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Google Slides Lessons Preview





Saskatchewan Language Writing – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify and understand different text forms, such as stories, reports, poems, and biographies, so that we can choose the right way to share our ideas, feelings, and information with others in the clearest and most effective way.

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

Matching: Text Forms' Purposes

Drag each text form on the left to its correct purpose on the right.

1) Tells fun or exciting tales.
2) Tries to make someone agree with an idea.
3) Uses beautiful words to show feelings.
4) Shares true facts about a topic.
5) Writes to someone like a conversation.
6) Gives steps to follow.
7) Short, funny stories with pictures.
8) Tells about a person's life.



A	Poems
B	Instructions
C	Letters
D	Persuasive Writing
E	Reports
F	Comic Strips
G	Stories
H	Biographies

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Examples of Different Text Forms



Write two examples for each text form in the table.

Text Forms	Examples (Answers may vary)	
Stories		
Reports		
Poems		
Persuasive Writing		
Comic Strips		
Biographies		
Letters		
Instructions		



Saskatchewan Language Writing – Grade 5

Word Choice - Audience

Instruction: For each audience row, circle the words that best match that audience's voice.

Teachers	revise	riff	build	feedback	due date
	anchor chart	rubric	sauté	draft	conference
Athletes/Coaches	timeout	personal record	playbook	dosage	hustle
	scrimmage	drill	palette	defense	deploy
Musicians	patch	set list	tempo	compost	groove
	harmony	chorus	blueprint	riff	encore
Doctors/Nurses	dosage	vitals	riff	quest	diagnose
	triage	sterile	chart	scaffold	discharge

Emotions in Informal Emails

Subject: Lost Soccer Game

Hey Josh,

_____ We played so hard, but we lost the soccer game today. _____ I even missed the last goal. It was so disappointing! Anyway, let's practice together tomorrow. _____ we'll win next time!

Talk soon,

Ryan

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

Subject: Surprise Birthday Party

Hi Mia,

Guess what? _____ We're throwing a surprise party for Liza this weekend! _____ She has no idea, so don't tell her! Bring some snacks if you can.

It's going to be amazing!

Love,

Sophie

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

The Funny Files: Character Profiles



Clumsy Detective

Stand-out Trait	
Silly Quirk/Habit	
Catchphrase	
Setting	
Problem to Solve	



Superhero

Stand-out Trait	
Silly Quirk/Habit	
Catchphrase	
Setting	
Problem to Solve	

Drag one word from each column to fill in the boxes and complete the two-character profiles.

Stand-out Trait	Silly Quirk/Habit	Prop	Setting	Problem to Solve
brave	speaks in rhymes	rubber chicken	school library at night	lost class pet
quick-thinking	trips over capes	squeaky shoes	crowded cafeteria	silent school bell
kind-hearted	hides snacks	bubble wand	tiny apartment	exploding glitter jar
curious	mixes up left and right	extra-long notebook	science fair	runaway shopping cart





Saskatchewan Language Writing – Grade 5

Parts of an Informational Report

Match each label (A–F) to the correct part of the report. Then, write a short summary using the information provided.

A	Fact	B	Introduction	C	Title
D	Photo	E	Paragraph	F	Subheading

Summary

Elephants

Elephants are the largest land animals on Earth. They are related to mammoths and have long trunks and big ears.

What do elephants look like?
Elephants have thick gray skin, large floppy ears, and a long trunk that they use for eating, drinking, and picking things up. They also have two long tusks made of ivory.



What do elephants eat?
Elephants are herbivores. They eat grass, leaves, bark, and fruit. An elephant can eat up to 300 pounds of food in a single day!

What do elephants do?
Elephants spend most of their time walking, eating, and drinking water. They live in herds and care for one another.



Did you know?
Elephants can live up to 70 years and are known for having a great memory!

Drag the correct names into each comic panel. Write the letter that matches its correct definition.



- A Boxes where the action happens.
- B Show what characters are saying.
- C Extra text that explains context.
- D The people or animals in the story.
- E Where and when the story takes place.
- F Show what characters are thinking.

Dialogue

Write a rough draft of the dialogue to plan the dialogue. Write the dialogue in the comic according to the rough draft.

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

1)	2)
3)	4)





Workbook Preview



Grade 5 – Language

Saskatchewan ELA Curriculum



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

	Outcomes	Pages
CC5.1	Compose and create a range of visual, multimedia, oral, and written texts that explore: <ul style="list-style-type: none"> • identity (e.g., What Should I Do) • community (e.g., This is Our Planet) • social responsibility (e.g., Teamwork) and express personal thoughts shaped through inquiry. 	10-11, 89-90, 148-149, 264-265
CC5.2	Demonstrate a variety of ways to communicate understanding and response including illustrated	150-155, 160-165, 174-178, 193-203, 206-211, 214-218, 276-282, 318
CC5.3		
CC5.4	Use a writing process to experiment with and produce multi-paragraph narrative (including stories that contain dialogue), expository (including reports, explanations, letters, and requests), and persuasive (including letters) compositions that clearly develop topic and provide transitions for the reader.	12-32, 34-59, 61-71, 73-84, 86-88, 91-114, 156-159, 166-178, 182-192, 204-205, 212-218, 225-237, 239-262, 284-287, 297-302

**Preview of 150 pages from
this product that contains
393 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
AR5.1	Identify strengths in viewing, listening, reading, speaking, writing, and other forms of representing	33, 60, 72, 85, 145-147, 179, 219-221, 238, 263, 275, 283, 303
AR5.2	Set goals to enhance the development and improvement of the skills and strategies in viewing, listening, reading, speaking, writing, and other forms of representing and take steps to achieve goals.	8-9, 180-181

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, looking 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: _____

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Curriculum Connection
AR5.2

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?

Understanding Text Forms

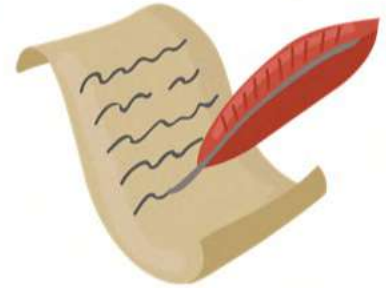
All About Text Forms

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

Why We Use Different Text Forms

Each type of writing has a purpose:

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



Who Will Read It?

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

Picking the Right Style for the Reader

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

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

Understanding Text Forms

Which Form?

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

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

Questions

Answer the questions.

1) What do the terms below mean?	
Audience	
Purpose	
2) Why is it important to know your audience before choosing your writing form?	
<hr/> <hr/> <hr/>	
3) What is your favourite writing form? Explain why.	
<hr/> <hr/> <hr/>	

Activity: Power of Planning

Objective

What are we learning more about?

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

Instruction

How do we complete the activity?



