



Preview – Information



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

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

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Google Slides Lessons Preview





Saskatchewan Language Writing – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

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

Matching Writing Forms

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

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

Text Forms

Letter	Persuasive Writing
Poem	Biography

Descriptions

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

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

The Power of Planning

Part 1: Writing Without Planning

Subject: Soccer

Instruction: Write freely about soccer without making any plan or brainstorming first.



Soccer



Saskatchewan Language Writing – Grade 4



Choose a good transition word for the supporting details.

Transition Words - Supporting Details

Sequence	Comparing	Contrasting	Adding	Concluding
first	likewise	however	also	finally
next	similarly	but	in addition	in conclusion
then	equally	on the other hand	furthermore	to sum up
last	in the same way	alternatively	moreover	all in all
meanwhile	as well as	conversely	plus	in summary
afterward	along with	nevertheless	too	in the end

- 1) I did my homework, _____ I watched a movie.
- 2) The sun shines brightly, _____ the moon glows at night.
- 3) I wanted to play outside, _____ it started to rain.
- 4) I had a sandwich, _____ I ate an apple.
- 5) I cleaned my room, _____ I was allowed to play.

5. Writing Conclusion Sentences



Analyzing Informal Emails

Read each email carefully. Decide what emotion or voice the author is showing, then drag the correct letter (A–H) to match the author's voice.

Hey Sam! Guess what? There's a new superhero movie coming out this Friday. I've already got the tickets, and I was hoping you could come with me. It's going to be so much fun! Let me know if you're free.

Wow, yesterday's beach trip was amazing! The waves were huge, and we built the tallest sandcastle ever. I still feel so relaxed from the ocean breeze.

Haha, last night's sleepover was so funny! I can't stop laughing about the prank you pulled with the flashlight. My cheeks still hurt from laughing.

Hi Ava, I think I lost my jacket in the gym after PE. I'm so frustrated because it was brand new! If you see it, can you grab it for me?

Ugh! Our soccer game got cancelled because of the rain. I was really looking forward to playing. Maybe we can practice at the park tomorrow instead?

Author's Voice

B	Disappointed
C	Relaxed
D	Scared
E	Playful
G	Excited
H	Worried



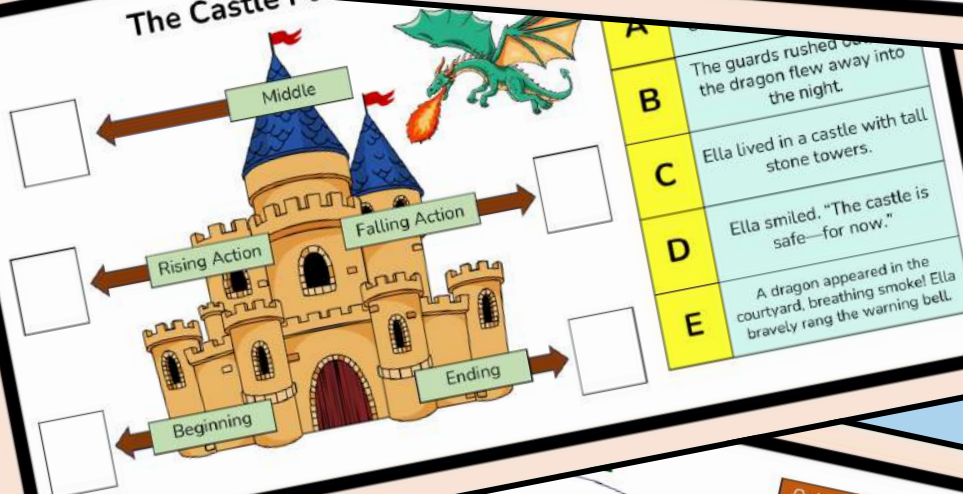
Saskatchewan Language Writing – Grade 4

Label the Story Parts

Read each sentence and check if it is the beginning, middle, or ending of a story.

		Beginning	Middle	Ending
1	The cat knocked over a vase while chasing a toy mouse.			
2	Ben carefully placed candles on his birthday cake.			
3	The basketball team lifted the trophy and cheered together.			
4	Dark clouds filled the sky, and thunder rumbled loudly.			
5	The magician pulled a rabbit out of the hat, and the crowd gasped.			
6	A lost kite got stuck in a tall tree during the windy afternoon.			
7	Anna put on her backpack and walked to the school bus.			
8	At the park, Mia met a new friend who was also flying a kite.			
9	After the movie, the friends shared ice cream and talked about their favourite parts.			
10	The runner crossed the finish line and waved to the cheering crowd.			

The Castle



A	The guards rushed to the dragon flew away into the night.
B	Ella lived in a castle with tall stone towers.
C	Ella smiled. "The castle is safe—for now."
D	A dragon appeared in the courtyard, breathing smoke! Ella bravely rang the warning bell.
E	

Opinion

Spotting Facts, Opinions, and Bias

Drag and drop the statements into the Venn diagram. Facts show what is true, opinions can show personal bias, and if a statement can be both, place it in the middle.

Basketball was invented in Canada.	Dogs are better than cats.	The Moon reflects sunlight.
Uniforms cost less and make kids look smarter.	Earth orbits the Sun in 365 days.	Uniforms look nicer.
Reading is more fun than TV.	Chocolate ice cream is the best.	Exercise keeps you healthy and happy.
Canada has 10 provinces.	Games are a waste of time.	Water freezes at 0°C.



Workbook Preview



Grade 4 – Language

Saskatchewan ELA Curriculum



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

	Outcomes	Pages
CC4.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: • identity (e.g., Expressing Myself) • community (e.g., Celebrating and Honouring Others) • social responsibility (e.g., Within My Circle) through personal experiences and inquiry.	8-9, 99-100, 145-148, 151-152, 203-206, 216, 265-266, 310-323
CC4.2	Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including about	107-108, 159-177, 191-200, 207-208, 211-215, 217-222, 225-300
CC4.3		Unit)
CC4.4	Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence.	10-26, 29-53, 56-68, 72-80, 83-84, 89-98, 101-106, 109-143, 153-158, 173-177, 180-190, 201-202, 209-215, 225-237, 241-262, 288-291, 301-306

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

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
AR4.1	Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve	27-28, 54-55, 69, 81-82, 85-88, 144, 178-179, 239-240, 263-234, 278, 286-287, 308
AR4.2	Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively.	70-71, 149-150, 223-224, 307

Stamina Writing – Building Stamina

Stamina in writing means being able to write for a long time without getting tired. It's 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's the same. You keep making up stories or sharing ideas with your words, even when it feels a bit tough. It's practicing to write more and more so you can become really good at it, just like practicing a sport or a game.

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

Should everyone have the same amount of time to finish a test?

Do you believe that punishment should be the same for everyone?

Do you think it's equitable if people have different healthcare access based on where they live or their job?

Name: _____

9

Curriculum Connection
CC4.1

Practice

Choose one prompt from the box below and write about it 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 the different styles or structures we can use when writing. Each form helps us share our thoughts, ideas, or stories in unique ways. There are many text forms and understanding them helps us become better writers.

The Purpose of Different Forms

Each text form has a special purpose. Here's a list of some common text forms and what they are used for:

- Narratives: To tell a story.
- Reports: To share information.
- Letters: To send a message to someone.
- Poems: To express feelings in a creative way.
- Persuasive Writing: To convince someone of something.
- Comic Strips: To tell a story using pictures and words.
- Biographies: To tell the life story of someone.
- Instructions: To explain how to do something step by step.



Who Are We Writing For?

When we write, we think about who will be reading our words. This person or group is called the "audience." Knowing who our audience is helps us pick the best way to communicate.

Matching Forms with Audiences

We choose the text form that fits what we want to say and who is reading our work. If we're explaining how to make a sandwich to a younger sibling, we might write instructions. If we are telling our class about a famous scientist, we might write a biography.

Understanding Text Forms

Which Form?

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

1) Telling a friend how to bake cookies.	
2) Sharing your feelings about a beautiful sunset.	
3) Convincing parents to get a new pet.	
4) Describing a famous athlete's life journey.	
5) Explaining a science experiment to classmates.	
6) Writing a postcard to a friend about your weekend.	
7) Creating a book of recipes with illustrations for younger siblings.	
8) Reporting on a local community event as a school project.	

Questions

Answer the questions below.

1) What do the terms below mean?

Audience	
Purpose	

2) Why is it important to know your audience before choosing your text form?

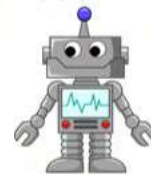
3) What is your favourite text form? Explain why.

Identifying Purpose of a Text

Texts are written for different reasons. Some texts give us information and teach us things. Other books are for fun; they tell us stories that entertain us.

To Educate: "All About Robots" teaches us how robots work.

To Entertain: "The Secret of the Haunted House" is a spooky story for fun.



Think _____ the story summaries below and circle what their purpose might be.

1	Book: "The Garden Party"	Educate	Entertain
2	How-to: "How to Bake a Cake in 5 Steps"	Educate	Entertain
3	Biography: "Life of Thomas Edison"	Educate	Entertain
4	Play: "The Adventure of Sherlock Holmes"	Educate	Entertain
5	Poster: "Recycling Do's and Don'ts"	Educate	Entertain
6	Book: "The Great Canadian Wilderness"	Educate	Entertain
7	Comic: "Superheroes of Maple Street"	Educate	Entertain
8	Manual: "Smartphone User Guide"	Educate	Entertain
9	Play: "Mystery at the Mountaintop"	Educate	Entertain
10	Biography: "The Star Hockey Player"	Educate	Entertain
11	Pamphlet: "Visit the Rockies!"	Educate	Entertain
12	Magazine: "Fun Times Reader"	Educate	Entertain
13	Instructions: "Assembling Your Treehouse"	Educate	Entertain
14	Play: "The Enchanted Forest"	Educate	Entertain
15	Poster: "Join the Science Club!"	Educate	Entertain

Think

Think of books you have read lately. Write down the titles of these books in the correct category.

