



# Preview – Information



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

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# Google Slides Lessons Preview





# Saskatchewan Language Writing – Grade 8

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**LEARNING GOAL**

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

### Text Forms Jumble — Unscramble & Match

Unscramble each jumbled word using the definition as your clue, then write the correct text form in the Text Forms column.

Jumbled Words	Definitions	Text Forms
TRYOEP	Verses that use rhythm and rhyme to show feelings.	
STELRET	Personal or formal messages.	
IRSEDAI	Daily notes about feelings or events.	
GBAPHRIOSEI	Life stories about important people.	
OKBO VRESIWE	Opinions about a book's strengths and weaknesses.	
ERVPSAUISE TIWRGNI	Arguments and evidence to convince readers.	
TSURINCSIOTN	Step-by-step directions.	
ETOPRRS	Detailed information on a topic with subheadings.	
ITSLS	Organized ideas or items.	
SMCIOC	Stories with pictures and text.	
VARTNAEISR	Stories with characters, setting, and plot.	

### Part 2 – Action!

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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Idea Development Strategies: Talking to Others

**Talk To Others:** Discuss with a friend an anti-bullying week plan. Share the theme, events, roles, promotion, and how you'll track impact. Write your outline on lines 1-6.








# Saskatchewan Language Writing – Grade 8

## Word Choice by Audience

For each audience row, circle the words that do not match that audience's voice.

	plankton	chorus	salinity	history	spawning
Marine Biologist	biodiversity	estuary	blueprint	coral reef	rebound
News Reporter	lead	headline	caption	umami	zoning
	on-the-record	press conference	source	full-court press	pivot
Basketball Coach	rebound	zone defense	chlorophyll	reef	preheat
	Affidavit	pick-and-roll	shot clock	statute	glaze
Chef / Baker	altitude	zoning	umami	simmer	respawn
	proof dough	whisk	preheat	rebound	elevation
City Planner / Architect	blueprint	stanza	mixed-use	respawn	zoning
	foundation	traffic flow	marinade		

Choose a good transition word for the supporting details.

first  
next  
then  
afterward  
meanwhile  
last

Comparing  
similarly  
likewise  
equally  
in the same way  
as well as  
along with

Contrasting  
however  
but  
on the other hand  
alternatively  
conversely  
nevertheless

Adding  
also  
in addition  
furthermore  
moreover  
plus  
too

Concluding  
finally  
in conclusion  
to sum up  
all in all  
in summary  
in the end

- I like eating apples every day, \_\_\_\_\_ my friend likes bananas more than apples.
- We played soccer at the park, \_\_\_\_\_ it started to rain very hard.
- I went to the park in the afternoon, \_\_\_\_\_ I saw a big brown dog running around.
- She was very tired after school, \_\_\_\_\_ she still kept running with her friends.
- We baked a tray of cookies together, \_\_\_\_\_ we shared them and ate them happily.

## Colour Symbols

Drag and drop the appropriate meaning each colour conveys.

Red  
Blue  
Green  
Yellow  
Purple  
Black  
White  
Pink  
Orange  
Grey

Calmness, peace, and reliability  
Growth, nature, and renewal  
Love, energy, and danger  
Sadness, emptiness, and dullness  
Royalty, creativity, and luxury  
Purity, innocence, and simplicity  
Warmth, enthusiasm, and excitement  
Femininity, compassion, and gentleness  
Power, mystery, and mourning  
Joy, optimism, and caution









# Saskatchewan Language Writing – Grade 8

### Character & Setting Match-Up





Character's name	
Where does it live?	
Traits	



Character's name	
Where does it live?	
Traits	

Write your own character's name and choose the setting from the options below, then drag the correct traits into each character's boxes.

Setting	Mountain Cave	Count Vlad's Castle	A midnight village marketplace	A foggy forest	Haunted House
Traits	Intimidating	Immortal	Mysterious	Joyful	Fierce
	Elegant	Friendly	Hot-tempered	Strong	Cunning

Drag the best speaker tag from the word bank to complete each sentence.


asked	whispered	groaned
replied	muttered	cheered
announced	cried	declared
insisted	mumbled	laughed

- "I don't understand this math problem," \_\_\_\_\_ Ben.
- Mia \_\_\_\_\_, "Can we please go to the park now?" Sarah.
- "Hooray! We finally finished the project!" \_\_\_\_\_ Anna.
- "Do you think we're lost?" \_\_\_\_\_
- Tom \_\_\_\_\_, "I'm so tired of running."
- "I want the bigger slice," \_\_\_\_\_ Max.
- Emily \_\_\_\_\_, "Look at the rainbow!"
- "Why are you so late?" \_\_\_\_\_ Dad.

### Sorting Credible Sources

A	Scholarly / Highly Credible
B	Popular / Generally Reliable (use with caution)
C	Unreliable / Not Appropriate For Research

	Reviewed journal article from Science (author is a PhD; methods and references included).
	Encyclopedia entry (Britannica).
	Government report (NOAA) on ocean temperatures, 2023.
	University .edu page explaining photosynthesis with citations.
	Personal blog with no author bio and lots of ads.
	Newspaper feature from The New York Times with named expert sources.
	Well-sourced magazine article (National Geographic).
	Crowd-edited post with no citations or date.





# 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
CC8.1	Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Telling One's Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points).	11-12, 172-175, 200-201
CC8.2	Create and present a group inquiry project related to a topic, theme, or issue studied in English language arts.	238-245, 340-342
CC8.3	Select and use the appropriate strategies to communicate meaning before (e.g., plan, organize, and sequence ideas to fit purpose, point of view, and format), during (e.g., use and maintain appropriate point of view for audience and purpose), and after (e.g., revise final drafts and presentations to ensure that the format and patterns within that format contribute to the effectiveness of the composition) speaking, writing, and other representing activities.	15-33, 36-37, 39-54, 56-59, 73-76, 78-81, 83-86, 88-91, 138-145, 176-178, 186-189, 203-205, 209-211, 215-216, 218-219, 246-253, 281-283, 286-288, 292-302, 304, 307, 313-315
CC8.4	Use pragmatic (e.g., use appropriate language register), textual (e.g., use artistic devices such as figurative language), syntactical	15-33, 36-37, 39-54, 56-59, 73-76, 78-81, 83-86, 88-91, 138-145, 176-178, 186-189, 203-205, 209-211, 215-216, 218-219, 246-253, 281-283, 286-288, 292-302, 304, 307, 313-315
CC8.5	concept), to persuade (e.g., an opinion on an issue, a mini-debate), and to entertain (e.g., a humorous incident).	15-33, 36-37, 39-54, 56-59, 73-76, 78-81, 83-86, 88-91, 138-145, 176-178, 186-189, 203-205, 209-211, 215-216, 218-219, 246-253, 281-283, 286-288, 292-302, 304, 307, 313-315
CC8.6	Use oral language to interact purposefully, confidently, and respectfully in a variety of situations including one-to-one, small group, and large group discussions (expressing feelings and viewpoints and contributing to group harmony).	N/A
CC8.7	Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt).	N/A
CC8.8	Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review	11-12, 61-70, 109-121, 126-137, 146-151, 153-156, 159-160, 163-165, 167-169, 217, 230-237, 258-264, 266-268, 271-273, 319-329, 331-335
CC8.9	Experiment with a variety of text forms (e.g., Reader's Theatre, role play, humorous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (e.g., imagery, music, graphics and statistics in a multimedia presentation).	13-14, 71-72, 93-94, 122-125, 161-162, 170-171, 179-185, 200-201, 206-207, 220-229, 275-280, 305-306, 317-318, 337-338

**Preview of 150 pages from  
this product that contains  
453 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
AR8.1	Use information gathered in self-assessment and teacher's assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.	9-10, 198-199
AR8.2	Appraise own and others' work for clarity, correctness, and variety.	34-35, 55, 60, 77, 82, 87, 92, 152, 157-158, 166, 190-192, 197, 256-257, 265, 269-270, 274, 289-291, 303, 316, 330, 336



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

If a team wins because of a bad call by the referee, should the result stand or be contested?

Should parents give their child money for good grades?

Is it fair that only students with parental permission can go on field trips?

If a student is good at a subject, is it fair to let them tutor others for free?

Name: \_\_\_\_\_

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Curriculum Connection  
CC.8.1, CC.8.8

**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

Text forms are the different structures and styles used in writing. Each form serves a unique purpose and follows specific conventions. Understanding these forms is essential for effective communication and comprehension.



## Common Text Forms

Let's explore some key text forms:

- **Narrative:** Tells a story with characters, a setting, and a plot. Examples include novels and short stories.
- **Expository:** Provides information or explanations about a topic, like in textbooks.
- **Descriptive:** Uses vivid descriptions to create a picture in the reader's mind.
- **Persuasive:** Attempts to convince the reader of a particular point of view.
- **Biography:** A detailed description of a person's life, including their experiences and achievements.
- **Book Review:** A critical analysis of a book, discussing its content, style, and impact.
- **Comic Strips:** Combines illustrations and dialogue to tell a story or present information humorously.
- **Letter Writing:** A form of communication between individuals, often personalized and formal.
- **Lists:** Organizes information in a simple, easy-to-follow format.
- **Instructions:** Provides step-by-step guidance for completing a task.
- **Argumentative:** Presents a balanced view of a topic, highlighting different perspectives.
- **Poetry:** Expresses ideas and emotions through rhythm, rhyme, and imagery.
- **Journal:** A personal record of thoughts, feelings, and experiences.
- **Report:** A structured presentation of information on a specific topic.
- **Diary:** Similar to a journal but usually more private and personal.

## Why Text Forms Matter

Understanding text forms is crucial for several reasons:

- **Enhanced Reading Skills:** Recognizing the form helps in understanding the writer's purpose and the text's structure.
- **Improved Writing Ability:** Knowing various forms aids in choosing the most effective way to convey a message.
- **Academic and Professional Success:** Different contexts require different text forms, so understanding them is key for success in both school and work.
- **Better Communication:** Each form has its conventions; understanding them helps in clearer and more effective communication.



**Matching**

Label each text form with its description

	Narrative	A) Organizes information in a simple, easy-to-follow format.
	Expository	B) Offers facts and information about a specific topic.
	Descriptive	C) Combines images and text in a sequence, often humorous.
	Persuasive Writing	D) Aims to convince the reader of a particular viewpoint.
	Biography	E) A structured, factual presentation on a specific topic.
	Book review	F) Critically evaluates and analyzes a book.
	Competition	G) Provides step-by-step guidance to perform a task.
	Imagery	H) Tells a story with characters, a setting, and a plot.
	Language	I) Uses rhythm, rhyme, and emotion to convey ideas.
	Instructional	J) Uses detailed imagery to portray a person, place, or thing.
	Argumentative	K) Tells the account of a person's life and achievements.
	Poetry	L) A personal or formal communication between individuals.
	Journal	M) Presents a new view on a topic, showing different sides.
	Report	N) A private record of daily thoughts and feelings.

**Questions**

Answer the questions.

1) What is the main purpose of biographies?

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2) Which text forms are your favourite to read and write? Explain your answer.

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

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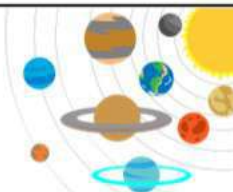


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## Identifying the Purpose of a Text

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 this purposes helps you better understand the main idea of the text.



**To Inform:** An article about the solar system describing planets, the sun, and the galaxy.

**To Persuade:** An article in a community newsletter urging people to recycle more.

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

1) A restaurant is a new Italian eatery      Inform      Persuade      Entertain

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

2) Short Story Set in a Futuristic City      Inform      Persuade      Entertain

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

3) Email to a Friend about Planning a Weekend Trip      Inform      Persuade      Entertain

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

4) Personal Diary Entry about a Day at the Beach      Express      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 the text summaries below and circle what their purpose might be.

1)	Robots were once fiction, but now a reality.	Inform	Entertain
2)	Max's laughter echoed the park he played with his puppy.	Entertain	Persuade
3)	The Amazon rainforest is called the lungs of the earth.	Inform	Entertain
4)	By recycling more, we can reduce pollution.	Express	Persuade
5)	Jupiter is the largest planet in our solar system.	Inform	Entertain

**Write**

Write three text summaries that have their own purpose.

1)	<hr/> <hr/> <hr/>
2)	<hr/> <hr/> <hr/>
3)	<hr/> <hr/> <hr/>

## Activity: Power of Planning

### Objective

What are we learning more about?

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

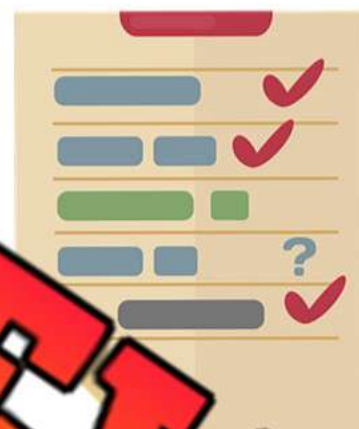
Instructions: How do we complete the activity?

### Part 1: Writing Without Planning

**Subject:** The Best Day Ever

#### Instructions:

1. Students are given 8 minutes to write about their best day without using any planning or strategies.
2. Prompt students to write continuously, so their ideas flow for the entire 8 minutes.
3. Collect the writing pieces and set them aside for later.



### Part 2: Writing With Brainstorming

**Subject:** If You Gain Superpowers For A Day

#### Instructions:

1. Give students 2 minutes to create a mind map about what they would do if they gained superpowers for a day. Encourage them to use words, symbols, or drawings. They can branch off main ideas with smaller details.
2. After creating the mind map, students are given another 6 minutes to now write about what they would do if they got superpowers for a day. They will use their mind map as a guide.



Name: \_\_\_\_\_

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Curriculum Connection  
CC8.3, CC8.4

## Activity: Power of Planning

Part 1

Write for 8 minutes about what your best day ever would look like?

**PREVIEW**



## Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – If you gain superpowers for a day. What powers do you have? Brainstorm your superhero adventures and responsibilities, then write for 6 minutes about your day's experiences.

If You Gain Superpowers For A Day

**PREVIEW**

## Personal Voice in Writing

### Understanding Personal Voice in Writing

Personal voice in writing is like your unique fingerprint on your work. It's the special way you express your thoughts and feelings in words. When you read something written with a strong personal voice, it's as if the writer is speaking directly to you. Developing a personal voice means finding your own style and tone that makes your writing distinct.



### Steps to Develop Your Personal Voice

Developing your personal voice isn't something that happens overnight. It's a journey of self-discovery and growth. Here are some steps to help you on your way:

- **Read Widely:** Read a variety of books and articles. Notice how each author has a unique way of putting words together. What do you like about their style? What don't you like?
- **Write Regularly:** Practice is key. Write often and everywhere, even if it's just a journal entry or a short story. The more you write, the more you'll see patterns in your writing that reflect your personality.
- **Experiment with Different Styles:** Don't be afraid to try new things in your writing. Experiment with different tones, sentence structures, and word choices. See what feels right and what feels awkward.
- **Seek Feedback:** Sharing your writing with others and getting their opinions can be very helpful. Sometimes, others can see aspects of your writing that you may not notice.

### Voice vs. Formal Writing Rules

Understanding the balance between your personal voice and formal writing rules is important. In school, you'll often have to follow specific writing rules and formats. This doesn't mean you have to lose your personal voice. Even in formal writing, your choice of words, the rhythm of your sentences, and the way you structure your ideas can all reflect your personal style.

## True or False

Is the statement true or false?

1) Developing a personal voice happens instantly, not gradually.	True	False
2) Experimenting with different styles is beneficial for finding your voice.	True	False
3) Seeking feedback on your writing can help develop your personal voice.	True	False
4) You can't use your personal voice in school assignments.	True	False
5) Writing regularly does not impact your personal writing voice.	True	False

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

Favourite Book

Favourite Animal

Favourite Holiday Destination

Grandparent

Alien

Scientist



## Activity: Voice in Song

### Objective

What are we learning more about?

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



### Instructions

How do we complete the activity?

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



## Activity: Voice in Song

**Instructions**

Answer the questions below.

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

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

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

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

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

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## 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
Market					
Beach					
Carnival					
Mountain					
Farm					
Book					
House					
Ocean					
Garden					

**Write**

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

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## Personal Voice – Word Choice

### Word Choice

Exchange the crossed-out word(s) for more interesting word choices.

In a small \_\_\_\_\_ town, a very old \_\_\_\_\_ brown bench sat under a tree in a nice \_\_\_\_\_ little park. A kind \_\_\_\_\_ old man watched a small, happy \_\_\_\_\_ dog play with its owner. The grass was \_\_\_\_\_ and the sky deep blue, but the scene was not very lively.

\_\_\_\_\_ The dog, with its not-so-shiny coat, chased a dull \_\_\_\_\_ ball with little interest. Everything seemed nice but unremarkable, a perfect \_\_\_\_\_ day for someone to make it more exciting \_\_\_\_\_.

A little \_\_\_\_\_ cat wandered through a quiet \_\_\_\_\_ street. The houses looked old \_\_\_\_\_ and the gardens were pretty \_\_\_\_\_ . It was a sunny day, yet the cat walked slowly with its soft \_\_\_\_\_ fur, paused near a big \_\_\_\_\_, interesting tree. Nearby, a regular \_\_\_\_\_ car drove past, adding not a hint of excitement to the boring \_\_\_\_\_ day.

### Think

Write synonyms for the words below.

Small				
Hard				
Tall				



## Word Choice - Audience

### Word Choice

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

Kindergarteners	Coffee	Yummy	Icky	Lit	Ball
	Uh-oh	Epic	Potty	Weirdo	Bo-bo

Elementary School Students	Hyped	Insurance	Soccer	Upload	Trending
	Play	Credit	Recess	Amazing	

High School Students	Hand	Ms	Pharmacy	Mommy	Ghosted
	Shady	Sandbox	Squad		

Parents	Flex	Selfie	Meme	Meeting	
	Lowkey	Cringy			

Seniors	Nap	Nostalgic	Pension	Ad	Page
	Comfortable	Clout	Chill	P	etire

### Question

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

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## Analyzing Word Choice

### Word Choice

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



Jack London – The Call of the Wild (1903)

"Buck did not read the newspapers, or he would have known that trouble was brewing, not alone for himself but for every tide-water dog, strong of muscle and with warm, long hair, who roamed the San Diego."

Mark Twain – The Adventures of Tom Sawyer (1876)

"Tom lay thinking. Presently he decided that he wished he was sick; then he could stay home from school. Here he began to canvass his system. No ailment was found, and he investigated his time. He thought he could detect colicky symptoms, and he began to encourage them with considerable hope."

Robert Louis Stevenson – Treasure Island (1883)

"Squire Trelawney, Dr. Livesey, and the rest of these gentle savants write down the whole particulars about Treasure Island, from the beginning to the end, putting nothing back but the bearings of the island, and that only because there is no treasure not yet lifted, I take up my pen in the year of grace 17-- and go back to the time when my father kept the Admiral Benbow Inn and the brown old seaman with the sabre cut first took up his lodging under our roof."

L.M. Montgomery – Anne of Green Gables (1908)

"Mrs. Rachel Lynde lived just where the Avonlea main road dipped down into a little hollow, fringed with alders and ladies' eardrops and traversed by a brook that had its source away back in the woods of the old Cuthbert place."

## Rudyard Kipling – The Jungle Book (1894)

"Night-Song in the Jungle. It was seven o'clock of a very warm evening in the Seonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips."

## Kenneth Grahame – The Wind in the Willows (1908)

"The Mole had been working very hard all the morning, spring-cleaning his little home. First with a brush, then with dusters; then on ladders and steps and chairs, with a brush and a new wash. He had dust in his throat and eyes, and splashes of whitewash all over his black coat, and his back and weary arms."

## H.G. Wells – The Time Machine (1895)

"The Time Traveler (for so I have conventionally to speak of him) was expounding a recondite matter to us. His pale grey eyes were dim and wrinkled, and his usually pale face was flushed and animated."

## Charles Dickens – A Tale of Two Cities (1859)

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair."

## Write

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




## Varying Sentence Lengths

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

**Examples:**

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



Practice writing short and long sentences about the topics below.

Topic	My Favorite Sport
Short Sentence	
Long Sentence	

Topic	Dream Vacation Destination
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

## Varying Sentence Lengths

**Write**

Write a matching sentence in short or long form.

**Short****Long**

Amidst the hustle and bustle of the crowded city streets, where the aroma of street food mingles with the sounds of conversation, pedestrians weave their way through the maze of markets, each searching for their own treasure.

**Short****Long**

She listens on grass.

**Short****Long**

Beneath the ocean's surface, where coral reefs are like a garden and fish dart through the water like flashes of light, divers explore the silent world, uncovering the mysteries held in the deep.

**Short****Long**

Books wait quietly on the shelf.

**Short****Long**

High atop the snowy mountain peak, climbers conquer their fears and limitations, pushing themselves to reach the summit and the triumph that awaits.

**Short****Long**

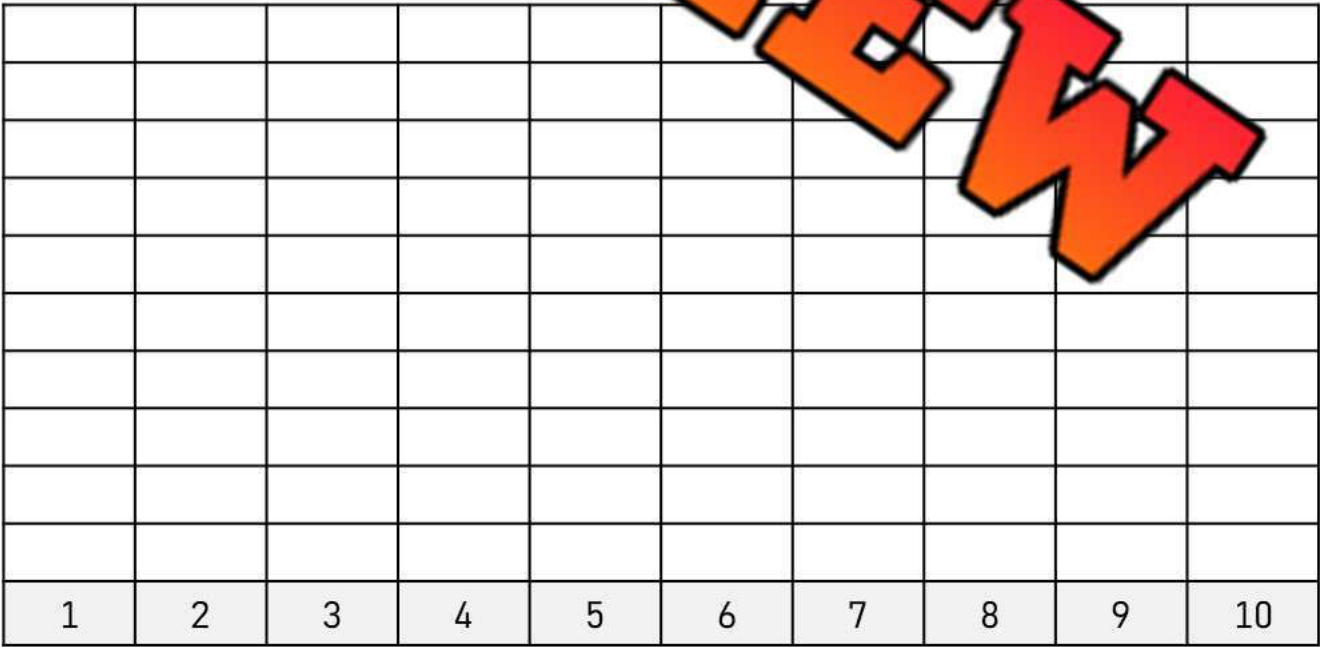
Frogs croak by the pond.

# Varying Sentence Lengths

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

The sun set, casting a golden glow on the horizon. Evening crept in, and the forest's silhouette turned to a dark ink. Creatures stirred, embracing the night's cover. A bat fluttered in a whisper in flight. Stars blinked open in the navy sky. An owl's silhouette perched against the moon. Fireflies flickered amidst the trees like earthbound stars. A lone wolf howled, its voice carrying far. The moon rose higher, a beacon in the dark. The world, in hushed tones, whispered goodnight to the day.

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





## Varying Sentence Lengths



Write

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




**A Place I'd Love to Visit:** Describe a place you dream of visiting and what draws you to it.

**PREVENT**

### # Of Short Sentences

## Of Long and Short

**If I Had a Superpower:** Choose a superpower and describe how you'd use it.



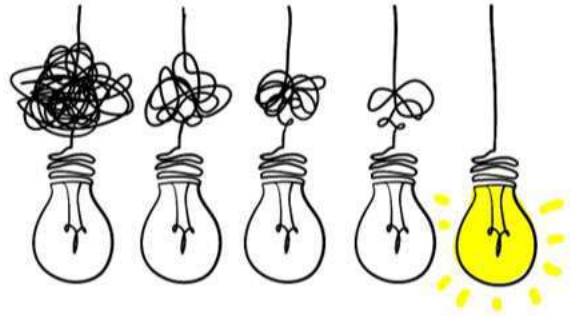
### # Of Short Sentences

### # Of Long Sentences

# Exploring the Structure of Paragraphs

## Paragraphs: Building Blocks of Essays

A paragraph is a unit of writing that consists of one or more sentences focusing on a single idea or topic. Understanding the structure of paragraphs is essential for creating clear and effective writing.



## Key Components of a Paragraph

Every well-written paragraph contains three main parts:

- **Topic Sentence:** The first sentence that introduces the main idea of the paragraph. It should be clear and specific to guide the reader on what the paragraph will be about.
- **Supporting Details:** These sentences follow the topic sentence. They provide evidence, examples, facts, or statistics that support the main idea. These could include facts and statistics, expert quotes, and personal experiences.
- **Concluding Sentence:** This sentence wraps up the paragraph by summarizing the main idea or making a final statement. It should not introduce new information but should clearly link back to the topic sentence, often reinforcing the main idea.

## Crafting a Coherent Paragraph

For a paragraph to be effective, it must be coherent. This means that all the sentences should work together smoothly. Transitions such as 'for instance', 'in addition', 'however', and 'therefore' can help the reader understand how your ideas connect. The order of the supporting details is also important. They should be organized logically or in order of importance to build a strong argument or description.

Remember, a good paragraph is like a mini-essay itself. It has a clear beginning, middle, and end that communicate a single, focused idea. By mastering paragraph structure, you can create writing that is powerful and persuasive.



**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

It allows us to live countless lives and experience diverse emotions without ever leaving our homes. By turning pages, we can embark on grand adventures or unravel mysteries. In conclusion, fiction enriches our minds and stirs our imaginations like nothing else can.

Topic Sentence

It provides the nutrients necessary for growth and learning. Choosing fruits, vegetables, and whole grains in your diet can boost brain function and energy levels. Ultimately, making smart food choices is the foundation for lifelong health and well-being.

Topic Sentence

It offers interactive and personalized learning experiences that were once impossible. With digital tools, information is more accessible, and collaboration is easier. Therefore, technology is not just a tool for entertainment; it's an integral part of our educational journey.

**Hooks**

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

Boring Version

Learning another language can be beneficial.

Your Version

Boring Version

People are making progress in space technology.

Your Version

Boring Version

Video games have changed a lot since they were first made.

Your Version



# Writing Hooks – Improving Topic Sentences

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

Example: "What if you could talk to animals?"

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

Example: "Watch out! Volcanoes are nature's explosive giants!"

**Making a Bold Statement:** By opening with a bold statement, you lay down a strong foundation for your readers.

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

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

Example: "A single tree provide a day's oxygen for up to four people."



## Hooks

Rewrite the topic sentence below using the different strategies.

Original Version	The human brain can store more information than the largest library.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	The Amazon Rainforest is often called the Earth's lungs.
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) It controls thoughts, memories, and emotions, coordinating movements and bodily functions. Its network of neurons and synapses is vast, allowing us to process large amounts of information rapidly. Indeed, the brain's capabilities are what make each person unique.**

a) The human brain is more complex than the most advanced computer.

b) The human brain is part of the body's nervous system.

c) People use their brains to think things.

**2) Unlike fossil fuels, renewable energy produces power without harmful emissions, combatting climate change. As technology improves, sustainable energy becomes more accessible, promising a cleaner future. Harnessing these natural power sources is vital for our planet's health.**

a) Wind and solar are types of renewable energy.

b) Renewable energy sources like wind and solar are changing how we generate electricity.

c) Renewable energy is different from coal and oil.

**3) From landing on the moon to rovers on Mars, each mission has expanded our knowledge of the universe. The pursuit of understanding space unites people across borders in wonder and discovery. Space exploration represents humanity's boundless curiosity and quest for knowledge.**

a) Space exploration allows us to reach beyond Earth's atmosphere and explore the cosmos' secrets.

b) Space is very big and has many planets and stars.

c) Astronauts go to space to learn new things.

**4) The pyramids, especially, showcase the Egyptians' architectural genius and their beliefs in the afterlife. Archeological studies continue to unveil the intricacies of their society, reminding us of the ingenuity of ancient cultures. The legacy of Egypt lives on as a cornerstone of historical wonder.**

a) Egypt is a country with a very long history.

b) Ancient Egyptians built pyramids that have lasted for thousands of years.

c) Ancient Egypt's civilization fascinates with its pyramids, hieroglyphics, and pharaohs.



# Crafting Perfect Paragraphs

## The Foundation of a Paragraph: Topic Sentence

A paragraph is like a journey, and the topic sentence is the starting point. This initial sentence sets the direction, informing the reader about what the paragraph will discuss. It should be clear and focused, establishing the central idea or theme.

## Building the Body: Adding Supporting Sentences

After you've established your topic sentence, it's time to build the body of your paragraph with supporting sentences. These sentences expand on your topic sentence, providing evidence, examples, or explanations. Here's how you can structure it:

### Main Idea 1: Recycling Benefits Our Environment

- Recycling reduces the need for new resources.
- It helps save energy used in manufacturing new products.
- Proper recycling can decrease pollution levels.

### Main Idea 2: Regular Reading Improves Language Skills

- Reading expands vocabulary and understanding of grammar.
- It enhances imagination and creative thinking.
- Consistent reading improves overall comprehension skills.



## Wrapping Up: Crafting a Concluding Sentence

Your paragraph should end with a concluding sentence. This sentence wraps up your discussion, echoing the main idea presented in the topic sentence. It should summarize the key points without introducing new information. The concluding sentence serves as a bridge to the next paragraph or as a final statement if it's the end of your piece. Think of it as sealing the paragraph, leaving the reader with a clear understanding of your main point.



## Crafting Perfect Paragraphs

**Supporting Details**

Write 3 supporting details about the topic sentences below.

Topic Sentence	Eating a balanced diet is essential for good health.
1	A balanced diet provides essential nutrients for body growth.
2	It supplies the necessary energy for engaging in daily activities.
3	Consuming a variety of foods prevents many diet-related illnesses.

Topic Sentence	Earth rotates on its axis once every 24 hours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Transportation has changed dramatically over the past 200 years.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Regular exercise improves physical and mental well-being.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

## Supporting Details

In writing, it's common to come up with several ideas about a topic. If you find yourself with a long list, a good strategy is to group these ideas into larger categories. This way, you can create multiple paragraphs, each focused on one of these broader themes.

Here's an example to illustrate this approach:

**Brainstorm** why reading is a beneficial hobby: Gaining knowledge, traveling through stories, improving vocabulary, escaping reality, understanding different cultures, developing empathy, enhancing concentration.

**3 Big Ideas** Personal Development – improving vocabulary, enhancing concentration, developing empathy. Educational Benefits – gaining knowledge, understanding different cultures. Entertainment Value – traveling through stories, escaping reality.

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

1) How Could Being Invisible Change Everyday Life?

Invisibility  
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 \_\_\_\_\_ is a good transition word for the supporting details.

- 1) Many students use the \_\_\_\_\_ to study. \_\_\_\_\_, others prefer the quiet of their own rooms at home.
- 2) Science is my favourite subject because it explains \_\_\_\_\_ work. \_\_\_\_\_, it has the coolest experiments.
- 3) History class can be fascinating. \_\_\_\_\_, it often gives us valuable insights into the present by understanding the past.
- 4) We had planned to go to the beach. \_\_\_\_\_, the sudden rain made us change our plans to indoor activities.
- 5) \_\_\_\_\_, I wake up to the sound of my alarm clock at 7:00 AM. \_\_\_\_\_, I head downstairs to enjoy a balanced breakfast, which gives me the energy I need to start the day. \_\_\_\_\_, I pack my school bag, making sure I have all my books and homework. \_\_\_\_\_, it's time to catch the bus. \_\_\_\_\_, I meet my friends on the playground before school begins, where we share stories and plan for the day ahead.



## Ending With a Bang: Conclusion Sentences

### Understanding Conclusion Sentences

In writing, the final statement of a paragraph is known as the conclusion sentence. This sentence plays a pivotal role in summarizing the key points and providing a clear end to the discussion. It should reinforce the main idea presented at the beginning and ensure the reader feels the topic has been adequately covered.



### Elements of a Conclusion Sentence

To write an effective conclusion sentence, consider these critical components:

1. Revisiting the Main Idea:

Your conclusion should echo the paragraph's main idea, but with fresh wording.

2. Summarizing Key Points:

Quickly revisit the main points and supporting details you've discussed, which could look like this for a paragraph about the importance of teamwork:

- Teamwork encourages better communication.
- It allows for the sharing of ideas and abilities.
- Teamwork also helps to solve problems more efficiently.

3. Leaving a Lasting Impression:

Aim to end with a sentence that reinforces your main idea, leaving the reader with something to remember. This could be a thought-provoking statement that connects back to the larger context of your essay or discussion.

### Effective Conclusion Techniques

A conclusion sentence should not only summarize but also connect the paragraph to the writer's own experience or the wider world. Here are some techniques to achieve this:

- Reference the Bigger Picture: Relate the paragraph back to larger themes or relevant real-world scenarios.
- Call to Action: If appropriate, end with a call to action, encouraging the reader to apply the information or engage further with the topic.
- Reflective Question: Pose a reflective question that relates to the main idea, prompting the reader to think deeply about the subject.

A strong conclusion sentence serves as the keystone, locking the paragraph's structure together and leaving the reader with a complete, polished piece of writing. As you develop your writing skills, giving due attention to the conclusion will ensure your paragraphs stand solid and convey your ideas effectively.

### Conclusion Sentences Checklist

- ☒ Revisit the main idea.
- ☒ Summarize key points.
- ☒ Leaving a lasting impression.

## True or False

Is the statement true or false?

1) The conclusion sentence is the final statement of a paragraph.	True	False
2) Summarizing key points is not necessary in a conclusion sentence.	True	False
3) Restating the main idea in the conclusion is recommended.	True	False
4) The conclusion sentence should reflect on the content of the paragraph.	True	False
5) A conclusion sentence should introduce a new supporting detail.	True	False

Think! Write which conclusion sentence you think is best.

**1) Dinosaurs inspire our imagination about the prehistoric world. Their massive size and variety astound us. Fossil discoveries provide insights into their existence.**

- a) Dinosaurs are big reptiles that lived a long time ago.
- b) Dinosaurs come in different sizes and shapes.
- c) In essence, dinosaurs are a window into our planet's vast prehistoric history.

**2) Books have the magical ability to transport us across space and through time. They introduce us to extraordinary characters and new worlds of adventures, all within the comfort of our own imaginations.**

- a) The power of a well-told story can inspire, educate, and entertain, leaving invaluable treasures in our lives.
- b) Books are found in libraries and bookstores.
- c) Some books are hardcover while others are paperback.

**3) Cooking is a delightful art that blends taste and creativity. It allows individuals to combine ingredients in endless variations to create dishes that delight the senses. The act of cooking and sharing meals is a cherished ritual that strengthens bonds and cultivates community.**

- a) Cooking involves heating food to make it edible.
- b) Thus, cooking is not just a daily chore but a celebration of culture and connection.
- c) Professional chefs cook in restaurants.



## Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) The cosmos is a canvas of unending wonder, filled with the beauty of stars, the mystery of black holes, and the possibility of alien life. Space exploration pushes the limits of our knowledge and inspires dreams of distant worlds.

2) Technology is driving forward innovation in the modern world. It revolutionizes communication, entertainment, and paves the way for advancements in medicine and science.

3) Healthy oceans are crucial for sustaining a diverse marine ecosystem and balancing the global climate. They are home to numerous species and are a source of food and livelihood for millions.

4) Skateboarding is an exhilarating sport that offers a unique combination of physical activity and artistic expression. Riders glide, flip, and turn, showcasing their skills in parks and streets. This dynamic activity captivates those who seek both an adrenaline rush and a means to creatively express themselves.



## 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) Earth is known as the Water Planet due to its vast water bodies. Oceans cover 71% of the planet, holding 96.5% of Earth's water. This abundance supports diverse life and influences climate. Freshwater is crucial for human activities. Earth's unique water abundance is a key factor in its importance in the solar system.

Main Idea

2) The Fathers of Confederation were pivotal in shaping Canada. They included figures like John A. Macdonald and Sir John A. Macdonald. Their debates and decisions formed the basis of the Canadian Confederation. These leaders represented various British colonies in North America. Understanding their contributions is key to appreciating Canada's formation.

Main Idea

3) Canadian rivers like the St. Lawrence and Mackenzie are vital. The St. Lawrence is important for trade. The Mackenzie supports unique ecosystems. These rivers are natural wonders and economic resources. Protecting these rivers preserves their cultural and environmental value.

Main Idea

The Charlottetown Conference was a landmark event in Canadian history. Held in 1864, it brought together leaders from various colonies. They discussed forming a union of the British North American colonies. This conference laid the groundwork for the Canadian Confederation. The Charlottetown Conference marked a critical step towards Canada's birth as a nation.

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.

Buoyancy is a fascinating physical principle that explains why some objects float while others sink. This phenomenon occurs due to the force exerted by a fluid, like water, against the bottom of an object placed in it. An object floats when it is less dense than the fluid it is in, which means it weighs less than the amount of water it pushes aside. For instance, a ship floats because its overall density, including the air inside it, is less than the density of water. Conversely, a solid piece of iron sinks because it is denser than water. Therefore, understanding buoyancy is crucial in various fields, from designing ships to understanding natural phenomena. In conclusion, buoyancy involves the intricate balance between an object's density and the fluid it displaces, determining whether it will float or sink.

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

## Assignment - Paragraph Writing

**Write**

Plan your paragraph by brainstorming about your topic below.

Describe your dream vacation destination.

Explain the process of photosynthesis.

Debate the necessity of nightly homework.

Describe the life cycle of a butterfly.

Write about an inspiring person in your life.

Discuss the benefits of learning a foreign language.

Explain how computers change learning.

Describe a traditional family celebration.

Discuss the cause of the moon landing.

Write about the role of pets in a family.

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.



**Write**

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

6) Write your topic sentence of your paragraph 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Has a clear topic sentence		
Includes at least three supporting ideas		
Maintains a focus on the main idea		
Uses transition words appropriately		
Uses interesting word choices so it isn't boring		
Has a well-crafted conclusion sentence		
Grammar, spelling, and punctuation are correct		
The paragraph flows and makes sense.		

Edit

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

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

## Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
<b>Topic Sentence</b>	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
<b>Conclusion Sentence</b>	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
<b>Main Idea</b>	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.
<b>Supporting Details</b>	Three or more relevant details; details are specific.	Two or three relevant details; details may be vague.	One or two details; may be irrelevant or vague.	Missing or irrelevant supporting details.
<b>Transition Words</b>	Smooth transitions throughout.	Some transitions used.	Transitions are lacking or forced.	No transition words used.
<b>Word Choice (Interesting)</b>	Rich, vivid word choice.	Some interesting word choices.	Word choices are repetitive.	Word choices are inappropriate or unclear.
<b>Grammar/ Spelling/ Punctuation</b>	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

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**Mark**


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

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## Essay Writing – Thesis Statements

A **thesis statement** is a single sentence that tells readers the main point your paper is going to make. It's like a roadmap guiding the reader through your essay, showing what you're going to talk about. For example, a thesis statement might be, "School uniforms should be required because they promote equality, reduce distraction, and save money."

### Instructions

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

Topic	Main Ideas
Environmental Conservation Efforts	1) Reducing waste is critical to protecting natural habitats. 2) Conservation initiatives help combat climate change. 3) Public awareness and participation are key to conservation.
<b>Thesis Statement</b>	
In this essay, I will discuss the importance of reducing waste to protect habitats, conservation to fight climate change, and the importance of public involvement for success.	

Topic	Main Ideas
The Benefits of Team Sports	1) Team sports encourage physical fitness. 2) Participating in team sports teaches valuable social skills. 3) Being part of a team can boost self-esteem.
<b>Thesis Statement</b>	
_____	
_____	
_____	

Topic	Main Ideas
The Impact of Reading for Pleasure	1) Reading for pleasure can boost literacy skills. 2) It allows for the exploration of different cultures and ideas. 3) Leisure reading can be a form of stress relief.
<b>Thesis Statement</b>	
_____	
_____	
_____	

# 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
Can Video Games Improve Education? (3 reasons why)	1)
	2)
	3)
Thesis Statement	
_____	
_____	
_____	

Topic	Main Ideas
Is Plastic Packaging Good or Bad for the Environment?	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 Role of Drones in Modern Society

- a) Drones are the new birds, except they're louder, and they don't sing.
- b) Drones have emerged as a transformative technology, altering surveillance, delivery systems, recreational activities, while presenting new challenges to privacy and airspace.
- c) In the future, drones might be the preferred method of transportation for ants.

## Topic: Fashion and Sustainability

- a) Fast fashion is like a fast-food restaurant, and you always end up with too many fries.
- b) If clothes could walk the run, the fashion world would be their marathon.
- c) Fast fashion is contributing to environmental degradation, unethical labour practices, and the growing movement towards sustainable clothing alternatives.

## Topic: The Role of Public Libraries in the Digital Age

- a) Public libraries provide vital internet access, digital literacy programs, and serve as community centers for sharing innovative technology and information.
- b) Libraries are just like jungles, but instead of trees, there are books, and librarians are really quiet librarians.
- c) Libraries are important places where people go to learn about new things, allowing them to educate themselves about the things they are interested in.

## Topic: The Influence of Advertising on Youth Consumption

- a) Ads are like magic spells – they convince you that you need a new pair of shoes every week.
- b) Advertising significantly impacts youth consumption patterns, often shaping desires and lifestyle choices from an early age.
- c) Advertising is a growing industry using targeted marketing strategies, the promotion of consumerist values, and the creation of brand loyalty from an early age.



## Essay Writing - Globalization

### Introduction

Globalization, a process of interaction and integration among people, companies, and governments worldwide, has significantly reshaped our world. It affects various aspects of daily life, economy, and culture. In this essay, we will explore how globalization has simplified international trade, its influence on cultural changes, and its impact on the environment and labour markets.



### Main Idea 1: International Trade

One of the most notable effects of globalization is the ease of international trade. By reducing trade barriers and tariffs, globalization has allowed goods and services to flow more freely across borders. This increased trade has led to economic growth in many countries, offering consumers a wider range of products at lower prices. Moreover, it has enabled businesses to expand globally, increasing competition and innovation. However, this also means local businesses often face stiff competition from international companies, which can affect local job markets.

### Main Idea 2: Cultural Exchange and Homogenization

Globalization has greatly encouraged cultural exchange, allowing people to share and experience diverse traditions, languages, and arts. This exchange enriches societies, fostering greater understanding and appreciation. However, globalization can also lead to cultural homogenization, where dominant cultures overshadow and diminish local cultures and traditions. This phenomenon can lead to a loss of cultural diversity, as global influences often overpower unique local customs and practices.

### Main Idea 3: Environmental and Labour Market Impact

Globalization's impact on the environment and labour markets is significant. The increase in industrial activity and international trade has led to environmental challenges, including pollution and habitat destruction. Additionally, globalization has affected labour markets, often leading to the relocation of jobs to countries where labour is cheaper. While this can benefit developing countries by creating jobs, it often results in lower wages and poor working conditions. Balancing economic growth with environmental sustainability and fair labor practices remains a critical challenge in the era of globalization.

### Conclusion

In conclusion, globalization is a complex and multifaceted phenomenon with both positive and negative impacts. While it has simplified international trade and encouraged cultural exchanges, it also poses challenges to cultural diversity, environmental sustainability, and fair labour practices. As the world becomes increasingly interconnected, it is crucial to address these challenges thoughtfully, ensuring that globalization benefits everyone.

## True or False

Is the statement true or false?

1) Globalization affects international trade and does not influence cultures.	True	False
2) Increased industrial activity due to globalization contributes to pollution.	True	False
3) Globalization can cause job relocations to countries with cheaper labour.	True	False
4) Cultural exchange is a negative consequence of globalization.	True	False
5) International trade due to globalization results in economic growth.	True	False

## Question

Answer the questions below.

1) What do you find most interesting about the essay?

2) Write the thesis statement of the essay below.

3) Is the conclusion of the essay in line with the thesis statement? Briefly explain.

4) Describe the structure of the essay. How many paragraphs does it have? How are they organized?



## Essay Writing

1) Fill in the missing parts of the paragraphs below to complete the essay:

### Topic: Renewable Energy

#### Introduction

Renewable energy, often hailed as the future of global power, has become increasingly important in our battle against climate change. In this essay, we will explore the multifaceted role of renewable energy in shaping a sustainable future, see how it impacts climate change, its potential to replace fossil fuels, and the specific challenges and benefits associated with solar and wind energy.

#### Main Idea 1: Impact on Climate Change

PREVIEW

#### Main Idea 2: Replacement of Fossil Fuels

PREVIEW

#### Main Idea 3: Challenges and Benefits of Solar and Wind Energy

Solar and wind energy, two of the most prominent forms of renewable energy, have unique benefits and challenges. Solar energy is abundant and sustainable, offering a clean power source, especially in sunny regions. Wind energy harnesses natural wind patterns to produce electricity, contributing to energy diversification. However, both face challenges such as the need for large land areas, variability in energy production, and initial setup costs. Overcoming these obstacles is essential for maximizing their benefits.

#### Conclusion

In conclusion, renewable energy presents a promising path towards a sustainable and environmentally-friendly future. Its significant role in mitigating climate change, potential to replace fossil fuels, and the specific attributes of solar and wind energy illustrate its importance in our energy landscape. While challenges remain, the continued development and support of renewable energy technologies are pivotal in our journey towards a cleaner, more sustainable world. By making these changes, we'll leave a healthier planet for future generations.



Essay Writing

Sample Ideas		
Robotics in Future	Fashion Evolution	Terry Fox's Marathon
Ocean Acidification	Social Media Influences	The Klondike Gold Rush
Genetic Engineering	Teen Fitness Routines	Louis Riel and the Métis
Climate Change Impacts	Video Gaming Culture	The Quebec Referendum
Sustainable Agriculture	Music Genres' Popularity	Residential School Legacy

Instructions: Answer the questions below

1) Choose 3 topics you are interested in and list three main ideas about each.	
Topic	Main Ideas
Example: Renewable Energy	<ul style="list-style-type: none"><li>• How can new technology impact climate change?</li><li>• Can renewable energy replace fossil fuels entirely?</li><li>• What are the challenges and benefits of solar and wind energy?</li></ul>
1)	
2)	
3)	

Name: \_\_\_\_\_

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Curriculum Connection  
CC.8.8

## 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

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Main Idea 1

PREVIEW

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Name: \_\_\_\_\_

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### Main Idea 2

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### Main Idea 3

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### Conclusion

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**PREVIEW**



# Formal Versus Informal Letters

## Understanding Formal Letters

Formal letters are essential in professional and official communications. They follow a specific structure and tone to convey messages in a respectful and clear manner. Often, they are used for applications, complaints, or official requests.



### Key Components:

- **Sender's Address and Date:** Located at the top right corner.
- **Recipient's Address:** Placed on the left, below the sender's address.
- **Salutation:** Formal greeting like "Dear Sir/Madam" if the recipient's name is unknown.
- **Body:** This is where the main message is written. It's divided into paragraphs, each focusing on a specific point.
- **Closing:** Ends with a phrase like "Sincerely" followed by the sender's signature and name.

Formal letters avoid casual language, slang, and contractions (like "can't" or "won't"). They are straightforward, polite, and to the point, emphasizing clarity and professionalism.

## Exploring Informal Letters

Informal letters, on the other hand, are personal and casual. They are typically sent to friends, family, or acquaintances and have a relaxed tone.

### Characteristics:

- **Personal Tone:** Informal letters can use everyday language and slang.
- **Flexible Structure:** While it still has an address, date, salutation, and closing, the format is less rigid.
- **Expressive Content:** These letters often express personal feelings, updates, and stories. They can include jokes, idioms, and casual phrases.

Unlike formal letters, informal letters allow for a more creative and personal expression. They do not adhere strictly to rules of format and language, making them more free-flowing and expressive.

In summary, the main difference between formal and informal letters lies in their purpose and tone. Formal letters are structured and professional, used in official or business contexts, while informal letters are personal, relaxed, and used in casual communications. Understanding when to use each type is an important skill in both personal and professional life.

# Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are typically used for personal communications.	True	False
2) Informal letters strictly follow a specific structure and format.	True	False
3) The sender's address in a formal letter is at the bottom left.	True	False
4) Formal letters always require the sender's signature at the end.	True	False
5) Informal letters allow the use of slang and everyday language.	True	False

Think

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

Subject: Hey, About Math

Hey Alex,

Hope you're doing well! I'm a bit stuck on our math homework. Question 5 is super confusing. Can you help me out with it after school today?

Thanks a bunch!

Mia

a) Formal Letter

c) Formal Email

b) Informal Letter

d) Informal Email

Dear Principal Johnson,

I am writing to express my interest in joining the school's debate team. I have participated in similar activities before and believe I can contribute significantly. I look forward to your favourable response.

Yours sincerely,

Ethan

a) Formal Letter

c) Formal Email

b) Informal Letter

d) Informal Email

Hey Chris,

Guess what? I finally got that video game we talked about! It's awesome. We should totally play it together this weekend. Let me know if you're free.

Catch you later,

Jordan

a) Formal Letter

c) Formal Email

b) Informal Letter

d) Informal Email

Subject: Inquiry on Science Project

Dear Mr. Thompson,

I am seeking additional information regarding our science project's presentation requirements. Your assistance would be greatly appreciated.

Sincerely,

Jamie Parker

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	
Principal	Proposing a new school club	Formal	Informal
Friend	Planning a weekend outing	Formal	Informal
Local Council	Need new basketball net at park	Formal	Informal
Classmate	Organizing a group study session	Formal	Informal
Teacher	Requesting feedback on an assignment	Formal	Informal
Museum Staff	Asking for a school trip visit	Formal	Informal
Pen Pal	Catching up on updates	Formal	Informal
Summer Camp Coach	Learning about activities	Formal	Informal
Cousin	Asking for a visit	Formal	Informal
Art Teacher	Seeking advice on art project	Formal	Informal
Coach	Reporting absence from practice	Formal	Informal
Tutor	Clarifying a topic from a lesson	Formal	Informal

**Think**

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

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



## Analyzing Informal Emails

### Analyze

Read the emails below. Underline the subject, closing, and any contractions. Then describe the voice used in each email. Is the person happy, sad, scared?

Subject: Science Project Ideas?

Hey Jordan,

I'm brainstorming for our science project, and I'm super curious about your ideas. I was thinking about something space-related. How about we team up and explore the mysteries of the universe? Let me know your thoughts!

Curious

Mia

Author's Voice

Subject: Our Trip to the Zoo!

Hey Chris,

I'm super excited about our field trip to the zoo next week! I can't wait to see the lions and monkeys. What are you most excited to see? Let's plan to take lots of photos and maybe even get matching zoo hats!

Eagerly,

Oliver

Author's Voice

Subject: My Cat's New Hat

Hey Riley,

You won't believe it, but I put a tiny hat on my cat, Whiskers. He looks hilarious! I'll show you a photo tomorrow. I bet it'll make you laugh just as much as I did. Let's see if we can make tiny hats for your dog too!

Bye,

Ethan

Author's Voice

Name: \_\_\_\_\_

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## Informal Email Writing

Write

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

Audience	Purpose
Sports Team Members	Discussing team strategies or post-game reviews.
Subject: _____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	

Audience	Purpose
Uncle	Planning a surprise party for your aunt's 50 <sup>th</sup> birthday
Subject: _____	
_____	
_____	
_____	
_____	
_____	
_____	
_____	

## Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!	So,	Well,
Oh!	Ouch!	Yippee!	No!	Yikes!	Ah!	Whoa!

**Think**

Add an appropriate interjection and describe the voice used.

**Subject: Eek! That Creepy Noise Again!**

Hey Alex,

\_\_\_\_\_! You hear that eerie sound coming from the attic last night? \_\_\_\_\_, it was \_\_\_\_\_ too spooked to check it out alone. \_\_\_\_\_, I didn't sleep a wink. Can you come over?

Trembling,  
Taylor

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

**Subject: Sob! My Broken Skateboard**

Hey Sam,

\_\_\_\_\_! My skateboard snapped in two. \_\_\_\_\_, it's \_\_\_\_\_ a trusty sidekick. \_\_\_\_\_, all those memories of skating at the park. \_\_\_\_\_ maybe it's time for an upgrade? Could use some cheering up.

Sorrowfully,  
Drew

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

**Subject: Yippee! Surprise Party Details!**

Hello Ava,

\_\_\_\_\_! We've got the biggest surprise party for Casey coming up. \_\_\_\_\_, she's going to be so shocked! \_\_\_\_\_, can you believe we've kept it a secret this long? \_\_\_\_\_, it's going to be epic!

Buzzing with excitement,  
Eli

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: Microscope Adventures Await!

Hey Aisha

So, guess what? Next week in science, we're starting this super cool unit – it's all about the microscopic world. So, we'll actually get to use microscopes to check out cells and tiny critters that are way too small to see with just our eyes.

Plus, I'm really excited to see all these weird and wonderful things living in just a drop of pond water. And we can make notes on the craziest things we find.

Moreover, I've heard we'll even get to see how cells divide, which is mind-blowing, right? And the best part is we'll be discovering the mysteries of the tiny universe in a drop of water.

Remember to bring your detective hat because we're going to have a blast with this. Can't wait to see what we find and to share our "Eureka!" moments.

Later,  
Jenna

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

## Assignment – Informal Email

**Write**

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Best Friend	Sharing exciting personal news
Sibling	Planning a surprise party for a parent
Cousin	Discussing plans for a family reunion
Grandparent	Sending a digital photo album
School Friend	Coordinating a video game session after school
Neighbour	Inviting over for a weekend barbecue

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

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

**Write**

Plan your email by filling in the graphic organizer.

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

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

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

**PREVIEW**



Edit

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

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Greeting		
Clear Topic Sentence		
Engaging Body – Good Word Choice		
Use Of Interjections		
Appropriate Voice And Tone		
Clear Conclusion Sentence		
Appropriate Closing		
Flow – Does It Make Sense?		

Edit

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

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

## Assignment – Informal Email Writing

Write

Write your informal email below.

**PREVIEW**

## Rubric – Informal Email

Category	4 Points	3 Points	2 Points	1 Point
<b>Greeting</b>	Friendly and appropriate greeting	Greeting is mostly friendly	Greeting is vague or impersonal	Greeting is inappropriate or missing
<b>Topic Sentence</b>	Clear and engaging topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
<b>Engaging Body/Word Choice</b>	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
<b>Use of Interjections</b>	Uses many appropriate interjections	Uses some appropriate interjections	Uses few or inappropriate interjections	No interjections are used
<b>Voice</b>	Voice matches purpose (e.g., happy, excited)	Voice is consistent	Voice is inconsistent or unclear	Voice is missing or inappropriate
<b>Closing</b>	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?

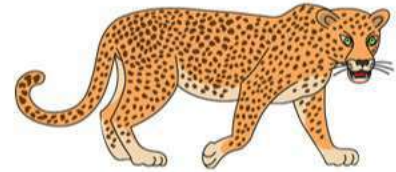


## Figurative Language - Simile

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

**Here are some examples of similes:**

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



Write \_\_\_\_\_ the similes below.

1)	As quiet _____.
2)	As strong as _____.
3)	Cold like _____.
4)	Bright like _____.

Write \_\_\_\_\_

Add a simile to the sentence.

1)	She sang _____ _____ in _____ talent show.
2)	The cat's fur was _____ _____.
3)	His room was _____ _____, after the cleanup.
4)	She painted the canvas _____ _____.

## Figurative Language - Metaphor

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

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



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

Thing To Compare	Comparison	Sentence
Library	Treasure chest of books	A library is a treasure chest because of all the amazing books you can find inside.
Time	Thief	
Home	Prison	
Hope	Anchor	
World	Stage	
Voice	Melody	

## Figurative Language - Analogy

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

**Here are some examples of analogies:**

- "Her smile was like sunshine on a cloudy day." - This compares a smile to sunshine, suggesting it's cheerful and bright.
- "Reading a book is like taking a journey." - This compares reading to traveling, suggesting it takes you to different places or experiences.
- "A good friend is like a four-leaf clover: hard to find and lucky to have." - This compares a friend to a rare clover, suggesting they are special and valuable.



**Write** \_\_\_\_\_ sentence \_\_\_\_\_ below to write an analogy.

1. School is like a garden \_\_\_\_\_

2. A book is like a passport because...

3. Good health is like a treasure because...

4. Laughter is like a spaceship because...



## Narrative Writing - Imagery

**Draw**

Read the sentences below and draw what you imagine.

Sarah strolled through the snow-covered town. Streets sparkled with festive lights, and snowflakes fell like tiny crystals. Children built snow globes, their laughter mingling with the distant bells. Air was filled with the scent of hot chocolate and cookies filled the air. The town square, with its glowing Christmas tree, bustled with holiday cheer. The world seemed wrapped in a magical, wintry tranquility, capturing the joy of the season.

In a quiet library, Ben stood before a shelf of old books. He scanned the spines, looking for a new adventure. The room was filled with the scent of old books, old and new. Around him, whispers and the rustle of pages created a tranquil atmosphere. Light filtered through large windows, illuminating the rows of books. His eyes stopped on a captivating cover; he reached out, feeling a thrill. In his hand, a new world awaited, a perfect companion to the story already begun.

## Narrative Writing – Imagery Using Sensory Details

Good writers use sensory details. They describe what readers might see, hear, taste, touch, and smell.

**Direction**

Write three sensory details for the events below. Be creative. Try to use sight, sound, smell, taste, and touch. The first one is started for you.

A student receives a gift on their birthday.

1) The gift is wrapped with colourful wrapping paper.

2)

3)

Riding a roller coaster at a theme park.

1)

2)

3)

A band performs at a school talent show

1)

2)

3)

Planting a garden in spring

1)

2)

3)

## Narrative Writing - Hyperbole

**Hyperbole** is when you use extreme exaggeration in writing or speaking to make a strong point or to emphasize something. It's not meant to be taken literally, but rather to create a big impact or to add humour.

**For example:** if someone says, "I'm so hungry I could eat a horse," they don't actually mean they could eat a whole horse. It's just a way of saying they're really, really hungry.



Direction

Is the sentence hyperbole?

1)	I've told you a million times to clean your room.	Yes	No
2)	The backpack weighed as much as a ton of bricks.	Yes	No
3)	It's a bit chilly outside today.	Yes	No
4)	That joke is so old, it could be in a dictionary.	Yes	No
5)	She ran as fast as lightning during the race.	Yes	No
6)	The math homework was a little challenging.	Yes	No
7)	I'm so hungry, I could eat an entire pizza by myself.	Yes	No
8)	The history book was 500 pages long.	Yes	No
9)	He's so tall, he could touch the clouds.	Yes	No
10)	The sunflowers in the garden were as tall as skyscrapers.	Yes	No
11)	The cat napped in the sunny spot by the window all afternoon.	Yes	No
12)	He smiles so bright.	Yes	No
13)	We walked forever before we finally found the place.	Yes	No
14)	She sang so loudly, she could be heard from miles away.	Yes	No



## Narrative Writing - Symbolism

**Symbolism** is when we use objects, colors, or characters in stories, movies, or artworks to represent bigger ideas or feelings. It's like using a secret code where certain things stand for something else.

**For example:** a heart symbolizes love, and a dove usually represents peace. In books, a storm might not just be bad weather, but it could also symbolize trouble or big changes coming in the story.



Directions: Read each description below and identify the symbol described in each.

1) In a story, a character receives a single red rose from a friend.

Symbol: \_\_\_\_\_

Deeper meaning: \_\_\_\_\_

2) A painting features a bright sun shining over a dark, abandoned house.

Symbol: \_\_\_\_\_

Deeper meaning: \_\_\_\_\_

3) A poem talks about a long, winding road that leads to a hidden treasure.

Symbol: \_\_\_\_\_

Deeper meaning: \_\_\_\_\_

4) A song's lyrics repeatedly mention a lighthouse standing firm on the coastline.

Symbol: \_\_\_\_\_

Deeper meaning: \_\_\_\_\_

## 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 picnic. Describe the scene using your 5 senses: what you see, feel, hear, taste, and smell.

Anna looks around at the cheerful picnic scene, her friends' laughter filling the air. She hears birds chirping in the distance, harmonizing with the rustle of leaves. The grass beneath her feels soft and cool, a gentle touch against her skin. She tastes the sweet juice of an apple, fresh and crisp. Fingers graze the rough texture of the picnic blanket, anchoring her in this moment of joy.

See	
Feel	
Hear	
Taste	
Smell	

## Narrative Writing – Adventurous Characters

An adventurous character is someone you find in stories who loves exciting and risky experiences. They are often brave and curious, always ready to explore new places, face challenges, or go on journeys that might be dangerous.

**For example,** "The daring explorer, equipped with a map and compass, ventured into the dense jungle, eyes sparkling with the thrill of uncovering secrets hidden deep within."

**Create**

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

Treasure Hunter

Mountain

Space Cadet

Mountain Climber

Underwater Diver

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 each trait.



## 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 \_\_\_\_\_ with the sentences below and circle what their character type might be.

1	Alex had a reputation for being very, never backing down from a challenge.	Direct	Indirect
2	Always the first to volunteer, Mr. Miller stood up before the question was even asked.	Direct	Indirect
3	The corners of Julian's mouth twitched up as the stray dog approached, hinting at a soft heart for the animal's exterior.	Direct	Indirect
4	Mr. Clarke's voice boomed across the classroom, a signal that he was not one to tolerate lateness.	Direct	Indirect
5	Fiona's desk was a rainbow of sticky notes, one for each subject to remember homework and chores.	Direct	Indirect
6	When the library lights flickered, Sam's eyes lingered on the fantasy section, a dreamer in a room full of stories.	Direct	Indirect
7	Coach Daniels barked orders like a drill sergeant, expecting nothing but the best from his team.	Direct	Indirect
8	With a pen always tucked behind her ear, Lana was the unofficial scribe of every class discussion.	Direct	Indirect
9	Benji lingered by the art room door, his fingers stained with paint even when he wasn't in class.	Direct	Indirect
10	Principal Thomas was known for his stern gaze that could silence a noisy cafeteria without a word.	Direct	Indirect
11	In a sea of uniform school blazers, Eliza's was the one with the hand-sewn patches and pins.	Direct	Indirect
12	Every time the old jazz record played, Mrs. Ellington would pause and lose herself in a memory, her eyes reflecting a bygone era.	Direct	Indirect

**Think**

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

**Character's Name:****Direct characterization**

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

**Indirect characterization**

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

**PREVIEW**

**Write**

Describe the character in your own words.

## Narrative Writing - Characters

**Create**

Create a character. Draw it in the oval and fill in the organizer below.

My character is: \_\_\_\_\_

What does the character look like?

What do they do? (actions)

What do they say?

What do others say  
about the character?

**PREVIEW**



# Narrative Structure – Character Types

## Introduction to Character Types

When we read a book or watch a movie, we meet different kinds of characters, each playing a unique role in the story. These characters can be complex or simple, good or bad, but each one adds something special to the story. Understanding these types helps us appreciate the stories even more.



Let's break down character types in a way that's easy to understand

- **Protagonist:** This is the main character in a story, often the hero. They are the person the story is mostly about. The protagonist usually faces challenges and is trying to reach a goal. Think of the captain of a sports team, leading the action and making big plays.
- **Antagonist:** This character is often seen as the 'bad guy' or the main challenge to the protagonist. They stand in the way of the protagonist's goal. It's like they're the captain of the rival team, trying to stop the hero from winning.
- **Round Characters:** These characters are like real people. They have many different traits, emotions, and they can change or grow during the story. You know them well, just like you would a close friend. They're complex and interesting.
- **Flat Characters:** Flat characters are simpler. They don't change much and usually have just one or two main traits. They're like acquaintances you don't know very well – you only see one side of their personality.
- **Stock Characters:** These are familiar types of characters that pop up often in stories. They're like the usual players in a game. For example, the 'wise old man' who gives advice, or the 'bully' who makes trouble for the hero. You recognize them because they have well-known traits that are seen in many stories.

**Write**

Choose and create one character type and write their short profile.

1) What is your character's name?

2) What is your character type?

3) Describe what your character looks like and their main personality trait.

4) What role does your character play? What challenge do they face?

5) Give a brief background or history of your character.

6) Mention any special skills or unique traits this character has.

**PREVIEW**



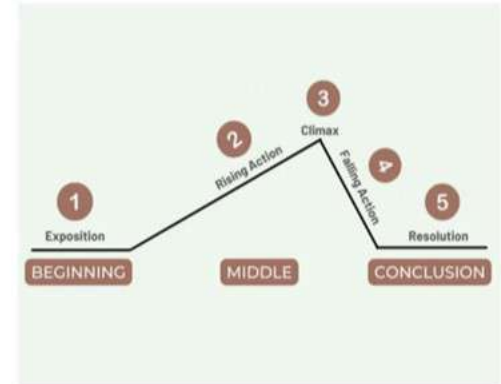
# Narrative Structure

## 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 highest point 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 builds up and the problems start: _____

## Direction

Circle the part of the story you think this sentence is from.

1) Kevin tries out for the school soccer team. He knows it will help him make friends, but he faces competition and self-doubt.	Exposition	Rising Action
2) In a small coastal town, 14-year-old Mia discovers an old map in her attic, hinting at hidden treasure in the nearby caves.	Falling Action	Resolution
3) During the final tryout game, Kevin scores the winning goal, but injures his ankle in the process.	Falling Action	Resolution
4) Mia and her friends cleverly use their knowledge of the caves to escape, leaving the rival hunters lost and confused.	Falling Action	Resolution
5) Mia finds the treasure, but at that moment, the rival treasure hunters corner them, demanding they hand it over.	Climax	Resolution
6) Back in the town, Mia and her friends are hailed as heroes, and they decide to donate the treasure to the local museum.	Climax	Resolution
7) As Mia and her friends search for the treasure, they encounter a series of mysterious clues and realize they're not the only ones looking for it.	Rising Action	Exposition

**Think**

Read the following story summary and describe the structure.

**Summary**

Fifteen-year-old Emily had always been fascinated by space and dreamed of becoming an astronaut. When she joined her high school's astronomy club, she met Leo and Maya, who shared her passion for the stars. Together, they decided to enter a national science competition with a project about Mars exploration.

Over several weeks, they worked hard, conducting research, building models, and preparing their presentation. However, a week before the competition, their model of a Mars rover accidentally broke during a practice session. Feeling devastated, Emily, Leo, and Maya gathered their courage and determination to rebuild it, often staying up late into the night.

On competition day, they were anxious but excited to share their project. Despite the setback, their presentation was a success, impressing the judges with its depth and creativity. They won third place, praised for their innovative approach and teamwork. Most importantly, Emily realized that her dream of exploring space was more alive than ever, and the friendship she formed with Leo and Maya was the greatest achievement of all.

**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?

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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?

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## 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, "How are you?" 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	"Will you come with me? Asked Sara"
Edited	

Original	"Time is dinner," Mom asked.
Edited	

Original	"Please," she said. Grandma said politely"
Edited	

Original	The child whined and the
Edited	

Original	"The museum was amazing" Whispered Sarah
Edited	

Original	Sarah whispered, "And then he declared, This is the greatest pleasure of our lives."
Edited	

Original	Emma said I can't believe it's already April"
Edited	

Original	Max yelled I won the match"
Edited	



## 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 more than 1 answer.

**Personality: Curious**

- a) "I wonder why the sky is blue?" she pondered, eyes gleaming with interest.
- b) "I know a lot about the solar system," he stated, lacking any intrigue.
- c) "Can you get me a glass of water?" she asked, diverting the subject.

**Personality: Confident**

- a) "I'm not really sure how to do this," he muttered, uncertainty in his voice.
- b) "This challenge is no match for my skills," he declared confidently.
- c) "Maybe we should ask someone for help," he said, without assurance.

**Personality: Timid**

- a) "I'm scared of the dark; can someone come with me?" she whispered fearfully.
- b) "Dark rooms are perfect for hide and seek!" he exclaimed, charging forward.
- c) "I can navigate the dark; it's easy," she lied, trembling nervously.

**Personality: Enthusiastic**

- a) "Let's get started on this project right away!" she chirped, clapping her hands excitedly.
- b) "I can't wait to see the results," he beamed, eyes shining with anticipation.
- c) "This is going to be the best day ever!" she exclaimed, bouncing on her toes.

**Personality: Impulsive**

- a) "Let's stop and think before going forward!" he suggested, thinking of a plan.
- b) "I bought it on a whim—it looked cool!" she giggled.
- c) "Why wait? The time is now!" she blurted out, grabbing her coat in a hurry.

## Character Personality and Dialogue

**Think**

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

**Personality: Melancholic**

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**Personality: \_\_\_\_\_**

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**Personality: Reflective**

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**Personality: Skeptical**

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**Personality: Joyous**

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**Personality: Courageous**

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# 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
	"We won the game! We actually did it!"	Tom exclaimed excitedly.
	"I can't believe what you did! What did you do to get us free tickets!"	Emily _____ _____.
	"I won the game, but I was hoping to go with you,"	Mark _____ _____.
	"We'll find a way to make it work,"	Sarah _____ _____.
	"What if we can't find another day to go?"	_____.
	"Wait, is the fair for one day only?"	Lily _____ _____.
	"Oh no, I can't believe I double-booked myself,"	Mike _____ _____.
	"Actually, now that I think about it, maybe it's all week?"	Jessica _____ _____.
	"How did you get those tickets, anyway?"	Tim _____ _____.
	"I'm so annoyed with myself for this scheduling mistake,"	Sophie _____ _____.

## Adding Dialogue to a Story

**Write**

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

In the corner of Jayden's grandmother's attic, beneath a pile of vintage clothes, Jayden found an old pocket watch. It was golden and still ticking, despite its age.

"

" Jayden whispered, intrigued by the engraving on the back.

Taking the watch to his grandmother, he found her in the garden. She looked up with a look that soon turned to a look of surprise.

"

" she said, her eyes locking onto the watch.

"It was granddad's," Jayden stated. "But how did it get way up there?"

"

\_\_\_\_\_," his grandmother pondered. "The watch was in her hands.

She flipped the watch open and pressed a tiny button on the side. Suddenly, a small compartment opened, revealing a folded piece of paper.

"

\_\_\_\_\_," Jayden gasped, leaning in closer.

His grandmother unfolded the paper with trembling hands. On it was a short note that read:

"

\_\_\_\_\_," she read aloud, her voice filled with emotion.



## Writing Speaker Tags

asked	wondered	requested	mused	shared
replied	suggested	reminded	conceded	mentioned
announced	declared	bragged	mentioned	explained
hinted	boasted	inquired	urged	offered

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)	"Can we start the project today?" she _____ eagerly.
2)	"I wonder if I will see you here tonight," he _____.
3)	"Let's meet at the library," she _____ with a smile.
4)	"I suggest taking the shortcut," he _____ with a wink.
5)	"Class is dismissed," the teacher _____.
6)	"I declare this science fair open," the principal _____.
7)	"I insist you try the cake," she _____.
8)	"I'm the fastest runner here!" he _____.
9)	"Can you help me with this problem?" she _____ softly.
10)	"Remember to submit your essays," he _____ the class.
11)	"I've finished my homework," she _____ to her friends.
12)	"I propose a new club for gamers," he _____ at lunch.
13)	"I admit, I was wrong about the math question," he _____.
14)	"I'll share my notes with you," she _____ kindly.



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.

Checkmate in the Park

In the heart of the bustling city, a group of students gathered around an old chessboard in the park.

"I bet I can win in ten moves," Jamal boasted confidently, setting up his pieces with a flourish. "You're on!" Maya replied, her eyes twinkling with challenge.

As the game progressed, onlookers began to gather. "She's got him on the run," a bystander whispered. Maya moved a knight across the board.

"No way, Jamal's setting a trap!" another boy yelled excitedly. "Checkmate," Maya announced with a smirk, her hand resting on the queen.

Jamal leaned in, scrutinized the board, and then admitted, "You've got me. Well played." "You underestimated the power of the queen," she teased him, giving him a friendly nudge.

As they reset the pieces, an old man who had been watching them said, "You kids give me hope for the future!"

Their laughter filled the air, mixing with the city sounds. For them, the park had become more than just a game; it was where friendships were forged and lessons learned, far from the classroom.

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

## 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 158 of the success criteria



### Instructions

How do we complete the activity?

- 1) **Introduction:** Explain to the students that they'll be participating in a "Revision Party," where they'll get to read each other's stories and help 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)



## Assignment - Narrative Writing

Write

Write the final story after your edits.

**PREVIEW**

Name: \_\_\_\_\_

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Curriculum Connection  
CC8.8

**PREVIEW**

## Narrative Writing – Story Into Role Play

In this section you will convert your written story into a dynamic role-play that you will present to the class. You will plan your characters, dialogue, and staging for an effective performance.

### Plan

Plan the storyline that you will transform into a role-play.

1) Describe the time and place where your story occurs.

Location

Time period

Atmosphere

2) List the main characters in your story.

3) Outline the main events of your story.

4) Describe the main problem or challenge that the characters face.

5) Explain how the characters resolve the conflict.



**Write** Create a script by writing out what each character says in your story. Use the table below to organize your lines.

Character Name	Lines

PREVIEW

## 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 schools require uniforms for all students?
- 2) Is technology more beneficial or harmful to students' learning?
- 3) Is it better to have year-round schooling with shorter breaks throughout the year?
- 4) Should students have a say in what they learn in school?
- 5) Is it important for schools to offer arts and music education?
- 6) Should junk food be banned from school cafeterias?
- 7) Are group projects more effective than individual assignments for learning?
- 8) Is it better to read printed books or digital books for school assignments?

**Reflection** Answer the questions below after you debate

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

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

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

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

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## Persuasive Writing - Opinions

**Opinion**

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

	Topic	Opinion – Yes or No?
5)	Is climate change the biggest global threat?	
Reason 1		
Reason 2		
Reason 3		
6)	Should schools have mandatory physical education classes every day?	
Reason 1		
Reason 2		
Reason 3		
7)	Should public transportation be free?	
Reason 1		
Reason 2		
Reason 3		
8)	Is it important for schools to teach financial literacy and budgeting skills?	
Reason 1		
Reason 2		
Reason 3		

## 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 Watson,

I hope this letter finds you well. I have an idea that I believe would make our school the most unique and exciting in the entire district. What if we replaced all our textbooks with comic books? Every single textbook!

Imagine learning through superhero adventures, exploring history in comic panels, and doing science with illustrated experiments. It would make every class super engaging and fun. Who doesn't love comics? We would all be looking forward to every lesson!

I know some might think this is unusual, but I'm convinced it's a game-changer. Our school would become the coolest in the district, and students would be thrilled to come to class each day.

I can't wait to start reading 'Comic Book Adventures of History Man' in our classes! Thank you for considering my idea. I'm looking forward to hearing back!

Yours excitedly,  
Anna Philips

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

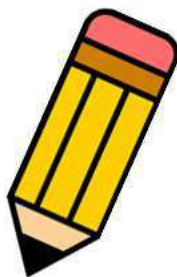
**Tough Job**

Write your response letter back to Anna.

PREVIEW

**Include:**

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



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



## Writing Goals

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



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?

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

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## Goals – Checking In

Did you achieve your goals?

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

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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

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

	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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## Stamina Writing – Building Stamina

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

**Practice**

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

Should parents divide their time equally among siblings, or should they spend more time with the child who has more activities or needs?

Should all children have the same bedtime, or should it depend on the individual's age and schedule?

Is it fair to play music in the classroom when some students may find it distracting?

If one student breaks a class rule, is it fair to punish all the students?

**PREVIEW**



Name: \_\_\_\_\_

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**Practice**

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

**PREVIEW**

Count your words. How many words did you write? \_\_\_\_\_

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

## 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 Robinson,

I hope this message reaches you in good spirits. I'm Kyle, an eighth grader at Riverside Middle School, and I'd like to discuss the topic of public art in our community. In our social studies class, we learned about the importance of art in society. Public art makes our city vibrant and inspiring! Murals, sculptures, and installations could transform dull spaces into places of beauty and conversation. More art in public places means more creativity and community connection. I hope you'll consider making our town a canvas for local artists.

Warm wishes,  
Kyle Patel

Dear Mayor Robinson,

Greetings! I'm Layla from Westview Secondary, and I've been thinking a lot about public art. While art is important, shouldn't we focus on more pressing issues? Problems like potholes and playground safety seem more urgent. I understand that art can be beautiful, but our town has many of my classmates agree that the budget might be better spent on practical improvements. I believe fixing what's broken is a form of community care that precedes public art. Maybe there's a balance to be struck?

Sincerely,  
Layla Hernandez

Hello Mayor Thompson,

My name is Ethan, and as a student at Greenfield Middle School, I'd like to share my thoughts on public art in our city. Some say it's essential, while others prefer spending on infrastructure. I've noticed that empty walls and unused spaces could be perfect for art, but they could also be used for community bulletin boards or urban gardens. Art is powerful, but so is a community's practical needs. Could we find a way to combine both art and function?

Best regards,  
Ethan Smith



**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**



## Activity: How-to Guide – Incorporating Images

### Objective

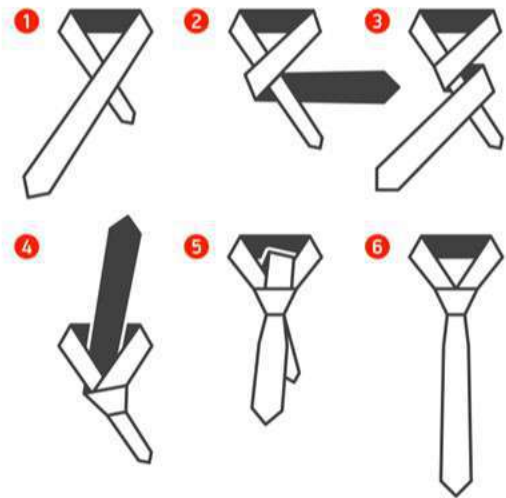
What are we learning more about?

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 \_\_\_\_\_.

### HOW TO TIE A TIE

FOUR-IN-HAND KNOT




### Instructions

How do you \_\_\_\_\_?

- 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: _____ _____



# Informational Reports: The Essentials

## Abstract

This section offers a brief overview, summarizing the key elements of an informational report. It serves as a concise summary, giving readers a quick glimpse into the report's content, including its purpose, structure, and essential components.



## Introduction

Here, the topic and purpose of the report are introduced. The introduction outlines the significance of the topic, the objectives of the report, and previews the **structure** and main points that will be explored in detail in the body of the report.

## Body

The body contains the main information about the topic, organized into sections for clarity and ease of understanding.

## Headings and Subheadings

Headings signal the start of a new section, introducing a major topic within the report. Subheadings further divide the topics into more specific subtopics, helping to organize the content in a logical and reader-friendly manner.

## Lists

- **Numbered Lists:** Present sequential or ordered information, such as steps in a process.
- **Bulleted Lists:** Display related items without a specific order, useful for categorizing information.

## Appendices

Appendices offer supplementary material that is relevant but not essential to the main discussion in the body of the report. This may include detailed data, technical figures, or extended research findings.

## Conclusion

The conclusion synthesizes the main findings and arguments from the report, providing a closing overview. It emphasizes the significance of the information presented and may suggest implications or recommendations based on the report's **analysis**.

## Glossary

- **Analysis:** The detailed examination of the elements or structure of something.
- **Structure:** The arrangement or organization of items within a larger framework.

## References

- "Effective Communication in Reports," by L. Johnson, Academic Publishing, 2020.
- "Structuring Information for Clarity," by M. Rodriguez, Global Education Review, 2019.



**True or False**

Is the statement true or false?

1) The abstract provides a detailed explanation of each section.	True	False
2) An introduction in a report outlines the main points covered.	True	False
3) Subheadings are used to introduce major sections in a report.	True	False
4) Numbered lists in a report show items in a specific order.	True	False
5) Appendices contain the main arguments of the report.	True	False

**Question**

Answer the questions below.

1) What is the purpose of an informational report?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) Describe each of the components of a report below.

Abstract	
Headings/ Subheadings	
References	
Appendices	
Conclusion	

**Headings  
Practice**

Think of a topic, like "Solar System," and write down two possible headings you could use and 2 subheadings for each heading.

Heading	Subheading	Subheading

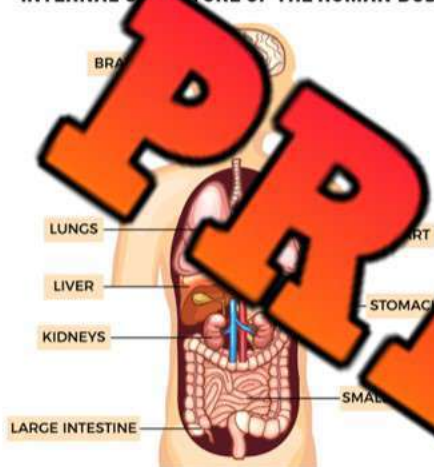
Heading	Subheading	Subheading

## Reconstructing Texts – From Graphics to Drama

**Write**

Take a closer look at the infographics presented below. Notice the main points, interesting facts, and any surprising statistics. Then, write a short story using what you see in the picture.

### INTERNAL STRUCTURE OF THE HUMAN BODY





## Reconstructing Texts – From Fairy Tale to News Report

### The Lost Melody of Verdant Vale

In the heart of Verdant Vale, a village where music intertwined with the very essence of nature, there was an ancient melody passed down through generations. This melody, known as the Heartsong, was said to be the source of the land's prosperity, ensuring harmony between the villagers and the natural world.

However, as time passed, the melody was forgotten, locked away in the heart of the forest. One day, a mysterious creature known as the Nighthawk. The disappearance of the Heartsong brought disaster to Verdant Vale; crops withered, rivers ran dry, and a heavy silence fell over the land.

Eloise, a young girl with a spirit as bright as the dawn, believed in the tales her grandmother told of the Heartsong. With the village on the brink of despair, she embarked on a quest to retrieve the lost melody. Armed with only her courage and a small, silver flute passed down from her ancestors, Eloise ventured into the forest.

The deeper into the woods she went, the more the trees whispered of the Nighthawk's wrath. Yet, amid the darkness, she found guidance in the form of a luminescent fox, whose coat shimmered with the colors of the aurora. The fox, a guardian of the forest's magic, led Eloise to the heart of the forest where the Nighthawk perched, its eyes glowing like embers in the night.

Facing the creature, Eloise raised her flute and played a soft, haunting melody. The Nighthawk, moved by the purity of her intent, revealed that the Heartsong was not a melody to be found but one to be created. It was the music of unity, of hearts daring to dream. With this revelation, Eloise played once more, her notes weaving through the trees, calling the villagers to the forest's edge.

As the people of Verdant Vale joined in, singing and playing instruments long silent, the Heartsong was reborn. The land flourished once again, not because the melody was found, but because it was shared. The Nighthawk, no longer a creature of fear, took to the skies, its cry a harmonious part of the vale's symphony.

Eloise returned as a hero, but she knew the true victory was the village's unity and the music that now danced on the wind. Verdant Vale never forgot the Heartsong again, a testament to the power of community and the enduring magic of hope.

The End.



## Planning

Fill in the components of the news report below.

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

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

---

---

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

---

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4) **Quotes:** (Include "quotes" from key characters. What do Eloise, The Nighthawk, and The Luminescent Fox say if they were interviewed?)

Eloise's Decision:

The Nighthawk

The Luminescent  
Fox5) **Conclusion:** (How did the events conclude? What was the aftermath or resolution?)

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Name: \_\_\_\_\_

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PREVIEW

# Writing a Report – Water Bodies

## 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: lakes, rivers and oceans. Label each heading with (L) for lakes, (R) for rivers, and (O) for oceans.
- 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 Facts

The Yangtze River is the longest river in Asia.	
The Mariana Trench is the deepest point in the Pacific Ocean.	
Lake Superior is the world's largest freshwater lake by volume.	
Crater Lake in Oregon was formed by a collapsed volcano.	
The Great Barrier Reef is in the Pacific Ocean.	
The Mississippi River is one of the longest rivers in the USA.	
The Ganges River is considered sacred in Hinduism.	
Oceans absorb about 30% of carbon dioxide produced by humans.	
Lake Victoria is Africa's largest lake and the world's second-largest freshwater lake.	
Oceans cover more than 70% of the Earth's surface.	
The Pacific Ocean is the largest and deepest ocean on Earth.	
Lake Baikal in Russia is the world's deepest lake.	
The Amazon River flows through the South American rainforest.	
The Nile River is historically renowned as the world's longest.	



**Planning**

Fill in the components of the report below.

Introduction – What will the report be about?

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

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

Conclusion – Summarize the report in just a few sentences.

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Name: \_\_\_\_\_

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PREVIEW

# How To Research Effectively

## Understanding Effective Research Techniques

Research is a key skill that helps us discover new information, solve problems, and learn about topics in depth. When you research effectively, you gather reliable and relevant information that enhances your knowledge and understanding. Let's explore some important techniques to make your research more effective.

Firstly, identify your research topic or question. This gives you a clear goal and helps you stay focused. If you're researching "The impact of plastic on marine life," your goal is to find information specifically on this topic.

## Finding Reliable Sources

A crucial part of research is finding sources that are credible and reliable. Here are some tips:

- Use academic databases: These databases provide access to scholarly articles and papers.
- Check the author's credentials: Ensure the author is knowledgeable about the subject.
- Look at publication dates: Check the date of the information to get current perspectives.
- Evaluate the source's purpose: Understand if the source aims to inform, persuade, or entertain.

Remember, not all information found, especially from the internet, is accurate or trustworthy. Always cross-check facts and data from multiple sources.

Good Searches	Bad Searches
Photosynthesis process steps	What are the newest things found by rover on Mars?
Causes of World War I	What are the main ideas in Shakespeare's Hamlet
Mount Everest climbing history	How and Why did the French Revolution happen

## Organizing Your Findings

Once you gather information, organize it systematically. Create notes and summaries of what you've learned. This will help you understand the topic better and make it easier to refer back to the information later. Good organization also makes it easier to present your findings clearly, whether in a written report or a presentation.





**Think**

Is the search good or bad?

1) Please give me information on the Roman Empire history	Good	Bad
2) World's fastest animals	Good	Bad
3) What are some healthy foods to give me more energy in the morning?	Good	Bad
4) Elements in the periodic table	Good	Bad
5) I need to find out how the water cycle operates	Good	Bad
6) Tectonic plates and earthquakes	Good	Bad
7) I'm looking for facts on American Civil War battles	Good	Bad
8) Renewable energy sources	Good	Bad
9) What's the process of making paper?	Good	Bad
10) Great Wall of China history	Good	Bad

**Questions**

Answer the questions below

1) Why is research important according to the research?		
_____		
_____		
2) What are some examples of reliable sources mentioned in the research?		
_____		
_____		
3) Is the description of the website below trustworthy? Yes, or no?		
1) An established news organization's website for current events.	Yes	No
2) Social media posts from unverified and non-expert accounts.	Yes	No
3) The official website of a reputable NGO, providing reports and research on global issues.	Yes	No
4) A website selling health supplements with exaggerated health claims.	Yes	No
5) A YouTube video from an unqualified individual promoting pseudoscience.	Yes	No

# Research Process

## Introduction

Research is an essential skill for uncovering new knowledge, addressing challenges, and satisfying curiosity. By mastering the four key steps of researching – questioning, gathering, organizing, and recording – you can navigate any topic with confidence.



## Questioning

Every research project begins with a question that sparks your curiosity. For example, you might wonder about the impact of technology on education. A well-crafted research question is specific and straightforward, providing a clear path for a targeted investigation.

## Gathering

After formulating your question, the next step is to gather information. Here are some methods you can use:

- Reading Books: Visit your school or library to find books relevant to your topic.
- Online Research: Use educational websites and online databases for up-to-date information.
- Interviews: Talk to teachers, professionals, or experts who have knowledge about your subject.

## Organizing

After collecting your data, it's important to organize it, focusing on the most relevant information. This can include:

- Arranging information in chronological order or by theme.
- Creating outlines to structure your findings.

## Recording

The final stage involves documenting your discoveries. This can be achieved by:

- 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: Continents** – Ex. How many continents are there on Earth?

	Questions	Answers
1		
2		
3		
4		
5		

**Topic 2: Canada** – In which province is the Canadian capital located?

	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.

Did you know that octopuses have three hearts? Why do these sea creatures need so many? This essay explores the extraordinary anatomy of the octopus, uncovering the secrets behind its complex circulatory system and how they support its survival in the ocean's depths.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

The Golden Gate Bridge deals with a lot of engineering and each part of this essay will explore the engineering principles behind this iconic structure, including its design and the materials that contribute to its resilience.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Did you know that honey bees are highly important for our environment? Their contribution is essential and pivotal in the intricate process of food production, a process upon which the sustenance of the human population and various ecosystems heavily rely. In this extensive essay, we aim to thoroughly examine and discuss in great detail the myriad aspects of honeybee behavior. This includes their social structure within hives, their role in the larger context of the ecosystem, the intricate nature of their interaction with both their immediate environment and the broader natural world. Additionally, we will delve into the multifaceted challenges that honeybees currently face, ranging from environmental threats to man-made issues, and how these challenges impact their population and, by extension, the broader ecological balance.

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:** Restate your thesis statement using different words.
- **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.

As we finish, let's think about Rubik's Goldberg machines are more than just playful inventions; they show a great way to think about how one thing leads to another. Why not give it a go and make your own at home? Keep in mind how these machines use many complicated steps to do something simple. Now that you know more, you can be imaginative and try new things. Maybe you can come up with a brand-new idea in a long line of clever creations!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

In summary, traffic flow is essential in our daily lives, affecting everything from our commute times to the environment. Encourage your family to discuss creative transportation methods that could alleviate traffic and reduce emissions in your community. This dialogue could lead to impactful changes and a cleaner environment.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

As we wrap up our look at ecosystems, we see that they are like big puzzles with lots of different parts that all fit together. Even though we might not think about ecosystems all the time, they are super important for giving us clean air and all the food we enjoy. Everything living in these ecosystems is linked together, showing us how everything in nature depends on everything else to stay healthy and keep going.

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



## Activity – Finding Diagrams/Pictures/Charts

**Prompts**

Find visuals that go with these topics below.

Question
Buoyancy
Hydraulics
Cells
Oil Spills
Desalination
Mitosis
Solar Energy
Water Cycle
Coral Reefs
Fluid Art
Rube Goldberg Machines

# What is a Problem-Solution Report?

## The Essence of Problem-Solution Reports

A problem-solution report is a structured approach to identifying and addressing issues. It is a valuable document that details an existing problem and provides clear, actionable solutions for it.

## Breaking Down the Problem

The first step in a problem-solution report is to break down the problem. This involves:

- The nature of the problem
- Why it is a problem
- The causes and effects
- Any previous attempts to address the issue



## Developing Solutions

After the problem has been thoroughly analyzed, the next step is to develop solutions. Each solution should include:

- A detailed description of the proposed action
- Resources required for implementation
- Potential obstacles and how they could be overcome
- A plan for how the solution will be implemented

## Evaluating Solutions

It's important to assess the solutions based on several factors:

- Effectiveness in solving the problem
- Cost and resources required
- Time needed to implement
- Potential impact on those affected

## Ensuring Success

The final component of a problem-solution report involves setting criteria for success. This should explain how success will be measured, including:

- Short-term and long-term indicators of improvement
- Methods for collecting data and feedback
- Adjustments and follow-up actions for ongoing evaluation

By incorporating these elements, the report provides a comprehensive guide for tackling the identified problem with well-thought-out solutions.

## Problem and Solution Report

**Think**

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

**Community Clean-Up:** Brainstorm ways to encourage people in your neighborhood to participate in regular community clean-up days to keep parks and streets tidy.

**Local Library Usage:** Come up with ideas to increase the number of people visiting and using the local library's resources.

**Energy Conservation:** Develop ideas for a campaign to help families reduce energy usage in their homes, aiming to save money and protect the environment.



## What is a Haiku?

### What is a Haiku?

A haiku is a short poem that originated in Japan. It's known for its simplicity and ability to capture a moment or image in just a few words. A traditional haiku has three lines. The first line has five syllables, the second line has seven syllables, and the third line goes back to five syllables. This structure creates a rhythm that is unique to haikus. These poems often focus on nature, the seasons, or moments of beauty or insight.



#### Morning Song

Gentle morning light  
Birds singing in harmony  
Daybreak comes alive.

#### Falling Leaves

Leaves fall in silence, (5)  
Autumn's crisp, golden blanket, (7)  
Nature's quiet dance. (5)

**Write**

Finish the Haiku poems below.

**Topic:** Winter Night

Line 1

Snowflakes gently fall,

Line 2

Line 3

Moonlit peace prevails.

**Topic:** Summer Day

Line 1

Sun heats the sand dunes,

Line 2

Waves crash with a rhythmic beat,

Line 3

# How to Write a Rhyming Poem

## Basics of Rhyming Poetry

Rhyming poetry is a form of writing where words at the end of lines have similar sounds. This type of poem is enjoyable to read and write because the rhymes create a musical rhythm. Using rhymes shows the reader how creative the author is as they have the ability to not only tell a story or share feelings, but also do it with rhyming words.



## Steps to Write a Rhyming Poem

### 1. Choose a Rhyme Scheme:

- AABB: Lines 1 and 2 rhyme together, and lines 3 and 4 rhyme together.
- ABAB: Lines 1 and 3 rhyme, and lines 2 and 4 rhyme.
- ABCB: Only lines 2 and 4 rhyme.

2. Select Words to Rhyme: Think of words that fit your theme and list their rhyming pairs. For example, if your theme is 'stars', you might list stars, cars, etc.

3. Plan Your Lines: Start writing your lines, keeping in mind your chosen rhyme. Try to make each line similar in length for a consistent flow.

4. Revise for Meaning and Flow: Once you've written your poem, read it aloud to help you hear if the rhythm flows smoothly and if the meaning is clear.

## Tips for Writing Rhyming Poems

- Keep the language simple and clear.
- Focus on the rhyme as much as the meaning.
- Don't force a rhyme; it's okay to change words to make a better rhyme.
- Use a thesaurus or rhyming dictionary for more word ideas.
- Practice makes perfect, so keep writing different types of rhymes.

## Sampling Rhyming Poem

In the sky, stars twinkle bright (A)  
Their dance enchants the quiet night (A)  
Each a story, old and grand (B)  
In the vast, mysterious land (B)

# How to Write a Rhyming Poem

## Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Light			
Dream			
Hear			
See			
Stars			
Blue			
Cloud			
Mountain			
River			

## Write

Finish the poem below using the rhyming words.

### AABB Poem

Beneath the moon so big and bright, (A)

Stars shimmer with a gentle light. (A)

In dreams where adventures blend, (B)

\_\_\_\_\_

### ABCB Poem

In a world where dreams take flight, (A)

Adventures wait beyond the moon, (B)

Underneath the wide blue sky, (C)

\_\_\_\_\_

### ABCB Poem

The sun sets low in the sky, (A)

As birds fly around, they so \_\_\_\_\_, (B)

They say high to people, not shy, (A)

\_\_\_\_\_

### AABB Poem

Through the fields, the wild winds blow, (A)

Carrying whispers soft and low. (A)

\_\_\_\_\_

\_\_\_\_\_



## What is a Limerick Poem?

### What is a Limerick Poem?

A limerick is a type of poem known for its humour and playful rhythm. Originating in Ireland, these poems have become popular worldwide for their quirky and often nonsensical nature. They are short and easy to remember, making them a favourite among all ages, especially for those who enjoy a good laugh through words.

### Limerick Structure

- **Lines:** Limericks consist of five lines in total.
- **Rhyme:** The rhyme pattern follows AABBA. This means the first, second, and fifth lines rhyme with each other, and the third and fourth lines have their own rhyme.
- **Beat:** Limericks follow a specific rhythm or meter. The first, second, and fifth lines typically have a certain number of syllables, while the third and fourth lines are shorter, with five or six syllables.
- **Content:** Limericks are humorous, witty, or nonsensical.
- **Tone:** Lighthearted and playful, intended for laughter or amusement.

### Examples of Limericks

#### The Dancing Cat of Spain

There once was a cat from Spain,  
Who loved to dance in the rain.  
With a purr and a twirl,  
She'd leap and swirl,  
In her world without any pain.

#### Comedian Frog

Frog was a very loud croak,  
And he made the folk shank folk.  
He was a rabbit on a tree,  
He'd jump and dance with glee.  
And everyone laughed and cheered.



Write

Finish the Limerick poems below.

#### Topic: The Bear with a Flair

Line 1	There once was a bear with a flair,
Line 2	For combing his thick, shaggy hair.
Line 3	With a brush and a bow,
Line 4	He'd steal the show,
Line 5	

## What is a Limerick Poem?

smug	leap	dance	yummy	slide
stance	hungry	small	pride	tall
tug	peep	chance	all	funny

Write

Use the word bank words to fill in the limericks below

Line 1 There once was a goat, always, \_\_\_\_\_,

Line 2 He wore shirts, finding them quite \_\_\_\_\_,

Line 3 With a chew \_\_\_\_\_,

Line 4 He'd \_\_\_\_\_,

Line 5 In a field, he was the \_\_\_\_\_.

Line 1 A penguin who loved to \_\_\_\_\_

Line 2 Seized every possible \_\_\_\_\_

Line 3 With a flap and a \_\_\_\_\_,

Line 4 He'd waddle with \_\_\_\_\_,

Line 5 The star of the ice in his \_\_\_\_\_.

Line 1 A squirrel, curious and \_\_\_\_\_,

Line 2 Loved to climb trees, both big and \_\_\_\_\_,

Line 3 With a scamper and \_\_\_\_\_,

Line 4 From branch to branch, he'd \_\_\_\_\_,

Line 5 Watching the world, enthralled by it \_\_\_\_\_.

## Writing an Acrostic Poem

**Write**

Write an acrostic poem about rainbow. 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
Rain	Main	Plain	Gain	Pain
Light	Night	Sight	Flight	Might
Clouds	Criticism	Spasm	Enthusiasm	Sarcasm
Arches	Lark	Lark	Spark	Mark
Skies	Flies	Lies	Pies	

R

A

I

N

B

O

W



## Writing A Comic Strip

**Examine**

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

6)





## Writing Comic Strips – Cake Time

### 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: Kitchen at home. Emma stands in front of an oven, holding a recipe book.

Dialogue: Emma says, "Hmm, how long to bake?"

Onomatopoeia: "Tick tock" from the kitchen clock.

#### Panel 2:

Setting: Emma reaches for the recipe book and oven timer. Emma's hand reaches for the oven knob.

Dialogue: Emma exclaims, "Oh, 20 minutes it is!"

Onomatopoeia: "Ding!" from the oven timer.



#### Panel 3:

Setting: Emma proudly takes a perfectly baked cake from the oven.

Dialogue: Emma says, "See, I made a cake!"

Onomatopoeia: "Ding!" as the oven timer rings.



# Biography – Marie Curie

## Preface

This book delves into the inspiring life of Marie Curie, a pioneering physicist and chemist who broke barriers in science. Marie Curie's story is not just about her groundbreaking discoveries in radioactivity, but also about her resilience in the face of adversity and her unwavering dedication to science. As the first woman to win a Nobel Prize, her life journey from Poland to the pinnacle of scientific achievement offers a powerful message about the role of determination and intelligence in overcoming obstacles.



## Introduction

Marie Curie, born Maria Skłodowska in Warsaw, Poland, in 1867, is celebrated as one of the most influential scientists in history. Her extensive work in the field of radioactivity not only earned her two Nobel Prizes but also fundamentally changed our understanding of physics and chemistry.

## Early Life and Education

Growing up in a family that valued education, Marie was a top student despite the challenges of living in a Russian-controlled Poland where higher education for women was restricted. Undeterred, she worked as a governess and taught to finance her dream of studying science. In 1891, Marie moved to Paris to enroll at the Sorbonne, where she excelled despite financial hardships and health issues.

## Pathbreaking Scientific Achievements

Marie Curie's scientific career was marked by remarkable discoveries and achievements:

- In 1898, alongside her husband Pierre Curie, she discovered two new elements, radium and polonium, introducing the term 'radioactivity'.
- In 1903, she became the first woman to win a Nobel Prize in Physics, which she shared with Pierre Curie and Henri Becquerel for their work on radioactivity.
- In 1911, Marie Curie was awarded her second Nobel Prize, this time in Chemistry, for her discovery and study of radium and polonium.

## Impact and Legacy

Marie Curie's research was crucial in the development of X-rays in surgery, and her mobile X-ray units during World War I saved countless lives. Her pioneering work laid the foundation for modern nuclear physics and cancer therapy. She passed away in 1934 due to aplastic anemia, a result of prolonged exposure to radiation. However, her legacy lives on. She opened doors for women in science, exemplifying courage and perseverance. Her discoveries continue to benefit humanity, and her life story remains a source of inspiration worldwide.

**Questions**

Answer the questions below

1) Write the headings used in the biography?

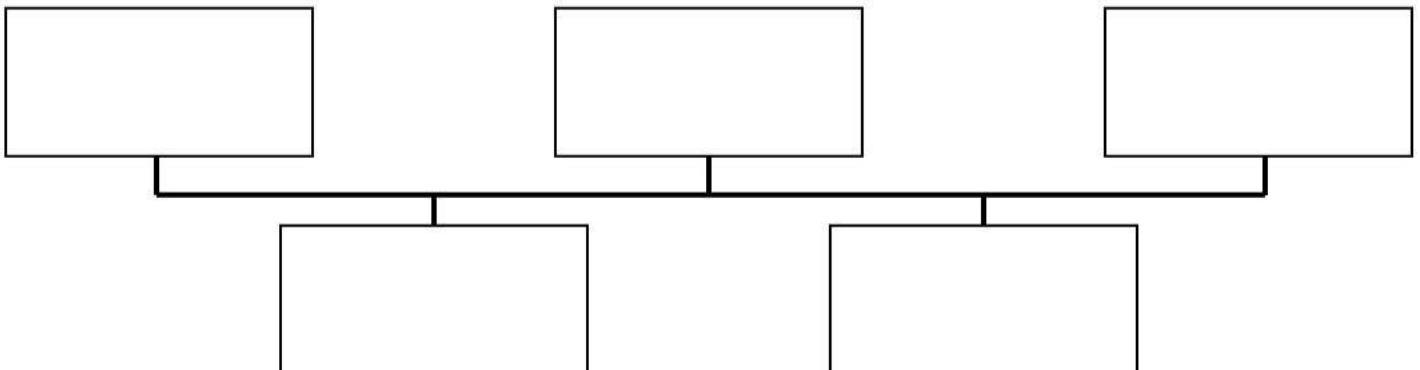
2) After reading the preface, why do you think authors include a preface?

3) How did the author understand the biography? Was it helpful?

4) Why do you think the author chose to write about the Civil War? What can we learn from her?

**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: If you 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: Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies. It's part of the Milky Way galaxy. The planets orbit the Sun, which is a star that provides light and heat to Earth."

Paraphrasing The solar system is made up of eight planets and their moons, as well as comets, asteroids, and other celestial objects. It belongs to the Milky Way galaxy. These planets revolve around the Sun, a star that offers light and warmth to our planet.

Summarizing The solar system, part of the Milky Way, contains eight planets, and various celestial bodies, all providing light and heat to Earth.

Quoting "Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies."

Photosynthesis is a process used by plants and other organisms to convert energy, usually from the Sun, into chemical energy. This process uses sunlight, carbon dioxide, and water to produce oxygen and glucose, a type of sugar that plants use for energy.

Paraphrasing

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Summarizing

---

---

Quoting

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## 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**

Tecumseh, a renowned leader of the Shawnee people, stands out in history as a symbol of Indigenous resistance and unity against U.S. expansion. Born in March 1768 in the Ohio Valley, he rose to prominence as a fearless warrior and a persuasive orator, opposing the encroachment of American settlers into Indigenous territories.

**Early Life**

Tecumseh, whose name translates to "Shining Star" or "Panther Across The Sky," was born into the Shawnee First Nation during a period of great upheaval and conflict. His father, Puckeshinwa, a respected warrior, led a battle against white settlers when Tecumseh was just a child. This early experience instilled in him a deep commitment to defending his people and their ancestral lands.

**Formation of a Confederacy**

Tecumseh grew up during a period of constant displacement and warfare for his nation. As a young warrior, he envisioned a united Indigenous front to effectively resist the encroachment of European settlers on their land. His extensive travels across the Midwest and the South helped him forge alliances with various groups, and his compelling speeches and charismatic leadership drew many to join his confederacy.

**Struggle Against American Expansion**

Tecumseh opposed the Treaty of Fort Wayne in 1809, where Indigenous lands were ceded to the U.S. government. He argued that no single nation had the right to sell land, which was a common resource. He rallied First Nations to resist, leading to increased tensions.

**The War of 1812**

With the outbreak of the War of 1812, Tecumseh allied with the British against the United States. He played a crucial role in several battles, including the Siege of Detroit. His leadership and strategy significantly aided the British war effort.

**Death and Legacy**

Tecumseh was killed in the Battle of the Thames on October 5, 1813. His death marked the end of Indigenous resistance in the Ohio Valley. However, his vision, bravery, and quest for justice left an enduring legacy, symbolizing the struggle for Indigenous rights and sovereignty.

Name: \_\_\_\_\_

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**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



## 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 3-4 students. Discuss and select a topic, theme, or issue that interests all group members.
- 2) As a group, formulate research questions that will guide your inquiry and Collaborate using technology to plan a research strategy.
- 3) Use a variety of sources to gather information (e.g., interviews, books, websites).
- 4) Summarize the information in your own words, using notes in point form.
- 5) Discuss as a group how the information you gathered answers your research questions. Integrate your ideas into a cohesive final product.
- 6) Decide on the format of your presentation (e.g., slide poster, report) and assign roles to each group member. Your presentation should be 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

The Impact of Climate Change	The Science of Nutrition	The Future of Space Travel
Understanding Earthquakes and Volcanoes	The Physics of Sports	The Human Impact on Oceans
Innovations in Transportation	Wildlife Conservation Efforts	The Influence of Social Media



## 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 as a guide to your research. Use the area below to write any information you have found. You will be helping your group.

PREVIEW

**Plan**

Now prepare for the presentation phase of your inquiry project.

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

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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.

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# 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

Stars shine brightly.

Flowers bloom beautifully.

Adventures await us.

Patience brings rewards.

Creativity sparks innovation.

**PREVIEW**



## Cursive Writing Activities

**Questions**

Answer the questions below using cursive writing

What's your full name?

Which colour do you like the most?

When were you born?

How's the weather?

What's your school's mascot?

Where's your dream vacation?

What's your all-time favourite movie?

What's your dream career?

**PREVIEW**