Part 1: Writing Without Planning

Subject: My Favourite School Subject

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

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

Part 2: Writing With Brainstorming

Subject: My Favourite Song

Instructions:

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

Name: _____

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Curriculum Connection
CC5.4

Activity: Power of Planning

Part 1

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

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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

Song

PREVIEW

Personal Voice in Writing

Understanding Your Own Writing Voice

In writing, everyone has their own special way of saying things. This special way is called a "personal voice." Think of it like your friend's voice, but instead of hearing it, you read it!



Discovering Your Unique Voice

Your voice in writing is made up of:

- The words you like to use
- The way you build your sentences
- The emotions you share

For example, if you're excited, you might use exclamation marks!!!

Voices Change for Different Writings

Just like how you might speak differently to your friend and your teacher, you might write differently too:

- In a journal, you're chatting with yourself, so it's relaxed and personal.
- For homework, you'd be formal, using proper words and complete sentences.

Examples of Different Writing Voices

Imagine writing about cats in different voices:

- ✓ Friendly: "Hey buddy! Cats are super cool pals, right?"
- ✓ Formal: "Cats have been beloved pets for centuries across various cultures."
- ✓ Funny: "Cats, those little furballs who think they're the boss!"

So, remember, your personal voice makes your writing uniquely you. It's like leaving a special mark on your paper, showing a bit of who you are. Whether you're writing for fun or school, your voice makes readers feel like they're listening to a friend.

Name: _____

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Personal Voice in Writing

True or False

Is the statement true or false?

1) School reports require a friendly voice.	True	False
2) Feelings can influence writing voice.	True	False
3) Exclamation marks show excitement.	True	False
4) All writers use the same voice.	True	False
5) Personal writing can't sound silly.	True	False

Practice

Choose one of the writing prompts below. Write about this writing prompt using different voices – silly, friendly, and serious.

Favourite subject

Favourite food

Favourite game

Favourite place

Friendly

Serious

Personal Voice – Word Choice

Word Choice

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



PREVIEW

Word Choice - Audience

Word Choice

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

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

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

High School Students	Lit	Many	Flex	Rad	Potty
	Retirement	Many	Investment	Ghosted	Squad

Parents	Mortgage	Many	Budget	Career
	Flex	Potty	Cringe	Yippee

Seniors	Retirement	Nifty	Shook	Many	Crip
	Youngster	Golly	Flex	Many	Death

Question

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

Activity: Secret Agent Notes

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Secret Agent Notes

Planning

Answer the questions below

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

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

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

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

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

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

Name: _____

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Curriculum Connection
CC5.4

Writing

Write your note below

PREVIEW

Reflection

How did it go? What did you learn?

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

2) How can you make your writing more stylish?

Varying Sentence Lengths

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



Examples

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

Practice writing short and long sentences about the topics below.

Topic	First School
Short Sentence	
Long Sentence	

Topic	Riding a Bike
Short Sentence	
Long Sentence	

Topic	Building a Fort
Short Sentence	
Long Sentence	

Varying Sentence Lengths

Write

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

Space travel sparks our imagination with endless possibilities. _____

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

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

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

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

_____ Space exploration is the final frontier.

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

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

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

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

Exploring the Structure of Paragraphs

All About Paragraphs

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

The Beginning Topic Sentences

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

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



Why Topic Sentences Matter?

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

Special First Sentences: Hooks

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

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

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



Exploring the Structure of Paragraphs

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

Topic Sentence

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

Topic Sentence

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

Topic Sentence

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

Hooks

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

Boring Version Cereal is a good choice for breakfast.

Your Version

Boring Version My dog is a good dog.

Your Version

Boring Version Going to school is important.

Your Version

Exploring the Structure of Paragraphs

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

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



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

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

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

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

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

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

Hooks

Read the topic sentence below using the different strategies.

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

Original Version	I play basketball.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

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

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

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

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

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

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

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

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

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

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

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

c) My friend once painted their bicycle blue.

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

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

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

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

Crafting Perfect Paragraphs

Crafting Perfect Paragraphs

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

What Are Those Tasty Bits? Supporting Details!

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

Check Out These Samples:

- Main Thought: "Chocolate is the best."

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

- Main Thought: "Summer rocks!"

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



Making Your Writing Smooth: Keeping it Together

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

Steps to Write Amazing Paragraphs:

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

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

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

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

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

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

Supporting Details

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

Brainstorm why pizza is the best food:

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

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

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

1) What is your dream car?

Dream Car

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

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

Think

Choose a good transition word for the supporting details.

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

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

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

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

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

Ending With a Bang: Conclusion Sentences

What's a Conclusion Sentence?

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



Why Are Conclusion Sentences Important?

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

How to Write a Good Conclusion Sentence

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

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

Examples:

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

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

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

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

Think

Circle the conclusion sentence you think is best.

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

- a) Goldfish usually need the water changed every so often.
- b) Watching goldfish can be a calming experience.
- c) Goldfish can often be seen at many pet stores.

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

- a) Chocolates are a beloved gift, especially on Valentine's Day.
- b) Some chocolates have a higher cocoa percentage than others.
- c) Chocolates can melt if left out in the sun for too long.

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

- a) Buses have several seats for passengers to sit on.
- b) Buses run on different schedules depending on the day.
- c) A bus ride offers a chance for exploration and observation.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

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

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

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

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

Arranging Ideas Logically

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

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

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

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

Analyzing Paragraphs

Analyze

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

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

Main Idea

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

Main Idea

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

Main Idea

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

Main Idea

Fluent Writing

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

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

Think

Example fluent?



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

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Name: _____

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Fluent Writing

Revise

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



Not Fluent Soccer game Saturday. Rained out.

Fluent

Not Fluent Science class. Volcano erupts. Messy.

Fluent

Not Fluent Birthday party. Forgot the cake.

Fluent

Not Fluent Went hiking. Lost the map. Confused.

Fluent

Not Fluent Math test. Studied hard. Still tricky.

Fluent

Not Fluent Building a fort. Ran out of sheets.

Fluent

Success Criteria - Analyzing Paragraphs

Analyze

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

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

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

6) Write your topic sentence of your paragraph below. Include 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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?

Formal Versus Informal Letters

How to Write Different Kinds of Letters

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

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

Informal Letters: Write to Friends and Family

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

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

Emails: Quick Messages Online

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

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



Important Parts of an Email

Subject: A short line telling what's inside.

Greeting: Either a serious or a friendly greeting.

Body: Your main news or question.

Closing: End with a polite or friendly sign-off.



Formal Versus Informal Letters

True or False

Is the statement true or false?

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

Think

which type of letter is given in the example.

Dear Principal Jones,

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

Sincerely,
James

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

Hi Sammy!