Books That Educate	Books That Entertain

Think

Texts can be used for many purposes. Circle the best reason below.

1	"Vote for a Greener Tomorrow"	Persuade	Entertain
2	"World War II: A Historical Account"	Inform	Instruct
3	"10 Steps to Planting a Garden"	Instruct	Persuade
4	"The Guide to Stars and Planets"	Inform	Entertain
5	"My Journey Across the Sahara"	Describe	Document
6	"Reflections on Turning 30"	Reflect	Inform
7	"Chocolate Cake Recipe"	Instruct	Persuade
8	"Daily Meditation and Mindfulness"	Reflect	Educate
9	"Discover the Rainforest"	Describe	Persuade
10	"City Council Meeting Minutes"	Document	Entertain
11	"The Art of French Cuisine"	Inform	Instruct
12	"Sonnet of the Sea"	Express	Instruct

Personal Voice – Word Choice

People have different writing **voices** because they use different **words**. Your writing voice is how you sound when someone reads your writing. Some people use big, fancy words and sound very formal. Others use simple, everyday words and sound friendly and casual.

For example, someone might write "commence" while another person would just say "start." Or one person might use "astonishing" and another might say "cool." These word choices create a unique voice that makes every writer's style special.

Word Choice Write the words you would choose to use when describing the settings below

Forest	Green	Woodsy	Flourishing	Enchanted	Whispering
Ocean	Big	Vast	Boundless	Mysterious	Sparkling
City	Busy	Hectic	Metropolitan	Vibrant	Gleaming
School	Fun	Educational	Academic	Adventurous	Inspiring
Home	Cozy	Comforting	Domestic	Heartwarming	Welcoming
Desert	Hot	Arid	Dry	Open	Expansive
Mountain	High	Majestic	Rocky	Alpine	Rugged
Park	Pretty	Picturesque	Fun	Idyllic	Whimsical
Museum	Quiet	Serene	Neat	Cultured	Historic
Space	Dark	Infinite	Awesome	Celestial	Vast

Think Write the words in your current vocabulary, and some words you'd like to start using

Words I Use Now	Words I Want To Start Using

Personal Voice – Word Choice

Word Choice

Replace the crossed out boring words with more interesting word choices

1)	The big _____ cat quickly _____ ran to the house.
2)	She loudly _____ sang a happy _____ song.
3)	He _____ walked to the small _____ store.
4)	The lazy _____ dog happily _____ played with the ball.
5)	They excitedly _____ opened the plain _____ gift.
6)	The small _____ bird _____ across the sky.
7)	She carefully _____ painted the _____ picture.
8)	The young _____ children noisily _____ played in the park.
9)	He nervously _____ spoke in front of the _____ class.
10)	The bright _____ sun warmly _____ on a _____ morning.

Think

Write synonyms for the words below

Good				
Big				
Happy				
Fast				
Funny				

Varying Sentence Lengths

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

Examples:

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



Practice writing short and long sentences about the topics below.

Topic	My Favorite Animal
Short Sentence	
Long Sentence	

Topic	On the Playground
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

Varying Sentence Lengths

Write

Read the paragraphs below and decide whether to add short or long sentences on the blanks so that there is a good mix.



Rainforests are amazing. _____

In the rainforest, trees grow so close together that their leaves create a green roof over the forest floor. Monkeys like monkeys swing from tree to tree, while parrots squawk loudly, and colorful birds create rainbows. _____

They get lots of rain, which helps everything grow. _____

Volcanoes are powerful. _____

A volcano is a mountain that can erupt, spewing out lava, ash, and gases. Lava is molten rock that glows red hot and flows like a river down the volcano's sides. _____

Some volcanoes have erupted many times in history, like Mount Vesuvius, which buried the ancient city of Pompeii. Others are sleeping. They haven't erupted in a long time. _____

Fluent Writing

Fluent writing is when you write clearly and your ideas flow smoothly, almost like telling a story. It's easy to understand and enjoyable to read. In fluent writing, sentences are well-structured, and ideas are linked together nicely.

Fluent Writing:

The beach was lively and full of excitement. Children built sandcastles near the water's edge, while the sound of waves crashing provided a soothing background melody.

Non-Fluent Writing:

The beach was a place. Children made sandcastles. Waves were loud.



Think: _____ example fluent or not fluent?

1) The cat curled up in the sun by the window.	Fluent	Not Fluent
2) Garden has butterflies. Flowers are colorful.	Fluent	Not Fluent
3) Stars twinkled above, creating a beautiful scene in the sky.	Fluent	Not Fluent
4) The sun peeked through the clouds, painting a bright day.	Fluent	Not Fluent
5) Breeze is blowing. Trees and leaves move.	Fluent	Not Fluent
6) Children play. They are at the park. It is sunny.	Fluent	Not Fluent
7) The bookshelf was a rainbow, each holding a different book.	Fluent	Not Fluent
8) Old clock making ticking sound. Time passes.	Fluent	Not Fluent
9) The river flowed gently, mirroring the sky in its clear, calm waters.	Fluent	Not Fluent
10) Stars are out. Sky looks nice.	Fluent	Not Fluent

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Name: _____

34

Curriculum Connection
CC4.4

Fluent Writing

Revise

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



Not Fluent The cat. On the mat. Sleeps.

Fluent

Not Fluent Rainy. Went outside. Forgot umbrella.

Fluent

Not Fluent He reads book. Books are on table.

Fluent

Not Fluent She plays piano. It is very loud. Turn it down.

Fluent

Not Fluent We ate dinner. It was tasty. I want seconds.

Fluent

Not Fluent I have homework. I am upset. I play soccer.

Fluent

Exploring the Structure of Paragraphs

What Makes a Paragraph?

A paragraph is a group of sentences that talk about one main idea. It's like a building block in writing. Each paragraph has special parts to make it clear and interesting.

Starting with Topic Sentences

Every paragraph begins with something called a "topic sentence." This sentence tells the reader what the paragraph will be about. It's like opening a door to a new room full of ideas. Here are some things that a topic sentence should do:

- Introduce the main idea of the paragraph.
- Be interesting to make you want to keep reading.
- Connect to the paragraph, so it, uh, makes sense.



Why Are Topic Sentences Important?

Topic sentences help the reader understand quickly what the paragraph is about. It's like a guidepost on a road, showing the way. If paragraphs didn't have topic sentences, reading would be like trying to find your way without a map.

Hooking the Reader with a Special Topic Sentence

A hook is a special kind of topic sentence that grabs the reader's attention. It's like a fishing hook that catches a fish. A hook in writing catches the reader's interest so they want to keep reading. Here are some examples of hooks:

- ✓ Have you ever wondered why the sky is blue?
- ✓ BANG! The door slammed shut, and I was alone.
- ✓ Imagine flying like a bird, soaring above the clouds.
- ✓ Dogs can be our best friends and loyal companions.

Exploring the Structure of Paragraphs

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

Topic Sentence

The Sun is the center of our solar system. It provides light and warmth, making life possible on Earth. Without the Sun, our planet would be cold and dark, and nothing could grow.

Topic Sentence

Ice cream comes in many different flavours like chocolate, vanilla, and strawberry. You can add toppings like sprinkles and syrup to make it even tastier. Many people enjoy ice cream on a hot day.

Topic Sentence

Dolphins are known for their intelligence and playful behaviour. They often perform tricks and interact with humans. These amazing creatures communicate with each other using clicks and whistles.

Hooks

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

Boring Version Rain is water that falls from the clouds.

Your Version

Boring Version Cats are animals that many people keep as pets.

Your Version

Boring Version Apples are fruits that grow on trees and are often red.

Your Version

Exploring the Structure of Paragraphs

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

Example: "Have you ever wondered how the tallest trees grow?"



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

Example: "Watch out! Hurricanes are one of the most powerful storms on Earth."

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

Example: "Dinosaurs were the most gigantic creatures to ever walk the Earth."

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

Example: "Did you know? Honey never spoils, even after thousands of years?"

Hooks

Read the topic sentence below using the different strategies.

Original Version	Soccer is a fun sport.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

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

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) In the morning, you brush your teeth, wash your face, and comb your hair. Breakfast is an important meal, so you might eat cereal or toast. Then, it's time to put on your shoes and head to school.

- a) Starting my day with a routine helps us get ready.
- b) I do the same thing every morning.
- c) My morning routine is the best part of the day.

2) At the zoo, you can see lions, tigers, and bears. The zookeepers feed them at specific times, and they are trained to do tricks. There are also gift shops where you can buy souvenirs.

- a) Lions are a kind of big cat.
- b) The zoo is a place where you can see many different animals.
- c) You can see animals perform tricks.

3) In a garden, you can find flowers, trees, and vegetables. People use plant gardens to grow food or to make their yard look pretty. Bees, butterflies, and birds visit gardens.

- a) Birds and butterflies visit gardens.
- b) Gardens contain plants and attract wildlife.
- c) Planting gardens is a fun hobby.

4) Libraries have shelves filled with books on all sorts of subjects. You can borrow books to read at home or read them in the library. They also often have computers and study areas.

- a) Reading books is a great way to learn.
- b) Libraries offer books, computers, and quiet spaces to study.
- c) Books are available on many subjects at the library.

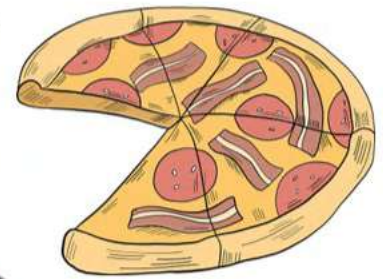
Crafting Perfect Paragraphs

Building Strong Paragraphs

When we write, paragraphs are like containers that hold our thoughts and ideas. Drafting paragraphs involves focusing on supporting details, which help make the sentences fit together like pieces of a puzzle.

