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Google Slides Lessons Preview





Manitoba Language Writing – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

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

Which Text Form Is It?

Match each description on the left with the correct text form from the right.

1) Stories like your bedtime tales.	A Poems
2) These are like beautiful paintings but with words.	B Persuasive writing
3) This is how you talk someone into your way of thinking.	C Narratives
4) These are lists of facts like you hear on the news.	D Biography
5) These tell about someone's life, like a movie about them.	E Letters
6) These are notes for other people.	F Instructions
7) These are like treasure maps, leading you step by step.	G Comic Strips
8) These are funny or exciting stories with drawings.	H Reports



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fantasy Genre Character Creation



Look closely at the creature in the image and then describe its appearance, features, and what makes it magical or unique.





Manitoba Language Writing – Grade 3

Choosing the Right Adjective



Fill in the blanks with suitable adjectives from the word box. Use each word once.

young	round	wooden	green	dirty
five	short	peaceful	tricky	quiet

- Lila took a _____ walk in the park.
- The _____ boy helped his sister.
- The custodian wiped the _____ desk.
- A basketball is _____ in shape.
- A starfish has _____ arms.
- I lost my _____ notebook.
- Please use your _____ voices inside.
- The giraffe has a _____ tail.
- We solved a _____ riddle in class.
- The carpenter built a _____ fence.

Repetition – Sentence Sort

1 The cake was delicious. Everyone said the cake was delicious at the party.

2 The dog was playful, energetic, and full of excitement.

3 She felt sad, lonely, and upset after the movie ended.

4 He was tired. He was tired because he ran a long race.

5 The movie was exciting, especially the ending.

6 My brother is funny, and he always makes everyone laugh.


7 The flowers were pretty. The pretty flowers were pretty in the pretty garden.

8 It was a cold day. It was cold because of the cold wind.


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

Build a Paragraph

Drag and drop the sentences into the correct order and match them as the topic sentence.



Apples are crunchy and healthy to eat.
That is why I always enjoy having an apple for a snack.
They can be red, green, or yellow.
Apples are my favourite fruit.



I like chocolate, vanilla, and strawberry.
That's why I always choose ice cream for dessert.
Ice cream is my favourite treat.
It is sweet, cold, and comes in many flavors.

Topic Sentence	
Supporting Detail 1	
Supporting Detail 2	
Closing Sentence	



Manitoba Language Writing – Grade 3



Choose a good transition word for the supporting details.

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
Last	Along with	Nevertheless	And	In the end

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

Read each statement about a thank you letter. If it shows a good example, write a check mark (cross mark) if not.

- 1 It starts with a greeting like "Dear..."
- 2 It only says "Thanks." and nothing else.
- 3 It uses unkind and impolite words.
- 4 It ends with a closing like "Sincerely" or "Love."
- 5 It clearly says what you are thankful for.
- 6 It does not say thank you at all.
- 7 It includes a reason why you are thankful.
- 8 It is messy, with no capital letters or punctuation.



Persuasive Writing - Opinions

Topic: We should have pets at home.

- Pets teach kids to be responsible.
- I have a dog at home.
- My neighbour has a cat.

Topic: Kids should read more books.

- I like storybooks.
- Reading improves spelling and writing.
- My friend has a new book.

Topic: We should get to sleep early.

- Sleeping early gives us more energy.
- I slept at 8:00 last night.
- My bed is soft.

Topic: Playing outside is better than watching TV.

- The park is near my house.
- I have a big TV.
- Playing outside keeps us active.

Topic: We should eat breakfast every day.

- I ate eggs today.
- Breakfast gives us energy to learn.
- My mom cooks pancakes.

Topic: Drinking water is better than soda.

- I drank soda yesterday.
- Soda has too much sugar.
- My water bottle is blue.



Workbook Preview



Grade 3 – Language

Manitoba ELA Curriculum



Language as Sense Making: How do learners understand what they hear, read, and view?
How do learners communicate to others when they write, represent, and speak?

	Grade Band Descriptors	Pages
1.1	Learners are demonstrating an understanding that texts are complex.	11-12, 27-37, 42-45, 71-82, 85-94, 98-100, 123-126, 133-139, 142-143, 148-149, 164-166, 198-203, 210-213, 219-225, 227-231, 242-248, 252-255, 261-265
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	N/A
1.3	<p style="color: red; text-align: center; font-size: 1.5em;">Preview of 150 pages from this product that contains 359 pages total.</p>	
1.4		
1.5		
		46-147,
		5, 96-97, 83-190, 1, 249,

Language as System: How do learners use what they know about how language works to read, write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts.	27-41, 132-134, 267-288
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	13-18, 49-69, 101-122, 129-131, 135-139, 142-143, 164-166, 183-190, 198-203, 210-213, 227-238,
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	159-161, 204-208,
2.4	Learners' automaticity with printed text is becoming secure and consistent.	9-10, 96-97, 113-114, 146-147, 214-215, 250-251,

Language as Power and Agency:

How does what learners hear, read, and view influence what they think?

How do learners decide what and whose stories to tell?

How do learners use language to influence others when they write, represent, and speak?

	Grade Band Descriptors	Pages
3.1	Learners are recognizing the need for validity and reliability.	156-158, 162, 175-182, 191-194, 256-259,
3.2	Learners are beginning to analyze differences in opinion.	150-158, 191-194,
3.3	Learners are expressing and supporting opinions and judgments.	55-58, 150-158, 191-194,
3.4	Learners are recognizing that point of view has an impact on understanding.	N/A
3.5	Learners are exploring the decision making of text creators.	N/A
3.6	Learners are exploring how ideas like justice, equity, and fairness are complex.	9-10, 96-97, 146-147, 250-251,
3.7	Learners are recognizing families' and peers' unique identities and similar and different ways of seeing the world.	N/A

Language as Exploration and Design: How do learners use texts to inform themselves about topics? How do learners use language to create new ideas, solve problems, and extend their knowledge, and to communicate those ideas?

	Grade Band Descriptors	Pages
4.1	Learners are designing for specific purposes and for different audiences	19-20, 71-77, 79-82, 85-94,
4.2	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	21-23, 167-182, 232-238, 258-259,
4.3	Learners are contributing to communities to share knowledge, explore ideas, and deepen thinking.	N/A
4.4	Learners are blending experiences to represent ideas in different ways.	101-102, 239-240, 244-248,

Stamina Writing – Building Stamina

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

Practice writing a paragraph from the box below and write about it for 8 minutes.

Do you think it's fair to have school uniforms?

Do you think it's fair to limit screen time?

Is it fair to expect every student to be good at math?

Name: _____

10

Curriculum Connection
1.4, 2.4, 3.6

Practice

Continue writing about your topic for 8 minutes.

PREVIEW

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

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

Understanding Text Forms

What Are Text Forms?

Text forms are like different tools in a toolbox. Each one helps us tell our ideas, feelings, or stories in special ways.



Why Different Text Forms?

When we want to write something, we should choose the text form that works best for what we are writing.

- Narratives: These are stories like bedtime tales.
- Reports: These are like facts like what we hear on the news.
- Letters: These are notes for other people.
- Poems: These are like beautiful poems but they are not.
- Persuasive Writing: This is how you talk to someone to change their way of thinking.
- Comic Strips: These are funny or exciting stories with drawing.
- Biographies: These tell about someone's life, like a story about a famous person.
- Instructions: These are like treasure maps, leading you step by step.

Who Will Read It?

When we write, we think of our reader or readers. These readers are our "audience." Knowing our audience is like having a secret recipe for our writing.

Choosing the Right Key

We pick the best text form for what we want to say and who will read it. For example, if we're teaching our little sister to tie her shoes, we'd use instructions. If we want to share a hero story like about Wayne Gretzky, we'd use a biography.

Which Form?

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

1) Sharing my weekend adventure with the class.	
2) Talking about my favourite animal to the whole school.	
3) Asking Mom and Dad if I can have a pet fish.	
4) Showing how to fold a paper airplane.	
5) Explaining why recess should be longer.	
6) Writing a letter to Grandma for her birthday.	
7) Deciding what I want to be when I grow up.	
8) Making a funny comic with pictures and speech bubbles.	

Questions

Answer the questions below.

1) What do the terms below mean?	
Audience	
Purpose	
2) Why is it important to know your audience before choosing your text form?	
<hr/> <hr/> <hr/>	

Biography Book Covers

Design a book cover for a biography about your best friend.

--	--

Narrative Writing – Genre Identification

Read

Read the story below, identify its genre and colour the picture.

One sunny day, Max found a mysterious map in his grandpa's old trunk in the attic. The map showed a hidden treasure in the backyard, marked with a big red X. With his dog, Buddy, Max started digging and found a locked treasure chest. Inside, there were old coins and a note that said, "For the greatest treasure hunter, love Grandpa." Max solved the mystery and discovered his grandpa's special gift just for him, making him feel like the best treasure hunter ever!

Biography	Historical	Science Fiction
Adventure	Mystery	

Writing

Explain why the story fits the genre you chose.

Science Fiction Genre Character Creation

Every genre will have certain types of characters. In a science fiction genre story, the characters may have special gadgets or live on different planets.

Examples

- **Science Fiction Story:** the characters and setting may include astronauts, aliens, spaceships, and planets.



Visualize

Imagine a science fiction character and list their features. What is the character's name? What special powers do they have?



Name
Features

Write

Describe the character from your drawing.

Idea Development Strategies

Thinking of Writing Ideas!

When we want to write something, we need to think of fun ideas first. These special ways to think of ideas are like magic tricks that make our writing better!

Fun Ways to Think of Ideas:

- Brainstorming: It's like letting all your thoughts out on paper! Write down everything you think about a topic, even if it sounds silly.
- Drawing Pictures: Making pictures or little charts can help us see our ideas better.
- Ask Questions: What if...? How? Asking questions about your story or topic can make you think of more details.
- Chatting with Friends: Talking to your best friend or family can help you come up with great ideas. Maybe they'll say something that starts a story!



Picking the Best Magic Trick

Some tricks are best for certain topics. If you want to write a fun story about an alien visit, brainstorming could help you think of all the wild things the alien does. But if you're telling how to bake cookies, drawing a picture might help plan your steps.

Who Will Read Your Writing?