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

See you soon,
Joffrey

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

Subject: Getting Caught Up

Dear Mrs. Jenkins,

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

Yours truly,
Francis

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

Subject: My Soccer Game

Hi Uncle Pat,

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

Love,
Joffrey

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

Purpose and Audience of Letters

Think

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

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

Think

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

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

Analyzing Informal Emails

Analyze

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

Subject: Invitation to Our Annual BBQ Party

Hello Julia,

I hope this email finds you well. We are hosting our annual BBQ party at our house this Saturday. It would be wonderful if you could join us. Let's catch up and enjoy some time together! Looking forward to seeing you,

Best regards,

David

Author's Voice

Subject: Urgent: Missing Wallet

Hi Mrs. Thompson,

I am quite alarmed to inform you that I can't find my wallet at my art class. I might have left it in the classroom. Could you please check if it's there and my school ID and lunch money. Hoping for a positive response,

Sincerely,

Mike

Author's Voice

Subject: Great Movie Night!

Hi team,

Thanks for the fantastic movie night yesterday. It was fun, and the popcorn was delicious. Let's do it again soon!

Cheers,

Alex

Author's Voice

Name: _____

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Informal Email Writing

Write

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

Audience	Purposes
Childhood friend	To catch up on life events or share a funny story from the past.
Subject: _____ _____ _____ _____ _____ _____ _____ _____	

Audience	Purposes
Cousin	To share excitement about an upcoming family reunion or talk about their new pet.
Subject: _____ _____ _____ _____ _____ _____ _____ _____	

Informal Email Writing - Interjections

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

Think

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

Subject: Maths!

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

Talk to you soon,
Adam

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

Subject: Cancelled Field Trip

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

See you soon!
Ms. Shaw

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

Subject: Art Project!

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

Love you,
Ashley

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

Success Criteria – Informal Emails

Analyze

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

Subject: My Weekend Adventure

Hi Sarah,

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

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

Catch you later,

Emily

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

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

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body – Good word choice		
Use of interjections		
Appropriate Voice and Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does it Make Sense?		

Edit

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

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

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

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

Teacher Comments

Mark

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

Revision – Take a Closer Look

Instruction

Take a closer look at your 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 – How is My Writing

Instruction

Read the questions below and answer.

1) Who will read my work? Will they find it interesting?

2) Will I learn something new or valuable from my work?

3) Did I address everything my readers might have about the topic?

4) How have I made sure that my writing is clear and easy for my audience to understand?

5) How can I ensure that my writing remains memorable to those who read it?

6) Are there any parts of my writing that might confuse or disengage my readers?

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

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 that some students have seats for friends in the school cafeteria while other students who are not friends don't get one?

Should students be allowed to grade their peers' presentations?

Is it fair that some students have to help at home more than others?

Name: _____

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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? _____

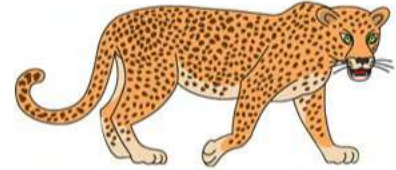
Count your lines. How many lines of words did you write? _____

Figurative Language - Simile

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

Here are some examples of similes:

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



Write _____ the similes below

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

Write _____ Add a simile to the sentence below

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

Figurative Language - Metaphor

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

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



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

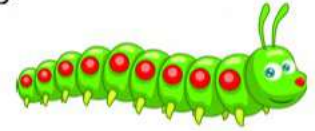
Thing To Compare	Comparison	Sentence
Library	Treasure Chest	A library is a treasure chest because of all the amazing books you can find inside.
Playground	Circus	
A Busy Day	Juggling Act	
Morning Routine	Race Against the Clock	
History Book	Time Machine	
Teacher	Captain of a Ship	

Figurative Language - Analogy

An **analogy** is a way of comparing two things to show how they are similar. It helps to explain an idea by comparing it to something else that is easier to understand. Analogies are used in writing to make descriptions clearer and more interesting.

Here are some examples of analogies:

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



Write

Complete the sentence starters below to write an analogy

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

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

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

4. The school year is like a marathon;

Narrative Writing - Imagery

Imagery is when writers use descriptive words to create pictures in our minds. It's like painting with words!

For example: A big, orange cat lounges in the sun, its fur shining like a flame, while a tiny, gray mouse peeks around the corner, curious but cautious.



Write Look at the images below and use your imagination to describe what you see.



Narrative Writing - Imagery

Draw

Read the sentences below and draw what you imagine.

In the sun-drenched garden, Oliver stood beside a towering sunflower, taller than himself, its yellow petals bright against the sky. Clad in a striped T-shirt and a wide-brimmed hat, he held a small telescope to his eye, his face lit with a smile. Around him, a vast scope of flowers - red, purple, and blue - bloomed vibrantly. A colorful butterfly perched on the stem of the sunflower, adding to the scene's charm. Above, the bright sky was dotted with fluffy white clouds, framing this perfect garden day.

In the quiet corner, a small table with a white tablecloth was set with a picnic basket. The long limbs of an ancient oak tree, its branches reaching out like giant arms, provided shade. A young girl in a red dress, her hair in pigtails, sat on the grass, her attention captured by a world of illustrated tales. The oak whispered stories with each rustle of its leaves, its branches adorned with delicate pink and white blossoms that swayed gently. At her side, a picnic blanket bore a cornucopia of summer fruits, while nearby, a family of ducks traced elegant paths on the pond's surface, their ripples catching the last kisses of the pastel orange sun.

Narrative Writing - Setting

Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

Analyze

The setting below has been written about a treehouse. Write at the character sees, feels, hears, tastes, and smells.

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

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing – Funny Characters

To create a humorous character in your story, start by thinking about what makes you laugh. Is it someone who is clumsy, always telling jokes, or perhaps someone who is very serious but finds themselves in funny situations? Your character should have a unique trait or habit that is amusing.

For example, you could write about a character named Sam, who is a young detective. He's very smart but always forgets where he puts his glasses, which he often finds in the most unexpected places, like in the refrigerator or under his cat, Whiskers.

Draw _____ one of the characters below and fill in the descriptive details.

Clown

Trickster

Cartoon Animal

Silly Scientist

1) What is your character's name?

2) Draw your character. Where do they live? Describe the setting.

4) List your character's traits.

a) _____

b) _____

c) _____

5) Give an example of something they do that shows one of the traits they have.

Narrative Writing - Characters

Create

Create a character and fill in the organizer below

My character is: _____

What does the character look like?

What do they do? (actions)

What do they say?

What do others say
about the character?

Narrative Writing – Character Development

Developing characters in a story means the writer shows us how the characters change or grow as the story goes on. Characters develop because of events they go through.

For example, a character might start off being scared of trying new things, but by the end of the story, they might learn to be brave and try lots of new adventures.

Write

Pick a character from your favourite book or movie and fill in the boxes below to show how they develop over the course of their storyline

1) **Beginning**: How does the character feel and why?

2) **Beginning of story**: How do they act and why?

3) **Cause**: What happens to make the character change?

4) **End of story**: How they feel and why?