Supporting Details: What Are They?

Supporting details are extra information that explains the main idea. They make our writing juicy and interesting. Imagine telling your friend about your favourite game. You wouldn't just say, "I like this game." You would explain why you love it, what makes it fun, and why your friend should play it too!



Let's Explore Examples:

- Main Idea: "I love pizza."

Supporting Details: It's cheesy, has delicious toppings, and it's just what I need.

- Main Idea: "Winters are fun."

Supporting Details: You can build snowmen, have snowball fights, and enjoy hot chocolate.

Making It Stick: Coherence

Coherence is when your paragraph makes sense, and everything fits together. Think of it like building a tower with blocks. If one block doesn't fit, the whole tower might fall!

Tips for Making Perfect Paragraphs:

- 1) Start with a Strong Sentence: This tells what the paragraph is about.
- 2) Add Supporting Details: These are like the yummy toppings on a pizza!
- 3) Finish with a Closing Sentence: This wraps up your paragraph neatly.

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

Topic Sentence	Being a pet is a great responsibility and a source of joy.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Recycling helps to protect the environment.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Apples come in many different colours and flavours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

When we plan our paragraphs, we sometimes have more than 3 ideas to consider. When this happens, we should group our ideas into 3 big ideas. Check out the example below.

Brainstorm why summer is the best season

Warm weather, no snow, no school, swimming, basketball, soccer, days are longer

3 Big Ideas (1) Better weather (warm weather and no snow), (2) Sports (basketball and soccer), (3) More time to play with friends (no school, days are longer)

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

1) What is your dream house?

Dream
House

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

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

Think _____ good transition word for the supporting details.

1) I love dogs and cats. _____, my best friend enjoys spending time with her pets. We often share stories about our funny antics.

2) I enjoy reading books on rainy days. _____, my sister prefers to watch movies. We always find ways to share our interests with each other.

3) Our school garden is full of flowers. _____, we have a vegetable patch where we grow carrots, tomatoes, and lettuce. We all take turns to water the plants.

4) We played games, sang songs, and ate cake at the party. _____, we opened the gifts and thanked everyone for coming. It was a great celebration!

5) My brother likes to play soccer on weekends. _____, he does his homework. _____, I like to finish my homework early so I can play with my friends. _____, my cousin prefers to relax and watch TV. _____, he sometimes invites us to join him. _____, we all have different hobbies and ways to enjoy our free time.

Ending With a Bang: Conclusion Sentences

What is a Conclusion Sentence?

A conclusion sentence is the last sentence in a paragraph. It wraps up the ideas you've been talking about and gives a finished feeling to the paragraph. Think of it like putting the lid on a jar – it seals everything inside!

Why are Conclusion Sentences Important?

Conclusion sentences help the reader understand what you were trying to say. They make the main idea of the paragraph clear and remind the reader what the paragraph was all about.

How to Write a Good Conclusion Sentence

Writing a good conclusion sentence is like putting a bow on a gift. Here's a quick list of things to remember:

- Restate the Main Idea: Use different words to say what you said at the beginning of the paragraph.
- Keep it Short: A conclusion sentence should be short and to the point.
- Add a Final Thought: If you can, add something that makes the reader think a little more about what you said.

Examples of Conclusion Sentences

- If you write about your favorite sport, you might end with: "Hockey is more than a game; it's a passion."
- If you write about a trip to a farm, you could conclude with: "The day at the farm was an unforgettable adventure."



Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence is always in the middle of a paragraph.	True	False
2) Conclusion sentences wrap up the paragraph's ideas.	True	False
3) Writing a conclusion sentence is like opening a gift.	True	False
4) It's good to state the main idea in a conclusion.	True	False
5) Conclusion sentences should confuse the reader.	True	False

Think

Circle the conclusion sentence you think is best.

1) In the park, children play on swings, slide, and climbing structures. Parents watch their children and everyone enjoys the fun. Picnics are often enjoyed on the green grass, and people relax on the pond.

- a) Swings are a lot of fun.
- b) Parks bring joy and relaxation to people of all ages.
- c) The pond has fish in it.

2) At a bakery, the delicious smell of fresh bread and pastries fills the air. Bakers work hard to create sweet and savory treats. Customers are often seen smiling with their chosen delight.

- a) Bakers use magical powers.
- b) Bakeries provide a cozy space to enjoy fresh, tasty treats.
- c) The bakery only sells ice cream.

3) In the classroom, students sit at desks, listening and participating in lessons. Teachers use the whiteboard to explain subjects, and friends help each other learn. Fun projects make learning more exciting.

- a) Teachers never explain anything.
- b) Students only play games in the classroom.
- c) Classrooms are places for learning and collaboration.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) At the school library, children can find books about dinosaurs, planets, and pirates. They can read at the tables or borrow books to take home. Sometimes, the librarian reads stories to the kids.

2) In the summer, my family goes to the beach. Children build sandcastles and collect seashells. Parents rent beach chairs, and everyone enjoys splashing in the waves.

3) At the community park, there's a garden with colorful flowers and tall trees. People walk their dogs, and children fly kites. On sunny days, artists come to paint the beautiful scenery.

4) During winter, people bundle up in warm coats and scarves. They go ice-skating or have snowball fights. Families enjoy sipping hot chocolate together after playing outside in the cold.

Analyzing Paragraphs

Analyze

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

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

Main Idea

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

Main Idea

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

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

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

Planting a garden is a wonderful way to connect with nature and enjoy the outdoors. Choosing the right plants and seeds teaches us about different types of vegetables. Next, caring for the garden by watering and weeding helps plants grow strong and healthy. Finally, watching the garden bloom and thrive brings a sense of accomplishment and joy. Planting and tending to a garden not only benefits our surroundings but also nurtures a love for nature and the environment.

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

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

Edit

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

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

Edit

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

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

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Reflection Journal

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



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?

Formal Versus Informal Letters

Formal Letters: A Professional Way to Write

Formal letters are used when you need to write to someone in a professional or serious way. You might write a formal letter to your school principal, a company, or a government official. These letters have specific rules and a clear structure.

- Opening: Always use a polite greeting like "Dear Mr. Smith."
- Body: Explains your main point or request. Be polite and clear.
- Closing: End with words like "Sincerely" or "Yours truly."

Informal Letters: Friendly to Friends and Family

Informal letters are used for casual communication. You can write them to friends, family members, or anyone you know well. They are relaxed and can have a fun tone.

- Greeting: Start with something friendly like "Hi!"
- Body: Share news, ask questions, or express feelings.
- Closing: End with something warm like "Love" or "See you soon."

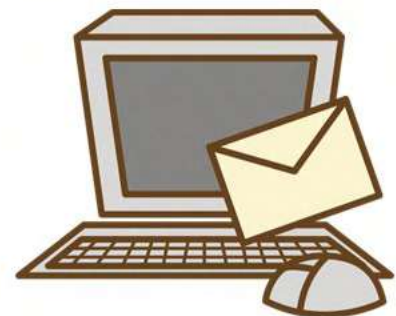
Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who you are writing to and why. They have become a common way to communicate.

Formal emails, need a clear structure and polite tone, often used for job applications or professional communication. **Informal emails**, on the other hand, are like casual letters sent online, used for writing to friends or family.

Key Parts of an Email

- Subject Line: Describe what the email is about.
- Greeting: Use a friendly or formal greeting.
- Body: Write your main message.
- Closing: End with a polite or friendly sign-off.



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters require a clear structure.	True	False
2) Informal letters use a formal greeting.	True	False
3) Emails can be formal or informal.	True	False
4) Emails have a subject line.	True	False
5) Formal letters end with "Love."	True	False

Think

which type of letter is given in the example.

Dear Principal Jones,

I hope this letter finds you well. I am writing to ask if we can have more books about animals in our library.

Sincerely,
James

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

Hi Sammy!

What's up? I got a new puppy! Can't wait for you to meet him.

See you soon,
Sammy

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

Subject: Inquiry About Science Project

Dear Mrs. Smith,

I need help understanding the water cycle for our science project. Can we meet after school?

Yours truly,
Brian

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

Subject: My Soccer Game

Hi Auntie,

We won our soccer game yesterday! You should have seen my goal.

Love,
Kennedy

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

Purpose and Audience of Letters

Think

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

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

Think

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

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

Analyzing Formal Letters

Analyze

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

Happy Valley School

45 School

Toronto, ON M6B 3B6

Dear Mr. John

I am writing to thank you for the recent sports day. Firstly, it was an amazing event, and I had a wonderful time. Additionally, I participated in the relay race and, furthermore, won a ribbon! Thank you once again, and I look forward to next year.

Sincerely,

Addy Rothwell

Author's Voice

Ottawa City Hall

123 City Square

Ottawa, ON K1A 1B2

Dear Mayor Thompson,

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

Yours faithfully,

Steven Johnson

Author's Voice

Name: _____

Formal Letter Writing

Write

Using what you've learned about formal letters, write a letter below. Use the audience and purpose provided for you.

Audience	Purpose
Principal	To ask for better school yard equipment

PREVIEW

Success Criteria – Formal Letter

Analyze

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

Windsor Elementary School

456 School St.

Windsor, ON N9A 7Z9

Dear Mr. Walker,

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

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

Sincerely,

Nathan Walkley

1)

2)

3)

4)

5)

6)

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below

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

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

Write

Plan your letter by brainstorming about your topic below.

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

1

2

3

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

9) Write your rough draft of your letter below.

Edit

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

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

Edit

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

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

Name: _____

80

Curriculum Connection
CC4.4

Assignment - Letter Writing

Write

Write the final letter below.