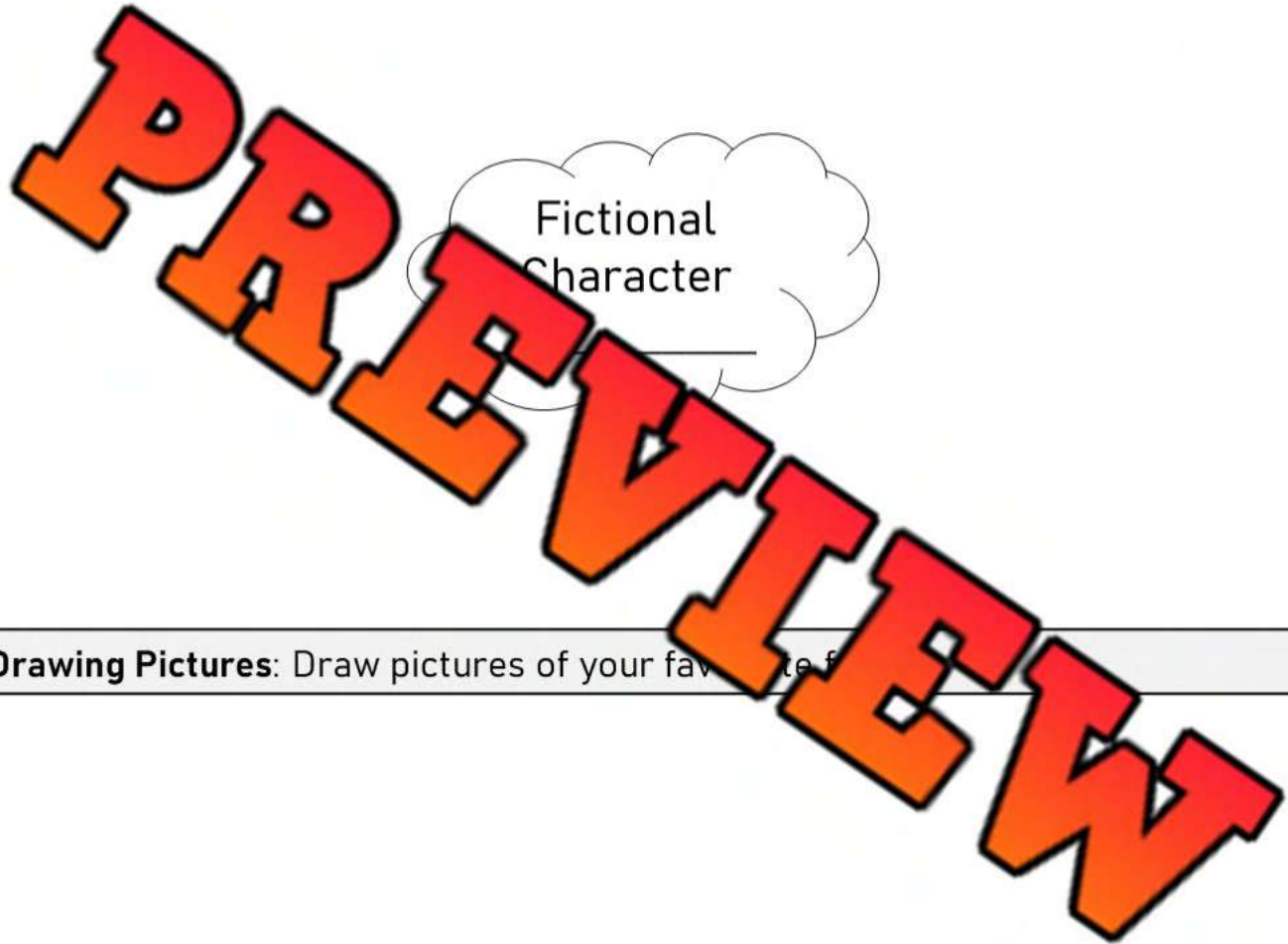
Think about who will read your story. If you're writing a story for your classmates, think about what they might like. But if you're writing a note to your teacher, it might be a bit different. Always choose ideas that your readers will love!

Idea Development Strategies

Practice

Practice the different strategies below.

- 1) **Brainstorm:** Write all your thoughts down about your favourite fictional character. Include all the reasons why it is your favourite fictional character.



- 2) **Drawing Pictures:** Draw pictures of your favourite fictional character.

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite sport or hobby. What questions do you have about the sport or hobby that you could answer in your writing? Write 4 questions below.

1

2

3

4

4) **Talk To Others:** Pretend you are writing about how to play one of your favourite games. This could be a video game or a game you play at school. Talk to a friend about the steps to playing the game and then write them down.

1

2

3

4

5

6

Sentence Beginnings

When we write, we can start our sentences in different ways to make our stories fun and interesting. Here's how:

- **Nouns:** Use a person, place, or thing. Example: "A dog barked loudly."
- **Adjectives:** Describe something. Example: "Green apples are the best."
- **Adverbs:** Tell us how, when, or where. Example: "Quickly, he ran to school."
- **Verbs:** Show an action. Example: "Jumping, the frog splashed into the pond."
- **Conjunctions:** Connect ideas. Example: "But she was still hungry."
- **Prepositional Phrases:** Give more information. Example: "Under the tree, a cat slept."



Write your sentences using different nouns to start the sentence.

Butterflies	Grasshoppers	Trains	Maple Trees	Thunderstorms
Astronauts	Wolves	Boards	Bicycles	Steven

Sentence 2

Sentence 3

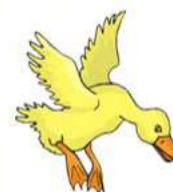
Sentence 4

Sentence Beginnings – Adjectives

An **adjective** is a word that describes something. It can tell us what kind, how many, or which one. We use adjectives to make our sentences more interesting. You can start a sentence with an adjective to describe the noun that comes after it.

Here are 2 examples:

- Tall trees surrounded the campsite.
- Seven ducks swam in the pond.



Write _____ sentences using different adjectives to start the sentence.

Sunny	Mysterious	Colourful	Noisy
Delicious	Crazy	Giant	Tiny
			Silly

Sentence 2

Sentence 3

Sentence 4

Sentence Beginnings – Conjunctions

A **conjunction** is a word that joins things together. It can join words, phrases, or parts of sentences. Some common conjunctions are "if," "while" "after" "however" and "because." You can start a sentence with some conjunctions to make your writing more interesting.

Here are 3 examples:

- 1) Although it was cold, she decided to go for a walk.
- 2) Unless it rains, we'll go to the beach tomorrow.
- 3) Since you're here early, you can help me bake cookies.



Write sentences that begin with a conjunction

Although	Unless	Since	While	Whenever
Even though	Before	After	Though	As long as

Sentence 2

Sentence 3

Sentence 4

Sentence Beginnings – Prepositional Phrase

A **prepositional phrase** is a group of words that starts with a preposition and tells us more about something. **Prepositions** are words like "on," "in," "under," "before," and "after." They show where or when something is happening. You can start a sentence with a prepositional phrase to set the scene or give more information.

Here are 3 examples:

- 1) In the morning, we like to go for a walk.
- 2) Under the table, the cat was hiding.
- 3) After the rain, the flowers looked more colourful.



Write your own sentences that begin with a prepositional phrase

In the garden	After the storm	Beside the river	Near the window
On the playground	Before the	Behind the school	Through the forest

Sentence 2

Sentence 3

Sentence 4

Writing Descriptive Sentences

When you write a descriptive sentence, you make a picture with words. Here's how:

- 1) Adjective - This word describes something. Like 'fluffy' cat or 'blue' sky.
- 2) Noun - This is the name of a person, place, or thing. Like 'dog', 'park', or 'ball'.
- 3) Verb - This word shows action. Like 'run', 'jump', or 'eat'.
- 4) Where - This tells us the place. Like 'in the park' or 'under the bed'.
- 5) When - This tells us the time. Like 'in the morning' or 'after school'.

So, if you use these words, your sentence can be: "The fluffy cat (adjective) jumped (verb) on the bed (where) in the morning (when)." This helps your reader see and feel your story better!



Directions

Use the information provided to write 2 sentences about a bear. You mix up which parts you use.

Adjectives (Describing words)	Noun	Where	When
Brown	Bear	Crossed arms	In Toronto
Huge		Was growling	Last night
Massive		Started chasing me	All day
Scary		Ate a fish	Every day
Crazy		Climbed a tree	By my house

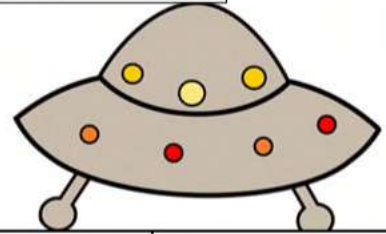
Sentence 1

Sentence 2

Writing Descriptive Sentences

Directions

Write 3 options for the picture. Then use them to write three different sentences.



Adjectives (Describing words)	Noun	Verb (What could the spaceship be doing?)	Where	When

Sentence 1**Sentence 2****Sentence 3**

Revision – Run-On Sentences

A **run-on sentence** is a sentence that is too long because it has too many ideas without the right breaks or connections. It's like when you keep talking without stopping. To fix a run-on sentence, we can make it into two sentences or use words like 'and' or 'but' to join the ideas properly.

Examples

- ☒ **Run-On:** "The sun was shining I went to the park."
☒ **Fixed:** "The sun was shining, so I went to the park."
☒ **Run-On:** "She loves to read she has a lot of books."
☒ **Fixed:** "She loves to read. She has a lot of books."



Edit Fix the run-on sentences by adding a conjunction or by making two sentences

1) He ran fast he won the race.
2) It was hot outside we decided to stay inside.
3) She likes apples she doesn't like bananas.
4) The dog barked the mailman ran away.
5) I was tired I stayed up late.

Conjunctions
And
Because
So
Or
But
Yet
Yet

Think

Is the sentence a run-on or not?

1) The cat slept peacefully in the warm sunlight.	Yes	No
2) It was raining we played board games inside.	Yes	No
3) She loves painting, especially with bright colours.	Yes	No
4) He loves soccer his sister prefers basketball.	Yes	No
5) After school, they went to the library.	Yes	No
6) I have a goldfish it swims in a big tank.	Yes	No

Revision – Run-On Sentences

And	But	So	Because	Then
Yet	However	Therefore	While	Or

Think

Where will you put the conjunction? Which conjunction will you choose?

	Run-On Sentence
Ex	<div>So</div> I like to swim to the pool every day.
1	She has a cat it is very cute.
2	It was raining we stayed indoors and read books.
3	He was hungry he ate an apple.
4	The sun set the stars came out.
5	She was late for school it wasn't a big deal.
6	They played soccer it was fun.
7	He found a coin he bought a candy.
8	We went camping we only stayed one night.
9	She could paint a picture she could ride her bike.

Revision - Avoiding Repetition

Repetition in writing means using the same words or ideas too many times. It can make your writing boring. To avoid it, try using different words or changing the sentence a bit.

☒ **Example of Repetition:** She was happy. She was joyful. She was glad.

☒ **Without Repetition:** She was happy, joyful, and glad.



☒ **Example of Repetition:** The pizza was good. It was good because the cheese was good.

☒ **Without Repetition:** The pizza was delicious, especially because of the tasty cheese.

Revision - Rewrite the sentence by avoiding repetition

1

I was sad. I became sad because I lost my pencil. It was a sad day.

2

The clown was funny. The clown made funny jokes.

3

The cake was sweet. The icing was sweet. The cake was yummy.

4

The ride was good. The ride spun me around. Everyone enjoyed the good ride.

Writing Fluency

Writing fluently means your words flow nicely like a river. It's easy to read and sounds like talking to a friend. For good writing fluency, you need:

- **Full Sentences:** They have a who (like 'the cat') and a doing part (like 'runs fast').
- **Connective Words:** Words like 'and', 'because', 'then', which link your ideas together.
- **Details:** Give more information to make your sentences interesting.
- **Different Beginnings:** Don't start every sentence the same way.
- **Rhythm:** Your writing should have a beat that's nice to hear when read aloud.

Revise the paragraphs below using writing fluency. Read aloud, make it can be ready fluently.



The cat sat. On the floor. It is fluffy. It is sleepy in the morning. The sun is up. It is bright. Birds are outside. The day is a busy morning.

A boy had a bike. It is red. His name is Sam. He rides fast. No helmet on his head. He stops at the park. Friends are there. They play tag. It is time to go home soon.

Exploring the Structure of Paragraphs

What's Inside a Paragraph?

Have you ever wondered what makes up a paragraph? It's like a puzzle with different pieces that fit together!

The Start: Topic Sentences

Every paragraph has a special sentence at the beginning called a "topic sentence." This sentence tells us the main idea of the paragraph. Imagine it's like the title of a book chapter or a hint about what's coming next.



Details, Details, Details!

After the topic sentence, the paragraph is supported by several sentences. They give more information and details about the main idea. Here is a list of things they can include:

- Examples to explain the idea.
- Reasons why something happens.
- Descriptions to help us imagine better.

Wrapping It Up: Closing Sentences

At the end of the paragraph, there's often a closing sentence. It wraps up the ideas and makes the paragraph feel complete, like putting the lid on a box. It reminds us what the paragraph was all about.

So, next time you read a story or write one, notice how paragraphs are built. Each one is a small story with its own main idea and details!

Exploring the Structure of Paragraphs

Topic Sentence

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

Topic Sentence

The park has a big playground where we can swing high in the air and slide super fast. We can also play catch with our friends or jump rope until we are out of breath. Football is the best!

Topic Sentence

From the tall and giraffe in the savanna to the colourful parrots in the rainforests, each one has its special features. Some animals, like dogs and cats, even become our best friends. Animals are everywhere.

Topic Sentence

Some stars group together and form shapes. We love to make up stories about these star patterns, like the Big Dipper or Orion. Lying on the grass and looking up at the twinkling stars is a perfect way to end a day. Let's look at the stars.

Hooks

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

Boring Version

School is where we go to learn.

Your Version

Boring Version

Summer is a good season.

Your Version

Writing Engaging Topic Sentences

- **Asking a Question:** Start with a question to make readers think.
Example: "Have you ever thought about why birds sing?"
- **Using an Exclamation:** Say something surprising to catch their eyes.
Example: "Look up! Stars twinkle all night!"
- **Making a Bold Statement:** Use strong words to share your main idea.
Example: "Elephants are the largest animals on land!"
- **Adding an Interesting Fact:** Share something cool to make it exciting.
Example: "Did you know? Cats can make over 100 sounds!"



Hooks

Write a topic sentence below using the different strategies.

Original Version	Some people are scary.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Rainbows shine after rain showers.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) They're sweet and have yummy chips. Baking them fills the house with warm smell. Eating them with milk is super tasty.

a) Chocolate chip cookies are the best treat!

b) Cookies have chocolate chips in them.

c) Cookies are baked in an oven.

2) In the winter, snow falls from the sky. Kids make tall snowmen and play in the snow. On cold days, we wear coats, gloves, and scarves.

a) Winter has many holidays like Christmas.

b) Winter has cold weather and snow.

c) Each snowflake is special and different.

3) Elephants have big ears and long trunks. They use their trunks to pick up things and splash water. They like to be with other elephants and play in pools.

a) Lots of wild animals live in Africa.

b) Elephants are the same height as giraffes.

c) Elephants are amazing animals with cool parts.

4) Soccer needs players to practice a lot. They practice kicking and playing as a team. On weekends, many kids play soccer games.

a) Playing soccer means learning skills and teamwork.

b) Many games, like baseball, need a ball.

c) Kids play soccer more in the summer.

Crafting Perfect Paragraphs

Let's Talk About Paragraphs!

When we write, paragraphs are like boxes for our ideas. We use paragraphs to keep our ideas nice and tidy. Just like when we play with toys, each toy has its own place.

What's Inside?

Inside a paragraph, we add details to explain our main idea. It's like adding toys to a toy box. If you're talking about a cool toy, you won't just say, "This toy is fun." You'd tell your friend why it's fun to play with it, and why they'd like it too!

Check These Out:

✓ Main Idea: "I love ice cream."

Details: It's sweet, cold, and comes in many flavors.

✓ Main Idea: "Playing outside is the best."

Details: You can jump, run, and even play hide and seek.

Making Your Paragraphs Strong:

Making a paragraph is like stacking toy blocks.

If we stack them right, they won't fall over.

How to Build Great Paragraphs:

- **Start with a Big Idea Sentence:** This tells what you're going to talk about.
- **Add Fun Details:** These make your story even better.
- **End with a Wrap-Up Sentence:** This is like putting the lid on a toy box.



Crafting Perfect Paragraphs

Supporting Details

Write 2 supporting details about the topic sentences below.

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

Topic Sentence	Field trips are so much fun!
Supporting Detail # 1	
Supporting Detail # 2	

Topic Sentence	Breakfast is the best meal of the day.
Supporting Detail # 1	
Supporting Detail # 2	

Topic Sentence	Weekends are perfect for family time.
Supporting Detail # 1	
Supporting Detail # 2	

Supporting Details

When we write about something, like our favourite season, we can have lots of reasons why we like it. But to make our writing neat, we can group those reasons into big ideas. Let's see how it works!

Think about why we love summer:

Sunshine, no cold snow, vacation from school, playing sports like basketball and soccer, lots of days to play.

2 Big Ideas: (1) More sun (sunshine and no cold snow), (2) More fun (playing sports like basketball and soccer, lots of days to play, and more time to play because no school)

Brainstorm 3 ideas and then select 2 big ideas to write about.

1) What is your dream car?

Dream Car

Write the 2 ideas you can pull from your brainstorming.

1)

2)

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
At last	Along with	Nevertheless	Too	In the end

Think

I can use a good transition word for the supporting details.

- 1) I enjoy colouring with _____, my friend uses coloured pencils. We like to compare drawing.
- 2) At the zoo, I saw lions and elephants. _____, there were monkeys swinging from trees. We laughed watching the antics.
- 3) I had ice cream for dessert. _____, my friend had a slice of cake. Both of us love sweet treats.
- 4) On weekends, I visit the park. _____, I sometimes go to the museum. I learn and play a lot.
- 5) My mom cooks pasta for dinner. _____, she sometimes makes yummy pizza. _____, my aunt makes sandwiches. We all share and taste each other's dishes. _____, we discover new favourite foods.

Ending With A Bang: Conclusion Sentences

What's a Conclusion Sentence?

A conclusion sentence finishes a paragraph. It's the last sentence you read and helps you remember the main points of the writing.

Why Do We Need Conclusion Sentences?

Conclusion sentences help us understand the main point of what we have read. When we finish reading, the conclusion sentence reminds us of the main idea.



How to Write a Good Conclusion Sentence

To write a helpful conclusion sentence, here's what you can do:

- Restate the Main Idea: Say the main idea in but different words.
- Keep it Short: Don't make it too long. You should make new sentences.
- Add a Final Thought: Sometimes, you can add a small thought.

Conclusion Sentence Examples:

If you write about playing a game, you could end with:

- ✓ "Games are fun and help us work together!"

If you write about a trip to the zoo, you might say:

- ✓ "The zoo is full of amazing animals and adventures!"

If you write about a day at the beach, you could finish with:

- ✓ "Beaches are places of sun, sand, and fun memories!"

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) Conclusion sentences are the first in a paragraph.	True	False
2) Your conclusion sentence should add new ideas.	True	False
3) Your conclusion sentence should be long.	True	False
4) It should state the main idea.	True	False
5) The conclusion can be about random things.	True	False

Think

Which conclusion sentence you think is best.

1) Vanilla ice cream is my favorite dessert. I love adding rainbow sprinkles on top. Eating it always makes me happy, especially on hot days.

- a) Vanilla ice cream with sprinkles is my favorite.
- b) I sometimes eat ice cream.
- c) Vanilla ice cream is a cold dessert.

2) I love listening to the rain tap on my window. On rainy days, I wear my blue rain boots and jump in puddles. Afterward, I come inside and drink warm chocolate.

- a) Rain is water from the sky.
- b) Rainy days bring so much joy and warmth.
- c) My boots are blue.

3) Every night, my mom reads me a bedtime story. We explore magical lands and meet characters. Listening to her voice makes me feel cozy and ready to dream.

- a) My mom has a book.
- b) Her stories are the perfect end to my day.
- c) She reads at night.

Writing Quality Conclusion Sentences

**Write**

Write your own conclusion sentences for the paragraphs below.

1) Trees are really important for us. They give us shade on hot days and homes for birds. In the fall, their leaves turn pretty colours like red and gold.

2) Every summer, my family goes to the beach. We build sandcastles, collect seashells, and splash in the water. My mom always wears my favourite sun hat to protect my face.

3) I love riding my bicycle around the park. It's blue with a small bell. On weekends, my friends join me, and we race each other.

4) My teacher has a big globe in our classroom. We use it to learn about different countries. Yesterday, I found where Canada is.

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.

Penguins are amazing birds that can't fly, but they have their own cool skills. First, they have long arms, which act like flippers, that help them swim super fast in icy water. They live in cold places like Antarctica, where not many other animals can. They eat lots of fish, and they're good at catching them because they can dive really deep. Lastly, penguins live in big groups, and they keep their eggs warm by balancing them on their feet. It's clear that even though they can't soar in the sky, penguins are very special.



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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

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

Edit

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

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

Edit

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

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

Name: _____

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1.5, 2.2

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Reflection - What Did I Learn?

Think

Write four things you learned from completing this writing assignment.

PREVIEW

What
Learned

Formal Versus Informal Letters

Formal Letters: For Serious Talks

Formal letters are special letters we use when we want to talk about important things. You would use a formal letter if you want to tell your school principal about a big idea, or if you have a question for a company that makes your favourite toys.

How to Write:

- ✓ Opening: Start with "Dear" like "Dear Principal."
- ✓ Body: Here, tell about your big idea or question. Always be polite.
- ✓ Closing: Finish with words like "Thank you" or "Yours truly."



Friendly Letters: These are letters we write to our friends or family.

How to Write:

- ✓ Opening: Say "Hi" or "Hello" like "Hi, Mom!"
- ✓ Body: Talk about cool things, like your new toy or a fun day you had.
- ✓ Closing: Say "Love" or "Talk to you later."

Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who you are writing to and why. **Formal emails**, need a clear structure and polite tone, often used for job applications or professional communication. **Informal emails**, on the other hand, are like casual letters sent online, used for writing to friends or family.

Parts of an Email:

- Subject Line: A short hint about the email.
- Opening: A greeting like "Hi" or "Dear."
- Body: Your news or questions.
- Closing: A nice ending, like "Thanks" or "See you soon!"



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are always fun.	True	False
2) Formal letters use "Hi" for opening.	True	False
3) "Yours truly" is a formal closing.	True	False
4) "Love" is a friendly letter closing.	True	False
5) "See you" is an email closing.	True	False

Think

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

Dear Mrs. Smith,

I hope you're doing good. Can we please have a lesson about stars and planets next week?

Thank you,
Alyssa

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

Hi Max,

You finish the drawing we started yesterday? It looked awesome!

Talk to you,

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

Subject: Great Story

Dear Mr. Lee,

I wanted to let you know I really enjoyed the story we read today. Can we read more like that?

Best wishes,
Evan

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

Subject: New Math Game

Hey Riley,

Guess what? I found a cool game about math. Want to play it during break?

See you!
Mia

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

Purpose and Audience of Letters

Think

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

Audience	Purpose	Formal or Informal	
School Principal	Asking for a meeting	Formal	Informal
Cousin	Sharing pictures	Formal	Informal
Local Council	Asking for a new swing set	Formal	Informal
Best friend	Inviting to a sleepover	Formal	Informal
Teacher	Asking for help with homework	Formal	Informal
Customer Service	Complaining about a product	Formal	Informal
Grandparent	Asking to come over this weekend	Formal	Informal
Potential Employer	Asking for a job	Formal	Informal
Classmate	Asking to play soccer at recess	Formal	Informal
Favourite Author	Asking a question about a book	Formal	Informal

Think

Think of 4 emails you might want to send. Will they be formal or informal?

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

Analyzing Informal Emails

Analyze

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

Subject: Missing Pencil

Hey Alex,

I noticed my blue pencil is missing from my desk, and I saw you using one just like it. Did you take it without asking? I really need it back. It's important to ask before taking someone's stuff. Let me know.

Thanks,

Jordan

Author's Voice

Subject: Lost Toy

Hi Jake,

I'm feeling really down because I lost my favourite toy at school today. If you see a green toy dinosaur, can you let me know? I'm really sorry but it's gone and I can't find it.

Thanks a lot,

Sophie

Author's Voice

Subject: Presentation Tomorrow

Hi Grace,

I'm super nervous about our class presentation tomorrow. I keep thinking I'm going to forget everything. Have you practiced a lot? Maybe we can practice together after school? It might help me feel better.

Thanks,

Olive

Author's Voice

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: Super News!

Hey Zoe, what's up? _____! I just got a new puppy! _____!

He's the golden retriever and he's super fluffy. _____! I can't wait

for you to meet him. We can have a playdate this weekend? Let me know!

Jumping with joy,

Mia

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

Subject: Rained-Out Picnic

Hi Carlos,

_____! I just heard that it's going to rain all day tomorrow.

_____! We might have to cancel our picnic. I was really looking

forward to it. _____! Let's think of an indoor activity instead.

Sighing,

Ella

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

Subject: Unexpected Discovery!

Hey Sam,

_____! You won't believe what I found in my attic today. _____!

An old treasure chest! Can you imagine? It was filled with antique toys and

pictures. _____! We should explore it together. What do you say?

In total shock,

Lily

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

Success Criteria – Informal Emails

Analyze

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

Subject: My New Treehouse

Hi Luke,

Guess what? I built a treehouse in our backyard! At first, I was a bit scared to climb, but then I realized it was like being in a big bird's nest. From the top, I can see Mrs. Brown's cat sitting on the blue mailbox at the end of our street. Also, I met a squirrel named Sam who says he thinks the treehouse is also his home. Haha! I wish you could come over and play.

Did you do anything fun this weekend? We should have a treehouse party soon!

See you at school,
Mia

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

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

2) What will be the purpose of your email?

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

4) Write the subject line below.

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your email by filling in the graphic organizer.

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

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

PREVIEW

Edit

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

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

Edit

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

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

Name: _____

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1.1, 4.1

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Reflection Journal

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



2) What was your favourite part of your assignment?

3) What did you find challenging to write?

4) How could you have done better?

5) Did you learn any new words or phrases while writing? Can you share them?

Rubric – Informal Email

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

Teacher Comments

Mark

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

Analyzing Formal Letters

Analyze

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

Willow Grove Elementary
32 Forest
Toronto, ON M1B4

Dear _____

I wanted to share with you about our class trip to the library. Firstly, the books were so helpful and interesting. Additionally, I found a cool book about dinosaurs. Furthermore, we read to our friends! Thanks for the fun trip.

Warmly,

Lucas Mitchell

Author's Voice

Sunny Meadows School
48 Maple Rd.
Ottawa, ON K1A 0B1

Hi Mrs. Morrison,

Firstly, I'd like to say thanks for the new art supplies. Having used them, I've noticed a big difference in my artwork. So, I was hoping we could have more of these in the future.

Bye for now,

Oliver Jackson

Author's Voice

Name: _____

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1.1, 4.1

Formal Letter Writing

Write

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

Audience	Purpose
Principal	To ask for better school yard equipment

PREVIEW

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below

Audience	Purposes
School Principal	To ask for a meeting, discuss school problems
Local Government Official	To tell them about problems, ask for changes in the community
Teacher	To say thanks for help, ask about homework
Librarian	To ask for books
Company (e.g. store)	To give feedback, ask questions about products
Police Department	To ask for service, ask about safety programs

1) Who will be the audience for your letter?

2) What will be the purpose of the letter?

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

4) What will be the main idea of your letter?

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your letter by brainstorming about your topic below.

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

1

2

3

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

9) Write your rough draft of your letter below.

Activity – Improving Sentences

To make a sentence longer and better, you can add details. Here's how:

- **Who:** Tells us about the person or thing.
- **What:** Tells more about the action or thing.
- **When:** Tells the time.
- **Where:** Tells the place.
- **Why:** Gives a reason.
- **How:** Tells the way something is done.

Examples

Before:

After: My dog barked at the mailman this morning because it was guarding the house.



Directions

First, write information in the table below. Next, use the details to write an improved sentence.

Sentence Example: The dog jumped.	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Directions

Fill in the information in the table below. Next, use the details to write an improved sentence.

Boring Sentence: They ate.	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

Boring Sentence: _____	
Who?	
What?	
Where?	
When?	
Why?	
How?	

Sentence

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 kitchen. Write the character will see, feel, hear, taste, and smell.

In a cozy kitchen, there was always something happening. You could see bright orange carrots on the table. If you listened, the sizzle of pancakes on the stove sang a tasty song. People said the fluffy pancakes felt like soft pillows in their mouths. Every bite was a burst of sweet and a bit of salty, and the whole room smelled like a warm hug.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing - Characters

Analyze

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

Sally, with her big glasses and neat brown hair tied in a ponytail, is always seen in her coat. Her curiosity, her sense of humor, and she's not afraid to take notes. When you find her tinkering in an ordinary household items, turning them into something extraordinary.

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

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

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing – Character Adjectives

Analyze

Colour the picture. Then describe the character using 8 adjectives.



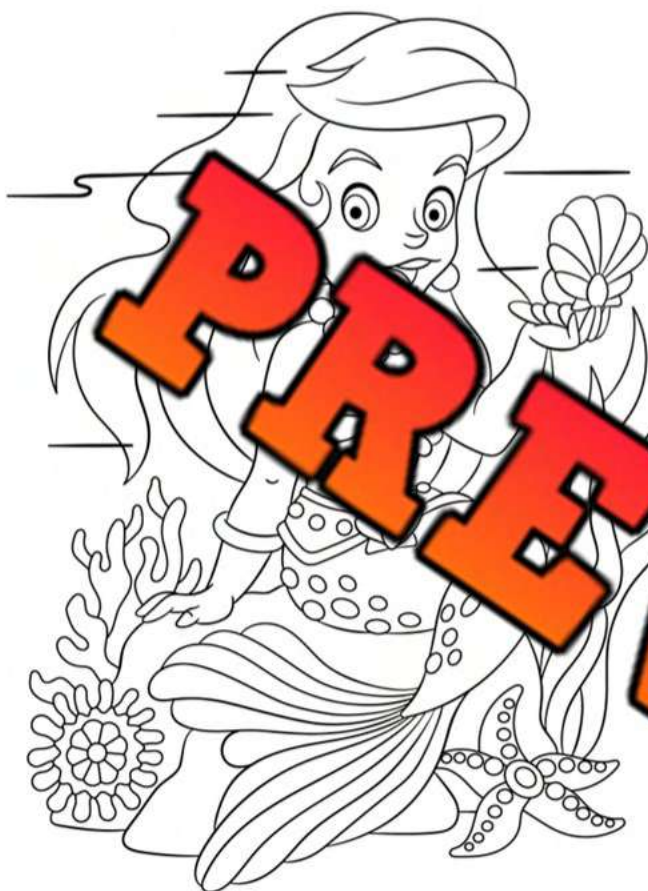
Writing

Write at least 3 sentences that introduce the character.

Narrative Writing – Character Adjectives

Analyze

Colour the picture. Then describe the character using 8 adjectives.



Writing

Write at least 3 sentences that introduce the character.

Narrative Writing - Plot

Brainstorm

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

Plot Ideas

Practice

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Where will the story take place? Describe the setting.

Practice

Fill in the organizer below.

4) Middle – What problems will the characters have to solve? What will happen in the story?

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

6) What is a good title for your story?

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

--	--

Narrative Writing – Plot Twists

A **plot twist** is a surprising change in a story that you did not expect. It makes you think, "Wow, I did not see that coming!" This twist usually happens in the middle or end of a story and changes how you think about what is happening.

For example: In a story about a school talent show, it turns out that the quietest kid in class is a great singer and wins the competition.

Think Read the plots below and think of plot twists that would work.

Plot 1) A boy finds a stray dog and wants to keep it.

**Plot
Twist**

Plot 2) A girl plants a seed and waits for it to grow.

**Plot
Twist**

Plot 3) A squirrel is collecting nuts for the winter.

**Plot
Twist**

Narrative Writing - Draw & Describe Setting

A **setting** is where and when a story takes place. It is important for writers to describe the setting well so that reader's can picture the story in their minds.

Draw

Draw a picture of a playground setting.

PREVIEW

Write

Write at least 3 sentences to describe the setting. Include information about the **time** and **place** of the playground. Use your **senses** to help your descriptions.

Narrative Writing – Conflict Resolution

Conflict Resolution is when you find a peaceful way to solve a problem or a disagreement. It is like being a detective and finding clues to make everyone happy and friendly again.



For example: Imagine you and your friend both want to be the leader in a game. You both feel upset because you cannot decide. You find a way where maybe one of you can be the leader today, and the other person can be the leader tomorrow. Today, both of you get a chance to lead, and nobody feels left out.

Think about the conflicts below and think of a resolution that would work.

Conflict	1) A wizard's spell is wrong, making all the colours in the world disappear.
Resolution	_____ _____ _____
Conflict	2) A brave knight must find the only flower that can cure the queen's mysterious illness.
Resolution	_____ _____ _____
Conflict	3) A group of kids on a space station must fix their robot before a space storm hits.
Resolution	_____ _____ _____

Narrative Writing – Themes

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

For example, in the story of "The Tortoise and the Hare," the theme is that being slow and steady can be better than being fast and careless. The tortoise wins the race by being steady and not giving up.

Think about the story summaries below and write the theme of each.

Summary	A boy has lunch with a hungry friend and learns that sharing makes
Theme	_____
Summary	A girl lies about stealing _____ and _____ until she tells the truth and says sorry.
Theme	_____
Summary	A dog keeps trying to jump over a log and finally does it, so he never to give up.
Theme	_____
Summary	A student is scared to sing in front of the class but feels proud when she bravely tries.
Theme	_____

Write

Write a summary of a story that shows the theme given.

Theme	Practice makes perfect
Summary	_____

Theme	Teamwork makes the dream work
Summary	_____

Match

Match the items in Column A (Things) with the theme in Column B.

Column A: Things

Birthday cake
 Spaceship
 Butterfly
 A treasure map
 A snowman
 A book
 A soccer ball
 A rainbow
 A robot
 A family photo

Column B: Themes

Winter
 Sports & games
 Family and memories
 Space and future
 Weather and science
 Adventure
 Celebration
 Technology
 Nature
 Reading & stories

Writing Similes

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.

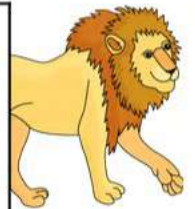
Here are some examples of similes:

- The car raced down the street as fast as a cheetah.
- Her smile was as bright as the sun on a summer day.



Directions: Draw a line from the simile starter to its ending

As fast as a	•	<input type="checkbox"/> snail
As busy as a	•	<input type="checkbox"/> ice
As slow as a	•	<input type="checkbox"/> flash
As strong as an	•	<input type="checkbox"/> sugar
As quick as a	•	<input type="checkbox"/> rug
As light as a	•	<input type="checkbox"/> giraffe
As sweet as	•	<input type="checkbox"/> shell
As cold as	•	<input type="checkbox"/> silk
As hot as the	•	<input type="checkbox"/> ox
As snug as a bug in a	•	<input type="checkbox"/> feather
As tall as a	•	<input type="checkbox"/> bee
As smooth as	•	<input type="checkbox"/> crystal
As hard as a	•	<input type="checkbox"/> star
As clear as	•	<input type="checkbox"/> rainbow
As bright as a	•	<input type="checkbox"/> rock
As colourful as a	•	



Figurative Language - Simile

Write

Finish the similes below.

1)	As strong as _____.
2)	As _____.
3)	As slippery _____.
4)	Quiet as a _____.
5)	Eat like a _____.
6)	Go out like a _____.

Write

Add a simile to the sentence.

1	The moon shone as _____.
2	She ran across the playground as quick _____.
3	The sunflower stood like a _____.

Alliteration Challenge

Alliteration is where words start with the same sound. It is like making your words dance together with the same beat!

Here are some examples of alliteration:

- The **w**ise **w**izard **w**aved his **w**and.
- Lucy loves light **l**avender **l**ollipops.



Write Use the topic provided, write 2 alliterations. The first one is done for you.

Topic	Beach
a)	Silly s un s inging s ongs on the sunny shore.
b)	Busy b lue b irds w andering w ildly, wandering crabs.

Topic	Sports
a)	
b)	

Topic	School
a)	
b)	

Topic	Food
a)	
b)	

Alliteration Challenge

Write

Do the sentences below use alliteration?

1)	I can't wait to go on vacation this summer!	Yes	No
2)	Fun, fluffy frogs frolic in the forest.	Yes	No
3)	Do you prefer sour or chocolate candy?	Yes	No
4)	I bought a few blue balloons.	Yes	No
5)	My dad bought a new chunky chunk ice cream.	Yes	No

Write

Complete each sentence using a word from the box. The word should match the alliteration sound.

Flowers	Silly	Happy	Hopping
Bounced	Fantastic	Snake	Tweeting

1)	The bright b _____ fluttered in the garden.
2)	Bobby b _____ boldly on the trampoline with joy.
3)	The s _____ slithered silently through the grass.
4)	The huge h _____ horse galloped across the field.
5)	The fast f _____ fish swam swiftly in the stream.
6)	The tiny, t _____ toucan took turns tasting tangy tropical fruits.

Using Quotations in Narratives

Quotations: When Characters Speak!

Quotations let us know the exact words a character says in a story. We use special marks called quotation marks. Like this: "I want a cookie," said Jake.

“ ”

How to

Quotations make characters come alive! Here's how to use them:

- Capital Letters: Words spoken start with a capital letter.

Example: "He loves cars."



- Comma Before Talking: When you start a new line of speech, then use a comma.

Example: Dad said, "Put on your shoes."

- End Marks Inside: Put the period or question mark inside the quotation marks.

Example: "Can we go play?" asked Lily.

- Quotations for Speaking: Use quotations for words spoken.

Example: "I want ice cream."

- New Line for New Speaker: Start a new line for each person speaking.

Example:

Mom said, "It's bedtime."

"Five more minutes?" I replied.

- Speaker Tags: Use words like "she said" to tell who's speaking.

Example: "I'm hungry," he announced.

Using Quotations in Narratives

Quotation Detective!

Fix the mistakes below.

Original	"I'm hungry said Tom."
Edited	

Original	houted, "where is my ball
Edited	

Original	"Can you cook and Amy?
Edited	

Original	"dogs are really fun
Edited	

Original	she said, "I love ice cream
Edited	

Original	"Can we go to the park? asked Tom.
Edited	

Original	My dog barked, "Woof woof
Edited	

Original	"is it lunchtime yet," asked Sally.
Edited	

Writing Speaker Tags

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

Fill in the _____

Use a different speaker tag for the quotations below.

1)	"It's late to dinner," _____ Mom.
2)	Sally _____ "I think I see a rabbit."
3)	"Can you help me _____ home?" _____ lake _____.
4)	"I wish it would stop raining," _____ Tim.
5)	"You're it!" _____ Emily _____ her friend.
6)	Lucy _____, "I'll be there in _____ minutes."
7)	"Watch out for that puddle!" _____ M _____.
8)	"This is the best ice cream ever," Peter _____.
9)	"Do you think it will snow tomorrow?" _____ Sam.
10)	"I don't want to go to bed," _____ Lily.
11)	"We won the game!" _____ the whole team.
12)	"Please pass the salt," _____ Grandpa.
13)	Tom _____, "I have finished my painting."

Writing Using Quotations

Practice

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

PREVIEW



Four speech bubbles for writing dialogue, each containing three horizontal lines. The bubbles are arranged in a circular pattern around the central 'PREVIEW' text. The first bubble is at the top, the second on the left, the third at the bottom, and the fourth on the right.

Writing Using Quotations

Practice

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

You	
You	
You	
Your Celebrity	
You	
Your Celebrity	
You	
Your Celebrity	

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space robot	Befriends aliens	Planets
Adventurer	Solve neighborhood mystery	Suburb
Elderly gardener	Discovers magic singing garden	Backyard
Young chef	Creates amazing test	City kitchen

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – What will the setting be? Describe it using your senses.

Plan

Fill in the organizer below.

4) Middle – What problem will the character(s) have? Describe how the problem will start and how it will affect the characters.

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

6) What is a good title for your story?

Name: _____

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Curriculum Connection
1.1, 2.2

Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interesting Plot		
Well-Developed Characters		
Clear Beginning, Middle, and End		
Strong Setting – Uses 5 Senses		
Vivid Descriptions – Word Choice		
Appropriate Title		
Story Makes Sense		

Edit

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

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

Activity: Story Swap Revision Party

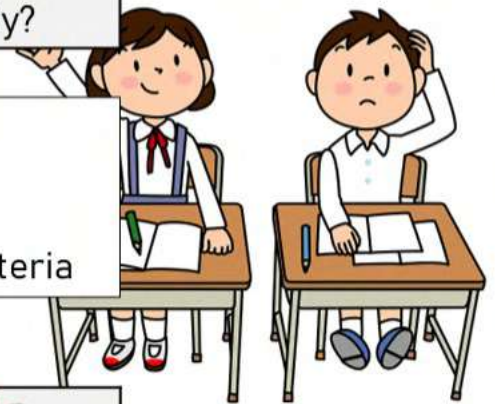
Objective

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 paper
- ☐ Highlighters (to mark areas for revision)
- ☐ Revision checklist (to use as success criteria)



Instructions

How do we complete the activity?

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

Activity: Story Swap Revision Party

Feedback

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

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

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

3) What is your favorite part of the story?

4) Write 2 questions you have about your partner's story.

1)

2)

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 2 changes.

1)

2)

Assignment - Narrative Writing

Write

Write the final story after your edits.

PREVIEW

Reflection Journal

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



2) What was your favourite part of your assignment?

3) What did you find challenging to write with?

4) How could you have done better?

5) Did you learn any new words or phrases while writing? Can you share them?

Rubric – Story Writing

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

Comments

Mark

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

Stamina Writing – Building Stamina

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

Practice

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

Is it important for everyone to have the same opportunities at school, like in sports, clubs, and activities?

How do you feel if someone always got to skip ahead in line?

Do you think it is fair if some kids have pets and other do not?

PREVIEW

Name: _____

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Curriculum Connection
1.4, 2.4, 3.6

Practice

Continuing writing about your topic 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 Persuasive Writing

What is Persuasive Writing?

Persuasive writing is when you write to make someone see things your way. It's like telling a friend why your favourite game is the best.

When Do We Use It?

We use persuasive writing in many places:

1. In school, to write why we like a story.
2. In ads on TV, to make things look cool.
3. In letters, like asking for a new school mark.



What Makes Persuasive Writing Good?

1. Clear Ideas: Your writing should show what you think and why you think it.
2. Using Facts: To persuade someone, use facts like "I will be able to do more exercise."
3. Think of the Reader: Imagine who will read it. What would they like to hear?
4. Careful Word Choice: If you write about a new toy, use words like "cool" and "awesome." If you're writing to the mayor, use formal language with words like important, need, advantage, recommend, etc.
5. Good Order: Start by saying what you think. Next, share why you think it and why they should agree. End with a sentence that wraps it up nicely.

Understanding Persuasive Writing

True or False

Is the statement true or false?

1) We write persuasive notes in school.	True	False
2) TV ads use persuasive writing.	True	False
3) Letters never use persuasive writing.	True	False
4) Clear ideas are important in persuasive writing.	True	False
5) It isn't enough to know what you will read your persuasive writing.	True	False

Ad Poster

Describe your favourite toy or snack. Write a catchy slogan to persuade some of your friends to want it too.

Slogan:

Activity: Being Persuasive

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

- 1) Find a Partner: If there's an extra person, make one group of three.
- 2) What We Are Doing: Today, we'll debate different topics from the list. One friend will pick a side for one topic and the other friend will pick for the next one. Take turns doing this.
- 3) Look at the First Topic: Check out the first topic. Decide if you agree or disagree. The other friend will pick the opposite side.
- 4) Thinking Hat On: Take 2 minutes to think about what you want to say. Write some ideas down.
- 5) Let's Talk!: Chat with your friend about the topic for 3 minutes. Remember to be kind and listen.
- 6) Next Topic Time: After the first topic, look at the next one. Now, the other friend picks a side first. Think and chat just like before.
- 7) Keep Going: Keep talking about all the topics on the list, taking turns picking sides.
- 8) Share with the Class (If You Want): Who wants to chat about a topic in front of everyone? You can pick a topic you already talked about.

Activity: Being Persuasive

Prompts

Debate the prompts below.

- 1) Do you think school uniforms are cool or not cool? Why?
- 2) Should we get homework to do over the weekend? Share your thoughts!
- 3) Should we use gadgets like tablets in class? Tell me what you think!
- 4) Would you like a longer recess during school? Why?
- 5) Would it be cool to bring our pets to school? Explain.

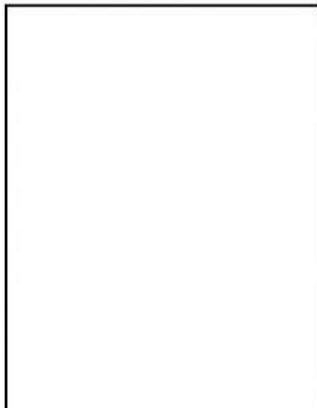
Feedback: Use the graphic organizer below to give feedback to your partner.

1) What's the best part about persuading others?

2) What cool tricks did you use to make your ideas sound awesome?

Fun and Boring

Draw two sports: one you think is fun and one you think is boring.
Explain your opinions below.





Persuasive Writing - Opinions

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

	Topic	Opinion
1)	Are bicycles better than scooters?	
Reason 1		
Reason 2		
Reason 3		

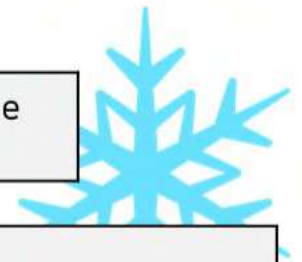
2)	Is it better to read books or watch TV?	
Reason 1		
Reason 2		
Reason 3		

3)	Are zoos good for animals?	
Reason 1		
Reason 2		
Reason 3		

Is It Persuasive?

Instructions

If you had to use one of the details to persuade someone of the topic, which would you use? Circle it.



Topic: Winter is the best season.

Snow is pretty.

I like wearing big boots.

In winter, long nights help our bodies get more sleep.

Topic: Dogs are better than cats.

Dogs wag their tails a lot.

Some dogs can bark on command.

Dogs can be trained to help people with disabilities.

Topic: Reading is more fun than watching TV.

Reading improves vocabulary and brain function.

Books don't need batteries.

I like turning pages in a book.

Topic: Biking is better than walking.

Bikes have shiny parts.

I like ringing the bike bell.

Biking can cover longer distances in a shorter time than walking.

Topic: Summer is the best time of the year.

Summer is a break from school and more time for fun.

Ice cream tastes best in the heat.

I like wearing sunglasses.

Assignment – Advertising a New Invention

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

Planning

Fill in the graphic organizer below.

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

- A pen that never needs sharpening
- A pen robot that helps with homework
- A self-making robot

2) Which invention will you choose?

3) What is the name of your product?

4) What problem does it fix, or how does it make things easier?

Planning

Fill in the graphic organizer below.

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

6) What are the convincing reasons someone should buy it?

7) How will you describe your product, so it sounds great? You could use these strategies: celebrity endorsement, free prize, say the product is limited (only 100 left), offer a sale – buy one get one free, describe the must-have features.

Poster

Plan your poster below

8) Draw a rough copy of your poster below. Add these things:

- A picture of the invention
- 3 reasons why someone should buy it (short sentences – not much text)
- Selling strategy: sale, buy one get one free, celebrity, limited supply, etc.

PREVIEW

Survey

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

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

<hr/> <hr/> <hr/>			
Great Idea	Okay Idea	Bad Idea	Worst Idea Ever

2) What do you think of the results?

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

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

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

Rubric – Invention Assignment

Criteria	1 Point	2 Points	3 Points	4 Points
How Persuasive Is The Poster?	Not convincing	A bit convincing	Mostly convincing	Super convincing
Visual Appeal	Hard to see/understand	Some clear pictures	Bright and clear pictures	Very eye-catching and clear
Special Deal	Not a special deal	Okay special deal	Good special deal	Creative special deal
Quality Of Persuasive Reasons	Not many reasons	Some reasons	Good reasons	Excellent, strong reasons
Organization/Spacing	Too cluttered	Some space	Organized with some space	Very neat and spaced out

Teacher Comments

Mark

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

Informational Reports: A Quick Guide

What's In a Report?

Reports help us learn new things. They have lots of facts and information about different subjects. If you want to learn about penguins, you could read a report!

Have you ever made a puzzle? A report is like a puzzle. Each piece has its special spot. Let's learn about the parts of a report!

Title: This is the name of your report. It tells readers what they're about to learn. Example: "All About Penguins."

Introduction: A short part that starts the topic. It's like saying, "Hello! We're going to talk about penguins."

Headings: These are big, bold words that show different sections of the report. They help break things up. Example: "Where Penguins Live."

Body: This is the main part of the report. It has all the facts and details. Under the heading "Where Penguins Live," you might write, "Penguins live in cold places like Antarctica."

Pictures: These are fun visuals that show what you're talking about. A picture of a penguin sliding on ice could be added to make your report exciting.

Conclusion: The end of your report. It's like saying, "Now you know lots about penguins!"

Index: This is a list at the back. It helps readers find specific things quickly. If someone wants to find where penguins live, they can check the index!



Informational Reports: A Quick Guide

True or False

Is the statement true or false?

1) Reports share facts.	True	False
2) Headings have bold text.	True	False
3) Titles show the report's topic.	True	False
4) An index is found at the start of a report.	True	False
5) An index is a list of topics you can find in the report.	True	False

Questions Answer the questions below.

1) What is the purpose of an informational report?

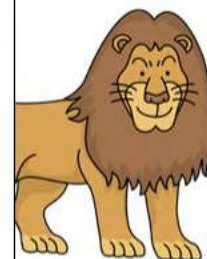
2) Describe each of the components of a report below.

Introduction	
Headings	
Body	
Pictures/Diagrams	
Conclusion	
Index	

Informational Reports: Non-Fiction

Fiction is like when you play pretend or imagine. Its stories are not true and could be about princesses in castles or superheroes flying.

Non-fiction is when you learn real facts. If you pick up a book about real lions living in Africa, that's non-fiction. But, if the lion chats with you and wears a backpack for a treasure hunt, that's fiction! So, fiction is make-believe, and non-fiction is real-life facts! Reports are non-fiction texts.



Think _____ the text with the topic below fiction or non-fiction?

1)	A book about the stories of its life with woodland creatures.	Fiction	Non-Fiction
2)	The tallest mountains in the world and where to find them.	Fiction	Non-Fiction
3)	A space robot named Rover who lives on a giant meteor.	Fiction	Non-Fiction
4)	A dragon who loves baking cookies for his village.	Fiction	Non-Fiction
5)	How bees make honey and help flowers grow.	Fiction	Non-Fiction
6)	The life cycle of a butterfly, from egg to beautiful insect.	Fiction	Non-Fiction
7)	Princess Lily finds a magic stone that can turn things to gold.	Fiction	Non-Fiction
8)	The different types of clouds in the sky and what they mean.	Fiction	Non-Fiction
9)	How penguins live in cold places and take care of their babies.	Fiction	Non-Fiction
10)	Timmy and his toy rocket fly to a planet made of candy.	Fiction	Non-Fiction

Writing a Report – Butterflies

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) Match each fact to 1 of 3 main headings: how butterflies help the environment, body structure, and their life cycle. Label each fact (H) for how they help the environment, (S) for their body structure, and (B) for their life cycle.
- 3) On the next page, write your conclusion for the report. Then you'll need 3 headings for the body (now, you'll need a conclusion. You don't need to use all the facts for your report. Pick the best 2 for each heading.

Facts

Organize the facts below.

Butterflies start as tiny eggs laid on plants.	
By visiting different plants, butterflies help make new flowers.	
Butterflies taste things using their feet!	
They have large, often colourful wings covered in tiny scales.	
After hatching, they become caterpillars which love to munch on leaves.	
A butterfly's long tongue, called a proboscis, helps it sip nectar from flowers.	
Caterpillars change into a chrysalis (or pupa) before turning into an adult butterfly.	
They are a food source for birds, frogs, and other animals.	
Butterflies help flowers grow by spreading pollen.	

Writing a Report – Butterflies

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

Body – What will the report be about? What 2 facts will you include about each heading?**Heading #1***Fact 1**Fact 2***Heading #2***Fact 1**Fact 2***Heading #3***Fact 1**Fact 2***Conclusion** – Summarize the report in just a few sentences.

Writing a Report – Butterflies

PREVIEW

How To Research Well

Finding Information: Let's Begin!

When you're curious about something, you can find answers by doing research.

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

Libraries and the internet are like treasure chests full of information. In libraries, you find books and magazines. On the internet, there are special tools called search engines (like Google) to help you.

When using Google, know what you want and ask clear questions.

Good Searches	Bad Searches
"What do elephants eat?"	"I'm confused about elephant dinners."
"How do rainbows appear?"	"Can someone tell me about rainbows?"
"Canada's highest mountain"	"Which mountain in Canada is super tall?"

The Importance of Trustworthy Sources

Always make sure what you're reading is real and trustworthy. A trustworthy source is a place we find trusted information. Here are some good sources to look:

- Ask your teacher or someone at the library.
- Visit websites by schools, museums, or governments.
- Pick books by smart authors who know their stuff.

Be careful! Some places might give you wrong answers. Stay away from:

- ✓ Posts on social media by people who aren't super-smart on the topic.
- ✓ Blogs with no real facts.
- ✓ Websites that are trying to sell you something.



Think

Is the search good or bad?

1) Life cycle of a butterfly	Good	Bad
2) Why is my plant in my room not growing as tall as the one outside?	Good	Bad
3) Types of dinosaurs	Good	Bad
4) I saw a big lizard in a movie and I want to know its name	Good	Bad
5) How do rainbows form?	Good	Bad
6) That thermometer is used to measure how hot or cold it is.	Good	Bad
7) Why do I see all kinds of colours in the morning?	Good	Bad
8) How does a penguin stay warm?	Good	Bad
9) Canada's national animal	Good	Bad
10) Why can't I see stars in the sky? Why are they up there?	Good	Bad

Questions

Answer the questions

1) Why is it important to use trustworthy sources?		

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

3) Is the description of the website below trustworthy? Yes or no?		
1) Government website with facts	Yes	No
2) Guy on YouTube who tells me what he thinks	Yes	No
3) School textbooks and workbooks	Yes	No
4) A comment on Facebook	Yes	No
5) A blog post by a skateboarder about climate change	Yes	No

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (list on back page)
- ☐ Paper and pen



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source – Name of Website You Found the Information
1) What planet is known as the "Red Planet"?		
2) What are the colors of the rainbow?		
3) What gas do we breathe out in daylight?		
4) Which big cat is recognized as the king of the jungle?		
5) What is the hardest natural substance?		
6) What is the largest mammal in the world?		
7) Which planet has a ring around it?		
8) Who is the superhero known as the "Man of Steel"?		
9) Which bird is known for its beautiful tail and dance?		
10) What do you call a baby kangaroo?		

Research Activity - Questioning

Think

For each of the topics, write 2 questions you want to know the answers to. Then look up answers to these questions.

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

	Questions	Answers
1		
2		

Topic 2: Dinosaurs – Ex. What time did they live?

	Questions	Answers
1		
2		

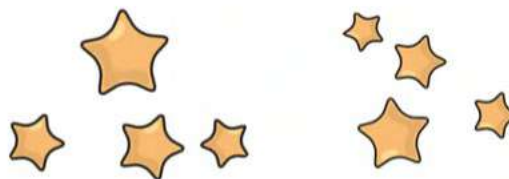
Topic 3: Animals – Ex. Which mammal has the largest population?

	Questions	Answers
1		
2		

Report Writing – Introductions

A great beginning makes people want to read your story. Here's how to start:

- Begin with a cool fact or a question.
- Say what your story is about.
- Share a little sneak peek.
- Make it quick and fun!



Analyze

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

Have you ever wondered how fish breathe underwater? In this story, we'll dive deep into the world of fish and learn how their gills work. Join me on a wet and wild journey beneath the waves!

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

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

Did you know stars can't really twinkle? In this exploration, we'll learn about the stars, the universe, and why they seem to twinkle at night. Get ready to reach for the stars!

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

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

What makes the rainbow have so many colours? In this report, we'll jump into the science of rainbows and discover what paints the sky after the rain. Grab your umbrellas and let's find that pot of gold!

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

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

Report Writing – Introductions

Write

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

Topic: Why kids need to go to school.

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

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

Topic: How pets help humans.

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

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

Report Writing – Conclusions

Finishing your story with a strong ending is like tying a ribbon on a gift. A great ending should:

- **Summarize Points:** Remind readers of the main ideas.
- **Connect to Start:** Link to your story's first thoughts.
- **Call to action:** Ask readers to try a related activity.
- **Interesting ending:** Leave with a fun fact or question.



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

We explored the world of underwater animals. Fish and whales are so interesting!
How about visiting an aquarium to see them? What underwater creature do you want
to learn more about?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Cats are mysterious creatures. Rainbows appear after storms. Rainbows and pets both surprise us.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We found out many fun facts about dinosaurs. Think about the huge T-Rex! Share
some of these facts with your friends to showoff what you now know! What other
dinosaur facts do you want to learn more about?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Report Writing – Conclusion

Write

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

Topic: Kids need computers to learn.

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
Summarize the main points		Call to action	
Connect to the introduction		End with something interesting	

Topic: Canada is the best country.

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>			
Summarize the main points		Call to action	
Connect to the introduction		End with something interesting	

Analyzing a Report – Success Criteria

What Plants Need to Grow

Introduction

Every plant, from the tiniest flower to the tallest tree, has things it needs to grow. Let's discover what they are!

Plants Need Sunlight – Making Food

All plants need sunlight to grow. It's like their food. The sun gives them energy through a process called photosynthesis. When they get sunlight, they take in food to grow taller and produce leaves.



Can't Live Without Water

Just like we need water to stay hydrated, plants need water too. When they get thirsty, they take water in through their roots. With enough water, plants can wilt and look sad. But with the right amount, they flourish and look happy!

Where Plants Live – Soil

Soil is more than just dirt; it's a plant's home. It provides them with nutrients and a place for their roots to spread out. Different plants prefer different types of soil, but they all need it to anchor themselves and get their food.

Conclusion

Plants are incredible, and with sunlight, water, and good soil, they can grow beautifully. Next time you see a plant, remember what it needs. Maybe you can even grow one yourself!

Index

Types of Plants – See Paragraph 1

Photosynthesis: See Paragraph 2

Wilting Plants: See Paragraph 3

Where Plants live: See Paragraph 4

Analyzing a Report – Success Criteria

Questions

Answer the questions below.

1) What are the 3 things every plant needs?

2) If you wanted to learn about photosynthesis, which paragraph would you go to? Use the index.

3) How could an index help you find a book?

Analyze

After reading the report, write 5 things you learned about the topic. Then, share your ideas with the class, so you and your class can come up with 8 criteria that make a good report.

1)

2)

3)

4)

5)

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

Ideas		
The Solar System	Recycling	Life Cycle of a Butterfly
Famous Canadian Landmarks	How Rain Forms	Local Wildlife
Seasons	Traditional Festivals	Simple Machines

1) Below are a list of report topics that you will choose from. You can use some of the ideas about _____.

2) What topic did you choose?

3) Write as many main ideas as you can think of about this topic. _____ will be your headings. Example: if your topic was lions, you might write what they eat, where they live, and how big they are.

4) Choose three main headings and write them below.

Research

Find information for your report.

5) Now you will need to find facts for your report. For each heading, write 3-5 facts that you can include in your report.

	Facts	Source – Where Did You Find The Information?
1		
2		
3		

Planning

Finish the planning process.

6) Start with a sentence about your topic. Then, write about what your report will be about. Use your headings for help. Example: If you read this report, you'll learn about what lions eat, where they live, and how big they are.

7) Write the conclusion by writing the main idea and some of the things they learned. Use a call to action – here to learn more.

8) What drawings can you add to your report? Make 1 or 2 drawings here.

--	--

Name: _____

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Assignment – Report Writing

Rough Draft

Write the rough draft of your report below.

PREVIEW

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
3 Headings	Three or more clear, relevant headings	Three headings, some clarity	Less than three headings	No clear headings
Pictures/ Diagrams	Relevant pictures and integrated into writing	Relevant but not integrated into writing	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, well-chosen facts and stats	Mostly accurate relevant facts and stats	Incorrect facts and stats	Incorrect or irrelevant

Teacher Comments

Mark

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

What is a Haiku?

What is a Haiku?

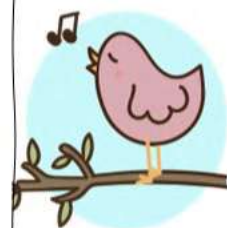
A **haiku** is a short poem from Japan. It's short, only three lines! The lines have a beat: 5 syllables, 7 syllables, then 5 syllables. Haikus are often about nature or how we feel. They make us see a picture using few words. Look at these:

Springtime

Birds chirp morning songs,
Moon glows in the night,
Dreams start to fly.

Birds

Birds chirp morning songs,
Wings flutter, trees come alive,
Springtime has arrived.



These little poems are fun to read and a wonderful way to share something special about the world around you!

Write

Finish the Haiku poems below.

Topic: Sunny Day

Line 1

Blue sky, no clouds in sight,

Line 2

Sunshine warms the playground,

Line 3

Topic: Rainy Morning

Line 1

Raindrops tap the roof,

Line 2

Open my umbrella up,

Line 3

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

Rhyme poems are like fun songs but without music. Words in them sound the same at the end. This makes them fun to read and sing! Let's learn to make a rhyme poem!

What is Rhyme?

When two words sound the same at the end, they rhyme. Like "dog" and "frog" both have an "-og" sound.

Steps to Write a Rhyming Poem

- 1) Pick a Topic: What do you like or are you interested in?
- 2) Choose a Rhyme Scheme: Decide which words will match. AABB is easy, where line 1 and 2 rhyme, then line 3 and 4 rhyme.
- 3) Write Your Poem: Use your rhyming ideas to write your poem. If words don't match, try again.

Example of AABB Rhyme Scheme:

- Line 1: My dog loves to play (A)
- Line 2: With his ball every day (A)
- Line 3: He barks at the sky (B)
- Line 4: Then lays down with a sigh (B)



Tools for Finding Rhymes

- Rhyming Dictionaries: These are like dictionaries, but just for rhymes!
- Online Rhyming Tools: Type a word and find matches!

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Cat			
Sun			
Dim			
It			
Blue			
Tight			
Day			
Car			
Moon			

Write

Finish the poem below using the rhyming words you wrote.

AABB Poems

Jumping high, touching the sky,

On the ground, I don't lie.

Play all day, in the sun,

AABB Poems

Ice cream cold, in my hand,

Best treat in, all the land.

Chocolate, vanilla, or berry blue,

ABAB Poem

The moon so white, in the night,

Glowing, its full face,

Giving off soft, gentle light.

ABAB Poem

Raindrops fall, on my window,

Wet, yet warm in summer's heat.

Pitter-patter, fast then slow.

Children's Book - Adventures in Dreamland

Illustrate

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

In the sky so bright,
Glowing diamonds in a sight!
The moon with dream
Close your eyes, if you

In the jungle, wild and free,
Monkeys swing from tree to tree.
Elephants stomp, lions roar,
Adventures wait, there's so much more!

Children's Book - Adventures in Dreamland

Illustrate

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

Under the waves, what can you find?
Cool fish, and dolphins combined.
Whales sing, and dolphins play.
Dancing in waves, they go away.

Above the clouds, up so high,
Birds and planes, they both fly.
Rainbows curve, a colourful bend,
Endless sky, where dreams never end.

PREVIEW

What is a Limerick Poem?

What is a Limerick Poem?

Limericks are fun poems that are usually silly and funny. These poems have a certain beat and rhyme, which makes them catchy.

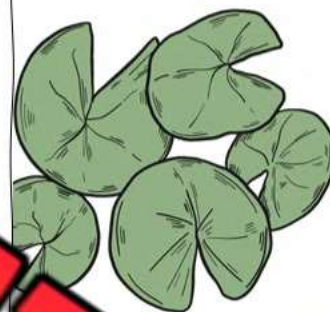
How a Limerick Goes

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

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



Frog
In the pond his notes linger,
A frog dreamt of being a singer.
He'd sing in the pond,
Like he was a singer,
Hitting notes that made his friends cricker.



Write

Finish the Limerick poems below.

Topic: Silly Cat

Topic: Silly Cat	
Line 1	There once was a cat on a mat,
Line 2	Who was trying to capture a rat.
Line 3	She stared all around,
Line 4	Never making a sound,
Line 5	

What is a Limerick Poem?

Trail	Cake	Lou	Detail	New
Bake	Played	Fail	Slow	Shade
Smart	Start	Lake	Through	Glow

Write

Use the word bank words to fill in the limericks.

Line 1 There once was a puppy named _____,

Line 2 Who had a big sock that was _____.

Line 3 He dragged _____,

Line 4 In the _____ the _____,

Line 5 Then slept _____ in the _____.

Line 1 A snail with a shiny _____

Line 2 Tried to sneak and not leave _____.

Line 3 He moved very _____

Line 4 With a soft, quiet _____,

Line 5 But his shiny path never did _____!

Line 1 There was a young drake on the _____,

Line 2 Who dreamt that he ate a big _____.

Line 3 When he woke with a _____,

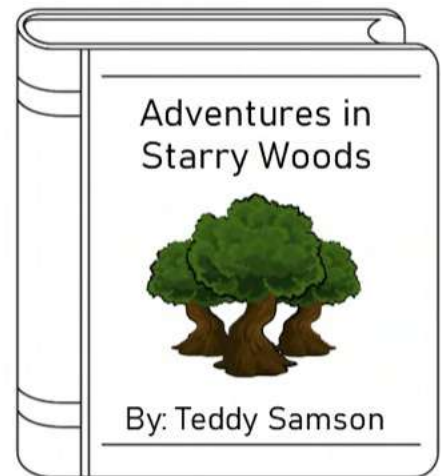
Line 4 He looked with a _____,

Line 5 And swam off to find some to _____!

Analyzing a Book Review

Title and Author: "Adventures in Starry Woods" by Teddy Samson

Introduction: Hey there! I just finished an awesome book called "Adventures in Starry Woods." It's full of magic, mystery, and fun!



Summary: In this story, a girl named Mia discovers a magical forest. Her home, Starry Woods is a place where trees can talk and wear glasses! Mia becomes friends with a magical owl named Sam. Together, they go on an adventure to save the forest from a bad wizard using a magical star. They meet other forest animals, face challenges, and find hidden secrets.

Your Thoughts: I loved reading about Mia and Sam's adventure. The story had lots of twists and turns that kept me guessing. The illustrations were pretty, with glittery stars and cute animals. Some parts were super funny when the owl kept losing his glasses. Other parts were touching, showing how friends stick together.

Rating: ★★★★★

This book gets 4 stars from me! It was entertaining and heartwarming. I think anyone who likes magical stories will enjoy it. Plus, who doesn't like a forest full of friendly animals?



Analyzing a Book Review

Describe

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

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

2) Includes the title of the book

Yes	No
-----	----

3) Includes the author's name

Yes	No
-----	----

4) Does it give a variety of interesting surprises?

Yes	No
-----	----

5) Did they share personal thoughts about the book? Give an example.

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

7) Does it use interesting words that are fun to read? Give some examples.

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

9) Who does it say would enjoy the book?

Practicing Reviews – Lucy's Magic Bracelet

Reviews

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

Short Story - Lucy's Magic Bracelet

Lucy found a sparkly bracelet with colourful gems at the beach. When she wore it and tapped the biggest gem twice, she could speak to animals! She chatted with playful dolphins, learned dance moves from peacocks, and got bedtime stories from wise old owls. One day a magical animal taught her a special lesson about nature, and whenever she wore the bracelet she was ready to share these magical tales with her family.

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

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

Favourite

Least Favourite

3) What rating do you give the story? Why do you give it this rating?

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

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

Favourite
Part

Least
Favourite
Part

PREVIEW

Planning

Fill in the graphic organizer to write a book review.

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

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

7) Draw a picture to go along with your book review.

PREVIEW

Name: _____

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MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

All About Comic Strips

The Magic of Comic Strips

Comic strips are fun pictures and words that tell a short story. They're like a mini-book with drawings.

Character, Dialogue, and More

- Character: Characters can be people, animals, or even things. Stars of the comic.
- Speech Bubbles: Show what the characters are saying.
- Thought Bubbles: Show what the characters are thinking.
- Sound Effects: Words like "BOOM" or "RING!" that sound like real noises.
- Background: This is the place the story takes place, like a park or a room.
- Expressions: We can see how a character feels—happy, sad, or scared—by looking at their face.

Creating Your Own Comic Strip

Making a comic strip can be exciting!