5) **End of story**: How do they act and why?

Narrative Writing - Characters

Analyze

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

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

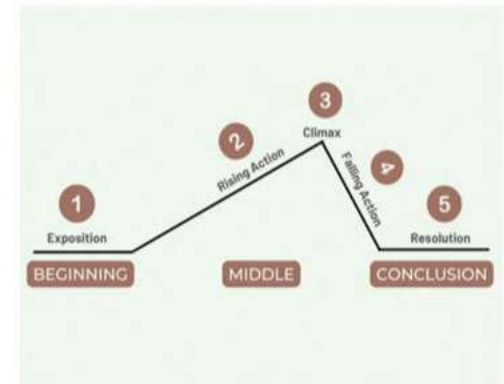
Narrative Structure

Understanding Narrative Structure

Every story you read or listen to has different parts that make it complete and exciting. These parts are like pieces of a puzzle that fit together to tell the whole story. Let's explore the five main parts of a story: exposition, rising action, climax, falling action, and resolution.

Starting the Story: Exposition

In the beginning of a story, called the exposition, we learn about the characters, where and when the story takes place, and the main problem. We also find out what the story might be about.



Building Up: Rising Action

After the story starts, things begin to get more exciting. This part is called the rising action. Here, the characters face problems or challenges. Think of it like climbing a mountain – it gets more and more exciting as you go up.

The Big Moment: Climax

The climax is the most exciting part of the story. It's like the peak of the mountain. This is where the biggest problem or challenge happens, and the characters face their greatest test.

Wrapping Up: Falling Action

After the climax, the story starts to calm down. This part, called the falling action, is where the characters deal with what happened in the climax and start to find solutions.

The End: Resolution

Finally, we have the resolution. This is where all the problems are solved, and the story comes to an end. It's like coming down from the mountain and resting after a long journey.

These parts work together to make a story that we enjoy reading or listening to. Each part has its own job in telling the story.

Fill In

Fill in the blanks.

1)	The part where we learn about the setting and characters: _____
2)	The most exciting part where the main problem happens: _____
3)	The part where the story begins to calm down after the climax: _____
4)	The part where the story ends and the problems are solved: _____
5)	The part where the story begins and the problems start: _____

Direction

Circle the part of the story from which you think this sentence comes.

1) As the sun rose over the sleepy town, young Sarah woke up to her first day at a new school.	Exposition	Falling Action
2) The dragon roared, and James knew it was his last chance or never to retrieve the enchanted crown.	Climax	
3) The villagers celebrated with a grand feast, joyous that peace had been restored to their land.	Resolution	Falling Action
4) With the secret code finally cracked, the hidden door to the library slowly creaked open.	Rising Action	Exposition
5) Finally, after days of searching through the jungle, Alex stood before the ancient temple, its doors sealed shut by a mysterious puzzle.	Climax	Falling Action
6) After the great battle, Sir Cedric tended to his wounds, pondering his next move.	Falling Action	Rising Action
7) In the quaint village of Willow Creek, nestled at the foot of the mountains, young Sarah dreamed of adventures beyond her small world.	Resolution	Exposition

Think

Read the story and fill the chart showing which sentences belong in each category.

Story

Tom, a shy fifth grader, had never been interested in science until his teacher announced a school science fair. He decided to participate with a project on volcanoes. Tom worked hard, researching volcanoes and building a model. He faced challenges, like finding the right materials and making the volcano erupt. On the day of the science fair, Tom's volcano model not only erupted but also caught the attention of a local scientist visiting the fair. The scientist was impressed and spent time discussing Tom's project with him, giving him advice and encouragement. Tom won a special award at the science fair. He gained new confidence and a new interest in science, eagerly looking forward to next year's fair.

Exposition**Rising Action****Climax****Falling Action****Resolution**

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 – Where will the story take place? Describe the setting and characters.

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.

Write

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

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

PREVIEW

The Wild Weather Machine: After finding a weather control machine, students experience bizarre weather.**Point of View:**
Third-Person

PREVIEW

Using Quotations in Narratives

What are Quotations?

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



Rules for Quotations

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

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

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	"the truck ran out of gas."
Edited	

Original	said "Eat your vegetables."
Edited	

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

Original	"Be nice to yourself, you're the best!"
Edited	

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

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

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

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

Analyzing a Short Story - Quotations

Treasure Hunt

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

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

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

Jack, however, was cautious. "Is it safe to open?"

With a nod, Emily reached the latch and opened it. "Wow, Grandma's old jewelry box is an antique jewelry!"

Jack observed, "Here's a note that says, 'For Emily and Jack, to remember the adventures of their father.'"

Emily sighed happily, "What a wonderful find!"

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

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

And so, they did.



Questions

Answer the questions below.

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

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

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

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

Writing Speaker Tags

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Character Personality and Dialogue

Think

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

Trait: Brave

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

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

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

Personality: Honest

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

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

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

Personality: Kind

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

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

"Helping others is a waste of time."

Personality: Creative

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

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

"Creativity isn't that important."

Personality: Funny

"I love making people laugh with my jokes!"

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

"Being serious is always better than being funny."

Writing Using Quotations

Practice

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









Writing Using Quotations

Practice

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

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

Title: The Ultimate Dodgeball Challenge

Write

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

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

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

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

_____!" cheered Alex from the sidelines.

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

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

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

The gym erupted in cheers. "_____!"

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

praised Mrs. Henderson. "_____!"

Success Criteria – Narrative

Analyze

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

The Lost Laughter

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

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

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

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

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

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



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

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

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

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Describe the setting.

Plan

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Name: _____

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CC5.4

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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		

Rubric – Story Writing

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

Name: _____

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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?

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.

PREVIEW

What
Learned

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 guardians to limit your screen time at home?

If someone spreads false rumors about another student, what are the fair consequences for the person spreading the rumors?

If a student consistently excels academically, should they be given more challenging work? Does this affect fairness in learning opportunities?

Should everyone follow the same rules, or can it be different for each person?

Name: _____

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CC5.1

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? _____

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

Skim through the report below to find the main ideas and scan for the quick questions that follow.

The 20th century was a time of remarkable innovation that shaped the modern world. Key inventions include the airplane, invented by the Wright Brothers in 1903, which made global travel faster and more accessible. The personal computer, introduced in the 1970s, revolutionized how we gather information, work, and communicate. Another groundbreaking invention was the internet, developed in the late 20th century, connecting people and information worldwide like never before. The invention of penicillin in 1928 by Alexander Fleming was a medical milestone, providing a powerful weapon against bacterial infections. Lastly, the mobile phone, evolving from large brick phones to sleek, smart gadgets, has transformed personal communication.

1) Who invented the airplane?

2) In which decade was the personal computer introduced?

3) What medical invention is credited to Alexander Fleming?

4) How has the mobile phone changed over time?

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)

Explain how the invention of the airplane impacted global travel and communication.

