oscar the brown bear

Line 2

Sleeps all winter in his den

Line 3

What is a Haiku?

**Write**

Finish the Haiku poems below.

Topic: Nighttime

Line 1

Moon up in the sky,

Line 2

Owls asking who, who, who?

Line 3

Line 1

Waves crashing in the sea,

Line 2

Line 3

A powerful force.

Topic: Rainbows

Line 1

Rainbow in the sky

Line 2

Line 3

A gift after rain.

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

Rhyme poems are like fun songs but without music. Words in them sound the same at the end. This makes them fun to read and sing! Let's learn to make a rhyme poem!

What is Rhyme?

When two words sound the same at the end, they rhyme. Like "log" and "bog" both have an "-og" sound.

Steps to Write a Rhyming Poem

- 1) Pick a Topic: What do you like or are good at?
- 2) Choose a Rhyme Scheme: Decide which words will match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use rhyming words at the end of each line to follow the pattern you choose.

Example of AABB Rhyme Scheme:

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



Tools for Finding Rhymes

- Rhyming Dictionaries: These are like dictionaries, but just for rhymes!
- Online Rhyming Tools: Type a word and find matches!

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
Frog	Hog	Log	Bog
Hand			Sand
Play	lay		
Torn			

Write

Finish the poem below using the rhyming scheme.

AABB Poems

Raindrops on my **coat**,
Puddles make my boots **afloat**.
Sky has been **torn**,

AABB Poem

_____ine _____
Birds _____ing wa _____igh.
Children la _____and _____

AABB Poems

Moon is glowing **bright**,
Guiding us throughout the **night**.
Owls hoot and bats **fly**,

AABB Poem

Bees buzz in the **air**,
Flowers blooming **everywhere**.
Honey on the **hand**,

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

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

2) Which topic will you write your poem about?

3) Write a 4-line poem below with the first line rhyming with the one above.

4) Illustrate your poem by drawing a picture.

PREVIEW

Children's Book

Illustrate

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

Lucas had a hat so fine,

It sparkled like diamonds do shine.

He put it on and it quieted down

As if he ruled a magic land

"Let's try some magic," Emma said,

"We could turn a stone into bread."

Lucas waved the hat with glee,

And soon they both had snacks for free.

Children's Book

Illustrate

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

Emm's toy that broke,

It was when he spoke.

With Lucas' help, my mom and I

And played with it well into the night.

"It's fun, this hat, but can't you see,

The magic's not just meant for me."

He put it where he found the prize,

For another kid to realize.

Activity Title: Rhyme Time Poetry Party

Objective

What are we learning more about?

To engage students in the fun world of rhyming and help them create their very own four-line rhyming poem.



Instruction

How do we complete the activity?

- 1) Group Rhyme Chain:** Start by sitting in a circle. Say a word aloud (e.g., "dog"). The next student says a word that rhymes with "dog". Go around the circle with each student saying a rhyming word until you cannot think of any more words. Do this multiple times with different words.
- 2) Theme Selection:** Ask each student to think of their favourite thing (it could be an animal, a toy, a place, etc.) and write it down.
- 3) Rhyme Brainstorm:** On a piece of paper, students will brainstorm and write down 3-4 words that rhyme with their chosen favourite thing.
- 4) Compose the Poem:** Using their favourite thing and the rhyming words they brainstormed, students will write a four-line poem. Remind them that the end of lines 1 and 2 should rhyme, and the end of lines 3 and 4 should rhyme.
- 5) Poetry Presentation:** Once their poem is complete, create a "poetry stage" (a space in the front of the class) and let students take turns presenting their poems. Applaud and cheer for each poet!

Activity Title: Rhyme Time Poetry Party

Plan

Plan your poem by filling in the graphic organizer below.

1) Write down some of your favourite things below. It could be food or a toy.

2) Which favour did you choose for your poem?

3) Write as many words as you can think of that rhyme with your favourite thing.

4) Write your poem below. In the first line, you'll say what your favourite thing is. Then you'll use the rhyming words above to create sentences that rhyme.

