



Preview – Information



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Google Slides Lessons Preview





Manitoba Language Writing – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

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

Text Forms Word Search & Match

Find each word in the puzzle and drag its letters to the box of the word it describes.

A	Stories with characters, setting, and plot.
B	Verses that use rhythm and rhyme to show feelings.
C	It uses arguments and evidence to convince readers.
D	Personal or formal messages.
E	Detailed information on a topic with subheadings.
F	Life stories about important events.
G	Daily notes about feelings or events.
H	Organized ideas or items.
I	Stories with pictures and text.
J	Step-by-step directions.

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

Biographies	Persuasive	Diaries	Letters	Narrative
Instructions	Reports	Comics	Poetry	List

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Idea Development Strategies: Talking to Others



Pretend you are writing about how to **teach a tourist how to try something new in your country** (for example, how to eat a local dish, join a festival, or play a traditional game). Talk to a friend about the steps, then write them below.



Manitoba Language Writing – Grade 6

True or False: Structuring Paragraphs

T True **F** False

Read each statement about paragraphs. Drag the letter T if the statement is true and F if the statement is false.

- ☐ A topic sentence introduces the main idea of the paragraph.
- ☐ Supporting details give more information about the topic sentence.
- ☐ A concluding sentence is not important because it wraps up the paragraph.
- ☐ Paragraphs should have sentences in a clear and logical order.
- ☐ Supporting details can include facts, examples, or descriptions.
- ☐ The topic sentence usually comes at the very end of a paragraph.
- ☐ A good paragraph has one main idea.
- ☐ The concluding sentence gives closure to the paragraph.
- ☐ Adding random ideas makes a paragraph confusing, not stronger.

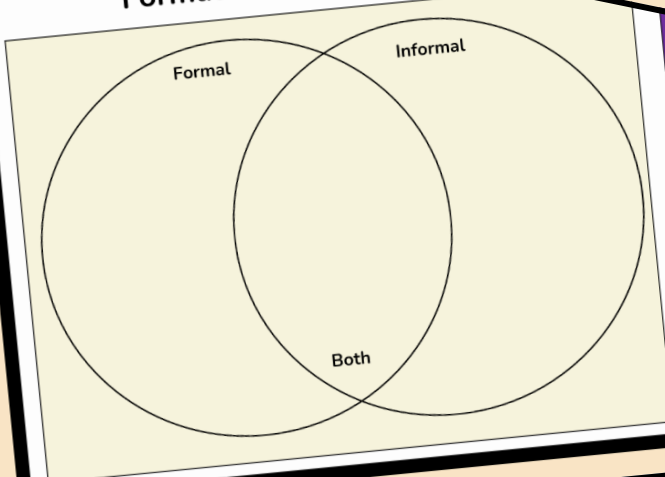
Structuring Paragraph

Draw a line to match the sentence to its correct part of the paragraph.

- 1. To prevent accidents, like walking instead of running in the hallways.
- 2. By following school rules, students can enjoy a safe and respectful environment where learning comes first.
- 3. They make sure students respect each other and avoid fights or bullying.
- 4. School rules are important for keeping everyone safe.
- 5. Following rules during emergencies, such as fire drills, keeps everyone calm and protected.

- A Topic Sentence
- B Supporting Detail #1
- C Supporting Detail #2
- D Supporting Detail #3
- E Conclusion

Formal vs. Informal Letters



Decide if each word is formal, informal, or both. Then, drag and drop the words in the correct part of the Venn diagram.

Use full name	Contractions allowed
Greeting	No contractions
Use first name	Signature
Serious purpose	Body/message
Casual purpose	Formal greeting
Date	Friendly greeting



Manitoba Language Writing – Grade 6

Trait Detective: Sort the Letters

Place each letter under **Direct** if the trait is stated, or under **Indirect** if it's shown.

Direct	Indirect

A	1) "Marco is the most dependable student in my class," said the teacher.
B	2) Jenna returned the lost wallet without telling anyone.
C	3) "Ava is rude to everyone," complained her neighbor.
D	4) "Tara is fearless," her brother bragged.
E	5) Malik held the door for three people and thanked the custodian
F	6) During practice, Ben encouraged his teammates even when he sat on the bench.
G	7) "Lena is careless with her work," the coach remarked.
H	8) After failing the quiz, Priya studied every night until she improved.
I	9) "Diego is a natural leader," the principal announced.
J	10) Even though it wasn't his mess, Owen stayed late to clean the classroom.

Read each statement carefully. Decide if it describes the **Beginning** or **Ending** of a story.

	Beginning	Ending
1 The main problem gets fixed.		
2 New characters appear in the story.		
3 The writer captures the reader's attention.		
4 A problem or challenge is introduced.		
5 The place and time are described.		
6 The reader feels there is more to discover.		
7 The biggest conflict comes to a conclusion.		
8 The central problem first appears.		
9 A lesson or message is revealed.		
10 The reader learns what the story will be about.		

...one would agree...

This must be dealt with or else...

I strongly believe...

Do you realize...

Everybody knows that...

It is obvious that...

You must know...

No sane person would agree that...

I think that...

Most people would agree that...

Obviously, no one would disagree that...

How could you possibly think...

Sorting Persuasive Sentence Starters

Decide which category it belongs to and match it by dragging the correct letter beside it.

A	Stating Opinions
B	Appealing to Everyone
C	Warning or Urging Action
D	Challenging the Reader
E	Dismissing Other Views



Workbook Preview



Grade 6 – 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 monitoring, reflecting on, and discussing processes for making sense of and creating texts.	9-12, 17-22, 32-35, 57-62, 63-74, 80-86, 113-115, 140-143, 149-153, 176-178, 181-184, 190-195, 209-212, 215-224, 228-232, 245-248, 250, 261-262, 268-278, 292-298
1.2	Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences.	15-16, 63-73, 75-83, 215-216
1.3	<p>Preview of 150 pages from this product that contains 391 pages total.</p>	
1.4		

Language
write, represent, listen, speak, and view?

	Grade Band Descriptors	Pages
2.1	Learners are more consistently and strategically applying knowledge of and using various resources for spelling, grammar, punctuation, and capitalization.	36-56, 116-117, 309-322
2.2	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.	13-14, 75-79, 87-88, 109-112, 118-139, 154-155, 179-180, 185-187, 225-227, 228-229, 233-234, 263-267, 279-282
2.3	Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.	23-31, 89-108, 173-175, 225-227, 235-248, 251-260, 263-267, 268-275, 279-282
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	13-14, 63-69, 75-79, 87-88, 109-112, 154-155, 179-180, 185-187

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
3.1	Learners are participating in, extending, and discussing creative processes for designing.	17-22, 156-159, 188-189, 205-208
3.2	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	160-162, 173-175, 190-204, 217-221, 283-297
3.3	Learners are reconstructing, manipulating, and remixing existing texts or sets of texts to create new ideas, forms, purposes, and messages.	173-175, 181-184, 213-214, 299-307
3.4	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	299-307

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
4.1	Learners are recognizing that one's identities are influenced by various factors and change over time and contexts.	N/A
4.2	Learners are understanding that texts represent and promote particular beliefs, values, and ideas.	156-159, 163-172
4.3	Learners are exploring multiple perspectives, points of view, and interpretations.	156-159, 163-172
4.4	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	144-151
4.5	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	11, 152, 277

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/grammar 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 various types of punctuation.	Yes	No
b) Use punctuation correctly.	Yes	No
c) Edit work, looking for better adjectives/adverbs	Yes	No
d) Vary sentence structure using a mix of simple, compound, complex sentences.	Yes	No
e) Add supporting details to longer pieces.	Yes	No

2 What other writing goals do you think you need?

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

Achieving Our Goals

Goals – Checking In

Did you achieve your goals?

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

PREVIEW

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

Why is it important for all types of families to be represented in books and media?

Can people still be happy if they have different amounts of money? Explain your reasoning.

How does transportation affect a person's daily life and opportunities?

How does wearing a school uniform impact the sense of dress among students?

Name: _____

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Curriculum Connection
1.1

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

PREVIEW

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

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

Understanding Text Forms

Defining Text Forms

Text forms in writing refer to the specific structures and styles that writers use to convey messages. These forms are chosen based on the writer's purpose, whether it's to tell a story, persuade an audience, or share factual information. Different text forms have characteristics that make them unique.

Common Text Forms and Their Features

- Narratives: Stories with characters, settings, and plots.
- Book Reviews: Evaluations of a book's merits and flaws.
- Poetry: Verses used to express feelings.
- Persuasive Writing: Convincing arguments and evidence.
- Letter Writing: Personal or formal communication method.
- Report: Detailed account of a topic, often with statistics.
- Biographies: Life stories focusing on key people and events.
- Comic Strips: Visual stories with humour, using dialogue and text.
- Diaries: Personal daily entries about experiences or thoughts.
- Lists: Organized collections of related items or ideas.
- Instructions: Step-by-step guide to achieve a task or make something.

Why Text Forms Matter

Recognizing and understanding different text forms is crucial for readers. It helps them to grasp the writer's intention, appreciate the structure, and engage more deeply with the content. For writers, choosing the right text form can effectively deliver their message and connect with their audience. For example, it wouldn't be very helpful to have an instruction booklet be written as a comic strip!



Matching

Draw a line from the text form to the matching description

- | | |
|--------------------|--|
| Comic Strips | <input type="checkbox"/> Tales with a setting, plot, characters. |
| Diaries | <input type="checkbox"/> Critiques of book strengths/weaknesses. |
| Persuasive Writing | <input type="checkbox"/> Expressive verses with rhyme. |
| Lists | <input type="checkbox"/> Writing to change someone's mind using reasons. |
| Instruction | <input type="checkbox"/> Written communication, formal or casual. |
| Poetry | <input type="checkbox"/> In-depth information on specific topics. |
| Book Reviews | <input type="checkbox"/> Accounts of an individual's life journey. |
| Report | <input type="checkbox"/> Stories told through images and captions. |
| Biographies | <input type="checkbox"/> Accounts of day-to-day personal thoughts. |
| Letter Writing | <input type="checkbox"/> Descriptions of related items. |
| Narratives | <input type="checkbox"/> Steps for how to do things or crafts. |

Questions

Answer the questions below.

1) Why do we have different writing forms?

2) What is the difference between writing forms? How can you tell them apart?

3) If you were writing a how to guide on beating a video game, how would you write it?

Idea Development Strategies

Developing Great Writing Ideas

Everyone has had that "a-ha" moment when an idea pops into your head. But sometimes, thinking of ideas or expanding on them can be challenging. Don't worry! There are strategies to help you develop your ideas, making them clearer and stronger.

Three Key Strategies to Grow Ideas

- ✓ **Brainstorming:** A fun way to come up with lots of ideas. Quickly jotting down any and all thoughts related to a topic, without worrying about the quality of ideas. There's no right or wrong in brainstorming. It's all about letting your mind run free.
- ✓ **Mind Mapping:** Imagine drawing a web of ideas. Start with one main idea in the centre and branch out with related thoughts or concepts. This visual method helps you see connections and explore deeper aspects of an idea.
- ✓ **Questioning:** Asking questions is a powerful tool. Dive deeper into your idea by asking the "5 Ws" - Who? What? When? Where? Why? By seeking answers to these questions, you can understand your idea better and find new directions to explore.



Importance of Planning

Just like building a house requires a blueprint, your writing benefits from planning. When you take the time to organize your thoughts and develop your ideas before starting, you lay a strong foundation for your writing. This ensures that your writing flows smoothly, your ideas are coherent, and you avoid wandering off-topic.

Remember, investing a little extra time in planning can elevate your writing from good to great, making all your efforts worthwhile. It's always better to be prepared and deliver your best work than to rush and miss out on sharing your brilliant ideas effectively.

Idea Development Strategies

Practice

Practice the different strategies below.

1) **Brainstorm:** Write all your thoughts down about your favourite music genre. Include all the reasons why it is your favourite genre.



2) **Graphic Organizer:** Fill in the graphic organizer about your favourite video game.

a) What type of game is it – puzzle, sport, action?

b) Who's your top character or avatar?

c) Describe a super cool mission, level, achievement.

d) What lessons does the game teach?

e) How do you feel when you play it?

f) If you could add a new feature or level to this game, what would it be?

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Pretend you are writing about your favourite food. What questions could you answer in your writing? One question has been done for you.

1	Is the food healthy?
2	
3	
4	
5	
6	

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

1	
2	
3	
4	
5	
6	
7	
8	

Activity: Voice in Song

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Voice in Song

Instructions

Answer the questions below.

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

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

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

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

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

Personal Voice – Word Choice

Word Choice

We all have different vocabularies, which give us a unique voice. Picture the scenes or objects below and describe them using 5 different words from your vocabulary.

Object/Scene	Word 1	Word 2	Word 3	Word 4	Word 5
Library					
Beach					
Carnival					
Mountain					
Farm					
The Sun					
Tree					
Ocean					
Dog					

Write

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

Personal Voice – Word Choice

Word Choice

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

The town was a ~~good~~ _____ place, with nice _____ houses in a row. Each house had a ~~small~~ _____ garden with pretty _____ flowers and a neat _____ lawn. The people were _____ and lived simple _____ lives, doing the same thing every day. The store in the town was ~~small~~ _____ but had ~~good~~ _____ things to buy. The weather was always fine _____, _____ or too cold _____.

The classroom was a ~~good~~ _____ place with big _____ windows and bright _____ lights. The teacher was very nice _____ and the children were ~~good~~ _____ at listening. They learned simple _____ things like numbers and _____ day, they had a ~~good~~ _____ time playing and learning. There were many _____ good _____ toys and books for the kids. It was a very ~~good~~ _____ place for learning and having fun.

Think

Write synonyms for the words below

Hard				
Strong				
Big				

Word Choice - Audience

Word Choice

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

Kindergarteners	Mortgage	Ouchie	Icky	Lit	Ball
	Uh-oh	Epic	Potty	Pension	Bo-bo

Elementary School Kids	Hyped	Insurance	Soccer	Weird	Trending
	Play	Meeting	Recess	Amazing	

High School Students	Hand Ms	Pharmacy	Mommy	Ghosted	
	Sa Bi	Shady	Sandbox	Squad	

Parents	Groceries	School	Fire	Meeting	
	Frugal	Lowkey	Education	Cringe	Cringy

Seniors	Nap	Nostalgic	Early	Cra	Page
	Comfortable	Clout	Coffee	P	etire

Question

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

Varying Sentence Lengths

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

Examples:

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



Practice writing short and long sentences about the topics below.

Topic	My Favorite Animal
Short Sentence	
Long Sentence	

Topic	Weekend Plans
Short Sentence	
Long Sentence	

Topic	When I Grow Up
Short Sentence	
Long Sentence	

Varying Sentence Lengths

Write

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

The forest was alive. Sunlight dappled through towering oaks and maples, casting a kaleidoscope of light and shadow. Silence. Then, the sudden, sharp crack of a twig underfoot broke the tranquility. A deer, majestic and cautious, emerged from the thicket, its eyes wide and alert. In the distance, a hawk screeched, soaring high above the treetops. Leaves rustled. The nearby stream, a glistening ribbon, flowed steadily, carving its path through the underbrush. Leaves rustled gently through the branches. Nightfall approached with a symphony of sounds and sights, prepared to embrace the darkness.

Sentence #	1	2	3	4	5	6	7	8	9	10
# of Words										

1	2	3	4	5	6	7	8	9	10	

Fluent Writing

Fluent writing is when you write clearly and your ideas flow smoothly, almost like telling a story. Fluent text has **commas** where you should pause, **periods** where the reader stops, and **transition words** to combine ideas seamlessly.

Fluent Writing:

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

Non-Fluent Writing:

The beach was lively. Children made sandcastles. Waves were loud.



Think: _____ example fluent or not fluent?

1) A golden sun shined over the beach as the dog fetched the stick.	Fluent	Not Fluent
2) Had cereal toast for breakfast. I had a good day.	Fluent	Not Fluent
3) In the ancient forest, a soft glow from the fire roared fully.	Fluent	Not Fluent
4) Packed sunscreen, snacks, lost keys, and a beach chair.	Fluent	Not Fluent
5) Stars twinkled, inspiring dreams in the vast cosmic universe.	Fluent	Not Fluent
6) Shopping list: eggs, new book, mow the lawn.	Fluent	Not Fluent
7) The library's quiet rows of books offered peace and knowledge.	Fluent	Not Fluent
8) Rain wet streets my umbrella is broken.	Fluent	Not Fluent
9) Gentle waves lapped the shore, soothing the day's cares.	Fluent	Not Fluent
10) Dog barks. Loud. Squirrel in yard.	Fluent	Not Fluent

Write

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

Fluent	
Not Fluent	

Fluent	
Not Fluent	

Name: _____

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Curriculum Connection
2.1

Fluent Writing

Revise

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



Not Fluent Homework done. Math hard. Lost my eraser.

Fluent

Not Fluent Cat slept on my homework. Fur everywhere.

Fluent

Not Fluent Woke up late, missed bus, forgot lunch.

Fluent

Not Fluent Tried to skateboard fell off now my elbow hurts.

Fluent

Not Fluent Played video game couldn't win frustrating.

Fluent

Not Fluent I Wanted pizza I Had soup. Still hungry.

Fluent

Exploring the Structure of Paragraphs

Understanding Paragraph Basics

Paragraphs are essential building blocks in writing. Just like how we build structures using bricks, writers use paragraphs to construct their stories, reports, essays, and more.



The Three Parts of a Paragraph

Every paragraph really stands on three main parts.

Think of it as the three-legged stool; each one is necessary to keep it balanced.

- **Topic Sentence:** This is the sentence that introduces the main idea of the paragraph. It's like telling your reader, "This is what I'm going to talk about in this section."
- **Supporting Details:** These are the sentences that provide more information about the topic. They give examples, facts, and details that help your reader understand the main idea better.
- **Concluding Sentence:** This sentence wraps up the paragraph and gives a sense of closure. It's like saying, "This is what I just talked about."

Why Order Matters

The order of sentences in a paragraph is like following a recipe. If you mix ingredients in the wrong order, your dish might not turn out right. Similarly, a well-ordered paragraph helps your reader follow your thought process easily.

- ✓ First, the topic sentence sets the stage.
- ✓ Then, the supporting details fill in the gaps, adding flavour and depth.
- ✓ Lastly, the concluding sentence ties everything together, presenting a finished idea.

Paragraphs are more than just groups of sentences. They're carefully crafted sections of text, each with a purpose, ensuring our writing is clear, and enjoyable to read. Remember, understanding the structure is the first step in creating strong and effective paragraphs!

Exploring the Structure of Paragraphs

Topic Sentence

Read the paragraphs below and then write a topic sentence for each one.
Tip: the conclusion sentence will help guide you!

Topic Sentence

Every day, cafeterias become lively meeting points where students share stories, discuss projects, and enjoy meals together. Cafeterias are not just where students eat lunch, it's a place for students to connect.

Topic Sentence

Between their well-loved books that transport readers to far-off lands, historical eras, and imaginary worlds, libraries are treasure troves of knowledge and adventure.

Topic Sentence

Streets glisten with snow, kids build snowmen, and everyone enjoys the fun of snowball fights and sledding. Winter brings a magical transformation to our town.

Hooks

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

Boring Version

Board games are an okay way to spend family time.

Your Version

Boring Version

Reading books makes you smarter.

Your Version

Boring Version

Homemade meals are better for us than take-out food.

Your Version

Writing Hooks – Improving Topic Sentences

Asking a Question: Start with a question to make your readers think.

Example: "Ever wonder why the sky is blue?"

Using an Exclamation: Say something exciting to grab attention.

Example: "Watch out! Volcanoes can explode big time!"



Making a Bold Statement: Begin with a clear statement so readers know what's coming.

Example: "Penguins are the best animal at handling cold."

Adding an Interesting Fact: Tell an interesting fact to get readers interested.

Example: "Did you know? Cats have three hearts!"

Hooks

Write the topic sentence below using the different strategies.

Original Version	Dogs are the best pets.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Movies are better than books.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) They're found in almost every home, flickering softly at night. They bring warmth and a cozy feeling, especially during cold evenings. Candles are a great way to light up a room naturally.

a) Candles light up rooms with their gentle glow.

b) Candles are made of wax.

c) They can be lit to create light.

2) They soar high in the sky, often shaped like animals or heroes. On windy days, kids love to fly them. Kites move to the beat of the wind.

a) They require wind to stay aloft.

b) Kites are objects that people fly in the sky.

c) Kites dance gracefully against the backdrop of the sky.

3) They bloom in the spring, showing off vibrant colors like pink, white, and purple. Gardens are incomplete without them! Flowers are an important addition to gardens.

a) Flowers add beauty and colour to our gardens.

b) Flowers grow in the ground.

c) They come in various forms and colours.

4) They're small and come in shiny wrappers. Chocolates, especially the dark ones, can be both sweet and bitter. Chocolates are a favourite treat among kids and adults.

a) Chocolates are edible items.

b) Chocolates are delightful treats loved by many.

c) They come from cocoa beans.

Crafting Perfect Paragraphs

Starting Off Right: The Hook

Every great paragraph starts with a compelling hook, or topic sentence. This is the sentence that grabs the reader's attention and hints at the main idea. Consider it the anchor for everything that follows in the paragraph.

Diving Deep: Supporting Details

With a hook in place, it's now time to flesh out your paragraph with supporting details. These details provide depth and give readers more information about the topic you introduced. Think of them as the pillars that uphold your main idea. Here are a few examples of main ideas followed by three supporting details:

Main Idea: Dogs make excellent pets.

- ✓ Detail 1: They are loyal and offer companionship.
- ✓ Detail 2: Dogs can be trained to help with tasks, even for accessibility.
- ✓ Detail 3: Having a dog encourages owners to exercise, leading to a healthier lifestyle.



Main Idea: Reading books has numerous benefits for children.

- ✓ Detail 1: It improves vocabulary and language skills.
- ✓ Detail 2: Reading helps in developing imagination and creativity.
- ✓ Detail 3: Regular reading boosts cognitive and concentration skills in kids.

Always ensure that the details you provide directly back up your main idea and are relevant to your paragraph's topic.

Wrapping it Up: The Conclusion

No paragraph is complete without a concluding sentence. This sentence should sum up the information presented and reinforce the main point of the paragraph. Think of it as the final touch that brings everything full circle.

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	There are massive bodies of water.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Fruits come in all kinds of types and tastes.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	The winter season is a lot of fun.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

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

Brainstorm why summer is the best season

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

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

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

1) What is your dream?

Dream
Car

List the three main ideas you can pick 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 wanted to visit the zoo _____, my brother preferred the amusement park. We had to choose one for our family outing.
- 2) Sarah enjoys reading mystery books _____, her brother enjoys science fiction. They often exchange books and read each other's favourites.
- 3) We visited the beach on Saturday. _____ we went hiking in the mountains on Sunday. Our weekend was full of outdoor activities.
- 4) She enjoys painting landscapes. _____ he likes to paint abstract art. They both appreciate different styles of painting.
- 5) I enjoy going to the park after school. _____, I often play on the swings, enjoying the feeling of soaring through the air. _____, I like to explore the jungle gym, climbing up and down the ladders and slides. _____, my friends often start a game of tag, and I happily join in after some time on the jungle gym. _____, we gather on the grass and share snacks we've brought from home, laughing and chatting. _____, as the day starts to fade, we sometimes watch the sunset, a big orange ball sinking below the horizon. It's a wonderful way to end our time at the park.

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

A conclusion sentence is the final sentence in a paragraph. It sums up the main points you've written about and gives a full stop to your thoughts, helping the reader understand and remember your main message.



The Importance of a Strong Ending

Ending a paragraph with a clear and concise conclusion has several benefits:

- It summarizes your ideas. Start by repeating your main point but in a different way. It's like saying, "Hey, don't forget this part!"
- It provides clarity and a sense of completion. Sometimes, you can make your reader think by asking a question at the end. For instance, if you're writing about saving the environment, you could ask, "What can we do to help our planet?"
- It reinforces the message for the reader. It's appropriate to tell the reader how you feel about your topic. For example, if you're writing about your favorite book, you could say, "I love this book, and I think you will too."

For instance, if discussing the value of recess, a conclusion sentence could read: "Clearly, recess is an essential part of the school day."

Tips for Crafting a Conclusion Sentence

When you are writing your conclusion, focus on your main idea. Here are strategies:

- ✓ Restate: Bring back the main point in a different way.
- ✓ Pose a Question: This can prompt the reader to reflect further.
- ✓ State Your Feeling: Directly mention how you feel about the topic.

Always keep in mind that the conclusion is vital for wrapping up your thoughts. Whether explaining a subject or sharing an experience, a strong conclusion will help your writing leave a lasting impact.

Ending With a Bang: Conclusion Sentences

True or False

Is the statement true or false?

1) A conclusion sentence is the first sentence in a paragraph.	True	False
2) A conclusion should teach more about the subject.	True	False
3) Ending your paragraph with a clear conclusion provides clarity.	True	False
4) A conclusion should be about the main idea of the next paragraph.	True	False
5) Sharing facts about a topic can be part of a conclusion.	True	False

Think

Which conclusion sentence you think is best.

1) Butterflies are colorful insects that flutter from flower to flower. Their wings have vibrant patterns that catch the eye and are mesmerizing to observe. It's a joy to see them dance in the sunlight.

- a) Butterflies truly add a splash of color to any natural canvas.
- b) Watching goldfish can be a calming experience.
- c) They pollenate our plants, helping grow many fruits and vegetables.

2) Sunflowers are interesting plants that can grow in almost any environment. They grow tall and face the sun with their big yellow heads. They are a natural source of food as a snack. They stand proudly, adding brightness to any garden.

- a) Sunflowers are yellow and have a green stalk.
- b) Sunflowers can grow up to over 12 feet tall.
- c) Sunflowers are nature's way of bringing sunshine to our gardens.

3) Cats are often kept as pets and are known for their playful nature. Their soft fur and purring sound can be comforting. Many people enjoy their company during a quiet evening.

- a) Cats, with their gentle purrs, make perfect companions for cozy moments.
- b) Cats sometimes do the craziest things!
- c) Cats can fall safely from heights of around 20 stories (60 metres)!

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) Clouds float gracefully across the sky, changing shapes as they go. They can be fluffy, wispy, or dark, depending on the weather. Watching them can be a calming and imaginative activity.

2) Books transport readers to different worlds through words. They can be filled with tales of magic, adventure, and mystery. Reading them is like embarking on countless journeys without leaving home.

3) Bicycles are two-wheeled vehicles that people use for fun and transportation. They are powered by pedaling and can be seen on streets and paths. Riding them is not only enjoyable but also a good exercise.

4) Apples are delicious fruits often eaten as snacks. They come in various colours, from green to red. Their crunchy texture and sweet taste make them a favourite for many.

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.

Conserving electricity is essential for our environment. Firstly, using less power reduces the amount of harmful emissions released by power plants. Additionally, it conserves natural resources, ensuring they last for future generations. Furthermore, being energy-efficient can also lower our electricity bills, saving money for families. In conclusion, making small changes in our daily routines can lead to big benefits for our planet and our pockets.

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. Make sure to use transition words between your supporting sentences.

Edit

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

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

Edit

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

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

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Formal Versus Informal Letters

Formal Letters

Formal letters are used in serious situations, like when we need to write to people we don't know well or when we want to be polite and respectful. Here are some key points of formal letters:

1. Recipient's Name: In a formal letter, we start with "Dear" followed by the person's title and last name, like "Dear Mr. Smith" or "Dear Principal Johnson."
2. Language: Use proper language and avoid contractions (like "don't" or "can't"). It's important to be polite and clear.
3. Purpose: Formal letters are for official matters, like job applications, complaint letters, or writing to someone in authority, like the Prime Minister.

Informal Letters

Informal letters are more relaxed and friendly. We use them when writing to friends, family, or people we know well. Here's how you should write without informal letters:

1. Recipient's Name: In an informal letter, we use the person's first name, like "Dear Sarah." We can also use casual greetings, like "Hi," "Hello," "Hiya," "Howdy," etc.
2. Language: We can use everyday language and contractions. It's okay to be less formal. Your writing should be in your voice, like how you talk.
3. Purpose: Informal letters are for personal communication, sharing news, or just keeping in touch with loved ones.



Letters vs. Emails: Choosing the Right Method

Letters, traditionally used for long-distance communication, are often written on paper and sent for special occasions, sentimental reasons, or when a physical copy is important. They can be formal, like writing to a company, or informal, like a birthday note to grandma.

On the other hand, **emails**, thanks to technology, are now a popular way to chat. They're speedy, don't use paper, and can be both formal, like asking a teacher about homework, or informal, like discussing weekend plans with a friend.

Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are always written to friends and family.	True	False
2) Informal letters use a friendly, personal tone.	True	False
3) You might write a formal letter to a school principal.	True	False
4) Everyday language is commonly used in formal letters.	True	False
5) Business letters are typically written in a formal style.	True	False

Think

Which type of letter is given in the example.

Subject: Upcoming Project
Dear Mr. Thompson,
I wanted to tell you how much I enjoyed your guidance during the science fair. I learned a lot and had a great time. Regarding the upcoming project, I have a question about the topics. Can we discuss this next class?
Thank you,
Liam

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

Dear Mrs. Robinson,
I am writing to express my gratitude for your guidance during the science fair. I learned a lot and had a great time. Could you kindly provide feedback on my presentation?
Sincerely,
Omar

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

Hi Grandma!

I hope you're doing well. Just wanted to share that I won first place in the school spelling bee. Can't wait to see you and tell you all about it.

Love,
Ella

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

Subject: Soccer Practice Fun

Hey Jake,
You won't believe what happened at soccer practice yesterday! I'll give you all the details when we meet up.

Take care,
Sophia

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

Purpose and Audience of Letters

Think

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

Audience	Purpose	Formal or Informal	
School Principal	Request for longer recess	Formal	Informal
Best Friend	Share about a fun summer adventure	Formal	Informal
Local Mayor	Suggest building a community playground	Formal	Informal
Grandmother	Thank them for a recent gift	Formal	Informal
Class Teacher	Request clarification on a homework assignment	Formal	Informal
Cousin	Invite them to a birthday party	Formal	Informal
School Librarian	Request a specific book series	Formal	Informal
Parents	Request permission for a school project	Formal	Informal
Newspaper	Share an interesting article	Formal	Informal
Schoolmate	Apologize for missing a party	Formal	Informal
Book Author	Express appreciation for their work	Formal	Informal
Fire Department	Thank them for their service	Formal	Informal

Think

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

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

Name: _____

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Curriculum Connection
1.2, 2.2, 2.4

Informal Email Writing

Write

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

Audience	Purpose
Friend	Asking them what their plans are this weekend and if they want to hang out.
Subject: _____	

Audience	Purpose
Favourite Celebrity	Writing them to say hi and to tell them you are a fan.
Subject: _____	

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!	So,	Well,
Oh!	Ouch!	Yippee!	No!	Yikes!	Ah!	Whoa!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!	Bah!	Ya,

Think

Add the appropriate interjections and describe the voice used.

Subject: Surprise Party Invitation

Hey there,

_____ I'm throwing a surprise party for Lisa! _____ I can't wait to see her reaction when she gets there. _____ Everything is set, and it's going to be a blast! See you there,
Sarah

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

Subject: Class Pet Idea

Hi classmates,

_____ I was thinking, what if we had a class pet? _____ I'm thinking of having a cute furry friend in the classroom. _____ Maybe we can ask the teacher and see if it's possible.

Let me know your thoughts,
Alex

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

Subject: Lost Phone

Hi,

_____ Oh no, I can't find my phone anywhere! _____ I had it with me earlier, but now it's missing. _____ Seriously, where could it be? _____ Can you please help me look for it?

Thanks,
Alex

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

Success Criteria – Informal Emails

Analyze

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

Subject: My Weekend Fun

Hey Sarah

Wowzer! It was a amazing weekend! While I was out for a walk on Saturday, I stumbled upon a group of magicians performing tricks. They were incredible, and I couldn't resist watching.

Then, they invited me to join in on some of their magic tricks right there on the street! I was surprised and a bit nervous at first. The magician made a beautiful white dove appear out of thin air, and I got to try it myself. Incredible right! Also, I got hypnotized for 10 minutes! Whoa! It was so much fun!

I'm so excited to share more with you. Maybe we can go to the park this weekend, maybe at the park? I've got lots of stories to tell!!!

Talk to you soon,

Emily

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

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

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

Write

Plan your email by filling in the graphic organizer.

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

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

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

PREVIEW

Edit

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

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

Edit

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

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

Name: _____

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Curriculum Connection
1.1, 1.2

Assignment – Informal Email Writing

Write

Write your informal email below.

PREVIEW

Rubric – Informal Email

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

Teacher Comments

Mark

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

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 to you?		
Are your ideas clear to the reader?		
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?

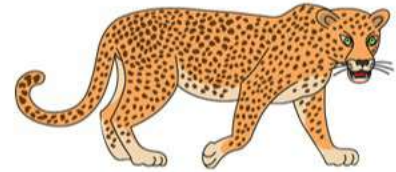
6) Are there any parts of my writing that might confuse or disengage my readers?

Figurative Language - Simile

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

Here are some examples of similes:

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



Write _____ the similes below

1)	As sharp _____.
2)	As brave as _____.
3)	Slippery like _____.
4)	Fast like _____.

Write _____ Add a simile to the sentence.

1)	He ran _____ _____ when he saw the steam truck.
2)	The teacher's explanation was _____ _____, and everyone understood the lesson.
3)	His jokes were _____ _____, always making everyone laugh.
4)	The night sky was _____ _____, dotted with twinkling stars.

Figurative Language - Metaphor

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

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



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

Thing To Compare	Comparison	Sentence
Library	Treasure Chest	A library is a treasure chest because of all the amazing books you can find inside.
Life	Rollercoaster	
Knowledge	Power	
Laughter	Best Medicine	
World	Stage	
Silence	Golden	

Narrative Writing - Imagery

Draw

Read the sentences below and draw what you imagine.

On an autumn afternoon, Jordan, clad in a jacket and boots, stood at a forest's edge, compass and map in hand. Tall trees with leaves of orange, red and gold formed a canopy around him. A gentle breeze carried pine scents and the sounds of birds as they played and a hawk soared above. Sunlight peeked through the branches, casting a warm, dappled light on the forest floor. In the distance, a mountain range emerged, its peaks dusted with snow. The scene encapsulated the tranquil beauty of nature's autumnal transformation.

Alex leaned against a wall covered in graffiti, his hands in his pockets. He wore a bright yellow raincoat and headphones, looking at the busy street as people rushed past with umbrellas in the light rain. Bright lights from store signs shone, making the wet ground sparkle. Tall buildings reached high into the sky with lots of clouds around them. Sounds of the city mixed with distant music and car horns. A stray cat looked at Alex for a moment, then walked away into the city.

Narrative Writing - Imagery

Direction

Write a sentence that uses imagery for each prompt.

1) A campfire under the stars

2) A busy supermarket

3) A city bus

4) A family picnic

5) A community swimming pool

PREVIEW

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 thunderstorm. Describe what the character sees, feels, hears, tastes, and smells.

During the thunderstorm, Jamie pressed against the window. Rain drummed loudly, with booming thunder in the distance. Flashing lightning briefly lit up the swaying trees outside. Cold drafts made his skin tingle, and the scent of damp earth filled the air. He tasted the rain's freshness on his lips.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing – Adventurous Characters

Developing **adventurous characters** in a story is when the writer shows us characters who love exciting and daring adventures. These characters often explore new places, solve mysteries, or go on quests.

For example, an adventurous character might be someone who climbs the tallest mountains and discovers hidden caves, showing they are adventurous.

Create

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

Explorer	Treasure Hunter	Space Cadet	Time Traveler	Underwater Diver
----------	-----------------	-------------	---------------	------------------

1) What is your character's name?

2) Draw your character. 3) Where does it live? Describe the setting.

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

Direct and Indirect Characterization

Characterization can be either **direct** or **indirect**. Direct characterization is what the narrator tells you about a character. Indirect characterization is what you can infer from the characters actions and interactions with other characters.

For example: the writer might say, "Sarah is very kind and always helps her friends." This is **direct characterization**.

If Sarah spends her time helping her friends and being nice to them, you understand that she is kind. This is **indirect characterization**.

Write _____ sentences below and circle what characterization type is used.

1	Kevin is impatient and always interrupts speaking in front of the class.	Direct	Indirect
2	Whenever Maya saw a friend who was sad, she would go over and talk to them.	Direct	Indirect
3	The teacher said, "Sam is the most responsible student in our class."	Direct	Indirect
4	The principal announced, "This student is a true example of honesty and integrity."	Direct	Indirect
5	Her mother described her as a girl with an adventurous spirit.		Indirect
6	After the soccer game, Jamie showed great sportsmanship by shaking hands with the opposing team.		Indirect
7	In the story, Noah always stood up to bullies and defended his friends.	Direct	Indirect
8	Lily always had her nose in a book, even during lunch.	Direct	Indirect
9	Alex spent his Saturday afternoons volunteering at the animal shelter.	Direct	Indirect
10	Every time there was a group project, Derek took charge and organized everything.	Direct	Indirect
11	"He's the kindest person I know," remarked Sarah about her brother.	Direct	Indirect

Think

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

Character's Name:**Direct characterization**

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

Indirect characterization

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

PREVIEW

Write

Describe the character in your own words.

Narrative Writing - Characters

Create

Create a character and fill in the organizer below. Draw them in the middle.

My character is: _____

What does the character look like?

What do they do? (actions)

What do they say?

What do others say
about the character?

PREVIEW

Narrative Writing – 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 the 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.

With her long, flowing auburn hair and a perpetual twinkle in her hazel eyes, Sophie is the town's resident artist. She can often be found in a paintbrush, translating her thoughts into vibrant masterpieces. Her creative energy knows no bounds, and her unique way of evoking emotion is beyond words. Who gazes upon it.

Name	
Look	
Personality	
Special Trait or Talent	

With his short blond hair and a constant smile, Steven is the neighbourhood's friendly hero. He wears a red cape and is always ready to help others. You can often find him at the park, playing with kids and making everyone feel happy. His superpower is spreading joy.

Name	
Look	
Personality	
Special Trait or Talent	

With his bright blue eyes and messy brown hair, Ted is often spotted in his faded baseball cap. His curiosity knows no bounds, and he's constantly on a quest to uncover the world's secrets. Whether it's exploring the woods or reading books, Ted's insatiable thirst for knowledge is his greatest strength.

Name	
Look	
Personality	
Special Trait or Talent	

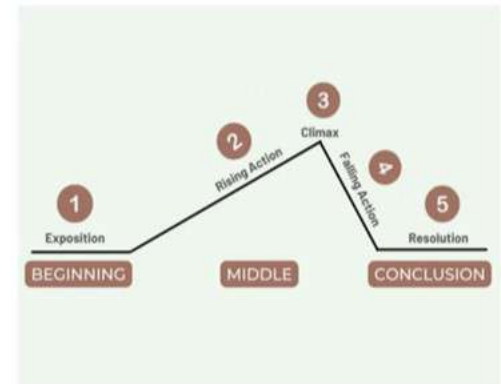
Narrative Structure

Understanding Narrative Structure

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

Starting the Story: Exposition

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



Building Up: Rising Action

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

The Big Moment: Climax

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

Wrapping Up: Falling Action

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

The End: Resolution

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

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

Answer**Which part of the narrative structure is described?**

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 you think this sentence is from.

1) As the mysterious sounds in the attic echoed each night, Emma's curiosity turned to fear.	Exposition	Rising Action
2) When Jake first moved to the small coastal town, he had no idea how different his life was about to become.	Exposition	Resolution
3) Sarah finally confronted her rival on the school playground, her voice steady despite her racing heart.	Falling Action	Climax
4) Luna's laughter echoed through the halls as she outsmarted the castle's ghost.	Falling Action	Resolution
5) The final whistle blew, and Mia's team erupted in cheers, their hard work and dedication paying off.	Climax	Resolution
6) The audience held its breath as the magician reached into the hat, his hand trembling slightly.	Climax	Exposition
7) With the storm raging outside, the family huddled together in the basement, listening to the wind howl.	Rising Action	Exposition

Think

Read the story and describe what happens in each part of the narrative structure.

Summary

Twelve-year-old Jordan had just moved to a new town and was nervous about starting at a new school. On his first day, he met Alex and Sam, who shared his interest in nature and gardening. They quickly became friends and discovered a local community garden competition, deciding to enter together.

They spent weeks after school preparing their garden plot, planting a variety of flowers and vegetables, and learning from each other. However, just days before the competition, a sudden storm hit the town and severely damaged their garden. Despite feeling discouraged, Jordan, Alex, and Sam worked tirelessly, showing true determination to restore their garden.

On the day of the competition, they were nervous but proud of what they had accomplished, regardless of the outcome. To their surprise, they won second place, and their garden was praised for its beauty and resilience. More importantly, through this experience, they realized the value of their friendship and the journey they shared while working together.

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

Narrative Writing - Plot

Creating a plot for your story is like planning an exciting adventure.

- Start with an Idea: Begin by brainstorming the main theme or concept of your story, like an adventure, mystery, or comedy.
- Build Characters: Develop your characters further by exploring their motivations, desires, and obstacles they face.
- Plan the Beginning: Describe the setting, introduce characters, and outline the problem they're tackling.
- Develop the Middle: Show how characters overcome challenges, meet new friends, and learn important lessons as they work towards their goals.
- Design the End: Decide how the story concludes, whether characters succeed or not, ensuring a satisfying resolution.

Your plot can be simple or complex. Let your creativity shine and enjoy the process!

Practice Read the short story below. Then fill in the organizer.

Tommy, a city boy with big dreams, always wanted a jungle adventure. On his birthday, he found himself in Greenwild Jungle Park, map and toy compass in hand. There, he met Maya, who was searching for the legendary Golden Monkey statue.

Together, they tackled riddles, crossed bridges, and evaded "jungle beasts." Their teamwork led them to the statue at sunset. Beyond the thrill of discovery, they celebrated a newfound friendship, ready for more adventures ahead.

Character	
Beginning	
Middle	
End	

Using Quotations in Narratives

Quotation Marks in Dialogue

Understanding how to use quotation marks correctly in dialogue is essential. These punctuation marks help readers know when a character is speaking in a story. Here are eight important rules to remember, complete with examples for each.

Rules for Using Quotations in Dialogue:

- 1) **Starting and Ending with Quotation Marks:** Every time someone speaks in your story, you should begin and end their speech with quotation marks.
 - Example: "Let's get ice cream," said Tim.
- 2) **Commas:** Commas to introduce or end direct quotations.
 - Example: "Let's go to the park," Jane suggested.
- 3) **Punctuation Inside Quotation Marks:** Periods, commas, question marks, and exclamation points go inside the quotation marks, even if they are not part of the original material.
 - Example: "Did you finish your homework?" he asked.
- 4) **Quotations Within Quotations:** If someone in your story repeats what another person said, use single quotation marks for the inner quotation.
 - Example: Sarah said, "Mark told me, 'Never give up.'"
- 5) **Multiple Paragraphs of Dialogue:** If a character's speech extends beyond one paragraph, each new paragraph should start with a quotation mark. Only the final paragraph should close with a quotation mark.
 - Example:
"I have a long story to share. First, we went hiking up the mountain.
"Then, we camped by the river."
- 6) **Using Tags:** When identifying who is speaking (using tags like "he said" or "she yelled"), follow appropriate punctuation rules.
 - Example: "I can't believe it's raining," Tom complained.
- 7) **Question Tags:** If the dialogue is a question, the tag should be lowercase.
 - Example: "Is it your birthday today?" he asked.
- 8) **Exclamation Points and Question Marks:** Don't use commas when the dialogue ends with an exclamation point or a question mark.
 - Example: "Hurry up!" she shouted.



Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	"Please pass the salt", Mom requested.
Edited	

Original	"Go to the park!" Shouted Emily.
Edited	

Original	"I'm sorry for the thought Alex"
Edited	

Original	"Do you want ice cream", asked.
Edited	

Original	Claire said, "Nora told me, You can do it"
Edited	

Original	"What's your favourite movie", Jane wondered.
Edited	

Original	"Time for bed!"
Edited	

Original	"I love chocolate cake"! smiled Sarah.
Edited	

Character Personality and Dialogue

Think

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

Personality: Shy

- a) "I love being in the spotlight," she declared confidently.
- b) "Um, I'd not go first, if that's okay," he murmured shyly.
- c) "Let's discuss this! I've got plenty to say," he exclaimed boldly.

Personality: Adventurous

- a) "No thanks, I'd stay in here. It's safer," she said cautiously.
- b) "Adventure? I think it's a bit risky for my taste," he noted warily.
- c) "Let's explore the forest! It might be amazing out there," she suggested.

Personality: Compassionate

- a) "I'm too busy with my own stuff to worry about others," he replied differently.
- b) "Why should I care? It's not my problem," she replied slowly.
- c) "Are you okay? It seems like you could use a friend right now," she asked.

Personality: Stubborn

- a) "I guess I could consider a different perspective," he conceded reluctantly.
- b) "I always like to hear what others think before deciding," she pondered thoughtfully.
- c) "I'm not changing my mind. I know I'm right about this," she insisted firmly.

Personality: Humorous

- a) "I don't really enjoy jokes or funny stories much," he admitted flatly.
- b) "Laughter? Nah, I prefer serious conversations," she remarked seriously.
- c) "Why don't scientists trust atoms? Because they make up everything!" he joked.

Emotions in Dialogue – Speaker Tags

Think

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

Word Bank

Sadness	Excitement	Determination	Fear	Curiosity
Surprise	Happiness	Disappointment	Anger	Confusion

Emotion	Dialogue	Speaker Tag
	"We won the game! We actually did it!"	Tom exclaimed excitedly.
	"All my favorite rabbit is gone."	Emily _____.
	"Why did you ask my boy about asking?"	Mark _____.
	"Did you hear that noise? That was a crash."	Lily _____.
	"I thought the test was next week, today!"	_____.
	"This is the best birthday ever!"	Lily _____.
	"You got the tickets to the concert? No way!"	Mike _____.
	"So, we're not going to the amusement park after all."	Jessica _____.
	"I'm going to finish this project, no matter what."	Tim _____.
	"What do you think is inside this mysterious box?"	Sophie _____.

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 Young Inventors Fair

In the bustling town of Inventor's Haven, where creativity sparked in the air like electricity, the annual Young Inventors Fair was the highlight of the year for every young mind. Among them was Max, a sixth-grader with a passion for robotics and a head full of ideas. This year, he was determined to win the fair with his latest creation: a robot capable of cleaning the ocean!



On the day of the fair, Max wheeled his invention onto the school stage, covered by a mysterious tarp. A buzz of excitement spread through the crowd as students from all grades gathered around.

" _____
_____ his friend peeking under the tarp with wide eyes.

" _____
_____ " Mr. Clark, his heart pounding like a drumbeat.

" _____
_____ " asked Mr. Clark, the science teacher, his eyebrows raised in surprise.

" _____
_____ " Max said with a grin,
pulling away the tarp to reveal his robot, Neptune's Helper.

The crowd gasped as the sleek machine blinked to life, its sensors whirring and arms flexing. Max beamed with pride. " _____
_____ "

Today wasn't just about winning; it was about changing the world, one invention at a time.

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 Kitten in Maple Town

In the quaint Maple Town, where colourful houses lined up like a painter's palette, twins Mia and Max were enjoying a sunny day. Their backyard, a green expanse filled with blooming tulips and sunflowers, was their favourite place to play. Mia, with her curly brown hair, loved to draw, while Max, a bit taller and always seen in his favourite red shirt, was curious about everything.

Amidst their game, a desperate meow interrupted them. Behind a thick, ancient oak tree, they discovered a tiny kitten with grey stripes.

Mia, concerned, whispered to Max, "This little one seems lost. What should we do?"

Max, always the problem solver, suggested, "Mr. Wilson might know. He's like Maple Town's pet expert."

They approached Mr. Wilson's bakery, where a warm, ever-inviting aroma of baked bread filled the air. On seeing the kittens, he chuckled. "Oh, that's Miss Baker's new kitten, Whiskers! She's been searching for him everywhere."

Returning Whiskers to a teary-eyed Miss Baker, Max exclaimed, "Bless you both! Please have some of my fresh blueberry muffins as thanks."

Walking back, Max grinned, "Saving the day and getting muffins. It's a win-win!" Mia giggled, "Absolutely! We should find more lost kittens."



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

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Lost puppy	Finds way home	Forest
Young artist	Magical paintbrush	Small town art studio
Space robot	Befriends aliens	Planets
Adventure	Solve neighbourhood mystery	Suburb
Elderly gardener	Teaches singing garden	Backyard
Young chef	Winning contest	City kitchen

Plan

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

1) Describe the basic plot idea.

2) What characters are involved in this plot?

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

Plan

Fill in the organizer below.

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

1

2

3

4

5

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

Intro to Personal Narrative Writing

What is Personal Narrative Writing?

A **personal narrative** is a story about your own life or an experience you've had. It's a way to share something important about yourself with others, showing them who you are through a story.



Key Elements of a Personal Narrative

- **Setting:** This is where and when your story takes place. Think about the places that are important to your story and what time it was in your life.
- **Characters:** Who are the main characters in your personal narrative, but you can also include other people who are important to the story. Describe who was involved and what they mean to you.
- **Plot:** The plot is what happens in your story. Think about a specific event or experience that changed you or helped you grow.
- **Conflict:** Most good stories have a problem or challenge that the main character faces. What was a challenge or problem you encountered? How did it affect you?

Tips for Better Narrative Writing

- ☑ Start by introducing yourself and give some background information to help readers understand your story.
- ☑ Use descriptive language to paint a vivid picture of your characters and settings.
- ☑ Show, don't tell, by describing actions and emotions rather than just stating them.
- ☑ Include dialogue to make your characters speak for themselves.
- ☑ Explain how the event or experience ended and what you learned from it.

With these basics in mind, you're ready to start your journey into narrative writing. Just like any skill, the more you practice, the better you'll get at making interesting and captivating stories.

Write

Fill in the sections below to explore different parts of your identity. There's no right or wrong answer—this is all about you!

1) What are three words you would use to describe yourself?

2) Where is your family originally from?

3) What cultural traditions do you celebrate?

4) How would you describe your family?

5) What are your strengths and weaknesses?

Strengths

Weaknesses

6) What are your beliefs and values? (examples: fairness, inclusivity, kindness, community)

Personal Narrative Planning – My Identity Journey

Planning

Plan your personal narrative, focusing on how your identity has evolved in the graphic organizer below.

<p>Write about the main theme of your narrative focused on a specific aspect of your identity.</p>	<hr/> <hr/> <hr/>
<p>Briefly introduce where and when your story starts.</p>	<hr/> <hr/> <hr/>
<p>Describe an event or experience in detail, including where it occurred, the people involved, and any specific date or time period it relates to.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>How have these experiences changed you? And what lessons have you learned?</p>	<hr/> <hr/> <hr/> <hr/>
<p>How has your identity evolved through these experiences?</p>	<hr/> <hr/> <hr/> <hr/>

Rubric – Story Writing

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

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

Activity: Being Persuasive

Prompts

Debate the prompts below.

- 1) Should all students need to take physical education class?
- 2) Should recess be longer?
- 3) Should all students get a laptop/tablet?
- 4) Should students be allowed on social media at school?
- 5) Is online learning better than in-class learning?



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

1) What did you learn from the challenge about persuading others?

2) What strategies did you use to make your argument convincing?

3) What did you learn from listening to your classmates' arguments?

4) Do you think it will be easier to write your opinion or speak your opinion? Explain.

Persuasive Writing - Opinions

Opinion

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

	Topic	Opinion – Yes or No?
1)	Should classes do more field trips?	
Reason 1		
Reason 2		
Reason 3		
2)	Should we have to go to school every year?	
Reason 1		
Reason 2		
Reason 3		
3)	Should students learn cursive writing?	
Reason 1		
Reason 2		
Reason 3		
4)	Should teachers give more tests?	
Reason 1		
Reason 2		
Reason 3		

Understanding Bias in Persuasive Writing

What is Bias?

Bias occurs when a writer shows a preference for one perspective over others without providing a fair or full examination of the topic. In persuasive writing, the main goal is to convince readers to agree with a certain viewpoint.

In this pursuit, authors sometimes incorporate bias, intentionally or unintentionally, to make their argument appear more compelling.

Common Types of Bias in Writing

Bias can happen in different ways in writing. Here are some examples:

- 1) Selective Facts Writers might give only the facts or data that align with their argument, leaving out any information that might challenge or counter it.
- 2) Emotional Language Words can be powerful tools. When writers use strong or emotionally charged language, they might be trying to sway readers' emotions rather than appeal to their logic.
- 3) Ignoring Counterarguments A writer who doesn't address or minimizes opposing viewpoints, they're showing bias. A strong argument considers multiple sides.

An example of bias might be a statement like, "Chocolate ice cream is the best, and no other flavours are good." This statement doesn't consider other flavours or the people who might like them.

Looking Only for What You Want to See

Confirmation bias is like being on a treasure hunt but only searching for gold coins and ignoring other treasures. It's when we only look for information that matches what we want to believe and forget the rest. It's like if you heard that cats are the best pets, and then you only looked for stories about funny, cute cats and ignored all the cool things about dogs, birds, or fish.

When people write, if they only pick information that makes their idea look right and skip other views, they're showing this bias. In persuasive writing, people often write with a bias because they want to convince us that their opinion is the right one. So, when you read or listen to persuasive arguments, think critically about any bias they may have. Furthermore, don't ignore other perspectives just because they may not fit with what you want to believe. Be open-minded!



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Burgers are undeniably the ultimate food for three solid reasons. First, their taste is unmatched. That succulent grilled patty? Nothing else can match it. Second, the versatility is unbeatable. Whether you're craving the simplicity of a cheeseburger or want to venture into gourmet territory, burgers have got you covered. Finally, they're perfect for any event. Honestly, every other meal is just playing second fiddle.

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.

When you think of perfection on a plate, think pasta, and you know why. To begin with, its flavours are legendary. Combine pasta with a sauce, and you'll explode with taste every time. Then there's the variety – from spaghetti to penne, the options are endless, ensuring there's always something new to try. Lastly, it's the best comfort food for every occasion. While other dishes try, none can truly replicate the magic of pasta.

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 2: Activity – Finding Bias in Writing

Tough Job

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

Dear Principal Harris,

I hope you're good. I have a fun idea for our school: Why not put a trampoline floor in the gym? Here's why it would be awesome.

First, imagine how fun! Everyone loves jumping on trampolines. Gym class would be the best time for everyone bouncing around.

Second, we could learn while having fun. We could learn about gravity and about the saying, "what goes up must come down!"

Plus, our school would be famous! People everywhere would talk about our cool gym, and they'd want to come and see it.

Thanks for thinking about my idea. I think it would make gym time amazing!

Thanks,
Lily, Grade 6 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

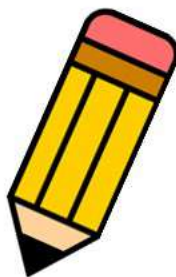
Tough Job

Write your response letter back to Lily.

PREVIEW

Include:

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



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

All About Expository Writing

What is Expository Writing?

Expository writing is a type of writing that aims to explain, inform, or clarify a topic to the reader. Instead of persuading or sharing personal experiences, expository writing provides clear and straightforward information.



Five Common Types of Expository Writing:

1) Instructional:

- **What is it?** A type of writing that tells the reader how to do something step by step.
- **Example:** A recipe for pancakes would list ingredients and then explain how to make them.

2) Informational:

- **What is it?** This type of writing provides facts about a topic, often answering questions like who, what, where, when, and why.
- **Example:** A report on polar bears might discuss their habitat, diet, and behaviour.

3) Problem and Solution Report:

- **What is it?** This report identifies an issue and proposes solutions to address it.
- **Example:** A report on reducing waste in schools might suggest starting recycling programs or launching an educational campaign about environmental protection.

4) Compare and Contrast Essay:

- **What is it?** This essay highlights the similarities and differences between two subjects.
- **Example:** A piece comparing bicycles to scooters would explore the benefits and challenges of each.

5) Cause and Effect Essay:

- **What is it?** This type of writing examines why something happens and the results of that event or action.
- **Example:** An essay on deforestation could explore why it's happening and the impact it has on the environment.

In Conclusion

Expository writing offers readers clear information about a subject. This type of writing can come in many forms, from lists and reports to essays. The goal is to explain, inform, and clarify, making it easier for the reader to understand and learn.

True or False

Is the statement true or false?

1) Expository writing always tells made-up stories.	True	False
2) A how-to-list is a type of expository text.	True	False
3) It's okay to let personal feelings show in expository writing.	True	False
4) "How-to" pieces explain steps like recipes.	True	False
5) Cause and Effect writing focuses on events and their outcomes.	True	False

Question

Answer the questions below.

1) What is the primary purpose of expository writing?

2) How does expository writing differ from narrative writing?

Which Type?

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

1) How to Plant a Sunflower	
2) The Life Cycle of Butterflies	
3) Addressing the Issue of Littering in the Community Park	
4) Why Our School Needs a Longer Recess and What We Can Do	
5) Why There Is So Much Ocean Pollution And The Effects	
6) Making Your Own Friendship Bracelet	
7) Facts About the Moon and Its Phases	
8) School Lunches: Buying vs. Bringing from Home	

Writing a How-To-Guide

Plan

Complete the plan below so you can write your how-to-guide

1) Brainstorm – Write as many things as possible that you can do well. It could be shooting a basketball, playing a video game, drawing a picture, baking a cake, etc.

2) Which idea from your list do you think you will use to write your how-to-guide?

3) What is a good title for this how-to-guide?

4) Most how-to-guides start with a material list. What materials are you going to need to complete the task? Write the materials you will need. If it is a recipe, you'll write the ingredient list.

5) Write your numbered steps below.

Name: _____

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PREVIEW

6) Write any tips or notes below.

7) Warnings or cautions – should they be careful with any tools or things they are doing?

Title:

Introduction

Materials

--	--

Instructions

Tips/Notes/Cautions/Warnings

PREVIEW

Activity: Brainstorm Bonanza!

Objective

What are we learning more about?

To help students learn the process of brainstorming, enabling them to generate a wide variety of ideas on any given topic.

Materials

What is needed to complete the activity?

- ☐ Paper (1 student)
- ☐ Pens and pencils
- ☐ Timer or stopwatch
- ☐ A large box of random topics (e.g., "space", "under the sea", "dinosaurs", "oceans")



Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by explaining that brainstorming is a way to come up with many ideas quickly without worrying about whether they're good or bad.
- 2) **Random Topic Selection:** Call up a student to choose a topic from a box of topics below).
- 3) **Timed Idea Generation:** Set the timer for 2 minutes. In that time, the student must jot down as many ideas or words related to their topic as they can.
- 4) **Idea Sharing:** Once time's up, ask students to share some of their ideas with the class. This can be a fun way to see the variety of thoughts and creativity across different topics.

Topics

Cut out the topics below.

Outer Space	Fossil Fuels	Airplanes
The Sun	International Trade	Living in the City
Living in the Country	Endangered Animals	Electricity

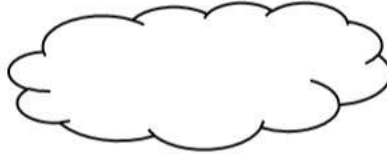
Name: _____

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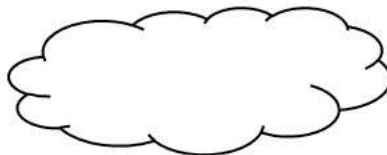
Curriculum Connection
3.1

Brainstorm

Write as many ideas about the topic as you can



PREVIEW



Writing a Report – Canada's Trading Partners

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: Canada's Imports (I), Canada's Exports (E), and the Impact of Trade (T).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of your report. You'll need an introduction and a conclusion. You don't need to use all the facts for your report, so choose your favorites.

Facts

Organize the facts

Canada is a top producer of wheat, so it exports a lot of grains.	
The United States is Canada's biggest trading partner.	
Some cars and car parts are also brought into Canada from other countries.	
Trading helps create jobs in Canada because it boosts the economy.	
Canada buys many electronic devices, like smartphones, from other countries.	
Good relationships with trading partners keep prices fair.	
Fruits like bananas and oranges, which don't grow in Canada, are imported.	
Canada exports a lot of maple syrup.	
Medicine and medical equipment are important imports for Canada.	
Trading partners help Canada buy things it can't make or grow on its own.	
Toys, clothes, and shoes are among the things Canada buys from other places.	
Timber and paper products from Canada's forests are big exports.	
Trading partners give Canada a place to sell its products, which helps the economy.	
Cars and auto parts are made in Canada and sold to other countries.	
Oil and minerals, like gold, are sent to other countries from Canada.	

Planning

Fill in the components of the report below.

Introduction – What will the report be about?

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

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

Conclusion – Summarize the report in just a few sentences.

How To Research Effectively

Why Research Matters

Research helps us learn new things and answer questions. Imagine wanting to know about the world's fastest animals or how airplanes fly. Research can provide the answers! But how do we make sure our research is good?



Top Tips for Great Research

1. Choose Reliable Sources: Not everything on the internet is true. Stick to trustworthy sites like online encyclopedias, educational websites, or well-known organizations.
2. Use Specific Keywords: When searching, use specific words related to your topic. This will help you find the information you need.

Good Searches vs. Bad Searches

Good Searches	Bad Searches
vegetarian lasagna recipe	can you tell me the best veggie lasagna
photosynthesis process explained	plant photosynthesis thing
best beaches Thailand	where can I swim in Thailand

Checking and Double-Checking

Once you have your information, it's a good idea to check a different source to make sure what you've found is correct. For example, if one website says that polar bears live in Antarctica, look it up on another reliable site to be sure. Remember, double-checking can save you from mistakes!

Reliable and Unreliable Sources of Information

Reliable Sources:

- ☒ *Academic Journals*: Articles written by experts
- ☒ *Reputable News Outlets*: Big news channels that have a long history.

Unreliable Sources

- ☒ *Random Blogs*: Anyone can write them without checking facts.
- ☒ *Social Media Comments*: What people quickly type without much thought.

How To Research Effectively

Think

Is the search good or bad?

1) how many toes does a bunny that hops have maybe	Good	Bad
2) what's the biggest whale thingy in the sea called	Good	Bad
3) effects of global warming on polar bears	Good	Bad
4) history of Eiffel Tower	Good	Bad
5) symptoms of a cold	Good	Bad
6) the name of the director who was in another movie with a dog	Good	Bad
7) when did the event that one guy did that thing happen	Good	Bad
8) Photosynthesis and its in plants	Good	Bad
9) famous authors of the 20th century	Good	Bad
10) why does my neighbour look at me sometimes I think	Good	Bad

Questions

Answer the questions below

1) Why is research important according to the notes?		
<hr/> <hr/> <hr/>		
2) What are some examples of reliable sources mentioned in the notes?		
<hr/> <hr/> <hr/>		
3) Is the description of the website below trustworthy? Yes, or no?		
1) A university's website with educational articles.	Yes	No
2) A friend's blog with vacation photos.	Yes	No
3) An encyclopedia website with lots of information.	Yes	No
4) A social media post about a rumour.	Yes	No
5) A government health website.	Yes	No

Research Process

Introduction

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



Questioning

The research process starts with a question, something that sparks your interest. For instance, you might be curious about the history of technology in education. A solid research question is clear, specific, and direct, setting the stage for focused exploration.

Gathering

After formulating your question, it's time to collect information. Here are some methods you can use:

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

Organizing

Once you have gathered your information, organize it by presenting the most important details. This can involve:

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

Recording

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

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

Conclusion

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

Research Activity - Questioning

Think

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

Topic 1: Dinosaurs – Ex. How tall was the tallest dinosaur?

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Ancient Civilizations – Ex. Which civilization had the most powerful army?

	Questions	Answers
1		
2		
3		
4		
5		

How To Research: Online Treasure Hunt

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

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



Instructions

How do we complete the activity?

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

How To Research: Online Treasure Hunt

Research

Find answers to the questions below.

Question	Answer	Source – Website Name
1. Diameter of the Sun versus the Earth.		
2. The current population of New York.		
3. Who is the author of the novel "To Kill a Mockingbird"?		
4. The capital city of Australia.		
5. The date of the first moon landing.		
6. A famous painting by Leonardo da Vinci.		
7. The largest mammal in the world.		
8. The chemical symbol for gold.		
9. The highest mountain in North America.		
10. The founder of Microsoft.		
11. The author of the play "Romeo and Juliet".		
12. How many kilometres is a lightyear?		

Editing a Report – Importance of Accessibility

1) Conclusion:

Accessibility in schools is not just about facilities and equipment; it's about creating an inclusive environment where every student feels valued and supported. An accessible school paves the way for a brighter future for all students, ensuring everyone gets the chance to excel and reach their potential.



2) Importance of Accessibility in Schools

3) Physical Infrastructure

- Ramps and elevators for those using wheelchairs or mobility aids
- Classrooms equipped with appropriate lighting and sound systems for students with visual or hearing impairments

4) The Meaning of Accessibility in Schools

5) What is Accessibility?

Accessibility in schools refers to ensuring that every student, regardless of their physical or cognitive abilities, can fully participate in all school activities. It involves removing any barriers that might prevent some students from accessing school facilities or learning resources.

6) Introduction

Every student should have the same chance to learn and grow. However, some students face challenges like not being able to climb stairs or hear. Schools need to make sure everything is easy for everyone to use. This report is about why making schools accessible for all students is so important and how schools can do it.

7) Educational Materials and Methods

- Books available in Braille or large print
- Use of technology like screen readers or sign language interpreters during lessons

8) Why It Matters:

All students deserve an equal opportunity to learn and grow. Accessibility ensures that no student is left behind or feels excluded due to challenges they face. It's a fundamental right for everyone to have equal access to education.

True or False

Is the statement true or false?

1) There are 2 subheadings in the report.	True	False
2) Accessibility is only about school facilities and equipment.	True	False
3) All students should have the same chance to play at school.	True	False
4) Schools only need ramps for wheelchair accessibility.	True	False
5) Only students with physical challenges benefit from accessibility.	True	False

Organize

Answer the question below.

Which report headings are in the wrong order. Write what order you would put each heading in and explain your choices.

Heading Number	Why Does It Go There?

Report Writing – Introductions

A strong introduction makes the reader want to keep reading.
Here are some things to keep in mind to improve your introductions.

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

Every time you bite into a chocolate bar, you're tasting a piece of history. We're going on a sweet journey, and you're invited to join us. Our buds!

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

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

Basketball is a sport loved by many, but did you know it was invented using just a peach basket? That's right, and there are plenty more fun facts about basketball that you'll learn from this report. Read on as we bounce through the history of the game!

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

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

Rainbows can be seen in the sky. Unicorns are cool, but I haven't seen any. Did you know ice cream was invented in the United States? Keep reading to learn more about whatever.

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 that the world's oldest known pet cat was found in a 9,500-year-old grave? Cats have been our companions for a very long time, and this report dives into their curious history.

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

Finishing your report with a good conclusion is important.
Here's what you should include:



- Summarize the Main Points: Remind the reader what you discussed.
- Call to Action: Tell your reader an action they could consider, such as starting a related project, checking out a similar book, or discussing a topic further.
- Connect to the Introduction: Bring up an idea or fact from the start of your report to tie everything together.
- End with something Interesting: End by sharing an interesting fact or creating a thought-provoking question to keep your reader engaged even after they've finished reading.

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

We've explored Canada from First Nations to today's cities. Don't forget the story of the fur traders! What have you learned with a friend?

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Maple syrup, poutine, and beavertails are some of Canada's famous foods. Next time you have pancakes, try some real maple syrup! Eating Canadian food is so delicious!

Summarize the main points

Connect to the introduction

End with something interesting

You just read about the different seasons in Canada. Hope you learned something!

Summarize the main points

Connect to the introduction

Call to action

End with something interesting

Our journey through Canadian music brought us from folk to modern pop. With the beats still fresh, maybe create a playlist? And who could forget the early indigenous drum beats? Music here is always evolving!

Summarize the main points

Connect to the introduction

Call to action

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) The _____ is your report. You can use the ideas above.

2) What topic did you pick?

3) Write down the main ideas about your topic. They will be your facts.
Example: if your topic was lions, you might write: 1) They are big. 2) They are at the zoo.

4) Pick three main headings and write them down.

Research

Find information for your report.

5. Next, you need to gather facts for your report. Write 3-5 facts for each heading.

Sources

1

Sources

2

Sources

3

PREVIEW

Planning

Finish the planning process.

6) Write the introduction below. Start your report with one sentence introducing your topic. Then, say what the rest of the report will talk about.

7) Write the ending. Finish your report by summarizing what you told 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	Relevant and well-integrated	Relevant but not well-integrated	Few and not fully relevant	Missing or irrelevant
Facts/Statistics	Accurate, well-chosen facts and stats	Accurate, relevant facts and stats	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 Problem-Solution Report?

Unraveling the Mystery of Problem-Solution Reports

Introduction

Have you ever heard of a problem-solution report? Don't worry if you haven't! Many of us find ourselves scratching our heads, wondering what it is. Let's dive into this mystery and solve it together.



The Problem

Here's something: In school, we learn about stories, essays, and even book reports. But one report has been missing from the shelves, and that's the problem-solution report. The main issue? Many of us don't even know what it is or why it's essential.

Solution 1: Study This Report

One of the best ways to understand something is to see it in action. So, by reading this very report you're going through right now, you'll get a clear idea. It's like learning to ride a bike by hopping on and pedaling. This report shows the steps, from introducing the problem to finding ways to solve it.

Solution 2: Classroom Workshop

How about a fun classroom activity? Teachers can organize a workshop where students team up, pick a small problem they face (like forgetting homework or losing pencils), and then write a mini problem-solution report. Not only does it become a fun writing activity, but by the end, everyone will be experts on the topic!

Conclusion

Problem-solution reports might have sounded tricky at first, but now we've got two cool ways to understand them. By studying examples and trying to write our own, we'll soon be masters at identifying problems and finding solutions. So the next time someone asks about a problem-solution report, you'll know exactly what to say!

Problem and Solution Report

Think

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

Too Much Screen Time: Lots of us are glued to our tablets or phones for hours. It's easy to miss out on outdoor play, crafts, or even reading a good book. Plus, our eyes might get tired from staring at the screen for too long.

Losing Track of Assignments: With math, science, language arts, and more, it's easy to lose track of when assignments are due. It's also easy to get lost about a project or mix up homework instructions. A better way to organize or remember assignments would be super helpful.

Classroom Distractions: Our classroom can be a lively place, which is fun, but sometimes it's just too noisy. When everyone's chatting or when there's a commotion, focusing on the lesson becomes a challenge. It'd be great to find ways to minimize these distractions.

What is a Haiku?

What is a Haiku?

A haiku is a short poem from Japan. It's special because it has three lines with a certain number of syllables: the first line has 5, the second has 7, and the third has 5 again. Most haikus talk about things in nature or how someone feels. They use simple words to show a picture or idea. Here are two examples to help you understand.



Sunny Day

Sun high in the sky (5)
Everyone running and playing (7)
Warm and fun-filled day (5)

Quiet Lake

Fish swim down below (5)
Water still, trees standing tall (7)
Peaceful place to be (5)

Reading haikus is fun! They show us new things about the world in just a few words.

Write

Finish the Haiku poems below.

Topic: Autumn

Line 1	Leaves crunch underfoot,
Line 2	Golden, red, and orange colours,
Line 3	

Topic: Summer

Line 1	Sun shines high and bright,
Line 2	Children play till evening's light,
Line 3	

How to Write a Rhyming Poem

The Magic of Rhyme

Rhyming poems have words that sound alike at the ends of lines. These matching sounds make poems fun to read. Let's dive into the steps to write your very own rhyming poem!

Steps for Rhyming Poems

- 1) Choose Your Topic: Pick something you'd like to write about, like a pet or a special day.
- 2) Select a Rhyme Scheme:
 - 1) **ABB**: First line does not rhyme, next two lines rhyme.
 - 2) **ABA**: First and third lines rhyme; second- and fourth-lines rhyme.
 - 3) **ABCB**: Second and fourth lines rhyme, while the first and third lines do not.
- 3) Write Your Lines: Write your first line with a word that has many different rhyming options. Think of a word that rhymes with a word in a rhyming word.

Helpful Tips for Awesome Poems

- **Keep It Simple**: You don't need fancy words. Simple words can make the best rhymes.
- **Use a Rhyming Dictionary**: If you're stuck, there are dictionaries that find words that rhyme.
- **Revise**: It's okay if your poem doesn't sound perfect the first time. Read it out loud and change words if needed.



Sample Rhyming Poems



My cat sits on the mat, (A)
She loves to play with her toy hat. (A)
She purrs and gives a tiny meow, (B)
Telling me she's happy and how! (B)

In the schoolyard we would play (A)
Jump rope, tag, felt so free (B)
Oh no, recess is over (C)
Tomorrow, more fun for you and me (B)

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Moon			
Star			
Light			
Day			
Time			
Blue			
Tree			
Sun			
Dream			

Write

Finish the poem below using the rhyming words.

AABB Poem

Cats love to play and also sleep (A)

Chasing a toy or counting sheep (A)

Dogs love to run, fetch and play (B)

ABCB Poem

Rainbows appear after the rain (A)

So beautiful and bright (B)

Sunsets paint the sky with gold (C)

ABAB Poem

Ice cream is cold and delicious (A)

Chocolate, vanilla, or even pink (B)

I like it as a summer treat (A)

ABAB Poem

School is out, it's time to play (A)

Ride a bike or throw a ball (B)

Writing Rhyming Poems

Plan and Write

Plan and write your poems below.

1) Brainstorm a list of topics that interest you. 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) Which rhyming pattern will you use? AB, AAB, ABA, etc.

4) Write a 4-line poem below with rhyming words that follow the pattern above.

5) Illustrate your poem by drawing a picture.

Name: _____

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Children's Book

Illustrate

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

In Moll's garden, not so wide,

Betty flies flitting by side.

She chases them for hours,

Laughing and playing, hiding and seeking.

She finds a corner, overgrown,

Where magic seeds were once sown.

From the soil, a vine did leap,

Up the garden wall it did creep.

Children's Book

Illustrate

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

Climbing she took a chance,

And hers was a fairy's dance.

With tiny wings she sparkled so bright,

They danced and sang the night away.

Morning came, the dance did end,

But Molly left with fairy friends.

Back in her garden, day so sweet,

Magic and Molly would always meet.

Assignment – Writing a Children’s Book

Plan

Write a plan for your children’s book.

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

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

2) What topic did you choose?

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

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

Assignment – Writing a Children’s Book

Write

Write your rough draft of your poems below.

5) Write your 4 poems below.

1)

2)

3)

4)

PREVIEW

Activity Title: "Poem Editing Teams"

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity Title: "Poem Editing Teams"

Feedback

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

1) The author of this story is...

2) Proofreader comments:

3) Punctuation and Capitalization comments:

4) Word and Rhyme Choice Artist comments:

5) Appreciation Analyst comments:

PREVIEW

Rubric – Poetry Children’s Book Assignment

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

Teacher Comments

Mark

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

What is a Limerick Poem?

What is a Limerick Poem?

Have you ever read a poem that made you chuckle? If so, it might've been a limerick! Limericks are humorous poems known for their distinct rhythm and rhyme.

The Pattern of a Limerick

The foundation of a limerick is its pattern. Spread over five lines, the rhyme structure follows a specific format. Breaking it down:

- Lines 1, 2, and 5 rhyme together and are a bit longer, typically holding around 8 syllables.
- Lines 3 and 4 rhyme with each other but are concise, usually with 5 syllables.

Examples of Limericks

Toby the Toad

There once was a young toad named Toby,
Who found lily pads were so cozy.
He'd leap and he'd croak,
With other frog-folk,
Playing tag till they all got quite dozy.

ella's Starry Night

ella stared at the stars up so high,
Gazing and reaching up to the sky.
She used her telescope for sight,
She'd look up at night
It's a dream she's in a high!

Write

Finish the Limerick poems below.

Topic: Lunchbox Surprise

Topic: Lunchbox Surprise	
Line 1	Every day at the noon bell's ring,
Line 2	Open my lunch, see a new thing.
Line 3	A sandwich, a fruit,
Line 4	Some cookies so cute,
Line 5	

What is a Limerick Poem?

over	mud	Blake	lake	cake
near	Rover	runny	evening	cheer
anything	thud	sing	funny	Dover

Write

Use the word bank words to fill in the limericks below.

Line 1 There once was a boy named _____,

Line 2 Who tried to bake a big _____.

Line 3 The batter was _____,

Line 4 And the _____ tasted _____,

Line 5 So, he fed it to a _____!

Line 1 A young girl named Lila from _____,

Line 2 Rode her skateboard and flipped it _____.

Line 3 She landed in _____,

Line 4 When she fell with a _____,

Line 5 Now she walks with her dog named _____!

Line 1 Tim had a cat that could _____,

Line 2 Loud opera from morning 'til _____.

Line 3 Neighbours would _____,

Line 4 From far and from _____,

Line 5 For tickets, they'd give _____!

Writing an Acrostic Poem

Write

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

Inclusion Words	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Include	Conclude	Elude	Allude	Preclude
Share	Bear	Care	Dare	Fair
Community	Community	Impunity	Immunity	Opportunity
Harmonious	Amalgam	People	Peaceful	Eagle
Blend	Send	Send	Bend	Tend

PREVIEW

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Writing A Comic Strip

**Examine**

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

6)

Writing Comic Strips – Superpowers

Instructions

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

Panel 1:

Character A (kid): "I found this superhero manual! Says to shout 'ZAP!' to start training."

Character B (friend): "ZAP? Really?"

Panel 2:

Character A: "I did it! I broke that wall!"

Character B: "And I did it! Just jumped super high!"

Panel 3:

Character A: "We have superpowers!"

Character B: "Let's go see if we can fly in outside?"



PREVIEW

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.

How might the location of a person's home affect their life experiences?

Why might some people believe that not all jobs should pay the same?

How might language impact a person's ability to participate in society?

How might the amount of green space in an area impact the community?

PREVIEW

Name: _____

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Practice

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

PREVIEW

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

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

Biography – Benjamin Franklin

Early Life

Where and When He Was Born

Benjamin Franklin was born in Boston, Massachusetts, on January 17, 1706. He was one of many kids in his family.

Schooling

Benjamin attended a Latin School, but he left when he was 10 years old. Even though he did not finish school, he loved reading books. He taught himself many things by reading.

Accomplishments

During his life, Benjamin accomplished many things.

- He began writing wise sayings in a book called "Poor Richard's Almanack" in 1732.
- In 1740, he invented a special stove called the Franklin stove.
- In 1752, he did a famous experiment with a kite and a key during a storm. He showed that lightning is electricity.
- In 1776, he signed a very important paper called the Declaration of Independence that helped America become its own country.
- In the 1780s, he made new types of glasses called bifocals.

Later Life and Legacy

Benjamin kept working even when he got older.

In the 1780s, he spoke against slavery and wanted it to end. He died on April 17, 1790.

Today, people remember Benjamin for many reasons. We see his face on the U.S. hundred-dollar bill, which was first printed with his face in 1914. There are also many schools and towns named after him. Because of all his work and discoveries, people will remember him for a very long time.



Biography – Benjamin Franklin

Questions

Answer the questions below.

1) Write the headings used in the biography?

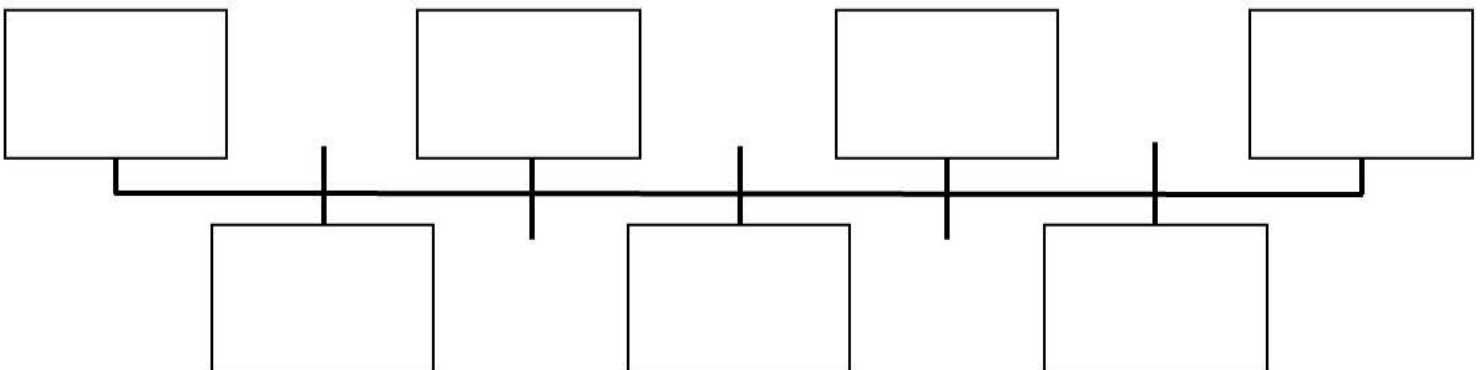
2) What headings are used in the biography?

3) How did the subheading help you understand the text?

4) How did the list help you understand the biography? Was it?

Timeline

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



Researching Skills - Plagiarism

What's Plagiarism?

Plagiarism is like copying in a test. It's when you use someone else's words or ideas and pretend they're yours. Doing this in school can get you in trouble.

Ways to Avoid Plagiarism

- 1) **Paraphrasing:** This means reading something, understanding it, and then writing it in your own words. The rewritten part will be of a similar length to the original part.
- 2) **Summarizing:** When we rewrite information, making it shorter by including only the important information.
- 3) **Quoting:** If you want to use someone's exact words, you put them in "quotation marks" and say where you found them.

Practice

Paraphrase, summarize, and quote the passages below.

Electrical circuits are paths that allow electricity to flow, powering our devices. Think of them like water flowing through pipes! Just like turning on a faucet lets water run, turning on a switch lets electricity flow through wires, powering our toys and tools.

Paraphrasing

Electrical circuits are like ways for electricity to travel, making our gadgets work. Imagine them as pipes with water running inside! When you flip a switch, electricity goes through the wires to power things.

Summarizing

Electrical circuits let electricity flow through wires, similar to how water flows in pipes, and power our devices when switches are turned on.

Quoting

"Electrical circuits are paths that allow electricity to flow through wires, powering our devices."

Both airplanes and birds use wings to fly. Wings push air down, which pushes them up. Birds flap their wings, while planes use engines.

Paraphrasing

Summarizing

Quoting

Researching Activity – Note Taking

Instruction

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

Nikola Tesla: The Man Who Changed Electricity

Nikola Tesla was born in 1856 in a place now called Croatia. He was an amazing inventor who changed how we use electricity. He had bright ideas that helped shape today's world of science and technology.

Childhood: Growing Up with Big Dreams

Tesla grew up in a village called Smiljan. He loved nature and was very curious about how things worked. This wonder made him want to learn more, especially about engineering and physics. He started thinking he could make cool inventions in the future.



Amazing Inventions: The Power of Alternating Current

Later, in the 1880s, Tesla had a big idea. He thought of a new way to move electricity called alternating current (AC). Before this, people used direct current (DC). This new way was great because it could send electricity over long distances without losing power. Another inventor named Thomas Edison liked a different way called direct current (DC). They both believed their way was best, but over time, most people chose to use Tesla's AC because it worked better for long distances.

His Later Life: Always Inventing

Tesla never stopped thinking of new things. He even played around with ideas for sending messages without wires and moving energy from one place to another without cables. Even after he died in 1943, his ideas and inventions still help us today. We can see his work in many gadgets and systems we use now.

Timeline

- 1856: Nikola Tesla was born in Smiljan.
- 1888: He came up with a new design for an AC motor.
- 1893: He showed how to send messages without wires at a big event called the World's Columbian Exposition.
- 1943: Sadly, this was the year Tesla passed away, but he left us with so many helpful inventions.

Name: _____

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Curriculum Connection
3.2

Researching Activity – Note Taking

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking.

Researching Skills - Bibliography

Understanding the Bibliography

When we gather information from books, websites, or articles, we need to tell others where we found it. That's where a bibliography comes in. It's a list of the sources we used.



How to Make a Bibliography

- 1) Collect Information: Every time you use information:
 - **For Books**: Author, title, publisher, and date.
 - **For Websites**: Author, webpage title, access date, and URL.
- 2) List in Order: List your sources alphabetically by the author's last name or by title if there's no author.
- 3) Use the Right Format:
 - **Book**: Author's Last Name, First Name, Book Title, Publisher, Date.
 - **Website**: Author's Last Name, First Name, "Webpage Title", Website Name, Access Date, URL.

Example Bibliography

- 1) Brown, Emily. "Space Exploration for Beginners." Stars and Planet Hub. Accessed on October 7, 2023. <http://www.starsandplanetshub.com/space-exploration>
- 2) Doe, Jane. Birds and Flight: A Beginner's Guide. Sky High Publications, 2019.
- 3) "Electricity for Kids: Fun Experiments and Facts." ScienceKids. Accessed on October 5, 2023. <http://www.sciencekids.co.nz/electricity.html>.
- 4) Smith, John. All About Electricity. Bright Minds Publishing, 2020.

Quick Bibliography Tips

- Always check your details. One small mistake can lead someone to the wrong source.
- Be neat. Whether you're writing or typing, clarity is key.
- Always include a bibliography. It's proof of your hard work and research.

Researching Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

- Author's Name: David Clark
- Title of the Book: Mountains: Majestic Peaks of the World
- Publisher: GeoPrints
- Publication Date: 2022

For a Book

- Author's Name: Prof. Maria Fernandez
- Title of the Book: Mysteries of the Deep Sea
- Publisher: Oceanic Explorations Ltd.
- Publication Date: 2020

For a Website

- Author's Name: Unknown
- Title of the Webpage: Exploring Ancient Civilizations
- URL or Web Address: www.historyhub.com/ancientworld
- Date Accessed: January 5, 2023

For a Website

- Author's Name: Unknown
- Title of the Webpage: "The Magic of Rainforests"
- URL or Web Address: www.natureworld.com/rainforests
- Date Accessed: January 10, 2023

Bibliography

Reconstructing Text: News Article to Diary

A New Library Opens in Town

Published on February 09, 2024

In our town, something exciting has happened. Everyone is talking. A brand new library has opened its doors this week, promising a world of adventure and knowledge for everyone, especially for students like you.

Ms. Johnson, a librarian with 20 years of experience, said, "This library is not just a place with books; it's a gateway to explore new worlds, understand science, and meet characters from all over the globe. We have books for every reader, whether you love mysteries, animals, or space adventures."

Eight-year-old Timmy, who was one of the first visitors, couldn't hide his

excitement. "I picked out a book about dinosaurs and another one about astronauts. I can't wait to read them both tonight!" he exclaimed.

The library also offers fun programs for students, including story time, science experiments, and art projects. It's a place where you can learn new things, make

friends, and use your imagination to soar.

Remember, the more you read, the more you'll know. So, why not visit the new library this weekend and pick out a book or two? Who knows what adventures await you inside those pages.



Instructions

Now imagine you are one of the kids visiting the library for the first time. Turn the news article about the new library opening into a personal diary entry.

PREVIEW

Reconstructing Text: Melody to Manga

Objective

What are we learning more about?

To enhance students' understanding of storytelling through music by visualizing and translating the story or message of a song into a comic strip format. This activity aims to develop creativity, comprehension, and artistic expression.



Instruction

How do we complete the activity?

- 1) Think about how your favorite songs tell a story or share a powerful message, just like the tales of books or screen movies. Lyrics are not just melodies; they are stories waiting to be visualized.
- 2) Check out the lyrics on the page. Each song has its own unique story and message. Take a look at the list and choose the song that speaks to you the most. Each song is a journey, and you get to choose which part of the journey you'll explore.
- 3) Imagine the scenes as they unfold. What story is being told? What message is the song sharing with you?
- 4) Now you will turn the story or message of your song into a comic strip. Each panel will be a piece of the song's story.
- 5) With the comic strip template that is presented to you, bring your vision of the song brought to life on paper.
- 6) Once your comic strip is complete, you'll have the chance to share it with the class. Show us how you interpreted the song through your art. How does each panel represent a part of the story or the message you found in the lyrics?
- 7) In the end, we'll display all the comic strips around the classroom or a common area. This way, everyone can see the diverse stories and messages found in music, all through your eyes.

Read

Take a look at the list and pick the lyric that speaks to you the most.

1)	"Count on Me" by Bruno Mars "You can count on me like one, two, three, I'll be there... And I know when I need it, I can count on you like four, three, two..."
2)	"Firework" by Katy Perry "By your side, 'Cause you're a firework, Don't let it go to waste, Make 'em go, 'Oh, oh, oh,' As you shoot across the sky..."
3)	"What a Wonderful World" by Louis Armstrong "I see trees I see green, I see skies I see blue, I see them bloom for me and you, And I think to myself, what a wonderful world..."
4)	"True Colors" by Cyndi Lauper "And I'll see your true colors Shining through, I see your true colors, And that's why I love you..."
5)	"Lean on Me" by Bill Withers "Lean on me, when you're not strong, And I'll be your friend, I'll help you carry on..."
6)	"Try Everything" by Shakira "I won't give up, no I won't give in, Till I reach the end, And then I'll start again..."
7)	"Roar" by Katy Perry "I got the eye of the tiger, a fighter, Dancing through the fire, 'Cause I am a champion, and you're gonna hear me roar..."

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3.3, 3.4

Instructions

Choose a lyric and create a comic that represents the message/theme.

Which lyric did you choose? How will you represent it?

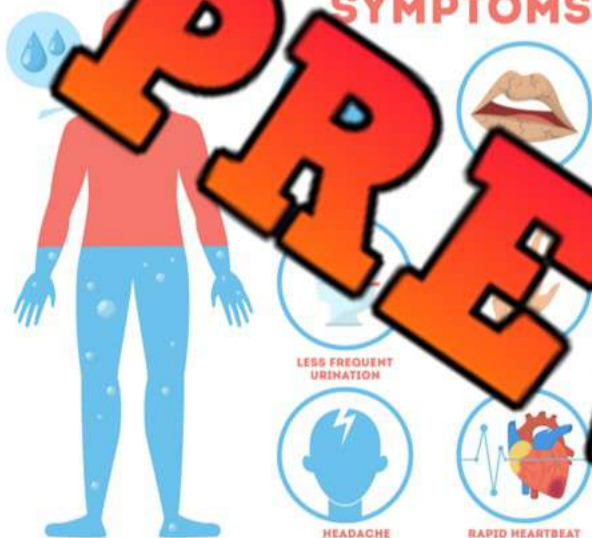
PREVIEW

Reconstructing Texts – From Graphics to Stories

Write

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

DEHYDRATION SYMPTOMS



Mix & Match: Crafting Your Unique Text Form

1. Look back at the topics you've learned
2. Choose 2 or more of these writing styles that you find interesting and combine elements from each chosen style to create a new kind of writing.



Example

Here's a table with 10 creative ideas for combining different text forms

New Text Form	Combination of Text Forms	Description
Poetic Biography	Poetry Writing + Biography Writing	Write a biography of a famous person using poetry. Each stanza could represent a different phase of their life.
Persuasive Comic	Persuasive Writing + Comic Strips	Create a comic strip that argues for or against an issue, using characters to present different points of view.
Narrative Report	Narrative Writing + Report Writing	Tell a story using facts and data, blending storytelling with informative reporting.
Letter to a Hero	Letter Writing + Biography Writing	Write a letter to a historical figure, expressing admiration and asking questions about their life.
Poem Letter	Poetry Writing + Letter Writing	Write a letter where the form of the letter is a poem, expressing feelings or sharing a story in a poetic way.
Science Story	Report Writing + Narrative Writing	Narrate a scientific discovery or experiment as a story, with characters, dialogue, and a plot.
Persuasive Poem	Persuasive Writing + Poetry Writing	Craft a poem that persuades the reader about an environmental issue, using persuasive language and poetic devices.
Comic Biography	Comic Strips + Biography Writing	Illustrate the life of a famous scientist, artist, or leader in comic strip form, highlighting key moments and achievements.
Adventure Report	Narrative Writing + Report Writing	Write a report as if you're an explorer discovering a new land, blending facts with narrative elements.
Fantasy Newsletter	Letter Writing + Narrative Writing	Create a newsletter from a fictional world, including news stories, letters, and advertisements, all within a narrative framework.

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Planning

Plan your writing below

1) What is the title of your new text form?

2) What text forms are you combining?

3) What will the topic/theme of your assignment be about?

4) Use the space below to plan. For example, if you're writing a story, organize your ideas into a beginning, middle, and end. If you're writing a report, organize your ideas into an introduction, body, and conclusion.

PREVIEW

Cursive Writing Activities

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes

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

Cursive Writing Activities

Practice

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

The sun sets late at night.

I love jazz and ice cream.

We like to play frisbee at the beach.

The storm caused a terrible flood.

Math is easy, but language is hard.

Cursive Writing Activities

Practice

Trace the cursive stories below

Gravity is a force that keeps us on Earth. It's also the reason why things fall when you drop them.

Dinosaurs lived about millions of years ago. Birds are the closest living relatives to day.

The Nile River is the longest river in the world. It flows through several countries and is essential for their water supply.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your favourite movie?

What's your favourite TV show?

Do you like summer or winter?

What's your favourite animal?

What's your favourite book?

What is your favourite sport?

What's your favourite subject in school?

What is your favourite vegetable?

PREVIEW