2)

Discuss the role of the computer and the internet in shaping modern work and communication.

3)

Describe the significance of penicillin in the field of medicine and how it changed healthcare.

4)

Reflect on the evolution of the mobile phone and its impact on daily life and society.

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

Below is a collection of statements on the Solar System containing a mix of facts and common myths. Your mission is to research and determine which statements are reliable (true) and which are not (false). Use the internet to help you. Ask a teacher to help you find the truth.

1)	The Sun is a giant ball of fire in our solar system.	
2)	Mercury, the closest planet to the Sun, is the hottest planet in our solar system.	
3)	Earth is the only planet in the Solar System that has water.	
4)	Mars is known as the Red Planet because it's covered in red soil made of iron oxide.	
5)	Jupiter has the most moons of any planet in our solar system.	
6)	Saturn's rings are solid, like a giant disc made out of rock and ice.	
7)	Uranus rotates on its side, making its seasons very different from those on Earth.	
8)	Neptune was discovered through mathematical predictions before it was visually observed.	
9)	Pluto is the ninth planet in our Solar System.	

Direction

Respond to the research prompt given below. Write a summary of your research on the lines provided.

Research your favourite time period in Canada history. What happened during that time period? what is interesting about that time period?

Write three resources you used to find your information.

Write your summary below.

PREVIEW

Persuasive Writing – Graphics Into Presentation

In this assignment, we will be conducting our own research by completing a survey. You will need to think of a topic you want to share your opinion on. Maybe it is the best season, or the best video game system. Next, you will conduct a survey and graph your results. You will need use the information you've collected to support your opinion.

Think

Before you start your survey, plan your survey below.

1) What question will you ask your classmates?

2) What categories will you use for your survey? Will you have an "other" category?

Survey Results

Write your options below for students to choose. Then, when you ask your classmates, use tallies to mark the results.

Options	Number of Votes

Instruction

Represent the data you collected in a bar graph below. You will need to fill in the scale, label the x and y axis, provide a title, and draw the bars.



Name: _____

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Write

Write a persuasive writing text that communicates your opinion. Use information from the survey you performed to help support your opinion.

PREVIEW

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 Martinez,

I hope this letter finds you well. I've come up with an exciting idea for our school: How about setting up a giant treehouse classroom in the big oak tree outside? Here's why I think it'd be amazing.

First, being outdoors amidst nature can be so refreshing. The fresh air, the chirping birds, and the rustling leaves make our study sessions feel like an adventure.

Not to mention, it can give us a new perspective. We'd learn to see the world from a different viewpoint, sparking creativity and broadening our horizons.

Moreover, our new classroom would be the talk of the town! Students would be eager to attend class, and our school would stand out as a beacon of innovative learning.

I hope you'll give this idea a try. I think it could truly transform our school days!

Best wishes,

Sophia, Grade 5 Student

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Activity – Finding Bias in Writing

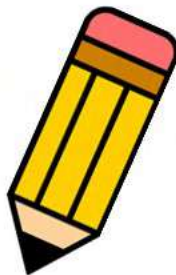
Tough Job

Write your response letter back to Sophia.

PREVIEW

Include:

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



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

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, looking 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 choose?

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

Name: _____

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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: Brainstorm Bonanza!

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Paper (1 student)
- ☐ Pens and erasers
- ☐ Timer or stopwatch
- ☐ A large box of random topics (e.g., "space", "under the sea", "dinosaurs", "fairy tales")

Instructions

How do we complete the activity?

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

Topics

Print out the topics below.

Animals of Canada	Inventions	Famous Canadians in History
Plant Life Cycles	Internet Safety	Indigenous Peoples of Canada
Weather Patterns	How Video Games are Made	Festivals in your Community

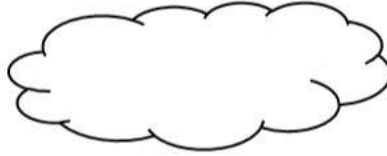
Name: _____

186

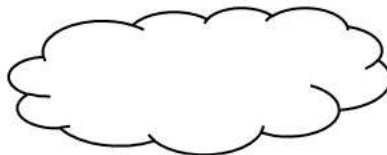
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Brainstorm

Write as many ideas about the topic as you can



PREVIEW



Writing a Report - Government

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Sort the facts into 1 of 3 main headings: Members of Government (M), What the Government Does (D), and Levels of Government (L).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of the report. You'll need an introduction and a conclusion. You don't need to use all the facts for your report, so choose your facts carefully.

Facts

Organize the facts

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

Writing a Report - Government

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

Writing a Report - Government

PREVIEW

How To Research Effectively

Starting Your Search

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



Picking Where to Look: Libraries and the Web

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

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

Why Good Sources Matter

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

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

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

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

How To Research Effectively

Think

Is the search good or bad?

1) Largest dinosaur	Good	Bad
2) Can you tell me the way butterflies are flying?	Good	Bad
3) Easy kids crafts	Good	Bad
4) I'm really curious to see pictures of outer space	Good	Bad
5) Why is it important to use trustworthy sources?	Good	Bad
6) I want to know if I should list all Canadian provinces?	Good	Bad
7) Caring for hamsters	Good	Bad
8) Where can I find the very best sounds around?	Good	Bad
9) Top children movie	Good	Bad
10) What do firefighters do?	Good	Bad

Questions

Answer the questions below

1) Why is it important to use trustworthy sources?		

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

3) Is the description of the website below trustworthy? Yes, or no?		
1) Canadian government's official website with country data.	Yes	No
2) Personal webpage with uncredited space photos.	Yes	No
3) Museum site with history exhibits.	Yes	No
4) Celebrity's blog on favourite spots.	Yes	No
5) Health site with articles by doctors.	Yes	No

Research Process

Introduction

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

1) Questioning

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

2) Gathering

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

3) Organizing

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

4) Recording

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

Conclusion

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



Research Activity - Questioning

Think

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

Topic 1: Dinosaurs – Ex. How tall was the tallest dinosaur?

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Ancient Civilizations – Ex. Which civilization had the most advanced technology?

	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 capital of New Brunswick?		
2. How many provinces are there in Canada?		
3. What is the national symbol of Canada?		
4. Which Canadian province is known as the "Land of the 100 Lakes"?		
5. What is the second largest city in Canada by population?		
6. Which province is famous for its lobster fishing industry?		
7. How many territories are there in Canada?		
8. Which Canadian animal is featured on the nickel coin?		
9. What is the longest river in Canada?		
10. Which province is home to Banff National Park?		
11. What is the largest province by land area in Canada?		
12. In which year did Canada officially become a country?		

Report Writing – Introductions

A good introduction grabs the reader's attention and tells what the writing is about. Here's what makes an introduction great:

- Start with a fun fact or question.
- Tell the main idea.
- Give a hint of what you'll talk about.
- Keep it short and interesting!