Rubric – Creating a Rhyming Poem

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

Teacher Comments

Mark

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

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun poems that are usually silly and funny. These poems have a certain beat and rhyme, which makes them catchy. Popular limericks include There Was An Old Man With A Beard and There Once Was A Man From Peru.

There Once Was A Man From Peru

There once was a man from
Who dreamt he was a shoe.
He awoke in the night
With a terrible fright,
And found it was perfectly true.

There Was An Old Man With A Beard

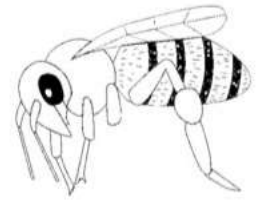
There was an old man with a beard.
Who said it is just as I feared.
Two owls and a hen,
Four cats and a wren,
All his little secrets in my beard!

How a Limerick Goes

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

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

What is a Limerick Poem?



Write

Finish the poem and draw what you are picturing.

Topic: Silly Bees

Line 1	There once were some bees in a hive,	Draw
Line 2	Who buzzed and felt so alive.	
Line 3	The honey bees	
Line 4	And chat with the bees,	
Line 5		

Topic: The Jolly Old Man

Line 1	There once was an old man named Ray,	
Line 2	Who laughed in a jolly old way.	
Line 3	With a chuckle and grin,	
Line 4		
Line 5	Brightening everyone's day!	

Name: _____

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Curriculum Connection
CC2.2, CC2.4

What is a Limerick Poem?

Ran	Jack	Plan	Fan	Snack
Back	Slack	Pack	Mack	Track
Zack	Can	Black	Man	Tan

Write

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



Line 1

Once I had a puppy named _____,

Line 2

Who was drinking soda _____.

Line 3

He tugged and he _____,

Line 4

Sipped on a soda _____.

Line 5

Then went for a run around the _____.

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

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

2) Which topic will you write first? _____

3) What words come to mind when you think of _____? Is there a word you think of a word, write down rhyming words that go with _____

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4

Name: _____

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Curriculum Connection
CC2.2, CC2.4

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below.

Line 1

2

Line 3

Line 4

Line 5

5) Illustrate your poem below.

Writing A Limerick Poem



Writing an Acrostic Poem

Write

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

School Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Book	Hook	Look	Brook	Rook
Class	Grass	Mass	Pass	Brass
Page	Age	Cage	Wage	Sage
Shade	Shade	Shade	Parade	Braid
Rest	Rest	Rest	Nest	Jest

S

C

H

O

O

L

Writing an Acrostic Poem

Plan and Write

Write an acrostic poem about you.

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

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

Your Word	Rhyme 1	Rhyme 2	Rhyme 3

Name: _____

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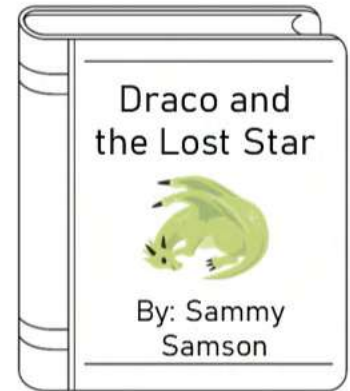
Rough Copy

Write your rough copy below

PREVIEW

Analyzing a Book Review

Title and Author: "Draco and the Lost Star" by Sammy Samson



Introduction: Hey there, everyone! I want to tell you about this cool book I read. It's called "Draco and the Lost Star" full of magic, mystery, and fun!

Summary: This book is about Draco, a friendly dragon who loves stars. One night, Draco sees that the big star in the sky is gone! Draco knows it's not right, so he decides to go on a journey to find the lost star.

Along the way, Draco meets all kinds of magical animals who help him on his journey. Together, they explore magical forests, sparkling rivers, and even climb the highest mountains. Will Draco find the star and bring back its twinkle to the night sky?

