



Preview – Information



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Google Slides Lessons Preview





Manitoba Language Writing – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **identify** and **understand** different text forms, such as stories, reports, poems, and biographies, so that we can **choose** the right way to share our ideas, feelings, and information with others in the clearest and most effective way.

Decorative elements: a yellow heart, a pink heart, and a purple triangle.

Matching: Text Forms' Purposes

Drag each text form on the left to its correct purpose on the right.

1) Tells fun or exciting tales.
2) Tries to make someone agree with an idea.
3) Uses beautiful words to show feelings.
4) Shares true facts about a topic.
5) Writes to someone like a conversation.
6) Gives steps to follow.
7) Short, funny stories with pictures.
8) Tells about a person's life.



A	Poems
B	Instructions
C	Letters
D	Persuasive Writing
E	Reports
F	Comic Strips
G	Stories
H	Biographies

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Examples of Different Text Forms



Write two examples for each text form in the table.

Text Forms	Examples (Answers may vary)	
Stories		
Reports		
Poems		
Persuasive Writing		
Comic Strips		
Biographies		
Letters		
Instructions		



Manitoba Language Writing – Grade 5

Word Choice - Audience

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

Teachers	revise	riff	build	feedback	due date
	anchor chart	rubric	sauté	draft	conference
Athletes/ Coaches	timeout	personal record	playbook	dosage	hustle
	scrimmage	drill	palette	defense	deploy
Musicians	patch	set list	tempo	compost	groove
	harmony	chorus	blueprint	riff	encore
Doctors/ Nurses	dosage	vitals	riff	quest	diagnose
	triage	sterile	chart	scaffold	discharge

A	Introduction
B	Reasons & Evidence
C	Conclusion/Call to Action



Write the correct letter beside each sentence to show where it belongs in a persuasive letter.

- 1) "I believe our school should have longer recess."
- 2) "Please consider making recess 10 minutes longer."
- 3) "Studies show that breaks help students focus more in class."
- 4) "Many students feel tired after long lessons without enough breaks."
- 5) "This change will help students be happier and healthier."
- 6) "Recess helps us build friendships and reduce stress."
- 7) "I hope you will agree and make this positive change."
- 8) "I am writing to share my thoughts about school recess time."
- 9) "Together, we can make our school a better place for everyone."
- 10) "Kids need more time to rest and recharge for better learning."
- 11) "Thank you for taking the time to read my letter."
- 12) "Our school would be better if students had more play and rest time."

Simile Match – Words

- 1 The kitten tiptoed as _____ as a mouse.
- 2 Her new art set is as _____ as a rainbow.
- 3 The firefighter was as _____ as a lion.
- 4 Before breakfast, I move as _____ as a sloth.
- 5 The fireworks were as _____ as thunder.
- 6 After the storm, the sky looked as _____ as glass.
- 7 The pebble felt as _____ as silk.
- 8 The rope was as _____ as steel.
- 9 The gum on my shoe was as _____ as glue.
- 10 The fox darted away as _____ as lightning.

slow	smooth
gentle	quiet
clear	quick
strong	cold
brave	loud
sticky	





Manitoba Language Writing – Grade 5



Good Research or Not?

Put a ✓ check mark if it shows good research and a ✗ cross mark if it does not show research.

Saying, "Chocolate is the best because I said so."	Tasting different flavours and writing notes.
Reading a book or article about ice cream flavours.	Choosing chocolate only because it's your favourite.
Asking people which flavour they like best and why.	Comparing the ingredients of chocolate vs. vanilla.
Copying a friend's opinion without proof.	Looking up surveys about popular ice cream.
Ignoring facts and only sharing your feelings.	Guessing which flavour is most popular.

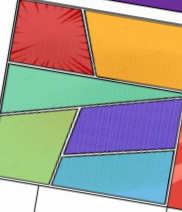


Labeling

Read each step of the book review. Then drag the (Conclusion) to match each part.

- 1 Share the title and author of the book.
- 2 Describe the main characters and their role in the story.
- 3 Share your own thoughts (funny, exciting, or boring parts).
- 4 Write a catchy hook to grab attention.
- 5 Rate the book with stars, emojis, or thumbs up/down.
- 6 Summarize the main events without giving away too much.
- 7 Mention why you chose to read the book.
- 8 Point out something unique about the book (e.g., illustrations, style).
- 9 Suggest if others should read it.

Conclusion



Thought Bubble

Panels

Caption

Setting

Speech Bubble

Characters

A Boxes where the action happens.

B Show what characters are saying.

C Extra text that explains context.

D The people or animals in the story.

E Where and when the story takes place.

F Show what characters are thinking.

THINKING...



Workbook Preview



Grade 5 – 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.	13-16, 23-33, 39-45, 49-55, 57-60, 79-82, 177-179, 217-229, 231-236, 245-250, 253-254, 258, 276-277
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	12-14
1.4		56-257
1.5		78-86, 14-216, 75, 295

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

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.	35-38, 268-269
2.2	Learners are recognizing, comparing, and using the codes and conventions of print, oral, visual, and multimodal texts.	39-45, , 49-55, 62-72, 74-77, 79-82, 89-136, 138-140, 177-179, 201-204, 209-214, 231-236, 258, 264-266, 270-271, 278-279, 292-294, 297-310
2.3	Learners are choosing and using multiple styles of communication for clarity and effect.	15-16, 169-173, 272-274
2.4	Learners' automaticity with printed text is becoming secure and consistent.	11-12, 87-88, 146-147, 256-257

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.	188-198, 280-288
3.2	Learners are beginning to analyze differences in opinion.	154-160, 169-173, 237-240
3.3	Learners are expressing and supporting opinions and judgments.	46-48, 57-60, 154-160, 169-173, 209-214, 237-240
3.4	Learners are recognizing that point of view has an impact on understanding.	161-168, 241-244
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.	199-200, 207-208
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	62-72, 74-77
4.2	Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking.	17-22, 148-153, 173, 180-198, 209-214, 280-283, 289-291
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.	205-206, 226-229, 259-266, 270-271, 278-279

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 have?

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

Name: _____

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Curriculum Connection
1.5

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?

Stamina Writing – Building Stamina

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


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

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

When two friends disagree, what steps can they take to reach a fair resolution?

What steps should I take if I catch someone cheating? Discuss the importance of integrity in the classroom.

Why do some people get treated differently based on the clothes they wear? Is that fair?



Name: _____

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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

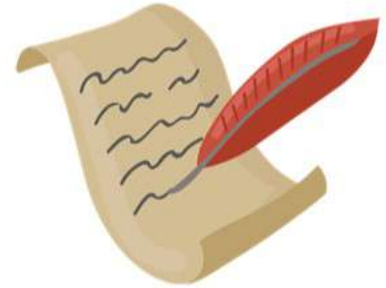
All About Text Forms

There are many ways to write, depending on what we want to share. These different ways are called text forms, and each has its own special job. Let's dive into them!

Why We Use Different Text Forms

Each type of writing has a purpose:

- Stories: These tell fun or exciting tales.
- Reports: These share cool facts about a topic.
- Poems: These use beautiful words.
- Persuasive Writing: This tries to get someone to agree with an idea.
- Comic Strips: These are funny stories with pictures.
- Biographies: These talk about a person's life.
- Letters: These are like talking to someone on paper.
- Instructions: These tell you steps to do something like make a kite.



Who Will Read It?

When we write, we think about who will read our "audience." Knowing our audience helps us choose the best text form.

Picking the Right Style for the Reader

What we write and who reads it helps us decide the style. For example, if you're teaching a friend to tie shoes, you'd use instructions. But if you're telling your class about a hero like Martin Luther King Jr., you'd use a biography. Choosing the right writing form makes it easier and more fun for everyone to understand.

Remember, every text form is like a tool in a toolbox, helping us share in the best way!

Understanding Text Forms

Which Form?

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

1) Arguing for a class pet.	
2) Detailing how to care for a plant.	
3) A story about a girl's adventures in a forest.	
4) Expressing feelings about winter.	
5) A poem about how climate change is affecting our planet.	
6) Talking about a person's figure.	
7) A picture story about three friends playing a game.	
8) Reflecting on a personal experience.	

Questions

Answer the questions.

1) What do the terms below mean?	
Audience	
Purpose	
2) Why is it important to know your audience before choosing your writing form?	
<hr/> <hr/> <hr/>	
3) What is your favourite writing form? Explain why.	
<hr/> <hr/> <hr/>	

Identifying Purpose of a Text

People write **texts** for different reasons. Some texts help us learn new things and give us information. Other books are just for having fun.



To Educate: "Exploring the Ocean" shows us the amazing life of the sea.

To Entertain: "Adventures in Magic Land" is a fun story about a magical world.

Think

Read the story summaries below and circle what their purpose is.

1	The first astronaut landed on the moon in 1969	Educate	Entertain
2	A mouse goes on a mozzarella cheese adventure	Educate	Entertain
3	A band of knights go to reclaim a stolen crown	Educate	Entertain
4	Hurricanes gain power from warm water	Educate	Entertain
5	Bees make honey from flower nectar	Educate	Entertain
6	A talking frog told jokes by the pond	Educate	Entertain
7	Volcanoes can form new islands as they erupt	Educate	Entertain
8	A wizard turned a rock into a glittering gem	Educate	Entertain
9	Photosynthesis allows plants to create food from sunlight and air	Educate	Entertain
10	Dragons guard a crystal cave that sparkles with magic	Educate	Entertain
11	The deepest part of the ocean is called the Mariana Trench	Educate	Entertain
12	The life cycle of a butterfly spans from a tiny egg to a beautiful winged adult	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	"How to safely operate a telescope"	Instruct	Describe
2	"A diary about the first day at a new school"	Educate	Reflect
3	"An article explains why leaves change colour in autumn"	Inform	Educate
4	"A brochure encouraging a visit to an aquarium"	Persuade	Entertain
5	"A recipe for chocolate chip cookies"	Inform	Document
6	"A movie review on the latest animated film"	Describe	Instruct
7	"An advertisement of a new vitamin supplement"	Inform	Persuade
8	"A nature poem for beauty of a mountain lake"	Educate	Describe
9	"Instructions on how to assemble a model airplane"	Instruct	Document
10	"A magazine feature tells the life story of an inventor"	Educate	Persuade
11	"A poster call to help clean up the local park"	Persuade	Reflect
12	"A travel blog about a trip to Spain"	Document	Reflect

Personal Voice in Writing

Understanding Your Own Writing Voice

In writing, everyone has their own special way of saying things. This special way is called a "personal voice." Think of it like your friend's voice, but instead of hearing it, you read it!



Discovering Your Unique Voice

Your voice in writing is made up of:

- The words you like to use
- The way you build your sentences
- The emotions you share

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

Voices Change for Different Writings

Just like how you might speak differently to your teacher and your friend, you might write differently too:

- In a journal, you're chatting with yourself, so it's relaxed and personal.
- For homework, you'd be formal, using proper words and complete sentences.

Examples of Different Writing Voices

Imagine writing about cats in different voices:

- ✓ Friendly: "Hey buddy! Cats are super cool pals, right?"
- ✓ Formal: "Cats have been beloved pets for centuries across various cultures."
- ✓ Funny: "Cats, those little furballs who think they're the boss!"

So, remember, your personal voice makes your writing uniquely you. It's like leaving a special mark on your paper, showing a bit of who you are. Whether you're writing for fun or school, your voice makes readers feel like they're listening to a friend.

Name: _____

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Curriculum Connection
1.1

Personal Voice in Writing

True or False

Is the statement true or false?

1) School reports require a friendly voice.	True	False
2) Feelings can influence writing voice.	True	False
3) Exclamation marks show excitement.	True	False
4) All writers use the same voice.	True	False
5) Personal writing can't sound silly.	True	False

Practice

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

Favourite subject

Favourite food

Favourite game

Favourite place

Friendly

Serious

Personal Voice – Word Choice

Word Choice

We all have different vocabularies, which give us a unique voice. How would you describe the things below? Write 5 words for each thing.



Personal Voice – Word Choice

Word Choice

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

The cat very quietly _____ sat on the grey _____ mat.

It was a very _____ sunny day. The cat was pretty black _____

_____. There was a very tall _____

tree _____ really green _____ leaves. The cat

looked at the tree _____ A bird was in the small _____

_____ tree _____ quite big _____.

The cat did not move at all _____ some _____ mat _____ day.

The dog lazily walked _____ into _____

room. It was a somewhat cloudy _____ was quite big

_____ and mostly _____.

In the room, there was a really old _____ couch. The _____ of

comfortable. The dog lay down slowly _____

on the couch. Outside, a car passed by very quietly _____

_____. The car was quite regular _____.

Think

Write synonyms for the words below

Small				
Sad				
Bad				

Word Choice - Audience

Word Choice

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

Kindergarteners	Wowie	Boo-boo	Yucky	Ball	Oopsy
	No Cap	Potty	Flex	Ghosted	Retirement

Elementary School Students	Boujee	Lowkey	Extravagance	Playground	Cringe
	Any	Savage	Lit	Chill	Boo-boo

High School Students	Lit	Any	Flex	Rad	Potty
	Retirement	Investment	Ghosted	Squad	

Parents	Mortgage	Neighborhood	Budget	Career	
	Flex	Potty	Cringe	Back	Yippee

Seniors	Retirement	Nifty	Shook	Vibe	Grip
	Youngster	Golly	Flex	Good	Death

Question

Why is it important to choose your words carefully when writing? How does the audience impact what words you choose?

Activity: Secret Agent Notes

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Secret Agent Notes

Planning

Answer the questions below

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

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

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

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

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

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

Name: _____

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Curriculum Connection
1.1

Writing

Write your note below

PREVIEW

Reflection

How did it go? What did you learn?

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

2) How can you make your writing more stylish?

Varying Sentence Lengths

Using different lengths of sentences adds excitement to stories and explanations. **Short sentences** can make points stand out sharply, emphasizing key moments. In contrast, **longer sentences** put details together, allowing ideas to flow. They often use conjunctions like 'and' or 'but' to join thoughts smoothly.



Examples

- **Short:** The dog barked. Playtime was here.
- **Long:** Under the vast expanse of the sapphire sky, the dog joyously bounded over the lush, green blades of grass, its tail wagging vigorously with each exhilarating leap toward its favorite frayed tennis ball.

Practice writing short and long sentences about the topics below.

Topic	First School
Short Sentence	
Long Sentence	

Topic	Riding a Bike
Short Sentence	
Long Sentence	

Topic	Building a Fort
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.

Space travel sparks our imagination with endless possibilities. _____

Astronauts on the International Space Station witness 16 sunrises and sunsets each day, living in a microgravity environment. _____

They live in a tiny habitat up in space, where every movement is a delicate dance.

Science experiments aboard the station lead to discoveries about life on Earth. _____

_____ Only once in your lifetime, a human will leave footprints on the red planet's dusty surface. _____

_____ Space exploration is the final frontier.

School recess is a burst of freedom. The bell rings, and a long line of _____

Tag! A game starts with a simple touch, and laughter echoes. Friends hug and trading snacks and stories from the morning. _____

A jump rope slaps the pavement rhythmically, as feet hop over it in a blur. Imagination takes flight in the jungle gym, transforming it into a castle, a spaceship, anything. _____

_____. With a collective groan, kids line up, the playground adventure pausing until next time. _____

Exploring the Structure of Paragraphs

All About Paragraphs

A **paragraph** is like a box where sentences come together to discuss one idea. Think of it as one piece of a bigger puzzle in writing.

The Beginning Topic Sentences

Each paragraph starts with a "topic sentence." This is the sentence that lets the reader know what the paragraph is about. It's like peeking into a window of a house to see what's inside. A good topic sentence...

1. Share the main idea of the paragraph.
2. Be fun or catchy so the reader wants to read more.
3. Connect to the paragraph's topic.



Why Topic Sentences Matter?

These sentences are like signs on a street. They guide the reader. Without them, reading would feel like walking blindfolded.

Special First Sentences: Hooks

Paragraphs should start with a hook – a cool way to grab the attention of the reader. Think of it as using a shiny toy to get someone's attention. Check out the examples below:

- ✓ "Have you ever wondered why the ocean is salty?"
- ✓ "Zap! Lightning flashed across the sky, making everyone gasp."
- ✓ "Guess what! Dinosaurs used to roam where your school is now!"
- ✓ "Metal grinding, the skateboard flew down the rail."

Remember, a great paragraph is like a mini-story, with a start, middle, and end. Keep it fun and clear!



Exploring the Structure of Paragraphs

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

Topic Sentence

Solar panels capture sunlight and turn it into electricity for our homes. Wind turbines spin with the breeze to generate power. So, when you use renewable energy, you're teaming up with nature to keep the Earth clean and healthy!

Topic

They come from plants and animals that lived millions of years ago. They power our cars and heat our houses, but they also cause pollution. Just like eating too much candy can give you a stomach ache, using too much fossil fuel is bad for the Earth.

Topic Sentence

When it's cold, water becomes ice, a solid. When it's warm, it's liquid, and we can drink it. If it gets really hot, it turns into steam, a gas. Just like you can be a student, a friend, and a soccer player, water can be in different states!

Hooks

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

Boring Version Cereal is a good choice for breakfast.

Your Version

Boring Version My dog is a good dog.

Your Version

Boring Version Going to school is important.

Your Version

Exploring the Structure of Paragraphs

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

Example: "Do you know why the sky is blue at daytime?"



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

Example: "Hold tight! Volcanoes can erupt with the energy of an atomic bomb."

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

Example: "Penguins are the undisputed champions of surviving extreme cold."

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

Example: "Believe it or not, octopuses have three hearts pumping blue blood."

Hooks

Read the topic sentence below using the different strategies.

Original Version	Summer is the best season.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	I play basketball.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) They appear after it rains and the sun shines. They have many beautiful colours like red, blue, and yellow. Looking at rainbows can make anyone's day brighter!

a) Rainbows are a magnificent natural phenomenon that captivates many.

b) I once saw a double rainbow on my way home.

c) Most children have drawn them in their art projects.

2) They are tasty fruits that come in many colours like red, green, and yellow. They can be sweet or tart, depending on the variety. Many people love making apple pies during the fall. Apples are a healthy snack.

a) I remember dropping an apple from a tree when I was a child.

b) My grandmother has an apple tree in her back yard.

c) Apples are a useful and popular fruit cherished in many cultures.

3) They have two wheels and help us move faster than walking. They are great for exercise and enjoying nature. They are better for the environment than cars. Everyone should have a bicycle!

a) Bicycles are incredible machines that help us in many ways.

b) Last summer, I got a flat tire while on a trail.

c) My friend once painted their bicycle blue.

4) They can take us to magical places without leaving our room. Whether it's a mystery or a fairy tale, each book has its own adventure. Reading before bed can be a calm way to end the day. You should get reading today!

a) Last weekend, I spilled juice on one of my favourite books.

b) Books are windows to countless worlds, offering both education and escape.

c) My cousin has a collection of over 100 novels in her room.

Crafting Perfect Paragraphs

Crafting Perfect Paragraphs

Writing paragraphs is like packing a lunchbox. Each paragraph holds different treats (or ideas), and the details are the tasty bits that make your lunch (or writing) special.

What Are Those Tasty Bits? Supporting Details!

Supporting details are the yummiest parts of your writing. They give more info about the main idea. If your friend asks why a book is fantastic, you don't just say, "It's good." You'd talk about the characters, exciting adventures, or funny moments!

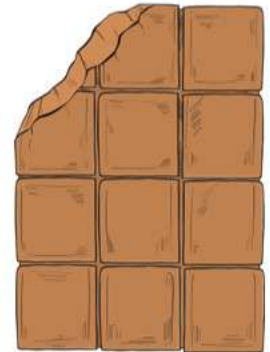
Check Out These Samples:

- Main Thought: "Chocolate is the best."

Supporting Details: It melts in your mouth and has rich flavours, and can lift your mood.

- Main Thought: "Summer rocks!"

Supporting Details: You get to swim, eat ice cream, and have lots of fun to play.



Making Your Writing Smooth: Keeping it Together

Your paragraph should flow like a fun slide at the park. Each idea should lead smoothly to the next, so readers don't get stuck. Imagine a slide with bumps. Ouch!

Steps to Write Amazing Paragraphs:

1. Kick-Off with a Power Sentence: This is the big idea of your paragraph.
2. Add the Yummy Details: Think of these as the sprinkles on a sundae.
3. End with a Wrap-Up Sentence: This is like the cherry on top.

By following these steps, your paragraphs will be as fun to read as a lunchbox full of your favourite snacks!

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	Dinosaurs once roamed our planet long ago.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Pizza is a favourite meal for many people in the world.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	A really important invention was the wheel.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

When crafting our paragraphs, we might have several points to include. In such cases, it's a good idea to categorize these points into 3 main themes. Check out the example below.

Brainstorm why pizza is the best food:

Cheesy, crispy crust, various toppings, easy to share, can be eaten hot or cold, affordable, loved by many

3 Big Ideas (1) Delicious taste (cheesy and crispy crust), (2) Versatility (various toppings and can be eaten hot or cold), (3) Social and economical benefits (easy to share, affordable, loved by many)

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

1) What is your dream car?

Dream Car

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
Lastly	Along with	Nevertheless	Too	In the end

Think

Choose a good transition word for the supporting details.

1) I like playing soccer. _____, my friend likes playing basketball. Sometimes, we _____ the _____ for fun.

2) I love eating ice cream on sunny days. _____, my sister likes popsicles more. When we go to the store, we _____ get our favourites.

3) I have a big collection of toy cars. _____ my buddy collects toy planes. We show each other our new toys whenever we _____.

4) My favourite subject is science because we do fun experiments. _____, my classmate's favourite is math. We help each other with homework.

5) I really like going to the park after school. _____, I play on the swings, pushing myself higher and higher. _____, I slide down the big twisty slide which is always a thrill. _____, my friends usually start a game of tag, and I join in after my turn on the slide. _____, we all sit down and have a snack, sharing what we brought from home. _____, before going home, we sometimes watch the sunset, which looks like a big orange ball sinking into the ground. It's a fun way to end our day at the park.

Ending With a Bang: Conclusion Sentences

What's a Conclusion Sentence?

Imagine reading a book and it just abruptly stops without wrapping up the story. It would feel incomplete, wouldn't it? Similarly, a conclusion sentence is like the final scene of a movie or the end of a chapter in a book. It neatly ties up what you've read.



Why Are Conclusion Sentences Important?

These sentences help remind readers of the main ideas. They make sure the reader understands and remembers the most important parts.

How to Write a Good Conclusion Sentence

Writing a conclusion sentence is like putting the final puzzle piece in place. Here's how:

- Repeat the Main Idea: Say what you wrote about in a slightly different way.
- Keep It Short: Make sure it's simple and to the point.
- Add a Thought: If you can, add something that makes the reader think a little more about what you said.

Examples:

- ☑ Let's say you're talking about playing sports with friends. You could write: "Playing sports with friends is fun and helps us learn teamwork."
- ☑ Or, if you're talking about a school trip to an old castle, you might say: "Visiting the castle was like traveling back in time and hearing old stories."
- ☑ Alternatively, when reflecting on a summer camp experience in the woods, you could state: "The summer camp was a deep dive into nature, teaching us to value the environment."

So, remember, just like a story needs an ending, our writing needs a conclusion sentence to make it feel complete!

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence ends a paragraph.	True	False
2) Conclusion sentences provide summaries.	True	False
3) Conclusion sentences restate the main idea of the paragraph	True	False
4) Conclusion sentences can't be thought-provoking.	True	False
5) Conclusion sentences should be long and repeat everything.	True	False

Think

Circle the conclusion sentence you think is best.

1) Goldfish are popular pets that are found in tanks. They have bright orange scales that shimmer in the light. It's fun to watch them glide through the water.

- a) Goldfish usually need the water changed every so often.
- b) Watching goldfish can be a calming experience.
- c) Goldfish can often be seen at many pet stores.

2) Chocolates are sweet treats that melt in your mouth. They come in different shapes and flavours like milk, dark, or white. On Valentine's Day, people give chocolates as gifts.

- a) Chocolates are a beloved gift, especially on Valentine's Day.
- b) Some chocolates have a higher cocoa percentage than others.
- c) Chocolates can melt if left out in the sun for too long.

3) Buses give passengers a chance to relax. They are large vehicles that carry many people at once. They stop at different places to pick up and drop off passengers. Riding a bus can be an adventure, especially if you're looking out the window.

- a) Buses have several seats for passengers to sit on.
- b) Buses run on different schedules depending on the day.
- c) A bus ride offers a chance for exploration and observation.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) Flying a kite on a windy day is lots of fun. Kites can be colourful, and some are shaped like animals or other objects. They soar high in the sky, dancing with the wind.

2) When it snows, people love to see snowmen. With coal for eyes, a carrot for the nose, and a scarf, they look so cute. They stand tall in the cold, watching the winter days progress.

3) Penguins are birds that can't fly but are excellent swimmers. They waddle around on ice and eat fish from the sea. Penguins huddle together to keep warm in cold places.

4) Gardens are where plants, flowers, and sometimes vegetables grow. People take care of them by watering and removing weeds. They're peaceful places to sit and enjoy nature.

Arranging Ideas Logically

Arrange Number the sentences from 1 – 5, ordering them so the paragraph makes sense

Order (1 - 5)	Sentences in the Paragraph
	That's why it's so important to reduce, reuse, and recycle.
	They pollute the land and water, making it hard for plants and animals to survive.
	Every year, tons of plastic are thrown away and end up in landfills or the ocean.
	If you do your part, we can help protect the earth and keep it clean for future generations.
	Plastic waste is a big problem for our environment.

Order (1 - 5)	Sentences in the Paragraph
	Rainforests are home to more than half of the world's plant and animal species.
	This destruction leads to the loss of thousands of species and changes in global weather patterns.
	Deforestation is causing these vital ecosystems to disappear at an alarming rate.
	Protecting rainforests means preserving biodiversity and protecting our planet.
	Every day, vast areas of rainforest are cut down for timber, agriculture, and development.

Order (1 - 5)	Sentences in the Paragraph
	Having a library card opens a world of imagination and knowledge for free.
	Libraries offer more than just books; they have videos, magazines, and computers too.
	It's a quiet place where you can discover new stories or study for school.
	Everyone should visit their local library and see what it has to offer.
	Your local library is a treasure chest of adventures waiting to be opened.

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) The sun is a giant star in the middle of our solar system. Every morning, it rises in the east and sets in the west. It gives us warmth and light, making life on Earth possible. Without the sun, our planet would be very cold and dark. Plants need the sun's energy to grow, which provides food for many creatures.

Main Idea

2) Cats are fluffy and soft, which is why many people love them. They often purr when they're happy and relaxed. Some cats like to curl up on their backs or even their own tails. They sleep a lot during the day and can be very playful at night. Having a cat at home can be comforting and fun.

Main Idea

3) Going to school is how we learn many new things. Every day, we study subjects like math, science, and reading. Teachers help us understand and answer our questions. During recess, we get to play with our friends outside. School prepares us for the future and helps us discover our interests.

Main Idea

4) Eating healthy food keeps our body and mind strong. Fruits like apples and bananas give us energy to play and think. Vegetables like carrots and broccoli have vitamins that keep us from getting sick. Drinking water instead of soda keeps us hydrated. Eating right keeps us healthy and ready for life's adventures.

Main Idea

Fluent Writing

Fluent writing is smooth and clear, making it easy to read. Sentences should connect in a way that makes sense and sounds natural. To avoid **non-fluent** writing, make sure your sentences flow together and share related ideas in a way that feels like a conversation.

- **Fluent:** The sun set, painting the sky with colours and bringing out the stars.
- **Not Fluent:** "Sun set. Sky colours. Stars came.

Think

Example fluent?



1) The sun curled in a warm sunbeam, purring softly as it drifted to sleep.	Yes	No
2) Homework done. For good.	Yes	No
3) The leaves danced happily, carried by the gentle breeze.	Yes	No
4) Bicycle broken. Missed a day. Sad.	Yes	No
5) Laughing and chatting, the family gathered around the dinner table.	Yes	No
6) The basketball swooshed through the net after a perfect shot.	Yes	No
7) Rain fell. Puddles. Boots on. Wet day.	Yes	No
8) Book finished. Story amazing. Felt happy.	Yes	No
9) With a leap and a splash, the frog jumped into the pond.	Yes	No
10) The garden was a riot of colours, hockey's fun. I love to read!	Yes	No

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Name: _____

55

Curriculum Connection
1.1, 2.2

Fluent Writing

Revise

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



Not Fluent Soccer game Saturday. Rained out.

Fluent

Not Fluent Science class. Volcano erupts. Messy.

Fluent

Not Fluent Birthday party. Forgot the cake.

Fluent

Not Fluent Went hiking. Lost the map. Confused.

Fluent

Not Fluent Math test. Studied hard. Still tricky.

Fluent

Not Fluent Building a fort. Ran out of sheets.

Fluent

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.

Baking bread at home is a delightful way to enjoy wholesome, fresh flavours. First, selecting the right ingredients introduces us to various grains and flours. Next, the process of kneading and letting the dough rise teaches patience and the science behind fermentation. Finally, the aroma of freshly baked bread filling the home brings warmth and comfort. Making bread from scratch not only offers a tastier alternative to store-bought bread but also promotes an appreciation for the art of baking.

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 your mind when you think of this topic.

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

6) Write your topic sentence of your paragraph below. Include 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.		

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.	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

How to Write Different Kinds of Letters

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: Start with greetings like "Dear Mrs. Jones."
- Body: Write what you need or feel, but always be polite and straight to the point.
- Closing: End with words like "Best regards," "Sincerely," or "Yours truly."

Informal Letters: Write to Friends and Family

These letters are relaxed and fun. Write them to pals, your family, or people you know well.

- ✓ Greeting: Something fun like "Hey Al!"
- ✓ Body: Share stories, ask questions, or say hello.
- ✓ Closing: Be friendly, using words like "Hugs" or "Love, Mom."

Emails: Quick Messages Online

Emails are like online letters. You can keep them official or friendly, based on who is receiving them.

- Formal emails: These have a set layout and should be polite. They're good for things like asking for a job or talking to your teacher.
- Informal emails: These are casual, like sending a quick note to your friend, but online!



Important Parts of an Email

Subject: A short line telling what's inside.

Greeting: Either a serious or a friendly greeting.

Body: Your main news or question.

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 are casual.	True	False
2) Informal letters use "Dear Mr. Smith."	True	False
3) "Love" is a formal closing.	True	False
4) Emails always need a subject.	True	False
5) Job applications are informal emails.	True	False

Think

Which type of letter is given in the example.

Dear Principal Jones,

Thank you for the terrific spirit assembly. I am writing to ask if we can have a student led assembly soon.

Sincerely,
James

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

Hi Sammy!

What's what? I got a new bike! Can't wait to go riding together.

See you soon,
Joffrey

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

Subject: Getting Caught Up

Dear Mrs. Jenkins,

I need help understanding the math lesson because I was absent Monday. Could you help me at recess?

Yours truly,
Francis

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

Subject: My Soccer Game

Hi Uncle Pat,

We won our baseball game yesterday! You should have seen me pitch. I struck out 9 batters!

Love,
Joffrey

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

Analyzing Formal Letters

Analyze

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

Happy Valley School

45 School

Toronto, ON M3B 3B6

Dear Principal Peter,

I am writing to thank you for the recent culture day. Firstly, it was an amazing event, and I had a wonderful time. In addition, I enjoyed the dancing and even tried to do 3 different dances! Thank you once again for the event. I can't wait to see you next year.

Sincerely,

Angela Raby

Author's Voice

Calgary City Hall

123 City Square

Calgary, AB K1A 1B2

Dear Mayor Taylor,

I am writing to express my dissatisfaction with the lack of public washrooms in our community. Many citizens, including myself, are feeling neglected. Furthermore, I urge you to consider our need for convenient accessible facilities. Moreover, this is an issue that needs immediate attention. Please act on this matter promptly.

Yours faithfully,

Steven Johnson

Author's Voice

Name: _____

Formal Letter Writing

Write

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

Audience	Purpose
Principal	To ask for better school yard equipment

PREVIEW

Success Criteria – Formal Letter

Analyze

Read the letter below. Write things you like about the letter. Afterwards, share your ideas with the class, so you and your classmates can come up with between 4 – 6 criteria that make a good formal letter.

Maplewood Elementary School
123 Maple Street
Toronto, ON M1A 1B2

Dear Mr. [Name],
I trust you are in good health. To begin with, I'd like to express my gratitude for the playground equipment. My classmates and I are having so much fun using the new swings and slides. We have noticed that more students are enjoying their recess time, which is wonderful.

Furthermore, some of us have discussed the idea of having a mural painted on the playground wall. We believe it would add much of beauty and inspire creativity among the students. Additionally, we're thinking there could be a student competition to come up with the best mural design.

Thank you for considering our ideas.

Sincerely,
Zara Williams

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

Assignment – Formal Letter

Write

Plan your formal letter by brainstorming about your topic below.

Audience	Purposes
School Principal	To request a meeting, discuss school issues
Local Government Official	To express concerns, ask for changes in the community
Teacher	To thank for support, ask about homework
Librarian	To request specific books, give suggestions
Company (e.g., Toy Store)	To provide feedback, ask questions about products
Police Department	To thank for service, inquire about safety programs

1) Who will be the audience of your letter?

2) What will be the purpose of your letter?

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

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

5) Write the greeting you will use.

6) Write the closing you will use.

Write

Plan your letter by brainstorming about your topic below.

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

1

2

3

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

9) Write your rough draft of your letter below.

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"/>
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

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		
The date		
Address of the person receiving the letter		
A greeting		
Topic sentence		
Body with main points		
Transition words		
A closing, like "Sincerely"		
Your signature (your name)		

Revision – Take a Closer Look

Instruction

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



Criteria	Yes	No
Is the topic clear?		
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 – How is My Writing

Instruction

Read the questions below and answer.

1) Who will read my work? Will they find it interesting?

2) Will I learn something new or valuable from my work?

3) Did I address everything my readers might have about the topic?

4) How have I made sure that my writing is clear and easy for my audience to understand?

5) How can I ensure that my writing remains memorable to those who read it?

6) Are there any parts of my writing that might confuse or disengage my readers?

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 – Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
Greeting	Greeting is appropriate and creative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
Topic Sentence	Clear and specific topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Supporting Details	Details clearly support the topic	Most details support the topic	Some details support the topic	Details are missing or don't support the topic
Transition Words	Uses varied, fitting transition words	Uses appropriate transition words	Uses few transition words or they don't fit	No transition words are used
Closing	Closing is well chosen and creative	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate
Date/Address/Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included

Teacher Comments

Mark

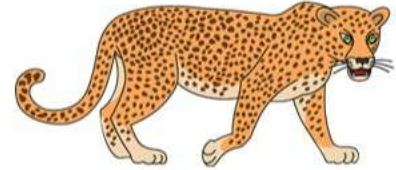
Student Reflection – How did you do on this assignment? What could you do better?

Figurative Language - Simile

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

Here are some examples of similes:

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



Write _____ the similes below

1)	As busy as _____.
2)	As light as _____.
3)	Quiet like _____.
4)	Happy like _____.

Write _____ Add a simile to the sentence below

1)	The old book in her hands _____ _____, its pages whispering secrets of the past.
2)	The new student in class was _____ _____, speaking in a voice barely louder than a breath.
3)	_____, she stood up to speak in front of the entire school, her voice steady and confident.
4)	_____, always ready with quick answers and clever solutions.

Figurative Language - Metaphor

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

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



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

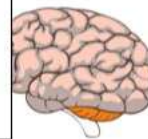
Thing To Compare	Real Person	Sentence
Library	Treasure Chest	A library is a treasure chest because of all the amazing books you can find inside.
Playground	Circus	
A Busy Day	Juggling Act	
Morning Routine	Race Against the Clock	
History Book	Time Machine	
Teacher	Captain of a Ship	

Figurative Language - Analogy

Write

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

Example: Your brain is like a sponge. It soaks up information and ideas, growing and expanding. Just as a sponge absorbs water, your brain absorbs knowledge. The more you learn, the bigger and smarter your brain sponge becomes!

**Topic: My Favorite Food****Topic: My Dream Job****Topic: Playing in the Snow****Topic: Going on a Hike**

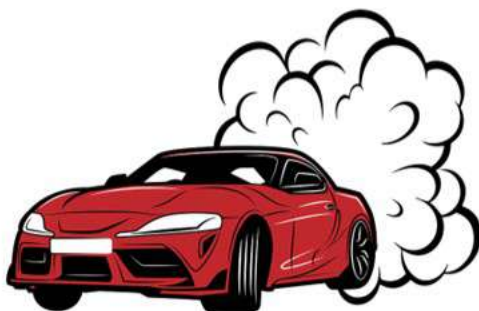
Narrative Writing - Imagery

Imagery is when writers use descriptive words to create pictures in our minds. It's like painting with words!

For example: A big, orange cat lounges in the sun, its fur shining like a flame, while a tiny, gray mouse peeks around the corner, curious but cautious.



Write Look at the images below and use your imagination to describe what you see.



Narrative Writing - Imagery

Draw

Read the sentences below and draw what you imagine.

In the sun-drenched garden, Oliver stood beside a towering sunflower, taller than himself, its yellow petals bright against the sky. Clad in a striped T-shirt and a wide-brimmed hat, he held a small basket filled with wildflowers. A gentle smile played on his face. Around him, a vast landscape of flowers - red, purple, and blue - bloomed vibrantly. A colorful butterfly perched on the petals of a sunflower, adding to the scene's charm. Above, the bright sky was dotted with fluffy white clouds, framing this perfect garden day.

In the quiet corner, a small table was set with a white tablecloth. The spindly legs of an ancient oak table, with its gnarled trunk and branches, drew attention, capturing a world of illustrated tales. The oak whispered stories with each rustle of its leaves, its branches adorned with delicate pink and white blossoms that swayed gently. At her side, a picnic blanket bore a cornucopia of summer fruits, while nearby, a family of ducks traced elegant paths on the pond's surface, their ripples catching the last kisses of the pastel orange sun.

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 treehouse. Write at the character sees, feels, hears, tastes, and smells.

In a cozy forest, a treehouse waited for adventure. Young Aiden climbed the rope ladder, his feet touching sturdy wood. He heard birds chirp and smelled pine needles. He tasted the fresh, clean air and saw walls decorated with maps and fairy lights. Aiden knew that an unforgettable adventure was just around the corner.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing – Funny Characters

To create a humorous character in your story, start by thinking about what makes you laugh. Is it someone who is clumsy, always telling jokes, or perhaps someone who is very serious but finds themselves in funny situations? Your character should have a unique trait or habit that is amusing.

For example, you could write about a character named Sam, who is a young detective. He's very smart but always forgets where he puts his glasses, which he often finds in the most unexpected places, like in the refrigerator or under his cat, Whiskers.

Draw _____ one of the characters below and fill in the descriptive details.

Clown

Trickster

Cartoon Animal

Silly Scientist

1) What is your character's name?

2) Draw your character. Where do they live? Describe the setting.

4) List your character's traits.

a) _____

b) _____

c) _____

5) Give an example of something they do that shows one of the traits they have.

Narrative Writing - Characters

Create

Create a character and fill in the organizer below

My character is: _____

What does the character look like?

What do they do? (actions)

What do they say?

What do others say
about the character?

Narrative Writing – Character Development

Developing characters in a story means the writer shows us how the characters change or grow as the story goes on. Characters develop because of events they go through.

For example, a character might start off being scared of trying new things, but by the end of the story, they might learn to be brave and try lots of new adventures.

Write

Pick a character from your favourite book or movie and fill in the boxes below to show how they develop over the course of their storyline

1) **Beginning**: How does the character feel and why?

2) **Beginning of story**: How do they act and why?

3) **Cause**: What happens to make the character change?

4) **End of story**: How they feel and why?

5) **End of story**: How do they act and why?

Narrative Writing - Characters

Analyze

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

Emma, with her big brown eyes and curly red hair tied in a ponytail is always seen in her black dress. Her empathy is her strength, and she never stops helping others. You'll find her at the station with new arrivals, bringing them to the city. Her extraordinary kindness is her superpower.

Wearing a helmet and camo jacket, Stanley's mischievous smirk gives away his adventurous spirit. He loves a challenging hike and has a knack for finding animal habitat never visited by humans before. His array of gadgets and trusty field guide help keep him safe on his adventures.

Freddy's colourful clothes and pale green eyes reflect his creative energy. Charismatic and charming he attracted a following wherever he went. As he played his enticing tunes the children could not help themselves and began to dance in his wake. Where was he going?

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

Name	
Look	
Personality	
Special Trait or Talent	

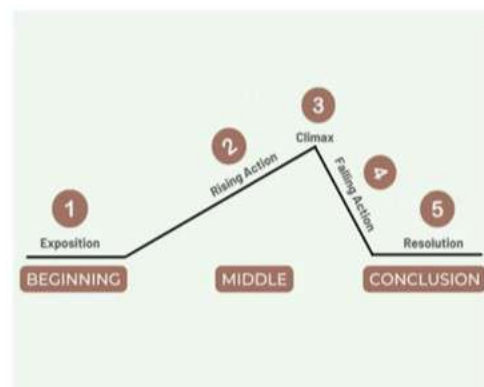
Narrative Structure

Understanding Narrative Structure

Every story you read or listen to has different parts that make it complete and exciting. These parts are like pieces of a puzzle that fit together to tell the whole story. Let's explore the five main parts of a story: exposition, rising action, climax, falling action, and resolution.

Starting the Story: Exposition

In the beginning of a story, called the exposition, we learn about the characters, where and when the story takes place, and the main problem. We also find out what the story might be about.



Building Up: Rising Action

After the story starts, things begin to get more exciting. This part is called the rising action. Here, the characters face problems or challenges. Think of it like climbing a mountain – it gets more and more exciting as you go up.

The Big Moment: Climax

The climax is the most exciting part of the story. It's like the peak of the mountain. This is where the biggest problem or challenge happens, and the characters face their greatest test.

Wrapping Up: Falling Action

After the climax, the story starts to calm down. This part, called the falling action, is where the characters deal with what happened in the climax and start to find solutions.

The End: Resolution

Finally, we have the resolution. This is where all the problems are solved, and the story comes to an end. It's like coming down from the mountain and resting after a long journey.

These parts work together to make a story that we enjoy reading or listening to. Each part has its own job in telling the story.

Fill In

Fill in the blanks.

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

Direction

Circle the part of the story from which you think this sentence comes.

1) As the sun rose over the sleepy town, young Sarah woke up to her first day at a new school.	Exposition	Falling Action
2) The dragon roared, and James knew it was his last chance or never to retrieve the enchanted crown.	Climax	Climax
3) The villagers celebrated with a grand feast, joyous that peace had been restored to their land.	Resolution	Resolution
4) With the secret code finally cracked, the hidden door to the library slowly creaked open.	Rising Action	Exposition
5) Finally, after days of searching through the jungle, Alex stood before the ancient temple, its doors sealed shut by a mysterious puzzle.	Climax	Falling Action
6) After the great battle, Sir Cedric tended to his wounds, pondering his next move.	Falling Action	Rising Action
7) In the quaint village of Willow Creek, nestled at the foot of the mountains, young Sarah dreamed of adventures beyond her small world.	Resolution	Exposition

Think

Read the story and fill the chart showing which sentences belong in each category.

Story

Tom, a shy fifth grader, had never been interested in science until his teacher announced a school science fair. He decided to participate with a project on volcanoes. Tom worked hard, researching volcanoes and building a model. He faced challenges, like finding the right materials and making the volcano erupt. On the day of the science fair, Tom's volcano model not only erupted but also caught the attention of a local scientist visiting the fair. The scientist was impressed and spent time discussing Tom's project with him, giving him advice and encouragement. Tom won a special award at the science fair. He gained new confidence and a new interest in science, eagerly looking forward to next year's science fair.

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

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 their 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 things.
- 5) **Design the End:** How will the story end? Will the characters solve the problem or reach their goal? Make sure to 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 write it in the organizer.

Once upon a time, Spencer found a magical, glowing rock in his backyard. Wow, was it bright!

He showed it to his best friend, Sarah. "Let's make a wish," Sarah exclaimed. They closed their eyes and wished for a day of endless fun. Poof! They found themselves in a candy forest. "Yummy," Spencer shouted, biting into a chocolate tree. Suddenly, a rainbow appeared. It led them to a treasure chest full of toys and games. "Yahoo!" they cheered. They spent a magical afternoon playing with the toys.

Just when they realized how tired they were, the rock glowed again and took them back home. What an adventure! They couldn't wait for the next one.

Character	
Beginning	
Middle	
End	

Point of View - Narratives

In narrative writing, the point of view is the perspective from which a story is told. It's like choosing the right glasses to see the world of the story through.

- **First-Person Point of View:** This is when the narrator is a character in the story, using 'I' or 'we.' It brings the reader close to the narrator's experiences. Example: "I crept silently through the dark forest, my heart pounding in my ears."
- **Second-Person Point of View:** This is less common and addresses the reader as 'you,' making them feel part of the story. It's like the story is speaking directly to them. Example: "You stepped into the ancient castle, feeling the weight of history around you."
- **Third-Person Point of View:** Here, the narrator is outside the story, using 'he,' 'she,' or 'it.' It can be limited to one character's perspective or omniscient, knowing all characters' thoughts. Example: "She hesitated at the castle's entrance, a boy's shadow loomed behind her."



Write

Write a short story using the point of view provided

Plot: The Pet Show Mix-Up: A school pet show leads to mix-ups and humorous situations, as pets behave in unexpected ways.

Point of View:
First-Person

Write

Write a short story with the plot and point of view provided

Plot: Classroom Shrinking Machine: A science project goes awry, shrinking the class to the size of ants and leading to a small adventure.**Point of View:**
Second-Person

The Wild Weather Machine: After finding a weather control machine, students experience bizarre weather.**Point of View:**
Third-Person

Using Quotations in Narratives

What are Quotations?

Quotations are the exact words spoken by someone in a story or an article. When you write down what someone says, you need to use quotation marks around those words. For instance: "I love painting," mentioned Sarah.



Rules for Quotations

There are some rules to remember when adding quotations in your stories or essays. These help readers easily understand who's talking and what they're saying.

- 1) Start with Capital Letters: A quotation begins with a capital letter. For example:
"It's a sunny day."
- 2) Use a Comma Before the Quote: When you use a speaker before the quote, make sure to use a comma. Example: "I won the race!"
- 3) Punctuation Inside the Quote: Always put punctuation inside quotation marks. Like: "Can we go to the park?" asked Bella.
- 4) Quotations for Speaking: Remember, quotation marks are used for spoken words, not for thoughts or feelings.
- 5) New Speaker, New Line: Whenever a different person starts speaking in your story, start a new line or even a new paragraph. This makes it clear to the reader about who's talking.
- 6) Keep Quotations Short: Long dialogues can confuse readers. If possible, keep the spoken words brief and to the point.
- 7) Use Speaker Tags Wisely: Words like "she said" or "he shouted" help show who is talking. You can place these at the start, in the middle, or at the end of a quote. Use them in a way that makes the conversation flow smoothly.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	"the truck ran out of gas."
Edited	

Original	said "Eat your vegetables."
Edited	

Original	"Let's go to the mall," he said. "Practice?" asked Henry.
Edited	

Original	"Be nice to yourself. You're the best!"
Edited	

Original	"Are you heading to the mall, Nicole?" he asked. "I'll take it."
Edited	

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

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

Original	"I'm so excited for the concert!" Marnie said "Me too!" said Taylor.
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 Complete the speaker tag for the quotations below using as many different words from the list above as you can.

1)	"You see this movie?" _____ Sarah with excitement.
2)	"No, I miss _____ Jake, looking a bit sad.
3)	"Attention, everyone! Tomorrow is _____ Mrs. Thompson.
4)	"I really think you should try the _____ Mia.
5)	"There's a secret passage behind the books! _____ Leo, glancing around.
6)	"I can't believe I forgot my lunch at home," _____ to himself.
7)	"I lost my favourite toy!" _____ little _____, tears _____.
8)	"Hey! Stop taking my cookies," _____ Ryan across the playground.
9)	"Not another math test," _____ Nathan, looking at the calendar.
10)	"You are the best friend ever," _____ Zoe, giving a tight hug to Amy.
11)	"That joke was so funny," _____ Isabella, holding her stomach.
12)	"I wanted the pink balloon," _____ Lucy, her lips turning downward.
13)	"The library is closing in ten minutes," _____ Mr. Clark, the librarian.
14)	"Why is it raining today?" _____ Ali, looking out of the window.

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.

Trait: Brave

"I'm not sure if I can do this... I'm really scared."

"Even though I'm afraid, I know it's important to stand up for what's right."

"Let's just avoid the problem; it's too risky."

Personality: Honest

"I always tell the truth, even when it's hard."

"Sometimes, it's easier to lie than to tell the truth."

"I don't think honesty is always the best policy."

Personality: Kind

"Why should I help them? What's in it for me?"

"I try to do at least one kind thing for someone every day."

"Helping others is a waste of time."

Personality: Creative

"I can think of a hundred ways to solve this problem."

"I don't really enjoy imagining new things."

"Creativity isn't that important."

Personality: Funny

"I love making people laugh with my jokes!"

"I don't see the point in joking around."

"Being serious is always better than being funny."

Writing Using Quotations

Practice

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









Writing Using Quotations

Practice

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

You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____
You	_____
Your Celebrity	_____

Adding Dialogue to a Story

Write

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

Title: The Great Classroom Bake-off

Ms. Garcia's fifth-grade class was buzzing with excitement. Today wasn't just any day; it was the day of the Great Classroom Bake-off. Desks had been pushed aside to make room for a long table covered with an assortment of delicious homemade treats.

Mia and Jake were the winners. They had spent all evening baking chocolate cookies. Mia was worried though. She glanced at the other treats: brownies, and even a lemon pie.



"_____?" she whispered to Jake.

"_____." Jake reassured her. "We made our best and that's what counts."

As Ms. Garcia called the class to attention, everyone gathered around the table.

"_____."

"_____."

The students took turns presenting their baked goods. When it was Mia and Jake's turn, Mia's hands trembled a bit as she offered a cookie to Ms. Garcia.

"_____."

"_____." Ms. Garcia said after a bite, and Mia's face lit up with a smile.

In the end, there were no winners or losers in the bake-off. It was about trying something new and sharing with friends. As they enjoyed the treats, the classroom was filled with laughter and chatter, making it a day to remember.

Success Criteria – Narrative

Analyze

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

The Lost Laughter

In the quiet village of Meadowland, a strange sadness lingered: no one could remember the sound of laughter. Sara, a young and spirited girl, felt the weight of this silence every day. She had heard tales of times when laughter filled the air, and she longed for those days.

One morning, with a determined heart, Sara ventured into the enchanted forest nearby. Amidst the tall trees and mystical creatures, she discovered a butterfly that glowed with a peculiar light.

"Why are you here?" Sara asked, her voice echoing around her.

"I seek the lost laughter of this land," the butterfly replied, her voice filled with determination.

The butterfly, sensing her pure intention, whispered a magical phrase into her ear. Armed with this newfound magic, Sara rushed back to her village.

Gathering the villagers, she recited the phrase, and slowly, giggles, chuckles, and hearty laughter spread throughout Meadowland. The village was once again filled with joy, all thanks to Sara's courage and the butterfly's magic.



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

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Astronaut	Defeats space monster	Space
Detective	Solves a crime	Police Station
Hockey Player	Joins the NHL	Stadium
Veterinarian	Saves animals	Forest
Pirate	Finds hidden treasure	Island
Mayor	Solves town mystery	Town
Musician	Wins talent show	Theatre

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

3) Beginning – Describe the setting.

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?

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

Activity: Story Swap Revision Party

Feedback

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

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

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

3) What is your favourite part of your story?

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

1)

2)

3)

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

1)

2)

3)

Revision – Take a Closer Look

Instruction

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



Criteria	Yes	No
Is the topic interesting?		
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 capital but aren't, like the start of sentences or names.	0	1	2	3	4	5	6	7	8	9	10
Punctuation Errors	Missing or wrong marks like periods (.), commas (,), or question marks (?).	0	1	2	3	4	5	6	7	8	9	10
Misspelled Words	Words that don't look right. Check with a dictionary or ask a teacher if unsure.	0	1	2	3	4	5	6	7	8	9	10
Grammar Errors	Sentences that sound wrong or are hard to understand.	0	1	2	3	4	5	6	7	8	9	10
Word Choice Changes	How many boring word choices did you find?	0	1	2	3	4	5	6	7	8	9	10
Sentence Structure	Look for variety. Do most sentences start the same way or are most of them simple sentences.	0	1	2	3	4	5	6	7	8	9	10

Rubric – Story Writing

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

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

Reflection Journal

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



2) What do you like to write 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?

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 guardians to limit your screen time at home?

If someone spreads false rumors about another student, what are the fair consequences for the person spreading the rumors?

If a student consistently excels academically, should they be given more challenging work? Does this affect fairness in learning opportunities?

Should everyone follow the same rules, or can it be different for each person?

Name: _____

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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? _____

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 through the report below to find the main ideas and scan for the quick questions that follow.

The 20th century was a time of remarkable innovation that shaped the modern world. Key inventions include the airplane, invented by the Wright Brothers in 1903, which made global travel faster and more accessible. The personal computer, introduced in the 1970s, revolutionized how we gather information, work, and communicate. Another groundbreaking invention was the internet, developed in the late 20th century, connecting people and information worldwide like never before. The invention of penicillin in 1928 by Alexander Fleming was a medical milestone, providing a powerful weapon against bacterial infections. Lastly, the mobile phone, evolving from large brick phones to sleek, smart gadgets, has transformed personal communication.

1) Who invented the airplane?

2) In which decade was the personal computer introduced?

3) What medical invention is credited to Alexander Fleming?

4) How has the mobile phone changed over time?

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)

Explain how the invention of the airplane impacted global travel and communication.

2)

Discuss the role of the computer and the internet in shaping modern work and communication.

3)

Describe the significance of penicillin in the field of medicine and how it changed healthcare.

4)

Reflect on the evolution of the mobile phone and its impact on daily life and society.

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

Below is a collection of statements on the Solar System containing a mix of facts and common myths. Your mission is to research and determine which statements are reliable (true) and which are not (false). Use the internet to help you. Ask a teacher to help you find the truth.

1)	The Sun is a giant ball of fire in our solar system.	
2)	Mercury, the closest planet to the Sun, is the hottest planet in our solar system.	
3)	Earth is the only planet in the Solar System that has water.	
4)	Mars is known as the Red Planet because it's covered in red soil made of iron oxide.	
5)	Jupiter has the most moons of any planet in our solar system.	
6)	Saturn's rings are solid, like a giant disc made out of rock and ice.	
7)	Uranus rotates on its side, making its seasons very different from those on Earth.	
8)	Neptune was discovered through mathematical predictions before it was visually observed.	
9)	Pluto is the ninth planet in our Solar System.	

Direction

Respond to the research prompt given below. Write a summary of your research on the lines provided.

Research your favourite time period in Canada history. What happened during that time period? what is interesting about that time period?

Write three resources you used to find your information.

Write your summary below.

PREVIEW

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 them 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 _____ learn more about the topics.

Topic	Which country is the best to live in?
1) Before you start researching, decide your opinion. Write it below. If you're unsure, ask some of your classmates what they think and then decide so you can formulate an opinion.	
2) Now you'll need to find research about why the country you chose is the best. You might want answers to these questions below.	
Average Temperature	
Average Snowfall	
Average Rainfall	
Major Rivers, Oceans, Lakes	

Persuasive Writing - Research

Research

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

Amusement Parks	
Population	
Average Annual Salary	
Crime Rate	
Population	
3) What other interesting facts did you learn about the country is the best?	
4) Go ask your classmates and teachers why they like the country you chose. Write down 5 things you learned below.	
1)	
2)	
3)	
4)	
5)	

Plan

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

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

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

4) Write a closing sentence.

Write

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

Understanding Bias in Persuasive Writing

Spotting Bias in Strong Opinions

Bias is when someone favours one side of an argument without looking at all sides honestly. When someone tries to persuade you, it's important to know if they might be a little biased.

Different Perspectives

Everyone has a favourite colour. Some might love blue while others prefer red. Both choices are okay, though they are different. Just like with colours, people can have different opinions on bigger things. Some might love the idea of wearing school uniforms, while others don't. Our opinions are shaped by our values, beliefs, and life experiences.

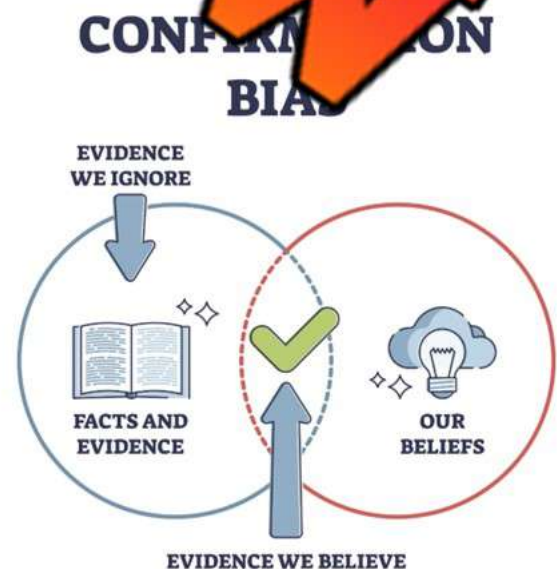
Looking at Writing Closely

When you read someone's strong opinion, look for a few things:

- Identify the Author's Opinion: What is the writer's opinion?
- Their Reasons: Why do they feel that way? Do they use facts, statistics, or examples? Or did they simply state their opinion without backing it up?
- Look for Bias: Is the writer just talking about their side and forgetting the other side?
- Your Thoughts: After reading all sides, what's your opinion? Do you agree or disagree?

What is Confirmation Bias?

"Confirmation bias" is when our brains like to say "I knew it!" We naturally pay more attention to things that match what we already believe. If you think cats are the best, you might only notice stories about cool cats and skip ones about dogs. This way, our brain thinks it's always right. But this can limit our learning. It's like only seeing half the picture! It's important to look at all sides of a story.



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Ice cream is the ultimate dessert for several reasons. First, the creamy texture and rich flavour are simply unbeatable; it's like a treat for your taste buds. Second, the options are endless; whether you like chocolate, vanilla, or something fruity, there's an ice cream for everyone. Lastly, on a hot day, nothing beats the refreshing chill of a scoop of ice cream. These are the reasons why ice cream reigns supreme in the world of desserts!

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.

Bicycles are clearly the best form of transportation. First, bikes do not produce harmful emissions, making them great for the planet. Second, riding a bicycle is a wonderful way to stay active and healthy, unlike sitting in a car. Third, once you buy a bike, you don't need for gas or expensive repairs, saving you tons of money. For these reasons, bicycles are the top choice for getting around!

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 Martinez,

I hope this letter finds you well. I've come up with an exciting idea for our school: How about setting up a giant treehouse classroom in the big oak tree outside? Here's why I think it'd be amazing.

First, being outdoors amidst nature can be so refreshing. The fresh air, the chirping birds, and the rustling leaves make our study sessions feel like an adventure.

Not to mention, it can give us a new perspective. We'd learn to see the world from a different viewpoint, sparking creativity and broadening our horizons.

Moreover, our new classroom would be the talk of the town! Students would be eager to attend class, and our school would stand out as a beacon of innovative learning.

I hope you'll give this idea a try. I think it could truly transform our school days!

Best wishes,

Sophia, Grade 5 Student

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Activity – Finding Bias in Writing

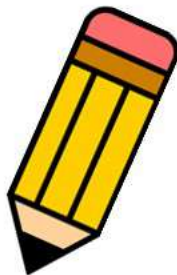
Tough Job

Write your response letter back to Sophia.

PREVIEW

Include:

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



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

Assignment – Advertising a New Invention

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

Planning

Fill in the graphic organizer below.

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

- A new kind of knife that sharpens itself
- A robot that does your homework
- A self-making machine

2) Which invention will you choose?

3) What is the name of your product?

4) What problem does it solve, or how does it make life better?

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

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

6) What are three reasons someone should buy it?

7) How will you describe your product, so it sounds appealing? You can use the strategies: celebrity endorsement, free prize, say they are limited (only 100 available), offer a sale – buy one get one free, describe the must-have feature, etc.

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

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

Title Slide

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

Introduction to the Invention:

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

Why the Invention Is Needed:

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

Benefits and Features:

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

Assignment – Advertising a New Invention

Planning

Fill in the graphic organizer below.

Endorsement or Testimonial (if available): <ul style="list-style-type: none">• Quote or video from someone who has tried the product.• Celebrities or influencers if applicable.	
Special Deal or Promotion: <ul style="list-style-type: none">• Any special offers, discounts, or bonuses available.• Limited-time offer to create urgency.	
Cost and Purchasing Information: <ul style="list-style-type: none">• Price of the invention.• Where and how it can be purchased.• Any money-back guarantees or warranties.	
Call to Action: <ul style="list-style-type: none">• Strong, persuasive language urging the audience to act now.• Contact information or a link to a website where the product can be purchased.	

Survey

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

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

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

2) What do you think of the results?

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

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

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

Rubric – Invention Assignment

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

Comments

Mark

Writing a Report - Government

Objective

What are we learning more about?

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

Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Sort the facts into 1 of 3 main headings: Members of Government (M), What the Government Does (D), and Levels of Government (L).
- 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 need an introduction and a conclusion. You don't need to use all the facts for your report, so choose your facts carefully.

Facts

Organize the facts

Municipal governments handle city and local matters.	
Justin Trudeau was the Prime Minister in 2023.	
The government ensures national security.	
Senators represent regions in the Senate.	
The government collects tax and then offers services.	
MPs represent Canadians in the House of Commons.	
The government creates and passes laws.	
The government provides healthcare, education, and roads.	
Provincial governments manage health and education.	
The Queen is Canada's official head of state.	
The government makes trades with other countries.	
Federal government deals with national issues.	
The Governor General represents the Queen in Canada.	
There are three levels: federal, provincial, and municipal.	
The leader of the provincial government is the Premier.	

Writing a Report - Government

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.

How To Research Effectively

Starting Your Search

When you're curious about something, doing research is the key to finding answers. Research is like a treasure hunt for facts!



Picking Where to Look: Libraries and the Web

Libraries are full with books and magazines, which are great places to start. The internet is another great place to look. Websites and search engines, like Google, can guide you to heaps of information. When you use Google, typing in specific words or "key terms" can help narrow down your search.

Good Searches	Bad Searches
Pythagorean theorem explained	How is a triangle thing in math work again?
World War II major battles	What were the best fights in the war from 1940?
Mars rover latest findings	What did that rover on Mars discover recently?

Why Good Sources Matter

When you find information, it's super important to make sure it's correct. That's why you need to use "trustworthy sources." To make sure you're on the right track:

- 1) Ask a grown-up, like your teacher or librarian, for advice.
- 2) Check out websites from places like schools, museums, or government agencies.
- 3) Choose books written by experts or people who really know about the topic.

But watch out! Some places might not have the right facts. It's a good idea to be careful with:

- 1) Posts on social media from people who might not be experts.
- 2) Blog posts that don't give real evidence or proof.
- 3) Websites that just want to sell you things without giving solid reasons.

How To Research Effectively

Think

Is the search good or bad?

1) Largest dinosaur	Good	Bad
2) Can you tell me the way butterflies are flying?	Good	Bad
3) Easy kids crafts	Good	Bad
4) I'm really curious to see pictures of outer space	Good	Bad
5) Why is it so dark in space?	Good	Bad
6) I want to know if I should list all Canadian provinces?	Good	Bad
7) Caring for hamsters	Good	Bad
8) Where can I find the very best sounds around?	Good	Bad
9) Top children movie	Good	Bad
10) What do firefighters do?	Good	Bad

Questions

Answer the questions below

1) Why is it important to use trustworthy sources?

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

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

1) Canadian government's official website with country data.	Yes	No
2) Personal webpage with uncredited space photos.	Yes	No
3) Museum site with history exhibits.	Yes	No
4) Celebrity's blog on favourite spots.	Yes	No
5) Health site with articles by doctors.	Yes	No

Editing a Report – Importance of Diversity

How Schools Practice Diversity

Schools do many things to show that everyone's background is special:

- Schools might host cultural days where students can share their traditions.
- Classrooms might have books and stories from all over the world.
- Teachers encourage students to share about their family's traditions and customs.

Conclusion

Diversity is like a big, beautiful rainbow with many colours. It's a reminder that even though we are all different, we are all special in our own way. And when we celebrate these differences, our school feels like a star!

The Benefits of Being Diverse

When we celebrate diversity, amazing things happen:

- 1) We learn new things about different cultures and traditions.
- 2) We become better friends by understanding and respecting each other's backgrounds.
- 3) We realize that every person has a unique story to tell.

Introduction

Diversity is a big word that means celebrating all the different kinds of people around us. In school, it's like having a colourful garden with many different flowers.

Why Diversity Matters

Diversity means having all sorts of students from different backgrounds, cultures, and ways of life in one place. It's like having many pieces in a puzzle – every piece is different, but together they make a beautiful picture. When we see and learn from diverse people, we learn to appreciate the beauty in our differences.



Editing a Report – Importance of Diversity

True or False

Is the statement true or false?

1) Diversity means everyone is the same.	True	False
2) Schools might host cultural days.	True	False
3) Diversity helps us appreciate differences.	True	False
4) Schools like sharing traditions.	True	False
5) Every culture has a unique story.	True	False

Questions

Answer the questions below.

1) What was wrong with the structure of the report? Were the components of the report in the right order? Explain.

2) What order would you put the report in? Write the heading and explain why it goes where you put it.

Heading Title	Why Does it Go Here?

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.

Rocks are solid material that make up the Earth's outer layer. This report will discuss different types of rocks.

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

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

Can you imagine a world without the telephone or the internet? Let's explore the brilliant minds behind the greatest inventions! We'll learn about the inventors and the stories behind their creations.

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

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

Volcanoes are kind of neat. They are big. I've never seen a volcano. I've also never seen a penguin. In this report, we'll learn about a bunch of random things, whatever I think of.

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

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

Did you know some dinosaurs were as small as chickens? This report is all about the fascinating world of dinosaurs. We'll journey into the past and discover the mighty creatures that once roamed our planet!

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

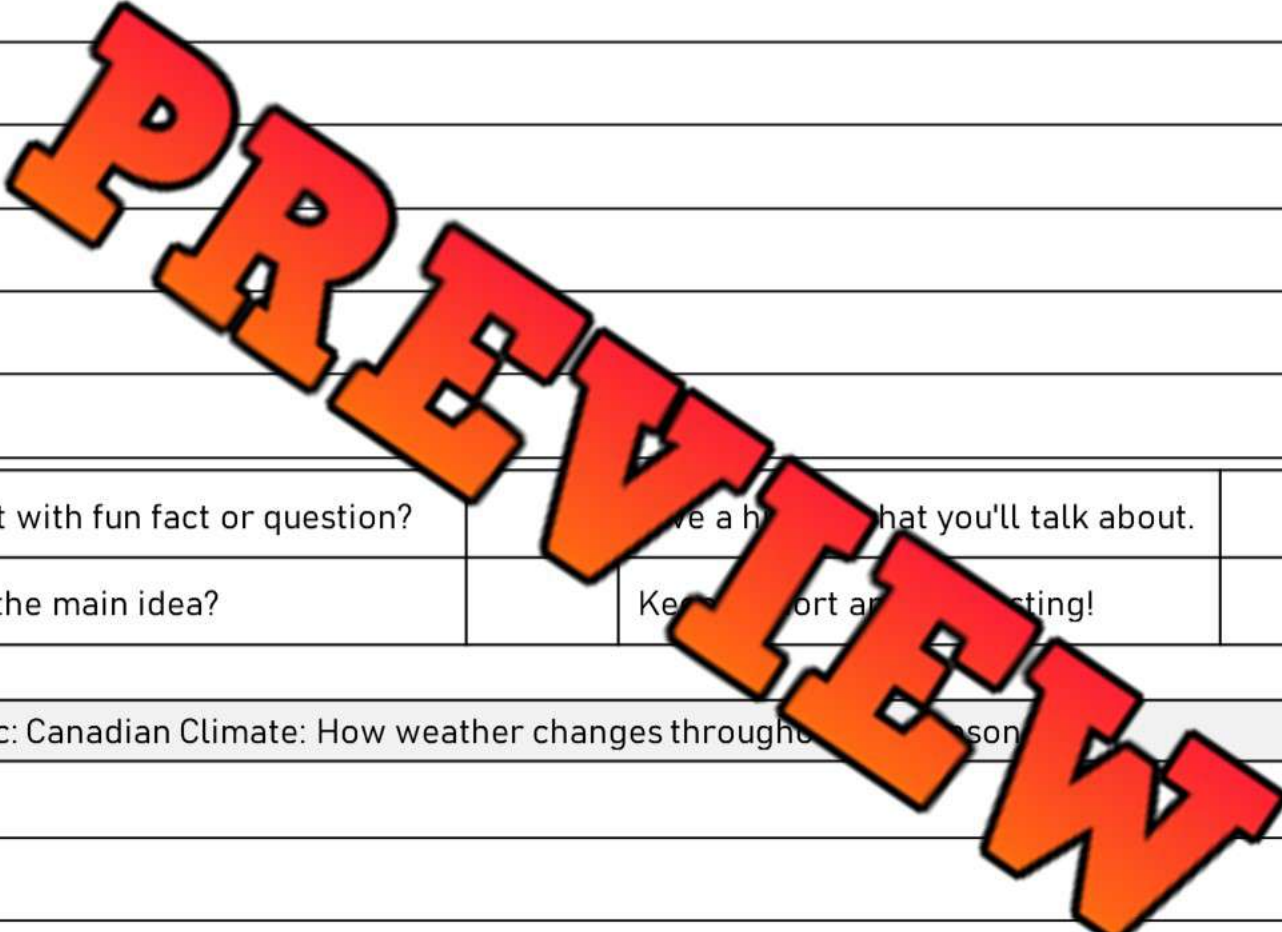
Tell the main idea?	Keep it short and interesting!	
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Report Writing – Introductions

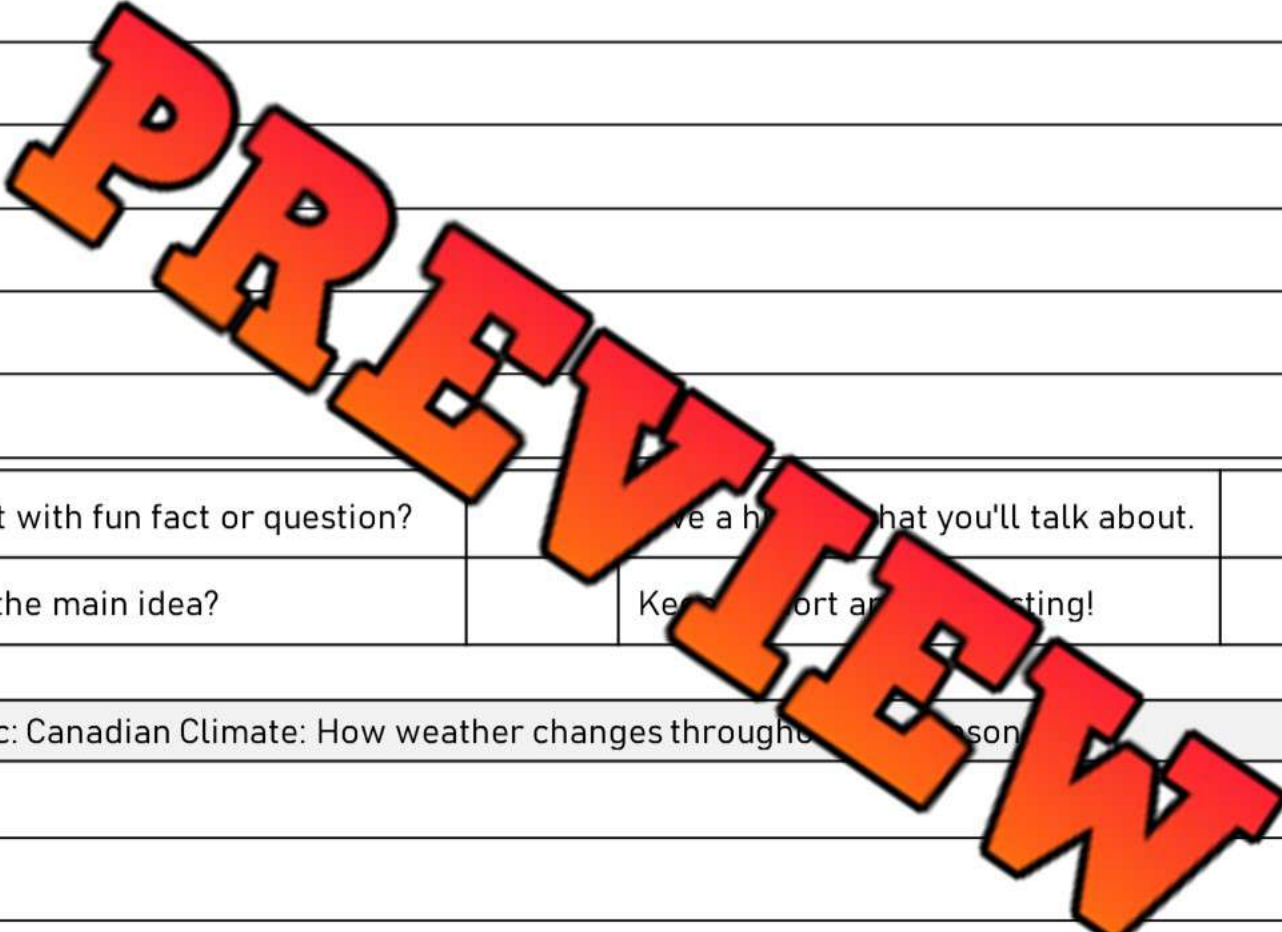
Write

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

Topic: Canadian Sports: From ice hockey to curling - a dive into Canada's favourite sports.

						
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: Canadian Climate: How weather changes throughout the season

						
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 connection 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 short, Canada has so many animals! From moose to sneaky lynx. Next time you're outside, see if you can spot any! Remember, we started talking about moose? They're like Canada's special animal.

Summarize the main points

Call to action

Connect to the introduction

with something interesting

We talked about Canada's big lakes and tall mountains. Maybe you should read a book about our thick forests. Every Canada story is like a fun trip.

Summarize the main points

Connect to the introduction

End with something interesting

We talked about a lot. I don't know, maybe think about it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

We went through a lot of information about Canada's past. There were some people, some places, and a few events. If you ever time travel, maybe you'll see some of it. But time travel isn't real... or is it?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Assignment - Writing a Report

Write

Plan your report by filling in the graphic organizer below.

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

1) Brainstorm at least 10 report topics that you will choose from. You can use some of the ideas above if you like.

2) What topic did you choose?

3) Write as many main ideas as you can think of about this topic. These will be your headings. Example: if your topic was lions, you might write about their diet, their habitat

4) Choose three main headings and write them below.

Research

Find information for your report.

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

1		<u>Sources</u>
2		<u>Sources</u>
3		<u>Sources</u>

Planning

Finish the planning process.

6) Write the introduction below. Introduce your topic in one sentence. Then explain what the rest of the report will discuss.

7) Write the conclusion or summarize your report by restating what you taught the reader.

8) What pictures can you include in your report? Draw 1 or 2 below.

--	--

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"/>
Strong Introduction		
At Least Three Headings in Body		
Use of Lists		
Picture or Diagrams		
Strong Conclusion		
Includes Facts/Statistics		
Cites Trustworthy Sources		
Logical Flow - The Report Is In The Correct Order		

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	
Strong Introduction	
At Least Three Headings in Body	
Use of Lists	
Pictures or Diagrams	
Strong Conclusion	
Includes Facts/Statistics	
Cites Trustworthy Sources	
Logical Flow - The Report Is In The Correct Order	

Rubric – Report Assignment

Category	4 Points	3 Points	2 Points	1 Point
Introduction/ Conclusion	Clear, engaging, and concise	Clear but lacks interest	Unclear or incomplete	Missing or irrelevant
Cites Trustworthy Sources	Properly cites accurate, reliable sources	Mostly accurate sources	Some unreliable sources	Uses unreliable sources
3 Headings	More than three headings, some clarity	Three headings, some clarity	Less than three headings	No clear headings
Pictures/ Diagrams	Many relevant but not well-integrated	Some relevant but not well-integrated	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, well-chosen facts and stats	Some accurate, some irrelevant	Some inaccuracies	Incorrect or irrelevant
Use of Lists	Effective use of lists or bullet points	Some effective use of lists	Minimal organization	No use of lists

Teacher Comments

Mark

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

What is a Haiku?

What is a Haiku?

A haiku is a 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 night
Children laughing and playing
Winter's chilly breath

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: Winter

Line 1	Snowflakes gently dance
Line 2	Blanketing the ground in white,
Line 3	

Topic: Spring

Line 1	Springtime buds appear,
Line 2	Flowers wake from their long sleep,
Line 3	

How to Write a Rhyming Poem

Diving Deeper into Rhyming Poetry

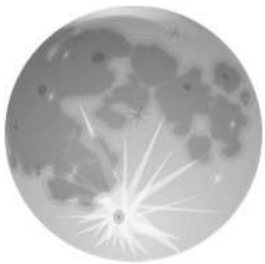
Rhyming poetry offers a chance to craft art with words. When words rhyme, their endings sound alike. This similarity can bring a musical tone to your poem, making it captivating for readers. Let's delve deeper into the world of rhyming poetry!

Understanding Rhymes

A rhyme occurs when the ending sound of two words match. Take "moon" and "tune", for instance. They rhyme because they share the shared "-oon" sound. Including rhymes in your poetry can give it a rhythmic and musical charm.

Crafting Your Rhyming Poem

- **Select a Theme:** Think of a topic you are interested in.
- **Determine a Rhyme Pattern:** Set a structure for your rhyming words. A common format is AABB, meaning the first two lines share the same ending sound, followed by the next two lines which also rhyme with each other.
- **Write:** Using your chosen rhyme pattern, start writing your poem. You might need to shuffle words or think of synonyms to make rhymes.



A Sample with AABB Rhyme Pattern:

Line 1: The moonlight shines so bright (A)

Line 2: Illuminating the silent night (A)

Line 3: Stars twinkle, a sight so neat (B)

Line 4: Lighting up the world beneath their feet (B)



Resources for Discovering Rhymes

- **Rhyming Dictionaries:** These are special dictionaries focusing on words that rhyme.
- **Online Rhyming Platforms:** There are many online tools made to help you find words with similar endings.

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
Friend			
Cake			
Song			
Star			
Smile			
Read			
Cat			
Blue			
Bear			

Write

Finish the poem below using the rhyming words.

AABB Poems

The sun is bright, up in the sky (A)
It warms the earth, oh so _____ (A)
We play outside, with joy and cheer (B)

AABB Poems

Snowflakes fall, so pure and white (A)
Covering the ground, a wintry sight (A)
We build a snowman, cold and tall (B)

ABAB Poem

At the beach, the sun is bright (A)
Children play in the sand (B)
Waves crash with all their might (A)

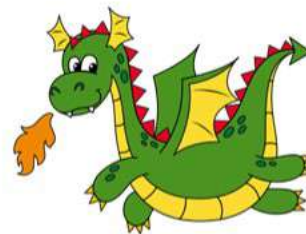
ABAB Poem

Snowflakes fall from the chilly sky (A)
Blanketing the ground in white (B)

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

Dragon Drake

There once was a dragon named Drake
Who loved to splash in the lake.
He'd dance and he'd sing,
Flap his big wing,
And eat chocolate birthday cake.

Hammy Hamster

There once was a hamster named Hammy so sly,
Who could touch the sky.
In day and night,
He'd play and delight,
Wishing that one day he'd fly.

Write

Finish the Limerick poem below.

Topic: School Clock	
Line 1	In the heart of the school's main hall,
Line 2	Stood a clock that was very tall.
Line 3	It chimed every hour,
Line 4	With such great power,
Line 5	

What is a Limerick Poem?

Write

Finish the Limerick poems below.

Topic: Reading Owl

Line 1 A young owl with glasses so neat,

Line Found reading to be such a treat.

Line By the moon's gentle glow,

Line A bookshelf would grow,

Line 5

Topic: Moving Shoes

Line 1 Tim had shoes that v w in k,

Line 2

Line 3 With each step a light,

Line 4

Line 5 He looked like a bright, moving spark.

Topic: Tin House

Line 1 In a town where the houses were tin,

Line 2 Lived a cat with a mischievous grin.

Line 3 He'd clang and he'd bang,

Line 4

Line 5

What is a Limerick Poem?

Neat	Hand	Treat	Montreal	Show
Small	Crunch	Mind	Lunch	Find
Land	Go	Street	Hall	Glow

Write

Use the word bank words to fill in the limericks below

Line 1 I'm a school just outside _____,

Line 2 The kids were incredibly _____.

Line 3 Because the kids _____,

Line 4 For the same _____,

Line 5 That they had the _____!

Line 1 A beaver with teeth sharp and _____

Line 2 Thought maple trees were a _____

Line 3 He'd munch and he'd _____,

Line 4 Till he had them for _____,

Line 5 And his dam was the talk of the _____!

Line 1 In the city of Calgary's _____,

Line 2 A young girl put on quite the _____.

Line 3 With her jump rope in _____,

Line 4 She'd leap and she'd _____,

Line 5 And the crowd would cheer, "Way to _____!"

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

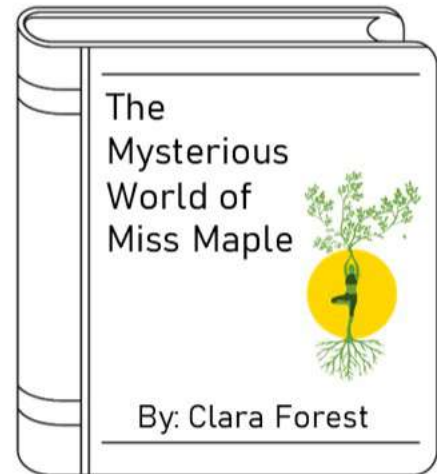
Line 4

Line 5

Analyzing a Book Review

Title and Author: "The Mysterious World of Miss Maple" by Clara Forest

Have you ever dreamed of exploring a world filled with secrets and enchantment? Journey with me into "The Mysterious World of Miss Maple" and discover wonders you won't soon forget!



Summary: Miss Maple is an extraordinary girl. She has the unique ability to communicate with all kinds of plants. When her town's magical forest suddenly goes silent, it's up to Miss Maple to uncover the reason. Along her quest, she encounters mysterious creatures, faces challenges, and unveils a secret that changes everything. I won't give away too much, but brace yourself for an enchanting ride!

Your Thoughts: I was truly mesmerized by Miss Maple. The way she communicates with nature is both heartwarming and fascinating. The illustrations are detailed and beautifully crafted, making the story even more captivating. My favorite moment was when Miss Maple and a whispering willow worked together to solve a riddle. My only wish? To dive deeper into Miss Maple's past and learn more about her unique gift!

Rating: I award "The Mysterious World of Miss Maple" 4 out of 5 stars. It's an absolute treat for those who adore magical tales and brave heroines. If you're in the mood for a story brimming with wonder and a touch of mystery, don't miss this one!



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?

Examining Bias In Reviews

What is Bias?

Bias is when we have a strong liking or disliking for something without a good reason. It's like always choosing chocolate ice cream over vanilla, even without tasting the vanilla!



How Can Reviews Be Biased?

Some people write book reviews based on what they like or don't like personally. For example, if a reviewer doesn't like stories about aliens, they might give a low score to a great book about aliens, just because of their personal feelings. This is not fair to the book!

Why is it Important to Spot Bias?

It's important to know if a review is biased because we want to make sure we're getting a true idea of how good a book really is. If we only read biased reviews, we might miss out on some fantastic stories!

List of Signs a Review Might Be Biased:

- The reviewer talks more about their feelings than the book's details.
- The review uses words like "always" or "never" a lot.
- The reviewer compares the book to something they clearly don't like.
- The review avoids discussing certain aspects of the book without explanation.

Wrapping Up:

When we read book reviews, it's smart to read multiple ones. This way, we can see different opinions and decide for ourselves. Remember, everyone has different tastes, and that's okay! But it's always good to know if a review is just based on personal likes and dislikes.

Examining Bias In Reviews

Examine

Read the reviews closely. Explain why the reviews are biased and whether you should believe what they are saying.



Game Review - "Alien Adventures": "I really don't get why people enjoy space games. "Alien Adventures" was just boring. All those spaceships and stars? Not for me. I think everyone should play school-themed games instead."

Book Review - "Mystery at Maple Street": "I can't stand mystery books, so reading "Mystery at Maple Street" was a waste of time for me. Why read about clues and detectives when there are so many other genres out there?"

Restaurant Review - Cheesy Pizza Palace: "I don't like pizza, so my visit to Cheesy Pizza Palace was a disaster. I can't understand why anyone would go there. I didn't see how a chocolate-only café be better?"

TV Show Review - "Dance Starz": "Dancing on TV? Really? I've never liked dancing, so "Dance Starz" was just a bunch of jumping around to me. Shows about cooking are way better!"

Writing With Voice – Your Thoughts

Writing with "voice" means showing your personality in your writing. It's like speaking to someone through your words on paper. When you write with voice, your writing sounds like you! This means it is informal writing.

If you're writing a product review, using your voice means sharing what you really think. If you liked a toy, you might say, "This toy is super cool and makes me laugh!" If you didn't like it, you might say, "I wish this toy had more fun things to do." Your words help people understand how you feel about the product, just like if you were talking to them.

Instructions: Write a review of a product you've recently got. This could be new shoes, clothes, a toy, a video game, or a video game. Review the product, helping people decide if they should buy the product. Write with voice in your review!

Keep in mind for your review:

- What does the product do? What rating do you give it?
- Do you like the product? Should you buy this product?
- What do you like/dislike about it?



Practicing Reviews – Luna's Talking Teddy

Reviews

Write your thoughts about the short story 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 - Luna's Talking Teddy

Luna received a teddy bear for her birthday. To her surprise, it whispered, "Thank you for being my friend." This teddy talked! They chatted about everything – dreams, fears, and adventures. When Luna felt lonely, Teddy was there, offering wise words and comfort. At bedtime, she'd share secrets from the teddy bear world. Luna's nights were never lonely again, knowing she had a friend by her side.

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.

Activity Title: Editing Teams

Instructions

How do we complete the activity?



Introduction to the Activity: Begin by explaining the significance of proofreading, revising, and checking for bias in book reviews. Remind students that reviewing a book is not just about personal opinions, but also about giving fair and constructive feedback. By working in teams, they can help one another create more effective reviews.

Student Selection: Have students use the book reviews they have written recently.

Create Editing Teams: Divide the students into groups of 4. In each group, assign the following roles:

- 1) Grammar Guru: Focuses on grammar, punctuation, and capitalization.
- 2) Clarity Checker: Ensures the review is easy to understand, looking out for any confusing statements or sentences.
- 3) Bias Detector: Identifies any signs of extreme bias to ensure the review is fair and well-balanced.
- 4) Appreciation Advocate: Writes down one aspect of the review they particularly enjoyed or found compelling.

Exchange Book Reviews in the Group: Students will pass their review to each member of their team, ensuring everyone has the opportunity to provide feedback in their assigned role.

Collaborative Revision: Allocate a set amount of time (e.g., 10 minutes) for each review. Encourage students to note down their feedback on the back of this page. The page will move around to each student in the group and then will be returned to the author of the review they were written about.

Group Discussion: Once all members have given feedback on all the reviews, provide time for the group to converse about the suggestions. Each member should explain their comments, and the original author has the chance to inquire or clarify any points.

Final Revision: Offer students an additional period to refine their book reviews based on the collective feedback they received from their team members.

Feedback

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

1) The author of this story is...

2) Grammar Guru comments

3) Clarification comments

4) Bias Detector comments

5) Appreciation Advocate comments

PREVIEW

Name: _____

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MY BOOK REVIEW

Title: _____

Author: _____

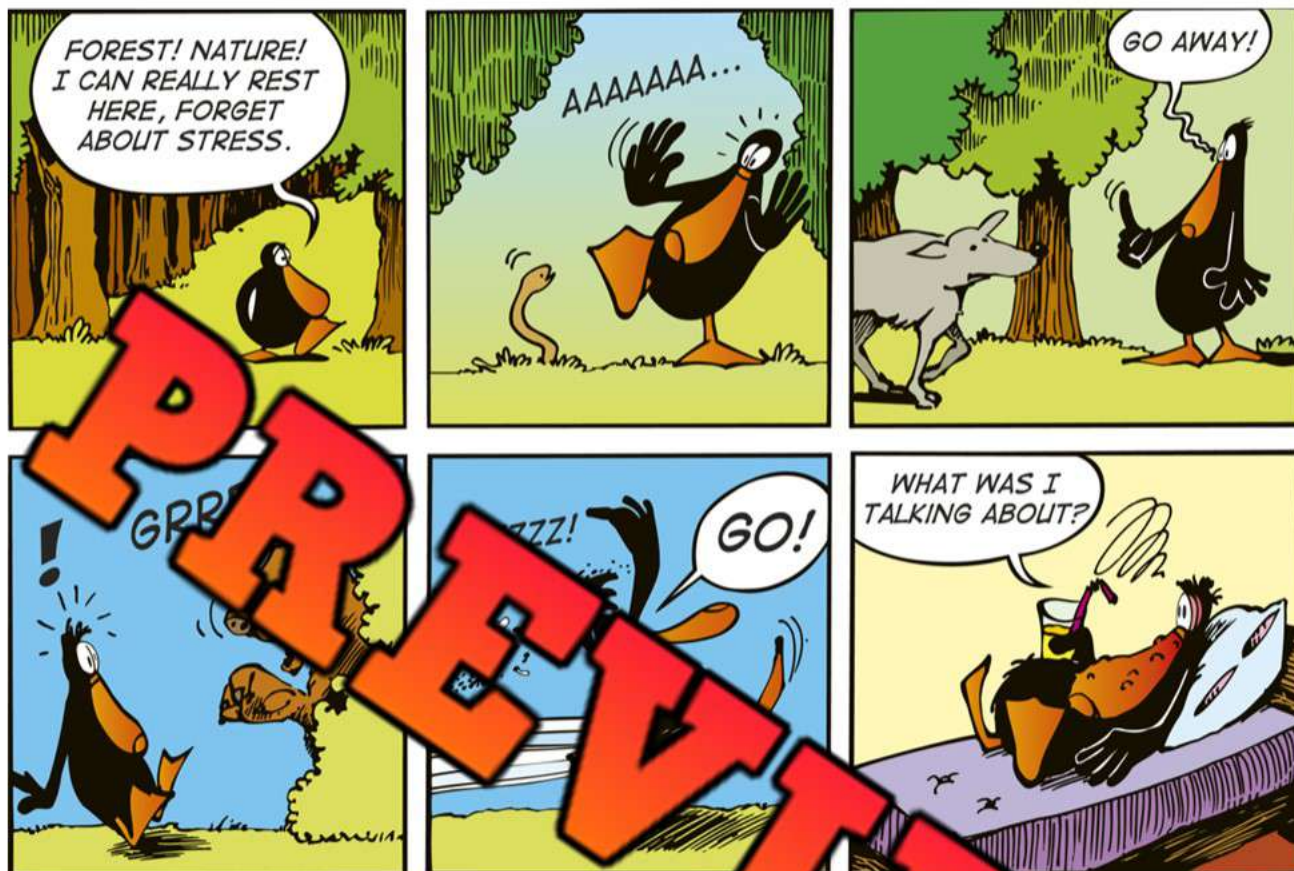
Summary

My Thoughts

PREVIEW

My Rating ★ ★ ★ ★ ★

All About Comic Strips



Examine

Read the comic and answer the questions.

- 1) How many speech bubbles are there?
- 2) How many thought bubbles are there?
- 3) In the 2nd frame, what expression does the duck's face show?
- 4) Explain the joke.
- 5) What sound effects were used in this comic? How were they added?

Writing A Comic Strip



Examine

Look at the comic closely to plan the duck's story.

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)

7)

Writing Comic Strips – The Hidden Swing

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:

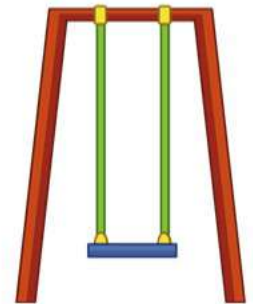
- Character A (kid, thinking, thought bubble): "What's behind that old garden door?"
- Character B (cat, speech bubble): "Meow! Meow!"
- Character A (speech bubble): "Curious too, Whiskers? Let's check it out!"

Panel 2:

- Character A (thinking, thought bubble): "So many flowers and... a maze?"
- Character B (cat, speech bubble): "Purr!"
- Sound Effect: Rustle! Rustle!

Panel 3:

- Character A (thinking, thought bubble): "What's that... a hidden swing?"
- Character B (cat, speech bubble): "Meow!"
- Character A (speech bubble): "That's a secret! Let's play!"
- Sound Effect: Onomatopoeia: Whoosh!



Biography – Hippocrates

The Pioneer of Medicine

Hippocrates, born around 460 BCE on the Greek island of Kos, is often called the "Father of Medicine". His wisdom and teachings form the foundation of modern medicine. His famous saying, "Let food be thy medicine and medicine be thy food", emphasizes the importance of nutrition to health.

Early Life and Education

Hippocrates was born in ancient Greece, a land of philosophers, scholars, and healers. As a young man, he was deeply interested in understanding the human body and its mysteries. His studies took him to various places, where he learned from scholars and observing nature.

Big Wins: Foundations of Medicine

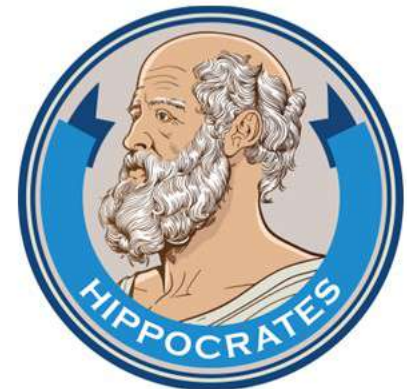
Hippocrates believed that diseases had natural causes and weren't punishments from gods. He created the Hippocratic Oath, a set of guidelines that doctors still respect today. Instead of relying on magic or superstitions, he encouraged observation, documentation, and diagnosis to treat patients.

Later Life and Legacy: Teaching Future Generations

Hippocrates travelled around and established a school on the island of Kos, where he taught his methods. While he passed away around 370 BCE, his writings, which formed the "Hippocratic Corpus", have influenced medical thought for centuries. Even today, doctors take the Hippocratic Oath, promising to uphold specific ethical standards in their practice.

Timeline: Important Dates

- 460 BCE: Hippocrates' birth on the island of Kos
- 430 BCE: Begins to travel to study medicinal practices
- 400 BCE: Introduced the Hippocratic Oath
- 390 BCE: Established a medical school on Kos
- 370 BCE: Passed away, leaving behind a legacy of medical wisdom.



Biography – Hippocrates

Questions

Answer the questions below

1) Who was the biography about?

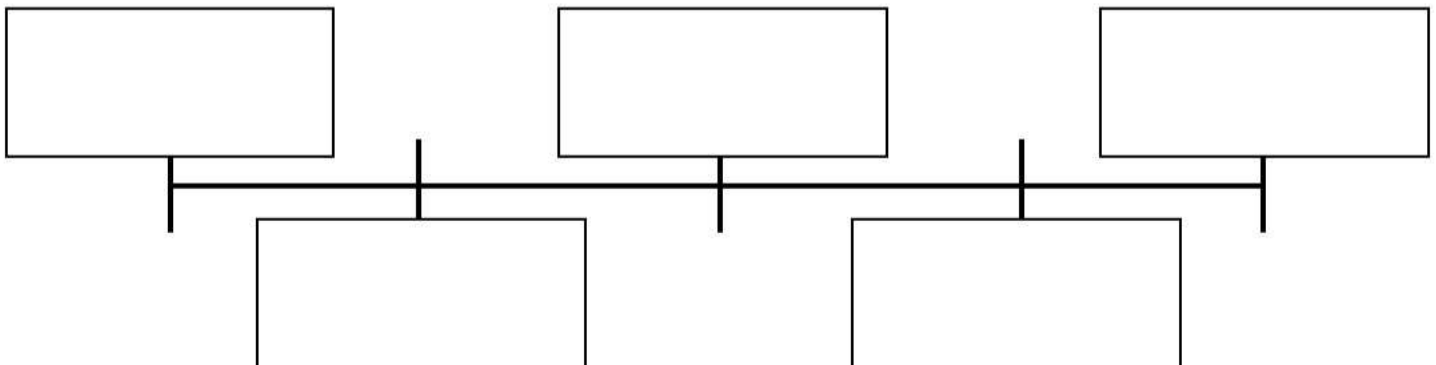
2) Write 3 facts from the biography.

3) What quote from Hippocrates was used in the biography? Write it below.

4) What achievements did Hippocrates have?

Timeline

Fill in the timeline below using the timeline from the biography



Research 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: If you are writing exactly what you read, you need to use quotations to show it isn't your words. Then you need to cite where you found the information.

Practice paraphrasing, summarizing, and quote the passages below.

Solids are one of the main states of matter. In solids, the particles are packed closely together and don't move around much. They just vibrate in place. This close packing and limited movement means solids have a fixed shape and don't flow like liquids.

Paraphrasing	In the solid state, particles are closely packed and only vibrate without moving. This is why solids, such as a rock, maintain their shape and don't flow.
--------------	--

Summarizing	Solids have closely packed particles that vibrate but don't move, making them keep their shape.
-------------	---

Quoting	"In solids, the particles (like tiny atoms or molecules) are packed closely together and don't move around much."
---------	---

Forces can push or pull objects, making them move or stop. They're responsible for the force of gravity that keeps us on the ground. Different forces can work together or against each other.

Paraphrasing	_____

Summarizing	_____

Quoting	_____

Research Skills - Bibliography



Giving Credit Where It's Due: Why Cite Sources?

When you borrow ideas or words from someone, it's right to tell everyone where you got them. This is called **citing sources**. It's like saying "thank you" for using someone's work and helps others find that work too so they could learn more if they wanted to.

Building a Source List: Why Step

A source list, or bibliography, is a list of all the places you found your information. When you make a bibliography, you put the information about the sources in a certain format. Here is the order you write the information:

- Name the Author: Write the author's name, last name first, then first name.
- Name the Source: Could be the title of a book, article, or online page.
- Publishing Information: For books, mention where it was published and by whom.
- Date: Note the date of the book's publication, when a website was last updated.

Here are some examples to help.

- 1) Rowling, J.K. "Harry Potter and the Philosopher's Stone." London: Bloomsbury, 1997.
- 2) Adams, Lily. "Amazing Jungle Creatures." Kids Explorer Magazine, April 2020, pages 8-11.
- 3) Baker, Alex. "Robots: A Quick Peek into Their Past." TechKids, www.techkids.com/robots-history, Seen on June 20, 2022.

Use Your Manners: The Importance of Being Honest

Not citing your sources is like taking someone else's work and saying it's yours. That's not fair, and it's called **plagiarism**. Being honest and giving credit shows that you are a responsible and respectful researcher.

Research Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

- Author's Name: Michael O'Reilly
- Title of the Source: "Journey Through the Rainforest"
- Place of Publication: Vancouver
- Publisher: Green Planet Publications
- Date of Publication: 2015

For a Website

- Author's Name: Sarah Lin
- Title of the Webpage: "Mysteries of the Deep Blue Sea"
- Web Address: www.oceanexplore.com/deepblue
- Date Accessed: March 30, 2022

For a Website

- Author's Name: Dr. Maria Lopez
- Title of the Webpage: "The Fascinating World of Dinosaurs"
- URL or Web Address: www.dinofacts.com/fascinating
- Date Accessed: January 5, 2022

For a Website

- Author's Name: Unknown
- Title of the Webpage: "Wonders of the Galaxy"
- URL or Web Address: www.universediscovery.net/galaxies
- Date Accessed: April 4, 2022

Bibliography

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 – Albert Einstein

Albert Einstein was a renowned physicist known for his theory of relativity. He famously stated, "Imagination is more important than knowledge."

Early Life

Born in Germany on March 14, 1879, Einstein showed an early passion for mathematics. As political tensions rose, he later moved to Switzerland and eventually to the United States.



Achievements

Einstein's most celebrated contribution is his theory of relativity, published in 1905. This changed how scientists understood time and space in the universe. He also won the Nobel Prize in Physics in 1921 for his work on the photoelectric effect.

Later Life and Legacy

Einstein continued his research and teaching throughout his life. He passed away on April 18, 1955. His groundbreaking ideas, especially the theory of relativity, revolutionized the field of physics and continue to shape scientific thought today.

Bibliography

"Albert Einstein." Encyclopedia Britannica. Encyclopedia Britannica. Accessed 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								

Name: _____

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Cursive Writing Activities

Practice

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

I am a happy student.

The cat sat on the mat.

We love our big house.

My mom cooks yummy food.

Birds sing in the trees.

Cursive Writing Activities

Practice

Trace the cursive stories below

In a small Canadian town, the
maple leaves turned brilliant hues of red
and gold. Each leaf told a tale of time.

After the first snow, Emily built a
snowman. To her surprise, it winked!
An adventure was about to begin.

Beneath the northern lights, Ben the
beaver worked tirelessly. By dawn, a
magnificent dam stood proud and
tall.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your favourite colour?

Who is your favourite superhero?

What's your favourite subject at school?

Name your favourite sport to play.

Which is your favourite book?

Who's your favourite singer or band?

What's your favourite movie?

Which is your favourite game to play at recess?

PREVIEW