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

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

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

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

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

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

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

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

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

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

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

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

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

Report Writing – Introductions

Write

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

Topic: Canadian Sports: From ice hockey to curling - a dive into Canada's favourite sports.

<div>PREVIEW</div>			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Start with fun fact or question?		Give a hint of what you'll talk about.	
Tell the main idea?		Keep it short and interesting!	

Topic: Canadian Climate: How weather changes throughout the season

<div>PREVIEW</div>			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Start with fun fact or question?		Give a hint of what you'll talk about.	
Tell the main idea?		Keep it short and interesting!	

Organize Information & Transform to a Letter

The Invention of the Telephone by Alexander Graham Bell

In the late 19th century, a remarkable invention forever altered the fabric of human communication. Alexander Graham Bell, a visionary scientist, and inventor, unveiled the first practical telephone in 1876. Operating from his workshop in Boston, Massachusetts, Bell was driven by a profound desire to enhance communication capabilities, inspired by his personal connections to the deaf community, including his mother and wife. Through relentless experimentation and with the invaluable assistance of his assistant, Thomas Watson, Bell navigated numerous challenges to realize his vision.

Bell successfully transmitted the first clear spoken message over a wire to Watson, waiting eagerly in the next room. The message, "Mr. Watson, come here, I want to see you," marked the dawn of the era of voice communication over distance.



Bell's invention of the telephone was more than just a smart idea—it showed us how amazing human creativity is. Because of his work, we've made lots of other cool things that help us stay connected today.

The telephone is not just useful for making calls; it's like a shining light showing us how people can break through tough problems and find new ways to come together and share ideas.

Fill In Fill in the organizer below with the main points: What happened, Where it happened, When it happened, Why it happened, How it happened, and So what (what this means for the future).

Category	Details
What	
Where	
When	
Why	
How	
So What	

Name: _____

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Assignment – Letter Writing

Write

Use the information from the organizer to write a letter to a friend about the event. Share what you found interesting and why you think it's important.

PREVIEW

What is a Haiku?

Write

Finish the Haiku poems below.

**Topic: Summer**

Line 1	Summer sun so bright,
Line 2	Children play till evening's light,
Line 3	

Topic: The Environment

Line 1	
Line 2	Sounds of the gentle breeze,
Line 3	Stories told.

Topic: The Land

Line 1	Rivers in a pond.
Line 2	
Line 3	Moments pass, time flies.

Topic: Playing at Recess

Line 1	
Line 2	
Line 3	

Topic: Seeing a Rainbow

Line 1	
Line 2	
Line 3	

How to Write a Rhyming Poem

Diving Deeper into Rhyming Poetry

Rhyming poetry offers a chance to craft art with words. When words rhyme, their endings sound alike. This similarity can bring a musical tone to your poem, making it captivating for readers. Let's delve deeper into the world of rhyming poetry!

Understanding Rhymes

A rhyme occurs when the ending sound of two words match. Take "moon" and "tune", for instance. They rhyme because they share the shared "-oon" sound. Including rhymes in your poetry can give it a rhythmic and musical charm.

Crafting Your Rhyming Poem

- **Select a Theme:** Think of a topic you are interested in.
- **Determine a Rhyme Pattern:** Set a structure for your rhyming words. A common format is AABB, meaning the first two lines share the same ending sound, followed by the next two lines which also rhyme with each other.
- **Write:** Using your chosen rhyme pattern, start writing your poem. You might need to shuffle words or think of synonyms to make rhymes.



A Sample with AABB Rhyme Pattern:

Line 1: The moonlight shines so bright (A)

Line 2: Illuminating the silent night (A)

Line 3: Stars twinkle, a sight so neat (B)

Line 4: Lighting up the world beneath their feet (B)



Resources for Discovering Rhymes

- **Rhyming Dictionaries:** These are special dictionaries focusing on words that rhyme.
- **Online Rhyming Platforms:** There are many online tools made to help you find words with similar endings.

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

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

Write

Finish the poem below using the rhyming words.

AABB Poems

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

AABB Poems

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

ABAB Poem

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

ABAB Poem

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

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

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

2) Which topic will you write your poem about?

3) Which rhyming pattern will you use? (A, B, C, etc.)

4) Write a 4-line poem below with rhyming words that follow the pattern above.

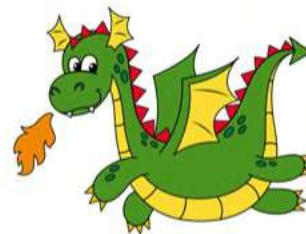
5) Illustrate your poem by drawing a picture.

PREVIEW

What is a Limerick Poem?

What is a Limerick Poem?

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



The Pattern of a Limerick

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

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

Examples of Limericks

Dragon Drake

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

Hammy Hamster

There once was a hamster named Hammy so sly,
Who could run as fast as a whizz.
He'd play all day and all night,
And eat all the seeds that he'd find.
Wishing that one day he'd fly.

Write

Finish the Limerick poem below.

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

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Reading Owl

Line 1	A young owl with glasses so neat,
Line 2	Found reading to be such a treat.
Line 3	By the moon's gentle glow,
Line 4	His shelf would grow,
Line 5	

Topic: Moving Shoes

Line 1	Tim had shoes that vizzed in the park,
Line 2	
Line 3	With each step a light,
Line 4	
Line 5	He looked like a bright, moving spark.

Topic: Tin House

Line 1	In a town where the houses were tin,
Line 2	Lived a cat with a mischievous grin.
Line 3	He'd clang and he'd bang,
Line 4	
Line 5	

What is a Limerick Poem?

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

Write

Use the word bank words to fill in the limericks below

Line 1 I'm a school just outside _____,

Line 2 The kids were incredibly _____.

Line 3 Because the kids _____,

Line 4 For in _____ came _____,

Line 5 That they had the _____!

Line 1 A beaver with teeth sharp and _____

Line 2 Thought maple trees were a _____

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

Line 4 Till he had them for _____,

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

Line 1 In the city of Calgary's _____,

Line 2 A young girl put on quite the _____.

Line 3 With her jump rope in _____,

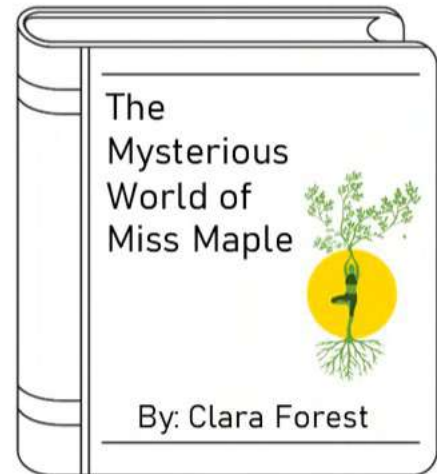
Line 4 She'd leap and she'd _____,

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

Analyzing a Book Review

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

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



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

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

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



Analyzing a Book Review

Describe

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

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

2) Include the title of the book

Yes

No

3) Include the author's name

Yes

No

4) Does it give a hint without spoiling surprises?

