



Preview – Information



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Google Slides Lessons Preview





Saskatchewan Language Writing – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

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

Matching: Text Forms

Look at each example and drag the correct text form from the right side to match it.

A Recipe Book 	The Story of The Ant and Grasshopper 	Note to a teacher 	Who is Albert Einstein?
Garfield By Jim Davis 	A poster saying 'Save the Earth: Recycle!' 	A Haiku 	The Life Cycle of a butterfly

Biography

Persuasive Writing

Poem

Report

Instruction

Narrative

Comic Strip

Letter

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fantasy Genre Character Creation

Look closely at the creature in the image and then describe its appearance, features, and what makes it magical or unique.





Saskatchewan Language Writing – Grade 3



Choosing the Right Adjective

Fill in the blanks with suitable adjectives from the word box. Use each word once.

young	round	wooden	green	dirty
five	short	peaceful	tricky	quiet



- Lila took a _____ walk in the park.
- The _____ boy helped his sister.
- The custodian wiped the _____ desk.
- A basketball is _____ in shape.
- A starfish has _____ arms.
- I lost my _____ notebook.
- Please use your _____ voices inside.
- The giraffe has a _____ tail.
- We solved a _____ riddle in class.
- The carpenter built a _____ fence.

Sentence Sort

Write the sentence in the box. Avoids repetition or X if the sentence repeats words unnecessarily.

1	The cake was delicious. Everyone said the cake was delicious at the party.	
2	The dog was playful, energetic, and full of excitement.	
3	She felt sad, lonely, and upset after the movie ended.	
4	He was tired. He was tired because he ran a long race.	
5	The movie was exciting, especially the ending.	
6	My brother is funny, and he always makes everyone laugh.	
7	The flowers were pretty. The pretty flowers were pretty in the pretty garden.	
8	It was a cold day. It was cold because of the cold wind.	

✓	✗
✓	✗
✓	✗
✓	✗
✓	✗
✓	✗



Purpose and Audience of Writing

Instruction: Read each situation and decide if it should be written as a **Formal** or an **Informal** letter.

Audience	Purpose	Formal	Informal	
Principal	Asking for permission to join a contest			✓
Uncle	Thanking for a birthday gift			✓
Mayor	Suggesting more trash bins in the park			✓
Best Friend	Planning a surprise birthday party			✓
Teacher	Clarifying test instructions			✓
Store Manager	Returning a broken item			✓
Aunt	Sharing exciting vacation news			✓
Coach	Asking about sports practice schedule			✓
Classmate	Asking to borrow a book			✓



Saskatchewan Language Writing – Grade 3

Find the Right Setting

Read each description and drag the picture that matches the setting into the correct box.

The sun was shining brightly, and the waves splashed gently on the sand. Children were running around, building sandcastles and collecting seashells.		Colourful posters covered the walls, and books were neatly stacked on the shelves. The students sat at their desks, listening to their teacher.	
Tall trees stood close together, their leaves making a green roof above. Birds chirped loudly, and a squirrel ran quickly across the ground.		The swings moved back and forth, and the slide sparkled in the sun. Children laughed as they played tag and climbed on the jungle gym.	
			

Match

Read each description carefully and match it to the correct picture.

A Mia has got brown curly hair. She has got green eyes and a small nose. She's very kind.	B Leo has got short black hair. He has got dark skin and a big smile. He's funny.	Emma has got long blond hair and big eyelashes. She's friendly.			
D Noah has got blue eyes and has one tooth. He hasn't got long hair. He's playful.	E Ava has got straight red hair. She hasn't got blue eyes. She's helpful.	F Max has got spiky hair. He hasn't got blond hair. He's cool.			
					

Similes Practice

Match the two parts that make a simile.

1) As busy		as honey
2) As brave		as a lion
3) As light		as lightning
4) As cold		as a bee
5) As sweet		as a turtle
6) As slow		as an ox
7) As quiet		as a feather
8) As fast		as a lamb
9) As gentle		as ice
10) As strong		as a mouse





Workbook Preview



Grade 3 – Language

Saskatchewan ELA Curriculum



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	
CC3.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity (e.g., Spreading My Wings) • community (e.g., Helping Others) • social responsibility (e.g., Communities Around the World) and make connections across areas of study.	8-9, 95-96, 107-108, 155-158 161-162, 200-203, 270-271	
CC3.2	Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to follow representations with a clear purpose	112-113, 171-177, 190-197, 206-209, 211-215, 225-226, 247-260, 261-268, 276-279	
CC3.3	Preview of 150 pages from this product that contains 383 pages total.		Unit)
CC3.4	Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.	10-45, 48-67, 70-81, 84-92, 97-106, 109-111, 114-137, 140-154, 163-170, 174-177, 179-189, 198-199, 204-209, 218-224, 227-228, 230-245, 272-275, 280-284	

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
AR3.1	Reflect on and assess their viewing, listening, reading, speaking, writing, and other representing experiences and the selected strategies they have used (e.g., using class-generated criteria).	46-47, 68, 82-83, 93-94, 138-139, 159-160, 178, 210, 229, 261, 269, 285-308
AR3.2	Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and discuss a plan for achieving them.	69, 216-217

Stamina Writing – Building Stamina

Stamina in writing means being able to write for a long time without getting tired. It is like having strong muscles for writing.

Imagine you are running or playing a game, and you keep going even when it gets hard. With writing, it is the same. You keep making up stories or sharing ideas with your words, even when it feels a bit tough. It is practicing to write more and more so you can become really good at it, just like practicing a sport or a game.

Practice writing a paragraph from the box below and write about it for 8 minutes.

Do you think it's fair to have school uniforms?

Do you think it's fair to limit screen time?

Is it fair to expect every student to be good at math?

Name: _____

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Curriculum Connection
CC3.1

Practice

Continue writing about your topic for 8 minutes.

PREVIEW

Count your words. How many words did you write? _____

Count your lines. How many lines of words did you write? _____

Understanding Text Forms

What Are Text Forms?

Text forms are like different tools in a toolbox. Each one helps us tell our ideas, feelings, or stories in special ways.



Why Different Text Forms?

When we want to write something, we should choose the text form that works best for what we are writing.

- Narratives: These are stories like bedtime tales.
- Reports: These are like facts like on the news.
- Letters: These are notes for other people.
- Poems: These are like beautiful poems but in words.
- Persuasive Writing: This is how you talk to someone in a way of thinking.
- Comic Strips: These are funny or exciting stories with drawing.
- Biographies: These tell about someone's life, like a story about a person.
- Instructions: These are like treasure maps, leading you step by step.

Who Will Read It?

When we write, we think of our reader or readers. These readers are our "audience." Knowing our audience is like having a secret recipe for our writing.

Choosing the Right Key

We pick the best text form for what we want to say and who will read it. For example, if we're teaching our little sister to tie her shoes, we'd use instructions. If we want to share a hero story like about Wayne Gretzky, we'd use a biography.

Which Form?

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

1) Sharing my weekend adventure with the class.	
2) Talking about my favourite animal to the whole school.	
3) Asking Mom and Dad if I can have a pet fish.	
4) Showing how to fold a paper airplane.	
5) Explaining why recess should be longer.	
6) Writing a letter to Grandma for her birthday.	
7) Deciding what I want to be when I grow up.	
8) Making a funny comic with pictures and speech bubbles.	

Questions

Answer the questions below.

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

Biography Book Covers

Design a book cover for a biography about your best friend.

--	--

Narrative Writing – Genre Identification

Read

Read the story below, identify its genre and colour the picture.



In 1969, something amazing happened! Neil Armstrong and Buzz Aldrin, who were astronauts, landed on the moon for the very first time. When Neil stepped onto the moon, he said, "That's one small step for man, one giant leap for mankind." People all over the world watched on their TVs and were super excited. This moon landing was a huge moment in history and showed everyone that we can really big things when we try hard.

Fantasy	Fiction	Non-Fiction
Education	History	Suspense

Writing

Explain why the story fits the genre you chose.

Narrative Writing – Genre Identification

Read

Read the story below, identify its genre and colour the picture.



In a magical land filled with sparkling rivers and talking animals, a young girl named Lily discovered a glowing stone that could grant wishes. She wished for adventures, and suddenly, she found herself riding a flying unicorn named Star. Together, they soared above the clouds, exploring enchanted forests and meeting friendly dragons who shared their treasure. Every night, they returned home under the starlit sky, excited for the next new magical journey.

Fantasy	Fiction	Non-Fiction
Adventure	Non-Fiction	Biography

Writing

Explain why the story fits the genre you chose.

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 Game

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 to set it aside for later comparison.