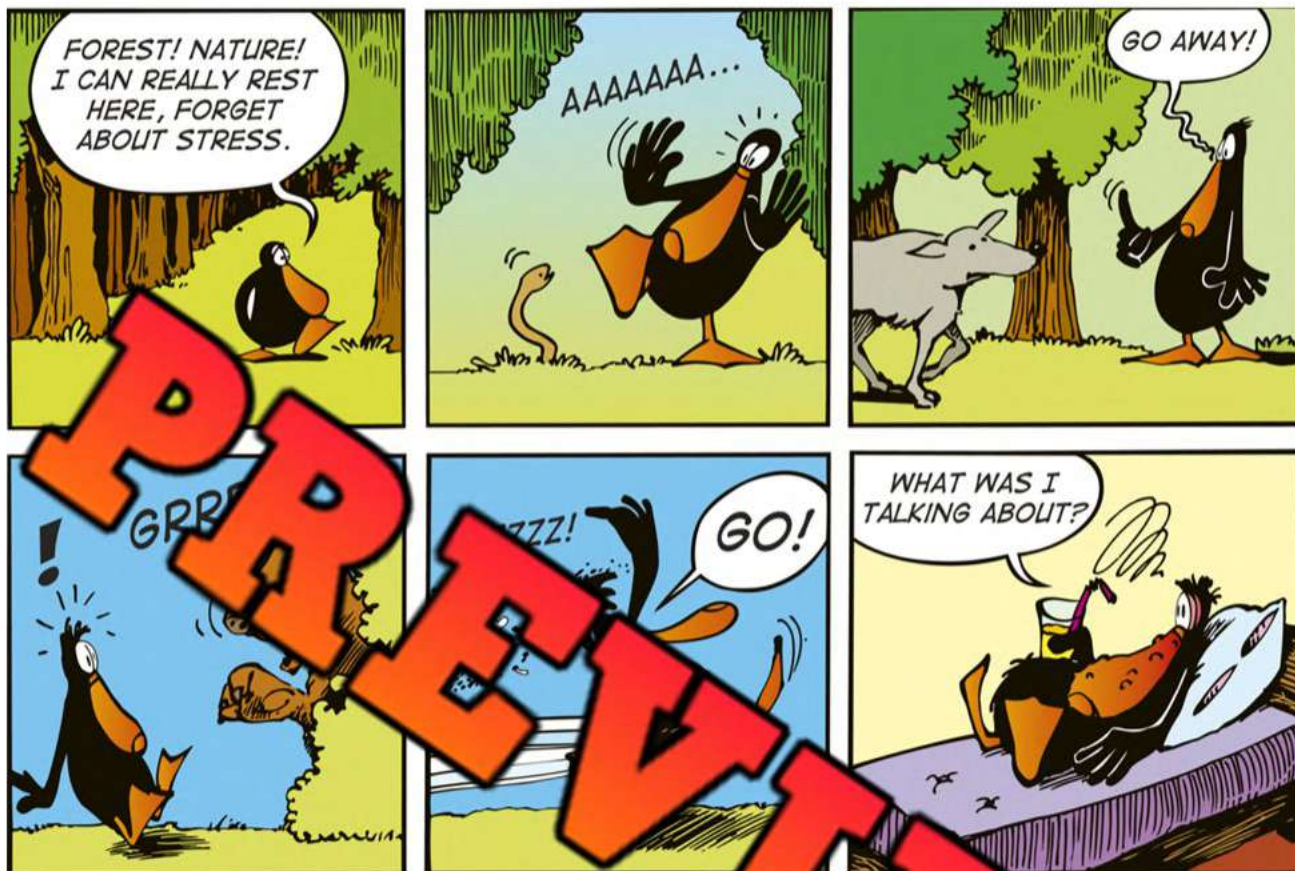
- 1) Think of a funny or cool story.
- 2) Draw your characters and where they are.
- 3) Use speech bubbles when characters talk.
- 4) Put in sounds and thought bubbles.
- 5) Colour your drawings to make them bright and interesting.



Why Comic Strips Are Loved by Many

Lots of kids and grown-ups love comic strips. Some comics make us laugh, and others tell cool adventures. You might know "Peanuts" with Snoopy or "Garfield" who loves lasagna.

All About Comic Strips

**Examine**

Read the comic and answer the questions.

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

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

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

Writing Comic Strips

Instructions

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

Panel 1:

- **Character A (kid):** "Hey, I found this fun map in the attic!"
- **Character B (friend):** "Cool! Let's see where it goes!"



Panel 2:

- **Character A:** "I was left by that big tree..."
- **Character B:** "X marks the spot!"

Panel 3:

- **Character A:** "Wow! It's a treasure of... candy coins?"
- **Character B:** "The best find ever!"

PREVIEW

What is a Biography?

Learning About Biographies

A **biography** is like a storybook, but it's about real people! Imagine reading about your favourite hero or explorer and knowing everything is true. That's a biography. It tells us cool stuff about a person's life, like their adventures and why they're famous.



What is a Biography?

When you open a biography, here are parts you'll see:

- Introduction: Tells about the person and why they're important.
- Early Life: Talks about how they were as kids like us.
- Achievements: Talks about the big things they did.
- Later Life and Legacy: What happened as they got older and what they are remembered for.

Elements That Make a Great Biography

A well-written biography has some special things that make it even more useful. Here's a list of some of them:

- Facts: True things about the person's life.
- Photos or Pictures: To see their face and where they went.
- Quotes: What they really said.
- Timeline: A line showing their life's big events.

Biographies are like windows into amazing lives. They show us heroes, explorers, and dreamers. They teach us about hard times, fun adventures, and big dreams. There's also an "**autobiography**" which means someone wrote their own life story.

What is a Biography?

True or False

Is the statement true or false?

1) Biographies are about fake people.	True	False
2) You can write an autobiography about someone else.	True	False
3) A biography is a fictional text.	True	False
4) A timeline tells us the big events.	True	False
5) Facts about people are not true.	True	False

Question

Would you want to read a biography about? Why?

Fact or Fiction

Is the sentence below fact or fiction about Wayne Gretzky?

Wayne Gretzky played hockey.	Fact	Fiction
He scored over 800 NHL goals.	Fact	Fiction
Wayne was a professional ballet dancer.	Fact	Fiction
He is known as "The Great One" in hockey.	Fact	Fiction
Wayne Gretzky played for the Edmonton Oilers.	Fact	Fiction
He invented the game of hockey.	Fact	Fiction
Wayne has won multiple NHL awards.	Fact	Fiction
He was a famous astronaut.	Fact	Fiction
Gretzky set many NHL records.	Fact	Fiction
He was a lion tamer in a circus.	Fact	Fiction

Biography – Leonardo da Vinci

Leonardo da Vinci: The Man Who Studied How Things Slide

Introduction

Leonardo da Vinci was an amazing man from Italy. Not only did he create beautiful art, but he also explored the world of science. He had a special interest in understanding how things move and slide, which is related to friction!

Early Life

Born in 1452, Leonardo was always curious. Even as a kid, he loved to observe and ask questions.

Achievements

Leonardo was a very curious person about friction. Friction is why things don't slide forever. For example, if you push a book, it stops because of friction. Leonardo drew many pictures and wrote notes about friction.

Later Life

Leonardo kept studying many things and got old. He wrote and drew a lot in his special notebooks that we have collected and studied.

Legacy

Today, we remember Leonardo not just for his art like the Mona Lisa, but also for his smart ideas about science and friction.

Timeline

- 1452: Leonardo is born.
- 1493: Studies friction and makes notes.
- 1495: Paints the Last Supper
- 1503: Paints Mona Lisa
- 1519: Leonardo passes away.

Index

- Birth: Paragraph 2
- Early curiosity: Paragraph 2
- Friction: Paragraph 3
- "Mona Lisa": Paragraph 5
- Notebooks: Paragraph 4



Biography – Leonardo da Vinci

Questions

Answer the questions below.

1) Who was the biography about?

2) Write 3 _____ from the biography.

3) Which paragraphs would _____ and the _____ on below on?

The Mona Lisa

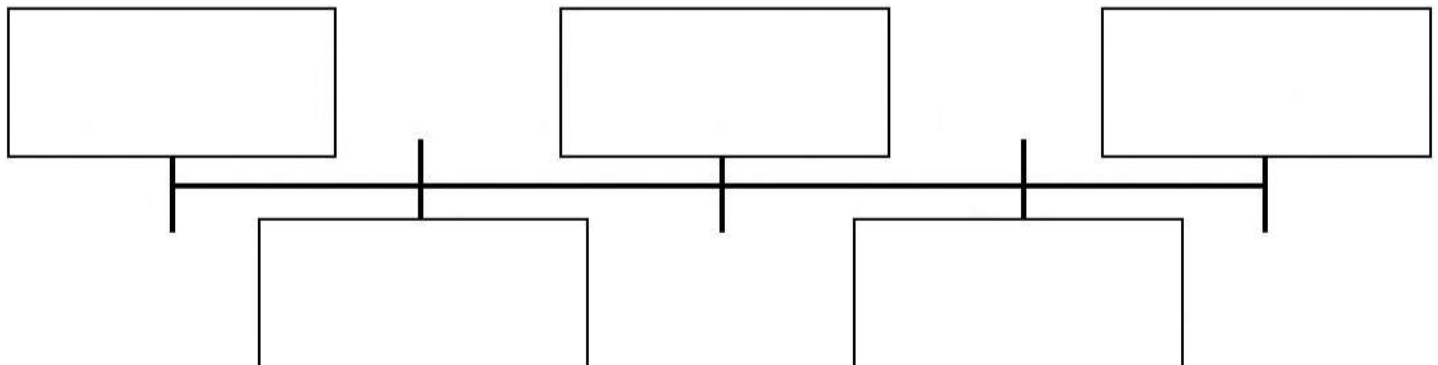
Friction

When he was born

4) How do we know Leonardo studied friction?

Timeline

Fill in the timeline below using the timeline from the biography.



Success Criteria – Biography

Analyze

Read the biography below. Write things you like about it. Afterwards, share your ideas with the class, so you and your classmates can come up with 5 criteria that makes a good biography.

Nellie McClung: A Voice for Change

Introduction

Nellie McClung was an important woman in Canada. She helped fight for the right to vote.

Early Life

Nellie was born in 1869 in Ontario. When she was young, she loved to read and think about a world where everyone was equal.

Achievements:

Nellie did many things. She was a teacher and a writer. But the biggest thing she did was fight for women's rights. She wanted women to have the same choices as men. She and her friends worked very hard. They talked to leaders and showed everyone why women should vote. And it worked! In 1916, women in Manitoba were allowed to vote because of her.

Later Life and Legacy:

Nellie kept working for what was right. She moved to Alberta and became a leader there. She wrote books too. When she died in 1951, people remembered her as a hero. Today, Canada has places named after her to remember the good she did.



1)	
2)	
3)	
4)	
5)	

Printing Activities

Printing Activities

Practice

Print the letters in each of the boxes.

A								
a								
B								
b								
C								
c								
D								
d								
E								
e								

Printing Activities

Practice

Print the letters in each of the boxes.

U								
u								
V								
v								
W								
w								
X								
x								
Y								
y								
Z								
z								

PREVIEW

Printing Activities

Practice

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

I have two cats and one dog.

The little bird sings every morning.

He went to the zoo with his mom.

Dad drives a car to work every day.

PREVIEW

Printing Activities

Practice

Trace the printing stories below.

Lucy went to the park. She saw ducks in
the pond. They quacked and swam happily.
Lucy saw them lapped.

Today is Max's birthday. He got a big, blue
balloon. His friends sang happy birthday.
Max felt so special.

Rain tapped on the window. Mia watched
with her cat. They saw a rainbow later. It
was bright and beautiful.