Yes

No

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

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

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

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

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

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

Examining Bias In Reviews

What is Bias?

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



How Can Reviews Be Biased?

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

Why is it Important to Spot Bias?

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

List of Signs a Review Might Be Biased:

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

Wrapping Up:

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

Examining Bias In Reviews

Examine

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



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

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

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

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

Eliminating Bias In My Reviews



Eliminating bias in a book review means trying to be fair and not letting your personal likes or dislikes take over what you say. Here's how you can do it:

- 1) **Focus on the Story.** Instead of saying you like or dislike the topic, talk about what happens in the book. Share the plot without giving away the ending.
- 2) **Talk about the Writing:** Explain if the writing was good or not so good, and why. Did it make the story exciting or was it confusing?
- 3) **Be Honest and Fair.** It's okay to say if you didn't like something but explain why. Instead of saying, "I hate this book because it's about space, and I don't like space," say, "I found the book's setting in space hard to understand, but someone who likes sci-fi might enjoy it."
- 4) **Think about your readers.** Remember, other people who have different likes and dislikes might read your review. Think about what they might want to know.

Write

Write a review about a book/TV shows/movie. Use the ideas above to help you eliminate bias.

Book/Movie/TV Shows:

Your Rating



Practicing Summarizing

Summarize

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

Short Story	Your Summary
<p>The Whispering Shell</p> <p>On a beach, a girl found a peculiar-looking seashell. She placed it to her ear, expecting to hear the ocean. Instead, she heard whispers of sea creatures. Each time she listened, the shell told a different story. From tales of mermaids, sunken ships, and magical underwater cities, summer was filled with incredible tales, and she shared them with her friends. The shell with her friends, making the beach a more enchanting place than ever.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Short Story	Your Summary
<p>The Dancing Shoes</p> <p>Jake found a pair of worn-out shoes in his closet. They had a note: "For those who dare to dance." Curious, he tried them on and suddenly, the shoes danced on their own! They took him on a waltz around the town, tap dancing in the park, and even breakdancing at the mall. The shoes brought joy and smiles wherever they danced. Jake realized that sometimes, magic can be found in the most unexpected places.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Practicing Reviews – Luna's Talking Teddy

Reviews

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

Short Story - Luna's Talking Teddy

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

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

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

Favourite

Least
Favourite

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

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

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

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

PREVIEW

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

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

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

Write

Write your introduction below

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

Activity Title: Editing Teams

Instructions

How do we complete the activity?



Introduction to the Activity: Begin by explaining the significance of proofreading, revising, and checking for bias in book reviews. Remind students that reviewing a book is not just about personal opinions, but also about giving fair and constructive feedback. By working in teams, they can help one another create more effective reviews.

Student Selection: Have students use the book reviews they have written recently.

Create Editing Teams: Divide the students into groups of 4. In each group, assign the following roles:

- 1) **Grammar Guru:** Focuses on grammar, punctuation, and capitalization.
- 2) **Clarity Checker:** Ensures the review is easy to understand, looking out for any confusing statements or sentences.
- 3) **Bias Detector:** Identifies any signs of extreme bias to ensure the review is fair and well-balanced.
- 4) **Appreciation Advocate:** Writes down one aspect of the review they particularly enjoyed or found compelling.

Exchange Book Reviews in the Group: Students will pass their review to each member of their team, ensuring everyone has the opportunity to provide feedback in their assigned role.

Collaborative Revision: Allocate a set amount of time (e.g., 10 minutes) for each review. Encourage students to note down their feedback on the back of this page. The page will move around to each student in the group and then will be returned to the author of the review they were written about.

Group Discussion: Once all members have given feedback on all the reviews, provide time for the group to converse about the suggestions. Each member should explain their comments, and the original author has the chance to inquire or clarify any points.

Final Revision: Offer students an additional period to refine their book reviews based on the collective feedback they received from their team members.

Feedback

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

1) The author of this story is...

2) Grammar Guru comments

3) Clarification comments

4) Bias Detector comments

5) Appreciation Advocate comments

PREVIEW

Name: _____

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MY BOOK REVIEW

Title: _____

Author: _____

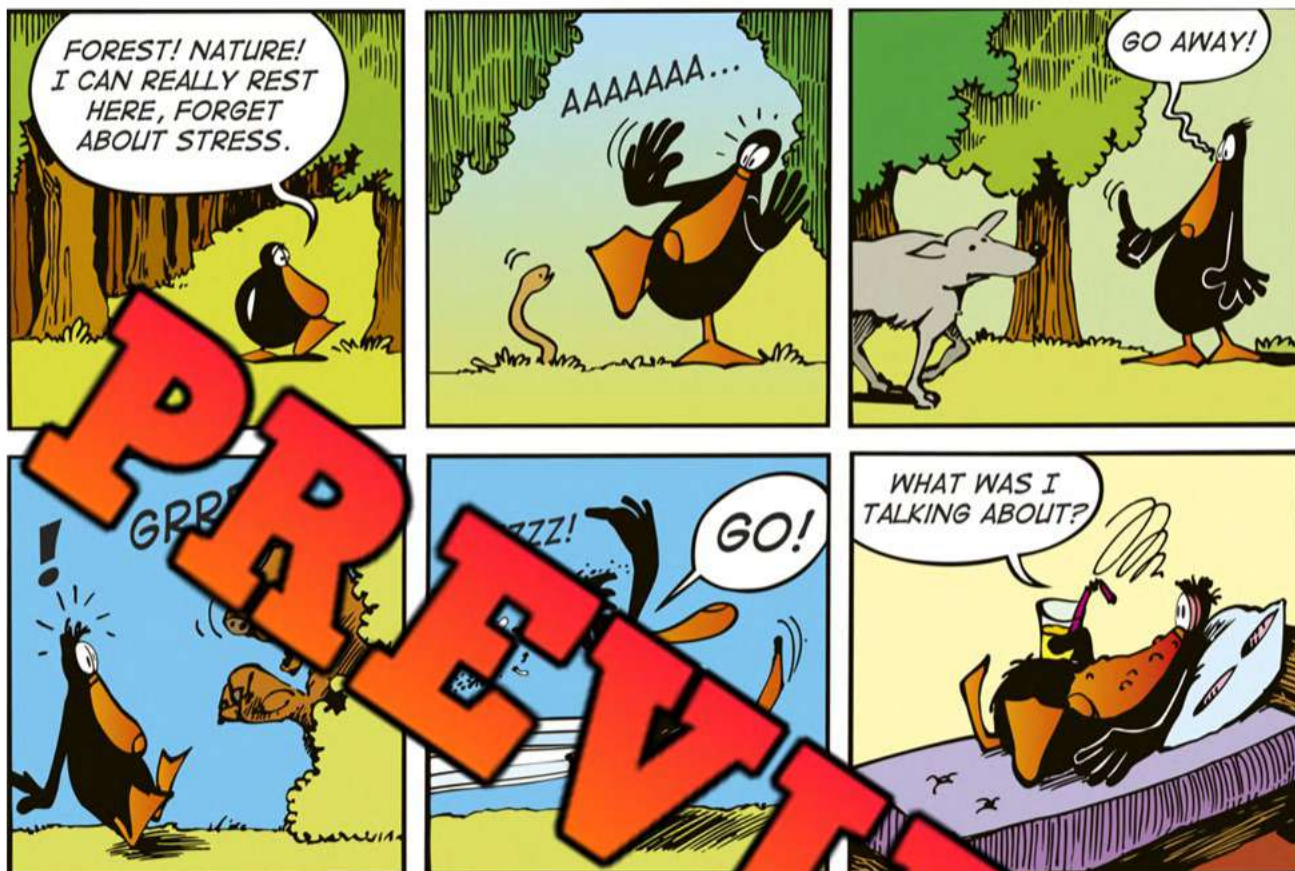
Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