Part 2: Writing With Brainstorming

Subject: My Favourite Dessert

Instructions:

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



Name: _____

24

Curriculum Connection
CC3.4

Activity: Power of Planning

Part 1

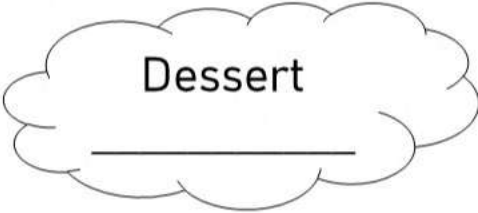
Write for 8 minutes straight about what your favourite game is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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



Dessert

PREVIEW

Sentence Beginnings – Adjectives

An **adjective** is a word that describes something. It can tell us what kind, how many, or which one. We use adjectives to make our sentences more interesting. You can start a sentence with an adjective to describe the noun that comes after it.

Here are 2 examples:

- Tall trees surrounded the campsite.
- Seven ducks swam in the pond.



Write _____ sentences using different adjectives to start the sentence.

Sunny	Mysterious	Colourful	Noisy
Delicious	Giant	Tiny	Silly

Sentence 2

Sentence 3

Sentence 4

Sentence Beginnings – Prepositional Phrase

A **prepositional phrase** is a group of words that starts with a preposition and tells us more about something. **Prepositions** are words like "on," "in," "under," "before," and "after." They show where or when something is happening. You can start a sentence with a prepositional phrase to set the scene or give more information.

Here are 3 examples:

- 1) In the morning, we like to go for a walk.
- 2) Under the table, the cat was hiding.
- 3) After the rain, the flowers looked more colourful.



Write your own sentences that begin with a prepositional phrase

In the garden	After the storm	Beside the river	Near the window
On the playground	Before the	Behind the school	Through the forest

Sentence 2

Sentence 3

Sentence 4

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 information provided to write 2 sentences about a bear. You mix up which parts you use.

Adjectives (Describing words)	Noun	Where	When
Brown	Bear	Crossed arms	In Toronto
Huge		Was growling	Last night
Massive		Started chasing me	All day
Scary		Ate a fish	Every day
Crazy		Climbed a tree	By my house

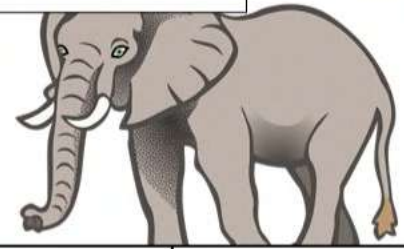
Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

Write 3 options for the picture. Then use them to write three different sentences.



Adjectives (Describing words)	Noun	Verb (What could the elephant be doing?)	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. Provide 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 descriptive sentences using the prompts from the table. They can't reuse words and must use all the words provided. They should write these sentences down on this page.

For example, they might come up with:

- "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?

Adjectives	Nouns	Verbs	Where	When
fluffy	cat	jumped	on the playground	in the morning
shiny	drum	played	under the tree	after lunch
loud	ball	sang	near the pond	before bed
tiny	park	danced	in the classroom	during the rain
colourful	girl	rolled	beside the car	on Tuesday
tall	dog	ran	at the library	on the weekend
smooth	book	read	by the window	after dinner
rough	bicycle	rode	on the basketball court	before breakfast

Sentence 1: [Image] All 8 sentences using the different prompts above.

REVIEW

Revision – Run-On Sentences

A **run-on sentence** is a sentence that is too long because it has too many ideas without the right breaks or connections. It's like when you keep talking without stopping. To fix a run-on sentence, we can make it into two sentences or use words like 'and' or 'but' to join the ideas properly.

Examples

- ☒ **Run-On:** "The sun was shining I went to the park."
- ☒ **Fixed:** "The sun was shining, so I went to the park."
- ☒ **Run-On:** "She loves to read she has a lot of books."
- ☒ **Fixed:** "She loves to read. She has a lot of books."



Edit Fix the run-on sentences by adding a conjunction or by making two sentences

1) He ran fast he won the race.
2) It was hot outside we decided to stay inside.
3) She likes apples she doesn't like bananas.
4) The dog barked the mailman ran away.
5) I was tired I stayed up late.

Conjunctions

And
Because
So
Or
But
Yet
Yet

Think

Is the sentence a run-on or not?

1) The cat slept peacefully in the warm sunlight.	Yes	No
2) It was raining we played board games inside.	Yes	No
3) She loves painting, especially with bright colours.	Yes	No
4) He loves soccer his sister prefers basketball.	Yes	No
5) After school, they went to the library.	Yes	No
6) I have a goldfish it swims in a big tank.	Yes	No

Revision – Run-On Sentences

And	But	So	Because	Then
Yet	However	Therefore	While	Or

Think

Where will you put the conjunction? Which conjunction will you choose?

	Run-On Sentence
Ex	So I like to swim to the pool every day.
1	She has a cat it is very cute.
2	It was raining we stayed indoors and read books.
3	He was hungry he ate an apple.
4	The sun set the stars came out.
5	She was late for school it wasn't a big deal.
6	They played soccer it was fun.
7	He found a coin he bought a candy.
8	We went camping we only stayed one night.
9	She could paint a picture she could ride her bike.

Revision - Avoiding Repetition

Repetition in writing means using the same words or ideas too many times. It can make your writing boring. To avoid it, try using different words or changing the sentence a bit.

☒ **Example of Repetition:** She was happy. She was joyful. She was glad.

☒ **Without Repetition:** She was happy, joyful, and glad.



☒ **Example of Repetition:** The pizza was good. It was good because the cheese was good.

☒ **Without Repetition:** The pizza was delicious, especially because of the tasty cheese.

Revision - Rewrite the sentence by avoiding repetition

1

I was sad. I became sad because I lost my pencil. It was a sad day.

2

The clown was funny. The clown made funny jokes.

3

The cake was sweet. The icing was sweet. The cake was yummy.

4

The ride was good. The ride spun me around. Everyone enjoyed the good ride.

Writing Fluency

Writing fluently means your words flow nicely like a river. It's easy to read and sounds like talking to a friend. For good writing fluency, you need:

- **Full Sentences:** They have a who (like 'the cat') and a doing part (like 'runs fast').
- **Connective Words:** Words like 'and', 'because', 'then', which link your ideas together.
- **Details:** Give more information to make your sentences interesting.
- **Different Beginnings:** Don't start every sentence the same way.
- **Rhythm:** Your writing should have a beat that's nice to hear when read aloud.

Revise the paragraphs below using writing fluency. Read aloud, make it can be ready fluently.



The cat sat. On the floor. It is f... sleepy in the morning. The sun is up. It is bright. Birds are outside. The day is a busy morning.

A boy had a bike. It is red. His name is Sam. He rides fast. No helmet on his head. He stops at the park. Friends are there. They play tag. It is time to go home soon.

Exploring the Structure of Paragraphs

What's Inside a Paragraph?

Have you ever wondered what makes up a paragraph? It's like a puzzle with different pieces that fit together!

The Start: Topic Sentences

Every paragraph has a special sentence at the beginning called a "topic sentence." This sentence tells us the main idea of the paragraph. Imagine it's like the title of a book chapter or a hint about what's coming next.



Details, Details, Details!

After the topic sentence, the paragraph has supporting sentences. They give more information and details about the main idea. Here is a list of things they can include:

- Examples to explain the idea.
- Reasons why something happens.
- Descriptions to help us imagine better.

Wrapping It Up: Closing Sentences

At the end of the paragraph, there's often a closing sentence. It wraps up the ideas and makes the paragraph feel complete, like putting the lid on a box. It reminds us what the paragraph was all about.

So, next time you read a story or write one, notice how paragraphs are built. Each one is a small story with its own main idea and details!

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

The park has a big playground where we can swing high in the air and slide super fast. We can also play catch with our friends or jump rope until we are out of breath. For me, this is the best!

Topic Sentence

From the tall and giraffe in the savanna to the colourful parrots in the rainforests, each one has its special features. Some animals, like dogs and cats, even become our best friends. Animals are a big part of our lives.

Topic Sentence

Some stars group together and form shapes. We love to make up stories about these star patterns, like the Big Dipper or Orion. Lying on the grass and looking up at the twinkling stars is a perfect way to end a day. It's a beautiful sight.

Hooks

Rewrite the topic sentences below but make them hooks so they 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 to make readers think.
Example: "Have you ever thought about why birds sing?"
- **Using an Exclamation:** Say something surprising to catch their eyes.
Example: "Look up! Stars twinkle all night!"
- **Making a Bold Statement:** Use strong words to share your main idea.
Example: "Elephants are the largest animals on land!"
- **Adding an Interesting Fact:** Share something cool to make it exciting.
Example: "Did you know? Cats can make over 100 sounds!"



Hooks

Write a topic sentence below using the different strategies.

Original Version	Some people are scary.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) They're sweet and have yummy chips. Baking them fills the house with warm smell. Eating them with milk is super tasty.

a) Chocolate chip cookies are the best treat!

b) Cookies have chocolate chips in them.

c) Cookies are baked in an oven.

2) In the winter, snow falls from the sky. Kids make tall snowmen and play in the snow. On cold days, we wear coats, gloves, and scarves.

a) Winter has many holidays like Christmas.

b) Winter has cold weather and snow.

c) Each snowflake is special and different.

3) Elephants have big ears and long trunks. They use their trunks to pick up things and splash water. They like to be with other elephants and play in pools.

a) Lots of wild animals live in Africa.

b) Elephants are the same height as giraffes.

c) Elephants are amazing animals with cool parts.

4) Soccer needs players to practice a lot. They practice kicking and playing as a team. On weekends, many kids play soccer games.

a) Playing soccer means learning skills and teamwork.

b) Many games, like baseball, need a ball.

c) Kids play soccer more in the summer.

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. Just like when we play with toys, each toy has its own place.

What's Inside?

Inside a paragraph, we add details to explain our main idea. It's like adding toys to a toy box. If you're talking about a cool toy, you won't just say, "This toy is fun." You'd tell your friend why it's fun to play with it, and why they'd like it too!

Check These Out:

✓ Main Idea: "I love ice cream."

Details: It's sweet, cold, and comes in many flavors.

✓ Main Idea: "Playing outside is the best."

Details: You can jump, run, and even play hide and seek.

Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

If we stack them right, they won't fall over.

How to Build Great Paragraphs:

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



Crafting Perfect Paragraphs

Supporting Details

Write 2 supporting details about the topic sentences below.

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

Topic Sentence	Field trips are so much fun!
Supporting Detail # 1	
Supporting Detail # 2	

Topic Sentence	Breakfast is the best meal of the day.
Supporting Detail # 1	
Supporting Detail # 2	

Topic Sentence	Weekends are perfect for family time.
Supporting Detail # 1	
Supporting Detail # 2	

Supporting Details

When we write about something, like our favourite 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) More sun (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 ideas and then select 2 big ideas to write about.

1) What is your dream car?

Dream Car

Write the 2 ideas you can pull from your brainstorming.

1)

2)

Transition Words - Supporting Details

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

Think _____ a good transition word for the supporting details.

- 1) I enjoy colouring with _____, my friend uses coloured pencils. We like to compare drawing.
- 2) At the zoo, I saw lions and elephants. _____, there were monkeys swinging from trees. We laughed watching antics.
- 3) I had ice cream for dessert. _____, my friend had a slice of cake. Both of us love sweet treats.
- 4) On weekends, I visit the park. _____, I sometimes go to the museum. I learn and play a lot.
- 5) My mom cooks pasta for dinner. _____, she sometimes makes yummy pizza. _____, my aunt makes sandwiches. We all share and taste each other's dishes. _____, we discover new favourite foods.

Ending With A Bang: Conclusion Sentences

What's a Conclusion Sentence?

A conclusion sentence finishes a paragraph. It's the last sentence you read and helps you remember the main points of the writing.

Why Do We Need Conclusion Sentences?

Conclusion sentences help us understand the main point of what we have read. When we finish reading, the conclusion sentence reminds us of the main idea.



How to Write a Good Conclusion Sentence

To write a helpful conclusion sentence, here's what you can do:

- Restate the Main Idea: Say the main idea in but different words.
- Keep it Short: Don't make it too long. You should make new sentences.
- Add a Final Thought: Sometimes, you can add a small thought.

Conclusion Sentence Examples:

If you write about playing a game, you could end with:

- ✓ "Games are fun and help us work together!"

If you write about a trip to the zoo, you might say:

- ✓ "The zoo is full of amazing animals and adventures!"

If you write about a day at the beach, you could finish with:

- ✓ "Beaches are places of sun, sand, and fun memories!"

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) Conclusion sentences are the first in a paragraph.	True	False
2) Your conclusion sentence should add new ideas.	True	False
3) Your conclusion sentence should be long.	True	False
4) It should state the main idea.	True	False
5) The conclusion should be about random things.	True	False

Think

Which conclusion sentence you think is best.

1) Vanilla ice cream is my favorite dessert. I love adding rainbow sprinkles on top. Eating it always makes me happy, especially on hot days.

- a) Vanilla ice cream with sprinkles is my favorite.
- b) I sometimes eat ice cream.
- c) Vanilla ice cream is a cold dessert.

2) I love listening to the rain tap on my window. On rainy days, I wear my blue rain boots and jump in puddles. Afterward, I come inside and drink warm chocolate.

- a) Rain is water from the sky.
- b) Rainy days bring so much joy and warmth.
- c) My boots are blue.

3) Every night, my mom reads me a bedtime story. We explore magical lands and meet characters. Listening to her voice makes me feel cozy and ready to dream.

- a) My mom has a book.
- b) Her stories are the perfect end to my day.
- c) She reads at night.

Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) Trees are really important for us. They give us shade on hot days and homes for birds. In the fall, their leaves turn pretty colours like red and gold.

2) Every summer, my family goes to the beach. We build sandcastles, collect seashells, and splash in the water. My mom always wears my favourite sun hat to protect my face.

3) I love riding my bicycle around the park. It's blue with a small bell. On weekends, my friends join me, and we race each other.

4) My teacher has a big globe in our classroom. We use it to learn about different countries. Yesterday, I found where Canada is.

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) My teddy bear is named Mr. Brown. He has soft, fuzzy fur and a red bowtie. I got him on my fifth birthday from my grandma. Every night, I cuddle him to sleep. He's my favourite toy in the whole world.



Main Idea

2) At school, we have a special reading time. Every day, one student picks out a book from the library shelf. I usually choose stories about adventure and magic. My best friend likes books about animals. After reading, we share what we learned from our books.

Main Idea

3) Winter is such a magical time of the year. Snowflakes fall from the sky, covering everything in white. I put on my warm coat, mittens, and boots to go outside. My friends and I build snowmen and have snowball fights. At the end of the day, we drink hot cocoa to warm up.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

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

Penguins are amazing birds that can't fly, but they have their own cool skills. First, they have long arms, which act like flippers, that help them swim super fast in icy water. They live in cold places like Antarctica, where not many other animals can. They eat lots of fish, and they're good at catching them because they can dive really deep. Lastly, penguins live in big groups, and they keep their eggs warm by balancing them on their feet. It's clear that even though they can't soar in the sky, penguins are very special.



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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

2) Brainstorm any ideas that come into your mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

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

Edit

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

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

Edit

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

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

Revision – Take a Closer Look

Instruction

Take a closer look at your previous activity to answer each question below. Mark “yes” or “no”. Make changes in your writing for each question that you marked “no”. Then colour the box to show you edited your writing.



	Yes	No
Is the topic close to the topic of the unit?		
Are your ideas based on the topic?		
Do your details tell more about your topic?		
Did you use your best spelling?		
Did you use capital letters?		
Did you end each sentence with a punctuation mark?		
Did you have long and short sentences?		
Do your words and tone (feelings or attitudes) match your purpose (reason for writing)?		
Do you have a closing to your paragraph?		

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.

PREVIEW

What
Learned

Formal Versus Informal Letters

Formal Letters: For Serious Talks

Formal letters are special letters we use when we want to talk about important things. You would use a formal letter if you want to tell your school principal about a big idea, or if you have a question for a company that makes your favourite toys.

How to Write:

- ✓ Opening: Start with "Dear" like "Dear Principal."
- ✓ Body: Here, tell about your big idea or question. Always be polite.
- ✓ Closing: Finish with words like "Thank you" or "Yours truly."



Friendly Letters: These are letters we write to our friends or family.

How to Write:

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

Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who you are writing to and why. **Formal emails**, need a clear structure and polite tone, often used for job applications or professional communication. **Informal emails**, on the other hand, are like casual letters sent online, used for writing to friends or family.

Parts of an Email:

- Subject Line: A short hint about the email.
- Opening: A greeting like "Hi" or "Dear."
- Body: Your news or questions.
- Closing: A nice ending, like "Thanks" or "See you soon!"



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are always fun.	True	False
2) Formal letters use "Hi" for opening.	True	False
3) "Yours truly" is a formal closing.	True	False
4) "Love" is a friendly letter closing.	True	False
5) "See you" is an email closing.	True	False

Think

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

Dear Mrs. Smith,

I hope you're doing good. Can we please have a lesson about stars and planets next week?

Thank you,
Alyssa

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

Hi Max,

You finish the drawing we started yesterday? It looked awesome!

Talk to you,

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

Subject: Great Story

Dear Mr. Lee,

I wanted to let you know I really enjoyed the story we read today. Can we read more like that?

Best wishes,
Evan

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

Subject: New Math Game

Hey Riley,

Guess what? I found a cool game about math. Want to play it during break?

See you!
Mia

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

Purpose and Audience of Letters

Think

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

Audience	Purpose	Formal or Informal	
School Principal	Asking for a meeting	Formal	Informal
Cousin	Sharing pictures	Formal	Informal
Local Council	Asking for a new swing set	Formal	Informal
Best friend	Inviting to a sleepover	Formal	Informal
Teacher	Asking for help with homework	Formal	Informal
Customer Service	Complaining about a product	Formal	Informal
Grandparent	Asking to come over this weekend	Formal	Informal
Potential Employer	Asking for a job	Formal	Informal
Classmate	Asking to play soccer at recess	Formal	Informal
Favourite Author	Asking a question about a book	Formal	Informal

Think

Think of 4 emails you might want to send. Will they be formal or informal?

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

Analyzing Informal Emails

Analyze

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

Subject: Missing Pencil

Hey Alex,

I noticed my blue pencil is missing from my desk, and I saw you using one just like it. Did you take it without asking? I really need it back. It's important to ask before taking someone's stuff. Let me know.

Thanks

Jordan

Author's Voice

Subject: Lost Toy

Hi Jake,

I'm feeling really down because I lost my favourite toy at school today. If you see a green toy dinosaur, can you let me know? I'm really sorry but it's gone. I can't find it.

Thanks a lot,

Sophie

Author's Voice

Subject: Presentation Tomorrow

Hi Grace,

I'm super nervous about our class presentation tomorrow. I keep thinking I'm going to forget everything. Have you practiced a lot? Maybe we can practice together after school? It might help me feel better.

Thanks,

Olive

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: Super News!

Hey Zoe, what's up? _____! I just got a new puppy! _____!

He's the golden retriever and he's super fluffy. _____! I can't wait

for you to meet him. We can have a playdate this weekend? Let me know!

Jumping with joy,

Mia

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

Subject: Rained-Out Picnic

Hi Carlos,

_____! I just heard that it's going to rain all day tomorrow.

_____! We might have to cancel our picnic. I was really looking

forward to it. _____! Let's think of an indoor activity instead.

Sighing,

Ella

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

Subject: Unexpected Discovery!

Hey Sam,

_____! You won't believe what I found in my attic today. _____!

An old treasure chest! Can you imagine? It was filled with antique toys and

pictures. _____! We should explore it together. What do you say?

In total shock,

Lily

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

Success Criteria – Informal Emails

Analyze

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

Subject: My New Treehouse

Hi Luke,

Guess what? I built a treehouse in our backyard! At first, I was a bit scared to climb, but then I realized it was like being in a big bird's nest. From the top, I can see Mrs. Brown's cat sitting on the curb and the blue mailbox at the end of our street. Also, I met a squirrel named Sam who says he thinks the treehouse is also his home. Haha! I wish you could come over and play.

Did you do anything fun this weekend? We should have a treehouse party soon!

See you at school,
Mia

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

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

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

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

8) What adjectives/words will you use to 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 favorite part of your email below. Include interjections like the ones listed above.

PREVIEW

Edit

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

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

Edit

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

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

Reflection Journal

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



2) What was your favourite part of your assignment?

3) What did you find challenging to write?

4) How could you have done better?

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

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/ Words/ Closing	Words are lively and interesting; body is engaging	Good word choice; body is mostly engaging	Some engaging words; body lacks interest	Words and body are dull or confusing
Use of Interjections	Uses many appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
Voice	Voice matches purpose (e.g., happy, excited)	Voice is consistent	Voice is inconsistent or unclear	Voice is missing or inappropriate
Closing	Closing is warm and wraps up the letter	Closing is appropriate	Closing is 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 Identity – A Letter to My Future Self

Write

Imagine you're opening this letter in many years. What do you want to tell your future self about who you are today. Write a very special letter to future self.

1)

Who You Are Now: Describe yourself. What's important to you? What are your favorite things to do, eat, or play?

2)

Your Hopes & Dreams: Write about your biggest dreams. What do you hope to achieve? What adventures do you hope to go on?

3)

Wishes for Your Future: Write about what you hope your life is like in the future. Do you have any wishes for yourself?

4)

A Message of Encouragement: End with some encouraging words to your future self. What advice or message do you want to give?

Name: _____

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Assignment - Letter Writing

Write

Write the final letter below.

PREVIEW

Understanding a Good Thank You Letter

Read

Read the thank you letter below and write down 6 things you think make Jamie's letter a good thank you letter.

Dear Mrs. Thompson,

Thank you so much for the book you gave me. I love it a lot! It has so many cool stories about dinosaurs, and I read it every night before bed. You always know what I like, and this book is just perfect. I feel really special that you thought of me.

I can't wait to tell you about my new dinosaur story the next time I see you. Thanks again for such an awesome gift!

Your friend,
Jamie

1)

2)

3)

4)

5)

6)

Read

Here are 10 criteria that contribute to making a thank you letter good.

	Criteria
1)	Personalization: Address the recipient by name and personalize the message to reflect your relationship and the context of their help or gift.
2)	Specificity: Be specific about what you are thanking them for. Mention the gift, favour, or action and how it impacted you.
3)	Sincerity: Express genuine appreciation. Your words should convey heartfelt gratitude, not just a formality.
4)	Timeliness: Send your thank you letter promptly. A timely thank you shows that you value the gesture and have taken the time to acknowledge it.
5)	Tone: Ensure the tone of your letter matches the nature of your relationship with the recipient, whether formal, friendly, or intimate.
6)	Brevity: Keep the letter concise and to the point. Your thank you letter doesn't have to be long to be meaningful.
7)	Clarity: Write clearly and directly. The recipient should understand your message of thanks without confusion.
8)	Positivity: Focus on positive sentiments. Even if the context includes overcoming a challenge, highlight the positive difference their contribution made.
9)	Connection: Mention the future positively. For instance, express hope for future interactions or how you look forward to using or cherishing their gift.
10)	Presentation: Pay attention to the presentation of your letter. Neat handwriting, quality paper, and even the envelope can add a special touch to your message of thanks.

Plan Your Thank You Letter

Write

Think of someone you want to write a thank you letter to. Plan your letter below.

1) Who are you thanking?

2) What are you thanking them for?

3) What tone will your letter have? Friendly? Grateful? Think about how you talk to this person.

4) Plan to keep your letter short and sweet. What are the most important things to say?

5) How will you show you really mean your thanks? Think about sincere words you can use.

6) What can you say that relates to the future? Can you tell them you look forward to seeing them?

7) Now, use the plan to write your thank you letter below. Don't forget to remember all the criteria.

low, use the plan to write your thank you letter below. Don't forget to remember the criteria.

PREVIEW

Understanding a Good Invitation

Read

Read the invitation below and write down 6 things you think make Katie's invitation a good one.

Dear Hannah,

Guess what! You're invited to my 9th Birthday Party! 🎉

When: Saturday, February 21st at 2 PM

Where: 123 Main Street (The blue one with the big tree in front)

We're going to have a superhero party! 🦸🦹 You can come dressed as your favorite superhero if you want. We'll play games, eat yummy cake, and have a blast!

Please let me or my mom know if you can come by November 5th. You can call us at (555) 123-4567.

I really hope you can make it because it won't be the same without you!

See you soon,

Katie

P.S. There will be a prize for the best superhero costume!

1)

2)

3)

4)

5)

6)

Read

Here are 7 criteria that contribute to making a good invitation.

	Criteria
1)	What's the Party For: Tell your friends why you're having this party. Is it your birthday or maybe a Halloween bash? Let them know why it's going to be super fun!
2)	Give Details: Make sure to tell them when it is (date and time), where (your house or somewhere cool), and what to wear (costume or gear?). This way, they won't miss out or come in pajamas!
3)	Make It Special: Make it special from you. Maybe draw a picture on it or use your own color like saying, "Hey, this party is going to be as awesome as a fruit and cream sundae!"
4)	Keep It Short and Sweet: You don't have to write a book. Just the fun stuff, like when, where, and what the party is. That way, they can read it fast and start getting excited!
5)	How to Say Yes: Tell them how to let you know they're coming. They can call your mom or dad, or maybe send you a secret agent card. Make sure they know how to RSVP by a certain day.
6)	Ask for Help if Needed: If your friends have questions, like how to get to your house or what to bring, tell them who to ask. Maybe they can call you or your parents.
7)	Say Please Come!: End your invitation by telling them you really hope they can come because parties are more fun with friends. It's like the cherry on top of the invite.

Plan Your Own Invitation

Write

Think of an event you want to invite people to. Plan your invitation by filling in the table below.

1) What is the event you are inviting people to?

2) List the specific things you will include.

When

Where

Who

What

Why

3) How will you personalize your invitation to make your friends feel special?

Name: _____

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Invitation

Write your invitation below

PREVIEW

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.

Examples

Before:

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



Directions

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

Sentence Example: The dog jumped.	
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.

Boring Sentence: They ate.	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Boring Sentence: _____	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Narrative Writing - Setting

Describe

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



See

Feel

Hear

Taste

Smell

Use your notes above to write a paragraph form.

Analyze

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

In a cozy kitchen, there was always something happening. You could see bright orange carrots on the table. If you listened, the sizzle of pancakes on the stove sang a tasty song. People said the fluffy pancakes felt like soft pillows in their mouths. Every bite was a burst of sweet and a bit of salty, and the whole room smelled like a warm hug.

See

Feel

Hear

Taste

Smell

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her red coat. Her curiosity is endless, and she's not afraid to ask questions. One day, you will find her tinkering with an old clock in her ordinary house, turning it into something extraordinary.

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing – Character Adjectives

Analyze

Colour the picture. Then describe the character using 8 adjectives.



Writing

Write at least 3 sentences that introduce the character.

Narrative Writing - Plot

Brainstorm

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

Plot Ideas

Practice

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

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

Name: _____

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Practice

Fill in the organizer below.

4) Middle – What problems will the characters have to solve? What will happen in the story?

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

6) What is a good title for your story?

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

--	--

Narrative Writing – Plot Twists

A **plot twist** is a surprising change in a story that you did not expect. It makes you think, "Wow, I did not see that coming!" This twist usually happens in the middle or end of a story and changes how you think about what is happening.

For example: In a story about a school talent show, it turns out that the quietest kid in class is a great singer and wins the competition.

Think _____ Read the plots below and think of plot twists that would work.

Plot 1) A boy finds a stray dog and wants to keep it.

**Plot
Twist**

Plot 2) A girl plants a seed and waits for it to grow.

**Plot
Twist**

Plot 3) A squirrel is collecting nuts for the winter.

**Plot
Twist**

Narrative Writing - Draw & Describe Setting

A **setting** is where and when a story takes place. It is important for writers to describe the setting well so that reader's can picture the story in their minds.

Draw

Draw a picture of a playground setting.

PREVIEW

Write

Write at least 3 sentences to describe the setting. Include information about the **time** and **place** of the playground. Use your **senses** to help your descriptions.

Narrative Writing – Conflict Resolution

Conflict Resolution is when you find a peaceful way to solve a problem or a disagreement. It is like being a detective and finding clues to make everyone happy and friendly again.



For example: Imagine you and your friend both want to be the leader in a game. You both feel upset because you cannot decide. You find a way where maybe one of you can be the leader today, and the other person can be the leader tomorrow. Today, both of you get a chance to lead, and nobody feels left out.

Think about the conflicts below and think of a resolution that would work.

Conflict	1) A wizard's spell is wrong, making all the colours in the world disappear.
Resolution	_____ _____ _____
Conflict	2) A brave knight must find the only flower that can cure the queen's mysterious illness.
Resolution	_____ _____ _____
Conflict	3) A group of kids on a space station must fix their robot before a space storm hits.
Resolution	_____ _____ _____

Narrative Writing – Themes

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

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

Think about the story summaries below and write the theme of each.

Summary	A boy has lunch with a hungry friend and learns that sharing makes
Theme	_____
Summary	A girl lies about stealing _____ and _____ until she tells the truth and says sorry.
Theme	_____
Summary	A dog keeps trying to jump over a log and finally does it, so she never to give up.
Theme	_____
Summary	A student is scared to sing in front of the class but feels proud when she bravely tries.
Theme	_____

Writing Similes

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

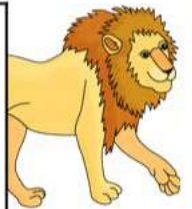
Here are some examples of similes:

- The car raced down the street as fast as a cheetah.
- Her smile was as bright as the sun on a summer day.



Directions: Draw a line from the simile starter to its ending

As fast as a	•	☐ snail
As busy as a	•	☐ ice
As slow as a	•	☐ flash
As strong as an	•	☐ sugar
As quick as a	•	☐ rug
As light as a	•	☐ giraffe
As sweet as	•	☐ shell
As cold as	•	☐ silk
As hot as the	•	☐ ox
As snug as a bug in a	•	☐ feather
As tall as a	•	☐ bee
As smooth as	•	☐ crystal
As hard as a	•	☐ star
As clear as	•	☐ rainbow
As bright as a	•	☐ rock
As colourful as a	•	



Figurative Language - Simile

Write

Finish the similes below.

1)	As strong as _____.
2)	As _____.
3)	As slippery _____.
4)	Quiet as a _____.
5)	Eat like a _____.
6)	Go out like a _____.

Write

Add a simile to the sentence.

1	The moon shone as _____.
2	She ran across the playground as quick _____.
3	The sunflower stood like a _____.

Alliteration Challenge

Alliteration is where words start with the same sound. It is like making your words dance together with the same beat!

Here are some examples of alliteration:

- The **w**ise **w**izard **w**aved his **w**and.
- Lucy loves light **l**avender **l**ollipops.



Write Use the topic provided, write 2 alliterations. The first one is done for you.

Topic	Beach
a)	Silly s un s inging s ongs on the sunny shore.
b)	Busy b lue b irds w andering w ildly, wandering crabs.

Topic	Sports
a)	
b)	

Topic	School
a)	
b)	

Topic	Food
a)	
b)	

Alliteration Challenge

Write

Do the sentences below use alliteration?

1)	I can't wait to go on vacation this summer!	Yes	No
2)	Fun, fluffy frogs frolic in the forest.	Yes	No
3)	Do you prefer sour or chocolate candy?	Yes	No
4)	I bought a few blue balloons.	Yes	No
5)	My dad bought a new chunky chunk ice cream.	Yes	No

Write

Complete each sentence using a word from the box. The word should match the alliteration sound.

Flowers	Silly	Happy	Hopping
Bounced	Fantastic	Snake	Tweeting

1)	The bright b _____ fluttered in the garden.
2)	Bobby b _____ boldly on the trampoline with joy.
3)	The s _____ slithered silently through the grass.
4)	The huge h _____ horse galloped across the field.
5)	The fast f _____ fish swam swiftly in the stream.
6)	The tiny, t _____ toucan took turns tasting tangy tropical fruits.

Writing Goals

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



Ideas

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

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

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

2) What other writing goal could you have?

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

Achieving Our Goals

Goals – Checking In

Did you achieve your goals?

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

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

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

Writing Speaker Tags

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

Fill in the _____

Use a different speaker tag for the quotations below.

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

Writing Using Quotations

Practice

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

PREVIEW



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

Success Criteria – Narrative

Analyze

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

The Musical Box

In the cozy town of Melodyville, lived a young boy named Tom. He loved listening to music. His room was filled with different instruments. The sound of notes always filled his room, and his room felt like a concert hall.

One day, Tom found a magical music box, tucked away beneath his bed. It sparkled, and he heard a faint melody coming from it. When he opened the box, the music sounded even more beautiful!

With excitement, he turned the handle and played a song about a beach with soft waves. As he listened, he began to feel sand between his toes and smell the salty sea.

Suddenly, he was standing on a sunny beach! The sun greeted him, and seagulls sung along with the tune. The music box had taken him to a magical place!

When Tom was back in his room, he held the music box close. Now, music wasn't just a sound to him; it was a door to magical places he could visit anytime.

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

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space robot	Befriends aliens	Planets
Adventurer	Solve neighborhood mystery	Suburb
Elderly gardener	Discovers magic singing garden	Backyard
Young chef	Prepares winning test	City kitchen

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

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

Plan

Fill in the organizer below.

4) Middle – What problem will the character(s) have? Describe how the problem will start and how it will affect the characters.

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

6) What is a good title for your story?

Edit

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

Criteria	☒	☐
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		

Edit

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

Criteria	
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Well-Developed Characters	
Clear Beginning, Middle, and End	
Strong Setting – Uses 5 Senses	
Vivid Descriptions – Word Choice	
Appropriate Title	
Story Makes Sense	

Activity: Story Swap Revision Party

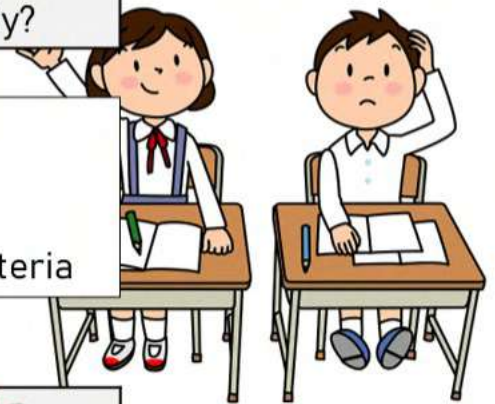
Objective

What are we learning more about?

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

Materials: What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and paper
- ☐ Highlighters (to mark areas for revision)
- ☐ Revision checklist (to use as success criteria)



Instructions

How do we complete the activity?

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

Activity: Story Swap Revision Party

Feedback

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

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

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

3) What is your favorite part of the story?

4) Write 2 questions you have about your partner's story.

1)

2)

5) **Hand this sheet back to your partner.** Now, your partner should write how they will change their story to ensure it is as good as it can be. If there were lots of questions, what could you add to the story to ensure it is easy to follow? Think of 2 changes.

1)

2)

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!

Stamina Writing – Building Stamina

Have you improved your stamina? Can you focus and write more than you wrote the last time you did this exercise? Let's test your stamina!

Practice

Choose one prompt from the box below and write about it for 8 minutes.

Is it important for everyone to have the same opportunities at school, like in sports, clubs, and activities?

How do you feel if someone always got to skip ahead in line?

Do you think it is fair if some kids have pets and other do not?

PREVIEW

Name: _____

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Practice

Continuing writing about your topic for 8 minutes.

PREVIEW

Count your words. How many words did you write? _____

Count your lines. How many lines of words did you write? _____

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 Are Doing: Today, we'll 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.

Activity: Being Persuasive

Prompts

Debate the prompts below.

- 1) Do you think school uniforms are cool or not cool? Why?
- 2) Should we get homework to do over the weekend? Share your thoughts!
- 3) Should we use gadgets like tablets in class? Tell me what you think!
- 4) Would you like a longer recess during school? Why?
- 5) Would it be cool to bring our pets to school? Explain.

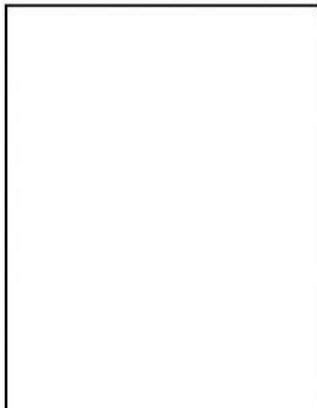
Feedback: Use the graphic organizer below to give feedback to your partner.

1) What's the best idea about persuading others?

2) What cool tricks did you use to make your idea sound awesome?

Fun and Boring

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





Persuasive Writing - Opinions

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

	Topic	Opinion
1)	Are bicycles better than scooters?	
Reason 1		
Reason 2		
Reason 3		

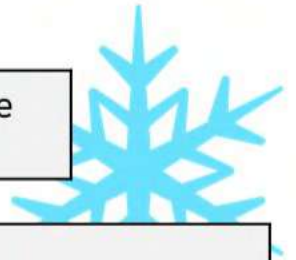
2)	Is it better to read books or watch TV?	
Reason 1		
Reason 2		
Reason 3		

3)	Are zoos good for animals?	
Reason 1		
Reason 2		
Reason 3		

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: Winter is the best season.

Snow is pretty.

I like wearing big boots.

In winter, long nights help our bodies get more sleep.

Topic: Dogs are better than cats.

Dogs wag their tails a lot.

Some dogs can bark on command.

Dogs can be trained to help people with disabilities.

Topic: Reading is more fun than watching TV.

Reading improves vocabulary and brain function.

Books don't need batteries.

I like turning pages in a book.

Topic: Biking is better than walking.

Bikes have shiny parts.

I like ringing the bike bell.

Biking can cover longer distances in a shorter time than walking.

Topic: Summer is the best time of the year.

Summer is a break from school and more time for fun.

Ice cream tastes best in the heat.

I like wearing sunglasses.

Persuasive Writing - Research

Research in persuasive writing is like going on a treasure hunt. Pretend you want to show your pals that chocolate ice cream is number one. You need to find out why chocolate is yummier or loved more than other ice creams.



To find your "treasure," you can read books, chat with friends who like chocolate ice cream, or taste a bunch of flavours to compare. Once you have these yummy facts, you can tell others to make your point even better.

If you only have facts, it's like saying "because I said so." And that's not always enough. If your friend says, "You're right!" But with your ice cream facts, you can say, "Your ice cream is the best!"

Research

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

Topic	Which province in Canada is the best?
1) Before you look for answers, think about what you like. Write it down. If you don't know, ask your friends what they think and listen to them to help you decide.	
2) Now, find out why the place you picked is the best. You can look for answers to the questions below.	
Sports Teams In The Province	
Average Temperature	
Average Snowfall	
Average Rainfall	

Persuasive Writing - Research

Research

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

Major rivers, oceans, lakes	
Amusement parks	
Popcorn	
Number of Hospitals	
Population	
1) What fun things did you find out about _____? Which place is the best?	
2) Ask your friends and teacher why they like the place you picked. Write down what they said.	
1)	
2)	
3)	

Plan

Fill in the table below to plan your paragraph.

1) What is the main idea of your paragraph? Which province do you think is best?

2) Write a topic sentence for your paragraph. Say your main idea.

3) What 3 facts about the province you chose do you think are most convincing?

4) Write a closing sentence.

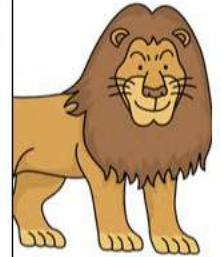
Write

Write a paragraph about why the province you chose is the best province.

Informational Reports: Non-Fiction

Fiction is like when you play pretend or imagine. Its stories are not true and could be about 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's fiction! So, fiction is make-believe, and non-fiction is real-life facts! Reports are non-fiction texts.



Think _____ the text with the topic below fiction or non-fiction?

1)	A book about the stories of its life with woodland creatures.	Fiction	Non-Fiction
2)	The tallest mountains in the world and where to find them.	Fiction	Non-Fiction
3)	A space robot named Rover lives on a giant meteor.	Fiction	Non-Fiction
4)	A dragon who loves baking cookies for his village.	Fiction	Non-Fiction
5)	How bees make honey and help flowers grow.	Fiction	Non-Fiction
6)	The life cycle of a butterfly, from egg to beautiful insect.	Fiction	Non-Fiction
7)	Princess Lily finds a magic stone that can turn things to gold.	Fiction	Non-Fiction
8)	The different types of clouds in the sky and what they mean.	Fiction	Non-Fiction
9)	How penguins live in cold places and take care of their babies.	Fiction	Non-Fiction
10)	Timmy and his toy rocket fly to a planet made of candy.	Fiction	Non-Fiction

Activity: Idea Factory

Objective

What are we learning more about?

Students will learn how to make ideas for a report by participating in an assembly-line, where they will work together and build on each other's ideas.

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

Topics

Print out the topics below.

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

Name: _____

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Activity: Idea Factory

Think

Write your ideas/facts below about your topic.

1) What is your topic?

2) Write your ideas/facts below, taking turns.

PREVIEW

Writing a Report – Butterflies

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Match each fact to 1 of 3 main headings: how butterflies help the environment, body structure, and their life cycle. Label each fact (H) for how they help the environment, (S) for their life cycle, and (B) for their body.
- 3) On the next page, write your introduction for the report. Then you'll need 3 headings for the body (now, you'll need a conclusion. You don't need to use all the facts for your report. Pick the best 2 for each heading.

Facts

Organize the facts below.

Butterflies start as tiny eggs laid on plants.	
By visiting different plants, butterflies help make new plants.	
Butterflies taste things using their feet!	
They have large, often colourful wings covered in tiny scales.	
After hatching, they become caterpillars which love to munch on leaves.	
A butterfly's long tongue, called a proboscis, helps it sip nectar from flowers.	
Caterpillars change into a chrysalis (or pupa) before turning into an adult butterfly.	
They are a food source for birds, frogs, and other animals.	
Butterflies help flowers grow by spreading pollen.	

Writing a Report – Butterflies

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What will the report be about? What 2 facts will you include about each heading?**Heading #1***Fact 1**Fact 2***Heading #2***Fact 1**Fact 2***Heading #3***Fact 1**Fact 2***Conclusion** – Summarize the report in just a few sentences.

Writing a Report – Butterflies

PREVIEW

How To Research Well

Finding Information: Let's Begin!

When you're curious about 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 find books and magazines. On the internet, there are special tools called search engines (like Google) to help you.

When using Google, know what you want and ask clear questions.

Good Searches	Bad Searches
"What do elephants eat?"	"I'm confused about elephant dinners."
"How do rainbows appear?"	"Can someone tell me about rainbows?"
"Canada's highest mountain"	"Which mountain in Canada is super tall?"

The Importance of Trustworthy Sources

Always make sure what you're reading is real and trustworthy. A trustworthy source is a place we find trusted information. Here are some good sources 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 aren't super-smart on the topic.
- ✓ Blogs with no real facts.
- ✓ Websites that are trying to sell you something.



Think

Is the search good or bad?

1) Life cycle of a butterfly	Good	Bad
2) Why is my plant in my room not growing as tall as the one outside?	Good	Bad
3) Types of dinosaurs	Good	Bad
4) I saw a big lizard in a movie and I want to know its name	Good	Bad
5) How do rainbows form?	Good	Bad
6) That thermometer is used to measure how hot or cold it is.	Good	Bad
7) Why do we see all kinds of colours in the morning?	Good	Bad
8) How does a person's body work?	Good	Bad
9) Canada's national animal	Good	Bad
10) Why can't I see stars in the sky? They're up there!	Good	Bad

Questions

Answer the questions

1) Why is it important to use trustworthy sources?

2) How do we know if a website is trustworthy or not?

3) Is the description of the website below trustworthy? Yes or no?

1) Government website with facts	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 Facebook	Yes	No
5) A blog post by a skateboarder 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.

Materials

What is needed to complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source – Name of Website You Found the Information
1) What planet is known as the "Red Planet"?		
2) What are the three colors of the rainbow?		
3) What gas do plants give out in daylight?		
4) Which big cat is recognized as the king of the jungle?		
5) What is the hardest natural substance?		
6) What is the largest mammal in the world?		
7) Which planet has a ring around it?		
8) Who is the superhero known as the "Man of Steel"?		
9) Which bird is known for its beautiful tail and dance?		
10) What do you call a baby kangaroo?		

Research Activity - Questioning

Think

For each of the topics, write 2 questions you want to know the answers to. Then look up answers to these questions.

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

	Questions	Answers
1		
2		

Topic 2: Dinosaurs – Ex. What time did they live?

	Questions	Answers
1		
2		

Topic 3: Animals – Ex. Which mammal has the largest population?

	Questions	Answers
1		
2		

Report Writing – Introductions

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

- Begin with a cool fact or a question.
- Say what your story is about.
- Share a little sneak peek.
- Make it quick and fun!



Analyze

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

Have you ever wondered how fish breathe underwater? In this story, we'll dive deep into the world of fish and learn how their gills work. Join me on a wet and wild journey beneath the waves!

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

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

Did you know stars can't really twinkle? In this exploration, we'll learn about the stars, the universe, and why they seem to twinkle at night. Get ready to reach for the stars!

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

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

What makes the rainbow have so many colours? In this report, we'll jump into the science of rainbows and discover what paints the sky after the rain. Grab your umbrellas and let's find that pot of gold!

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

Tell 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 school.

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

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

Topic: How pets help humans.

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

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

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

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

1) 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 3-5 facts that you can include in your report.

	Facts	Source – Where Did You Find The Information?
1		
2		
3		

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 by writing the idea and some of the things they learned. Use a call to action – here to learn more.

8) What drawings can you add to your report? Make 1 or 2 drawings here.

--	--

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
3 Headings	Three or more clear, relevant headings	Three headings, some clarity	Less than three headings	No clear headings
Pictures/ Diagrams	Relevant pictures and integrated	Relevant but not integrated	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, well-chosen facts and stats	Mostly accurate relevant	Inaccurate or irrelevant	Incorrect or irrelevant

Teacher Comments

Mark

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

Depicting Ideas – Transform Main Ideas

Safe Journey Home from School

Every day after school, Mia and Alex have a big adventure: getting home safely. They know the rules well and always stick together. First, they make sure to walk on the sidewalk and stay away from the road. Cars can be fast, and it's important to keep a safe distance.

They also know what to do when crossing the street. "Look both ways before crossing," Mia reminds Alex every time. If the light says 'walk,' they check for cars just to be safe. On days when they take the bus, they wait patiently in line and board calmly, holding onto the rails.

Mia and Alex never talk to strangers on their way home. If a stranger approaches them, they remember to walk away and tell a trusted adult about it. And, they always go straight home after school, no detours to unknown places.

Thanks to these rules, Mia and Alex always make it home safely, ready to share their day's adventures with their family.



Name: _____

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Creative Poster Project

Poster

Fill out the poster that highlights the key safety tips that Mia and Alex follow.

PREVIEW

What is a Haiku?

What is a Haiku?

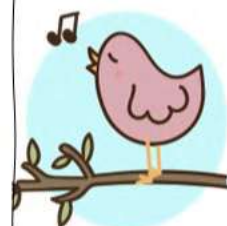
A **haiku** is a short poem from Japan. It's short, only three lines! The lines have a beat: 5 syllables, 7 syllables, then 5 syllables. Haikus are often about nature or how we feel. They make us see a picture using few words. Look at these:

Springtime

Birds chirp morning songs,
Moon glows in the night,
Dreams start to fly.

Birds

Birds chirp morning songs,
Wings flutter, trees come alive,
Springtime has arrived.



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

Write

Finish the Haiku poems below.

Topic: Sunny Day

Line 1

Blue sky, no clouds in sight,

Line 2

Sunshine warms the playground,

Line 3

Topic: Rainy Morning

Line 1

Raindrops tap the roof,

Line 2

Open my umbrella up,

Line 3

What is a Haiku?

Write

Finish the Haiku poems below.

Topic: Snowy Wonderland

Line 1	White snow covers ground,
Line 2	Snowmen stand with hats and scarves,
Line 3	

Topic: Spring Wakes Up

Line 1	Birds sing happy tunes,
Line 2	
Line 3	Time says hello.

Topic: Summer P

Line 1	Hot sun is cle
Line 2	
Line 3	Summer fun

Topic: Starry Night

Line 1	Stars shine in the sky,
Line 2	
Line 3	Time to close my eyes.

Topic: Cozy Evening

Line 1	
Line 2	Fire crackles, warms the whole room,
Line 3	Winter's cozy hug.

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 "dog" and "frog" 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 match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use your rhyming ideas to write a poem. If words don't match, try again.

Example of AABB Rhyme Scheme:

- Line 1: My dog loves to play (A)
- Line 2: With his ball every day (A)
- Line 3: He barks at the sky (B)
- Line 4: Then lays down with a sigh (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
Cat			
Sun			
Dim			
It			
Blue			
Tight			
Day			
Car			
Moon			

Write

Finish the poem below using the rhyming words you wrote.

AABB Poems

Jumping high, touching the sky,
On the ground, I don't lie.
Play all day, in the sun,

AABB Poems

Ice cream cold, in my hand,
Best treat in, all the land.
Chocolate, vanilla, or berry blue,

AB B

The moon so white, it
Glowing, its full face,
Giving off soft, gentle light.

ABAB Poem

Raindrops fall, on my window,
Wet, yet warm in summer's heat.
Pitter-patter, fast then slow.

Children's Book - Adventures in Dreamland

Illustrate

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

In the sky so bright,
Glowing diamonds in a sight!
The moon with a dream
Close your eyes, if you

In the jungle, wild and free,
Monkeys swing from tree to tree.
Elephants stomp, lions roar,
Adventures wait, there's so much more!

PREVIEW

Children's Book - Adventures in Dreamland

Illustrate

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

Under the waves, what can you find?
Cool fish, and dolphins combined.
Whales sing, and dolphins play.
Dancing in waves, they go away.

Above the clouds, up so high,
Birds and planes, they both fly.
Rainbows curve, a colourful bend,
Endless sky, where dreams never end.

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.

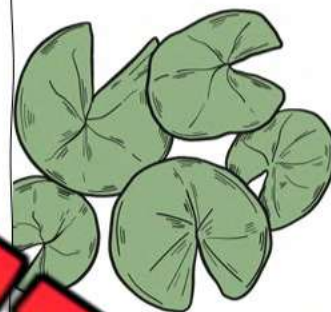
How a Limerick Goes

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

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



Frog
In the pond his notes linger,
A frog dreamt of being a singer.
He'd sing in the moonlight,
Like he was a rockstar,
Hitting notes that made his friends cricker.



Write

Finish the Limerick poems below.

Topic: Silly Cat

Topic: Silly Cat	
Line 1	There once was a cat on a mat,
Line 2	Who was trying to capture a rat.
Line 3	She stared all around,
Line 4	Never making a sound,
Line 5	

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Hungry Hen

Line 1	A farm had a most hungry hen,
Line 2	Who scratched for her food in the garden.
Line 3	She soon found some oats,
Line 4	Which were meant for the goats,
Line 5	

Topic: My Ball

Line 1	I once had a ball that was blue
Line 2	It bounced very high, out of view
Line 3	It went to the moon,
Line 4	
Line 5	Oh, if only my ball could talk too!

Topic: The Funny Fish

Line 1	Down deep in a pond, there's a fish,
Line 2	Who only had one simple wish.
Line 3	To sing on the land,
Line 4	
Line 5	

What is a Limerick Poem?

Trail	Cake	Lou	Detail	New
Bake	Played	Fail	Slow	Shade
Smart	Start	Lake	Through	Glow

Write

Use the word bank words to fill in the limericks.

Line 1 There once was a puppy named _____,

Line 2 Who had a big sock that was _____.

Line 3 He dragged _____,

Line 4 In the _____ the _____,

Line 5 Then slept _____ in the _____.

Line 1 A snail with a shiny _____

Line 2 Tried to sneak and not leave _____.

Line 3 He moved very _____

Line 4 With a soft, quiet _____,

Line 5 But his shiny path never did _____!

Line 1 There was a young drake on the _____,

Line 2 Who dreamt that he ate a big _____.

Line 3 When he woke with a _____,

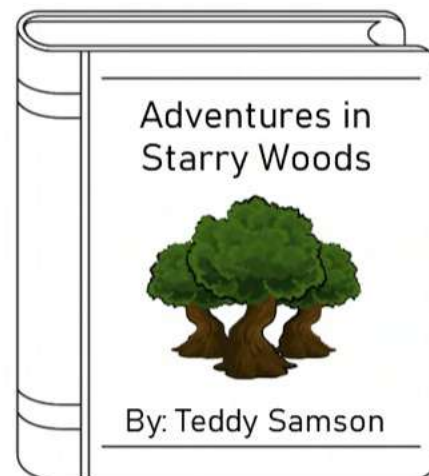
Line 4 He looked with a _____,

Line 5 And swam off to find some to _____!

Analyzing a Book Review

Title and Author: "Adventures in Starry Woods" by Teddy Samson

Introduction: Hey there! I just finished an awesome book called "Adventures in Starry Woods." It's full of magic, mystery, and fun!



Summary: In this story, a girl named Mia discovers a magical forest. Her home, Starry Woods, is a place where trees can talk and wear glasses! Mia becomes friends with a wise owl named Sam. Together, they go on an adventure to save the forest from a bad wizard using a magical star. They meet other forest animals, face challenges, and find hidden secrets.

Your Thoughts: I loved reading about Mia and Sam's adventure. The story had lots of twists and turns that kept me guessing. The illustrations were pretty, with glittery stars and cute animals. Some parts were super funny when the owl kept losing his glasses. Other parts were touching, showing how friends stick together.

Rating: ★★★★★

This book gets 4 stars from me! It was entertaining and heartwarming. I think anyone who likes magical stories will enjoy it. Plus, who doesn't like a forest full of friendly animals?



Practicing Reviews – Lucy's Magic Bracelet

Reviews

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

Short Story - Lucy's Magic Bracelet

Lucy found a sparkly bracelet with colourful gems at the beach. When she wore it and tapped the biggest gem twice, she could speak to animals! She chatted with playful dolphins, learned dance moves from peacocks, and got bedtime stories from wise old owls. One day a magical animal taught her a special lesson about nature, and whenever she wore the bracelet she was ready to share these magical tales with her family.

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
Part

Least
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 like this book? Who would you recommend it? Who might not like this book?

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

PREVIEW

Name: _____

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MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating



Edit

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

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

Edit

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

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

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

Onomatopoeia in Comic Strips

What is Onomatopoeia?

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

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



Instructions

Choose an onomatopoeia and draw them below.

CRASH	CRASH	WHACK	THUMP
SPLASH	CRASH	ZIP	ZAP
BUZZ	RING		BOOM
CHIRP	BEEP	NAP	CRACK
GULP	HONK	MEOW	WOOF

Writing Comic Strips

Instructions

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

Panel 1:

- **Character A (kid):** "Hey, I found this fun map in the attic!"
- **Character B (friend):** "Cool! Let's see where it goes!"

Panel 2:

- **Character A:** "I was left by that big tree..."
- **Character B:** "X marks the spot!"

Panel 3:

- **Character A:** "Wow! It's a treasure of... candy coins?"
- **Character B:** "The best find ever!"



PREVIEW

Biography – Leonardo da Vinci

Leonardo da Vinci: The Man Who Studied How Things Slide

Introduction

Leonardo da Vinci was an amazing man from Italy. Not only did he create beautiful art, but he also explored the world of science. He had a special interest in understanding how things move and slide, which is related to friction!

Early Life

Born in 1452, Leonardo was always curious. Even as a kid, he loved to observe and ask questions.

Achievements

Leonardo was a very curious person about friction. Friction is why things don't slide forever. For example, if you push a box, it stops because of friction. Leonardo drew many pictures and wrote notes about friction.

Later Life

Leonardo kept studying many things and got old. He wrote and drew a lot in his special notebooks that we have collected and studied.

Legacy

Today, we remember Leonardo not just for his art like the Mona Lisa, but also for his smart ideas about science and friction.

Timeline

- 1452: Leonardo is born.
- 1493: Studies friction and makes notes.
- 1495: Paints the Last Supper
- 1503: Paints Mona Lisa
- 1519: Leonardo passes away.

Index

- Birth: Paragraph 2
- Early curiosity: Paragraph 2
- Friction: Paragraph 3
- "Mona Lisa": Paragraph 5
- Notebooks: Paragraph 4



Biography – Leonardo da Vinci

Questions

Answer the questions below.

1) Who was the biography about?

2) Write 3 _____ from the biography.

3) Which paragraphs would _____ and the _____ on below on?

The Mona Lisa

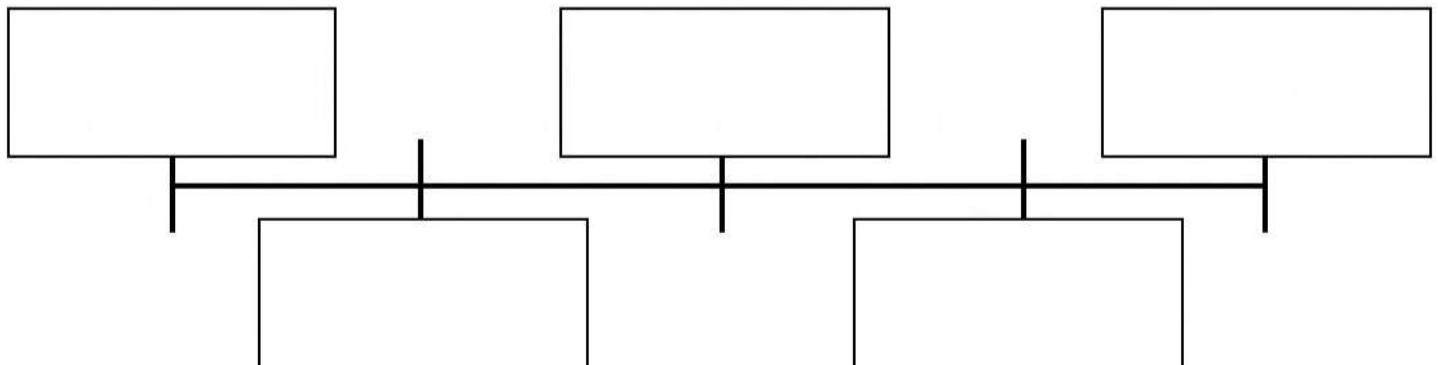
Friction

When he was born

4) How do we know Leonardo studied friction?

Timeline

Fill in the timeline below using the timeline from the biography.



Researching Skills - Plagiarism

What is Plagiarism?

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

Instead of copying, it is better to paraphrase. Paraphrasing means you read or hear the text, and write what it means in your own words.



Practice paraphrasing the passages below by writing them in your own words

Example: Magnets have a special power to pull things or push them away. They can make some things like paper sticks to them!

Magnets can push or pull things like paper clips because they have a special power.

Friction is what stops things from sliding over. It's like an invisible hand holding things back.

Buildings and bridges need to be sturdy and strong. Good designs and materials help them stand tall.

Plants need sunlight, water, and soil to grow big and healthy. They make their own food using the sun!

Researching Activity – Note Taking

Instruction

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

Chief Poundmaker: A Leader of Peace

Introduction

Chief Poundmaker was a special leader from Canada. He always wanted peace for his people.

Early Life

Born in 1842 in what is now Saskatchewan, Chief Poundmaker was a special leader. When he was still young, a wise chief named Crowfoot adopted him. From Crowfoot, he learned about leadership and how to care for his community.

Achievements

Chief Poundmaker was not just a leader; he was a peacemaker. He believed in solving problems by talking. There were times he traveled far to other bands to discuss how to make life better for his people. He always tried to find ways to bring people together.

Later Life and Legacy

In tough times with the government, Chief Poundmaker was wrongly blamed for starting a battle and was put in jail by Canadian officials. This made him sick. He passed away in 1886. But today, he's a Canadian hero. Many places are named after him, and Canada has said sorry for their mistake. His brave, kind heart is still remembered.



Name: _____

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Researching Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking

Printing Activities

Printing Activities

Practice

Print the letters in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

Printing Activities

Practice

Print the letters in each of the boxes.

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

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.

Cursive Writing Activities

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

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

Name: _____

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Cursive Writing Activities

Practice

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

I am a happy student.

The cat is on the mat.

We love our big house.

My mom cooks yummy food.

Birds sing in the trees.

Cursive Writing Activities

Practice

Trace the cursive stories below.

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

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

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

Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject at school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW