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Google Slides Lessons Preview





Saskatchewan Language Writing – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **recognize and understand different text forms** so we can **explain their features and use them to communicate ideas effectively**.

Decorative elements include a yellow heart, a purple heart, and a pink triangle with a black 'X' mark.

Text Forms Word Search & Match

Find each word in the puzzle and drag its letters to the box of the word it describes.

- | | |
|----------|-----------------------------------------------------|
| A | Stories with characters, setting, and plot. |
| B | Verses that use rhythm and rhyme to show feelings. |
| C | It uses arguments and evidence to convince readers. |
| D | Personal or formal messages. |
| E | Detailed information on a topic with subheadings. |
| F | Life stories about important events. |
| G | Daily notes about feelings or events. |
| H | Organized ideas or items. |
| I | Stories with pictures and text. |
| J | Step-by-step directions. |

Z R C J O M C B R E P O R T S
Q A L B I O G R A P H I E S F
I I Q W G U R U N B Z D V D G
N A R R A T I V E O T N A C R
I N S T R U C T I O N S T Q T
C Y W W B P E R S U A S I V E
O M A I U R O L L E T T E R S
M B I Z F K C E I Y K L X A U
I D I A R I E S T S V F X O G
C N V D N O A A D R T G Q B B
S K Q D Y K S J G B Y S Q N G

Biographies	Persuasive	Diaries	Letters	Narrative
Instructions	Reports	Comics	Poetry	List

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Idea Development Strategies: Talking to Others



Pretend you are writing about how to **teach a tourist how to try something new in your country** (for example, how to eat a local dish, join a festival, or play a traditional game). Talk to a friend about the steps, then write them below.

<div></div>	<div></div>
<div></div>	<div></div>
<div></div>	<div></div>

Decorative elements include a suitcase, a passport, a map, and a person waving.



Saskatchewan Language Writing – Grade 6

Personal Voice – Word Choice

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

Chefs / Bakers			Gamers / Streamers			Scientists / Researchers		
sauté	patch	garnish	raid	Cool down	garnish	variable	lab	sterile
respawn	marinade	whisk	Leader board	byline	lag	sample size	riff	tempo
Journalists / Editors			Programmers / IT Support			Photographers / Filmmakers		
deadline	bug	caption	server	debug	glaze	montage	exposure	focus
editorial	byline	sauté	backend	patch	chorus	dosage	marinade	frame rate

Building a Strong Paragraph

Then, draw a line to match the sentence to its correct part of the paragraph.		
1	A	Topic Sentence
2	B	Supporting Detail #1
3	C	Supporting Detail #2
4	D	Supporting Detail #3
5	E	Conclusion

Trait Detective: Sort the Letters

Place each letter under **Direct** if the trait is stated, or under **Indirect** if it's shown.

Direct	Indirect

- | | |
|---|---------------------------------------------------------------------------------|
| A | 1) "Marco is a great teacher." |
| B | 2) Jenna returned the lost wallet without telling anyone. |
| C | 3) "Ava is rude to everyone," complained her neighbor. |
| D | 4) "Tara is fearless," her brother bragged. |
| E | 5) Malik held the door for three people and thanked the custodian. |
| F | 6) During practice, Ben encouraged his teammates even when he sat on the bench. |
| G | 7) "Lena is careless with her work," the coach remarked. |
| H | 8) After failing the quiz, Priya studied every night until she improved. |
| I | 9) "Diego is a natural leader," the principal announced. |
| J | 10) Even though it wasn't his mess, Owen stayed late to clean the classroom. |



Saskatchewan Language Writing – Grade 6

Beginning or Ending of a Story

Read each statement carefully. Decide if it describes the beginning or the ending of a story. Circle your answer.

		Beginning	Ending
1	The main problem gets fixed.		
2	New characters appear in the story.		
3	The writer captures the reader's attention.		
4	A problem or challenge is introduced.		
5	The place and time are described.		
6	The reader feels there is more to discover.		
7	The biggest conflict comes to a conclusion.		
8	The central problem first appears.		
9	A lesson or message is revealed.		
10	The reader learns what the story will be about.		

Everyone would agree...
This must be dealt with or else...
I strongly believe...
Do you realize...
Everybody knows that...
It is obvious that...
You must know...
No sane person would agree that...
I think that...
Most people would agree that...
Obviously, no one would disagree that...
How could you possibly think...

match beside it.	Stating Opinion
A	Appealing to Everyone
B	Warning or Urging Action
C	Challenging the Reader
D	Dismissing Other Views
E	



Identifying Types of Expository Writing

Instruction: Read each example and identify its type of expository writing.

	Informational Report	Problem and Solution	Compare and Contrast	Cause and Effect
1	A science report about the life cycle of butterflies.			
2	A school campaign that explains the dangers of smoking and suggests prevention programs.			
3	A history report about World War II, including dates and key events.			
4	A recipe for baking cookies with ingredients and steps.			
5	An essay comparing online learning to classroom learning.			
7	A school article that explains the problem of bullying and suggests solutions.			
8	A report that explains how pollution affects people's health.			



Workbook Preview



Compose and Create (CC). Students will extend 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	
CC6.1	Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).	11-12, 154-155, 158-161, 231-232, 282-283	
CC6.2	Select and use the appropriate strategies to communicate meaning before (e.g., identifying purpose and audience), during (e.g., acknowledging sources), and after (e.g., revising to enhance clarity) speaking, writing, and other representing activities.	15-33, 36-56, 58-61, 65-68, 70-73, 75-78, 80-83, 123-129, 162-164, 184-186, 192-200, 210-211, 222, 224-226, 233-234, 244-246, 249-251, 259-265, 267, 270, 278-280, 286-289, 299-302	
CC6.3	Use pragmatic (e.g., function and purpose), textual (e.g., paragraphs), syntactic (e.g., complete sentences with appropriate subordination and modification), semantic/lexical/morphological (e.g., figurative words), graphophonic (e.g., spelling strategies), and other cues (e.g., appropriate volume and intonation) to construct	15-33, 36-56, 58-61, 65-68, , 70-73, 75-78, 80-83, 89-99, 123-129, 162-164, 184-186, 192-200, 210-211, 222, 224-226, 233-234, 244-246, 249-251, 259-265, 267, 270, 278-280, 286-289, 299-302, 318-	
CC6.4	<div>Preview of 150 pages from this product that contains 400 pages total.</div>		18-219, 308
CC6.5			
	tasks and contributing to group success).		
CC6.6	Use oral language appropriately to express a range of information and ideas in formal and informal situations including presenting an oral report based on research, a demonstration, and a short dramatization.	N/A	
CC6.7	Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multistep directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.	11-12, 100-110, 115-122, 130-135, 138-141, 144-145, 148-150	
CC6.8	Experiment with a variety of text forms (e.g., a peer interview, presentation at an assembly, poem, letter to parents, short review, poster, tableau, graphic organizer) and techniques (e.g., surprise ending)	13-14, 63-64, 87-88, 111-114, 146-147, 154-157, 165-173, 181-182, 190-191, 214-217, 230, 238-243, 256-258, 268-269, 271-272, 284-285, 292-293, 304-312	
CC6.9	Prepare a teacher guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts.	201-209, 218-219, 223, 282-283, 294-296, 313-316	

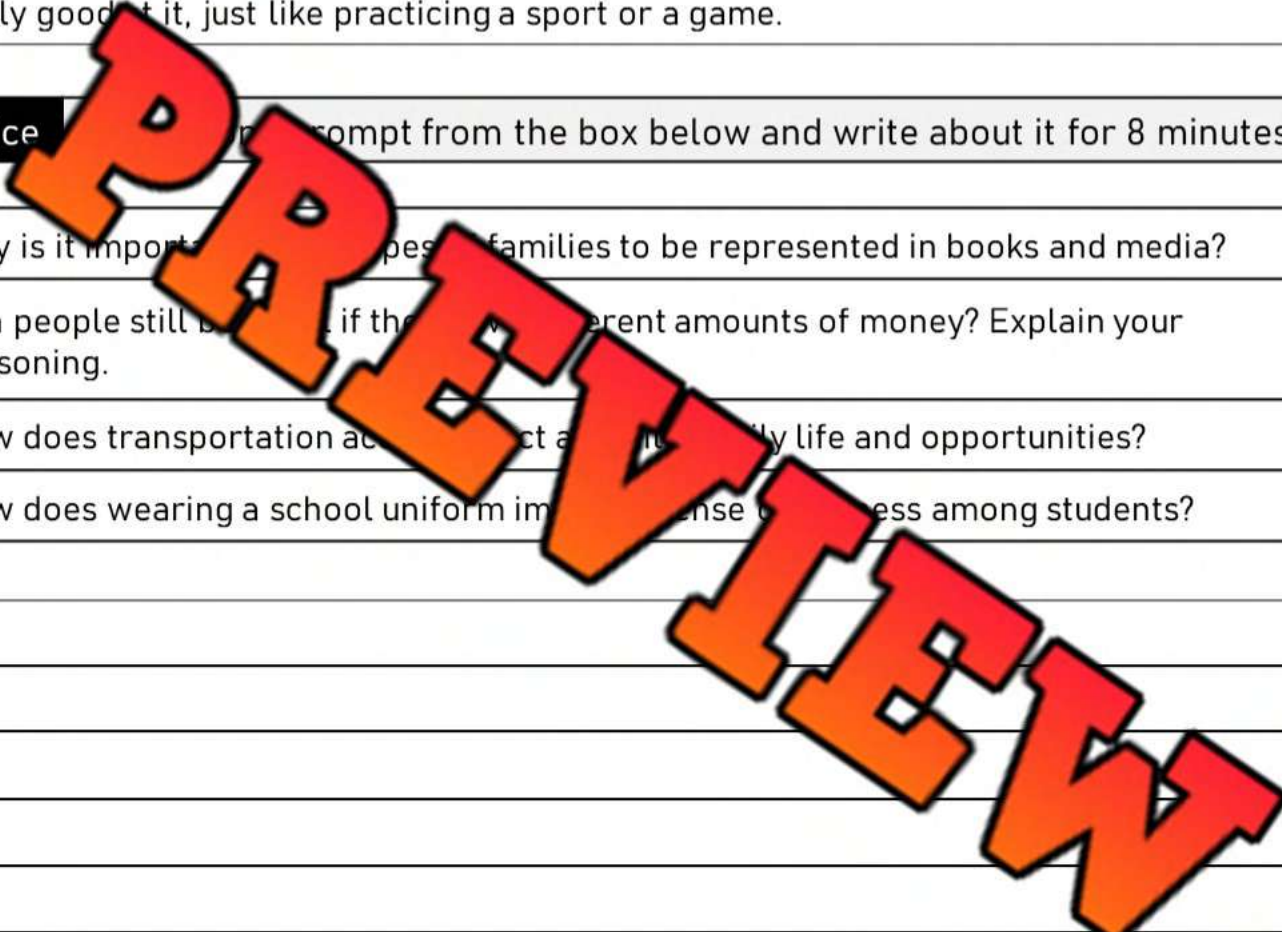
Assess and Reflect on Language Abilities (AR). Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

	Outcomes	Pages
AR6.1	Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation.	212-213, 290-291
AR6.2	Appraise own and others' viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement.	9-10, 179-180
AR6.3	Appraise own and others' work.	34-35, 57, 62, 69, 74, 79, 84-86, 136-137, 142-143, 151-153, 178, 220-221, 227-229, 235-237, 252-255, 266, 281, 297, 303

Stamina Writing – Building Stamina

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

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

Practice  Prompt from the box below and write about it for 8 minutes.

Why is it important for different types of families to be represented in books and media?

Can people still be happy if they have different amounts of money? Explain your reasoning.

How does transportation affect a person's daily life and opportunities?

How does wearing a school uniform impact the sense of dress among students?

Name: _____

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Curriculum Connection
CC6.1, CC6.7

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

PREVIEW

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

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

Understanding Text Forms

Defining Text Forms

Text forms in writing refer to the specific structures and styles that writers use to convey messages. These forms are chosen based on the writer's purpose, whether it's to tell a story, persuade an audience, or share factual information. Different text forms have characteristics that make them unique.

Common Text Forms and Their Features

- Narratives: Stories with characters, settings, and plots.
- Book Reviews: Evaluations of a book's merits and flaws.
- Poetry: Verses used to express feelings.
- Persuasive Writing: Convincing arguments using evidence.
- Letter Writing: Personal or formal communication method.
- Report: Detailed account of a topic, often with statistics.
- Biographies: Life stories focusing on key people and events.
- Comic Strips: Visual stories with humour, using dialogue and text.
- Diaries: Personal daily entries about experiences or thoughts.
- Lists: Organized collections of related items or ideas.
- Instructions: Step-by-step guide to achieve a task or make something.

Why Text Forms Matter

Recognizing and understanding different text forms is crucial for readers. It helps them to grasp the writer's intention, appreciate the structure, and engage more deeply with the content. For writers, choosing the right text form can effectively deliver their message and connect with their audience. For example, it wouldn't be very helpful to have an instruction booklet be written as a comic strip!



Matching

Draw a line from the text form to the matching description

- | | |
|--------------------|--------------------------------------------------------------------------|
| Comic Strips | <input type="checkbox"/> Tales with a setting, plot, characters. |
| Diaries | <input type="checkbox"/> Critiques of book strengths/weaknesses. |
| Persuasive Writing | <input type="checkbox"/> Expressive verses with rhyme. |
| Lists | <input type="checkbox"/> Writing to change someone's mind using reasons. |
| Instruction | <input type="checkbox"/> Written communication, formal or casual. |
| Poetry | <input type="checkbox"/> In-depth information on specific topics. |
| Book Reviews | <input type="checkbox"/> Accounts of an individual's life journey. |
| Report | <input type="checkbox"/> Stories told through images and captions. |
| Biographies | <input type="checkbox"/> Accounts of day-to-day personal thoughts. |
| Letter Writing | <input type="checkbox"/> Descriptions of related items. |
| Narratives | <input type="checkbox"/> Steps for how to do things or crafts. |

Questions

Answer the questions below.

1) Why do we have different writing forms?

2) What is the difference between writing forms? How can you tell them apart?

3) If you were writing a how to guide on beating a video game, how would you write it?

Activity: Power of Planning

Objective

What are we learning more about?

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

Instruction

How do we complete the activity?



Part 1: Writing Without Planning

Subject: My Dream Vacation

1. Prompt students to write for 8 minutes to write about their dream vacation without using any tools or strategies.
2. Prompt students to write continuously, letting their ideas flow for the 8 minutes.
3. Collect the writing papers and set them aside for later.

Part 2: Writing With Brainstorming

Subject: My Perfect Weekend

Instructions:

1. Give students 2 minutes to create a mind map about their perfect weekend. Encourage them to use words, symbols, or drawings. They can branch off main ideas with smaller details.
2. After creating the mind map, students are given another 6 minutes to write about their perfect weekend using their mind map as a guide.
3. Collect the writings.

Name: _____

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Curriculum Connection
CC6.2, CC6.3

Activity: Power of Planning

Part 1

Write for 8 minutes about what your favourite vacation spot is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – What would your perfect weekend be? Why? Complete a mind-map of everything that comes to mind. Then write for 6 minutes below.

Weekend

PREVIEW

Personal Voice in Writing

Discovering Your Personal Voice

Have you ever noticed that when you read stories or letters from your friends, you can often tell who wrote them without even seeing their name? That's because everyone has a unique way of expressing themselves, known as their '**personal voice**'.

What is Personal Voice?

Personal voice is the special way you express your thoughts and feelings. It's made up of the words you choose, the rhythm of your sentences, and even the stories you decide to tell. A few things that can shape your personal voice:

- Your experiences: Things you've seen, heard, or felt.
- Your emotions: How you feel about different topics.
- Your beliefs: What you think is right or wrong.



Why is Personal Voice Important?

1. **Makes Your Writing Unique:** Your personal voice makes your writing stand out. It's like adding your own color to a painting. No one else will have the same combination of thoughts, feelings, and experiences.
2. **Connects with Readers:** People enjoy reading things where they can hear the person behind the words. It makes your writing feel alive and relatable.

Tips to Find Your Voice

- ✓ Be Honest: Write what you truly feel, not what you believe others want to hear.
- ✓ Practice: The more you write, the more you'll understand your unique style.
- ✓ Read Aloud: Sometimes, hearing your words can help you identify your voice.

Remember, finding your personal voice might take time, but it's worth the journey. It will make your stories, essays, and letters shine in their own special way.

Name: _____

24

Curriculum Connection
CC6.2, CC6.3

True or False

Is the statement true or false?

1) Personal voice in writing is only about the words you choose.	True	False
2) Personal voice can be shaped by your emotions and beliefs.	True	False
3) Your personal voice makes your writing similar to others.	True	False
4) Readers don't enjoy sensing the person behind the words.	True	False
5) Reading your writing aloud doesn't help in identifying your voice.	True	False

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

Favourite

Favorite Memory

Favourite Animal

City Slicker

Cowboy

Activity: Voice in Song

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Voice in Song

Instructions

Answer the questions below.

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

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

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

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

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

Personal Voice – Word Choice

Word Choice

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

Object/Scene	Word 1	Word 2	Word 3	Word 4	Word 5
Library					
Beach					
Carnival					
Mountain					
Farm					
The Sun					
Tree					
Ocean					
Dog					

Write

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

Personal Voice – Word Choice

Word Choice

Change the crossed-out word(s) with more interesting word choices

The town was a ~~good~~ _____ place, with nice _____ houses in a row. Each house had a ~~small~~ _____ garden with pretty _____ flowers and a neat _____ lawn. The people were _____ and lived simple _____ lives, doing the same thing every day. The store in the town was ~~small~~ _____ but had ~~good~~ _____ things to buy. The weather was always fine _____, _____ or too cold _____.

The classroom was a ~~good~~ _____ place with big _____ windows and bright _____ lights. The teacher was very nice _____ and the children were ~~good~~ _____ at listening. They learned simple _____ things like numbers and _____ day, they had a ~~good~~ _____ time playing and learning. There were many ~~good~~ _____ toys and books for the kids. It was a very ~~good~~ _____ place for learning and having fun.

Think

Write synonyms for the words below

Hard				
Strong				
Big				

Word Choice - Audience

Word Choice

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

Kindergarteners	Mortgage	Ouchie	Icky	Lit	Ball
	Uh-oh	Epic	Potty	Pension	Bo-bo

Elementary School Students	Hyped	Insurance	Soccer	Weird	Trending
	Play	Meeting	Recess	Amazing	

High School Students	Hand	Ms	Pharmacy	Mommy	Ghosted
	Sa	Bi	Shady	Sandbox	Squad

Parents	Groceries	School	Fire	Meeting	
	Frugal	Lowkey	Education	Fine	Cringy

Seniors	Nap	Nostalgic	Early	Cra	Page
	Comfortable	Clout	Coffee	P	etire

Question

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

Analyzing Word Choice

Word Choice

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



Mark Twain - The Adventures of Tom Sawyer (1876)

"Saturday morning was come, and all the summer world was bright and fresh, and brimming over with life. There was a song in every heart; and if the heart was young the music issued in a song. There was cheer in every face and a spring in every step."

Louisa May Alcott - Little Women (1868)

"Christmas won't be Christmas without presents," grumbled Jo, lying on the rug. "It's so dreadful to be poor!" she gloomily looked at her old dress. "I don't think it's fair for some girls to have plenty of pretty things and other girls nothing at all," added little Amy, with an injured sniff."

Charles Dickens - A Christmas Carol (1843)

"Marley was dead: to begin with. There is no doubt whatever about that. The manner of his burial was signed by the clergyman, the clerk, the undertaker, and the parish council. Scrooge signed it: and Scrooge's name was good upon 'Change, for anything he chose to put his hand to."

Jane Austen - Pride and Prejudice (1813)

"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of some one or other of their daughters."

L. Frank Baum - The Wonderful Wizard of Oz (1900)

"Dorothy lived in the midst of the great Kansas prairies, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There were four walls, a floor and a roof, which made one room; and this room contained a rusty looking cooking stove, a cupboard for the dishes, a table, three or four chairs, and the beds."

Lewis Carroll - The Looking-Glass (1871)

"One thing was certain: the white kitten had had nothing to do with it:—it was the black kitten's fault. For the white kitten had been having its face washed by the old cat for the last quarter of an hour (and doing it pretty well, considering); so you see that it couldn't have had any of the black kitten's fur on its face."

Frances Hodgson Burnett - The Secret Garden (1911)

"When Mary Lennox was sent to Misselthwaite Manor to live, everybody said she was the most disagreeable-looking child ever seen. She had a little thin face and a little thin body, thin light hair and a sour expression."

Write

Write each of the words you liked from the excerpts above to form a vocabulary list you can use in the future.

Varying Sentence Lengths

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

Examples:

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



Practice writing short and long sentences about the topics below.

Topic	My Favorite Animal
Short Sentence	
Long Sentence	

Topic	Weekend Plans
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

Varying Sentence Lengths

**Write**

Write a matching sentence in short or long form

Short**Long**

High above the Earth, where the blue of the sky fades into the blackness of space, astronauts aboard the International Space Station experience a world without gravity, conducting experiments that could not be done on the ground.

Short**Long**

_____ in the warm sunshine.

Short**Long**

In the depths of the rainforest, sunlight filters through the dense canopy and the air is alive with the sounds of exotic birds and insects, a complex ecosystem thrives.

Short**Long**

Thunder rumbled in the distance.

Short**Long**

The science fair, a culmination of weeks of hard work and creative thinking, was abuzz with excited students eager to demonstrate their innovative projects.

Short**Long**

A gentle snow began to fall.

Varying Sentence Lengths

Write

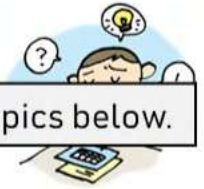
The paragraph below has 10 sentences. Count how many words are in each sentence and then write your results in the table below. Then graph your results.

The forest was alive. Sunlight dappled through towering oaks and maples, casting a kaleidoscope of light and shadow. Silence. Then, the sudden, sharp crack of a twig underfoot broke the tranquility. A deer, majestic and cautious, emerged from the thicket, its eyes wide and alert. In the distance, a hawk screeched, soaring high above the treetops. Leaves rustled. The nearby stream, a glistening ribbon, flowed steadily, carving its path through the underbrush. Leaves rustled gently through the branches. Nightfall approached with a symphony of sounds and sights, prepared to embrace the darkness.

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

1	2	3	4	5	6	7	8	9	10

Varying Sentence Lengths



Write

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

When I Grow Up: Write about what you want to be when you grow up and why.

PREVENT

Of Short Sentences

Of Long and Short

Building a Treehouse: Describe your dream treehouse and a feature it would have.



Of Short Sentences

Of Long Sentences

Fluent Writing

Fluent writing is when you write clearly and your ideas flow smoothly, almost like telling a story. Fluent text has **commas** where you should pause, **periods** where the reader stops, and **transition words** to combine ideas seamlessly.

Fluent Writing:

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

Non-Fluent Writing:

The beach was lively. Children made sandcastles. Waves were loud.



Think: _____ example fluent or not fluent?

1) A golden sun shined over the beach as the dog fetched the stick.	Fluent	Not Fluent
2) Had cereal toast for breakfast. I had a good day.	Fluent	Not Fluent
3) In the ancient forest, a soft glow from the fire roared fully.	Fluent	Not Fluent
4) Packed sunscreen, snacks, lost keys, and a beach chair.	Fluent	Not Fluent
5) Stars twinkled, inspiring dreams in the vast cosmic universe.	Fluent	Not Fluent
6) Shopping list: eggs, new book, mow the lawn.	Fluent	Not Fluent
7) The library's quiet rows of books offered peace and knowledge.	Fluent	Not Fluent
8) Rain wet streets my umbrella is broken.	Fluent	Not Fluent
9) Gentle waves lapped the shore, soothing the day's cares.	Fluent	Not Fluent
10) Dog barks. Loud. Squirrel in yard.	Fluent	Not Fluent

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Exploring the Structure of Paragraphs

Understanding Paragraph Basics

Paragraphs are essential building blocks in writing. Just like how we build structures using bricks, writers use paragraphs to construct their stories, reports, essays, and more.



The Three Parts of a Paragraph

Every paragraph really stands on three main parts.

Think of it as the three-legged stool; each one is necessary to keep it balanced.

- **Topic Sentence:** This is the sentence that introduces the main idea of the paragraph. It's like telling your reader, "This is what I'm going to talk about in this section."
- **Supporting Details:** These are the sentences that provide more information about the topic. They give examples, facts, and details that help your reader understand the main idea better.
- **Concluding Sentence:** This sentence wraps up the paragraph and gives a sense of closure. It's like saying, "This is what I just talked about."

Why Order Matters

The order of sentences in a paragraph is like following a recipe. If you mix ingredients in the wrong order, your dish might not turn out right. Similarly, a well-ordered paragraph helps your reader follow your thought process easily.

- ✓ First, the topic sentence sets the stage.
- ✓ Then, the supporting details fill in the gaps, adding flavour and depth.
- ✓ Lastly, the concluding sentence ties everything together, presenting a finished idea.

Paragraphs are more than just groups of sentences. They're carefully crafted sections of text, each with a purpose, ensuring our writing is clear, and enjoyable to read. Remember, understanding the structure is the first step in creating strong and effective paragraphs!

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

Every day, cafeterias become lively meeting points where students share stories, discuss projects, and enjoy meals together. Cafeterias are not just where students eat lunch, it's a place for students to connect.

Topic Sentence

Between their well-loved books that transport readers to far-off lands, historical eras, and imaginary worlds, libraries are treasure troves of knowledge and adventure.

Topic Sentence

Streets glisten with snow, kids build snowmen, and everyone enjoys the fun of snowball fights and sledding. Winter brings a magical transformation to our town.

Hooks

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

Boring Version

Board games are an okay way to spend family time.

Your Version

Boring Version

Reading books makes you smarter.

Your Version

Boring Version

Homemade meals are better for us than take-out food.

Your Version

Writing Hooks – Improving Topic Sentences

Asking a Question: Start with a question to make your readers think.

Example: "Ever wonder why the sky is blue?"

Using an Exclamation: Say something exciting to grab attention.

Example: "Watch out! Volcanoes can explode big time!"



Making a Bold Statement: Begin with a clear statement so readers know what's coming.

Example: "Penguins are the best animal at handling cold."

Adding an Interesting Fact: Tell an interesting fact to get readers interested.

Example: "Did you know? Cats have three hearts!"

Hooks

Write the topic sentence below using the different strategies.

Original Version	Dogs are the best pets.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Movies are better than books.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) They're found in almost every home, flickering softly at night. They bring warmth and a cozy feeling, especially during cold evenings. Candles are a great way to light up a room naturally.

a) Candles light up rooms with their gentle glow.

b) Candles are made of wax.

c) They can be lit to create light.

2) They soar high in the sky, often shaped like animals or heroes. On windy days, kids love to fly them. Kites move to the beat of the wind.

a) They require wind to stay aloft.

b) Kites are objects that people fly in the sky.

c) Kites dance gracefully against the backdrop of the sky.

3) They bloom in the spring, showing off vibrant colors like pink, white, and purple. Gardens are incomplete without them! Flowers are an important addition to gardens.

a) Flowers add beauty and colour to our gardens.

b) Flowers grow in the ground.

c) They come in various forms and colours.

4) They're small and come in shiny wrappers. Chocolates, especially the dark ones, can be both sweet and bitter. Chocolates are a favourite treat among kids and adults.

a) Chocolates are edible items.

b) Chocolates are delightful treats loved by many.

c) They come from cocoa beans.

Crafting Perfect Paragraphs

Starting Off Right: The Hook

Every great paragraph starts with a compelling hook, or topic sentence. This is the sentence that grabs the reader's attention and hints at the main idea. Consider it the anchor for everything that follows in the paragraph.

Diving Deep: Supporting Details

With a hook in place, it's now time to flesh out your paragraph with supporting details. These details provide depth and give readers more information about the topic you introduced. Think of them as the pillars that uphold your main idea. Here are a few examples of main ideas followed by three supporting details:

Main Idea: Dogs make excellent pets.

- ✓ Detail 1: They are loyal and offer companionship.
- ✓ Detail 2: Dogs can be trained to help with tasks, even for accessibility.
- ✓ Detail 3: Having a dog encourages owners to exercise, leading to a healthier lifestyle.



Main Idea: Reading books has numerous benefits for children.

- ✓ Detail 1: It improves vocabulary and language skills.
- ✓ Detail 2: Reading helps in developing imagination and creativity.
- ✓ Detail 3: Regular reading boosts cognitive and concentration skills in kids.

Always ensure that the details you provide directly back up your main idea and are relevant to your paragraph's topic.

Wrapping it Up: The Conclusion

No paragraph is complete without a concluding sentence. This sentence should sum up the information presented and reinforce the main point of the paragraph. Think of it as the final touch that brings everything full circle.

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	There are massive bodies of water.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Fruits come in all kinds of types and tastes.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	The winter season is a lot of fun.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

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

Brainstorm why summer is the best season

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

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

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

1) What is your dream?

Dream
Car

List the three main ideas you can pick 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 wanted to visit the zoo _____, my brother preferred the amusement park. We had to _____ for our family outing.
- 2) Sarah enjoys reading mystery books _____, her brother enjoys science fiction. They often exchange books _____ each other's favourites.
- 3) We visited the beach on Saturday. _____ we went hiking in the mountains on Sunday. Our weekend was full of outdoor _____.
- 4) She enjoys painting landscapes. _____ her brother likes abstract art. They both appreciate different styles of painting.
- 5) I enjoy going to the park after school. _____, I often play on the swings, enjoying the feeling of soaring through the air. _____, I like to explore the jungle gym, climbing up and down the ladders and slides. _____, my friends often start a game of tag, and I happily join in after some time on the jungle gym. _____, we gather on the grass and share snacks we've brought from home, laughing and chatting. _____, as the day starts to fade, we sometimes watch the sunset, a big orange ball sinking below the horizon. It's a wonderful way to end our time at the park.

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

A conclusion sentence is the final sentence in a paragraph. It sums up the main points you've written about and gives a full stop to your thoughts, helping the reader understand and remember your main message.



The Importance of a Strong Ending

Ending a paragraph with a clear and concise conclusion has several benefits:

- It summarizes your ideas. Start by repeating your main point but in a different way. It's like saying, "Hey, don't forget this part!"
- It provides clarity and a sense of completion. Sometimes, you can make your reader think by asking a question at the end. For instance, if you're writing about saving the environment, you could ask, "What can we do to help our planet?"
- It reinforces the message for the reader. It's appropriate to tell the reader how you feel about your topic. For example, if you're writing about your favorite book, you could say, "I love this book, and I think you will too."

For instance, if discussing the value of recess, a conclusion sentence could read: "Clearly, recess is an essential part of the school day."

Tips for Crafting a Conclusion Sentence

When you are writing your conclusion, focus on your main idea. Here are strategies:

- ✓ Restate: Bring back the main point in a different way.
- ✓ Pose a Question: This can prompt the reader to reflect further.
- ✓ State Your Feeling: Directly mention how you feel about the topic.

Always keep in mind that the conclusion is vital for wrapping up your thoughts. Whether explaining a subject or sharing an experience, a strong conclusion will help your writing leave a lasting impact.

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence is the first sentence in a paragraph.	True	False
2) A conclusion should teach more about the subject.	True	False
3) Ending your paragraph with a clear conclusion provides clarity.	True	False
4) A conclusion should be about the main idea of the next paragraph.	True	False
5) Sharing facts about a topic can be part of a conclusion.	True	False

Think

Which conclusion sentence you think is best.

1) Butterflies are colorful insects that flutter from flower to flower. Their wings have vibrant patterns that catch the eye and are fun to observe. It's a joy to see them dance in the sunlight.

a) Butterflies truly add a splash of color to any natural canvas.

b) Watching goldfish can be a calming experience.

c) They pollenate our plants, helping grow many fruits and vegetables.

2) Sunflowers are interesting plants that can grow in almost any environment. They grow tall and face the sun with their big yellow heads. It's like seeing a giant smile as a snack. They stand proudly, adding brightness to any garden.

a) Sunflowers are yellow and have a green stalk.

b) Sunflowers can grow up to over 12 feet tall.

c) Sunflowers are nature's way of bringing sunshine to our gardens.

3) Cats are often kept as pets and are known for their playful nature. Their soft fur and purring sound can be comforting. Many people enjoy their company during a quiet evening.

a) Cats, with their gentle purrs, make perfect companions for cozy moments.

b) Cats sometimes do the craziest things!

c) Cats can fall safely from heights of around 20 stories (60 metres)!

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) Clouds float gracefully across the sky, changing shapes as they go. They can be fluffy, wispy, or dark, depending on the weather. Watching them can be a calming and imaginative activity.

2) Books transport readers to different worlds through words. They can be filled with tales of magic, adventure, and mystery. Reading them is like embarking on countless journeys without leaving home.

3) Bicycles are two-wheeled vehicles that people use for fun and transportation. They are powered by pedaling and can be seen on streets and paths. Riding them is not only enjoyable but also a good exercise.

4) Apples are delicious fruits often eaten as snacks. They come in various colours, from green to red. Their crunchy texture and sweet taste make them a favourite for many.

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) Butterflies are beautiful insects that are crucial to our environment. They start life as caterpillars, undergo metamorphosis, and emerge with wings. Watching them dance in the air is truly enchanting. Their delicate wings carry patterns and designs that are unique to each species. These creatures add beauty and balance to our world.

Main Idea

2) Apples are delicious and enjoyed by many. They come in colours like red, green, and yellow. Some are sweet, while others are tart. They grow on trees and are harvested in the fall. Truly, apples are a versatile and delicious treat.

Main Idea

3) Bicycles are two-wheeled vehicles powered by pedals. They are a popular means of transport and recreation. Riding them is not only fun but also good for health. They don't need fuel and are environmentally friendly. In many ways, bicycles offer a sustainable and enjoyable mode of travel.

Main Idea

4) Penguins are interesting birds that are fun to learn about. They are the only birds that cannot fly but they can swim very well. They live mostly in cold places like Antarctica. With their black and white bodies, they look like they're wearing tuxedos. Truly, penguins are unique and fascinating creatures.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

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

Conserving electricity is essential for our environment. Firstly, using less power reduces the amount of harmful emissions released by power plants. Additionally, it conserves natural resources, ensuring they last for future generations. Furthermore, being energy-efficient can also lower our electricity bills, saving money for families. In conclusion, making small changes in our daily routines can lead to big benefits for our planet and our pockets.

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

6) Write your topic sentence of your paragraph. Make sure to use transition words between your supporting sentences.

Edit

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

Criteria	<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.		

Name: _____

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CC6.2, CC6.3

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Formal Versus Informal Letters

Formal Letters

Formal letters are used in serious situations, like when we need to write to people we don't know well or when we want to be polite and respectful. Here are some key points of formal letters:

1. Recipient's Name: In a formal letter, we start with "Dear" followed by the person's title and last name, like "Dear Mr. Smith" or "Dear Principal Johnson."
2. Language: Use proper language and avoid contractions (like "don't" or "can't"). It's important to be polite and clear.
3. Purpose: Formal letters are for official matters, like job applications, complaint letters, or writing to someone in authority, like the Prime Minister.

Informal Letters

Informal letters are more relaxed and friendly. We use them when writing to friends, family, or people we know well. Here's how you should write without informal letters:

1. Recipient's Name: In an informal letter, we use the person's first name, like "Dear Sarah." We can also use casual greetings, like "Hi," "Hello," "Hey," "Howdy," etc.
2. Language: We can use everyday language and contractions. It's okay to be less formal. Your writing should be in your voice, like how you talk.
3. Purpose: Informal letters are for personal communication, sharing news, or just keeping in touch with loved ones.



Letters vs. Emails: Choosing the Right Method

Letters, traditionally used for long-distance communication, are often written on paper and sent for special occasions, sentimental reasons, or when a physical copy is important. They can be formal, like writing to a company, or informal, like a birthday note to grandma.

On the other hand, **emails**, thanks to technology, are now a popular way to chat. They're speedy, don't use paper, and can be both formal, like asking a teacher about homework, or informal, like discussing weekend plans with a friend.

Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are always written to friends and family.	True	False
2) Informal letters use a friendly, personal tone.	True	False
3) You might write a formal letter to a school principal.	True	False
4) Everyday language is commonly used in formal letters.	True	False
5) Business letters are typically written in a formal style.	True	False

Think

which type of letter is given in the example.

Subject: Upcoming Project
Dear Mr. Thompson,
I wanted to tell you how much I enjoyed your guidance during the science fair. I learned a lot and had a great time. Regarding the upcoming project, I have a question about the topics. Can we discuss this next class?
Thank you,
Liam

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

Dear Mrs. Robinson,
I am writing to express my gratitude for your guidance during the science fair. I learned a lot and had a great time. Could you kindly provide feedback on my presentation?
Sincerely,
Omar

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

Hi Grandma!

I hope you're doing well. Just wanted to share that I won first place in the school spelling bee. Can't wait to see you and tell you all about it.

Love,
Ella

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

Subject: Soccer Practice Fun

Hey Jake,
You won't believe what happened at soccer practice yesterday! I'll give you all the details when we meet up.

Take care,
Sophia

- | | |
|--------------------|-------------------|
| 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	Request for longer recess	Formal	Informal
Best Friend	Share about a fun summer adventure	Formal	Informal
Local Mayor	Suggest building a community playground	Formal	Informal
Grandmother	Thank them for a recent gift	Formal	Informal
Class Teacher	Request clarification on a homework assignment	Formal	Informal
Cousin	Invite them to a birthday party	Formal	Informal
School Librarian	Request a specific book series	Formal	Informal
Parents	Request permission for a school project	Formal	Informal
Newspaper	Share an interesting article	Formal	Informal
Schoolmate	Apologize for missing a party	Formal	Informal
Book Author	Express appreciation for their work	Formal	Informal
Fire Department	Thank them for their service	Formal	Informal

Think

Think of 5 emails you might want to send. Write the audience, purpose, and if it is 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, closing, and any contractions. Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Unsettling Noise Outside!

Hey Jordan,

You won't believe it, but I kept hearing this super creepy noise outside my window last night. Have you ever heard anything strange in our neighbourhood? I couldn't sleep a wink. I don't know anything.

Talk soon (if I'm home to stay here!),

Sam

Author's Voice

Subject: Can't Believe This Happened!

Hey Morgan,

I just found out someone took my sandwich from my desk! I freaked out! I even put my name on it. Do you know who might've done it? Seriously. Anyway, let's make a plan to catch the sandwich thief.

Frustrated,

Jesse

Author's Voice

Hi Casey,

So, um, there's this thing... I kinda messed up my science project. And the presentation's tomorrow. Could you, maybe, help me out after school? I'd really appreciate it. Sorry for the short notice.

Thanks a ton,

Riley

Author's Voice

Name: _____

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CC6.2, CC6.3

Informal Email Writing

Write

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

Audience	Purpose
Friend	Asking them what their plans are this weekend and if they want to hang out.
Subject: _____	

Audience	Purpose
Favourite Celebrity	Writing them to say hi and to tell them you are a fan.
Subject: _____	

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!	So,	Well,
Oh!	Ouch!	Yippee!	No!	Yikes!	Ah!	Whoa!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!	Bah!	Ya,

Think

Add the appropriate interjections and describe the voice used.

Subject: Surprise Party Invitation

Hey there,

_____ I'm throwing a surprise party for Lisa! _____ I can't wait to see her reaction when _____ Everything is set, and it's going to be a blast! See you there,
Sarah

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

Subject: Class Pet Idea

Hi classmates,

_____ I was thinking, what if we had a class pet? _____ I'm thinking of having a cute furry friend in the classroom. _____ Maybe we can ask the teacher and see if it's possible.

Let me know your thoughts,
Alex

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

Subject: Lost Phone

Hi,

_____ Oh no, I can't find my phone anywhere! _____ I had it with me earlier, but now it's missing. _____ Seriously, where could it be? _____ Can you please help me look for it?

Thanks,
Alex

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 Fun

Hey Sarah

Wowzer! So amazing weekend! While I was out for a walk on Saturday, I stumbled upon a group of magicians performing tricks. They were incredible, and I couldn't resist watching.

Then, they invited me to join in on some of their magic tricks right there on the street! I was surprised and a bit nervous at first. The magician made a beautiful white dove appear out of thin air, and I was totally blown away. Incredible right! Also, I got hypnotized for 10 minutes! Whoa! It was so much fun!

I'm so excited to share more with you. Maybe we can go together this weekend, maybe at the park? I've got lots of stories to tell!!!

Talk to you soon,

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?	

Name: _____

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CC6.2, CC6.3

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

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

Teacher Comments

Mark

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

Intro to Narrative Writing

What is Narrative Writing?

Narrative writing is a type of writing that tells a story. It allows you to share your experiences, feelings, and imagination with others. When you write a narrative, you are the author, and you get to decide what happens in your story. You can create characters, set the places, and take your readers on a journey with your words.



Key Elements of Narrative Writing

- **Character:** Characters are people, animals, or even objects in your story. They have feelings, thoughts, and actions that drive the plot. Think about who your main characters are and what motivates them.
- **Setting:** The setting is where and when the story takes place. It can be a magical land, a school, or your own backyard. Describing the setting helps your readers picture the story in their minds.
- **Plot:** The plot is the series of events that happen in your story. It usually includes a problem or conflict that the characters need to solve. The plot is often introduced after the characters and setting is introduced.

Tips for Better Narrative Writing

- ✓ Start with a catchy opening sentence to grab your readers' attention.
- ✓ Use descriptive language to paint a vivid picture of your characters and settings.
- ✓ Show, don't tell, by describing actions and emotions rather than just stating them.
- ✓ Include dialogue to make your characters speak for themselves.
- ✓ End your story with a satisfying conclusion that wraps up the main events.

With these basics in mind, you're ready to start your journey into narrative writing. Just like any skill, the more you practice, the better you'll get at making interesting and captivating stories.

True or False

Is the statement true or false?

1) Narrative writing can only be fiction.	True	False
2) Characters are not important in narrative writing.	True	False
3) The setting helps readers imagine the story's surroundings.	True	False
4) Conflict in a story keeps readers engaged.	True	False
5) The plot should be introduced before the characters and setting.	True	False

Questions

Answer the questions below.

1) What is the theme of narrative writing?

2) **Idea generation:** Write 3 plot ideas for a story. Tip: Think of your hobbies and then think of problems you face while doing these hobbies.

Ex: Sarah the young baker accidentally burns her first batch of cookies.

Think

Write the beginning, middle, and end for the story idea below.

Beginning: setting/characters, Middle: main problem, End: Solving the problem

Story Idea: On her thirteenth birthday, Emily discovers a magical key that allows her to unlock doors to different dimensions.

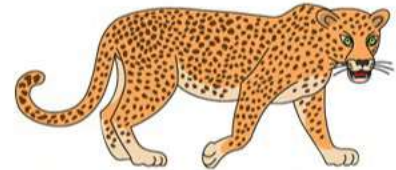
Beginning	
Middle	
End	

Figurative Language - Simile

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

Here are some examples of similes:

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



Write _____ the similes below

1)	As sharp _____.
2)	As brave as _____.
3)	Slippery like _____.
4)	Fast like _____.

Write _____ Add a simile to the sentence below

1)	He ran _____ _____ when he saw the steam truck.
2)	The teacher's explanation was _____ _____, and everyone understood the lesson.
3)	His jokes were _____ _____, always making everyone laugh.
4)	The night sky was _____ _____, dotted with twinkling stars.

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.

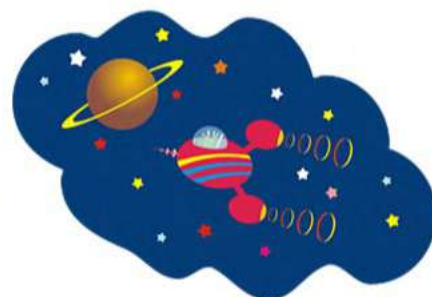
Thing To Compare	Comparison	Sentence
Library	Treasure Chest	A library is a treasure chest because of all the amazing books you can find inside.
Life	Rollercoaster	
Knowledge	Power	
Laughter	Best Medicine	
World	Stage	
Silence	Golden	

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 outer space. Analyze what the character sees, feels, hears, tastes, and smells.

In outer space, Lily floated near the spaceship window. Stars twinkled brightly against the inky blackness. The vastness made her feel small, yet amazed. The cool, metallic air of the ship tasted slightly sterile, and the silence of space was both eerie and calming.

See	
Feel	
Hear	
Taste	
Smell	

Direct and Indirect Characterization

Characterization can be either **direct** or **indirect**. Direct characterization is what the narrator tells you about a character. Indirect characterization is what you can infer from the characters actions and interactions with other characters.

For example: the writer might say, "Sarah is very kind and always helps her friends." This is **direct characterization**.

If Sarah spends her time helping her friends and being nice to them, you understand that she is kind. This is **indirect characterization**.

Write _____ sentences below and circle what characterization type is used.

1	Kevin is in the middle of his speech and is speaking in front of the class.	Direct	Indirect
2	Whenever Maya saw a friend who was alone, she would go over and talk to them.	Direct	Indirect
3	The teacher said, "Sam is the most responsible student in our class."	Direct	Indirect
4	The principal announced, "This student is a true example of honesty and integrity."	Direct	Indirect
5	Her mother described her as a girl with an adventurous spirit.		Indirect
6	After the soccer game, Jamie showed great sportsmanship by shaking hands with the opposing team.		Indirect
7	In the story, Noah always stood up to bullies and defended his friends.	Direct	Indirect
8	Lily always had her nose in a book, even during lunch.	Direct	Indirect
9	Alex spent his Saturday afternoons volunteering at the animal shelter.	Direct	Indirect
10	Every time there was a group project, Derek took charge and organized everything.	Direct	Indirect
11	"He's the kindest person I know," remarked Sarah about her brother.	Direct	Indirect

Think

Think of a book you have read lately and fill in the details below.

Character's Name:**Direct characterization**

(What has the narrator told you about the character?)

Indirect characterization

(What can you infer from the character's actions and interactions with others?)

PREVIEW

Write

Describe the character in your own words.

Narrative Writing - Characters

Create

Create a character and fill in the organizer below. Draw them in the middle.

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?

PREVIEW

Narrative Writing - Characters

Analyze

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

With her long, flowing auburn hair and a perpetual twinkle in her hazel eyes, Sophie is the town's resident artist. She can often be found with a paintbrush, transforming blank canvases into vibrant masterpieces. Her creative energy knows no bounds, and her unique way of evoking emotion is beyond words. Who gazes upon it.

Name	
Look	
Personality	
Special Trait or Talent	

With his short blond hair and a constant smile, Steven is the neighbourhood's friendly hero. He wears a red cape and is always ready to help others. You can often find him at the park, playing with kids and making everyone feel happy. His superpower is spreading joy.

Name	
Look	
Personality	
Special Trait or Talent	

With his bright blue eyes and messy brown hair, Ted is often spotted in his faded baseball cap. His curiosity knows no bounds, and he's constantly on a quest to uncover the world's secrets. Whether it's exploring the woods or reading books, Ted's insatiable thirst for knowledge is his greatest strength.

Name	
Look	
Personality	
Special Trait or Talent	

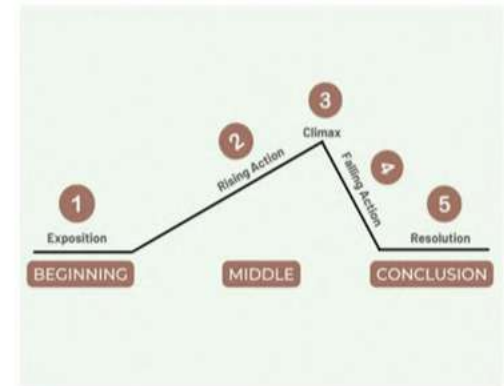
Narrative Structure

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 happen that make the story 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.

Answer**Which part of the narrative structure is described?**

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 you think this sentence is from.

1) As the mysterious sounds in the attic echoed each night, Emma's curiosity turned to fear.	Exposition	Rising Action
2) When Jake first moved to the small coastal town, he had no idea how different his life was about to become.	Exposition	Resolution
3) Sarah finally confronted her rival on the school playground, her voice steady despite her racing heart.	Falling Action	Climax
4) Luna's laughter echoed through the halls as she outsmarted the castle's ghost.	Falling Action	Resolution
5) The final whistle blew, and Mia's team erupted in cheers, their hard work and dedication paying off.	Climax	Resolution
6) The audience held its breath as the magician reached into the hat, his hand trembling slightly.	Climax	Exposition
7) With the storm raging outside, the family huddled together in the basement, listening to the wind howl.	Rising Action	Exposition

Think

Read the story and describe what happens in each part of the narrative structure.

Summary

Twelve-year-old Jordan had just moved to a new town and was nervous about starting at a new school. On his first day, he met Alex and Sam, who shared his interest in nature and gardening. They quickly became friends and discovered a local community garden competition, deciding to enter together.

They spent weeks after school preparing their garden plot, planting a variety of flowers and vegetables, and learning from each other. However, just days before the competition, a sudden storm hit the town and severely damaged their garden. Despite feeling discouraged, Jordan, Alex, and Sam worked tirelessly, showing true determination to restore their garden.

On the day of the competition, they were nervous but proud of what they had accomplished, regardless of the outcome. To their surprise, they won second place, and their garden was praised for its beauty and resilience. More importantly, through this experience, they realized the value of their friendship and the journey they shared while working together.

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

Using Quotations in Narratives

Quotation Marks in Dialogue

Understanding how to use quotation marks correctly in dialogue is essential. These punctuation marks help readers know when a character is speaking in a story. Here are eight important rules to remember, complete with examples for each.

Rules for Using Quotations in Dialogue:

- 1) **Starting and Ending with Quotation Marks:** Every time someone speaks in your story, you should begin and end their speech with quotation marks.
 - Example: "I love ice cream," said Tim.
- 2) **Commas:** Use commas to introduce or end direct quotations.
 - Example: "Let's go to the park," Jane suggested.
- 3) **Punctuation Inside Quotation Marks:** Periods, commas, question marks, and exclamation points go inside the quotation marks, even if they are not part of the original material.
 - Example: "Did you finish your homework?" he asked.
- 4) **Quotations Within Quotations:** If someone in your story repeats what another person said, use single quotation marks for the inner quotation.
 - Example: Sarah said, "Mark told me, 'Never give up.'"
- 5) **Multiple Paragraphs of Dialogue:** If a character's speech extends beyond one paragraph, each new paragraph should start with a quotation mark. Only the final paragraph should close with a quotation mark.
 - Example:
"I have a long story to share. First, we went hiking up the mountain.
"Then, we camped by the river."
- 6) **Using Tags:** When identifying who is speaking (using tags like "he said" or "she yelled"), follow appropriate punctuation rules.
 - Example: "I can't believe it's raining," Tom complained.
- 7) **Question Tags:** If the dialogue is a question, the tag should be lowercase.
 - Example: "Is it your birthday today?" he asked.
- 8) **Exclamation Points and Question Marks:** Don't use commas when the dialogue ends with an exclamation point or a question mark.
 - Example: "Hurry up!" she shouted.



Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	"Please pass the salt", Mom requested.
Edited	

Original	"Go to the park!" Shouted Emily.
Edited	

Original	"I'm sorry for the thought Alex"
Edited	

Original	"Do you want ice cream", asked.
Edited	

Original	Claire said, "Nora told me, You can do it"
Edited	

Original	"What's your favourite movie", Jane wondered.
Edited	

Original	"Time for bed!"
Edited	

Original	"I love chocolate cake"! smiled Sarah.
Edited	

Character Personality and Dialogue

Think

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

Personality: Shy

- a) "I love being in the spotlight," she declared confidently.
- b) "Um, I'd not go first, if that's okay," he murmured shyly.
- c) "Let's start a discussion! I've got plenty to say," he exclaimed boldly.

Personality: Adventurous

- a) "No thanks, I'd rather stay in and play it safe," she said cautiously.
- b) "Adventure? I think it's a bit risky for my taste," he noted warily.
- c) "Let's explore the forest! It might be an amazing out there," she suggested.

Personality: Compassionate

- a) "I'm too busy with my own stuff to worry about others," he replied differently.
- b) "Why should I care? It's not my problem," she replied slowly.
- c) "Are you okay? It seems like you could use a friend right now," she asked.

Personality: Stubborn

- a) "I guess I could consider a different perspective," he conceded reluctantly.
- b) "I always like to hear what others think before deciding," she pondered thoughtfully.
- c) "I'm not changing my mind. I know I'm right about this," she insisted firmly.

Personality: Humorous

- a) "I don't really enjoy jokes or funny stories much," he admitted flatly.
- b) "Laughter? Nah, I prefer serious conversations," she remarked seriously.
- c) "Why don't scientists trust atoms? Because they make up everything!" he joked.

Character Personality and Dialogue

Think

Write a line of dialogue for a character with the personality below

Personality: Brave

Personality: Caring

Personality: Smart

Personality: Mischievous

Personality: Caring

Personality: Adventurous

Emotions in Dialogue – Speaker Tags

Think

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

Word Bank

Sadness	Excitement	Determination	Fear	Curiosity
Surprise	Happiness	Disappointment	Anger	Confusion

Emotion	Dialogue	Speaker Tag
	"We won the game! We actually did it!"	Tom exclaimed excitedly.
	"All my favorite rabbit is gone."	Emily _____ _____.
	"Why did _____ any boy _____ out asking?"	Mark _____ _____.
	"Did you hear that noise _____ that was _____"	_____
	"I thought the test was next week, today!"	_____
	"This is the best birthday ever!"	Lily _____ _____.
	"You got the tickets to the concert? No way!"	Mike _____ _____.
	"So, we're not going to the amusement park after all."	Jessica _____ _____.
	"I'm going to finish this project, no matter what."	Tim _____ _____.
	"What do you think is inside this mysterious box?"	Sophie _____ _____.

Writing Using Quotations

Practice

Write dialogue between Superwoman and Superman. **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 _____	_____ _____ _____

Adding Dialogue to a Story

Write

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

In the small mountain town of Pine Ridge, the annual Snowboarding Challenge was the most anticipated event of the winter. Ella, a sixth-grader with a passion for snowboarding, had been practicing all season for this day. With her board under her arm and a helmet snugly fit, she joined her friends at the top of the snowy slope.

"

her friend Tyler asked, referring to the most challenging course.

"

plied with a confident grin, adjusting her goggles.

The air was crisp and the sky a clear blue. As Ella's turn approached, her heart thumped against her chest. She saw the other competitors swoosh down the hill, leaving trails of powder in their wake.



"

" her best friend Ava, she gave her a thumbs-up.

Ella nodded, took a deep breath, and pushed off. The crowd cheered as she gathered speed, zigzagging down the slope. She hit the jump, soaring into the air and executing a perfect 180, landing smoothly.

The crowd at the bottom erupted into cheers as she crossed the finish line. Her heart soared with joy; she had never felt more alive.

"

" Tyler exclaimed, high-fiving her.

"

" Ella exclaimed, her eyes sparkling with excitement.

As the judges announced the scores, Ella held her breath. When her name was called for third place, she couldn't help but jump with joy. Her friends gathered around, congratulating her.

Writing Speaker Tags

asked	wondered	requested	admitted	shared
replied	suggested	reminded	proposed	added
announced	declared	said	mentioned	explained
insisted	offered	inquired	told	described

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)	"We go to the park today?" _____ Tim eagerly.
2)	"Sorry, I can't do it," _____ Lisa with a hint of regret.
3)	"I have a surprise for everyone!" _____ Mom with a big smile.
4)	"Let me help you with your homework," _____ Sarah kindly.
5)	"Can I borrow your skateboard?" _____ politely.
6)	"I won't eat broccoli!" _____ Emily, being stubborn.
7)	"What time is the game?" _____ Dad, looking confused.
8)	"I think we should study together," _____ John, making a suggestion.
9)	"Our team won the championship!" _____ Coach with pride.
10)	"Don't forget your umbrella," _____ Grandma, worried about rain.
11)	"May I have a slice of pizza?" _____ Lily, feeling hungry.
12)	"I insist on paying for dinner," _____ Mr. Johnson, being generous.
13)	"When is your birthday party?" _____ Tina, showing interest.
14)	"I'd like to know more about that," _____ Daniel, curious about it.

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 Kitten in Maple Town

In the quaint Maple Town, where colourful houses lined up like a painter's palette, twins Mia and Max were enjoying a sunny day. Their backyard, a green expanse filled with blooming flowers and sunflowers, was their favourite place to play. Mia, with her curly brown hair, loved to draw, while Max, a bit taller and always seen in his favourite red shirt, was curious about everything.

Amidst their game, a desperate meow interrupted them. Behind a thick, ancient oak tree, they discovered a tiny kitten with grey stripes.

Mia, concerned, whispered, "This little one seems lost. What should we do?"

Max, always the problem solver, suggested, "Mr. Wilson might know. He's like Maple Town's pet expert."

They approached Mr. Wilson's bakery, where a warm, ever-inviting aroma of baked bread filled the air. On seeing the kittens, he chuckled, "Oh, that's Miss Baker's new kitten, Whiskers! She's been searching for him everywhere."

Returning Whiskers to a teary-eyed Miss Baker, they exclaimed, "Bless you both! Please have some of my fresh blueberry muffins as thanks."

Walking back, Max grinned, "Saving the day and getting muffins. It's a win-win!" Mia giggled, "Absolutely! We should find more lost kittens."



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

Activity: Story Swap Revision Party

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and erasers
- ☐ Highlighters (optional)
- ☐ Revision checklist (page or success criteria)



Instructions

How do we complete the activity?

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

Activity: Story Swap Revision Party

Feedback

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

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

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

3) What is your favourite part of your story?

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

1)

2)

3)

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

1)

2)

3)

Assignment - Narrative Writing

Write

Write the final story after your edits.

PREVIEW

Name: _____

145

Curriculum Connection
CC.6.7

PREVIEW

Intro to Personal Narrative Writing

What is Personal Narrative Writing?

A **personal narrative** is a story about your own life or an experience you've had. It's a way to share something important about yourself with others, showing them who you are through a story.



Key Elements of a Personal Narrative

- **Setting:** This is where and when your story takes place. Think about the places that are important to your story and what time it was in your life.
- **Characters:** Who are the main characters in your personal narrative, but you can also include other people who are important to the story. Describe who was involved and what they mean to you.
- **Plot:** The plot is what happens in your story. Think about a specific event or experience that changed you or helped you grow.
- **Conflict:** Most good stories have a problem or challenge that the main character faces. What was a challenge or problem you encountered? How did it affect you?

Tips for Better Narrative Writing

- ☑ Start by introducing yourself and give some background information to help readers understand your story.
- ☑ Use descriptive language to paint a vivid picture of your characters and settings.
- ☑ Show, don't tell, by describing actions and emotions rather than just stating them.
- ☑ Include dialogue to make your characters speak for themselves.
- ☑ Explain how the event or experience ended and what you learned from it.

With these basics in mind, you're ready to start your journey into narrative writing. Just like any skill, the more you practice, the better you'll get at making interesting and captivating stories.

Write

Fill in the sections below to explore different parts of your identity. There's no right or wrong answer—this is all about you!

1) What are three words you would use to describe yourself?

2) Where is your family originally from?

3) What cultural traditions do you celebrate?

4) How would you describe your family?

5) What are your strengths and weaknesses?

Strengths

Weaknesses

6) What are your beliefs and values? (examples: fairness, inclusivity, kindness, community)

Personal Narrative Planning – My Identity Journey

Planning

Plan your personal narrative, focusing on how your identity has evolved in the graphic organizer below.

Write about the main theme of your narrative focused on a specific aspect of your identity.	<hr/> <hr/> <hr/>
Briefly introduce where and when your story starts.	<hr/> <hr/> <hr/>
Describe an event or experience in detail, including where it occurred, the people involved, and any specific date or time period it relates to.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
How have these experiences changed you? And what lessons have you learned?	<hr/> <hr/> <hr/> <hr/>
How has your identity evolved through these experiences?	<hr/> <hr/> <hr/> <hr/>

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 – Writing Feedback Sheet

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



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

Student Being _____

Reviewer's Name: _____

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

Rubric – Story Writing

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

Comments	
<hr/> <hr/> <hr/> <hr/>	
Mark	

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.

In what ways do our differences make treating everyone the same a challenge?

How do community services affect the lives of those who live in the community?

What might be the effects of not having access to the internet at home?

How might a lack of access to sports or art programs impact a child's future?

PREVIEW

Name: _____

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Curriculum Connection
CC.6.1, CC.6.8

PREVIEW

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

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

Activity: Being Persuasive

Prompts

Debate the prompts below.

- 1) Should all students need to take physical education class?
- 2) Should recess be longer?
- 3) Should all students get a laptop/tablet?
- 4) Should students be allowed on social media at school?
- 5) Is online learning better than in-class learning?



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

1) What did you learn from the challenge about persuading others?

2) What strategies did you use to make your argument convincing?

3) What did you learn from listening to your classmates' arguments?

4) Do you think it will be easier to write your opinion or speak your opinion? Explain.

Persuasive Writing - Opinions

Opinion

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

	Topic	Opinion – Yes or No?
1)	Should classes do more field trips?	
Reason 1		
Reason 2		
Reason 3		
2)	Should we have a go home day each year?	
Reason 1		
Reason 2		
Reason 3		
3)	Should students learn cursive writing?	
Reason 1		
Reason 2		
Reason 3		
4)	Should teachers give more tests?	
Reason 1		
Reason 2		
Reason 3		

Persuasive Writing - Research

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

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



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

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

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

Persuasive Writing - Research

Research

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

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

Persuasive Writing - Research

Plan

Fill in the table below to plan your paragraph about your research topic.

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

3) What details do you think are most convincing? Write them below.

4) Write a closing sentence.

Write

Write a paragraph about what you think is the best.

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 Taylor,

I hope this letter finds you well. I've been brainstorming, and I have a thrilling proposal for our school: What about installing a huge treehouse classroom right in our schoolyard? Here's why I think this could be a fantastic idea for our school.

First, treehouses have a magical feeling. Imagine learning amidst the trees, hearing birds chirp and all the beautiful nature is known to make us feel relaxed, and this would be a great way to get closer to our lessons.

Second, it would offer us a new perspective. Being higher up, seeing our school from a different angle. It might inspire us to think differently or be more creative in our problem-solving.

Lastly, having a treehouse classroom would be a unique feature. Our school would be the first in the area to embrace such a unique idea. We'd have students from neighboring schools asking to visit our new treehouse classroom.

Now, I know there might be concerns about safety. But with the sturdy railings, I think we could make the treehouse just as safe as any other classroom. Also, weather might be an issue, but we could have clear waterproof curtains or shades that roll down during rain or snow, ensuring our treehouse classroom is usable in most conditions.

Thank you for taking the time to consider my proposal, Principal Taylor. I genuinely believe a treehouse classroom could make our school a more enchanting place to learn.

Best wishes,

Olivia, Grade 6 Student

Version 3: Activity – Finding Bias in Writing

Analyze

Read the letter and then answer the questions.

1) What is the author's opinion?

2) What reasons did they give that supports their opinion? List 3.

3) What counterarguments did they give? How did they refute those counterarguments?

1)

2)

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

Activity – Finding Bias in Writing

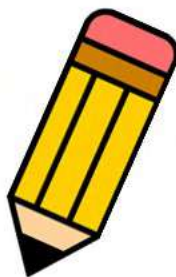
Tough Job

Write your response letter back to Ethan.

PREVIEW

Include:

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



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

Assignment – Advertising a New Invention

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

Planning

Fill in the graphic organizer below.

1) Think of cool inventions like a super pencil, a homework-helping robot pet, or a self-making robot. What is your awesome invention idea?

2) Pick the invention you love the most from your list. Which one is your top choice?

3) Give your invention a catchy name!

4) Explain how your invention solves a problem or makes life better.

Planning

Fill in the graphic organizer below.

5) Who do you think would really want your invention? Who's your target audience?

6) List three reasons why someone should buy your invention. Make them convincing!

1

2

3

7) Make your invention sound super cool! How can you make it appealing? Use these strategies: celebrity endorsement, free prize, say they are limited (left), offer a sale – buy one get one free, describe the must-have feature, etc.

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

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

Title Slide

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

Introduction to the Invention:

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

Why the Invention Is Needed:

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

Benefits and Features:

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

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

Endorsement or Testimonial (if available):

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

Special Deal or Promotion:

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

Cost and Purchasing Information:

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

Call to Action:

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

Rubric – Invention Assignment

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

Comments

Mark

Step-by-Step Rabbit Drawing

Instructional Writing

Follow these steps to draw a rabbit.

- 1) Start with the head: Draw a large oval shape.
- 2) For the ears: Draw two long, upward curves on top of the head. One of the ears can be slightly floppy to give a playful look.
- 3) For the eye: Draw a small circle towards the front of the head. Add a tiny circle inside for a pupil effect.
- 4) Draw the nose: Draw a small triangle just in front of the eye.
- 5) For the mouth: Draw a curved line below the nose, turning slightly upward at the end.
- 6) Body: Draw a large oval, slightly curved shape to the right (or left, depending on direction) of the head. This forms the rabbit's body.
- 7) Legs: Draw four legs for the body. The front legs will be smaller, but all legs should have a bend at the elbows.
- 8) Tail: Add a small fluffy circle to the rear end of the body, behind the hind legs.

Writing a How-To-Guide

Plan

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

1) Brainstorm – Write as many things as possible that you can do well. It could be shooting a basketball, playing a video game, drawing a picture, baking a cake, etc.

2) Which idea from your list do you think you can use to write your how-to-guide?

3) What is a good title for this how-to-guide?

4) Most how-to-guides start with a material list. What are the materials you need to complete the task. Write the materials you will need. If it is a recipe, you'll write the ingredient list.

5) Write your numbered steps below.

Name: _____

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PREVIEW

6) Write any tips or notes below.

7) Warnings or cautions – should they be careful with any tools or things they are doing?

Title:

Introduction

Materials

--	--

Instructions

Tips/Notes/Cautions/Warnings

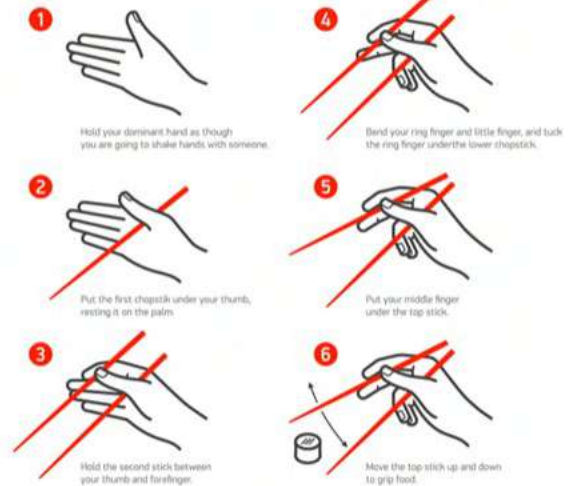
Activity: How-to Guide – Incorporating Images

Objective What are we learning more about?

Create a demonstration of a "How-To" guide with both written instructions and images taken by you. Your guide should show step-by-step instructions on how to complete a specific task.

For example, you could choose to create a guide on how to use chopsticks.

HOW TO USE CHOPSTICKS




Instructions

- 1) Plan your steps: Break down your task into easy-to-follow steps. Think about what someone would need to know to complete the task from start to finish.
- 2) Be more descriptive: Aim for 4-6 steps.
- 3) Take your photos: With the help of a camera or a smartphone, take photos that show each step of your guide. Make sure your photos show exactly what you need to do in each step.
- 4) For each step, add:
 - A title for the step
 - A written description in your own words.
 - The photo you took that shows the step.
- 5) Make sure your text is easy to read and your pictures are clear.
- 6) Show your classmates exactly how to complete your chosen task using your step-by-step guide. You could use a poster to showcase your how-to-guide, or a PowerPoint presentation that shows each step in detail with an illustration.

Planning

Plan your how-to-guide by filling in the organizer below. Once you are finished, take real pictures of you completing each step. Then transfer this information to a poster or PowerPoint.

Title	
Step 1: _____ _____	Step 2: _____ _____
	
Step 5: _____ _____	Step 6: _____ _____

Planning

Plan your how-to-guide by filling in the organizer below. Once you are finished, take real pictures of you completing each step. Then transfer this information to a poster or PowerPoint.

Step 7: _____

Step 8: _____

Step 9: _____

Step 10: _____

Step 11: _____

Step 12: _____

PREVIEW

Writing a Report – Canada's Trading Partners

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: Canada's Imports (I), Canada's Exports (E), and the Impact of Trade (T).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of your report. You'll need an introduction and a conclusion. You don't need to use all the facts for your report, so choose your favorites.