All About Comic Strips



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 2nd frame, what expression does the duck's face show?
- 4) Explain the joke.

- 5) What sound effects were used in this comic? How were they added?

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

Onomatopoeia in Comic Strips

What is Onomatopoeia?

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

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



Instructions Choose 6 onomatopoeia and draw them below.

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

Writing Comic Strips – The Hidden Swing

Instructions

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

Panel 1:

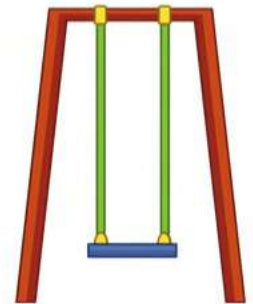
- Character A (kid, thinking, thought bubble): "What's behind that old garden door?"
- Character B (cat, speech bubble): "Meow! Meow!"
- Character A (speech bubble): "Curious too, Whiskers? Let's check it out!"

Panel 2:

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

Panel 3:

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



Biography – Hippocrates

The Pioneer of Medicine

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

Early Life and Education

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

Big Wins: Foundations of Medicine

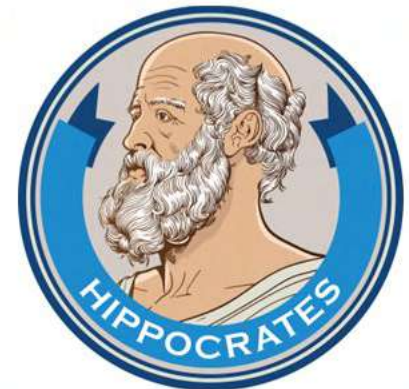
Hippocrates believed that diseases had natural causes and weren't punishments from gods. He created the Hippocratic Oath, a set of guidelines that doctors still respect today. Instead of relying on magic or superstitions, he encouraged observation, documentation, and diagnosis to treat patients.

Later Life and Legacy: Teaching Future Generations

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

Timeline: Important Dates

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



Biography – Hippocrates

Questions

Answer the questions below

1) Who was the biography about?

2) Write 3 facts from the biography.

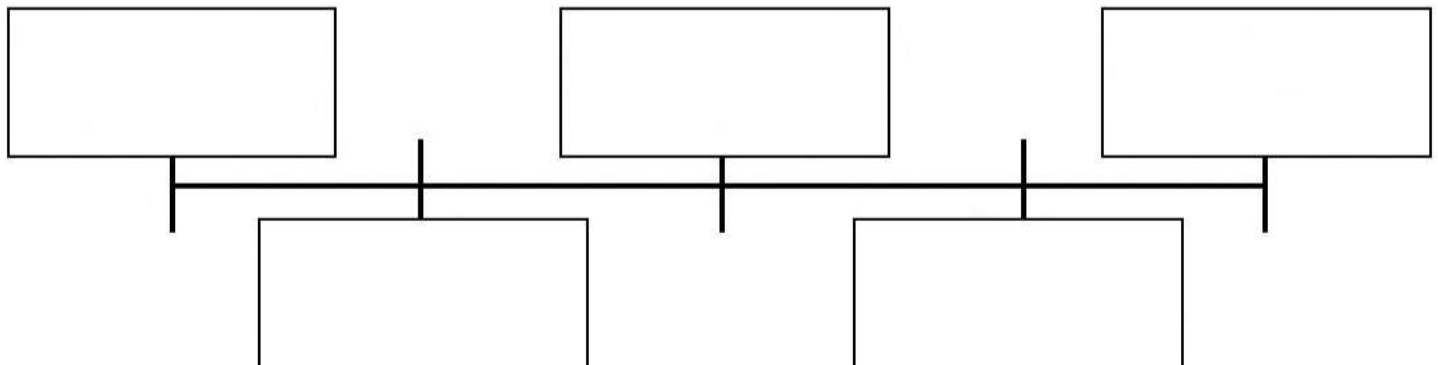
3) What quote from Hippocrates was used in the biography? Write it below.

4) What achievements did Hippocrates have?

PREVIEW

Timeline

Fill in the timeline below using the timeline from the biography



Research Skills - Plagiarism

What is Plagiarism?

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

Avoiding Plagiarism – Use These Methods Below

- 1) Paraphrasing: Paraphrasing is rewriting something in your own words, keeping all the details.
- 2) Summarizing: Summarizing is telling the main points of something in a short way.
- 3) Quoting: If you are writing exactly what you read, you need to use quotations to show it isn't your words. Then you need to cite where you found the information.

Practice paraphrasing, summarizing, and quote the passages below.

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

Paraphrasing	In the solid state, particles are closely packed and only vibrate without moving. This is why solids, such as a rock, maintain their shape and don't flow.
--------------	--

Summarizing	Solids have closely packed particles that vibrate but don't move, making them keep their shape.
-------------	---

Quoting	"In solids, the particles (like tiny atoms or molecules) are packed closely together and don't move around much."
---------	---

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

Paraphrasing	_____

Summarizing	_____

Quoting	_____

Research Activity – Note Taking

Instruction

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

The Leader of the Great Uprising: Chief Pontiac

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

Early Life: A Rising Star

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

Big Moves: Pontiac's War

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

Later Life and Legacy: Remembering a Hero

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

Timeline: Key Moments in Pontiac's Life

1720: Birth of Chief Pontiac.

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

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

1769: Chief Pontiac's untimely death.



Name: _____

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Curriculum Connection
CC5.2

Research Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking

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

I am a happy student.

The cat sat on the mat.

We love our big house.

My mom cooks yummy food.

Birds sing in the trees.

Cursive Writing Activities

Practice

Trace the cursive stories below

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

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

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

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject at school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW