



Preview – Information



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

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

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

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

rob@supersimplesheets.com



Google Slides Lessons Preview





Saskatchewan Language Writing – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **identify and understand different text forms** so we can **choose the right one to communicate our ideas clearly and effectively.**

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

Word Choice by Audience

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

Science Teacher	hypothesis	results	guess	history	procedure
	globe	conclusion	variables	replicate	noun
Teachers	cooldown	formative	playbook	defense	Lesson
	rubric	chart	assessment	grade	drill
Pilots / Airline Crew	glaze	altitude	runway	marinade	airspeed
	turbulence	stanza	compost	cabin crew	captain
Artists / Designers	palette	composition	contrast	barometer	illusion
	lab	typography	stanza	abstract	capsule
Lawyers / Judges	appeal	affidavit	marinade	chorus	precedent
	verdict	tempo	respawn	statute	deposition

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Write to an Audience: Word Choice in Action

Instruction: 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.

Audience	Word Choices		

Large empty box for writing a short letter to an audience.



Saskatchewan Language Writing – Grade 7



Building a Strong Paragraph



Read each sentence below and decide if it is a Topic Sentence, Supporting Detail, or Closing Sentence.

1	It helps me relax and express my creativity.	
2	Summer is my favourite season of the year.	
3	My favourite hobby is painting colourful landscapes.	
4	Painting isn't just a hobby; it's a way to show who I am.	
5	The warm weather allows me to swim, travel, and spend time outside.	
6	Soccer brings people together and makes me feel energized.	
7	Soccer is the best sport to play with friends.	
8	Summer is special because it's filled with fun and adventure.	

Topic Sentence

Supporting Details

Closing Sentence



Read each definition carefully and match the transition word from above.

Transition Words - Supporting Details

Too	Moreover	Finally	However
Similarly	Alternatively	Along with	In addition
But	Meanwhile	First	In conclusion
Introduces the beginning step or point.		Signals the last point.	
Points out that two things are alike.		Summarizes the main ideas at the end.	
Shows contrast or an opposite idea.		Reinforces the previous idea with extra detail.	
Suggests another option or choice.		Indicates disagreement or difference.	
Introduces extra supporting information.		Adds something similar to the first idea.	
Adds another idea at the end of a list.		Indicates two things happening at the same time.	

Choose the Best Ending

Read each paragraph and draw a checkmark (✓) beside the ending that best completes the paragraph.

School uniforms can improve learning focus. They cut down on outfit distractions. They also build a shared school identity.

- ☐ Uniforms can help students aim their attention at class.
- ☐ Some students like to design their own jackets.
- ☐ Uniforms come in many fabrics these days.

Regular exercise supports mental health. It releases endorphins that lift mood. It also strengthens the heart and muscles.

- ☐ Overall, exercise improves both body and mind.
- ☐ Ultimately, sports stores can be crowded after school.
- ☐ In conclusion, many teams practise on weekdays.

Reading every day strengthens vocabulary. It exposes students to new ideas. It also trains the brain to concentrate for longer.

- ☐ Libraries sometimes host weekend events.
- ☐ Daily reading supports both language growth and focus.
- ☐ Paperbacks are easy to carry around.

Responsible online behaviour keeps people safe. Limiting personal data protects privacy. Using respectful language builds trust.

- ☐ After all, some apps change their layouts often.
- ☐ In summary, screens can be too bright at night.
- ☐ In conclusion, smart choices online protect relationships and information.



Saskatchewan Language Writing – Grade 7



Identifying Character Traits

Honest	Lazy	Patient	Brave	Selfish
Careless	Reliable	Impatient	Kind	Hardworking



Read each passage carefully and drag the best word from the word bank that describes the character's trait.

1	Mia always helps her younger brother with homework, even when she is tired from school.	
2	Daniel never forgets to water the plants, feed the dog, or finish his chores before playing games.	
3	Aiden admitted to his teacher that he forgot to do his assignment, instead of making an excuse.	
4	Clara argued with her friends and kept all the snacks for herself during the picnic.	
5	Luke waited calmly for his turn at the doctor's office, even though the line was very long.	
6	Sarah studied late at night, woke up early, and still worked hard on her project.	
7	Ben ran into the storm to rescue his puppy, even though it was dangerous.	
8	Emily forgot to lock her bike and left her books outside in the rain.	

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	



Word Search

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

☐ Limerick	☐ Narrative	☐ Sonnet
☐ Haiku	☐ Rhyming	☐ Free Verse

Find the poem types in the word search. Then, match each description by writing the correct type of poem on the lines provided.

A short, funny 5-line poem with rhythm and rhyme.	
A poem with 14 lines that follows a rhyme pattern.	
A short 3-line poem from Japan.	
A poem that tells a story with characters and events.	
A poem with no set pattern or rhyme.	
Words sound the same at the end of lines.	



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
CC7.1	Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World)	11-12, 90-91, 168-171, 190-191
CC7.2	Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.	228-234, 248-250, 319-321, 333
CC7.3	Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.	15-34, 38-51, 53-56, 69-72, 74-77, 79-82, 84-87, 129-138, 172-174, 199-201, 208-209, 220-227, 235-238, 247, 273-278, 287-292, 298-299, 332, 334-335
CC7.4	Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects,	15-34, 38-51, 53-56, 69-72, 74-77, 79-82, 84-87, 94-97, 199-201, 235-238, 292, 298-350
CC7.5		192-195, 244
CC7.6	Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).	N/A
CC7.7	Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).	N/A
CC7.8	Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.	11-12, 59-66, 90-91, 98-108, 115-125, 139-144, 147-150, 153-154, 157-159, 190-191, 300-307, 323-325
CC7.9	Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).	13-14, 67-68, 92-93, 111-114, 155-156, 166-167, 177-184, 196-198, 205-207, 210-219, 239-242, 256-258, 267-272, 284-286, 296-297, 309-318, 331

**Preview of 150 pages from
this product that contains
437 pages total.**

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
AR7.1	Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.	9-10, 109-110, 164-165, 265-266
AR7.2	Appraise own and others' work for clarity and correctness.	35-37, 52, 57-58, 73, 78, 83, 88-89, 145-146, 151-152, 160-163, 189, 245-246, 251-255, 259-264, 279-283, 293-295, 308, 322, 326-330

Writing Goals

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



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

Improve vocabulary by learning and using five new words each week.	Yes	No
Write clear and structured paragraphs.	Yes	No
Use a variety of sentence structures to make writing more interesting.	Yes	No
Use punctuation correctly, including commas and semi-colons.	Yes	No
Practice writing for different purposes	Yes	No
Engage in peer review and give constructive feedback	Yes	No

2) What other writing goal could you add?

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

Name: _____

10

Curriculum Connection
AR7.1

Goals – Checking In

Did you achieve your goals?

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

2) As you worked on your writing this week, did you think you achieved these goals? Explain.

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

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

Is it fair to have homework over the weekend or should weekends be free time only?

Should everyone have to do public speaking in class, even if some students are really shy?

Should children who misbehave in class be sent to the principal's office, or is there a better way to handle discipline?

If someone is caught cheating, is it fair to punish them or should they have a chance to redo the work?

Name: _____

12

Curriculum Connection
CC7.1, CC7.8

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

Writing comes in various types, each with its unique purpose and structure. Just as a specific tool is chosen for a particular task, different forms of writing are used to convey ideas and information effectively. These forms include narratives, reports, essays, and more, all tailored to fit the message they are intended to deliver.

Common Text Forms and Their Features

- Narratives: Fictional stories with characters, settings, and plots.
- Book Reviews: Evaluations of books, highlighting strengths and weaknesses.
- Poetry: Expressing emotions and ideas through rhythm and rhyme.
- Persuasive Writing: Convincing arguments using facts and evidence.
- Letter Writing: Personal or formal communication.
- Report: Detailed information on a topic, often written with headings.
- Biographies: Life stories focusing on key 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 guides to accomplish tasks.



Why Text Forms Matter

Understanding these different types of writing helps us choose the right one for the job. It makes our writing clear and effective. Whether we want to tell a story, explain something, or persuade someone, knowing these forms helps us do it well.

Understanding these text forms helps us choose the right one for different situations and makes our writing more effective and clear. It's like having a toolkit with different tools for different jobs, making communication easier and more efficient.

Matching

Draw a line from the text form to the matching description

Comic Strips

Diaries

Persuasive Writing

Lists

Instructions

Poetry

Book Reviews

Reports

Biographies

Letter Writing

Narratives

☐ Evaluations of literature.☐ Sequenced items or ideas.☐ Stories with a beginning, middle, and end.☐ Daily personal entries.☐ Life stories of individuals.☐ Formatted messages to others.☐ Expressive verses and rhythm.☐ Stories with pictures and dialogue.☐ Step by step guides.☐ Persuading readers with arguments.☐ Detailed information on a topic.**Questions**

Answer the questions below.

1) What is the main purpose of persuasive writing?

2) Give an example of a text form used for expressing emotions.

3) Why is it helpful to know the different text forms before writing something?

Identifying Purpose of a Text

Identifying the purpose of a text is about understanding why the narrator wrote it, which can be to inform, entertain, persuade, or explain something. Identifying the purpose helps you better understand the main idea of the text.



To Inform: A newspaper article explaining the effects of plastic pollution on ocean life.

To Entertain: A young girl overcomes challenges to win a science fair.

Direction Read the description, circle the writer's purpose, and then explain your answer.

1)	A biography of a historical figure	Inform	Persuade	Entertain
----	------------------------------------	--------	----------	-----------

How do you know? Write a sentence explaining your answer.

2)	An advertisement for a new video game	Inform	Persuade	Entertain
----	---------------------------------------	--------	----------	-----------

How do you know? Write a sentence explaining your answer.

3)	A blog post about how to bake a chocolate cake	Inform	Persuade	Entertain
----	--	--------	----------	-----------

How do you know? Write a sentence explaining your answer.

4)	A poem about winter	Inform	Persuade	Entertain
----	---------------------	--------	----------	-----------

How do you know? Write a sentence explaining your answer.

Think

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

Books That Educate	Books That Entertain

Think

Read each summary below and circle what their purpose might be.

1)	NASA uncovers signs of life possibilities on Mars.	Inform	Entertain
2)	Our daily choices directly affect climate change.	Entertain	Persuade
3)	Soldiers in the American Revolution faced challenges.	Persuade	Entertain
4)	Volunteering for wildlife conservation taught me the value of protecting nature.	Persuade	Educate
5)	Jupiter is the largest planet in our solar system.	Educate	Entertain

Write

Write the name of books that have three different purposes. You can use the same book more than once.

1)	
2)	
3)	

Personal Voice in Writing

Discovering Your Personal Voice in Writing

Writing is a powerful way to express thoughts, feelings, and ideas. But have you ever wondered what makes your writing unique? It's your personal voice! We'll explore what personal voice in writing is and how to make your writing stand out.

What Is Personal Voice in Writing?

Personal voice is like a writing fingerprint – it's what makes your writing distinct. It's the way you express yourself, your unique style, and emotions that shine through your words. When you read something and think, "This sounds like something [your name] would write," that's capturing personal voice.



How to Develop Your Personal Voice

- 1. Know Yourself:** To find your personal voice, you need to know who you are. What are your interests, beliefs, and experiences? Your personal voice should reflect these.
- 2. Read, Read, Read:** Reading a variety of books, articles, and stories can help you discover different writing styles. Pay attention to what you like and dislike in other writings. This will help you shape your own style.
- 3. Write from the Heart:** Don't be afraid to be yourself in your writing. Share your thoughts, stories, and emotions honestly. When you write from the heart, your personal voice shines through.
- 4. Edit and Revise:** Your personal voice might not be crystal clear at first. That's okay! As you edit and revise your work, you'll refine your voice and make it stronger.
- 5. Feedback Is Valuable:** Don't hesitate to ask for feedback from teachers, peers, or family members. They can offer insights on how to improve your personal voice.

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
Park					
Forest					
Desert					
Market					
Museum					
Volcano					
Iceberg					
Garden					
Cityscape					

Write

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

Personal Voice – Word Choice

Word Choice

Change the crossed-out words to more interesting word choices.

I went to a big _____ museum. The paintings were interesting and the sculptures were cool _____. It was extremely crowded. There were information _____ that were somewhat informative. The guided tour was long _____ and the artifacts were old _____. Overall, it was an okay _____ and I wanted a souvenir, but the gift shop was expensive _____. The car _____ was fine _____. The whole experience was nice _____, not amazing.

I visited my grandparents' large _____. The fields were really big _____, and the farmhouse was _____. There were lots of animals who noisy _____, and the _____ looked _____. The lunch was nice _____. The afternoon was a bit boring _____. The sunset was pretty _____. _____ though the night was super quiet _____. The beds were hard _____, and the morning was especially cold _____.

Think

Write synonyms for the words below

Soft				
Weak				
Bright				

Word Choice - Audience

Word Choice

Circle the words you would use when writing to the audiences below.

Kindergarteners	Yummy	Weirdo	YOLO	Tea	Wowie
	Notepad	Uh-oh	Potty	Tummy	Bubba
Elementary School Students	Taxes	Debt	Ghosted	Meme	Recess
	Lowkey	Cool	Awesome	Flex	
High School Students	Binge	Adulthood	Adulthood	Anxiety	Squad
	Wellness	Viral	Vibe		
Parents	Hyped	Mentorship	Stream	Groceries	
	Mentorship	Selfie	Chill	Meme	
Seniors	Pension	Syllabus	Legacy	Freedom	
	Zumba	Discount	Trending	Relaxation	

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.

Activity: Secret Agent Notes

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Secret Agent Notes

Planning

Answer the questions below

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

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

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

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

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

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

Name: _____

32

Curriculum Connection
CC7.3, CC7.4

Writing

Write your note below

PREVIEW

Reflection

How did it go? What did you learn?

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

2) How can you make your writing more stylish?

Exploring the Structure of Paragraphs

Understanding Paragraphs

Paragraphs are essential building blocks of written communication. They help organize ideas and make written text easier to understand.



Parts of a Paragraph

A paragraph consists of three main parts:

- 1) **Topic Sentence:** This is the first sentence of a paragraph. It tells the reader what the paragraph is about. Think of it as the "main idea" or "topic" of the paragraph.

For example, if you are writing about your favorite hobby, the topic sentence might be, "My favorite hobby is playing soccer."

- 2) **Supporting Details:** After the topic sentence, you include sentences that provide more information about the topic. These sentences explain, describe, or give examples related to the main idea.

For our soccer example, supporting details could include how long you've been playing, your favorite soccer team, and memorable soccer experiences.

- 3) **Closing Sentence:** The closing sentence comes at the end of the paragraph and wraps up the paragraph and often restates the main idea in a different way. For our soccer paragraph, the closing sentence might be, "Soccer isn't just a game; it's a passion."

Let's explore how to make paragraphs work effectively.

Creating effective paragraphs is crucial for clear writing. Each paragraph should have a single main idea, avoiding unrelated information. Use transition words like "first" and "next" for coherence. Aim for 3-5 sentences; very short or long paragraphs can be confusing. Start new paragraphs with an indentation for clarity. Practice improves paragraph writing.

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

They are like the heart of a school where students meet every day. Students chat, work together, and eat, making it a fun place to hang out and be themselves. That is why cafeterias are important places in schools.

Topic Sentence

Kids explore new books, play, or read for fun, all in a cozy corner. They can also research for projects or learn more about the world. Libraries are key in schools because they're quiet spaces to think.

Topic Sentence

Kids play in the snow, sledge down hills, and enjoy the chilly fun. Winter is special because it changes our usual day into a day full of play, creativity, and holiday joy.

Hooks

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

Boring Version

Plants need water to grow.

Your Version

Boring Version

Exercise is good for your health.

Your Version

Boring Version

Dogs make great pets.

Your Version

Writing Hooks – Improving Topic Sentences

Asking a Question: Begin with a question to make your readers curious.

Example: "Have you ever asked why some animals can glow in the dark?"

Use an Exclamation: Start with something exciting to grab your reader's attention.

Example: "Wow! Lightning can be more powerful than you might imagine!"

Making a Bold Statement: Start with a strong statement so readers know what to expect.

Example: "Ants are the largest land animals on Earth."

Adding an Interesting Fact: Tell an interesting fact to engage your readers.

Example: "Did you know the Eiffel Tower can be 15 cm taller during the summer?"



Hooks

Revise the topic sentence below using the different strategies.

Original Version	Earthworms help make soil from garbage.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Bees help food grow by moving pollen around.
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 come in all shapes and sizes, wagging their tails and bringing joy to our lives. These furry friends are not just pets; they're like family members. Dogs are known for their loyalty, love, and the special bond they share with humans.

- a) Dogs are important animals that improve the lives of many people.
- b) You can find dogs in many homes.
- c) They are friendly and go for walks, making them wonderful companions.

2) They rise high into the sky, their peaks often touching the clouds. Mountains are not just massive rocks; they are majestic wonders of nature. These towering landscapes have inspired people for generations with their breathtaking views and adventurous challenges.

- a) I love skiing on mountains.
- b) Some mountains are so tall that they reach the clouds in the sky.
- c) Mountains are huge landforms found in different parts of the world.

3) They are filled with colourful characters and exciting stories. Comics are not just pictures on paper; they are windows to imaginary worlds and a fun way to unleash your imagination and embark on thrilling journeys.

- a) Reading is a wonderful thing to do when you are bored.
- b) Comics are like books filled with pictures and words that tell stories.
- c) They can be about superheroes, funny characters, or adventures.

4) It fills the air with harmonious sounds, making you tap your feet and sway to the rhythm. Music is not just noise; it is a magical language that speaks to your heart and soul. Whether you're listening, singing, or playing an instrument, music has the power to uplift and inspire.

- a) It can be slow and gentle or fast and exciting, and people love listening to it.
- b) Music is like a magical language that can make you feel different emotions.
- c) Music is something you can enjoy with your friends and family.

Think

Circle which topic sentence you think is best.

5) They twinkle in the night sky, far away in space, captivating observers.**Astronomers study them, and wishes are made upon these fascinating celestial bodies.**

- a) People often make wishes upon them, believing they have the power to grant dreams.
- b) Stars twinkle brightly in the night sky, and they are studied by scientists.
- c) Some stars are much larger and hotter than our sun, while others are smaller and cooler.

6) They live on four legs and are known for their loyalty. Many families consider them as part of the household. Dogs are more than just pets, their family.

- a) They have friends and make great playmates, and some are big while others are small.
- b) Dogs are known for their loyalty and are considered part of the family.
- c) Dogs come in various breeds, each with their own appearance and personality.

7) They are soft and fluffy, and they love to hop around. They are extra popular symbols during Easter. They are important animals celebrated during this festive season.

- a) Rabbits are soft and fluffy animals that love to hop around.
- b) During Easter, they become special symbols, often associated with eggs and chocolates.
- c) Rabbits are significant animals for many reasons.

8) Falling from clouds, sometimes lightly and sometimes heavily, they are essential for life. Farmers depend on rain to water crops, and without rain, living things could not survive.

- a) Raindrops fall from the sky, providing much-needed water for plants and animals.
- b) Raindrops are super cool, making puddles all over.
- c) Rain can vary in intensity, from a gentle drizzle to a heavy downpour.

Crafting Perfect Paragraphs

Starting Strong: The Hook

Every good paragraph starts with a special sentence that grabs your attention. It tells you what the paragraph is about.

Getting into Detail: Supporting Information

Once you have a solid topic sentence, it's time to add supporting details. These details give depth to your paragraph and provide more information about the topic you introduced. Imagine them as the supporting facts that support your main idea. Here are examples of main ideas followed by their supporting details:

Main Idea 1: Healthy Lunches Improve School Performance

- 1) Nutritious meals help improve focus in class.
- 2) Regular fruit intake supports overall health.
- 3) Drinking water keeps you hydrated for better concentration.

Main Idea 2: Team Sports Encourage Important Skills

- 1) Sports like soccer build teamwork and communication.
- 2) Regular practice develops dedication and discipline.
- 3) Winning and losing teach resilience and sportsmanship.

Ensure that your supporting details directly relate to your main idea and stay focused on the paragraph's topic.

Concluding It: The Closing Sentence

A paragraph isn't complete without a concluding sentence. This sentence summarizes the information presented and reinforces the paragraph's main point. Think of it as the final touch that brings everything together.



Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	Reading Expands Knowledge and Creativity
1	Reading different books introduces new ideas and worlds.
2	It improves vocabulary and language skills for communication.
3	Stories provide examples of problem-solving and critical thinking.

Topic Sentence	Reading is a great way to exercise.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	The Sun is an important celestial body in our solar system.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Flowers are not only beautiful but are important living things.
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 categorize our ideas into 3 big groups. If we do this, we could write 3 different paragraphs. Check out the example below.

Brainstorm why hockey is the best sport

Scoring goals, playing with friends, body checking, hitting the puck, skating fast, winning games, meeting new people.

3 Big Ideas (1) Social – playing with friends, meeting new people. (2) Winning – winning games. (3) Gameplay – body checking, hitting the puck, skating fast.

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

1) Why would flying be a superpower to have?



Flying
Superpower

List three main ideas you chose 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
Just as	Along with	Nevertheless	Too	In the end

Think

Choose a good transition word for the supporting details.

- 1) I love playing soccer. _____, my best friend prefers basketball. Which sport do you enjoy more, and why?
- 2) My favourite school subject is science. _____, my sibling's favourite is history. What are your favourite subjects, and why? Do you have anything interesting about them?
- 3) I enjoy spending weekends indoors. _____, my classmate also prefers to hang out inside.
- 4) Pizza is my all-time favourite food. _____, my friend's favourite dessert is ice cream.
- 5) _____, we'll gather our art supplies, like paper and pencils. _____, we sketch a rough outline to guide our drawing. _____, we'll add colours with our markers and paint. _____, we'll add details to bring our picture to life. _____, we'll display our artwork for everyone to see. _____, making art is a fun process from start to finish!

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

In our writing, we often focus on strong openings to get the reader's attention. Equally important, however, are conclusion sentences. These sentences are like the last word in your writing, leaving the final impression on the reader.



What is a Conclusion Sentence?

A conclusion sentence wraps up the main point of your paragraph or essay. It's like the last stroke of a pencil that completes the picture. It should connect back to your topic sentence and give your writing closure.

How to Write a Strong Conclusion Sentence

- 1) Restate the Main Idea: Begin your conclusion by restating the main idea of your paragraph or essay. Use different words but keep the same message.
- 2) Summarize Supporting Points: Briefly recap the key points you made in your writing. This reminds the reader of your main points.
- 3) End with Impact: Your conclusion should leave a strong impression by ending with an interesting statement, a call to action, or a memorable phrase that ties back to your topic.

Practice Makes Perfect

To become skilled writers, we need to practice crafting effective conclusion sentences. So, the next time you write, pay special attention to how you wrap up your paragraphs and essays. A well-crafted conclusion sentence can leave your reader with a sense of satisfaction and understanding.

Conclusion Sentences Checklist

- ☒ Restate the main idea.
- ☒ Summarize key points.
- ☒ End with impact.

True or False

Is the statement true or false?

1) Conclusion sentences are used in the middle of a paragraph.	True	False
2) The main idea is not restated in a conclusion.	True	False
3) They wrap up the paragraph, helping the reader understand.	True	False
4) Conclusion sentences should leave readers with curiosity.	True	False
5) Writing effective conclusion sentences requires no practice.	True	False

Think! Which conclusion sentence you think is best.

1) Chocolate is more than just a treat many crave. It starts as cocoa beans but ends up as our favorite candy. When eaten in moderation, it can even have health benefits!

- a) Chocolate bars sit on shelves.
- b) They come in various flavours and sizes.
- c) Chocolate, originating from cocoa, delights countless individuals with its creamy texture.

2) Video games are engaging, dynamic, and sometimes educational. They challenge our reflexes and brainpower, offering more than just fun. While critics dismiss them, many educators find value in their interactive learning potential.

- a) Video games, though fun, often offer educational insights and challenge critical thinking.
- b) Controllers are used to play them.
- c) They are available on various platforms like consoles and PCs.

3) Bicycles eco-friendly, great for fitness, and a fun way to get around. They've been around for centuries, evolving in design and function. From mountain trails to city streets, they offer a sense of freedom and adventure.

- a) Bicycles have two wheels and pedals.
- b) Bicycles, a sustainable mode of transportation, cater to both fitness enthusiasts and commuters.
- c) They require balance and pedaling to move.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) Clouds are fascinating objects in the sky. They change shapes and can be fluffy, thin, or dark, depending on the weather. Watching them can be calming and fun. They are also important as they can release water we need.

2) Books offer endless adventures and fascinating journeys. There are stories about magic, adventures, and facts. Reading is like going on many journeys without leaving home.

3) Bicycles are an amazingly useful invention. They are fun to ride and people ride them for fun or to get around. You pedal to move, and you can ride on streets and in parks.

4) Space is a vast and mysterious place that stretches far beyond our Earth. It's filled with countless stars, planets, and galaxies. Scientists are doing their best to explore space, so we can learn more about it.

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) Trees are essential to our environment and provide many benefits. They give us oxygen, which is necessary for breathing. Trees also offer shade on sunny days and are home to many different types of animals. Plus, they give us wood for building and paper for writing. In short, trees are vital to the health of our planet.

Main Idea _____

2) Recycling helps protect the Earth and conserves resources. It reduces the need for new materials, saving trees and other natural resources. Recycling also cuts down on pollution because it lessens the need for manufacturing new products, which can help fight climate change. Overall, recycling is a simple act that makes a big difference.

Main Idea _____

3) Healthy eating is important for growing bodies. Eating a variety of fruits and vegetables provides essential vitamins and minerals. Foods like fish and nuts are good for heart health. Drinking water is better than sugary drinks for staying hydrated. Eating well keeps our bodies strong and helps us feel our best.

Main Idea _____

4) Regular exercise is key to staying healthy. It keeps our hearts strong and helps to build muscles. Exercise can make us more flexible and improve our balance. It's also a fun way to spend time with friends, whether it's playing a sport or going for a walk. Staying active is important for a healthy lifestyle.

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.

Implementing sustainable farming practices in Southeast Asia is crucial. Firstly, these practices help reduce the use of harmful chemicals, promoting healthier soil and water. Additionally, they encourage crop rotation and organic farming, preserving biodiversity and preventing soil degradation. Furthermore, sustainable farming leads to higher yields over the long term, ensuring food security for the region. In conclusion, adopting sustainable farming methods is not only environmentally responsible but also economically beneficial for the future of agriculture in Southeast Asia.

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 down. 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	☒	☐
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: _____

56

Curriculum Connection
CC7.3, CC7.4

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; all details are relevant.	Two or three relevant details; some details may be irrelevant.	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?

Essay Writing – Thesis Statements

A **thesis statement** tells the reader what you're going to talk about. Imagine you're telling a friend about your favourite game, and you say, "This game is really exciting because it has challenging quests, creative characters, and amazing graphics." That sentence is a thesis statement that states the main ideas for the topic of the essay.

Instructions

Read the topics below and write the three main ideas into a thesis statement

Topic	Main Ideas
Team Sports	1) Team sports are good exercise 2) Team sports teach us teamwork 3) Team sports are fun
Thesis Statement	
In this essay, we will explain how team sports are a good form of exercise, how they teach us teamwork, and how they are a lot of fun for people of all ages.	

Topic	Main Ideas
Healthy Eating	1) Helps us maintain a healthy weight 2) Provides energy we need for daily activities 3) Helps strengthen our bones
Thesis Statement	

Topic	Main Ideas
Renewable Energy	1) Renewable energy reduces pollution. 2) It is a sustainable resource. 3) Investing in renewable energy creates jobs.
Thesis Statement	

Essay Writing – Thesis Statements

Brainstorm

Brainstorm 3 main ideas for each of the topics below. Then write a thesis statement for each.

Topic	Main Ideas
Is Social Media Good or Bad for Kids? (3 reasons why)	1)
	2)
	3)
Thesis Statement	

Topic	Main Ideas
Why are Pets Good or Bad for People?	1)
	2)
	3)
Thesis Statement	

Question: Why do you think a thesis statement is important in an essay?

Essay Writing – Thesis Statements

Think

Circle the best thesis statement below for the topic provided

Topic: The Impact of Social Media on Youth

- a) Social media is bad for kids because it can be distracting and it's where they spend a lot of time.
- b) Social media significantly affects youth by influencing their social skills, altering their attention spans, and impacting their mental health.
- c) Social media is bad for youth because they use it often, and it has lots of pictures, and it can make it easy to learn cooking.

Topic: Climate Change and Its Effects on Our Planet

- a) Climate change is bad because it makes the weather hotter, and some animals don't like it.
- b) Climate change affects our planet by changing weather patterns, making ice cream melt faster in the summer, and sometimes causing more rain.
- c) Climate change is a critical issue that threatens the environment, increases weather-related disasters, and causes sea levels to rise, demanding immediate global action.

Topic: The Benefits of Learning a Second Language

- a) Learning a second language enriches cognitive development, enhances cultural understanding, and opens up greater career opportunities for students.
- b) Learning a second language is good because it's fun and you can speak to more people.
- c) Learning a second language is beneficial because it can help with travel, it's a school subject, and it can make ordering food in restaurants easier.

Topic: The Role of Pets in Family Life

- a) Pets play a vital role in family life by promoting physical activity, providing emotional support, and teaching responsibility to children.
- b) Pets are great for families because they are cute and people love them.
- c) Having a pet is good because they can be your friend, they need to be walked, and they can also do tricks that are funny.

Scaffolding - Essay Writing

Sample Ideas		
Basketball	Healthy Eating	Animal Adaptations
Clean Energy	Tropical Rainforests	Internet Safety
Canadian History	Mathematics in Daily Life	Renewable Resources
The Water Cycle	Influential Canadians	Volcanoes
Ancient Civilizations	Ancient Egypt	Space Exploration

Instructions: Answer the questions below

1) Choose 3 topics you are interested in and list three main ideas about it.

Topic	Main Ideas
Example: Hockey	• What key players are there? • How is the game played? • Who are the key players in the world?
1)	
2)	
3)	

Scaffolding - Essay Writing

2) Fill in the missing parts of the paragraphs below to complete the essay.

Topic: Hockey

Introduction

Hockey is a fast-paced and exciting sport that has captivated fans around the world. In this essay, we will explore the origins of hockey, how it's played, and some of the best players who have ever laced up.

Main Idea 1: When Hockey Was Invented

Main Idea 2: How to Play Hockey

Main Idea 3: The Best Hockey Players in the World

Throughout its history, hockey has seen many talented players, but a few stand out as the best. One of the most famous is Wayne Gretzky, known as "The Great One." He is considered many as the greatest player ever, holding numerous records. Another legendary player is Steve Yzerman, known for his longevity in the NHL. More recently, players like Sidney Crosby, Connor McDavid have made their mark with exceptional skill and athleticism. These players are admired for their abilities and have inspired countless young athletes around the world.

Conclusion

Hockey is more than just a game; it's a part of cultural heritage, especially in Canada where it was first played. From its humble beginnings on frozen ponds to the high-stakes international competitions of today, hockey continues to be a beloved sport. Understanding when hockey was invented, how it is played, and who some of the best players are helps us appreciate the deep impact it has had on sports history and why it is so cherished by fans and players alike.

Scaffolding - Essay Writing

Write

Choose one of the three topics you selected, then write a five-paragraph essay about it.

Introduction - Include a thesis statement

PREVIEW

Main Idea 1

PREVIEW

Name: _____

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Formal Versus Informal Letters

In the world of writing, letters are an essential way of communicating. But did you know that there are two main types of letters: formal and informal? In this report, we will explore the key differences between these two types and when to use them.



Formal Letters

Formal letters are used for serious matters, such as job applications, business communication, or writing to people you don't know well. When writing formal letters, you should use proper titles, like "Mr." or "Ms.," and start with a formal greeting like "Dear Mr. Smith." The language should be polite and professional. For example, you might write a formal letter to apply for a job or to make a complaint to a company.

Informal Letters

Informal letters, on the other hand, are used for relaxed and personal communication. You can use first names and a casual tone. Informal letters often start with a casual greeting like "Hi" or "Hello." You might write an informal letter to a friend, family member, or someone you know well as a way to share news, or express your feelings in a friendly way.

When to Use Each Type

Knowing when to use formal or informal letters is important. Use formal letters for official matters, like writing to your principal or applying for a job. Informal letters are great for staying in touch with friends and family or writing to someone you're close to.

Examples of Formal and Informal Letters

Here's a quick list to help you understand the difference:

- Formal Letter: Job applications, complaints, letters to authorities.
- Informal Letter: Letters to friends, family, people you know well.

Understanding the difference between formal and informal letters is a valuable skill in the world of writing. By using the right type of letter in the right situation, you can communicate effectively and show respect for your reader. So, whether you're writing to your future boss or your best friend, remember the key distinctions between these two types of letters.

Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are commonly used for personal communication.	True	False
2) Informal letters require a polite and professional tone.	True	False
3) "Dear" is a typical greeting in informal letters.	True	False
4) Job applications often use informal language.	True	False
5) Writing a letter to a company is an informal letter.	True	False

Think

which type of letter is given in the example.

Subject: Science Experiment
Hey Mrs. Garcia,

I hope you're having a great day! I just heard about our upcoming science experiment, and I'm super excited! Can you give us a sneak peek of what it'll be about? I love science, and I can't wait to dive into this new adventure.

Thanks,
Sophie

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

Dear Mr. Brown,

I am excited for the field trip you mentioned. It sounds like fun. Could you give me more details about where we're going and what we'll do there? Exploring new places is always a great idea, and I'm well prepared!

Best regards,
Aiden

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

Hi Ms. Robinson,

I heard there's a mystery book club starting at the library. Can you tell me when the first meeting is and what book we'll be reading? I'm a big fan of mysteries, and I'd love to join in the fun.

Thanks a bunch,
Olivia

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

Subject: Upcoming Project

Dear Mr. Thompson,

I enjoyed your last class. 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 |

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 Counsellor	Discuss feeling stressed about exams	Formal	Informal
Basketball Coach	Ask for tips on improving shooting	Formal	Informal
Neighbour	Borrow a video game	Formal	Informal
School Band Leader	Express interest in joining the band	Formal	Informal
Aunt/Uncle	Ask about a recent school trip	Formal	Informal
Science Teacher	Ask for help on a lab experiment	Formal	Informal
Library Club	Ask for club reading	Formal	Informal
Best Friend's Mom	Ask for permission for a party	Formal	Informal
School Newspaper	Write about the school's history	Formal	Informal
Classmate	Collaborate on a group project	Formal	Informal
Drama Club Head	Inquire about audition dates	Formal	Informal
Local Bookstore	Recommend ordering a book for the library	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: Mysterious Light in the Sky!

Hey Taylor,

Last night I saw this weird, bright light in the sky. It wasn't a plane or a star. Do you think it could be something else? It was so strange! Let's chat about it. Maybe it's a topic for our next science project. It's a real mystery to solve together.

Curiously,

Avery

Author's Voice

Subject: Missing Homework Disaster!

Hey Riley,

I can't find my homework anywhere, and it's due tomorrow! Have you ever had a homework mishap? I'm panicking! Help me brainstorm a plan to solve this homework adventure we need to conquer.

Stressed out,

Logan

Author's Voice

Subject: Exciting News - Guess What?

Hey Olivia,

I've got some exciting news to share! Can you guess what it is? Hint: It involves a surprise party. Let's catch up soon, and I'll spill the beans! I can't wait to see your reaction.

Thrilled,

Sophie

Author's Voice

Name: _____

71

Curriculum Connection
CC7.3, CC7.4

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	To share a high score they had in a video game or to share a new viral video they just saw.
Subject:	

Audience	Purpose
Cousin or Family Friend	Describing a funny incident that happened during a vacation.
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: Yay! Our Project

Hey, _____! I just got _____ for our science project! _____ How about we study plant growth and see how different factors affect it? _____ We can use different types of soil, light, and _____ It's so interesting to see the results. _____, what do you think?

Let me know,
Alex

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

Subject: Ugh! The Worst Day Ever

Hey, _____! I can't believe how today went. _____! My coffee machine broke and sprayed coffee everywhere. _____! Then, my computer crashed to _____ in the middle of my presentation. _____! To make things worse, I lost _____.

Annoyed,
Mike

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

Subject: Ah! My Chaotic Weekend

Hey, _____! My weekend was something else. _____! Mr. Whiskers climbed the tallest tree and wouldn't come down. _____! Later, I botched a new dessert recipe. _____! Ended up with a salty cake. _____! To top it off, I got my foot stuck in a bucket cleaning the mess. Hope your weekend was smoother. Let's chat soon!

Frustratedly,
Sarah

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: Mixing and Dissolving: Sugar in Water and Other Examples

Hey there

Guess what I did a super cool science experiment over the weekend! I decided to explore mixing and dissolving, and it was pretty neat.

First, I took a glass of water and added some sugar to it. Then, I stirred and stirred until all the sugar disappeared. Wow, it was like magic! The sugar mixed with the water and dissolved right away.

But wait, there's more! Next, I tried mixing salt with water, and it did the same thing. The salt just disappeared into the water. I made a list of what else we can mix and dissolve.

Anyway, I can't wait to chat more about this. I want to meet with you this weekend and do some more fun experiments together? Let me know!!!

Catch you later,
Emily

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing stories, party invite
Family Members	Saying thanks, holiday wishes
Classmates	Help with homework, hang out
Teachers	Talk about games, practice chat
Peers	Say hello, share cultures
Famous Person	Write a fan note, ask questions

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

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

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

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

PREVIEW

Edit

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

Criteria	☒	☐
Greeting		
Clear Topic Sentence		
Engaging Body – Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does It Make Sense?		

Edit

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

Criteria		
Greeting		
Clear Topic Sentence		
Engaging Body – Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does It Make Sense?		

Name: _____

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?

Reflection - What Did I Learn?

Think

Write five things you learned from completing this writing assignment.

PREVIEW

What I
Learned

Narrative Writing - Imagery

Draw

Read the sentences below and draw what you imagine.

On a sunny spring day, Emily stood in a lively city park, sketchbook in hand. Cherry blossoms bloomed around her, petals gently drifting in the breeze. Sunbeams danced on the grass, illuminating bright tulips and daffodils. A small pond, with a few lily pads and blue with drifting clouds. The air carried a mix of bird songs and city sounds, creating a symphony of urban and natural harmony. The park buzzed with the rejuvenating spirit of spring.

On a crisp autumn evening, Liam walked to a quiet beach with his camera. The sky was a deep purple, shimmering with stars. Seagulls called overhead, mixing with the sound of the sea. The sand, cool and soft, showed footprints leading to a pier. A small fire crackled nearby, its warm glow and the scent of wood filling the air. In the distance, boats with twinkling lights floated on the horizon, adding to the peaceful autumn beach scene.

Narrative Writing - Setting

Describe

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

See	
Feel	
Hear	
Taste	
Smell	



Use your notes above to write a paragraph form.

Analyze

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

As the sun went down, Sally stood on the calm beach. She heard the gentle waves, like a soothing song. The salty sea breeze blew through her hair, and she smelled the ocean. Her toes sank into the wet sand as seagulls trumpeted loudly, searching for food. Sally tasted the salty mist, feeling the vast sea.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing – Fantasy Characters

A **fantasy character** is a type of character that you find in stories set in magical or imaginary worlds. These characters often have special powers or live in places that don't exist in the real world, like enchanted forests or kingdoms in the clouds.

For example, "The elven princess gracefully navigated the mystical forest, whispering ancient spells to make the hidden paths appear, her cloak shimmering with a light."

Draw

Choose one of the fantasy characters below and create a character by filling in the boxes below. Use your imagination!

Wizards

Dragons

Vampires

Mermaids

Giants

1) What is your character's name?

2) Draw your character.

Where does it live? Describe the setting.

4) Write three-character traits your character has. Explain how they show up in your story.

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.

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 _____ in the sentences below and circle what their character type might be.

1	Max is always the first to arrive and the last to leave, a clear sign of his _____.	Direct	Indirect
2	Ava gently wrapped her arms around the shivering stray cat, a small act that spoke of _____.	Direct	Indirect
3	Oliver's report card always reflected his _____, impulsive nature.	Direct	Indirect
4	Jamal's stride didn't falter under the weight of the crowd's jeers, his dignity intact.	Direct	Indirect
5	"Lily, your curiosity will take you far," said her teacher in class.		Indirect
6	Keira passed the ball to a teammate, her eyes on the group's victory rather than personal glory.		Indirect
7	Ethan's booming voice filled the room, "Let's turn this class into a debate stage!"	Direct	Indirect
8	Simon was the first to lend a hand, his actions a silent testament to his helpful nature.	Direct	Indirect
9	"Fiona will always stand by you," the principal told the new student.	Direct	Indirect
10	Theo's afternoons in the community garden left his hands dirty but his spirit content with his contribution to the earth.	Direct	Indirect
11	"Hannah, your paintings could brighten up any room," remarked the art teacher.	Direct	Indirect

Narrative Writing - Characters

Create Create a character and fill in the organizer. Draw your character in the oval.

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 his curly brown hair and a pair of glasses perched on his nose, Oliver is the school's resident bookworm. He can usually be found in the library, lost in the pages of a book. Oliver's special talent is his love for reading and his friends with the same passion. He's known as the go-to person for book recommendations.

Name	
Look	
Personality	
Special Trait or Talent	

With her bright red pigtails and a collection of colourful ribbons, Emma is the cheerleader of the group. She's always energetic and enthusiastic, spreading positivity wherever she goes. Emma's special talent is gymnastics. Her flips and cartwheels never fail to impress during recess.

Name	
Look	
Personality	
Special Trait or Talent	

With his freckled face and a backpack full of gadgets, Max is the budding scientist of the group. He's always conducting experiments and observing the world around him. Max's special talent is his ability to invent useful contraptions, from homemade robots to cool gadgets that help his friends in various situations.

Name	
Look	
Personality	
Special Trait or Talent	

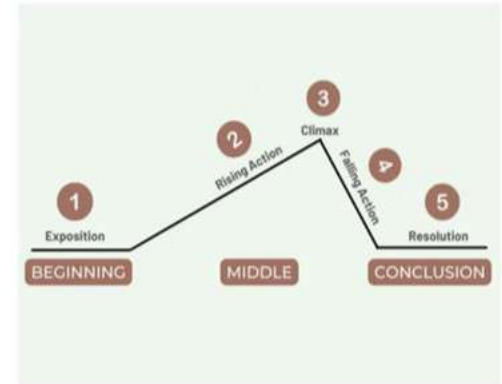
Narrative Structure

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.

Fill In

Fill in the blanks.

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

Direction

Write the name 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 following story summary and describe the 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 disheartened, Jordan, Alex, and Sam worked hard, showing true teamwork 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 and joy, they won first place and their garden was praised for its creativity and hard work. Most importantly, through this experience, they realized that their friendship and the joy they shared were the true rewards of their effort.

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

Narrative Writing - Plot

Brainstorm

A story should have a plot, challenge, or something to achieve.
Brainstorm a bunch of problems/challenges your characters could face.

Plot Ideas

Practice

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Describe the setting of the story.

Practice

Fill in the organizer below.

4) Beginning – Describe the beginning of the story. What is the setting? How will the characters be introduced to the problem?

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

1	
2	
3	

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

Plots and Subplots

A **plot** is the main part of a story, where important events happen. It's the main journey or problem in the story.

A **subplot** is a smaller story that connects to the main one. It might be about other characters or different problems. It adds interesting twists to the story.

For example, in a story about a school's basketball team trying to win a big tournament, a subplot could be about one player's struggle with math class. While the main story focuses on basketball, the subplot adds depth by showing the player's challenges in school.



Identify a subplot based on the following main plot points.

1. Plot: A group of students discovers a hidden garden behind their school, with plants that seem to move on their own.

Write a subplot for this story.

2. Plot: A new virtual reality game sweeps the school, and students are transported into the game world.

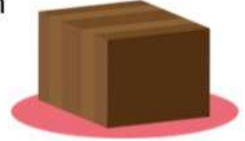
Write a subplot for this story.

3. Plot: The school's chess champion gets challenged by a mysterious new student who seems to never lose a game.

Write a subplot for this story.

Figurative Language - Suspense

Suspense is that "what's going to happen next?!" feeling in a story. It's when you're reading or writing and can't wait to turn the page. You add suspense by making something uncertain and important to your readers.



Here are some examples of suspense:

- **Mystery Box:** Maybe your character finds a locked box in their grandparent's attic. What's inside? Who does it belong to? You make your readers wait a bit before they find out and that's suspense!
- **Cliffhanger:** This is when a story ends abruptly, and you're left hanging until the next chapter. For example, your character might be about to open a door to a mysterious room and then the chapter ends. You'd really want to read on, right?

Write

Using the given prompt, write a scene filled with suspenseful details.

The Final Penalty Kick. In a crucial soccer championship, the game is tied and comes down to a final penalty kick. A player, unsure if he is chosen to take the shot, carrying the team's hopes and dreams.

The Vanishing Act: During the school talent show, a student magician attempts a trick they've never tried before making themselves disappear. But when the curtain falls, they are nowhere to be found, not just from the stage, but seemingly from the entire school.

Figurative Language – Exaggeration (Hyperbole)

Exaggeration in writing is when you describe something in a way that makes it seem bigger, better, worse, or more intense than it actually is. It's like taking a small idea and stretching it into something huge for effect.

For example, if you say, "I'm so hungry I could eat a horse," you don't mean it literally. You're just using exaggeration to show that you're really, really hungry.

Write Write an exaggerated description using the given characters.

The Bus Driver

He drove so fast he could outrun the wind, and passengers often experienced tinnitus from the vibrations.



Th

The Detective

The Veterinarian

Figurative Language – Foreshadowing

Foreshadowing is like a sneak peek in a story. It's when the writer gives you little hints or clues about what might happen later on. These clues can be really subtle, but they set the stage for future events, creating suspense or adding depth to the story.

Example: In a story, if a character finds a mysterious key early on, it might foreshadow that they'll unlock something important later. This clue keeps readers curious about what the key will open.



Think _____ Read the story plot below and foreshadow what will happen next.

The Midnight Train: Alex discovers an old train ticket dated for that very night in a book they borrowed from the library. Curious, Alex decides to go to the train station at midnight.

Foreshadow – What do you think will happen next?

The Chess Game: During a stormy night, Mia finds an antique chess set in the basement. When she moves a piece, she hears a distant echo of a voice from her house.

Foreshadow – What do you think will happen next?

The Forgotten Garden: Jamie stumbles upon a hidden garden behind their house, overgrown and seemingly untouched for years. In the center, there's a statue of an angel pointing towards a particular spot.

Foreshadow – What do you think will happen next?

Eliminating Redundant Words or Ideas

Redundancy in writing means using extra words or ideas that aren't necessary because they repeat the same thing. Eliminating those words or ideas is like decluttering your room – you keep what you need and get rid of the extra stuff to make it look better.

For **example**, the sentence "She nodded her head in agreement" has redundant words. Instead, you can just say, "She nodded." We already know nodding means moving your head, so you don't need to say "her head."

Write Rewrite the sentences, removing redundant words to make them clear and concise.

Sentences with Redundant Words	Without Redundant Words
1) The final outcome was unexpected.	
2) I saw it with my own eyes.	
3) They returned back to the store.	
4) She climbed up the ladder to the roof.	
5) At this point in time, we need to decide.	
6) The small little dog barked loudly.	
7) Please repeat that again for me.	
8) She whispered softly in his ear.	
9) The book is based on a true fact.	
10) We will meet at 12 noon tomorrow.	

Using Quotations in Narratives

Quotation Marks in Dialogue

Knowing how to use quotation marks in conversations is very important. These special marks help readers understand when a character is talking in a story. Let's go through eight important rules with examples for each.



- 1) **Quotation Marks for Speaking:** When a character talks in a story, you need to put quotation marks (" ") around what they say. Quotation marks serve as a signal to readers, indicating that someone is speaking.
- 2) **Commas:** If you know who is speaking, it's important to use a comma before or after the dialogue. Examples: Sarah said, "I'm going to the park." or "I'm going to the park," Sarah said.
- 3) **Punctuation Goes Inside:** If a character's speech ends with a period, comma, question mark, or exclamation point, the punctuation marks go inside the quotation marks. So, if someone asks you, "What time is it?" the question mark stays inside the quotation marks.
- 4) **Quotation Marks Within Quotation Marks:** If a character repeats what someone else said, use single quotation marks (' ') for the inner quote and double quotation marks for the entire speech. For example: Mark told me, "When she said 'Never give up.'"
- 5) **Multiple Paragraphs:** If a character's speech spans more than one paragraph, you should start each new paragraph with a quotation mark, but only use one closing quotation mark at the end of the last paragraph. For example:
"I had an adventure in the forest."
"It was so much fun."
- 6) **Using Descriptive Tags:** Choose a tag that best describes how the person said what is in the quotation. For example, "Come for dinner!" Mom yelled.
- 7) **Exclamation Points and Question Marks:** If the character's speech is a question, or if they exclaim something, the tag should start with a lowercase letter. For example: "Is it your birthday today?" she asked.
- 8) **Exclamation Points and Question Marks:** If someone's speech ends with an exclamation mark or a question mark, you don't need to include a comma before the closing quotation mark. For instance: "Look out!" he shouted.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	John said "I will be going to the movie tonight".
Edited	

Original	ve go now? Asked Lily.
Edited	

Original	"I've been to" he mentioned.
Edited	

Original	She shouted, "Don't run in t
Edited	

Original	"This is delicious! she exclaimed, tasting th
Edited	

Original	"I'm not sure" he pondered "if this is the right way".
Edited	

Original	"I can't believe it's already October"! whispered Marie.
Edited	

Original	"When I spoke to her, she said, "I'll be there in five minutes" John recalled.
Edited	

Writing Using Quotations

Practice

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



Speech bubble for Spiderwoman with three horizontal lines for writing.



Speech bubble for Spiderman with three horizontal lines for writing.



Speech bubble for Spiderwoman with three horizontal lines for writing.



Speech bubble for Spiderman with three horizontal lines for writing.

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 _____	_____ _____ _____

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. There may be two answers.

Personality: Curious

- a) "That's interesting, but how does it work?" she pondered, eyes narrowing in thought.
- b) "Sure, that's one way to look at it," he agreed.
- c) "I'm not really interested and I don't care to learn," she said.

Personality: Shy

- a) "I think that is a good plan," he nodded with a slight nod of his head.
- b) "Everyone seems to agree, but I'm not convinced," she murmured, almost to herself.
- c) "You've convinced me!" he declared, shaking her hand.

Personality: Optimistic

- a) "Ugh, this is too difficult!" she announced, frowning.
- b) "Challenges are just opportunities in disguise," he grinned, determined.
- c) "Why bother trying?" she shrugged, indifferent.

Personality: Energetic

- a) "Let's jump in and try it, no time like the present!" he urged.
- b) "I'm ready for action, but is this the best first step?" she questioned.
- c) "I'm not in the mood," she muttered, dragging her feet.

Personality: Melancholic

- a) "Sometimes I wonder if it even makes a difference," she sighed.
- b) "I guess it's okay," she murmured, unenthused.
- c) "It's hard to see the point, but I suppose I'll try," she conceded.

Emotions in Dialogue – Speaker Tags

Think

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

Word Bank

Excitement	Sadness	Anger	Fear	Confusion
Happiness	Surprise	Disappointment	Determination	Curiosity

Emotion	Dialogue	Speaker Tag
	Gracie? I just got the lead role in the play!"	Tom exclaimed excitedly.
	It if I f... nes on stag	Emily _____.
	"That's wonderful! I love the play!"	Mark _____.
	"It's okay, I'll practice harder and try again next time,"	Sarah _____.
	"Oh, I just heard old Mr. Jenkins' cat passed away,"	_____.
	"How do you think they make these glow-in-the-dark stickers?"	Lily _____.
	"I really thought I'd make the soccer team this year,"	Mike _____.
	"They said I was too small for the team! It's so unfair!"	Nate _____.
	"What? You're joking! They really chose me?"	Tim _____.
	I don't understand this math problem at all,"	Sophie _____.

Adding Dialogue to a Story

Write

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

In the vibrant coastal town of Seabreeze, the annual Sandcastle Spectacular drew families from all around to showcase their sculpting skills. Among them was a seventh-grader named Lucas, who had sketched out an elaborate fortress with turrets and moats. Armed with shovels and buckets, he and his sister Mia stood before a mound of untouched sand.

"

" Mia asked, eyeing the sketch with a mix of awe and doubt.

"

replied, his voice brimming with enthusiasm.

Under the hot sun, the siblings dove into the sand, their hands and tools shaping the sand. Onlookers wandered by, casting curious glances at their growing creation.

"

" their friend Zoe called out, approaching with a wide-brimmed hat.

Lucas wiped his brow and nodded. "

" he pointed to a particular section of the sketch.

Together, they worked, laughing and joking, as the fortress took shape. Mia, with a concentrated frown, carefully carved out windows, while Zoe tackled the challenging towers.

"

" Mia exclaimed, stepping back to admire their work.

"

" Zoe added, high-fiving Lucas.

As the judges made their rounds, the trio held their breath. When their sandcastle was awarded first place, their joy was as bright as the summer sun. Celebrations erupted around them, and Lucas knew this was a day they'd always remember.

Writing Speaker Tags

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

Fill in the blanks to complete the speaker tag for the quotations below using as many different words from the list above as you can.

1)	"This experiment was a success," Ethan _____.
2)	"I think we should start our presentation now," Zoe _____.
3)	"Can anyone explain the weather?" _____.
4)	"That story was really interesting," _____.
5)	"This diagram shows the water cycle," Liam _____.
6)	"We're going on a field trip next Friday," Ava _____.
7)	"Our team won the science fair," Noah _____.
8)	"Why is the atmosphere important?" Mia _____.
9)	"I solved the problem you gave us yesterday," Jacob _____.
10)	"Let's discuss the results of our survey," Sophia _____.
11)	"How can we improve our group work?" Matthew _____.
12)	"The author conveys a powerful message in this book," Emma _____.
13)	"Understanding this theory takes time," Oliver _____.
14)	"I'll bring snacks for the group study session," Charlotte _____.

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.

Oceanville's Plastic Danger

In the vibrant town of Oceanville, with houses painted in sea hues, siblings Leah and Luke had a day at the local beach, golden and inviting, was their perfect playground. Leah, with her hair blowing in the wind, loved collecting shells, while Luke, always with his swim hat, was fond of spotting sea creatures.

As they walked along the shore, Leah exclaimed, "Luke, look!" She pointed at a piece of plastic washed up on the sand. "This is terrible!"

Luke, eyes wide, asked, "What? We need to tell Mr. Reed, the marine expert. He'd know what to do!"

The duo rushed to Mr. Reed's office. He greeted them with a sigh, "Ah, the plastic issue." Leah, clutching the piece of plastic, asked, "Can we help, Mr. Reed?"

Mr. Reed smiled, "Let's start by cleaning up the beach." For a first-rescue, he added, "How about a clean-up tomorrow?"

The next day, Leah and Luke, armed with trash bags, called their friends. Together, they cleared the beach, turning trash into art displays, symbolizing the power of plastic.

Mayor Marina, visiting the beach, praised them, "Bravo! Let's have a recycle drive."

Walking home, Leah said, "Feels good to make a change, right?"

Luke grinned, "Absolutely! From now on, we're Oceanville's eco-guardians!"



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

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Stray cat	Finds a new family	City alley
Young dancer	Learns a magical dance	School gym
Lost teddy	Seeks its owner	Planets
Soccer player	Organizes a neighborhood match	Local field
Curious explorer	Searches for a hidden cove	Coral reef
Budding chef	Creates a unique recipe	Home kitchen

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Describe the setting and how your characters first discover the problem.

Plan

Fill in the organizer below.

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

1

2

3

4

5

5) End – How will the problem be resolved? How will the character(s) solve the problem?

6) What is a good title for your story?

Name: _____

149

Curriculum Connection
CC7.8

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

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

Edit

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

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

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 or markers
- ☐ Revision checklist on page 152



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.

Feedback

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

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

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

3) What is your favorite part of the story?

4) Write 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)

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 your main topic clearly presented?		
Do your points support your main argument or topic?		
Are your supporting details specific and relevant to the topic?		
Have you checked your work for proper spelling and used Canadian English conventions?		
Have you consistently used appropriate capitalisation throughout your writing?		
Are all sentences punctuated correctly, including the use of commas, periods, and question marks?		
Have you varied your sentence structure to maintain the reader's interest?		
Does your language and tone suit the purpose of your writing and the intended audience?		
Have you provided a conclusion or closing statement that ties together your ideas?		

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 adequate but lacks variety or sophistication.	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 relevant but lacks creativity.	The title is irrelevant or missing.
Quotations	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are not used or used throughout the story.

Comments

Mark

Activity: Being Persuasive

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Prompt cards
- ☐ Timer or clock



Instructions

How do we complete the activity?

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

Prompts

Debate the prompts below.

- 1) Should video games be considered a sport in school competitions?
- 2) Is it better to have year-round schooling with shorter breaks rather than a long summer vacation?
- 3) Should homework be banned in schools?
- 4) Do school uniforms make school a more effective place to learn?
- 5) Should schools start later in the morning to allow students more sleep?
- 6) Is it more important to learn a second language or a skill like coding?
- 7) Is it fair to have animals in zoos and aquariums?

Reflection Answer the questions below after you debate

1) What part of the debate was hard for you?

2) What did you do to try to persuade your partner?

3) Did you or your partner succeed in convincing the other person? Explain.

4) Why might some people have different opinions on certain topics? Is that okay?

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 every student play a sport in school?	
Reason 1		
Reason 2		
Reason 3		
2)	Should schools have more recess during the year?	
Reason 1		
Reason 2		
Reason 3		
3)	Should there be a no-homework policy for Friday?	
Reason 1		
Reason 2		
Reason 3		
4)	Should schools offer more art and music classes?	
Reason 1		
Reason 2		
Reason 3		

Persuasive Writing – Graphics Into Presentation

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

Think

Before you start your survey, plan your survey below.

1) What question will you ask your classmates?

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

Survey Results

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

Options	Number of Votes

Instruction

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



Name: _____

177

Write

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

PREVIEW

Version 2: 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 Walker,

I hope everything's going well. I've got this exciting idea for our school: How about adding a climbing wall in our playground? Let me share why I think it's a brilliant thought.

Firstly, this is the adventure! Climbing walls are super fun. Recess would become the most exciting time of the day, with all of us challenging ourselves to climb higher.

Secondly, it's not just fun; it's learning too. We could understand about balance, strength, and even a bit of physics while we climb.

Moreover, students would get extra exercise as they use the climbing wall. They will improve their strength and endurance. I read that grip strength is the number one predictor of overall health and life expectancy.

I truly hope you'll give my suggestion a try. It could make our recess time truly special!

Warm regards,
Jamie, Grade 7 Student

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Activity – Finding Bias in Writing

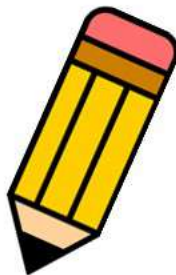
Tough Job

Write your response letter back to Jamie.

PREVIEW

Include:

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



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

Activity – Finding Bias in Writing

Think

Write the bias each person might have below

Situation: The school board is forcing all students to stop writing and only work on a laptop. Each student will need to bring a laptop to school.

Audience/Person	Bias or Perspective The Person Has
1) Student	
2) Teacher	
3) Grandparent	
4) Parent	
5) Principal	

Synthesizing – Letters to the Mayor

Synthesize

Pretend you are the mayor. You have received 3 different letters. Read each letter and synthesize the information, forming one opinion.

Dear Mayor Thompson,
I hope this letter finds you well. My name is Jamie, and I'm a Grade 7 student at Maplewood Middle School. I'm writing to express my concern about using pesticides in our parks and gardens. I've learned in science class that pesticides can harm not just the bugs they are meant to kill, but also other important creatures like bees and butterflies. These insects help plants grow by pollinating them. If we lose them, we might not have as many fruits and vegetables. I believe our town can find better ways to take care of plants without using harmful chemicals.

Sincerely,
Jamie Smith

Dear Mayor Thompson,
My name is Alex, and I am writing from Oak Creek Elementary. Our class had a debate about pesticides. I want to share why I think they are important. Pesticides help keep our food free from bugs that can make the plants sick or destroy them. Without pesticides, farmers could lose a lot of their crops, and our food could cost more. Maybe there's a way to use them that doesn't hurt the environment so much? I think we need them to make sure everyone can have enough to eat.

Best,
Alex Johnson

Hello Mayor Thompson,
My name is Riley and I'm in the seventh grade at Pinecrest School. I'm writing about the pesticide problem. I've been reading a lot, and it seems like there are good and bad sides to using pesticides. On the one hand, they help our plants grow by keeping the bugs away. But on the other hand, they can be dangerous for small animals, insects, and even us! Could we maybe use them only when we really have to and try to find ones that don't hurt the environment? I think being careful is the best choice.

Kind regards,
Riley Nguyen



Synthesis

After reading all three letters, write a letter in response to everyone.
Synthesize the 3 letters and form an opinion that you can tell all three people.

PREVIEW

All About Expository Writing

What is Expository Writing?

Expository writing is a style of writing that focuses on explaining, informing, or clarifying a topic. It's all about giving information in a clear manner without adding personal opinions or trying to convince the reader of something. The main aim is to provide readers with accurate and straightforward facts.

Key Features

- **Factual:** Expository writing is based on true information. It does not include personal opinions.
- **Clear and Concise:** Uses simple words and sentences to make the topic easy to understand.
- **Organized:** Information is presented in a logical order.



Different Types of Expository Writing

1. **Instruction Lists:** These are written by someone who wants to teach you how to do something. An example is a recipe that lists down the ingredients and then explains the steps to prepare the dish.
2. **Informational Reports:** These give detailed information about a topic, answering questions like who, what, where, when, and how. If you read a report about pandas, you'd learn about their habitat, what they eat, and their behavior.
3. **Problem and Solution Essays:** These identify a problem and then discuss ways to solve it. For instance, an essay might discuss the problem of litter and propose solutions like installing more bins or starting an awareness campaign.
4. **Comparison Essays:** These describe the similarities and differences between two things. An essay might compare two types of animals, like cats and dogs, and discuss how they are alike and how they are different.
5. **Cause and Effect Essays:** These look at the reasons something happens and its results. For instance, an essay might explore the causes of rain and then discuss its effects on the environment.

Using Expository Writing:

When you want to share information or explain something in detail, expository writing is the tool to use. It helps readers understand topics better by presenting facts in an organized and clear manner. Whether you're reading a textbook, a how-to guide, or a scientific report, you're likely seeing expository writing in action.

True or False

Is the statement true or false?

1) Expository writing should always avoid personal biases.	True	False
2) A report on climate change is an example of expository writing.	True	False
3) Expository writing can include personal opinions.	True	False
4) "How-to" lists are an example of expository writing.	True	False
5) Headers and bullet points make expository writing harder to understand.	True	False

Question

Answer the questions below.

1) Why is it essential to avoid personal biases in expository writing?

2) In what situations might a "how-to" list be useful?

Which Type?

Write the type of expository text you would use for each below.

1) All about animals	
2) The problem of Climate Change and how to solve it	
3) Which is better for you, water or juice?	
4) How to grow tomatoes	
5) A recipe for how to make brownies	
6) If you install solar panels, what will happen?	
7) Which soil do sunflowers grow best in – sand, silt, or clay?	
8) What happens when waves crash against the shoreline?	

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 this activity, you will choose to create a guide on how to grow a flower.



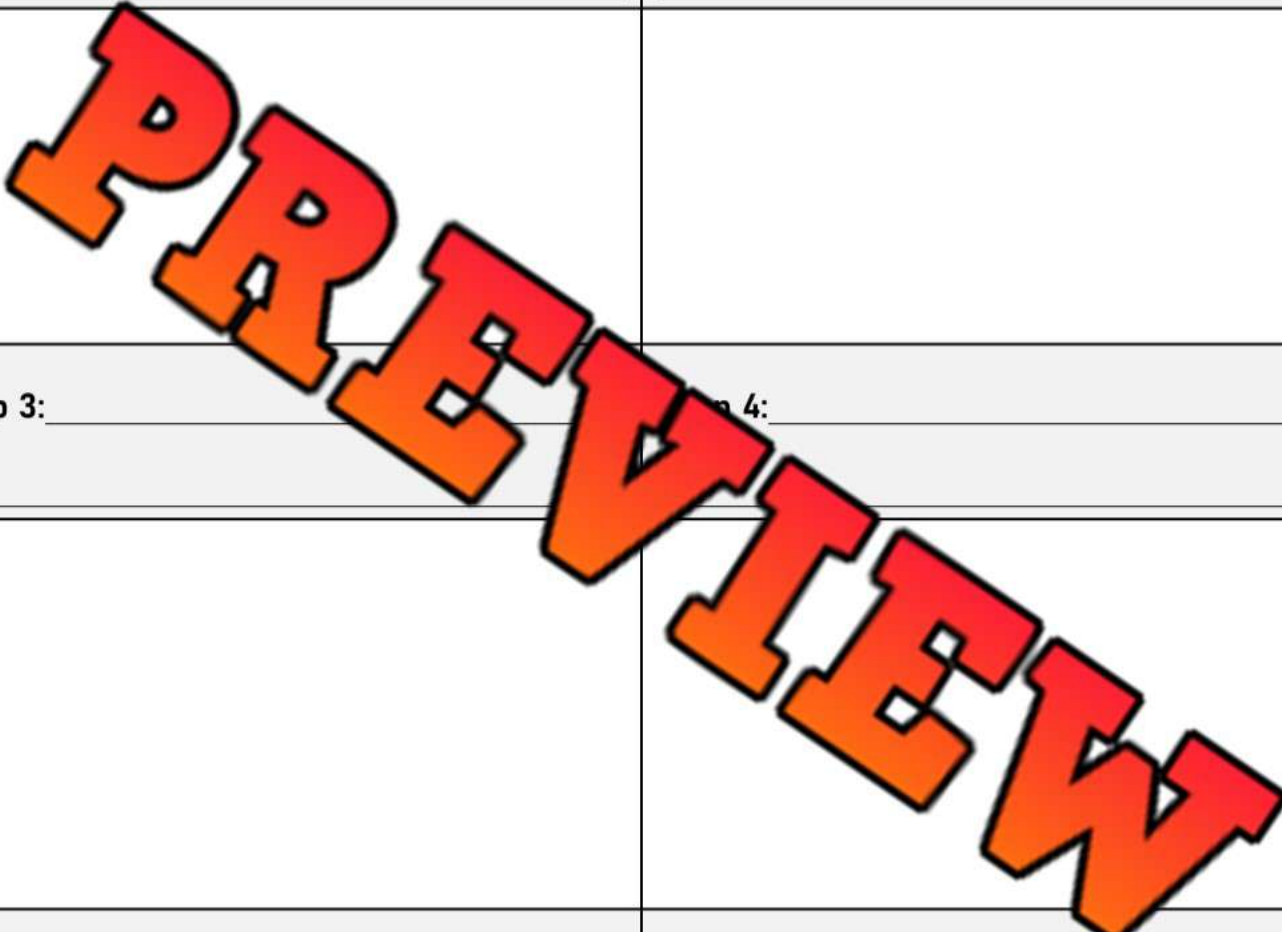
Instructions

How to grow a flower

- 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 clearly 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: _____ _____

Reconstructing Texts – From Fairy Tale to News Report

Little Red Riding Hood

Little Red Riding Hood, a kind-hearted and curious young girl, lives at the edge of a vast, enchanted forest. One sunny morning, her mother, concerned for the health of Little Red Riding Hood's grandmother, who lives deep within the forest, bakes a batch of warm, sweet treats and packs a basket of fresh fruits. Little Red Riding Hood is tasked with delivering this care package to her grandmother with strict instructions to stay on the path and not to speak to strangers.

Eager to help and captivated by the beauty of the forest, Little Red Riding Hood sets off on her journey. The forest is alive with the sounds of birdsong and the rustle of leaves, and the magic of the woods captures her imagination with every step. However, the tranquility is broken when she encounters a cunning wolf, who, upon learning of her grandmother's location, devises a devious plan to reach the grandmother's house first.

The wolf takes a shortcut through the dense, overgrown woods and arrives at the grandmother's cozy cottage before Little Red Riding Hood. Using trickery, he convinces the grandmother to open the door, and she is swallowed whole by the wolf, who then dons the grandmother's clothing to disguise himself.

Upon arrival, Little Red Riding Hood is immediately struck by the appearance of her "grandmother." With each observation, she notices something that doesn't quite fit: "What big hair you have," "What big ears you have," and "What big teeth you have." The wolf's disguise becomes increasingly unconvincing, culminating in the terrifying revelation of his true identity. Just as the wolf is about to leap forward, a woodsman, passing by the cottage, hears the commotion and rushes in to rescue both Little Red Riding Hood and her grandmother, freeing the latter from the wolf's belly.

The story of Little Red Riding Hood, her escape from danger, and the heroics of the woodsman spread quickly through the village, becoming a cautionary tale of wisdom, bravery, and the importance of heeding advice when venturing into the unknown realms of the world.

Planning

Fill in the components of the news report below.

1) Headline: (Create a catchy headline for your news report.)

2) Lead: (Write a sentence or two summarizing the main event as if it just happened.)

3) The Main Story: (Describe the events as a news story. Remember to describe what happened, who was involved, where it took place, and when.)

4) Quotes: (Include "quotes" from key characters. What would Little Red Riding Hood, the Grandmother, the Wolf, or the Woodsman say if they were interviewed?)**Little Red
Riding Hood:**

**The
Grandmother:**

The Wolf:

**The
Woodsman:**

5) Conclusion: (How did the events conclude? What was the aftermath or resolution?)

Name: _____

219

Curriculum Connection
CC7.9

PREVIEW

Writing a Report – Bears

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: diet, where they live, and body parts. Label each fact (d) for diet, (w) for where they live, and (b) for body.
- 3) On the next page, write the introduction for the report. Then you'll use the 3 headings to write the body of the report. You'll add a conclusion. You don't need to use all the facts for your report. Choose your favourite 3.

Facts

Organism: _____

Bears are large mammals with strong, bulky bodies.	
They are found in North America, Europe, and Asia.	
Their diet varies: some eat fish, berries, and insects, while others are purely carnivorous.	
Bears have a keen sense of smell, stronger than that of dogs.	
Polar bears live in the Arctic, on sea ice.	
Polar bears mainly eat seals.	
A bear's fur can range from white (polar bears) to black (black bears) and even blueish (blue bears).	
Black bears are commonly found in forests of North America.	
Grizzly bears, a type of brown bear, eat fish, plants, and small mammals.	
Bears have large paws with sharp claws useful for digging and catching prey.	
Panda bears, native to China, live in mountainous regions.	
Panda bears mostly eat bamboo.	
Despite their bulk, bears can run fast and are good swimmers.	
The smallest bear, the sun bear, is found in Southeast Asian forests.	

Writing a Report – Bears

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What headings will the report have? 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.

Name: _____

222

Curriculum Connection
CC7.3, CC7.4

PREVIEW

How To Research Effectively

Steps for Effective Research

To begin research, it's important to choose sources that provide accurate information. Reliable sources can include:

1. **Books:** Libraries have numerous books on a variety of topics.
2. **Online Databases:** Websites like Britannica School and Canadian Encyclopedia offer reliable information.
3. **Teachers/Experts:** Asking knowledgeable individuals can provide insight.
4. **Documentaries:** Educational videos can offer detailed explanations.

Always cross-check information from different sources to ensure accuracy.

Good Searches vs. Bad Searches

Good Searches	Bad Searches
Top scorers NHL 2020	Who are the top scorers in the NHL in 2020
Toronto average weather July	What is the weather in Toronto normally in Toronto
CPR Steps	What are the correct steps to CPR to someone

Note-taking Techniques

After identifying sources, gathering information is the next step. Here are some tips to take effective notes:

- **Bullet Points:** Use short points to capture essential details.
- **Highlighting:** Mark important information with a highlighter or underline it.
- **Paraphrasing:** Write information in your own words, which can aid in comprehension.

Organizing Your Research

Keeping research materials organized is essential. Some suggestions to stay organized include:

- ✓ Using folders to categorize notes.
- ✓ Creating a digital folder for online research.
- ✓ Bookmarking helpful websites for easy access later.



Think

Is the search good or bad?

1) Best workout plan 2023	Good	Bad
2) Biggest whale thing in the deep blue water	Good	Bad
3) Effects pollution ocean life	Good	Bad
4) History Louvre Museum	Good	Bad
5) Feeling like I have a cold maybe?	Good	Bad
6) Animals released 2020	Good	Bad
7) How do ants make sound?	Good	Bad
8) List me some cool facts from Canada?	Good	Bad
9) Why do some cats purr when they are happy, and others do not purr?	Good	Bad
10) When is Canada's birthday?	Good	Bad

Questions

Answer the questions below

1) Why is research important according to the text?

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

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

1) A university website with peer-reviewed articles.	Yes	No
2) An advertisement stating, steel roofs are the best type of roof.	Yes	No
3) A conspiracy theory about the moon landing written by an NBA player.	Yes	No
4) A medical journal posted on the World Health Organization's website.	Yes	No
5) Clickbait websites – Top 10 Facts You Won't Believe.	Yes	No

Research Process

Introduction

Research is a crucial skill for discovering new information, solving problems, and satisfying curiosity. By mastering the four key steps of researching - questioning, gathering, organizing, and recording - you can navigate any topic with confidence.



Questioning

The research process begins with a question that catches your interest - something you might want to know about how technology is used in schools. A good research question is clear and straightforward, helping you to explore the topic in a focused way.

Gathering

Once you have your question, it's time to gather information. You can do this in several ways:

- Reading Books: Go to your school or community library to find books about your topic.
- Online Research: Look for information on educational websites and online databases for the latest facts.
- Interviews: Talk with teachers, professionals, or experts who know a lot about the topic you're researching.

Organizing

Once you have gathered your information, organize it by putting together important details. This can involve:

- Grouping similar facts or ideas together.
- Arranging information in chronological order or by theme.
- Creating outlines to structure your findings.

Recording

The final step is recording what you've learned. This can be through:

- Note-Taking: Write down key points and important details.
- Visual Aids: Create charts, diagrams, or mind maps to visualize information.
- Illustrations: Draw pictures or sketches to represent concepts or ideas.

Conclusion

By following these steps - questioning, gathering, organizing, and recording - students can effectively research any topic. It's important to keep track of your sources and present information honestly.

Research Activity - Questioning

Think

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

Topic 1: The Human Body – Ex. What is the largest organ in the human body?

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Weather – Ex. What is the highest recorded temperature on Earth?

	Questions	Answers
1		
2		
3		
4		
5		

Report Writing – Introductions

A good introduction makes people want to read more. Here's how you can make your introduction better:

- Start with a fun fact
- Start with a question
- Has a thesis statement that explains what the report will be about
- Keep it short and interesting!



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

Have you ever wondered how the internet, a vast network of connected devices, has transformed the way we learn and share information? The internet has become an essential tool in education, allowing us to access an abundance of knowledge with just a few clicks. This report will explore the internet's impact on education, highlighting how it has become a resource for students and teachers alike.

Starts with fun fact	Starts with a question	
Has a thesis statement	Keep it short and interesting!	

Did you know that honeybees can recognize human faces? It's true! These remarkable insects use their complex vision and memory to identify and remember human features. In this report, we'll delve into the fascinating world of honeybees, exploring their behaviour, social structure, and the crucial role they play in our ecosystem.

Starts with fun fact	Starts with a question	
Has a thesis statement	Keep it short and interesting!	

In the midst of a bustling city, with its towering skyscrapers and endless streams of people, there lies a network of green spaces, parks, and gardens that serve as a haven for urban dwellers. These pockets of nature are not just patches of grass or trees planted in symmetrical rows; they are complex habitats that host a variety of wildlife and offer a respite from the concrete jungle. This report will meander through the winding paths of urban green spaces, discussing their design, the benefits they provide to city residents, including improved air quality and mental health, and the challenges they face from development and pollution. As we delve into the significance of these urban oases, we'll uncover the intricate balance between nature and city life.

Starts with fun fact	Starts with a question	
Has a thesis statement	Keep it short and interesting!	

Report Writing – Introductions

Write

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

Topic: Canadian Invention – Basketball

Starts with fun fact		Starts with a question					
Has a thesis statement		Keep it short and interesting!					

Topic: Canadian Climate – Surviving the hot and cold seasons.

Starts with fun fact		Starts with a question					
Has a thesis statement		Keep it short and interesting!					

Report Writing – Conclusions

- **Summarize the Main Points:** Mention the main things you talked about.
- **Call to Action:** Suggest something fun or interesting to do, like reading a cool book or chatting about the topic.
- **Connect to the Introduction:** Mention something from the start of your report to make it feel complete.
- **End with Something Interesting:** End with a cool fact or a question to make your reader think.



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

In conclusion, reading a wide variety of books is not just an escape into fantasy. It expands our vocabulary, deepens our understanding of the world, and develops empathy. Let's challenge ourselves to read a new book every month, exploring different genres and authors. Remember the journey we started with: why is reading important? Well, every book is a new adventure waiting to be discovered, and each page turn adds to the journey of our own story.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

To finish, I want everyone to start recycling. It's important for our planet. Let's all do it starting now.

Summarize the main points

Connect to the introduction

End with something interesting

As we have seen, the Confederation of Canada was not just the uniting of territories, but the beginning of a diverse and strong nation. Let's take a moment to appreciate the intricate tapestry of our history and strive to learn more about our heritage. Reflecting on the journey we started at the introduction of this report, let's continue to build on the legacy of unity and diversity that is the cornerstone of our country.

Summarize the main points

Call to action

Connect to the introduction

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 proceeding.
- 2) Research Visuals: Using safe search methods and reliable sources, 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
Urban versus Rural Communities
Dissolving Solids
Saturated Solutions
Migration
Freshwater versus Saltwater
Renewable Sources of Energy
Geothermal Energy
Convection, Conduction, Radiation Heat Transfer
Sea Breeze versus Land Breeze
Photosynthesis
Parts of a Microscope

What is a Problem-Solution Report?

Understanding Problem-Solution Reports

The Basics of a Problem-Solution Report

A **problem-solution report** is a type of writing where we first describe a problem and then suggest one or more solutions to fix it. It's like when you notice there's a leak in your school's roof, and you think of ways to repair it. The leak is the problem, and the repair ideas are solutions.



Key Components of the Report

1. Identification of the Problem: Here you clearly describe the issue or challenge. It's important to give details so everyone understands what's going wrong. For instance, "Many students don't have a quiet place to read at home."
2. Suggested Solutions: After identifying the problem, you list ways to solve it. Using our example, solutions might be:
 - Creating a quiet reading corner in the classroom.
 - Starting a library club where students can read during lunch.
 - Encouraging families to make a silent reading time at home.
3. Evaluation of Solutions: This is where you think about the pros and cons of each solution. Maybe the reading corner is a quick fix, but starting a library club might help more students in the long run.

Why These Reports Matter

Problem-solution reports are helpful in school and life. They teach us to think critically, identify issues, and come up with effective ways to address them. The next time you see something that needs fixing or improving, whether it's in your school or community, you can use this type of report to share your ideas and help make things better.

Problem and Solution Report

Think

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

Reducing Classroom Waste: Explore ways to decrease the amount of waste generated in the classroom.

Addressing Bullying in Schools: Explore ways to use different strategies to reduce bullying in schools.

Encouraging Reading for Pleasure: Find creative methods to encourage students to read for pleasure outside of school hours.

What is a Haiku?

What is a Haiku?

A haiku is a short, three-line poem from Japan. Each line has a set number of beats or syllables: the first line has 5, the next has 7, and the last has 5 again. Haikus often describe nature scenes or feelings. They paint a picture using simple words. Here are a couple of examples to show you:

At the Playground

Sun shining brightly above
Kids laughing, playing, swinging
Joyful afternoon



Still Pond

Fish darting around (5)
Water's quiet, trees shadow (7)
Calm spot to chill out (5)



Reading haikus is fun! They show us new worlds in just a few words.

Write

Finish the Haiku poems below

Topic: Beach Trip

Line 1	Seagulls chant above,
Line 2	
Line 3	Peaceful horizon.

Topic: Rainstorm

Line 1	Thunder rumbles loud,
Line 2	Drops splashing on the window,
Line 3	

What is a Limerick Poem?

What is a Limerick Poem?

Limerick poems are a fun type of poetry that originated from Ireland. These poems are known for their unique rhythm and rhyme, which make them easy to remember and enjoyable to recite.

Limerick Structure

A limerick is a five-line poem. Here's what makes a limerick special:

- Lines 2, 4, and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- Lines 1, 2, and 5 are longer than lines 3 and 4, which are shorter.

Examples of Limericks

Luna's Lovely Library

Luna loved her library room,
With books that took her to the moon.
She'd read and she'd dream,
With a hot cocoa steam,
Lost in tales every afternoon.

My's Biking Day

My's biked up a big bumpy hill,
Feeling like he was on such a thrill.
His helmet was a snug,
He said he was a bug,
Racing fast gave him a thrill!



Write

Finish the Limerick poems below.

Topic: Roller Coaster Roar

Topic: Roller Coaster Roar	
Line 1	At the park, you can hear a loud roar,
Line 2	Roller coasters on tracks, I need more,
Line 3	Up and down, twist around,
Line 4	Feet hanging off the ground,
Line 5	

What is a Limerick Poem?

grin	spin	prime	time	tuxedo
Ontario	advancing	trance	dance	prancing
was	burrito	romancing	because	France

Write

Use the word bank words to fill in the limericks below

Line 1 On the shores of great Lake _____,

Line 2 He had daddled a duck in a _____,

Line 3 Went so n _____,

Line 4 He'd p _____ was _____,

Line 5 And quack v _____ eat _____.

Line 1 There once was a dragon from _____,

Line 2 Who decided to learn how to _____,

Line 3 With a twirl and a _____,

Line 4 He'd flamboyantly _____,

Line 5 And the whole village watched in a _____.

Line 1 A peculiar young penguin liked _____,

Line 2 And he'd spend his whole day _____,

Line 3 On his feet, he _____,

Line 4 Quite entrancing _____,

Line 5 To the ice, he brought joy and _____.

Writing an Acrostic Poem

Write

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

Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Friend	Bend	Send	Mend	Trend
Like	Half	Calf	Path	Graph
Must	Must	Bust	Just	Rust
Ruddy	Ruddy	Fuddy	Ruddy	Study
Smile	While	While	Tile	Isle

F

R

I

E

N

D

S

H

I

P

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)

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:

Setting: A quiet classroom. Sam, sits with a perplexed look, staring at a math problem.

Dialogue: Sam says, "Hmm... what's X equal to?"

Onomatopoeia: "Tap tap" from a pencil drumming on the desk.

Panel 2:

Setting: A lightbulb appears above Sam's head, indicating an idea.

Dialogue: Sam exclaims, "Aha! Divide by 3!"

Onomatopoeia: "Pop" indicating the lightbulb moment.

Panel 3:

Setting: Sam proudly plays the answer on the notebook.

Dialogue: Sam says, "It's 3!"

Onomatopoeia: "Swoosh" indicating the swift answer.



Biography – Leif Erikson

Preface

This book is about Leif Erikson, a brave explorer from long ago. He was one of the first Europeans to travel to North America, way before others like Christopher Columbus. In these pages, you'll learn about his exciting life—from his early days in Iceland to his big adventures across the sea. We'll see how he and his family's daring spirit led him to discover new places. His story shows us how important it is to explore and learn new things, and how one person's journey can become a part of history. Happy reading!

Introduction

Leif Erikson, born around 970 AD, is often celebrated as the first European to set foot on North American soil, predating Christopher Columbus by nearly 500 years. His voyages to lands west of Europe have earned him a place of honor in the annals of exploration.



Leif Erikson

Early Life

Leif was born into an adventurous family in Iceland. His father, Erik the Red, was a famous explorer who founded the first European settlement in Greenland. Growing up in such a family, Leif learned navigation and exploration from a young age.

Achievements

- Around 1000 AD: Leif embarked on a bold journey across the Atlantic Ocean. He discovered a land he called Vinland, now believed to be part of Canada.
- In 1001 AD: Leif returned to Greenland and told tales of the rich lands he had found.
- In 1002 AD: Leif reportedly bought a ship and gathered a crew, preparing for further exploration based on the information from a trader about lands to the west.
- In 1003 AD: Leif's father, Erik the Red, attempted to visit Vinland but had to turn back due to an injury. Leif continued his voyages, exploring more of the North Atlantic.

Legacy and Later Life

Leif Erikson's exact date of death is unknown, but he is thought to have died around 1020 AD. His legacy, however, has lived on for centuries. He is remembered as a symbol of courage and adventure and has inspired countless other explorers. In honour of his achievements, Leif Erikson Day is celebrated on October 9th in the United States and is also remembered with statues and memorials in various parts of Canada.

Questions

Answer the questions below

1) Write the headings used in the biography?

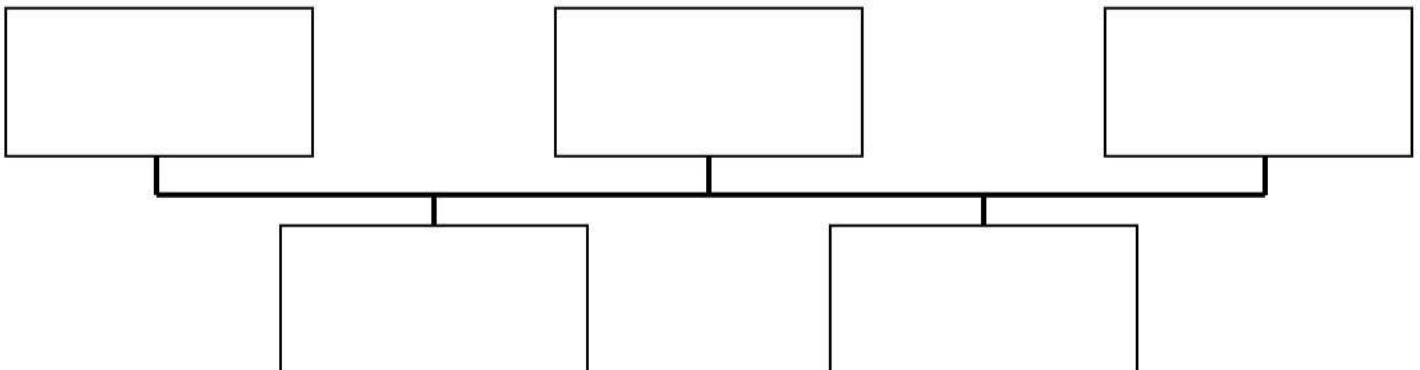
2) After reading the preface, why do you think authors include a preface?

3) How did the biography help you understand the biography? Was it helpful?

4) Why do you think the author chose to write about Erik? What can we learn from him?

Timeline

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



Researching Skills - Plagiarism

What's Plagiarism?

Plagiarism is using someone else's work or ideas and claiming them as your own. It's not allowed in school.

DO NOT
COPY

Avoiding Plagiarism:

1. **Paraphrasing:** After reading something, write it in your own words. It should be about the same length as the original.
2. **Summarizing:** Write down only the main points in a shorter way.
3. **Quoting:** Use someone's exact words, put them in "quotation marks" and mention where you found them.

Practice _____ phrase, summarize, and quote the passages below.

Original Passage: In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems. They close their pores at night to minimize water loss, and have spiny leaves to deter predators.

Paraphrasing	Desert plants have adapted to harsh conditions by storing water storage capabilities within their robust stems, closing their pores at night to conserve moisture, and sporting spiny leaves to deter predators.
--------------	--

Summarizing	Cacti and other desert flora survive by efficiently conserving water and deterring herbivores with their adaptations.
-------------	---

Quoting	"In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems..."
---------	--

Earthworms play a vital role in breaking down dead material and enriching the soil. Their movement through the earth creates channels that help plants grow better. These small creatures are key to maintaining healthy ecosystems.

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.

Introduction

Louis Riel, a name synonymous with the Métis nation's struggle for recognition and rights, is a pivotal figure in Canadian history. Born on October 22, 1844, in the Red River Settlement (Manitoba), he was a political leader, a founder of Manitoba, and a central figure in the Red River and North-West resistances.

Early Life

Riel was born into a respected Métis family. His father, Louis Riel Sr., was an influential leader in the Métis community. Louis Jr. was educated in England but returned to the Red River Settlement at age 25 upon hearing of the growing tensions between Métis inhabitants and the Canadian government.

**Political Beginnings**

In 1869, Riel emerged as a leader of the English-speaking community, protesting the transfer of the western territories from the Hudson's Bay Company to the newly formed Dominion of Canada without consultation. He led a provisional government, which negotiated the Manitoba Act with the Canadian government, leading to the creation of Manitoba as a province on July 15, 1870.

Resistance and Exile

Riel's leadership in the resistance resulted in the execution of Thomas Scott, a controversial action that polarized public opinion and led to Riel's exile. During his time in the United States, he was elected three times to the Canadian House of Commons, but never took his seat. He was also institutionalized for mental health issues during this period.

The North-West Resistance

In 1884, Riel was persuaded to return to Canada to lead the Métis and other groups in what became known as the North-West Resistance. This uprising was a result of increasing discontent among the Métis and prairie inhabitants due to the Canadian government's failure to address their concerns.

Trial and Execution

Following the defeat of the Métis forces at the Battle of Batoche in May 1885, Riel was captured and tried for treason. Despite his argument that he defended his people's rights, he was found guilty. Louis Riel was executed on November 16, 1885, in Regina, Saskatchewan.

Name: _____

316

Curriculum Connection
CC7.9

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking

Activity Title: Partner Biography Research

Objective

What are we learning more about?

In this activity, you and your partner will work together to research facts about a famous person of your choice. You will focus on collecting information for a future biography and practice organizing your research and keeping track of your sources for a bibliography.



Instructions: How do we complete the activity?

- 1) Choose a Famous Person: With your partner, choose a famous person that you both find interesting. It could be a historical figure, a scientist, an artist, or anyone else you'd like to learn more about.
- 2) Divide the Research: Divide the research tasks between you and your partner. You will need to find information in the following categories:
 - Early Life: 1 fact
 - Achievements: 3 facts
 - Later Life and Legacy: 1 fact
 - Quote: 1 quote from the person
 - Picture: 1 picture of the person
- 3) Use Different Sources: Look for information in books, websites, encyclopedias, or other resources available in the classroom or online.
- 4) Keep Track of Sources: As you find each fact, quote, or picture, write down where you found it. Include the author's name (if available), title of the book or webpage, publisher, and date. If it's a website, include the URL and date of access.
- 5) Organize Your Research: On a piece of paper, organize your research into the categories mentioned above. Write the facts in complete sentences.
- 6) Create a Bibliography: With your partner, write down the sources you used in a separate section, without organizing them into the bibliography format. Your teacher will help you learn how to format them later.
- 7) Share Your Research: Present your organized research and bibliography to the class, explaining why you chose the person and what you found most interesting about their life.

Activity Title: Partner Biography Research

Research

Fill in the organizer below to complete your research. You could write your research on the computer as well, in a PowerPoint or Word document.

Who will you research more about?

Early Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Name: _____

321

Curriculum Connection
CC7.2

Achievements: Fact #3	Source Information	
_____	Author	_____
_____	Title	_____
_____	Website	_____
_____	Date	_____

Later Learning Fact #1	Source Information	
_____	Author	_____
_____	Title	_____
_____	Website	_____
_____		_____

Quote	Source Information	
_____	Author	_____
_____	Title	_____
_____	Website	_____
_____	Date	_____

Picture - Source Information	
Author	_____
Title	_____
Website	_____
Date	_____

Assignment – Biography

Plan

Choose someone famous and learn more about them and their life. On the next page, write down the information you'll need to write your bibliography

1) Who will be the subject of your biography?

2) Tell me facts about their early life.– when they were born, where they were born, what their parents were, who their family was, did they live in poverty, etc.

3) Share 3-5 facts about their achievements and why they are famous. Where are they known for? What did they achieve? Why are they remembered?

PREVIEW

4) Describe their later life and what they'll be remembered for. When did they pass away or are they still alive? Where did they live?

5) Provide 1-2 sentences that reflect personality.

6) Now that you know more about the person you are writing about, write a preface that explains why you chose them. Explain why they are important and what your audience will learn if they read the biography.

Name: _____

325

Sources of Information – Author, Title, Website, Date Accessed

PREVIEW

ELA Inquiry Project Assignment

Objective

What are we learning more about?

You will work in groups to create and present an inquiry project on a topic, theme, or issue you've studied in English language arts. This project will allow you to explore an area of interest in greater depth, develop your research skills, and enhance your ability to work collaboratively.

Instructions

How do we complete the activity?

- 1) Form groups of 3-5 students. Discuss and select a topic, theme, or issue that interests you.
- 2) As a group, formulate specific research questions that will guide your inquiry and Collaborate using technology to plan your research strategy.
- 3) Use a variety of sources to gather information (e.g., interviews, books, websites).
- 4) Summarize the information in your own words, making notes in point form.
- 5) Discuss as a group how the information you've gathered answers your research questions. Integrate your ideas into a cohesive analysis.
- 6) Decide on the format of your presentation (e.g., slideshow, poster) and assign roles to each group member. Your presentation should be engaging, informative, and well-organized.
- 7) Ensure all sources are appropriately documented within your presentation.
- 8) Throughout the project, use the language of inquiry to guide your discussions and decision-making. Questions such as "What processes could we use?" or "How can we best present our findings?" will help keep your research focused and effective.



Suggested Topics

Renewable Energy Solutions	Deep Ocean Mysteries	Ancient Civilizations
The World of Bees	The Human Brain	The Art of Animation
Space Exploration: Mars	Robotics and AI	Environmental Conservation

Plan

Create a planning tool that allows you to formulate your questions.

1) Selected Topic/Theme/Issue:

2) Brainstorm and list questions you want to answer with your research.

A) _____

B) _____

C) _____

D) _____

E) _____

3) Use the questions above to guide your research. Use the area below to write any information you have found. This will be helpful for your group.

Plan

Now prepare for the presentation phase of your inquiry project.

1) Were you able to answer at least 1 research question? Explain.

2) Which presentation format will you utilize? Check the box.

- ☐ Slide
☐ Poster
☐ Report
☐ Video
☐ Other: _____

3) Who will do what? (e.g., research, design, or speaking)

- Member1: _____, Role: _____
▪ Member2: _____, Role: _____
▪ Member3: _____, Role: _____
▪ Member4: _____, Role: _____

4) Ensure all sources are appropriately cited. List the types of sources used.

- Books: _____
▪ Website: _____
▪ Interviews: _____
▪ Other: _____

5) List any final tasks to complete before the presentation.

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

Flowers bloom brightly.

The moon shines at night.

The sun sets behind the mountains.

An owl hoots in the dark woods.

Courage is found in unlikely places.

Cursive Writing Activities

Practice

Trace the cursive stories below

Practicing mindfulness and gratitude
can lead to a more positive outlook
on life and better mental health.

Protecting natural environment ensures
that wildlife and future generations will have a
healthy place to live in for years to
come.

By studying the causes and effects of
pollution, we can develop strategies
to reduce our environmental
footprint and protect our planet.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

Favourite animal at the zoo?

Favourite holiday destination?

What's your favourite food?

Favourite pizza topping?

Favourite breakfast cereal?

What's your dream car?

Favourite amusement park ride?

What's your favourite joke?

PREVIEW