Your Thoughts: I really, really loved this book! Draco is a brave dragon. I wish I could be as brave as him. The book was so thrilling, and I couldn't guess what happened next. I liked meeting all the magical things too, like talking trees and friendly fireflies. The pictures were well made, and the words were just right for kids like us.

Rating: ★★★★★

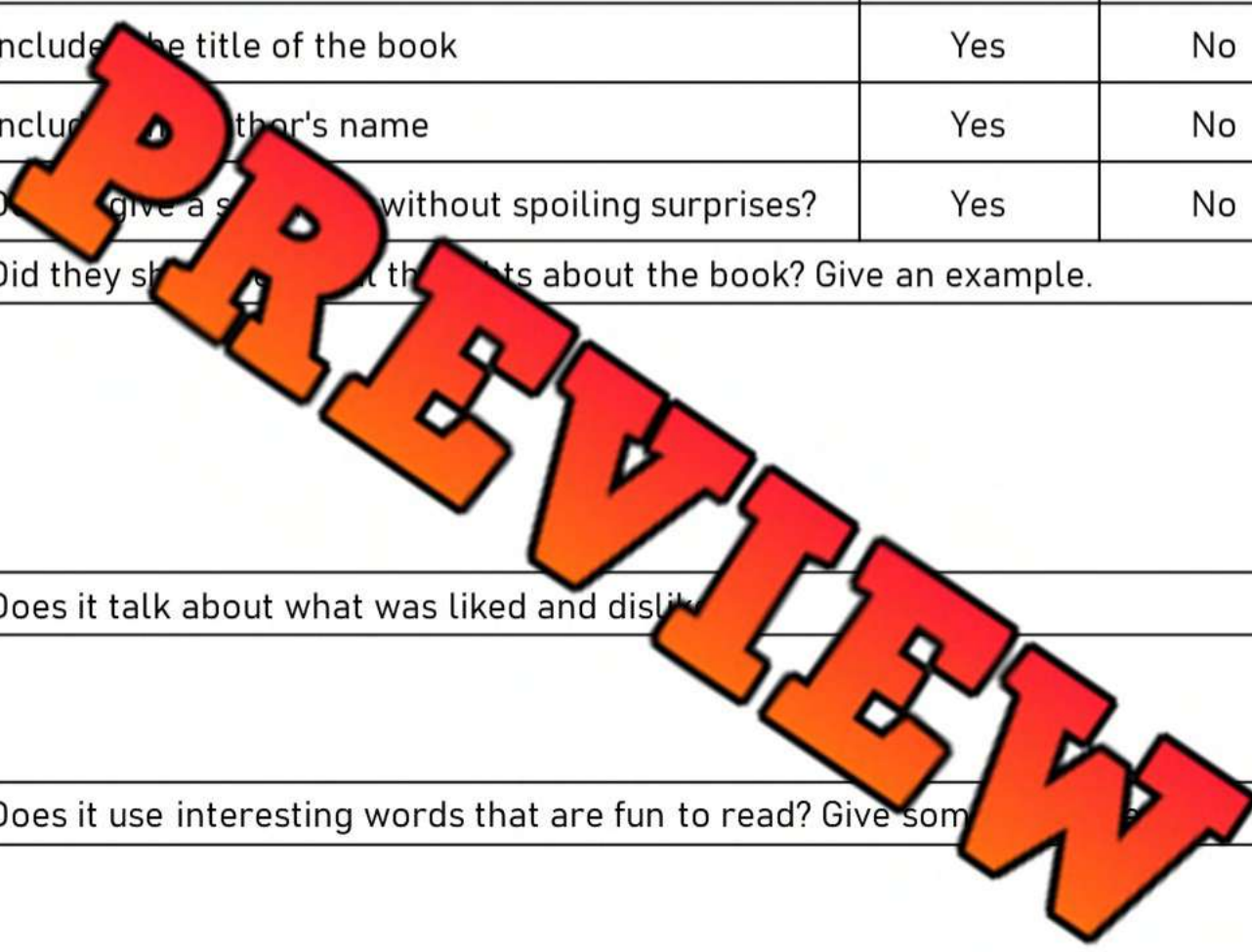
I give this book five big, shiny stars! ★★★★★ It's a magical journey that you won't want to miss. Come along with Draco and help him find the lost star!