PREVIEW

Rubric – Formal Letter Writing

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

Teacher Comments

Mark

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

Understanding a Good Thank You Letter

Read

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

Dear Coach Anderson,

I hope you are doing great! We, the Grade 4 soccer team, want to say a huge thank you for being an awesome coach this season. Your practices were super fun, and we learned a lot about playing better together and never giving up, even when the game was tough.

Thanks for all the support and encouragement with us, teaching us cool soccer moves, and for cheering us on every match. We really appreciate how you made us feel like a team and helped us become better players.

You're the best coach ever, and we love you for everything you do!

Cheers,

Sophia and the Grade 4 Soccer Team

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 after receiving 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.

Community Honouring – Community Heroes

Write

Answer the following questions.

A)	List three community heroes that are in your community. These could be police officers, fire fighters, doctors, or others that you think are heroes.
1	
2	
3	
B)	Choose one hero from above and think of 3 things they do that make them a hero.
1	
2	
3	
C)	What greeting will you use in your thank-you letter?
D)	What signature will you use in your thank-you letter?

Name: _____

86

Curriculum Connection
CC4.1

Thank You Letter

Write

Write the final letter below.

PREVIEW

Writing Similes

A **simile** is a way of describing something by comparing it to something else, using the words "like" or "as." It helps us make a picture in our minds about how something looks, sounds, feels, or acts.

Here are some examples of similes:

- The cat is as quiet as a mouse.
- Her smile was as bright as the sun on a summer day.



Directions: Circle the similes in each sentence. The first one is done for you.

1) The ox was so strong. He was like an ox.

2) Last night was so dark. It was as _____ as a cave.

3) The bath was as hot as the sun. It was far _____ for the children.

4) The leaves were beautiful. They were _____ like _____ size.

5) Her blue eyes were like the ocean, so deep and _____.

6) Mandy's car was as fast as a cheetah, maybe a little too fast.

7) Her smile was as bright as the sun.

8) The cake was soft and fluffy, like a cloud.

9) The stars twinkled in the sky like tiny diamonds.

10) The rain fell gently on the roof, like a soft whisper.

Figurative Language - Simile

Write

Add a simile to the sentences below.



1	The frog jumped like _____.
2	Her eyes as shiny _____.
3	Her hands were as cold _____.
4	The puppy's tail was as soft _____.
5	The flowers in the garden smelled _____.
6	The basketball bounced like _____.

Write

Finish the similes below.

1	As hard as a _____.
2	As sweet as a _____.
3	As yellow as _____.
4	Quick like _____.
5	Strong like _____.

Figurative Language - Personification

Personification is when you give human qualities to things that aren't human. It's like making objects or animals act like people in your writing. This makes the writing more interesting and helps you imagine the story better.

Here are some examples of personification:

- The wind whispered secrets through the trees.
- The sun smiled down on us.
- The car coughed and sputtered before starting.



Write a sentence that uses personification using the non-human thing and one of the human qualities given.

Non-Human Thing	Human Quality	Sentence
Sun	Smiling, Glaring	
Wind	Whispering, Howling	
Trees	Dancing, Swaying	
Clock	Running, Racing	
Car	Grumbling, Groaning	

Figurative Language - Idiom

An **idiom** is a phrase where the words together have a different meaning than the individual words do by themselves. Idioms are used to make writing more colourful and to express ideas in a fun and creative way.

Here are some examples of idioms:

- "Piece of cake" - means something is very easy.
- "Hit the books" - means to start studying.
- "Barking up the wrong tree" - looking for answers in the wrong place.
- "Break the ice" - to start a conversation in a new or awkward situation.



Write one of the idioms above to fill in the blanks below.

Jake was nervous about his math test. When he finished, he realized it _____.

He had studied hard and knew all the answers now, so he felt confident and happy.

At the new school, Emma wanted to make friends. Being shy, she decided to _____.

by sharing her cookies. Soon, she was laughing and talking with a group of friends.

With the science fair next week, Mia knew it was time to _____.

_____ She spent her afternoons at the library,

researching and taking notes. Her hard work paid off, and she felt ready for the fair.

Ben thought his sister took his favourite toy, so he started arguing with her. But he was _____;

his toy was under the bed all along. Once he found it, he apologized to his sister.

Writing Metaphors

A **Metaphor** is a way of describing something by saying it's something else, even though it really isn't. It's like using your imagination to make a picture with words.

For example:

If we say, "The classroom was a zoo," it means the classroom was very noisy and wild, but it wasn't really a zoo with animals. Metaphors help make descriptions more fun and interesting.

Directions: For each sentence, write **S** for simile and **M** for metaphor

1) The clouds looked like fluffy pillows in the sky.

2) My life is an open book.

3) Time is a thief stealing moments.

4) He is a bright star in our class.

5) Her laugh is as loud as a hyena.

6) The classroom was as noisy as a beehive.

7) Fear is a monster that grows when you're scared.

8) Life is a rollercoaster with lots of highs and lows.

9) Her eyes shone like stars in the sky.

10) The basketball player was as tall as a giant tree.



Figurative Language - Metaphor

**Write**

Finish the metaphors below

1)	The library is a _____ of knowledge.
2)	Her _____ that lights up the room.
3)	Her work _____ be a _____ to solve.
4)	The park in _____ is a _____ with its many colours.
5)	The old tree in our yard _____ like _____ watching over us.
6)	The world is a _____ everyone plays a part.

Write

Create your own sentence and complete with a metaphor for it.

1	_____ _____.
2	_____ _____.
3	_____ _____.

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 fair for kids to have newer technology in their schools than others?

Can parents have different rules for younger and older kids in a family?

Is it fair that some kids live in places with lots of parks and others don't?

PREVIEW

Name: _____

100

Curriculum Connection
CC4.1

Practice

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

PREVIEW

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

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

Narrative Writing – Themes

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

Write the story summaries below and write the theme of each.

Summary	A little girl overcomes its fear of climbing to the top of a tall tree to save a bird stuck on a branch.
Theme	_____
Summary	Different children in a neighborhood work together to create a community garden, learn to work together, and appreciate each other's differences.
Theme	_____
Summary	A girl finds a magic paintbrush and learns that using it for selfish reasons has negative consequences, but using it to help others brings happiness.
Theme	_____
Summary	During a school camping trip, two students who usually don't get along learn to cooperate and help each other when they get lost during a hike.
Theme	_____

Write

Think about what lesson or message you want your story to tell. Then write a short story or summary that reflects your theme.

Story Title	
Theme	

Match

Match the items in Column A (Things) with their theme in Column B. The first one is done for you.

Column A: Things

Rocket
Garden
School Project
Sharing
Treasure Map
Superhero Cape
Magic Wand
Library Book
Snowman
Secret

Column B:
Adventure
Winter
Cooperation
Trust
Discovery
Courage
Magic
Learning
Nature
Kindness

Narrative Writing – Identify Conflicts

Conflict in stories is like the main problem that the characters have to solve. It could be a character trying to find a lost treasure, solve a mystery, or even dealing with a misunderstanding with a friend.

For example: In the hidden cave Alex and Jamie need to figure out the secret to find a treasure. They face challenges like solving riddles and escaping traps. The conflict from this story is that Alex and Jamie need to figure out the secret of a hidden cave to find the treasure.



Write a short story summary then, identify the main conflict in the story.

Summary	1) In the town of Maple Ridge, Alex's beloved skateboard goes missing. Sarah, his friend, discovers it in the neighbour's yard, repaired as a surprise. Alex learns that sometimes, a loss can lead to a happy surprise.
Conflict	_____
Summary	2) At Pine Hill School, someone is taking snacks from the class. The class works together and sets up a friendly trap to catch the thief. It turns out to be a hungry squirrel. They decide to make a special treat for it.
Conflict	_____
Summary	3) In the town library, Sarah finds a book that transports her to a magical land. She faces the challenge of a riddle-speaking dragon. By solving the riddle, she finds her way home, learning the power of wit and courage.
Conflict	_____

Name: _____

106

Curriculum Connection
CC4.4

Summary	4) On a stormy night, two friends, Jake and Maya, accidentally swap their homework. They fix the mix-up by meeting halfway in the rain, learning about cooperation and the importance of double-checking their work.
Conflict	

Draw

Draw a scene from a story you've heard recently that shows the conflict.



Write

Describe the conflict from the picture above

Story Title	
--------------------	-------------------------------

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 pirate ship. Write what the character will see, feel, hear, taste, and smell.

As dawn broke on the wild ocean, young Jack found himself aboard a creaking pirate ship. He felt the ship's wooden planks under his feet and heard the sails flapping in the salty breeze. The smell of fish and brine filled the air, while the taste of seawater lingered on his lips. He saw rough pirates bustling about, treasure maps strewn across tables, and a glimmering horizon ahead. Jack's heart pounded; adventure was calling.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her lab coat. Her curiosity is endless and she is never without a notebook. Often, she is seen tinkering with ordinary household items and turning them into something extraordinary.

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

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

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Brainstorm

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



Practice

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – How will your characters first discover the problem?

Practice

Fill in the organizer below.

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

1

2

3

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

6) What is a good title for your story?

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

Describing Narrative Elements

Describing **narrative elements** means talking about the different parts of a story. This includes the **theme** (the main idea), the **conflict** (the problem), the **plot** (what happens), the **setting** (where and when it happens), and the **characters** (who is in the story). Understanding these elements helps us understand the story better.



Think Read the following story summaries and describe their elements.

Summary	In "The Lost Kitten," a curious kitten named Whiskers finds herself on a journey through the dense forest nearby. As night falls, Whiskers faces the challenge of finding her way home. Along her journey, she meets various helpful animals who offer clues and encouragement. The plot develops as Whiskers must escape a pesky owl, using her quick thinking and the help of her friends. In the end, Whiskers, guided by the stars and memories of her home, makes it back to the farm, learning the value of home and friendship.
Theme	
Conflict	
Plot	
Setting	
Character(s)	

Using Quotations in Narratives

What are Quotations?

Quotations are the words someone says in a story. When you write what a character says, you put those words inside quotation marks. For example: "I love reading," said Emily.



Rules for Quotations

There are some important rules you need to know when using quotations in your writing. These rules help the reader know who is speaking and what they are saying.

- 1) Start with Capital Letter: Every quotation starts with a capital letter. Example: "The cat meowed."
- 2) Use Comma Before the Quote: If you say who is speaking before the quote, use a comma. Example: Mom said, "Time for dinner."
- 3) Punctuation Inside the Quote: Put punctuation like periods and commas inside the quotation marks. Example: "Is it time for bed?" asked Max.
- 4) Quotations for Speaking: Only use quotations for spoken words, not thoughts.
- 5) New Speaker, New Line: Start a new line or paragraph when a different character begins speaking. This helps the reader keep track of who is speaking.
- 6) Use Speaker Tags Wisely: Speaker tags (e.g., "he said") can be placed at the beginning, middle, or end of a quote, but should be used appropriately to make clear who is speaking.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	"the cat meowed."
Edited	

Original	said "Time for dinner."
Edited	

Original	"Is my dog in bed?" Max."
Edited	

Original	"I think, therefore I am."
Edited	

Original	"Are you coming to the party?" Jane asked. "I'll be there."
Edited	

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

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

Original	"I'm so excited for the trip!" John said "Me too!" said Tom."
Edited	

Analyzing a Short Story - Quotations

Treasure Map

Billy found an intriguing old map in his attic. Excited, he ran to his best friend, Lucy. "Look at this map, Lucy! It says there's a treasure nearby," he said.

Lucy's eyes widened. "Really? Let's go find it!" she exclaimed.

With the map in hand, they ventured into the woods. After a while, Lucy pointed to a spot on the map and said, "It should be right here!"

Billy began to dig, but it wasn't easy. "I found it!" he shouted, pulling out a small chest filled with shiny stones.

Back home, they examined the treasure. Billy said thoughtfully, "These may not be gold or jewels, but they're our treasure."

Billy agreed, smiling. "And the best treasure is the adventure we had together." They both knew that the real treasure was their friendship, and they were happy with that day.



Questions

Answer the questions below.

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

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

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

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

Writing Speaker Tags

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

Fill in the blanks

Use a different speaker tag for the quotations below.

1) "I can't be late for school," _____ Mom.

2) Sally _____ "I think I see a rabbit."

3) "Can you help me with my homework?" _____

4) "I wish it would stop raining," _____ Tim.

5) "You're it!" _____ as loudly as his friend.

6) Lucy _____, "I'll be there for you."

7) "Watch out for that puddle!" _____

8) "This is the best ice cream ever," Peter _____

9) "Do you think it will snow tomorrow?" _____ Sam.

10) "I don't want to go to bed," _____ Lily.

11) "We won the game!" _____ the whole team.

12) "Please pass the salt," _____ Grandpa.

13) Tom _____, "I have finished my painting."

14) "I can't find my shoes," Brian _____

Character Personality and Dialogue

Think

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality.

Personality: Brave

- a) "I'm too scared to go on the adventure. You go without me."
- b) "What if something goes wrong? I don't think I can handle it."
- c) "No matter what it gets, I'll always stand up for my friends!"

Personality: Curious

- a) "I wonder what's out there. Let's go explore and find out!"
- b) "I've never really worked on that new project work."
- c) "I don't really care why the things are so important."

Personality: Kind

- a) "I don't have time to help anyone else. I'm too busy with my own stuff."
- b) "Why should I share my things? I don't care if others don't have any."
- c) "Are you okay? Here, let me help you with that."

Personality: Funny

- a) "I never joke around. Life is serious and there's no time for laughter."
- b) "Why don't scientists trust atoms? Because they make up everything!"
- c) "I don't understand why people find things funny."

Personality: Adventurous

- a) "Traveling to new places? No thanks, it sounds too risky and uncomfortable."
- b) "I prefer to stay inside where it's safe and do the same old things."
- c) "Let's go on a hike in the unknown forest! It sounds like an adventure."

Writing Using Quotations

Practice

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

PREVIEW



Four large speech bubbles are provided for writing dialogue. Each bubble contains three horizontal lines for text. The bubbles are arranged in a circular pattern around the central 'PREVIEW' watermark. The first bubble is at the top, the second on the left, the third at the bottom, and the fourth on the right. Each bubble is associated with a superhero illustration: Superwoman for the top and bottom bubbles, and Superman for the left and right bubbles.

Writing Using Quotations

Practice

Think of your favourite celebrity. Is it a hockey player, actor, or painter? Now write dialogue between you and them. What will you say? Will you say it excitedly? What will they say? Use speaker tags.

You	
You	
You	
Your Celebrity	
You	
Your Celebrity	
You	
Your Celebrity	

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space robot	Befriends aliens	Planets
Adventure	Solve neighborhood mystery	Suburb
Elderly gardener	Discovers singing garden	Backyard
Young chef	Wins cooking contest	City kitchen

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – How will your characters first discover the problem?

Plan

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Name: _____

136

Curriculum Connection
CC4.4

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

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

Edit

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

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

Revision – Take a Closer Look

Instruction

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



Criteria	Yes	No
Is the topic interesting to you?		
Are your ideas clear and to the point?		
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 vary your sentence lengths with 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?		

Revision – Writing Feedback Sheet

Read your friend's writing carefully. Look for different types of mistakes: capital letters, punctuation, spelling, grammar, word choice, and sentence structure. Use the table below to count how many of each mistake you find. If you don't find any, Check '0', if not, check the number that you counted. For word choice, look for words that could be more interesting. Suggest a new word if you can!



Remember to be kind with your feedback. Our goal is to help each other become better writers!

Student Being _____

Reviewer's Name: _____

Type Of Error	What To Look For	Number Of Errors You Found										
Capitalization Errors	Letters that should be capitalized but aren't, like the start of sentences or names.	0	1	2	3	4	5	6	7	8	9	10
Punctuation Errors	Missing or wrong marks like periods (.), commas (,), or question marks (?).	0	1	2	3	4	5	6	7	8	9	10
Misspelled Words	Words that don't look right. Check with a dictionary or ask a teacher if unsure.	0	1	2	3	4	5	6	7	8	9	10
Grammar Errors	Sentences that sound wrong or are hard to understand.	0	1	2	3	4	5	6	7	8	9	10
Word Choice Changes	How many boring word choices did you find?	0	1	2	3	4	5	6	7	8	9	10
Sentence Structure	Look for variety. Do most sentences start the same way or are most of them simple sentences.	0	1	2	3	4	5	6	7	8	9	10

Rubric – Story Writing

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

Comments	
Mark	

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!

Instructions

After completing your Identity Map, answer the following questions to dive deeper into understanding yourself. Use complete sentences and share your thoughts and feelings.

1) How do my interests and dreams shape who I am?

2) What is one new thing I want to learn, and why?

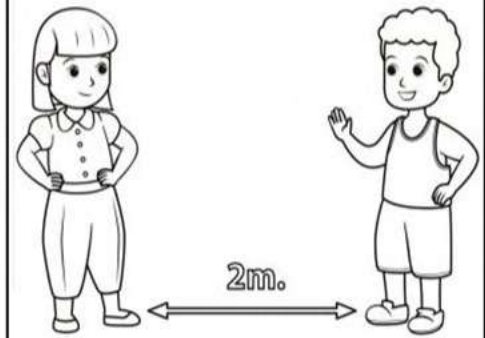
3) Think about what strengths you have that are connected to the different aspects of your identity you explored today.

Understanding Social Responsibility

We all have a social responsibility in our communities to prevent a spread of any virus. There are some things we can do to stop the spread of diseases.

Write

Underneath each image write a description of how we can stop a virus as a community. Colour each image.



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.

Name: _____

150

Curriculum Connection
AR4.2

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?

Activity: Being Persuasive

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Prompt cards
- ☐ Timer or clock



Instructions

How do we complete the activity?

- 1) **Pair Up the Students:** Divide the students into pairs. If there's an odd number, you can have one group of three.
- 2) **Introduce the Activity:** Explain to the students that they will be debating different prompts from the list. One student will choose a side for the first prompt, and the other will choose for the next. They will alternate in this way.
- 3) **Start with the First Prompt:** Have the pairs look at the first prompt. One student will pick a side to argue for or against. The other student will argue the opposite side.
- 4) **Think Time:** Give the students 2 minutes to think about their arguments. They may jot down quick notes if they wish.
- 5) **Debate Time:** Let the students debate for 3 minutes. Encourage them to listen to each other's arguments respectfully.
- 6) **Move to Next Prompt:** After debating the first prompt, move to the next one, allowing the other student to choose a side first. Repeat the think and debate time.
- 7) **Repeat Until All Prompts are Debated:** Continue moving through the prompts, alternating sides, until all have been debated.
- 8) **Classroom Debate (Optional):** Ask for volunteers to debate in front of the class. They can choose one of the prompts they have already debated.

Persuasive Writing - Opinions

Opinion

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

	Topic	Opinion – Yes or No?
1)	Should homework be given every night?	
Reason 1		
Reason 2		
Reason 3		
2)	Are video games good?	
Reason 1		
Reason 2		
Reason 3		
3)	Should school be year-round?	
Reason 1		
Reason 2		
Reason 3		
4)	Should junk food be allowed in school?	
Reason 1		
Reason 2		
Reason 3		

Quick Look: Learning to Skim and Scan

To **skim or scan** information means to look over a text quickly to find the main ideas or specific details without reading everything word by word.

For Example:

- **Skimming:** Imagine you have a big book about dinosaurs, but you only want to know what they ate. Instead of reading every page, you quickly flip through the book, looking at headings and pictures to find sections about dinosaur diets.
- **Scanning:** You are searching for a friend's name in a list. You use your eyes to spot the important information.



