



Preview – Information



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Google Slides Lessons Preview





Manitoba Language Writing – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

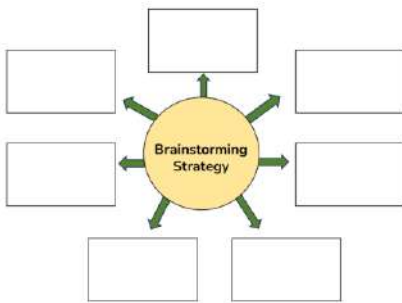
- Learning Goals
- Discussion Questions
- Quotes
- And More!

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.



Idea Development Strategies



Drag and drop the boxes to match the correct facts about **Brainstorming Strategy** into the cloud

It helps you get ideas quickly.	You don't need full sentences.	You write down many ideas.
You must write only one idea.	You cannot share ideas with others.	Later, you can choose the best ideas.
You need to check spelling right away.	There are no wrong answers.	All ideas must be correct facts.
It is helpful before writing a story or report.	It is only for teachers, not students.	You can do it alone or in groups.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

The Power of Planning

Part 1: Writing Without Planning

Subject: Soccer

Instruction: Write freely about soccer without making any plan or brainstorming first.



Soccer



Manitoba Language Writing – Grade 4



Building Strong Paragraphs

Drag and drop two correct supporting details into each topic sentence box to complete the paragraph.

Reading helps me learn new words and ideas.

Fresh air and sunshine make us feel happy and relaxed.

Taking care of pets teaches us responsibility.

Books can take me on adventures to new and exciting places.

They keep us company and make us feel loved.

Running and playing games keeps our bodies strong and healthy.

Topic Sentence	Reading books is one of my favorite hobbies.
Supporting Detail # 1	Supporting Detail # 2

Topic Sentence	Playing outside is good for kids.
Supporting Detail # 1	Supporting Detail # 2

Topic Sentence	Pets make great companions.
Supporting Detail # 1	Supporting Detail # 2

4 Bang: Conclusion Sentences

I love helping in the kitchen. I mix the ingredients, stir the soup, and help set the table for dinner.

- a) Cooking with my family is always fun!
- b) Eating dinner is the best meal.
- c) Sometimes we go shopping for food.



The beach is my favourite place. I like to swim in the waves, collect seashells, and build sandcastles in the sand.

- a) The beach is the best place to enjoy a sunny day!
- b) I enjoy having a picnic at the beach.
- c) Swimming is my favourite part.



Soccer is an exciting sport. Players run fast, kick the ball, and try to score goals for their team.

- a) Soccer is the most popular sport.
- b) Soccer can be played by all ages.
- c) Soccer is a game full of energy and teamwork!



Reading is one of my hobbies. I enjoy funny stories, interesting facts, and books that take me to magical places.

- a) I enjoy non-fiction books the most.
- b) I've been reading since I was four.
- c) Reading opens the door to amazing adventures!



Analyzing Informal Emails

Read each email carefully. Decide what emotion or voice the author is showing, then drag the correct letter (A–H) to match the author's voice.

Hey Sam! Guess what? There's a new superhero movie coming out this Friday. I've already got the tickets, and I was hoping you could come with me. It's going to be so much fun! Let me know if you're free.

Wow, yesterday's beach trip was amazing! The waves were huge, and we built the tallest sandcastle ever. I still feel so relaxed from the ocean breeze.

Haha, last night's sleepover was so funny! I can't stop laughing about the prank you pulled with the flashlight. My cheeks still hurt from laughing.

Hi Ava, I think I lost my jacket in the gym after PE. I'm so frustrated because it was brand new! If you see it, can you grab it for me?

Ugh! Our soccer game got cancelled because of the rain. I was really looking forward to playing. Maybe we can practice at the park tomorrow instead?

Author's Voice

C	Relaxed
D	Scared
E	Playful
G	Excited
H	Worried



Manitoba Language Writing – Grade 4

Matching: Story Setting

Look at each picture of a story setting and drag the appropriate story title from the boxes on the right to match it.

- Snow White and The 7 Dwarves
- Hansel and Gretel
- The Tortoise and The Hare
- Alice in Wonderland
- Cinderella
- Little Mermaid
- Rapunzel
- Three Little Pigs

The Castle

Drag the story events into the appropriate boxes on the story arc.

Beginning **Rising Action** **Middle** **Falling Action** **Ending**

A Ella lived in a castle with tall stone towers.

B The guards rushed to the dragon flew away into the night.

C Ella smiled, "The castle is safe—for now."

D A dragon appeared in the courtyard, breathing smoke! Ella bravely rang the warning bell.

E Ella lived in a castle with tall stone towers.

Spotting Facts, Opinions, and Bias

Drag and drop the statements into the Venn diagram. Facts show what is true, opinions can show personal bias, and if a statement can be both, place it in the middle.

Opinion		Both		Fact	
Basketball was invented in Canada.	Dogs are better than cats.			The Moon reflects sunlight.	
Uniforms cost less and make kids look smarter.	Earth orbits the Sun in 365 days.			Uniforms look nicer.	
Reading is more fun than TV.	Chocolate ice cream is the best.			Exercise keeps you healthy and happy.	
Canada has 10 provinces.	Games are a waste of time.			Water freezes at 0°C.	



Workbook Preview



Grade 4 – 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.	11-14, 21-27, 36-42, 46-49, 51-54, 78-81, 84-93, 171-173, 210-220, 226- 231, 240-247, 252, 275-276
1.2	Learners are using and talking about a variety of strategies and processes to understand and create texts.	N/A
1.3	Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions.	11-12
1.4	<div style="background-color: white; border: 2px solid red; padding: 10px; text-align: center; color: red;"> <h2>Preview of 150 pages from this product that contains 386 pages total.</h2> </div>	0-251
1.5		77-83, 7-209, 5, 273-

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.	30-35, 266-267
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	36-42, 46-49, 57-67, 73-76, 78-81, 96-114, 117-132, 134-136, 171-173, 194-197, 202-206, 226-231, 252, 257-262, 268-269, 277-278, 291-293, 297-310
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	13-14, 164-168, 270-272
2.4	Learners' automaticity with printed text is becoming secure and consistent.	9-10, 94-95, 115-116, 142-143, 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.	153-155, 182-191, 279-287
3.2	Learners are beginning to analyze differences in opinion.	144-149, 164-168, 232-235
3.3	Learners are expressing and supporting opinions and judgments.	43-45, 51-54, 144-149, 164-168, 202-206, 232-235
3.4	Learners are recognizing that point of view has an impact on understanding.	156-163, 236-239
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.	192-193, 200-201
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	57-67, 73-76
4.2	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	15-20, 150-155, 168, 174-191, 202-206, 279-282, 288-290
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.	198-199, 217-220, 253-262, 268-269, 277-278

Stamina Writing – Building Stamina

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

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

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

Should everyone have the same amount of time to finish a test?

Do you believe that punishment should be the same for everyone?

Do you think it's equitable for people to have different healthcare access based on where they live or their job?

Name: _____

10

Curriculum Connection
1.4, 2.4

Practice

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

PREVIEW

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

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

Understanding Text Forms

What Are Text Forms?

Text forms are the different styles or structures we can use when writing. Each form helps us share our thoughts, ideas, or stories in unique ways. There are many text forms and understanding them helps us become better writers.

The Purpose of Different Forms

Each text form has a special purpose. Here's a list of some common text forms and what they are used for:

- Narratives: To tell a story.
- Reports: To share information.
- Letters: To send a message to someone.
- Poems: To express feelings in a creative way.
- Persuasive Writing: To convince someone of something.
- Comic Strips: To tell a story using pictures and words.
- Biographies: To tell the life story of someone.
- Instructions: To explain how to do something step by step.



Who Are We Writing For?

When we write, we think about who will be reading our words. This person or group is called the "audience." Knowing who our audience is helps us pick the best way to communicate.

Matching Forms with Audiences

We choose the text form that fits what we want to say and who is reading our work. If we're explaining how to make a sandwich to a younger sibling, we might write instructions. If we are telling our class about a famous scientist, we might write a biography.

Understanding Text Forms

Which Form?

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

1) Telling a friend how to bake cookies.	
2) Sharing your feelings about a beautiful sunset.	
3) Convincing parents to get a new pet.	
4) Describing a famous athlete's life journey.	
5) Explaining a science experiment to classmates.	
6) Writing a postcard to a friend about your weekend.	
7) Creating a book of recipes with illustrations for younger siblings.	
8) Reporting on a local community event as part of a school project.	

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?

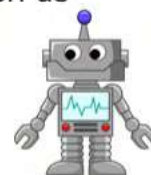
3) What is your favourite text form? Explain why.

Identifying Purpose of a Text

Texts are written for different reasons. Some texts give us information and teach us things. Other books are for fun; they tell us stories that entertain us.

To Educate: "All About Robots" teaches us how robots work.

To Entertain: "The Secret of the Haunted House" is a spooky story for fun.



Think _____ the story summaries below and circle what their purpose might be.

1	Book: "The Garden Party"	Educate	Entertain
2	How-to: "How to Bake a Cake in 5 Steps"	Educate	Entertain
3	Biography: "Life of Thomas Edison"	Educate	Entertain
4	Play: "The Adventure of Sherlock Holmes"	Educate	Entertain
5	Poster: "Recycling Do's and Don'ts"	Educate	Entertain
6	Book: "The Great Canadian Wilderness"	Educate	Entertain
7	Comic: "Superheroes of Maple Street"	Educate	Entertain
8	Manual: "Smartphone User Guide"	Educate	Entertain
9	Play: "Mystery at the Mountaintop"	Educate	Entertain
10	Biography: "The Star Hockey Player"	Educate	Entertain
11	Pamphlet: "Visit the Rockies!"	Educate	Entertain
12	Magazine: "Fun Times Reader"	Educate	Entertain
13	Instructions: "Assembling Your Treehouse"	Educate	Entertain
14	Play: "The Enchanted Forest"	Educate	Entertain
15	Poster: "Join the Science Club!"	Educate	Entertain

Think

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

Books That Educate	Books That Entertain

Think

Texts can be used for many purposes. Circle the best reason below.

1	"Vote for a Greener Tomorrow"	Persuade	Entertain
2	"World War II: A Historical Account"	Inform	Instruct
3	"10 Steps to Planting a Garden"	Instruct	Persuade
4	"The Guide to Stars and Planets"	Inform	Entertain
5	"My Journey Across the Sahara"	Describe	Document
6	"Reflections on Turning 30"	Reflect	Inform
7	"Chocolate Cake Recipe"	Instruct	Persuade
8	"Daily Meditation and Mindfulness"	Reflect	Educate
9	"Discover the Rainforest"	Describe	Persuade
10	"City Council Meeting Minutes"	Document	Entertain
11	"The Art of French Cuisine"	Inform	Instruct
12	"Sonnet of the Sea"	Express	Instruct

Activity: Power of Planning

Objective

What are we learning more about?

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

Instruction

How do we complete the activity?

Part 1: Writing Without Planning

Subject: My Favourite Animal

Instructions:

- 1) Students are given 8 minutes to write about the chosen subject without any pre-writing or brainstorming.
- 2) Encourage students to write freely and continuously for the entire 8 minutes.
- 3) Collect the writing and set it aside for later comparison.



Part 2: Writing With Brainstorming

Subject: My Favourite Season

Instructions:

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

Activity: Power of Planning

Part 1

Write for 8 minutes straight about what your favourite animal is and why.

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

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



Season

PREVIEW

Personal Voice in Writing

What Is Personal Voice?

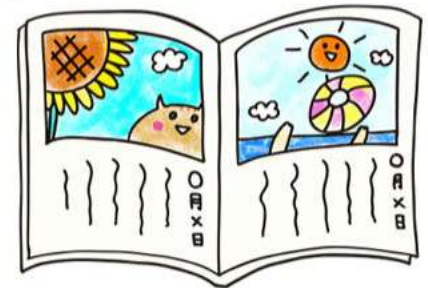
Personal voice in writing means the unique style or expression an author uses. It's like their special way of talking but in writing. When you read something, you can sometimes hear the writer's voice in your head, just like listening to a friend.

How to Find Your Voice

Finding your voice in writing is like finding your way of speaking.

Here's a list of things that might make up your voice:

- The words you use
- How you put sentences together
- The feelings you show



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

Different Voices for Different Pieces

Different types of writing might need different voices.

- In a diary, you might use a voice that's just like how you talk to your best friend.
- In a school report, you might use a more serious voice, with careful words and full sentences.

Examples of Personal Voice

Here are a few ways different voices might sound:

- Friendly: "Hey there, friend! Let's learn about dogs."
- Serious: "Dogs are important animals in many cultures."
- Silly: "Dogs? Oh, those furry goofballs that love to play!"

Personal Voice in Writing

True or False

Is the statement true or false?

1) Personal voice means a unique writing style.	True	False
2) You must use the same voice in all writings.	True	False
3) Personal voice includes word choice and sentence structure.	True	False
4) Personal voice cannot be silly.	True	False
5) Your writing helps people know it's you.	True	False

Practice

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

Favourite subject

Favourite food

Favourite game

Favourite place

Friendly

Serious

Personal Voice – Word Choice

People have different writing **voices** because they use different **words**. Your writing voice is how you sound when someone reads your writing. Some people use big, fancy words and sound very formal. Others use simple, everyday words and sound friendly and casual.

For example, someone might write "commence" while another person would just say "start." Or one person might use "astonishing" and another might say "cool." These word choices create a unique voice that makes every writer's style special.

Word Choice Choose the words you would choose to use when describing the settings below

Forest	Green	Woodsy	Flourishing	Enchanted	Whispering
Ocean	Big	Vast	Boundless	Mysterious	Sparkling
City	Busy	Hectic	Metropolitan	Vibrant	Gleaming
School	Fun	Educational	Academic	Adventurous	Inspiring
Home	Cozy	Comforting	Domestic	Heartwarming	Welcoming
Desert	Hot	Arid	Dry	Open	Expansive
Mountain	High	Majestic	Rocky	Alpine	Rugged
Park	Pretty	Picturesque	Fun	Idyllic	Whimsical
Museum	Quiet	Serene	Neat	Cultured	Historic
Space	Dark	Infinite	Awesome	Celestial	Vast

Think Write the words in your current vocabulary, and some words you'd like to start using

Words I Use Now	Words I Want To Start Using

Personal Voice – Word Choice

Word Choice

Replace the crossed out boring words with more interesting word choices

1)	The big _____ cat quickly _____ ran to the house.
2)	She happily _____ sang a happy _____ song.
3)	He _____ walked to the small _____ store.
4)	The lazy _____ dog happily _____ played with the ball.
5)	They excitedly _____ opened the plain _____ gift.
6)	The small _____ bird _____ across the sky.
7)	She carefully _____ painted the _____ picture.
8)	The young _____ children noisily _____ played in the park.
9)	He nervously _____ spoke in front of the _____ class.
10)	The bright _____ sun warmly _____ on a _____ morning.

Think

Write synonyms for the words below

Good				
Big				
Happy				
Fast				
Funny				

Varying Sentence Lengths

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

Examples:

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



Practice writing short and long sentences about the topics below.

Topic	My Favorite Animal
Short Sentence	
Long Sentence	

Topic	On the Playground
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

Varying Sentence Lengths

Write

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

Dinosaurs were incredible creatures. _____

_____.

Some, like the enormous Brachiosaurus, were as tall as buildings, while others were small and quick. The T-Rex has huge teeth. It was a feared dinosaur. _____

_____.

Many dinosaurs ate plants, but some were hunters, eating other dinosaurs. They all became extinct, meaning they don't exist anymore. _____

_____.

Outer space is a mysterious place. It's filled with stars, planets and galaxies far beyond our own. _____

There are eight planets in our solar system, including Earth. Some planets like Jupiter, are gigantic, while others, like Mercury, are much smaller. _____

_____.

The Earth has one moon. _____

_____.

_____.

Space is still full of secrets, with new discoveries always waiting to be found.

Fluent Writing

Fluent writing is when you write clearly and your ideas flow smoothly, almost like telling a story. It's easy to understand and enjoyable to read. In fluent writing, sentences are well-structured, and ideas are linked together nicely.

Fluent Writing:

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

Non-Fluent Writing:

The beach was a place. Children made sandcastles. Waves were loud.



Think: _____ example fluent or not fluent?

1) The cat curled up in the sun by the window.	Fluent	Not Fluent
2) Garden has butterflies. Flowers are colorful.	Fluent	Not Fluent
3) Stars twinkled above, creating a beautiful scene in the sky.	Fluent	Not Fluent
4) The sun peeked through the clouds, painting a bright day.	Fluent	Not Fluent
5) Breeze is blowing. Trees and leaves move.	Fluent	Not Fluent
6) Children play. They are at the park. It is sunny.	Fluent	Not Fluent
7) The bookshelf was a rainbow, each holding a different book.	Fluent	Not Fluent
8) Old clock making ticking sound. Time passes.	Fluent	Not Fluent
9) The river flowed gently, mirroring the sky in its clear, calm waters.	Fluent	Not Fluent
10) Stars are out. Sky looks nice.	Fluent	Not Fluent

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Name: _____

35

Curriculum Connection
1.5, 2.1

Fluent Writing

Revise

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



Not Fluent The cat. On the mat. Sleeps.

Fluent

Not Fluent Rainy. Went outside. Forgot umbrella.

Fluent

Not Fluent He reads book. Books are on table.

Fluent

Not Fluent She plays piano. It is very loud. Turn it down.

Fluent

Not Fluent We ate dinner. It was tasty. I want seconds.

Fluent

Not Fluent I have homework. I am upset. I play soccer.

Fluent

Exploring the Structure of Paragraphs

What Makes a Paragraph?

A paragraph is a group of sentences that talk about one main idea. It's like a building block in writing. Each paragraph has special parts to make it clear and interesting.

Starting with Topic Sentences

Every paragraph begins with something called a "topic sentence." This sentence tells the reader what the paragraph will be about. It's like opening a door to a new room full of ideas. Here are some things that a topic sentence should do:

- Introduce the main idea of the paragraph.
- Be interesting to make you want to keep reading.
- Connect to the paragraph, so it, uh, makes sense.



Why Are Topic Sentences Important?

Topic sentences help the reader understand quickly what the paragraph is about. It's like a guidepost on a road, showing the way. If paragraphs didn't have topic sentences, reading would be like trying to find your way without a map.

Hooking the Reader with a Special Topic Sentence

A hook is a special kind of topic sentence that grabs the reader's attention. It's like a fishing hook that catches a fish. A hook in writing catches the reader's interest so they want to keep reading. Here are some examples of hooks:

- ✓ Have you ever wondered why the sky is blue?
- ✓ BANG! The door slammed shut, and I was alone.
- ✓ Imagine flying like a bird, soaring above the clouds.
- ✓ Dogs can be our best friends and loyal companions.

Exploring the Structure of Paragraphs

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

Topic Sentence

The Sun is the center of our solar system. It provides light and warmth, making life possible on Earth. Without the Sun, our planet would be cold and dark, and nothing could grow.

Topic Sentence

Ice cream comes in many different flavours like chocolate, vanilla, and strawberry. You can add toppings like sprinkles and syrup to make it even tastier. Many people enjoy ice cream on a hot day.

Topic Sentence

Dolphins are known for their intelligence and playful behaviour. They often perform tricks and interact with humans. These amazing creatures communicate with each other using clicks and whistles.

Hooks

Rewrite the topic sentences below but start them in a way so they hook the reader.

Boring Version

Rain is water that falls from the clouds.

Your Version

Boring Version

Cats are animals that many people keep as pets.

Your Version

Boring Version

Apples are fruits that grow on trees and are often red.

Your Version

Exploring the Structure of Paragraphs

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

Example: "Have you ever wondered how the tallest trees grow?"



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

Example: "Watch out! Hurricanes are one of the most powerful storms on Earth."

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

Example: "Dinosaurs were the most gigantic creatures to ever walk the Earth."

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

Example: "Did you know? Honey never spoils, even after thousands of years?"

Hooks

Read the topic sentence below using the different strategies.

Original Version	Soccer is a fun sport.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Pizza is the best food.
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) In the morning, you brush your teeth, wash your face, and comb your hair. Breakfast is an important meal, so you might eat cereal or toast. Then, it's time to put on your shoes and head to school.

- a) Starting my day with a routine helps us get ready.
- b) I do the same thing every morning.
- c) My morning routine is the best part of the day.

2) At the zoo, you can see lions, tigers, and bears. The zookeepers feed them at specific times, and they are trained to do tricks. There are also gift shops where you can buy souvenirs.

- a) Lions are a kind of big cat.
- b) The zoo is a place where you can see many different animals.
- c) You can see animals perform tricks.

3) In a garden, you can find flowers, trees, and vegetables. People use plant gardens to grow food or to make their yard look pretty. Bees, butterflies, and birds visit gardens.

- a) Birds and butterflies visit gardens.
- b) Gardens contain plants and attract wildlife.
- c) Planting gardens is a fun hobby.

4) Libraries have shelves filled with books on all sorts of subjects. You can borrow books to read at home or read them in the library. They also often have computers and study areas.

- a) Reading books is a great way to learn.
- b) Libraries offer books, computers, and quiet spaces to study.
- c) Books are available on many subjects at the library.

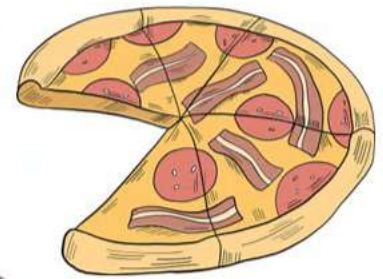
Crafting Perfect Paragraphs

Building Strong Paragraphs

When we write, paragraphs are like containers that hold our thoughts and ideas. Drafting paragraphs involves focusing on supporting details, which help make the sentences fit together like pieces of a puzzle.

Supporting Details: What Are They?

Supporting details are extra information that explains the main idea. They make our writing juicy and interesting. Imagine telling your friend about your favourite game. You wouldn't just say, "I like this game." You would explain why you love it, what makes it fun, and why your friend should play it too!



Let's Explore Examples:

- Main Idea: "I love pizza."

Supporting Details: It's cheesy, has delicious toppings, and it's just what I need.

- Main Idea: "Winters are fun."

Supporting Details: You can build snowmen, have snowball fights, and enjoy hot chocolate.

Making It Stick: Coherence

Coherence is when your paragraph makes sense, and everything fits together. Think of it like building a tower with blocks. If one block doesn't fit, the whole tower might fall!

Tips for Making Perfect Paragraphs:

- 1) Start with a Strong Sentence: This tells what the paragraph is about.
- 2) Add Supporting Details: These are like the yummy toppings on a pizza!
- 3) Finish with a Closing Sentence: This wraps up your paragraph neatly.

Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

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

Topic Sentence	Being a pet is a great responsibility and a source of joy.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Recycling helps to protect the environment.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Apples come in many different colours and flavours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

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

Brainstorm why summer is the best season

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

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

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

1) What is your dream house?

Dream
House

Write the 3 ideas you can pull from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

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

Think

Choose a good transition word for the supporting details.

1) I love dogs and cats. _____, my best friend enjoys spending time with her pets. We often share stories about our funny antics.

2) I enjoy reading books on rainy days. _____, my sister prefers to watch movies. We always find ways to share our interests with each other.

3) Our school garden is full of flowers. _____, we have a vegetable patch where we grow carrots, tomatoes, and lettuce. We all take turns to water the plants.

4) We played games, sang songs, and ate cake at the party. _____, we opened the gifts and thanked everyone for coming. It was a great celebration!

5) My brother likes to play soccer on weekends. _____, he does his homework. _____, I like to finish my homework early so I can play with my friends. _____, my cousin prefers to relax and watch TV. _____, he sometimes invites us to join him. _____, we all have different hobbies and ways to enjoy our free time.

Ending With a Bang: Conclusion Sentences

What is a Conclusion Sentence?

A conclusion sentence is the last sentence in a paragraph. It wraps up the ideas you've been talking about and gives a finished feeling to the paragraph. Think of it like putting the lid on a jar – it seals everything inside!

Why are Conclusion Sentences Important?

Conclusion sentences help the reader understand what you were trying to say. They make the main idea of the paragraph clear and remind the reader what the paragraph was all about.

How to Write a Good Conclusion Sentence

Writing a good conclusion sentence is like putting a bow on a gift. Here's a quick list of things to remember:

- Restate the Main Idea: Use different words to say what you said at the beginning of the paragraph.
- Keep it Short: A conclusion sentence should be short and to the point.
- Add a Final Thought: If you can, add something that makes the reader think a little more about what you said.

Examples of Conclusion Sentences

- If you write about your favorite sport, you might end with: "Hockey is more than a game; it's a passion."
- If you write about a trip to a farm, you could conclude with: "The day at the farm was an unforgettable adventure."



Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence is always in the middle of a paragraph.	True	False
2) Conclusion sentences wrap up the paragraph's ideas.	True	False
3) Writing a conclusion sentence is like opening a gift.	True	False
4) It's good to state the main idea in a conclusion.	True	False
5) Conclusion sentences should confuse the reader.	True	False

Think

Circle the conclusion sentence you think is best.

1) In the park, children play on swings, slide, and climbing structures. Parents watch their children and everyone enjoys the fun. Picnics are often enjoyed on the green grass, and people relax on the pond.

- a) Swings are a lot of fun.
- b) Parks bring joy and relaxation to people of all ages.
- c) The pond has fish in it.

2) At a bakery, the delicious smell of fresh bread and pastries fills the air. Bakers work hard to create sweet and savory treats. Customers are often seen smiling with their chosen delight.

- a) Bakers use magical powers.
- b) Bakeries provide a cozy space to enjoy fresh, tasty treats.
- c) The bakery only sells ice cream.

3) In the classroom, students sit at desks, listening and participating in lessons. Teachers use the whiteboard to explain subjects, and friends help each other learn. Fun projects make learning more exciting.

- a) Teachers never explain anything.
- b) Students only play games in the classroom.
- c) Classrooms are places for learning and collaboration.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) At the school library, children can find books about dinosaurs, planets, and pirates. They can read at the tables or borrow books to take home. Sometimes, the librarian reads stories to the kids.

2) In the summer, my family goes to the beach. Children build sandcastles and collect seashells. Parents rent beach chairs, and everyone enjoys splashing in the waves.

3) At the community park, there's a garden with colorful flowers and tall trees. People walk their dogs, and children fly kites. On sunny days, artists come to paint the beautiful scenery.

4) During winter, people bundle up in warm coats and scarves. They go ice-skating or have snowball fights. Families enjoy sipping hot chocolate together after playing outside in the cold.

Analyzing Paragraphs

Analyze

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

1) Going to a science museum is an educational and fun experience. There are interactive exhibits that teach about space and technology. Kids can participate in hands-on learning while they play. The museum hosts special events with scientists to share their knowledge. The science museum provides a unique opportunity to learn and explore.

Main Idea

2) Keeping a pet fish can be a rewarding hobby for children. Fish tanks with colourful fish can be beautiful. Taking care of fish teaches children responsibility and routine. Children can learn about different fish species and their habitats. Having a pet fish can be an entertaining and educational experience.

Main Idea

3) Reading books helps students to grow their minds and imagination. Books introduce children to new words, improving their vocabulary. Different genres of books help children to understand various cultures and historical events. Reading fosters creativity and helps kids to think critically. Reading is more than just a pastime; it's a pathway to learning and thinking.

Main Idea

Success Criteria - Analyzing Paragraphs

Analyze

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

Planting a garden is a wonderful way to connect with nature and enjoy the outdoors. Choosing the right plants and seeds teaches us about different types of vegetables. Next, caring for the garden by watering and weeding helps plants grow strong and healthy. Finally, watching the garden bloom and thrive brings a sense of accomplishment and joy. Planting and tending to a garden not only benefits our surroundings but also nurtures a love for nature and the environment.

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

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

Edit

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

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

Edit

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

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

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Formal Versus Informal Letters

Formal Letters: A Professional Way to Write

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

- Opening: Always use a polite greeting like "Dear Mr. Smith."
- Body: Explains your main point or request. Be polite and clear.
- Closing: End with words like "Sincerely" or "Yours truly."

Informal Letters: Friendly to Friends and Family

Informal letters are used for casual communication. You can write them to friends, family members, or anyone you know well. They are relaxed and can have a fun tone.

- Greeting: Start with something friendly like "Hi!"
- Body: Share news, ask questions, or talk about what you like.
- Closing: End with something warm like "Love" or "See you soon."

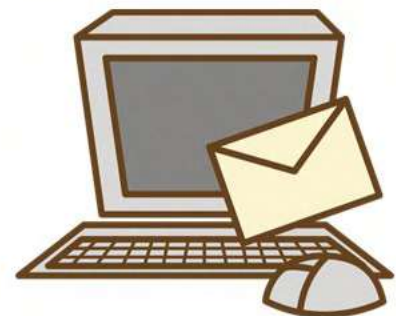
Email Letter Writing: Modern Communication

Emails can be both formal and informal, depending on who you are writing to and why. They have become a common way to communicate.

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.

Key Parts of an Email

- Subject Line: Describe what the email is about.
- Greeting: Use a friendly or formal greeting.
- Body: Write your main message.
- Closing: End with a polite or friendly sign-off.



Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters require a clear structure.	True	False
2) Informal letters use a formal greeting.	True	False
3) Emails can be formal or informal.	True	False
4) Emails have a subject line.	True	False
5) Formal letters end with "Love."	True	False

Think

which type of letter is given in the example.

Dear Principal Jones,

I hope this letter finds you well. I am writing to ask if we can have more books about animals in our library.

Sincerely,
James

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

Hi Sammy!

What's up? I got a new puppy! Can't wait for you to meet him.

See you soon,
Sammy

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

Subject: Inquiry About Science Project

Dear Mrs. Smith,

I need help understanding the water cycle for our science project. Can we meet after school?

Yours truly,
Brian

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

Subject: My Soccer Game

Hi Auntie,

We won our soccer game yesterday! You should have seen my goal.

Love,
Kennedy

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

Purpose and Audience of Letters

Think

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

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

Think

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

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

Analyzing Informal Emails

Analyze

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

Subject: Weekend Plans

Hi Emily! Guess what? I just found out about a cool carnival happening this weekend. It has everything from fun games to tasty snacks. I think it would be amazing if we could go together. There's even a giant Ferris wheel and even a magician! What do you think? I can't wait to see you there! Talk to you soon,

Your friend,

Jessica

Author's
Voice

Subject: Lost My Favourite Toy

Hello Jordan! You won't believe what happened. I lost my little toy car, and I can't find it anywhere. I've looked all over the house. If you know where it is, please let me know. I feel lost without it.

Thanks,

Dylan

Author's
Voice

Subject: Math Test Tomorrow

Hey Taylor! Our math test tomorrow has me in knots. I've been trying to study, but I'm struggling with some concepts. Could you maybe help me after school today? I think together we can crack it.

Thanks so much, Ethan

Author's
Voice

Name: _____

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Informal Email Writing

Write

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

Audience	Purposes
Friend	Inviting to a sleepover or expressing thanks

Subject: _____

Audience	Purposes
Teammate	Asking to practice more or telling them how you are doing

Subject: _____

Informal Email Writing - Interjections

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

Think

Add the appropriate interjections and describe the voice used.

Subject: _____ at Noise!

Hey _____! Why does your dog have to bark so late at night?

_____! _____ awake again! _____! Can you please keep him
inside or do something to stop _____?

Talk to you soon,
Jenna.

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

Subject: Lost My Favourite Toy

Hi Mom, _____! I lost my favourite toy _____ at _____ ... I
looked everywhere for it, even in the lost and found _____ I really miss it.
Can we look for it together tomorrow?

Love,
Tom.

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

Subject: Won the Art Contest!

Hey Dad! _____! I won the art contest at school! _____! My painting
of the sunset got the first prize! _____! I can't wait to show it to you. Let's
celebrate!

See you soon,
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 Weekend Adventure

Hi Sarah,

Whoa! I had a great weekend at the adventure park! First, you wouldn't believe the roller coasters; I felt so excited and terrified at the same time. Next, I tried the giant swing, and it was awesome. Also, I met a new friend named Jake who's also into thrill rides. Whee! You will have lots of fun there too.

How was your weekend? I'm missing weekend outings. So, let's plan something soon, maybe a movie or a picnic.

Catch you later,

Emily

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

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

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

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

Edit

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

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

Name: _____

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Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Revision – Take a Closer Look

Instruction

Take a closer look to you previous activity to answer each questions below. Mark “yes” or “no”. Make changes in your writing for each question that you marked “no”. Then color the box to show you edited your writing.



Criteria	Yes	No
Is the topic interesting?		
Are your ideas clear and to the point?		
Do your details tell more about your topic?		
Did you use your best spelling?		
Did you use capital letters?		
Did you end each sentence with a punctuation mark?		
Did you vary your sentence lengths with long and short sentences?		
Do your words and tone (feelings or attitudes) match your purpose (reason for writing)?		
Do you have a closing to your paragraph?		

Revision – Writing Feedback Sheet

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



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

Student Being _____

Reviewer's Name: _____

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

Rubric – Informal Email

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

Teacher Comments

Mark

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

Writing Goals

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



Ideas

- Edit work for spelling mistakes.
- Practice neater handwriting.
- Try using different types of punctuation.

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

a) Use different types of punctuation.	Yes	No
b) Write down words and their meanings.	Yes	No
c) Edit work, looking for better adjectives/adverbs	Yes	No
d) Edit writing for spelling mistakes.	Yes	No
e) Practice writing neat handwriting.	Yes	No

2) What other writing goal could you choose?

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

Achieving Our Goals

Goals – Checking In

Did you achieve your goals?

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

2) As you worked on your writing this week, did you think of these goals as a

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

Writing Similes

A **simile** is a way of describing something by comparing it to something else, using the words "like" or "as." It helps us make a picture in our minds about how something looks, sounds, feels, or acts.

Here are some examples of similes:

- The cat is as quiet as a mouse.
- Her smile was as bright as the sun on a summer day.



Directions: Circle the similes in each sentence. The first one is done for you.

1) The ox was as so strong. He was like an ox.

2) Last night was so dark. It was as _____ a cave.

3) The bath was as hot as the sun. It was far _____ for the children.

4) The leaves were beautiful. They were _____ like _____ size.

5) Her blue eyes were like the ocean, so deep and _____.

6) Mandy's car was as fast as a cheetah, maybe a little too fast.

7) Her smile was as bright as the sun.

8) The cake was soft and fluffy, like a cloud.

9) The stars twinkled in the sky like tiny diamonds.

10) The rain fell gently on the roof, like a soft whisper.

Figurative Language - Simile

Write

Add a simile to the sentences below.



1	The frog jumped like _____.
2	Her eyes as shiny _____.
3	Her hands were as cold _____.
4	The puppy's nose was as soft _____.
5	The flowers in the garden smelled _____.
6	The basketball bounced like _____.

Write

Finish the similes below.

1	As hard as a _____.
2	As sweet as a _____.
3	As yellow as _____.
4	Quick like _____.
5	Strong like _____.

Figurative Language - Personification

Personification is when you give human qualities to things that aren't human. It's like making objects or animals act like people in your writing. This makes the writing more interesting and helps you imagine the story better.

Here are some examples of personification:

- The wind whispered secrets through the trees.
- The sun smiled down on us.
- The car coughed and sputtered before starting.



Write a sentence that uses personification using the non-human thing and one of the human qualities given.

Non-Human Thing	Human Quality	Sentence
Sun	Smiling, Glaring	
Wind	Whispering, Howling	
Trees	Dancing, Swaying	
Clock	Running, Racing	
Car	Grumbling, Groaning	

Figurative Language - Idiom

An **idiom** is a phrase where the words together have a different meaning than the individual words do by themselves. Idioms are used to make writing more colourful and to express ideas in a fun and creative way.

Here are some examples of idioms:

- "Piece of cake" - means something is very easy.
- "Hit the books" - means to start studying.
- "Barking up the wrong tree" - looking for answers in the wrong place.
- "Break the ice" - to start a conversation in a new or awkward situation.



Write one of the idioms above to fill in the blanks below.

Jake was nervous about his math test. When he finished, he realized it _____.

He had studied hard and knew all the answers now, so he felt confident and happy.

At the new school, Emma wanted to make friends. Feeling shy, she decided to _____.

by sharing her cookies. Soon, she was laughing and talking with a group of friends.

With the science fair next week, Mia knew it was time to _____.

_____ She spent her afternoons at the library, researching and taking notes. Her hard work paid off, and she felt ready for the fair.

Ben thought his sister took his favourite toy, so he started arguing with her. But he was _____;

his toy was under the bed all along. Once he found it, he apologized to his sister.

Figurative Language - Analogy

Write

Write a short text about the topics below. Use at least one analogy in each.

Example: Making a sandwich is like building a house. The bread is like the foundation, strong and supportive. Adding lettuce, tomatoes, and cheese is like decorating the rooms, each layer adding its own special touch. In the end, the sandwich, like a well-built house, stands tall and is full of flavour.

**Topic: My Favourite Season****Topic: The Animal I Admire Most****Topic: Playing My Favourite Sport****Topic: My Dream Vacation**

Writing Metaphors

A **Metaphor** is a way of describing something by saying it's something else, even though it really isn't. It's like using your imagination to make a picture with words.

For example:

If we say, "The classroom was a zoo," it means the classroom was very noisy and wild, but it wasn't really a zoo with animals. Metaphors help make descriptions more fun and interesting.

Directions: For each sentence, write **S** for simile and **M** for metaphor

1) The clouds looked like fluffy pillows in the sky.

2) My life is an open book.

3) Time is a thief stealing moments.

4) He is a bright star in our class.

5) Her laugh is as loud as a hyena.

6) The classroom was as noisy as a beehive.

7) Fear is a monster that grows when you're scared.

8) Life is a rollercoaster with lots of highs and lows.

9) Her eyes shone like stars in the sky.

10) The basketball player was as tall as a giant tree.



Figurative Language - Metaphor

**Write**

Finish the metaphors below

1)	The library is a _____ of knowledge.
2)	Her _____ that lights up the room.
3)	Her work _____ be a _____ to solve.
4)	The park in _____ is a _____ with its many colours.
5)	The old tree in our yard _____ like _____ watching over us.
6)	The world is a _____ everyone plays a part.

Write

Create your own sentence and complete with a metaphor for it.

1	_____ _____.
2	_____ _____.
3	_____ _____.

Intro to Narrative Writing

What's the Big Idea?

Narrative writing is a way of telling a story. It's like painting a picture with words! You can write about something that really happened or something you make up. Let's explore what makes narrative writing special.

Characters and Setting

In narrative writing, you need characters. They are the people, animals, or things in your story. You also need a setting, which tells where and when your story takes place. You can write about a spooky haunted house or a beach. It's up to you!



The Plot Thickens

The plot is what happens in the story. It has a beginning, a middle, and an end.

- **Beginning:** The start of the story where we meet the characters.
- **Middle:** The part where exciting things happen, like finding a treasure.
- **End:** This is where the story wraps up, and we find out what happens to everyone.

Interesting Words

When you write a story, using interesting words makes it more fun to read. Instead of saying "said," you could use "whispered," "yelled," or "laughed." It helps the reader feel like they are right there in the story with the characters.

Bringing it to Life

Narrative writing is like building a bridge between your imagination and the reader's mind. You can make them laugh, feel scared, or even cry. The words you choose and the way you put them together make the story come alive.

Intro to Narrative Writing

True or False

Is the statement true or false?

1) A setting tells where the story happens.	True	False
2) The plot has no ending.	True	False
3) The beginning of the plot introduces characters.	True	False
4) "Whisper" is an interesting word choice for "said."	True	False
5) The end of the plot resolves the story.	True	False

Questions

Answer the questions below.

1) What are the three parts of narrative writing?
2) Idea generation: Write 2 plot ideas for a story. Think about your hobbies and then think of problems you face when doing these hobbies. Ex: William the hockey goalie lets in 10 goals in his first game.

Think

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

Story Idea: Dane is nervous because he is starting at a new school.	
Beginning	
Middle	
End	

Narrative Writing – Themes

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

Write the story summaries below and write the theme of each.

Summary	A little girl overcomes its fear of climbing to the top of a tall tree to save a bird stuck on a branch.
Theme	_____
Summary	Different children in a neighborhood work together to create a community garden, learn to work together, and appreciate each other's differences.
Theme	_____
Summary	A girl finds a magic paintbrush and learns that using it for selfish reasons has negative consequences, but using it to help others brings happiness.
Theme	_____
Summary	During a school camping trip, two students who usually don't get along learn to cooperate and help each other when they get lost during a hike.
Theme	_____

Narrative Writing – Identify Conflicts

Conflict in stories is like the main problem that the characters have to solve. It could be a character trying to find a lost treasure, solve a mystery, or even dealing with a misunderstanding with a friend.

For example: In the hidden cave Alex and Jamie need to figure out the secret to find a treasure. They face challenges like solving riddles and escaping traps. The conflict from this story is that Alex and Jamie need to figure out the secret of a hidden cave to find the treasure.



Write a short story summary then, identify the main conflict in the story.

Summary	1) In the town of Maple Ridge, Alex's beloved skateboard goes missing. Sarah, his friend, discovers it in the neighbour's yard, repaired as a surprise. Alex learns that sometimes, a loss can lead to a happy surprise.
Conflict	_____
Summary	2) At Pine Hill School, someone is taking snacks from the class. The class works together and sets up a friendly trap to catch the thief. It turns out to be a hungry squirrel. They decide to make a special treat for it.
Conflict	_____
Summary	3) In the town library, Sarah finds a book that transports her to a magical land. She faces the challenge of a riddle-speaking dragon. By solving the riddle, she finds her way home, learning the power of wit and courage.
Conflict	_____

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 medieval castle. Write what the character will see, feel, hear, taste, and smell.

Once upon a time in a magical land, a medieval castle stood tall. Young Emily stepped through the gates, feeling the cool, rough stones and hearing knights' swords. She smelled baking bread and burning candles, tasted a hearty feast, and saw walls with tapestries of dragons, lit by torchlight. Emily knew adventure awaited.

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 lab coat. Her curiosity is endless and she is never without a notebook. Often, she is seen tinkering with ordinary household items and turning them into something extraordinary.

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.

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	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Narrative Writing - Plot

Creating a plot in a story is like putting together a puzzle. Here's a simple way for you to develop a plot for your story.

- 1) **Start with an Idea:** Think of what you want your story to be about. It can be an adventure, a mystery, or even a funny event.
- 2) **Build the Characters:** Who are the main characters in your story? What do they want, and what's stopping them from getting it?
- 3) **Plan the Beginning:** This is where you set the scene and introduce the characters and the problem or goal.
- 4) **Write the Middle:** The middle part of the story is where the characters try to solve the problem or reach their goal. They might face challenges, meet new friends, or learn important lessons along the way.
- 5) **Design the End:** How will the story end? Will the characters solve the problem or reach their goal? The end should wrap up the story and leave the reader satisfied.

Remember, your plot doesn't have to be perfect. You can start with a simple idea and build on it. Be creative, and most importantly, have fun writing your story!

Practice

Read the short story plot below. Then, use the organizer.

Meet Billy, a brave 8-year-old boy who loves exploring. One day, he finds a clue in his playroom hinting at treasure in his garden. Excitedly, he takes a shovel and goes outside.

Billy digs and digs. He finds rocks and bugs but keeps going. His hands get tired, but he's determined to find the treasure.

Soon, he finds a small box. Inside, there are old toys from his dad's childhood and a note about cherishing memories. Billy feels happy, not because of gold or jewels, but because he's discovered something special about his family. He learns that real treasure is the love and memories we have with those we care about.

Character	
Beginning	
Middle	
End	

Describing Narrative Elements

Describing **narrative elements** means talking about the different parts of a story. This includes the **theme** (the main idea), the **conflict** (the problem), the **plot** (what happens), the **setting** (where and when it happens), and the **characters** (who is in the story). Understanding these elements helps us understand the story better.



Think Read the following story summaries and describe their elements.

Summary	In "The Lost Kitten," a curious kitten named Whiskers finds herself on a journey through the dense forest nearby. As night falls, Whiskers faces the challenge of finding her way home. Along her journey, she meets various animals who offer clues and encouragement. The plot develops as Whiskers must escape a pesky owl, using her quick thinking and the help of her friends. In the end, Whiskers, guided by the stars and memories of her home, makes it back to the farm, learning the value of home and friendship.
Theme	
Conflict	
Plot	
Setting	
Character(s)	

Using Quotations in Narratives

What are Quotations?

Quotations are the words someone says in a story. When you write what a character says, you put those words inside quotation marks. For example: "I love reading," said Emily.



Rules for Quotations

There are some important rules you need to know when using quotations in your writing. These rules help the reader know who is speaking and what they are saying.

- 1) Start with Capital Letter: Every quotation starts with a capital letter. Example: "The cat meowed."
- 2) Use Comma Before the Quote: If you say who is speaking before the quote, use a comma. Example: Mom said, "Time for dinner."
- 3) Punctuation Inside the Quote: Put punctuation like periods and commas inside the quotation marks. Example: "Is it time for bed?" asked Max.
- 4) Quotations for Speaking: Only use quotations for spoken words, not thoughts.
- 5) New Speaker, New Line: Start a new line or paragraph when a different character begins speaking. This helps the reader keep track of who is speaking.
- 6) Use Speaker Tags Wisely: Speaker tags (e.g., "he said") can be placed at the beginning, middle, or end of a quote, but should be used appropriately to make clear who is speaking.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original "the cat meowed."

Edited

Original said "Time for dinner."

Edited

Original "Is my bed?" Max."

Edited

Original "I think, therefore I am."

Edited

Original "Are you coming to the party?" Jane asked. "I'll be there."

Edited

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

Edited

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

Edited

Original "I'm so excited for the trip!" John said "Me too!" said Tom."

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 blanks

Use a different speaker tag for the quotations below.

1)	"I can't be late for school," _____ Mom.
2)	Sally _____, "I think I see a rabbit."
3)	"Can you help me with my homework?" _____.
4)	"I wish it would stop raining," _____ Tim.
5)	"You're it!" _____, smiling as she tagged her friend.
6)	Lucy _____, "I'll be there when you need me."
7)	"Watch out for that puddle!" _____.
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."
14)	"I can't find my shoes," Brian _____.

Character Personality and Dialogue

Think

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

Personality: Brave

- a) "I'm too scared to go on the adventure. You go without me."
- b) "What if something goes wrong? I don't think I can handle it."
- c) "No matter what it gets, I'll always stand up for my friends!"

Personality: Curious

- a) "I wonder what's out there. Let's go explore and find out!"
- b) "I've never really worked on that new project work."
- c) "I don't really care why the things are so important."

Personality: Kind

- a) "I don't have time to help anyone else. I'm too busy with my own stuff."
- b) "Why should I share my things? I don't care if others have any."
- c) "Are you okay? Here, let me help you with that."

Personality: Funny

- a) "I never joke around. Life is serious and there's no time for laughter."
- b) "Why don't scientists trust atoms? Because they make up everything!"
- c) "I don't understand why people find things funny."

Personality: Adventurous

- a) "Traveling to new places? No thanks, it sounds too risky and uncomfortable."
- b) "I prefer to stay inside where it's safe and do the same old things."
- c) "Let's go on a hike in the unknown forest! It sounds like an adventure."

Name: _____

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Writing Using Quotations

Practice

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

PREVIEW



Four large speech bubbles are provided for writing dialogue. Each bubble contains three horizontal lines for text. The speech bubbles are arranged in a circular pattern, alternating between Superwoman (flying) and Superman (standing).

Success Criteria – Narrative

Analyze

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

The Hidden Garden

In the small town of Willowbrook, lived a curious girl named Lily. One sunny day, she stumbled upon a hidden garden filled with magical flowers. The aroma of sweet nectar filled the air, and the vibrant colours dazzled her eyes.

"Where are you?" a voice said, startling Lily. It was a talking butterfly, its wings shimmering in the sunlight.

"I'm Lily," she replied, astonished. "How is this place?"

"This is the Garden of Wishes," the butterfly explained. "Make a wish but choose wisely."

Lily thought hard and finally said, "I wish my friends and family to always be happy."

"Your wish is pure and kind," the butterfly raised, "and it will come true."

Lily thanked the butterfly, feeling a warm glow. "I won't forget this garden or you," she said, leaving the enchanted place.

As she returned home, she knew she had experienced something truly magical. Her senses had been awakened, and her character had grown. The memories of the hidden garden and the wise butterfly would remain with her forever.

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

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
Adventure	Solve neighborhood mystery	Suburb
Elderly gardener	Teaches singing garden	Backyard
Young chef	Wins cooking contest	City kitchen

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – How will your characters first discover the problem?

Plan

Fill in the organizer below.

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

1

2

3

4

5

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

6) What is a good title for your story?

Name: _____

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Assignment – Narrative Writing

Rough Draft

Write the rough draft of your narrative below.

PREVIEW

Edit

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

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

Edit

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

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

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 pens
- ☐ Highlighters (in various colors)
- ☐ Revision checklist—made or used 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 and encouraged.
- 2) **Pair Up:** Divide students into pairs and have them swap stories.
- 3) **Read Carefully:** Each student reads their partner's story and uses highlighters to mark areas that are particularly good or might need revision.
- 4) **Use the Checklist:** Hand out the revision checklist and ask students to review their partner's story, checking for each of the criteria.
- 5) **Discuss:** Encourage the pairs to discuss the feedback and brainstorm ways to make improvements.
- 6) **Revise:** Students take back their own stories and begin revising based on the feedback and their discussions.

Activity: Story Swap Revision Party

Feedback

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

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

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

3) What is your favourite part of your story?

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

1)

2)

3)

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

1)

2)

3)

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 but some senses are missing.	The setting lacks detail and does not use all the senses.	The setting is unclear or not described.
Word Choice	Word choice enhances the story and is appropriate for the audience.	Word choice is good but lacks some variety or sophistication.	Word choice is simplistic 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 missing.
Quotations	Quotations are used effectively and enhance the story.	Quotations are used but may not always add to the story.	Quotations are used incorrectly or ineffectively.	Quotations are not used throughout the story.

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

Stamina Writing – Building Stamina

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

Practice

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

Is it fair for some children to have access to private tutors while others rely only on their teachers? How does this impact fairness in education?

Should all voices have equal weight in a group decision, or should some opinions count more?

Why is it important that everyone have the same opportunities at school, like in sports, clubs, or activities?

Name: _____

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Practice

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

PREVIEW

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

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

Understanding Persuasive Writing

Understanding Persuasive Writing

Persuasive writing is a type of writing where you try to convince someone to agree with your opinion. It's like talking to a friend and trying to get them to see things your way.

When Do We Use Persuasive Writing?

We use persuasive writing in many areas of our lives. Here are some examples:

- In essays arguing a book is the best or why a rule should be changed.
- In advertisements to get people to want to buy something.
- In letters to a mayor or other officials, to ask for a new park or safer streets.

Key Ingredients in Quality Persuasive Writing

1. Strong Opinions

A persuasive piece must have a clear opinion. You must know what you think and why.

2. Good Reasons and Facts

You have to give good reasons and facts to back up your opinion.

This is what makes people believe you.

3. Understand Your Audience

Think about who you are talking to and what might convince them.

4. Clear and Exciting Words

Choose words that help the reader feel what you feel. If you are writing about a new playground, use words like "fun" and "exciting" so the reader wants it too.

5. Structured Writing

You have to organize your writing well. Start with what you think, then give your reasons, and finish with a strong sentence that sums it all up.



Understanding Persuasive Writing

True or False

Is the statement true or false?

1) Persuasive writing is used to convince someone.	True	False
2) You must have a clear opinion in persuasive writing.	True	False
3) You don't need reasons or facts in persuasive writing.	True	False
4) Persuasive writing is used only in school.	True	False
5) Persuasive writing is like talking to a friend.	True	False

Questions

Answer the questions below.

1) What is the main purpose of persuasive writing?

2) Name two places where persuasive writing might be used.

Be Persuasive

Explain your opinion below but be persuasive.

Which is better, summer or winter?

Quick Look: Learning to Skim and Scan

To **skim or scan** information means to look over a text quickly to find the main ideas or specific details without reading everything word by word.

For Example:

- **Skimming:** Imagine you have a big book about dinosaurs, but you only want to know what they ate. Instead of reading every page, you quickly flip through the book, looking at headings and pictures to find sections about dinosaur diets.
- **Scanning:** You are searching for a friend's name in a list. You use your eyes to spot the important information.



Instruction

Skim and scan the report below to find the main ideas and answer the questions that follow.

Dinosaurs roamed the Earth millions of years ago. There were many types, from the gigantic Brachiosaurus to the tiny Tyrannosaurus Rex. Scientists believe dinosaurs lived during three periods: the Triassic, Jurassic, and Cretaceous. The Brachiosaurus, known for its long neck, lived in the late Jurassic period. The Tyrannosaurus Rex, a meat-eater, roamed during the late Cretaceous period. Paleontologists, scientists who study dinosaurs, use fossils to learn about these ancient creatures. They have found dinosaur fossils all over the world, showing how widespread dinosaurs were. Dinosaurs became extinct about 65 million years ago, but their legacy continues to fascinate us.

1) What is the name of a dinosaur known for its long neck?

2) During which period did the Tyrannosaurus Rex live?

3) What do scientists who study dinosaurs called?

4) How many years ago did dinosaurs become extinct?

Quick Look: Deep Dive (Close Reading)

Instruction

Now, read the report carefully and thoughtfully to answer the more complex questions. Pay attention to all the details in the text.

1)

Describe two differences between the Brachiosaurus and the Tyrannosaurus Rex based on their living periods and diet.

2)

Why do you think paleontologists find dinosaur fossils all over the world? What does this tell us about dinosaurs?

3)

How do fossils help scientists learn about dinosaurs? Give an example based on the report.

4)

Reflect on the legacy of dinosaurs today. Why do you think they continue to fascinate us?

Research: Discovering New Things

Research is like being a detective, but instead of solving mysteries, you're finding out new things about any topic you're curious about!



For Example: Imagine you want to know why the sky is blue, how plants grow, or what makes a volcano erupt. Doing research means you start looking for answers in books, asking experts, or using the internet to gather information. It's like going on a treasure hunt, where clues are facts and details that help you understand more about a question.

Instruction:

The information in the table below about butterflies is correct, and some is false. Your mission is to research and discover which facts are true and which are not (false). Use books, the internet (with adult supervision), or ask your teacher to help you find the truth.

1)	Butterflies taste with their wings.	
2)	A butterfly's wings are covered in tiny hairs.	
3)	The largest butterfly wing-span can reach up to 10 feet.	
4)	Butterflies can see only two colours.	
5)	Butterflies can live for several years.	
6)	All butterflies live on nectar from flowers.	
7)	A group of butterflies is called a "flutter."	
8)	The Arctic Apollo is the only butterfly known to live in cold climates.	
9)	The Monarch butterfly travels 500 miles every day during its migration.	
10)	Butterflies have four stages in their life cycle: egg, caterpillar, pupa, and adult.	

Persuasive Writing - Research

Research in persuasive writing is like finding clues to solve a mystery. Imagine you're trying to convince your friends that chocolate ice cream is the best flavour. You would need to find reasons why chocolate is tastier, creamier, or more popular than other flavours.

Research helps you find those reasons. You can look up information in books, talk to people who love chocolate ice cream, or even taste different flavours yourself. When you gather all these "clues," you can share them with others to make your argument stronger.

Without research, it's just your word against someone else's, and that might not be enough to win over to your side. By doing research, you have proof to back up what you say, and that makes your opinion more powerful and convincing!

Research

Write down what you learn more about the topics.

Topic	Which province in Canada does it belong to?
1) Before you start researching, decide your opinion and write it below. If you're unsure, ask some of your classmates what they think and write it down so you can formulate an opinion.	
2) Now you'll need to find research about why the province you chose is the best. You might want answers to these questions below.	
Sports teams in the province	
Average temperature	
Average snowfall	
Average rainfall	

Persuasive Writing - Research

Research

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

Major rivers, oceans, lakes	
Amusement parks	
Popular Foods	
Number of Hospitals	
Population	
3) What other interesting facts did you learn about the province is the best?	
4) Go ask your classmates and teachers why they like the province you chose. Write down 5 things you learned below.	
1)	
2)	
3)	
4)	
5)	

Persuasive Writing - Research

Plan

Fill in the table below to plan your paragraph.

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

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

4) Write a closing sentence.

Write

Write a paragraph about why the province you chose is the best province.

Understanding Bias in Persuasive Writing

Understanding Bias in Persuasive Writing

Bias means leaning towards one side in an argument without considering all sides fairly. In persuasive writing, it's essential to know what bias is and how to spot it.

Different Points of View

Everyone has their own opinion, and it's normal to have different points of view on the same topic. For example, some people might think that school uniforms are a great idea, while others may think they are a waste of money. Both sides have valid reasons, and it's essential to understand and respect different perspectives.

Analyzing Different Perspectives

When reading persuasive writing, it's important to consider different perspectives. Here are some steps to follow:

- Identify the Author's Opinion: What side is the writer taking?
- Find the Reasons: Why does the writer feel that way? Look for examples that support their opinion.
- Look for Bias: Is the writer only telling one side of the story? Are they not fairly presenting the other side?
- Think About Your Own Opinion: After reading all sides, what do you think?

What is Confirmation Bias?

Confirmation bias is when people pay attention to information that agrees with their own beliefs and ignore information that doesn't. It's like only listening to friends who like the same games as you and not hearing others who might like different games.



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Pizza is undoubtedly the best meal because it's incredibly tasty, highly customizable, and perfect for any occasion. The combination of gooey cheese and crispy crust creates a taste that no other food can match. With endless topping options, you can have a different pizza every day and never get bored. Plus, it's perfect for parties, family dinners, or just a treat for yourself. These three reasons make pizza the superior choice for any meal!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Summer stands above all other seasons because of the weather, outdoor activities, and the joy of relaxation. You can bask in the sun's rays, which is the only season that only summer provides. The season allows for beach trips, picnics, and playing outside, unlike winter's chill or spring's rain. Also, summer means school's out, so no homework without worrying about homework. These things make summer the best time of the year!

1) What is the author's opinion?

2) What reasons did they give? List 3.

3) Why is this a biased opinion? Write the other perspective – people who do not agree.

Version 3: Activity – Finding Bias in Writing

Tough Job

Imagine you are the principal of your school. You have received a letter today. Respond to the letter by pointing out the bias.

Dear Principal,

I have thought of a fantastic way to make Physical Education classes more fun: turning our gym into a trampoline park! Jumping on trampolines is not only fun but also an excellent workout. It would make PE the most exciting subject ever. Trampolines can help develop coordination, and agility. We'd become the most athletic school around! Everyone loves trampolines, and having our gym transformed would make our school the coolest one in the district. I have so many students wanting to join! Please, Principal, think about making this wonderful dream a reality.

Sincerely,
Dan Parker

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Activity – Finding Bias in Writing

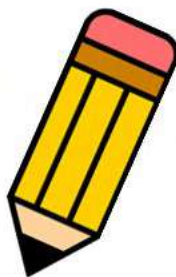
Tough Job

Write your response letter back to Dan.

PREVIEW

Include:

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



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

Informational Reports: A Quick Guide

What Are Informational Reports?

Informational reports tell us facts about something. They're used to explain things in a simple and clear way. For example, if you want to learn about lions, an informational report about lions will tell you where they live, what they eat, and other interesting facts. Read the rest of this report to learn more about informational reports.

Parts of an Informational Report

An informational report usually has these parts:

- Title: Tells what the report is about.
- Introduction: Introduces the topic.
- Headings: Break the report into sections.
- Body: Has the facts and information.
- Pictures or Diagrams: Help explain the words.
- Conclusion: Summarizes the main points.

How to Format an Informational Report

An informational report should be organized so it's easy to read. Here are some tips:

- Use Headings: They help the reader find what they want to know.
- Write in Short Paragraphs: Keeps information clear.
- Use Bulleted or Numbered Lists: Makes some information stand out.
- Include Pictures or Diagrams: Makes it fun to read and helps explain things.

Informational reports are important in school and everyday life. They help us learn new things and understand the world around us. Next time you have a question about something, try reading an informational report!



Informational Reports: A Quick Guide

True or False

Is the statement true or false?

1) Informational reports tell facts about something.	True	False
2) Pictures or diagrams make a report harder to understand.	True	False
3) Headings break the report into sections.	True	False
4) Bulleted lists confuse the reader.	True	False
5) Informational reports are only used in school.	True	False

Questions for 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	

Brainstorm

Write as many topics as you can that you would want to write a report about.

Informational Reports: Non-Fiction

Fiction means a story that's made up, like fairy tales or superhero adventures. **Non-fiction** is about real things. If you read a book about lions in Africa, that's non-fiction. If you read a story about a talking lion who goes on adventures, that's fiction. Fiction is pretend, and non-fiction is true!

Think Is the story with the topic below fiction or non-fiction?

1)	A map that helps a child find lost treasures in a forest.	Fiction	Non-Fiction
2)	An exploration of our solar system, with facts about planets.	Fiction	Non-Fiction
3)	The true story of the first train built across Canada.	Fiction	Non-Fiction
4)	Talking animals work together to solve problems.	Fiction	Non-Fiction
5)	A young wizard struggles to master a magical school.	Fiction	Non-Fiction
6)	A guide to recycling and how it helps protect the environment.	Fiction	Non-Fiction
7)	A biography of a famous Canadian inventor and his inventions.	Fiction	Non-Fiction
8)	A dream grants a child the power to fly, leading to whimsical escapades.	Fiction	Non-Fiction
9)	Space robots discover a new planet and embark on thrilling adventures.	Fiction	Non-Fiction
10)	A historical account of a Canadian community and its traditions.	Fiction	Non-Fiction

Think Write at least 2 fictional and 2 non-fictional stories you've read recently.

Fiction	Non-Fiction

Writing a Report - Rocks

Objective

What are we learning more about?

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



Instructions

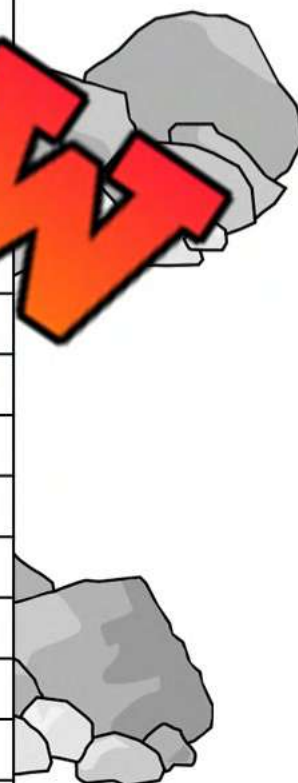
How do we complete the activity?

- 1) Read the facts below.
- 2) Choose 1 of 3 main headings: types of rocks (t), how rocks are formed (f), and how rocks are used (u).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of the report. You'll also need a conclusion. You don't need to use all the facts for your report, so choose the ones you want to use.

Facts

Organize Facts

Igneous rocks form from cooled lava or magma.	
Heat and pressure turn shale into slate.	
Sedimentary rocks are made from layers of sediment.	
Chalk, used in schools, is a type of limestone.	
Sedimentary rocks form from compacted sand, clay, or silt.	
Rocks are used to build roads and buildings.	
Limestone is an example of a sedimentary rock.	
Igneous rocks can form above or below the Earth's surface.	
Granite is a common type of igneous rock.	
Marble is a metamorphic rock formed from limestone.	
Over time, rocks can change from one type to another.	
Granite is commonly used in kitchen countertops.	
Metamorphic rocks form from heat and pressure.	
Marble is used for countertops and statues.	
Slate is used for roofing and flooring.	



Writing a Report - Rocks

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

Heading #1

Fact 1

Fact 2

Fact 3

Heading #2

Fact 1

Fact 2

Fact 3

Heading #3

Fact 1

Fact 2

Fact 3

Conclusion – Summarize the report in just a few sentences.

Name: _____

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Writing a Report - Rocks

PREVIEW

How To Research Effectively

Finding Information: How to Start

When you want to know more about something, research helps you find the information.

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

Libraries, internet, and search engines have lots of information. At the library, you can find books and magazines. On the internet, websites and search engines like Google help you find things.

When you use a search engine, use key terms. Here are some examples:

Good Searches	Bad Searches
"What do elephants eat?"	"I want to know what elephants eat for dinner."
"How does a rainbow form?"	"Tell me how rainbows happen, please."
"Canada's tallest mountain"	"What is the name of the tallest mountain in Canada?"

The Importance of Trustworthy Sources

When you're looking for information, it's really important to know if what you're reading is true. You want to use things called trustworthy sources. Here's what you can do to find good information:

- Ask your teacher or librarian for help.
- Look at websites made by schools, museums, or governments.
- Read books written by people who know a lot about the subject.

Some websites and books can give you wrong information. You might want to avoid:

- Social media posts by people who aren't experts.
- Blog posts without facts or proof.
- Websites that are trying to sell you something without showing why it's good.

How To Research Effectively

Think

Is the search good or bad?

1) The capital city of France.	Good	Bad
2) What is the name of the really tall mountain in Canada?	Good	Bad
3) Famous Canadian authors.	Good	Bad
4) Tell me some famous people are who write books in Canada?	Good	Bad
5) The life of a butterfly.	Good	Bad
6) I want to know about a butterfly's life from egg to flying around.	Good	Bad
7) How to recycle.	Good	Bad
8) Can you tell me how I can recycle the plastic things at home?	Good	Bad
9) Weather patterns in Canada.	Good	Bad
10) What's the weather like in Canada and what makes it that way?	Good	Bad

Questions

Answer the questions below

1) Why is it important to use trustworthy sources?		
<div></div> <div></div> <div></div>		
2) How do we know if a website is trustworthy or not?		
<div></div> <div></div> <div></div>		
3) Is the description of the website below trustworthy? Yes or no?		
1) Government website providing official statistics and data.	Yes	No
2) Blog post with personal opinions but no sources.	Yes	No
3) University research with peer-reviewed articles and studies.	Yes	No
4) Health organization website offering medical advice from doctors.	Yes	No
5) A shop that is trying to sell you something.	Yes	No

Research Activity - Questioning

Think

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

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

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Animals – Ex. Which mammal has the largest brain?

	Questions	Answers
1		
2		
3		
4		
5		

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Computer or tablet with internet access
- ☐ Pre-written questions (list below)
- ☐ Paper and pens



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source – Website Name
1) What is the tallest mountain in Canada?		
2) What do bees make honey from?		
3) Who was the first Prime Minister of Canada?		
4) How many provinces are there in Canada?		
5) What is the largest mammal living in the ocean?		
6) What is the national bird of Canada?		
7) How many times bigger is the Sun than the Earth?		
8) Who wrote the national anthem of Canada?		
9) Who won the first Stanley Cup?		
10) What is the distance from the Earth to the Moon?		

Report Writing – Generating Ideas

Brainstorm

Think of as many ideas as you can that are interesting to you.
Examples: sports, foods, hobbies, animals, cars, sports teams, etc.

Planning

Today you will be creating writing outlines for different report topics.
Choose a topic from the list above and then write 3 headings
you could use for each report. Below is an example.

Topic	The Ottawa Senators
Heading #1	When Did They Become a Team?
Heading #2	Best Players And How Many Stats
Heading #3	Best Seasons

Topic	
Heading #1	
Heading #2	
Heading #3	

Topic	
Heading #1	
Heading #2	
Heading #3	

Report Writing – Generating Ideas

Topic	
Heading #1	
Heading #2	
Heading #3	

Heading #1	
Heading #2	
Heading #3	

Topic	
Heading #1	
Heading #2	
Heading #3	

Reflection

Answer the questions below.

1) Which topic is your favourite? Explain.

2) With the outline finished for the topic you chose, do you feel more prepared to write? Explain why it is easier to start when you have an outline.

Report Writing – Introductions

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

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

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

Do you know why the sky is blue? In this report, we'll explore the fascinating science behind the color of the sky and share some fun facts along the way! Get ready to look up and discover something new.

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

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

I'm writing about trees. Trees are big and small. In this report, we'll learn about trees, and it will be about trees.

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

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

Canada is home to some amazing animals! This report will introduce you to the unique wildlife found across our country, from the snowy Arctic to the dense forests. From polar bears to beavers, there's so much to explore!

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

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

Recycling is a thing. In this report, you'll learn about recycling. Recycling is about using old things again.

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

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

Report Writing – Introductions

Write

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

Topic: Canadian Wildlife: Exploring Animals Native to Canada

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

Topic: Transportation: Why We Need Planes, Trains, and Cars

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

Report Writing – Conclusions

Writing a good conclusion helps wrap up what you've learned in a report. A strong conclusion should do several things:

- Summarize the Main Points: Go over the key things you talked about.
- Include a Call to Action: Suggest something the reader might do next, like trying an experiment, reading another book, or asking a question.
- Connect to the Introduction: Try to link back to something you mentioned at the beginning, creating a full circle that brings the reader back to where they started. This can make the report feel complete and satisfying.
- End with something interesting: You might ask a question, share a fun fact, or say something that makes the reader think more about the topic.

Analyze

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

In this report, we learned about the water cycle. We saw how water moves around us, and it never stops moving!

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We talked about animals in different places. Animals live everywhere, and there are many kinds. I like animals, and some people have pets. This report is finished.

Summarize the main points

Connect to the introduction

End with something interesting

Cars are fast, and people drive them. They have wheels and engines. Some cars are red, and some are blue. This report was about cars, and now it's done.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Now you know all about the different seasons. You might want to make a weather chart to see how the seasons change where you live. Just like we talked about at the beginning, every season has its special beauty.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

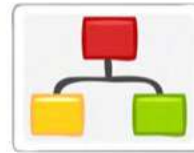
What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Computer
- ☐ PowerPoint or Google Slides
- ☐ Prompts on the topic



Instructions

How do we complete the activity?

- 1) Choose a Topic: Select a topic to research in the separate section of this activity. Make sure to understand the topic before proceeding.
- 2) Research Visuals: Using safe search methods and trustworthy sources, find visuals that are relevant to the chosen topic. Look for charts, diagrams, or pictures that help explain or illustrate the subject.
- 3) Create a Slide Presentation: Open PowerPoint or Google Slides and create a new presentation.
- 4) Write the Prompt: On the first slide, write the topic you have chosen as a prompt.
- 5) Add the Visual: On the same slide, insert the visual (chart, diagram, picture) that you found to supplement the topic. Make sure it is clear, and appropriately sized to fit the slide.
- 6) Include a Description: Beneath the visual, explain how the visual relates to the topic. Share what the visual shows and why it is important.
- 7) At the bottom of the slide, write where you found the information. For example, Source: Website: energy.gov/energysaver or Source: Book: Types of Heat, School Library.
- 8) Continue this for 5 different prompts.

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question	Source
Explore the life cycle of a butterfly and its different stages.	
Write about different activities people do in summer.	
Research the culture and traditions of Japan.	
Analyze how sunflowers grow and what they need to thrive.	
Tell about the achievements of Alexander Graham Bell.	
Investigate how recycling helps the environment.	
Describe how the water cycle works and why it's important.	
Explain the importance of eating fruits and vegetables.	
Discuss the different types of clouds and their meanings.	
Describe how bees make honey.	

What is a Haiku?

What is a Haiku?

A haiku is a special type of poem that comes from Japan. It has only three lines and follows a pattern of syllables: 5 in the first line, 7 in the second, and 5 in the third.

Haikus often talk about nature or feelings, and they paint a simple picture with words. Here are a couple of examples:



Snow

Snow on a bright
Children laugh and play
Winter's chilly day

Night Sounds

Frog leaps in the pond (5)
Splash breaks the quiet night's peace (7)
Nature's song is sung (5)

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

Write

Finish the Haiku poems below.

Topic: Rainy Afternoon

Line 1	Rain taps on the roof,
Line 2	Umbrella in my wet hand,
Line 3	

Topic: Playing at Recess

Line 1	Friends laugh and they run,
Line 2	Playing tag, having such fun,
Line 3	

How to Write a Rhyming Poem

Getting Started with Rhyming Poetry

Rhyming poetry is a fun way to play with words. When words rhyme, they sound the same at the end. Poets use rhymes to create rhythm and make their poems more interesting. Let's explore how to write rhyming poetry!

What is a Rhyme?

A rhyme is when two words have the same sound at the end. For example, "cat" and "hat" rhyme because they both end with the "-at" sound. Rhymes can make a poem sound musical.

Steps to Write a Rhyming Poem

- 1) Pick a Topic: Think about something you like or find interesting.
- 2) Choose a Rhyme Scheme: Decide how your rhymes will work. A common pattern is AABB, where the first two lines rhyme and the next two rhyme.
- 3) Write Your Poem: Using the rhyme scheme, write your poem. You may have to change words around to make them rhyme.

Example of AABB Rhyme Scheme:

- Line 1: I have a furry cat (A)
- Line 2: She likes to wear a hat (A)
- Line 3: She purrs and takes a nap (B)
- Line 4: Right on my cozy lap (B)



Tools for Finding Rhymes

- Rhyming Dictionaries: Help you find words that rhyme.
- Online Rhyming Tools: Websites that help you find rhyming words.

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			
Dog			
Cake			
Play			
Rain			
Sun			
Boat			
Light			

Write

Finish the poem below using the rhyming words.

AABB Poems

The cat sat on a soft mat (A)

It purred and wore a funny hat (A)

The dog wagged its tail with glee (B)

AABB Poems

A smiling face and a warm hug (A)

Make me feel snug as a bug in a rug (A)

I love to read and write at school (B)

ABAB Poem

I see a rainbow high and

With colours bold, it greets me every day (B)

It arcs across the sky just right (A)

ABAB Poem

The sun shines down, it's time to play (A)

With friends around and games to share (B)

A brand new chance to learn today (B)

Name: _____

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Curriculum Connection
1.1, 4.4

Children's Book

Illustrate

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

Jamie had a bright new day,
She had come to hearay!
Flowers bloomed and birds
Spring brought everything.

Summer arrived with a golden smile,
Beaches and picnics, fun in style,
Jamie played in the sun's warm ray,
Every day was a perfect playday.

Name: _____

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Curriculum Connection
1.1, 4.4

Children's Book

Illustrate

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

Leaves falling, the air grew cool,
Back to school, the fall is here,
Yet Jamie loves the autumn
Pumpkins and apples and the falling leaves

Winter came with snow so white,
Days were short, long was the night,
Jamie built snowmen, skated on ice,
Hot cocoa and fires, oh, so nice!

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

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

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

2) What topic did you choose?

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

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

Activity Title: "Poem Editing Teams"

Objective

What are we learning more about?

To help students collaborate in small groups and focus on different aspects of proofreading and revising their poems.



Instructions

How do we complete the activity?

- 1) **Introduction Activity:** Begin by explaining the importance of proofreading, editing, and revising poems. Emphasize that each group member will have a special role to play.
- 2) **Student Work:** Students use the poems they have written for their children's books.
- 3) **Create Editing Teams:** Divide students into groups of 4. In each group, assign the following roles:
 - Punctuation and Capitalization Expert: Looks for errors in punctuation and capitalization.
 - Proofreader: Focuses on spelling mistakes.
 - Word and Rhyme Choice Artist: Concentrates on words and rhymes that could be improved.
 - Appreciation Analyst: Writes down one thing they loved about the poem.
- 4) **Exchange Poems in the Group:** Students will pass their poems to each member of the group, so everyone gets to perform their assigned role on each poem.
- 5) **Collaborative Revision:** Give students a set amount of time (e.g., 5-7 minutes) to work on each poem in their role. Encourage them to write their feedback on a separate sheet of paper or the back of the poem so that the original author can see all the comments.
- 6) **Group Discussion:** After all members have completed their roles on all the poems, allow time for the group to discuss the feedback. Each member should explain their comments, and the original author can ask questions or clarify their intentions.
- 7) **Final Revision:** Give students time to revise their poems based on the feedback received from their group members.

Activity Title: "Poem Editing Teams"

Feedback

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

1) The author of this story is...

2) Proofreader comments:

3) Punctuation and Capitalization comments:

4) Word and Rhyme Choice Artist comments:

5) Appreciation Analyst

PREVIEW

Rubric – Poetry Children’s Book Assignment

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

Teacher Comments

Mark

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

Reflection Journal

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



2) What was your favourite part of your assignment?

3) What did you find challenging to write?

4) How could you have done better?

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

What is a Limerick Poem?

What is a Limerick Poem?

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



The Pattern of a Limerick

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

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

Examples of Limericks

Funny Raccoon

A funny raccoon in Quebec,
Wore glasses that sat on his neck,
He'd read and he'd write,
In the pale moonlight,
His poems were all top-notch and dreck.

Running Bear

In the deep chilly winter,
A bear was running a sprinter,
An in the snow,
His face was as low
And warmth in his fur.

Write

Finish the Limerick poems below

Topic: Skiing Squirrel

Topic: Skiing Squirrel	
Line 1	A squirrel in the Calgary trees,
Line 2	Skiing down the slopes with great ease,
Line 3	With a swish and a swoop,
Line 4	In a never-ending loop,
Line 5	

What is a Limerick Poem?

land	strive	play	grand	remain
heard	same	word	reign	say
thrived	vain	claim	bland	stay

Write

Use the word bank words to fill in the limericks with equity, inclusion, and diversity themes.

Line 1 _____ where fairness did _____,

Line 2 _____ child _____ chance, none in _____,

Line 3 _____ respect _____,

Line 4 So that _____,

Line 5 All together, the toy _____.

Line 1 Our school's _____ where all kids _____,

Line 2 No matter what others may _____,

Line 3 Each voice it is _____,

Line 4 Inclusion's our _____,

Line 5 Together, we laugh, learn, and _____.

Line 1 In a garden with flowers so _____,

Line 2 Many colours spread across the _____,

Line 3 No blossom the _____,

Line 4 Diversity its _____,

Line 5 Our garden grows bright, never _____.

Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

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

2) Which topic will you write your poem about?

3) What words come to mind when you think of your topic? When you think of a word, write down rhyming words that go with it.

Your Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4	Rhyme 5

Name: _____

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Writing A Limerick Poem

Plan and Write

Plan and write your poems below.

4) Write your limerick below.

Line 1

Line 2

Line 4

Line 5

5) Illustrate your poem below.

6) Try rewriting your limerick in cursive writing.

Line 1

Line 2

Line 3

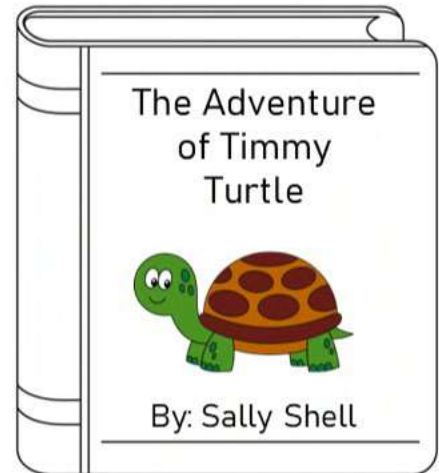
Line 4

Line 5

Analyzing a Book Review

Title and Author: "The Adventure of Timmy Turtle" by Sally Shell

Introduction: Ever wanted to go on an adventure with a brave turtle? Dive into "The Adventure of Timmy Turtle" and you'll be swimming through exciting adventures in no time!



Summary: Timmy is a little turtle who sets out to explore the world beyond his pond. His adventure takes him to places where he makes wonderful friends. Timmy learns about courage, friendship, and the importance of being true to himself. I won't spoil any surprises, but get ready for a thrilling journey!

Your Thoughts: This book captured my heart because Timmy is not only brave but also really fun! The colourful pictures make the story even more enjoyable. His kind nature makes you want to be his friend. My favourite part was when he met a friendly frog who helped him when he was lost. The only thing I wish was different is that the book was longer, as I wanted more of Timmy's adventures!

Rating: I give "The Adventure of Timmy Turtle" 4 out of 5 stars. It's perfect for anyone who loves exciting stories about courageous animals. If you're up for an adventure with a turtle who's full of surprises, this book is for you!



Analyzing a Book Review

Describe

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

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

2) Include the title of the book

Yes

No

3) Include the author's name

Yes

No

4) Does it give a hint without spoiling surprises?

Yes

No

5) Did they share what they liked about the book? Give an example.

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

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

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

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

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

Eliminating Bias In My Reviews



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

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

Write

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

Book/Movie/TV Shows:

Your Rating



Practicing Reviews – Tommy's Time Travel Hat

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 - Tommy's Time Travel Hat

Tommy bought an old hat adorned with feathers at a yard sale. When he wore it and spun around three times, he traveled back in time! He played with dinosaurs, had tea with Queen Victoria, and met his parents when they were his age. Each adventure taught him something new about history, and every time he took off the hat, he was back in his room, bursting with ideas to write in his journal.

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

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

Favourite

Least
Favourite

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

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

1) What book will you be reviewing?

2) Who is the author of the book?

3) Summarize the book without giving away any surprises.

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

Did You
Like/ Dislike
it?
Explain why.

Favourite
Part

Least
Favourite
Part

PREVIEW

Assignment – Writing a Book Review

Planning

Fill in the graphic organizer to write a book review.

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

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

Write

Write your introduction below

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

Name: _____

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MY BOOK REVIEW

Title: _____

Author: _____

Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

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 type="checkbox"/>	<input type="checkbox"/>
Tells the book's title and author's name		
Has an exciting start that grabs the reader's interest		
Shares a brief summary without giving away the ending		
Gives an unbiased recommendation		
Includes a rating		
Makes it clear who would enjoy the book		
Author's voice comes through in the writing		
Is interesting and informative		

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Includes a rating	
Makes it clear who would enjoy the book	
Author's voice comes through in the writing	
Is interesting and informative	

Rubric – Book Review

Category	4 Points	3 Points	2 Points	1 Point
Title/Author's Name	Includes the title and author's name accurately	Title and author's name mentioned but may have minor errors	Only title or author's name is provided	Both title and author's name are missing
Exciting Introduction	Introduction is engaging and grabs the reader's attention	Introduction is interesting but lacks excitement	Introduction is bland and does not attract interest	Introduction is missing or unrelated
Brief Summary (No Spoilers)	Provides a clear and concise summary without giving away the ending	Summary is brief but may reveal minor spoilers	Summary is either too detailed or too vague	Summary is missing or contains major spoilers
Rating	Provides a clear and helpful rating	Rating is given but lacks clarity	Rating is vague or confusing	Rating is missing
Clear What They Liked and Didn't Like	Clearly explains what was liked and disliked	Mentions what was liked and disliked	Vague about what was liked and disliked	Does not mention likes or dislikes
Voice of the Review's Author	Review's voice is distinctive and engaging	Voice is present but lacks personality	Voice is inconsistent or lacks engagement	Voice is not evident or engaging
Is Interesting and Informative	Review is both interesting and informative	Review is either interesting or informative but not both	Review is neither interesting nor informative	Review is neither interesting nor informative
Provides Recommendations	Provides clear recommendations for other readers	Recommendations are present but lack detail	Recommendations are vague or general	Does not provide recommendations

Teacher Comments

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

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

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

Writing Comic Strips – The Cave

Instructions

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

Panel 1:

- Character A (kid, thinking, thought bubble): "I wonder what's in that mysterious cave?"
- Character B (dog, speech bubble): "Woof! Woof!" (Onomatopoeia: "Woof!")
- Character C (speech bubble): "You want to explore it too, Spot? Let's go!"

Panel 2:

- Character A (thinking, thought bubble): "It sure is dark in here..."
- Character B (dog, speech bubble): "Grrr..." (Onomatopoeia: "Grrr!")
- Sound Effect: "Drip!" (Onomatopoeia: "Drip!")
- Character C (speech bubble): "Don't worry, Spot, I have a flashlight!"



Panel 3:

- Character A (thinking, thought bubble): "What's that shiny thing?"
- Character B (dog, speech bubble): "Bark!" (Onomatopoeia: "Bark!")
- Character A (speech bubble): "You found it, Spot! We're real explorers!"
- Sound Effect: "Sparkle!" (Onomatopoeia: "Sparkle!")

Biography – Thomas Edison

Introduction: Meet the Inventor

Thomas Edison, born on February 11, 1847, was an incredible inventor who brought light to our world. He was not only an inventor but also a scientist and businessman. He once said, "I have not failed. I've just found 10,000 ways that won't work."



Early Life and Education

Growing up in Milan, Ohio, Edison was very curious but struggled in school. He was pulled out of school by his loving mother and started working at a young age, selling newspapers on trains.

Achievements: Lighting Up the World

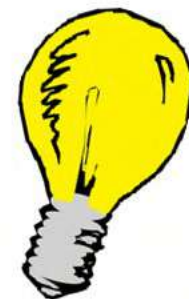
Edison's inventions changed our lives. He invented the practical light bulb, the phonograph, and the motion picture camera. With over 1,090 patents, he held more patents than any other inventor in his time!

Later Life and Legacy: Remembering a Legend

Edison continued inventing and working in his laboratory until he passed away on October 18, 1931. His work still impacts our daily lives, and we remember him for his creativity, hard work, determination, and never giving up on his dreams.

Timeline: Important Dates

- 1847: Born in Milan, Ohio
- 1877: Invented the phonograph
- 1879: Invented the practical light bulb
- 1889: Created the motion picture camera
- 1931: Died in West Orange, New Jersey



Biography – Thomas Edison

Questions

Answer the questions below

1) Who was the biography about?

2) Write 3 facts from the biography.

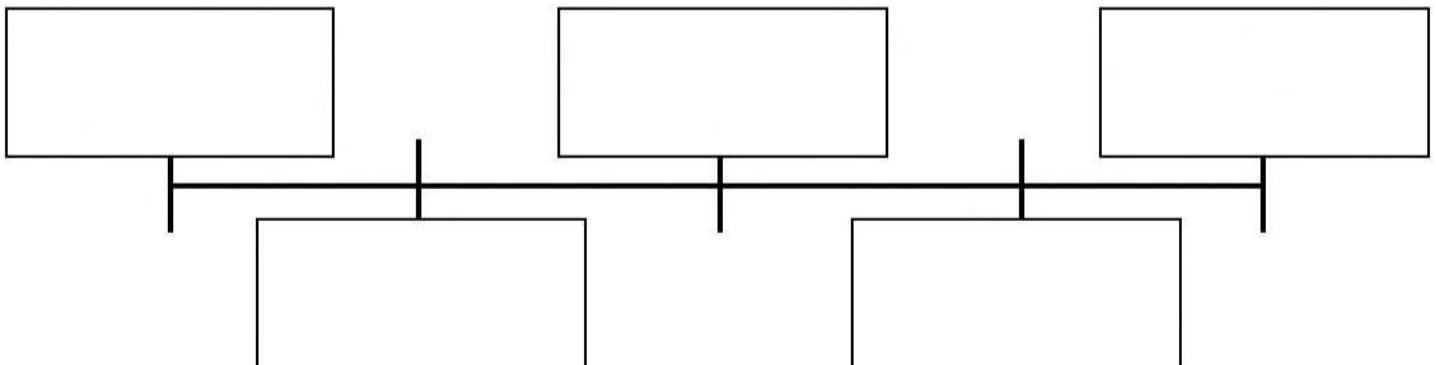
3) What quote from Edison is in the biography? Write it below.

4) What achievements did Edison have?

PREVIEW

Timeline

Fill in the timeline below using the timeline from the biography



Researching Skills - Plagiarism

What is Plagiarism?

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

Avoiding Plagiarism – Use These Methods Below

- 1) Paraphrasing: Paraphrasing is rewriting something in your own words, keeping all the details.
- 2) Summarizing: Summarizing is telling the main points of something in a short way.
- 3) Quoting: When you are writing exactly what you read, you need to use quotations to show the original words. Then you need to cite where you found the information.

Practice

Paraphrase, summarize, and quote the passages below

The rock cycle is a loop where rocks change from igneous, sedimentary, or metamorphic kinds. These transformations happen because of temperature and pressure, showing how Earth's surface changes.

Paraphrasing	The rock cycle is like a loop where rocks can become three different types: igneous, sedimentary, or metamorphic. These changes take place when there's heat and squeezing.
Summarizing	The rock cycle shows how rocks change in three ways, explaining Earth's surface changes.
Quoting	"The rock cycle is a loop where rocks change from igneous, sedimentary, or metamorphic kinds (Barnes)."

Habitats are special places where animals and plants live. Different habitats like forests, deserts, or oceans provide everything needed for survival. Protecting these areas is very important.

Paraphrasing	_____ _____ _____
Summarizing	_____ _____ _____
Quoting	_____ _____ _____

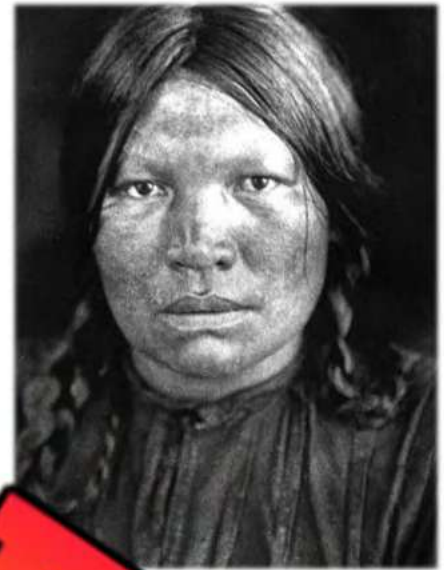
Researching Activity – Note Taking

Instruction

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

Introduction: Meet Thanadelthur

Thanadelthur was a brave Dene woman from what is now Canada. She lived in the early 1700s. People remember her because she helped different groups of people talk to each other.

**Early Life: Growing Up with Challenges**

Thanadelthur was born into the Dene people around 1697. She was captured by the English people but managed to escape. Living with both the Dene and English taught her many things.

Achievements: Making Friends and Building Peace

Thanadelthur worked with the Hudson's Bay Company and the Dene people. She helped them understand each other and become friends. She worked with a man named James Knight. Together, they made trade agreements. One of her famous sayings was, "Understanding begins with talking and listening."

Later Life and Legacy: Remembering a Hero

Sadly, Thanadelthur died in 1717, probably from a sickness called tuberculosis. But people still remember her today. The friendships she helped make lasted a long time. She is a hero for helping people communicate and work together.

Name: _____

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Researching Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking

Success Criteria – Biography

Analyze

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

Biography – Alexander Graham Bell

Introduction

Alexander Graham Bell was a famous inventor known for inventing the telephone. He said, "Great discoveries and improvements invariably involve the cooperation of many minds."

Early Life

Born in Scotland in 1847, 1848, Bell's family was involved in teaching speech. He moved to Canada and then to the United States.

Achievements

Bell's most famous achievement was inventing the telephone in 1876. He also worked on other inventions, like a device to help people with hearing difficulties.

Later Life and Legacy

In his later life, Bell continued to invent and explore new ideas. He died on August 2, 1922. His inventions, especially the telephone, have left a lasting impact on how we communicate today. His work in speech and hearing also helped many people all over the world.

Bibliography

"Alexander Graham Bell." Encyclopedia Britannica. Encyclopedia Britannica. Updated 2021.



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

Cursive Writing Activities

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes.

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

Cursive Writing Activities

Practice

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

Cats love to chase mice.

Dogs bark very loudly.

Trees grow big and tall.

Birds fly in the sky.

Fish swim in water.

PREVIEW

Cursive Writing Activities

Questions

Answer the questions below using cursive writing.

What's your favourite colour?

What's your favourite animal?

What sports do you like?

What's your favourite movie?

What's your favourite fruit?

What's your favourite holiday?

What's your favourite dessert?

What's your favourite snack?

PREVIEW