Analyzing a Book Review

Describe

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

1) Does it have a catchy start?	Yes	No
2) Include the title of the book	Yes	No
3) Include the author's name	Yes	No
4) Do not give a spoiler without spoiling surprises?	Yes	No
5) Did they share their thoughts about the book? Give an example.		
		
6) Does it talk about what was liked and disliked?		
7) Does it use interesting words that are fun to read? Give some examples.		
8) Does it end with a rating? Write it down.		
9) Who does it say would enjoy the book?		

Practicing Summarizing

Summarize

Read the short story below and then summarize it without giving away surprises. Pretend a friend has asked for a television or movie recommendation, so they don't want to know exactly what happens.

Short Story**The Lost Puppy**

In a sunny park, Jake found a little lost puppy with fluffy, brown fur. It cried softly, looking very sad. Jake wondered how he could help it. Then he remembered seeing a "Lost Puppy" sign. Holding the puppy gently, Jake ran over and called the number on the poster. After a few minutes, a happy owner showed up, hugging the puppy with tears of joy. "Thank you so much!" she said, filled with thanks. Jake smiled, happy to have found a new furry friend.

Your Summary

Practicing Reviews – Lucy's Magic Bracelet

Reviews

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

Short Story – Tom's Magical Boots

Tom found special boots in a magic forest. He was so excited that he put them on right away. Then he stomped his feet one, two, three times. All of a sudden, he could understand what the trees were saying! Big oak trees told him really old stories. Willow trees whispered secrets to him. Even the maple trees gave him funny riddles to solve. When he went home, he took off his magic boots and ran to his friends. "I have amazing stories to tell you," he said. Tom loved his magic boots and could not wait to visit the forest again.

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

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

Favourite	
Least Favourite	

3) What rating do you give the story? Why do you give it this rating?

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

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

Favourite
PartLeast
Favourite
Part

PREVIEW

Planning

Fill in the graphic organizer to write a book review.

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

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

7) Draw a picture to go along with your book review.

PREVIEW

Name: _____

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CC2.1

MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

Rubric – Book Review

Category	4 Points	3 Points	2 Points	1 Point
Title and Author's Name	Clearly states title and author	Mentions title and author	Missing either title or author	Missing both title and author
Grabs Reader's Attention	Engaging start, hooks reader	Starts with some interest	Lacks a catchy start	No effort to engage reader
Strong Summary	Clear and concise summary of the book	Adequate summary of the book	Incomplete or unclear summary	No summary given
Rating	Gives a rating (e.g., 5 stars)	Gives a rating	Unclear rating	No rating provided
Recommendation	Strongly recommends with reason	Recommends with basic reasoning	Mentions recommendation	No recommendation

Teacher Comments

Mark

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

Printing Activities

Name: _____

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Curriculum Connection
CC2.1

Printing Activities

Practice

Trace the printing letters below.

A A A A A A A A A A A

a a a a a a a a a a a

B B B B B B B B B B B

b b b b b b b b b b b

C C C C C C C C C C C

c c c c c c c c c c c

D D D D D D D D D D D

d d d d d d d d d d d

Name: _____

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Curriculum Connection
CC2.1

Printing Activities

Practice

Print the letters in each of the boxes.

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

PREVIEW

Name: _____

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Curriculum Connection
CC2.1

Printing Activities

Practice

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

The cat slept.

I love

Birds fly high.

He reads a big book.

My dog barks loudly.

PREVIEW

Printing Activities

Practice

Trace the printing stories below.

Lucy went to the park. She saw ducks in
the pond. They quacked and swam happily.
Lucy saw them lapped.

Today is Max's birthday. He got a big, blue
balloon. His friends sang happy birthday.
Max felt so special.

Rain tapped on the window. Mia watched
with her cat. They saw a rainbow later. It
was bright and beautiful.