Facts

Organize the facts

Canada is a top producer of wheat, so it exports a lot of grains.	
The United States is Canada's biggest trading partner.	
Some cars and car parts are also brought into Canada from other countries.	
Trading helps create jobs in Canada because it boosts the economy.	
Canada buys many electronic devices, like smartphones, from other countries.	
Good relationships with trading partners keep prices fair.	
Fruits like bananas and oranges, which don't grow in Canada, are imported.	
Canada exports a lot of maple syrup.	
Medicine and medical equipment are important imports for Canada.	
Trading partners help Canada buy things it can't make or grow on its own.	
Toys, clothes, and shoes are among the things Canada buys from other places.	
Timber and paper products from Canada's forests are big exports.	
Trading partners give Canada a place to sell its products, which helps the economy.	
Cars and auto parts are made in Canada and sold to other countries.	
Oil and minerals, like gold, are sent to other countries from Canada.	

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1*Fact 1**Fact 2**Fact 3***Heading #2***Fact 1**Fact 2**Fact 3***Heading #3***Fact 1**Fact 2**Fact 3*

Conclusion – Summarize the report in just a few sentences.

Writing a Report – Canada's Trading Partners

PREVIEW

How To Research Effectively

Why Research Matters

Research helps us learn new things and answer questions. Imagine wanting to know about the world's fastest animals or how airplanes fly. Research can provide the answers! But how do we make sure our research is good?



Top Tips for Great Research

1. Choose Reliable Sources: Not everything on the internet is true. Stick to trustworthy sites like online encyclopedias, educational websites, or well-known organizations.
2. Use Specific Keywords: When searching, use specific words related to your topic. This will help you find the information you need.

Good Searches vs. Bad Searches

Good Searches	Bad Searches
vegetarian lasagna recipe	can you tell me the best veggie lasagna
photosynthesis process explained	plant photosynthesis thing
best beaches Thailand	where can I swim in Thailand

Checking and Double-Checking

Once you have your information, it's a good idea to check a different source to make sure what you've found is correct. For example, if one website says that polar bears live in Antarctica, look it up on another reliable site to be sure. Remember, double-checking can save you from mistakes!

Reliable and Unreliable Sources of Information

Reliable Sources:

- ☒ *Academic Journals*: Articles written by experts
- ☒ *Reputable News Outlets*: Big news channels that have a long history.

Unreliable Sources

- ☒ *Random Blogs*: Anyone can write them without checking facts.
- ☒ *Social Media Comments*: What people quickly type without much thought.

How To Research Effectively

Think

Is the search good or bad?

1) how many toes does a bunny that hops have maybe	Good	Bad
2) what's the biggest whale thingy in the sea called	Good	Bad
3) effects of global warming on polar bears	Good	Bad
4) history of Eiffel Tower	Good	Bad
5) symptoms of a cold	Good	Bad
6) the name of the director who was in another movie with a dog	Good	Bad
7) when did the event that one guy did that thing happen	Good	Bad
8) Photosynthesis and its in plants	Good	Bad
9) famous authors of the 20th century	Good	Bad
10) why does my neighbour look at me sometimes I think	Good	Bad

Questions

Answer the questions below

1) Why is research important according to the notes?

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

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

1) A university's website with educational articles.	Yes	No
2) A friend's blog with vacation photos.	Yes	No
3) An encyclopedia website with lots of information.	Yes	No
4) A social media post about a rumour.	Yes	No
5) A government health website.	Yes	No

Research Activity - Questioning

Narrow Questions

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

Question 1: How many people have walked on the moon?

	Questions	Answers
1		
2		
3		

Question 2: Which vehicle is the most expensive?

	Questions	Answers
1		
2		
3		

Question 3: Which star is closest to Earth other than the Sun?

	Questions	Answers
1		
2		
3		

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (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. Diameter of the Sun versus the Earth.		
2. The current population of New York.		
3. Who is the author of the novel "To Kill a Mockingbird"?		
4. The capital city of Australia.		
5. The date of the first moon landing.		
6. A famous painting by Leonardo da Vinci.		
7. The largest mammal in the world.		
8. The chemical symbol for gold.		
9. The highest mountain in North America.		
10. The founder of Microsoft.		
11. The author of the play "Romeo and Juliet".		
12. How many kilometres is a lightyear?		

Report Writing – Introductions

A strong introduction makes the reader want to keep reading.
Here are some things to keep in mind to improve your introductions.

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

Every time you bite into a chocolate bar, you're tasting a piece of history. We're going on a sweet journey, and you're invited to join us. Let's go! Our buds!

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

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

Basketball is a sport loved by many, but did you know it was invented using just a peach basket? That's right, and there are plenty more fun facts about basketball that you'll learn from this report. Read on as we bounce through the history of the game!

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

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

Rainbows can be seen in the sky. Unicorns are cool, but I haven't seen any. Did you know ice cream was invented in the United States? Keep reading to learn more about whatever.

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 that the world's oldest known pet cat was found in a 9,500-year-old grave? Cats have been our companions for a very long time, and this report dives into their curious history.

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 – Conclusions

Finishing your report with a good conclusion is important.
Here's what you should include:



- Summarize the Main Points: Remind the reader what you discussed.
- Call to Action: Tell your reader an action they could consider, such as starting a related project, checking out a similar book, or discussing a topic further.
- Connect to the Introduction: Bring up an idea or fact from the start of your report to tie everything together.
- End with something Interesting: End by sharing an interesting fact or creating a thought-provoking question to keep your reader engaged even after they've finished reading.

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

We've explored Canada from First Nations to today's cities. Don't forget the story of the fur traders! What have you learned with a friend?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Maple syrup, poutine, and beavertails are some of Canada's famous foods. Next time you have pancakes, try some real maple syrup! Eating Canadian food is so delicious!

Summarize the main points

Connect to the introduction

End with something interesting

You just read about the different seasons in Canada. Hope you learned something!

Summarize the main points

Connect to the introduction

Call to action

End with something interesting

Our journey through Canadian music brought us from folk to modern pop. With the beats still fresh, maybe create a playlist? And who could forget the early indigenous drum beats? Music here is always evolving!

Summarize the main points

Connect to the introduction

Call to action

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

- 1) Choose a Topic: Select one of the topics provided in the separate section of this activity. Make sure to understand the topic before you begin.
- 2) Research Visuals: Using safe search methods and the internet, find visuals that are relevant to the chosen topic. Look for charts, diagrams, or pictures that help explain or illustrate the subject.
- 3) Create a Slide Presentation: Open PowerPoint or Google Slides and create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen as the prompt.
- 5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.
- 6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.
- 7) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question	Source
Globalization	
Transportation	
Urban versus rural communities	
Natural Resources	
USMCA – (NAFTA)	
Types of Aircrafts	
Biodiversity	
How Electricity Works	
Series Versus Parallel Circuits	
Solar System	
Moon Phases	

What is a Problem-Solution Report?

Unraveling the Mystery of Problem-Solution Reports

Introduction

Have you ever heard of a problem-solution report? Don't worry if you haven't! Many of us find ourselves scratching our heads, wondering what it is. Let's dive into this mystery and solve it together.



The Problem

Here's something: In school, we learn about stories, essays, and even book reports. But one report has been missing from the shelves, and that's the problem-solution report. The main issue? Many of us don't even know what it is or why it's essential.

Solution 1: Study This Report

One of the best ways to understand something is to see it in action. So, by reading this very report you're going through right now, you'll gain a clear idea. It's like learning to ride a bike by hopping on and pedaling. This report shows the steps, from introducing the problem to finding ways to solve it.

Solution 2: Classroom Workshop

How about a fun classroom activity? Teachers can organize a workshop where students team up, pick a small problem they face (like forgetting homework or losing pencils), and then write a mini problem-solution report. Not only does it become a fun writing activity, but by the end, everyone will be experts on the topic!

Conclusion

Problem-solution reports might have sounded tricky at first, but now we've got two cool ways to understand them. By studying examples and trying to write our own, we'll soon be masters at identifying problems and finding solutions. So the next time someone asks about a problem-solution report, you'll know exactly what to say!

Problem and Solution Report

Think

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

Too Much Screen Time: Lots of us are glued to our tablets or phones for hours. It's easy to miss out on outdoor play, crafts, or even reading a good book. Plus, our eyes might get tired from staring at the screen for too long.

Losing Track of Assignments: With math, science, language arts, and more, it's easy to lose track of when assignments are due. It's also easy to get lost about a project or mix up homework instructions. A better way to organize or remember assignments would be super helpful.

Classroom Distractions: Our classroom can be a lively place, which is fun, but sometimes it's just too noisy. When everyone's chatting or when there's a commotion, focusing on the lesson becomes a challenge. It'd be great to find ways to minimize these distractions.

What is a Haiku?

What is a Haiku?

A haiku is a short poem from Japan. It's special because it has three lines with a certain number of syllables: the first line has 5, the second has 7, and the third has 5 again. Most haikus talk about things in nature or how someone feels. They use simple words to show a picture or idea. Here are two examples to help you understand.



Sun

Sun high in sky (5)
Everyone running and playing (7)
Warm and fun-filled day (5)

Quiet Lake

Fish swim down below (5)
Water still, trees standing tall (7)
Peaceful place to be (5)

Reading haikus is fun! They show us new things about the world in just a few words.

Write

Finish the Haiku poems below.

Topic: Autumn

Line 1	Leaves crunch underfoot,
Line 2	Golden, red, and orange colours,
Line 3	

Topic: Summer

Line 1	Sun shines high and bright,
Line 2	Children play till evening's light,
Line 3	

How to Write a Rhyming Poem

The Magic of Rhyme

Rhyming poems have words that sound alike at the ends of lines. These matching sounds make poems fun to read. Let's dive into the steps to write your very own rhyming poem!

Steps for Rhyming Poems

- 1) **Choose Your Topic:** Pick something you'd like to write about, like a pet or a special day.
- 2) **Select a Rhyme Scheme:**
 - 1) **ABB:** First line does not rhyme, next two lines rhyme.
 - 2) **ABA:** First and third lines rhyme; second- and fourth-lines rhyme.
 - 3) **ABCB:** Second and fourth lines rhyme, while the first and third lines do not.
- 3) **Write Your Lines:** Write your first line with a word that has many different rhyming options. Think of a word that can be used in a rhyming word.

Helpful Tips for Awesome Poems

- **Keep It Simple:** You don't need fancy words. Simple words can make the best rhymes.
- **Use a Rhyming Dictionary:** If you're stuck, there are dictionaries that find words that rhyme.
- **Revise:** It's okay if your poem doesn't sound perfect the first time. Read aloud and change words if needed.



Sample Rhyming Poems



My cat sits on the mat, (A)
She loves to play with her toy hat. (A)
She purrs and gives a tiny meow, (B)
Telling me she's happy and how! (B)

In the schoolyard we would play (A)
Jump rope, tag, felt so free (B)
Oh no, recess is over (C)
Tomorrow, more fun for you and me (B)

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Moon			
Star			
Light			
Dark			
Time			
Blue			
Tree			
Sun			
Dream			

Write

Finish the poem below using the rhyming words.

AABB Poem

Cats love to play and also sleep (A)

Chasing a toy or counting sheep (A)

Dogs love to run, fetch and play (B)

ABCB Poem

Rainbows appear after the rain (A)

So beautiful and bright (B)

Sunsets paint the sky with gold (C)

ABAB Poem

Ice cream is cold and creamy (A)

Chocolate, vanilla, or even pink (B)

I like it as a summer treat (A)

ABAB Poem

School is out, it's time to play (A)

Ride a bike or throw a ball (B)

Name: _____

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Curriculum Connection
CC.6.4

Children's Book

Illustrate

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

In Moll's garden, not so wide,

Betty flies flitting by her side.

She chases them for hours,

Laughing and playing, hiding and seeking.

She finds a corner, overgrown,

Where magic seeds were once sown.