Instruction

Scan the report below to find the main ideas and answer the questions that follow.

Dinosaurs roamed the Earth millions of years ago. There were many types, from the gigantic Brachiosaurus to the tiny Tyrannosaurus Rex. Scientists believe dinosaurs lived during three periods: the Triassic, Jurassic, and Cretaceous. The Brachiosaurus, known for its long neck, lived in the late Jurassic period. The Tyrannosaurus Rex, a meat-eater, roamed during the late Cretaceous period. Paleontologists, scientists who study dinosaurs, use fossils to learn about these ancient creatures. They have found dinosaur fossils all over the world, showing how widespread dinosaurs were. Dinosaurs became extinct about 65 million years ago, but their legacy continues to fascinate us.

1) What is the name of a dinosaur known for its long neck?

2) During which period did the Tyrannosaurus Rex live?

3) What do scientists who study dinosaurs called?

4) How many years ago did dinosaurs become extinct?

Quick Look: Deep Dive (Close Reading)

Instruction

Now, read the report carefully and thoughtfully to answer the more complex questions. Pay attention to all the details in the text.

1)

Describe two differences between the Brachiosaurus and the Tyrannosaurus Rex based on their living periods and diet.

2)

Why do you think paleontologists find dinosaur fossils all over the world? What does this tell us about dinosaurs?

3)

How do fossils help scientists learn about dinosaurs? Give an example based on the report.

4)

Reflect on the legacy of dinosaurs today. Why do you think they continue to fascinate us?

Research: Discovering New Things

Research is like being a detective, but instead of solving mysteries, you're finding out new things about any topic you're curious about!



For Example: Imagine you want to know why the sky is blue, how plants grow, or what makes a volcano erupt. Doing research means you start looking for answers in books, asking experts, or using the internet to gather information. It's like going on a treasure hunt, where clues are facts and details that help you understand more about a question.

Instruction:

The information in the table below about butterflies is correct, and some is false. Your mission is to research and discover which facts are true and which are not (false). Use books, the internet (with adult supervision), or ask your teacher to help you find the truth.

1)	Butterflies taste with their wings.	
2)	A butterfly's wings are covered in tiny hairs.	
3)	The largest butterfly wing-span can reach up to 10 feet.	
4)	Butterflies can see only two colours.	
5)	Butterflies can live for several years.	
6)	All butterflies live on nectar from flowers.	
7)	A group of butterflies is called a "flutter."	
8)	The Arctic Apollo is the only butterfly known to live in cold climates.	
9)	The Monarch butterfly travels 500 miles every day during its migration.	
10)	Butterflies have four stages in their life cycle: egg, caterpillar, pupa, and adult.	

Version 3: Activity – Finding Bias in Writing

Tough Job

Imagine you are the principal of your school. You have received a letter today. Respond to the letter by pointing out the bias.

Dear Principal,

I have thought of a fantastic way to make Physical Education classes more fun: turning our gym into a trampoline park! Jumping on trampolines is not only fun but also an excellent workout. It would make PE the most exciting subject ever. Trampolines can help develop coordination, and agility. We'd become the most athletic school around! Everyone loves trampolines, and having our gym transformed would make our school the coolest one in the district. I have so many students wanting to join! Please, Principal, think about making this wonderful dream a reality.

Sincerely,
Dan Parker

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective. Give 3 reasons why this is a bad idea.

Activity – Finding Bias in Writing

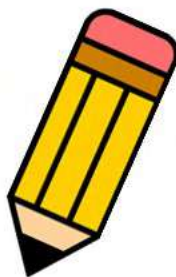
Tough Job

Write your response letter back to Dan.

PREVIEW

Include:

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



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

Assignment – Advertising a New Invention

Students, in this assignment, you will create an advertisement for an invention that you will dream up. The focus of this activity is to learn how to use persuasive techniques to convince others that your invention is amazing and a must-have! Let's get started!

Planning

Fill in the graphic organizer below.

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

- A new kind of knife that sharpens itself
- A robot that helps you with homework
- A self-making machine

2) Which invention will you choose?

3) What is the name of your product?

4) What problem does it solve, or how does it make life better?

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

5) Who would want to use this product? This will be your audience.

6) What are three reasons someone should buy it?

7) How will you describe your product, so it sounds appealing. You can use the strategies: celebrity endorsement, free prize, say they are limited (only 100 left), offer a sale – buy one get one free, describe the must-have feature, etc.

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

8) Imagine you have 3 minutes to show your audience how good your product is. Create a PowerPoint presentation for them that highlights all the reasons they should buy. What will you need to add to the PowerPoint? Fill in the information you will include on each slide. Some ideas have been listed for you.

Title Slide

- Eye-catching title
- A short tagline or slogan
- Image or illustration of the invention.

Introduction to the Invention:

- Name of the invention.
- What it is and what it does.
- A picture or illustration of the invention.

Why the Invention Is Needed:

- Identify a problem or need that the invention solves.
- Explain how the invention is the solution

Benefits and Features:

- List of the invention's unique features.
- How those features translate into benefits for the user.

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

Endorsement or Testimonial (if available):

- Quote or video from someone who has tried the product.
- Celebrities or influencers if applicable.

Special Deal or Promotion:

- Any special offers, discounts, or bonuses available.
- Limited-time offer to create urgency.

Cost and Purchasing Information:

- Price of the invention.
- Where and how it can be purchased.
- Any money-back guarantees or warranties.

Call to Action:

- Strong, persuasive language urging the audience to act now.
- Contact information or a link to a website where the product can be purchased.

Survey

Ask your classmates the following questions and fill in the details below.

1) In order to survey your classmates to find out if your invention is wanted, what will you ask them? Tally your results below.

Great Idea	Okay Idea	Bad Idea	Worst Idea Ever

2) What do you think of the results?

3) How does this prove that your invention will help people? Use the data above to make your advertising for your invention more persuasive.

Rubric – Invention Assignment

Category	4 Points	3 Points	2 Points	1 Point
Title and Introduction	Catchy title, clear intro, appealing image	Good title, intro, image, but more engaging	Title & intro there, not very exciting	Missing title, intro, or image
Explanation of Invention	Explains what it is & why needed with pictures	Good explanation, lacks some details/images	Some information but misses details	Unclear or incomplete information
Benefits	Lists all features & how they help	Lists most features, some benefits unclear	Mentions some features but misses benefits	Misses many features and benefits
Special Deal or Cost	Explains special deal or cost, tells why	Shares cost or deal but misses info	Gives some info about cost/deal, but confusing	Missing information about cost or deal
Call to Action	Exciting call to action to make people want to buy	Good call to action but could be more exciting	Has call to action but doesn't make people want to act	Missing or unclear call to action
Visuals and Design	Great pictures & design help tell the story	Good pictures & design but could be better	Some pictures, but don't explain or do so well	Missing pictures or messy design
Spelling and Grammar	All words spelled right & sentences sound good	Few small mistakes but reads nicely	Many mistakes but still understandable	Too many mistakes make it hard to understand
Overall Presentation	Exciting & fun! Tells whole story of the invention	Good job but could be more exciting or clear	Some good parts, but some parts confusing	Too many mistakes or hard to follow

Comments

Mark

Activity: Idea Factory

Objective

What are we learning more about?

Students will learn how to generate ideas for an informational report by participating in an assembly-line process, where they will collaborate 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: Instruct each student to write one idea or 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 a set time (5-10 minutes) or until they have a substantial amount of information.
- 5) Presentation: Have each group present their ideas and explain how they collaborated.

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: _____

184

Curriculum Connection
CC4.4

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 - Rocks

Objective

What are we learning more about?

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



Instructions

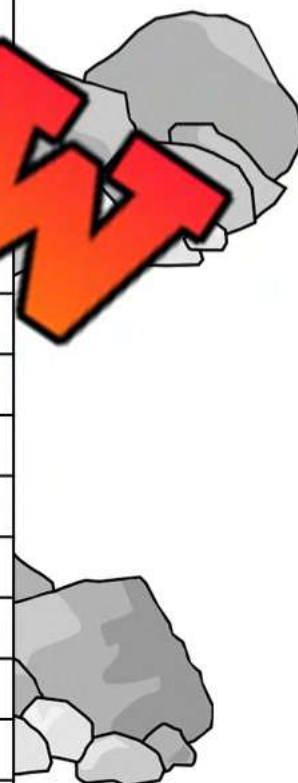
How do we complete the activity?

- 1) Read the facts below.
- 2) Choose 1 of 3 main headings: types of rocks (t), how rocks are formed (f), and how rocks are used (u).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of the report. You'll also need a conclusion. You don't need to use all the facts for your report, so choose the ones you want to use.

Facts

Organize Facts

Igneous rocks form from cooled lava or magma.	
Heat and pressure turn shale into slate.	
Sedimentary rocks are made from layers of sediment.	
Chalk, used in schools, is a type of limestone.	
Sedimentary rocks form from compacted sand, clay, or silt.	
Rocks are used to build roads and buildings.	
Limestone is an example of a sedimentary rock.	
Igneous rocks can form above or below the Earth's surface.	
Granite is a common type of igneous rock.	
Marble is a metamorphic rock formed from limestone.	
Over time, rocks can change from one type to another.	
Granite is commonly used in kitchen countertops.	
Metamorphic rocks form from heat and pressure.	
Marble is used for countertops and statues.	
Slate is used for roofing and flooring.	



Writing a Report - Rocks

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

How To Research Effectively

Finding Information: How to Start

When you want to know more about something, research helps you find the information.

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

Libraries, internet, and search engines have lots of information. At the library, you can find books and magazines. On the internet, websites and search engines like Google help you find things.

When you use a search engine, use key terms. Here are some examples:

Good Searches	Bad Searches
"What do elephants eat?"	"I want to know what elephants eat for dinner."
"How does a rainbow form?"	"Tell me how rainbows happen, please."
"Canada's tallest mountain"	"What is the name of the tallest mountain in Canada?"