From the soil, a vine did leap,

Up the garden wall it did creep.

Children's Book

Illustrate

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

Climbing she took a chance,

And hers was a fairy's dance.

With tiny wings that sparkled so bright,

They danced and sang the whole night.

Morning came, the dance did end,

But Molly left with fairy friends.

Back in her garden, day so sweet,

Magic and Molly would always meet.

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

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

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

2) What topic did you choose?

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

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

Assignment – Writing a Children’s Book

Write

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

Rubric – Poetry Children’s Book Assignment

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

Teacher Comments

Mark

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

What is a Limerick Poem?

What is a Limerick Poem?

Have you ever read a poem that made you chuckle? If so, it might've been a limerick! Limericks are humorous poems known for their distinct rhythm and rhyme.

The Pattern of a Limerick

The foundation of a limerick is its pattern. Spread over five lines, the rhyme structure follows a specific format. Breaking it down:

- Lines 1, 2, and 5 rhyme together and are a bit longer, typically holding around 8 syllables.
- Lines 3 and 4 rhyme with each other but are concise, usually with 5 syllables.

Examples of Limericks

Toby the Toad

There once was a young toad named Toby,
Who found lily pads were so cozy.
He'd leap and he'd croak,
With other frog-folk,
Playing tag till they all got quite dozy.

ella's Starry Night

ella stared at the stars up so high,
Gazing and reaching up to the sky.
She held up her telescope to sight,
She'd found up there a bright light.
It's a dream she thought it might be!

Write

Finish the Limerick poems below.

Topic: Lunchbox Surprise

Topic: Lunchbox Surprise	
Line 1	Every day at the noon bell's ring,
Line 2	Open my lunch, see a new thing.
Line 3	A sandwich, a fruit,
Line 4	Some cookies so cute,
Line 5	

What is a Limerick Poem?

over	mud	Blake	lake	cake
near	Rover	runny	evening	cheer
anything	thud	sing	funny	Dover

Write

Use the word bank words to fill in the limericks below.

Line 1 There once was a boy named _____,

Line 2 Who tried to bake a big _____.

Line 3 The batter was _____,

Line 4 And the _____ tasted _____,

Line 5 So, he fed it _____!

Line 1 A young girl named Lila from _____,

Line 2 Rode her skateboard and flipped it _____.

Line 3 She landed in _____,

Line 4 When she fell with a _____,

Line 5 Now she walks with her dog named _____!

Line 1 Tim had a cat that could _____,

Line 2 Loud opera from morning 'til _____.

Line 3 Neighbours would _____,

Line 4 From far and from _____,

Line 5 For tickets, they'd give _____!

Writing an Acrostic Poem

Write

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

Inclusion Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Include	Conclude	Elude	Allude	Preclude
Share	Bear	Care	Dare	Fair
Community	Community	Impunity	Immunity	Opportunity
Unite	Unite	People	Peaceful	Eagle
Blend	Blend	Send	Bend	Tend

PREVIEW

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Writing an Acrostic Poem

Plan and Write

Plan your acrostic poem below.

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

2) Which topic do you like best?

3) What word represents that topic? It should be at least 5 or more letters.

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

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

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4

Peer Revision

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

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

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

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

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

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

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

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

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

Onomatopoeia in Comic Strips

What is Onomatopoeia?

Onomatopoeia is a fun word that sounds just like what it means! It's when we use words that sound like the noises or actions they're describing. Think of it like this: words that "echo" their meaning with their sound. Many comic books use these words to make the stories feel alive.

For example, in a superhero comic, when a hero lands on the ground, you might see "THUMP!" on the page. Or, if someone is opening an old door, you might hear the word "CREEAAK." These cool words help you imagine the action and make reading even more exciting!



Instructions Choose an onomatopoeia and draw them below.

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

Writing Comic Strips – Superpowers

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): "I found this superhero manual! Says to shout 'ZAP!' to start training."

Character B (friend): "ZAP? Really?"

Panel 2:

Character A: "I did it! I broke that wall!"

Character B: "And I did it! Just jumped super high!"

Panel 3:

Character A: "We have powers!"

Character B: "Let's go see if we can fly in outside!"



PREVIEW

Biography – Benjamin Franklin

Early Life

Where and When He Was Born

Benjamin Franklin was born in Boston, Massachusetts, on January 17, 1706. He was one of many kids in his family.

Schooling

Benjamin attended a Latin School, but he left when he was 10 years old. Even though he did not finish school, he loved reading books. He taught himself many things by reading.

Accomplishments

During his life, Benjamin accomplished many things.

- He began writing wise sayings in a book called "Poor Richard's Almanack" in 1732.
- In 1740, he invented a special stove called the Franklin stove.
- In 1752, he did a famous experiment with a kite and a key during a storm. He showed that lightning is electricity.
- In 1776, he signed a very important paper called the Declaration of Independence that helped America become its own country.
- In the 1780s, he made new types of glasses called bifocals.

Later Life and Legacy

Benjamin kept working even when he got older.

In the 1780s, he spoke against slavery and wanted it to end. He died on April 17, 1790.

Today, people remember Benjamin for many reasons. We see his face on the U.S. hundred-dollar bill, which was first printed with his face in 1914. There are also many schools and towns named after him. Because of all his work and discoveries, people will remember him for a very long time.



Biography – Benjamin Franklin

Questions

Answer the questions below.

1) Write the headings used in the biography?

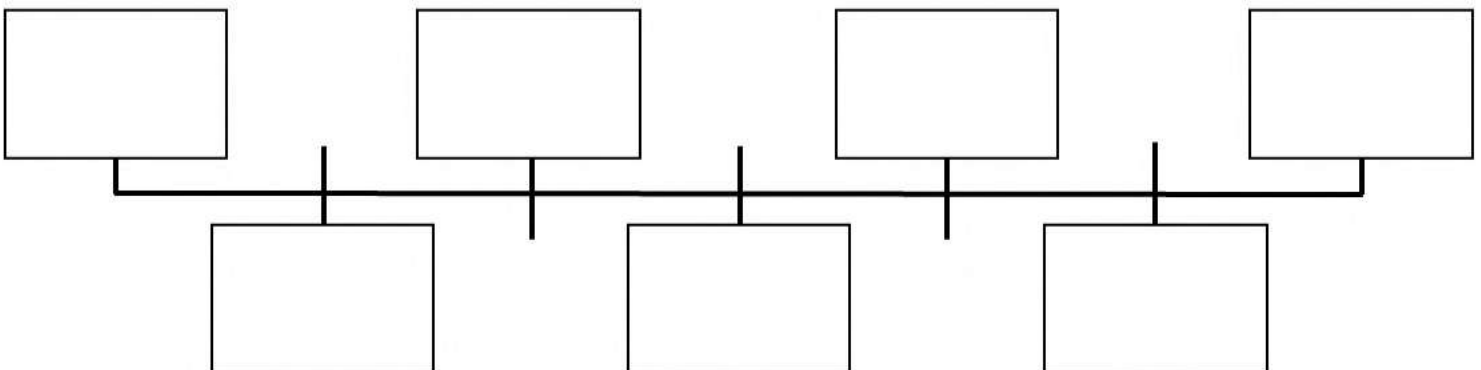
2) What headings are used in the biography?

3) How did the subheading help you understand the text?

4) How did the list help you understand the biography? Was it?

Timeline

Timelines are often included in biographies. Create a timeline using the information in the biography.



Researching Skills - Plagiarism

What's Plagiarism?

Plagiarism is like copying in a test. It's when you use someone else's words or ideas and pretend they're yours. Doing this in school can get you in trouble.

Ways to Avoid Plagiarism

- 1) **Paraphrasing:** This means reading something, understanding it, and then writing it in your own words. The rewritten part will be of a similar length to the original part.
- 2) **Summarizing:** When we rewrite information, making it shorter by including only the important information.
- 3) **Quoting:** If you want to use someone's exact words, you put them in "quotation marks" and say where you found them.

Practice

Paraphrase, summarize, and quote the passages below.

Electrical circuits are paths that allow electricity to flow, powering our devices. Think of them like water flowing through pipes! Just like turning on a faucet lets water run, turning on a switch lets electricity flow through wires, powering our toys and tools.

Paraphrasing

Electrical circuits are like ways for electricity to travel, making our gadgets work. Imagine them as pipes with water running inside! When you flip a switch, electricity goes through the wires to power things.

Summarizing

Electrical circuits let electricity flow through wires, similar to how water flows in pipes, and power our devices when switches are turned on.

Quoting

"Electrical circuits are paths that allow electricity to flow through wires, powering our devices."

Both airplanes and birds use wings to fly. Wings push air down, which pushes them up. Birds flap their wings, while planes use engines.

Paraphrasing

Summarizing

Quoting

Researching Activity – Note Taking

Instruction

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

Nikola Tesla: The Man Who Changed Electricity

Nikola Tesla was born in 1856 in a place now called Croatia. He was an amazing inventor who changed how we use electricity. He had bright ideas that helped shape today's world of science and technology.

Childhood: Growing Up with Big Dreams

Tesla grew up in a village called Smiljan. He loved nature and was always curious about how things worked. This wonder made him want to learn more, especially about engineering and physics. He started thinking he could make cool inventions in the future.



Amazing Inventions: The Power of Alternating Current

Later, in the 1880s, Tesla had a big idea. He thought of a new way to move electricity called alternating current (AC). Before this, people used direct current (DC). This new way was great because it could send electricity over long distances without losing power. Another inventor named Thomas Edison liked a different way called direct current (DC). They both believed their way was best, but over time, most people chose to use Tesla's AC because it worked better for long distances.

His Later Life: Always Inventing

Tesla never stopped thinking of new things. He even played around with ideas for sending messages without wires and moving energy from one place to another without cables. Even after he died in 1943, his ideas and inventions still help us today. We can see his work in many gadgets and systems we use now.

Timeline

- 1856: Nikola Tesla was born in Smiljan.
- 1888: He came up with a new design for an AC motor.
- 1893: He showed how to send messages without wires at a big event called the World's Columbian Exposition.
- 1943: Sadly, this was the year Tesla passed away, but he left us with so many helpful inventions.

Name: _____

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Researching Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking.

Success Criteria – Biography

Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 7 criteria.

Biography – Sally Ride: First American Woman in Space

Introduction

Sally Ride was an American astronaut who made history by becoming the first American woman to travel into space.

Early Life

Sally was born on May 19, 1951, in Los Angeles. She always loved science and even as a child was curious about the stars and planets.

Achievements

In 1983, Sally made history! She became the first American woman to travel into space. She flew aboard the Space Shuttle Challenger and did important science experiments in space.

Difference Maker

Later Life

After her journey to space, Sally became an author. She wrote books about space to help kids learn and get excited about the stars and planets.

Legacy

Sally Ride passed away in 2012, but she left a big mark on the world. She showed that with hard work and passion, anyone, girl or boy, can reach for the stars and make their dreams come true.

Bibliography

Source: "Sally Ride for Kids." NASA website. Date Accessed: March



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

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

Penguins are birds that can't fly.

The moon is dim but stars are brighter.

The Earth orbits the sun very quickly.

The human body has 206 bones.

Photosynthesis is how plants make food.

Cursive Writing Activities

Practice

Trace the cursive stories below

Gravity is a force that keeps us on Earth. It's also the reason why things fall when you drop them.

Dinosaurs lived about millions of years ago. Birds are the closest living relatives to day.

The Nile River is the longest river in the world. It flows through several countries and is essential for their water supply.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your favourite movie?

What's your favourite TV show?

Do you like summer or winter?

What's your favourite animal?

What's your favourite book?

What is your favourite sport?

What's your favourite subject in school?

What is your favourite vegetable?

PREVIEW