The Importance of Trustworthy Sources

When you're looking for information, it's really important to know if what you're reading is true. You want to use things called trustworthy sources. Here's what you can do to find good information:

- Ask your teacher or librarian for help.
- Look at websites made by schools, museums, or governments.
- Read books written by people who know a lot about the subject.

Some websites and books can give you wrong information. You might want to avoid:

- Social media posts by people who aren't experts.
- Blog posts without facts or proof.
- Websites that are trying to sell you something without showing why it's good.

How To Research Effectively

Think

Is the search good or bad?

1) The capital city of France.	Good	Bad
2) What is the name of the really tall mountain in Canada?	Good	Bad
3) Famous Canadian authors.	Good	Bad
4) Tell me some famous people are who write books in Canada?	Good	Bad
5) The life of a butterfly.	Good	Bad
6) I want to know about a butterfly's life from egg to flying around.	Good	Bad
7) How to recycle.	Good	Bad
8) Can you tell me how I can recycle the plastic things at home?	Good	Bad
9) Weather patterns in Canada.	Good	Bad
10) What's the weather like in Canada and what makes it that way?	Good	Bad

Questions

Answer the questions below

1) Why is it important to use trustworthy sources?		
2) How do we know if a website is trustworthy or not?		
3) Is the description of the website below trustworthy? Yes or no?		
1) Government website providing official statistics and data.	Yes	No
2) Blog post with personal opinions but no sources.	Yes	No
3) University research with peer-reviewed articles and studies.	Yes	No
4) Health organization website offering medical advice from doctors.	Yes	No
5) A shop that is trying to sell you something.	Yes	No

Research Activity - Questioning

Think

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

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

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Animals – Ex. Which mammal has the largest brain?

	Questions	Answers
1		
2		
3		
4		
5		

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

To enable students to learn how to use search engines and online resources to find answers to simple questions, fostering their research and digital literacy skills.

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source – Website Name
1) What is the tallest mountain in Canada?		
2) What animal makes honey?		
3) Who was the first Prime Minister of Canada?		
4) How many provinces are there in Canada?		
5) What is the largest mammal living in the ocean?		
6) What is the national bird of Canada?		
7) How many times bigger is the Sun than the Earth?		
8) Who wrote the national anthem of Canada?		
9) Who won the first Stanley Cup?		
10) What is the distance from the Earth to the Moon?		

Report Writing – Conclusions

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

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

Analyze

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

In this report, we learned about the water cycle. We saw how water moves around us, and it never stops moving!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We talked about animals in different places. Animals live everywhere, and there are many kinds. I like animals, and some people have pets. This report is finished.

Summarize the main points

Connect to the introduction

End with something interesting

Cars are fast, and people drive them. They have wheels and engines. Some cars are red, and some are blue. This report was about cars, and now it's done.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Now you know all about the different seasons. You might want to make a weather chart to see how the seasons change where you live. Just like we talked about at the beginning, every season has its special beauty.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Report Writing – Conclusion

Write

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

Topic: Ontario – The Best Province in Canada

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Topic: A Day in the Life of a Student at School

Summarize the main points

Call to action

Connect to the introduction

End with something 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) Brainstorm at least 10 report topics that you will choose from. You can use some of the ideas above if you like.

2) What topic did you choose?

3) Write as many main ideas as you can think of about this topic. These will be your headings. Example: if your topic was lions, you might write about their diet, their habitat

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. Write them alphabetically.

1		<u>Sources</u>
2		<u>Sources</u>
3		<u>Sources</u>

Planning

Finish the planning process.

6) Write the introduction below. Introduce your topic in one sentence. Then explain what the rest of the report will discuss.

7) Write the conclusion or summarize your report by restating what you taught the reader.

8) What pictures can you include in your report? Draw 1 or 2 below.

--	--

Edit

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

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

Edit

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

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

Rubric – Report Assignment

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

Teacher Comments

Mark

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

Reconstructing Text: News Article to Letter

Science Fair Extravaganza Hosts

Published on March 10, 2024

Exciting news for all young scientists and inventors at Green Meadows Elementary! Our school is proud to announce the annual Science Fair Extravaganza is happening on April 5th, right in the school gymnasium.

This year, we're inviting all students from grades 3 to 6 to participate and showcase their amazing science projects. Whether you're interested in plants, stars, robots, or volcanoes, we want to see what fascinating questions you've been exploring.

The best part? There will be awards for the most creative, informative, and impactful projects. Categories include "Best Environmental Project," "Most Innovative

Invention," and "Young Scientist of the Year."

Mr. Hughes, the science teacher organizing the event, said, "The Science Fair is a fantastic opportunity for students to get hands-on with science, learn something new, and maybe even spark a lifelong passion."

If you're interested in participating, make sure to sign up by

March 20th. You can find sign-up sheets and more information outside Mr. Hughes' classroom.

Get ready to experiment, discover, and have fun at the Science Fair Extravaganza.



Name: _____

222

Curriculum Connection
CC4.2

Instructions

Write a personal letter to a friend who was home sick from school and missed the newspaper article. Make sure to include all the details the friend will need so they can participate in the science fair.

PREVIEW

What is a Haiku?

Write

Finish the Haiku poems below.

**Topic: Autumn Leaves Falling**

Line 1	Red, gold leaves descend,
Line 2	Trees are bare and winds are cool,
Line 3	

Topic: A Sunny Beach Day

Line 1	Waves crash on the shore,
Line 2	
Line 3	It's all day long.

Topic: Building a Snowman

Line 1	Snow is a button
Line 2	
Line 3	Smiles in winter.

Topic: Watching Fireworks

Line 1	
Line 2	
Line 3	

Topic: First Day of School

Line 1	
Line 2	
Line 3	

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

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

What is a Rhyme?

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

Steps to Write a Rhyming Poem

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

Example of AABB Rhyme Scheme:

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



Tools for Finding Rhymes

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

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Cat			
Dog			
Cake			
Play			
Rain			
Sun			
Boat			
Light			

Write

Finish the poem below using the rhyming words.

AABB Poems

The cat sat on a soft mat (A)
It purred and wore a funny hat (A)
The dog wagged its tail with glee (B)

AABB Poems

A smiling face and a warm hug (A)
Make me feel snug as a bug in a rug (A)
I love to read and write at school (B)

AB B

I see a rainbow high and far (A)
With colours bold, it greets us every day (B)
It arcs across the sky just right (A)

ABAB Poem

The sun shines down, it's time to play (A)
With friends around and games to share (B)
A brand new chance to learn today (B)

Name: _____

232

Curriculum Connection
CC4.4

Children's Book

Illustrate

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

Jamie had a bright new day,
She had come to hearay!
Flowers bloomed and birds sang,
Spring brought everything.

Summer arrived with a golden smile,
Beaches and picnics, fun in style,
Jamie played in the sun's warm ray,
Every day was a perfect playday.

Name: _____

233

Curriculum Connection
CC4.4

Children's Book

Illustrate

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

Leaves falling, the air grew cool,
Back to school, the fall is here,
Yet Jamie loves the autumn
Pumpkins and apples and the long days

Winter came with snow so white,
Days were short, long was the night,
Jamie built snowmen, skated on ice,
Hot cocoa and fires, oh, so nice!

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

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

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

2) What topic did you choose?

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

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

Assignment – Writing a Children’s Book

Write

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

Activity Title: "Poem Editing Teams"

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity Title: "Poem Editing Teams"

Feedback

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

1) The author of this story is...

2) Proofreader comments:

3) Punctuation and Capitalization comments:

4) Word and Rhyme Choice Artist comments:

5) Appreciation Analyst

PREVIEW

PREVIEW

Rubric – Poetry Children’s Book Assignment

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

Teacher Comments

Mark

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

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun and playful poems that often make people laugh. They have a special rhythm and rhyme that makes them unique.



The Pattern of a Limerick

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

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

Examples of Limericks

Funny Raccoon

A funny raccoon in Quebec,
Wore glasses that sat on his neck,
He'd read and he'd write,
In the pale moonlight,
His poems were all top-notch and dreck.

Running Bear

In the deep chilly winter,
A bear was running a sprinter,
He was fast and he was strong,
His face was as red as a snow,
And warmth in his heart was a wonder.

Write

Finish the Limerick poems below

Topic: Skiing Squirrel

Topic: Skiing Squirrel	
Line 1	A squirrel in the Calgary trees,
Line 2	Skiing down the slopes with great ease,
Line 3	With a swish and a swoop,
Line 4	In a never-ending loop,
Line 5	

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Fun in the Sun

Line 1	In the Maritimes, under the sun,
Line 2	A whale had a tonne of great fun,
Line 3	With a splash and a dive,
Line 4	Was so alive,
Line 5	

Topic: Winter Fun

Line 1	In the winter, you know it's a—
Line 2	Building snowmen, or trying to—
Line 3	Kids are bundled for fun,
Line 4	
Line 5	Even though winter's chill is quite numbing,

Topic: Windy Day

Line 1	When autumn's wind blows, leaves take flight,
Line 2	They twist and they turn out of sight,
Line 3	The trees they do sway,
Line 4	
Line 5	

What is a Limerick Poem?

land	strive	play	grand	remain
heard	same	word	reign	say
thrived	vain	claim	bland	stay

Write

Use the word bank words to fill in the limericks with equity, inclusion, and diversity themes.

Line 1 _____ where fairness did _____,

Line 2 _____ child _____ chance, none in _____,

Line 3 _____ respect _____,

Line 4 So that _____,

Line 5 All together, the toy _____.

Line 1 Our school's _____ where all kids _____,

Line 2 No matter what others may _____,

Line 3 Each voice it is _____,

Line 4 Inclusion's our _____,

Line 5 Together, we laugh, learn, and _____.

Line 1 In a garden with flowers so _____,

Line 2 Many colours spread across the _____,

Line 3 No blossom the _____,

Line 4 Diversity its _____,

Line 5 Our garden grows bright, never _____.

Examining Bias In Reviews

Understanding Bias in Reviews

Bias in reviews means when someone's personal feelings or opinions affect how they talk about something. It's like if your favourite colour is blue, you might say that a blue hockey stick is better than the red one beside it, even though the colour has no impact on its performance.



When Bias Happens

Bias can be found in many places, like book reviews, movie reviews, or restaurant reviews. Here's how you might see it:

- A reviewer gives a good review to a movie because their favourite actor is in it.
- Someone says a book is boring because they don't like the topic, even if it's well-written.
- A reviewer doesn't like a toy because it's not something they usually play with.

Why It's Important to Recognize Bias

Knowing about bias helps you understand what's really going on and not just what someone says about something. It helps you make your own opinion and not just believe what you read.

Tips to Spot Bias:

- Look for words that show strong feelings, like "I love this because..."
- See if the reviewer is only talking about things they like or dislike.
- Think about what the reviewer is saying and ask yourself if it makes sense or if it seems like just their opinion.

Remember, everyone has different opinions, and that's okay! Knowing about bias can help you understand why people think the way they do, and it can help you make your own decisions about what you like and don't like.

Examining Bias In Reviews

Examine

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



Movie Review – Superhero Film: "This movie is the worst thing I've ever seen. I just can't stand superhero movies, so the entire plot was ridiculous to me. Don't waste your time on this one."

Amusement Park Review – The ThrillLand is a terrible amusement park. I get motion sickness, so I only went on one ride. I don't know why people like this place. Stay away!"

Product Review – Brand X Cola: "I have always been a fan of Brand Y, but when I tried Brand X Cola, it tasted horrible. Nobody should ever buy this drink when I do."

Book Review – Fantasy Novel: "I don't understand why anyone reads fantasy books. This one was full of dragons and magic, things that aren't even real. This genre is silly, and this book was a waste of time."

Examining Bias In Reviews

Examine

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

Technology Review - Touchscreen Phone: "I've always used a phone with physical buttons, and this touchscreen phone was so hard to use. I couldn't type anything right. It's a terrible design, and nobody should switch to this."

Restaurant Review - Veggie Restaurant: "I'm a meat-lover, and this vegetarian restaurant was a total disappointment. No matter what any of the chefs made, the entire menu was tasteless. I don't recommend this place."

Write

Write your own biased review of something

Why is it biased? Should others believe what you are saying?

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

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

Did You
Like/ Dislike
it?
Explain why.

Favourite
Part

Least
Favourite
Part

PREVIEW

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

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

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

Write

Write your introduction below

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

Name: _____

261

Curriculum Connection
CC4.4

MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

Edit

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

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

Edit

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

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

Rubric – Book Review

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

Teacher Comments

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

All About Comic Strips

BLACK DUCKS

BY
IGOR
ZAKOWSKI

IZ

**Examine**

Read the comic and answer the questions.

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

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

Writing A Comic Strip

**Examine**

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

6)

Writing Comic Strips – The Cave

Instructions

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

Panel 1:

- Character A (kid, thinking, thought bubble): "I wonder what's in that mysterious cave?"
- Character B (dog, speech bubble): "Woof! Woof!" (Onomatopoeia: "Woof!")
- Character C (speech bubble): "You want to explore it too, Spot? Let's go!"

Panel 2:

- Character A (thinking, thought bubble): "It sure is dark in here..."
- Character B (dog, speech bubble): "Grrr..." (Onomatopoeia: "Grrr!")
- Sound Effect: "Drip!" (Onomatopoeia: "Drip!")
- Character C (speech bubble): "Don't worry, Spot, I have a flashlight!"



Panel 3:

- Character A (thinking, thought bubble): "What's that shiny thing?"
- Character B (dog, speech bubble): "Bark!" (Onomatopoeia: "Bark!")
- Character A (speech bubble): "You found it, Spot! We're real explorers!"
- Sound Effect: "Sparkle!" (Onomatopoeia: "Sparkle!")

What is a Biography?

Learning About Biographies

A biography is a true story about someone's life. It's a special kind of book that tells us all about a person, such as what they did, where they lived, and why they are important. Authors write biographies to share interesting facts and stories about other people.



What's a Biography?

A biography is usually written in parts to make it easy to read and understand. Here's what you might find:

- Introduction: Tells us who the person is and why they're important.
- Early Life: About their childhood and family.
- Achievements: Big things they did or were known for.
- Later Life and Legacy: What happened later in life and what they are remembered for.

Elements That Make a Great Biography

A well-written biography has some special elements that make it an exciting read. Here's a list of some of them:

- Facts: Real details about the person's life.
- Photos or Pictures: To show what they looked like or places they've been.
- Quotes: Words that the person actually said.
- Timeline: A line that shows when things happened in their life.

Biographies are a wonderful way to learn about the lives of people who have made a difference in the world. They tell us about their struggles, successes, and the things that made them special. An **autobiography** is when someone writes a biography about themselves.

What is a Biography?

True or False

Is the statement true or false?

1) A biography is a fictional story.	True	False
2) Biographies are about people's lives.	True	False
3) A biography is written by the person it is about.	True	False
4) Biographies can have quotes that share the person's thoughts.	True	False
5) Biographies tell the struggles and successes of people.	True	False

Questions

Answer the questions below

1) What is the purpose of the introduction in a biography?

2) Name four elements we should include in any biography we write.

3) What is the difference between a biography and a fictional story?

4) Explain what a timeline in a biography shows.

5) What voice do you think a biography should be written in? Formal or informal? Explain.

Biography – Thomas Edison

Introduction: Meet the Inventor

Thomas Edison, born on February 11, 1847, was an incredible inventor who brought light to our world. He was not only an inventor but also a scientist and businessman. He once said, "I have not failed. I've just found 10,000 ways that won't work."



Early Life and Education

Growing up in Milan, Ohio, Edison was very curious but struggled in school. He was called a "wonder child" by his loving mother and started working at a young age, selling newspapers on trains.

Achievements: Lighting Up the World

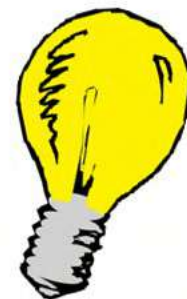
Edison's inventions changed our lives. He invented the practical light bulb, the phonograph, and the motion picture camera. With over 1,090 patents, he held more patents than any other inventor in his time!

Later Life and Legacy: Remembering a Legend

Edison continued inventing and working in his laboratory until he passed away on October 18, 1931. His work still impacts our daily lives, and we remember him for his creativity, hard work, determination, and never giving up on his dreams.

Timeline: Important Dates

- 1847: Born in Milan, Ohio
- 1877: Invented the phonograph
- 1879: Invented the practical light bulb
- 1889: Created the motion picture camera
- 1931: Died in West Orange, New Jersey



Biography – Thomas Edison

Questions

Answer the questions below

1) Who was the biography about?

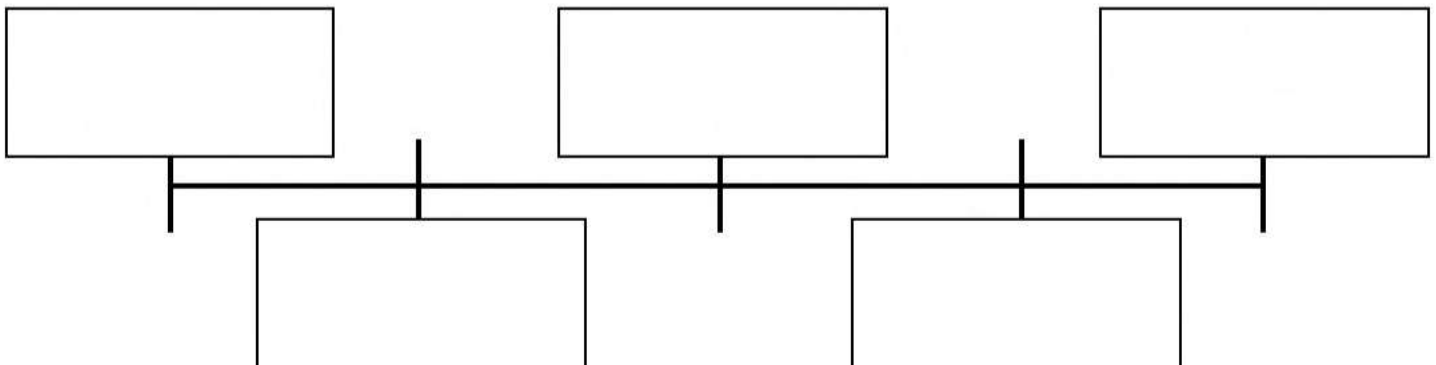
2) Write 3 facts from the biography.

3) What quote from Edison is in the biography? Write it below.

4) What achievements did Edison have?

Timeline

Fill in the timeline below using the timeline from the biography



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								

Cursive Writing Activities

Practice

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

Cats love to chase mice.

Dogs bark very loudly.

Trees grow big and tall.

Birds fly in the sky.

Fish swim in water.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below.

When I go camping, I love sitting by the fire, roasting marshmallows, and telling stories under the stars.

Our class has a small, fluffy rabbit named Whiskers who jumps around and makes everyone laugh with joy.

During science class, we learned about the planets, and I was amazed by Saturn's giant, icy rings.

On rainy days, I enjoy sitting by the window with my cat, listening to the raindrops and reading.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

Where is your dream vacation?

What's your favourite vegetable?

What colour is your dream car?

What's your favourite candy?

What's your favourite pizza topping?

What's your favourite type of weather?

What's your favourite cartoon character?

What's your favourite thing to draw?

PREVIEW