



Preview – Information



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Google Slides Lessons Preview





Manitoba Language Writing – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **identify and understand** different text forms so we can **choose the** right one to **communicate** our ideas clearly and effectively.

Sorting Books by Purpose

Drag and drop each book type from the word bank into the correct column to show whether it is meant to entertain or educate.

Books That Entertain

Books That Educate



Fairy tales	Encyclopedias	Comics
Biography books	Harry Potter series	How-to books
Diaries	History books	Graphic novels
Science books	Diary of a Wimpy Kid	Atlas



Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Part 2 – Action!

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

Idea Development Strategies: Talk To Others

Instruction: Pretend you are teaching a friend how to prepare a simple snack (like a sandwich, smoothie, or pancakes). Explain the steps, then write them below.

Title	
1	
2	
3	
4	
5	
6	
7	





Manitoba Language Writing – Grade 7



Building a Strong Paragraph



Read each sentence below and decide if it is a Topic Sentence, Supporting Detail, or Closing Sentence.

1	It helps me relax and express my creativity.	
2	Summer is my favourite season of the year.	
3	My favourite hobby is painting colourful landscapes.	
4	Painting isn't just a hobby; it's a way to show who I am.	
5	The warm weather allows me to swim, travel, and spend time outside.	
6	Soccer brings people together and makes me feel energized.	
7	Soccer is the best sport to play with friends.	
8	Summer is special because it's filled with fun and adventure.	

Topic Sentence

Supporting Details

Closing Sentence

Best Ending

Put a checkmark (✓) beside the ending that best completes the paragraph.



<input type="checkbox"/> Identity.	<input type="checkbox"/> Reading every day strengthens vocabulary. It exposes students to new ideas. It also trains the brain to concentrate for longer.
<input type="checkbox"/> can improve learning focus. They cut down on distractions. They also build a shared school class.	<input type="checkbox"/> Libraries sometimes host weekend events.
<input type="checkbox"/> Uniforms can help students aim their attention at class.	<input type="checkbox"/> Daily reading supports both language growth and focus.
<input type="checkbox"/> Some students like to design their own jackets.	<input type="checkbox"/> Paperbacks are easy to carry around.
<input type="checkbox"/> Uniforms come in many fabrics these days.	<input type="checkbox"/> Responsible online behaviour keeps people safe. Limiting personal data protects privacy. Using respectful language builds trust.
<input type="checkbox"/> Regular exercise supports mental health. It releases endorphins that lift mood. It also strengthens the heart and muscles.	<input type="checkbox"/> After all, some apps change their layouts often.
<input type="checkbox"/> Overall, exercise improves both body and mind.	<input type="checkbox"/> In summary, screens can be too bright at night.
<input type="checkbox"/> Ultimately, sports stores can be crowded after school.	<input type="checkbox"/> In conclusion, smart choices online protect relationships and information.
<input type="checkbox"/> In conclusion, many teams practise on weekdays.	

Describing Scenes

Look at each picture and circle the adjective that best describes the scene.



radiant	glowing	icy
snowy	peaceful	warm
green	misty	loud
quiet	sandy	shady
sunny	starry	dreamy
calm	dark	crowded



Manitoba Language Writing – Grade 7

Direct or Indirect Characterization

Read each sentence and drag a ✓ to the box if it shows direct characterization or an ✗ if it shows indirect characterization.



Mia is a generous girl who always shares her lunch with those who forget theirs.	Noah quietly picked up the fallen books and handed them back with a gentle smile.
"You're the bravest person I know," said Ben as he smiled proudly at Clara.	Henry is selfish and only thinks about his own success, not the team's.
Lucas stayed behind after school to help clean the classroom, even though no one asked him to.	Olivia is an intelligent student who always gets perfect scores on her exams.
Sarah's hands trembled and her heart raced as she stepped onto the stage for her speech.	The students cheered as Daniel stepped forward, his eyes bright with determination.
James is careless and often loses his belongings everywhere he goes.	"I don't care what anyone says, I know I can win this," Emily said with confidence.

Match

Read each description carefully, then match it with (A–F) into the box.

1	A short summary that tells what the report is about.	
2	The section that explains why the topic matters and gives background.	
3	The main part of the report where facts, data, and details are explained.	
4	Extra information like charts, graphs, or data tables.	
5	The final section that sums up the most important points.	
6	The list of books, websites, or sources used.	

A	Introduction
B	Conclusion
C	Appendices
D	Abstract
E	References
F	Body

Word Search

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

- | | | |
|-----------------------------------|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Limerick | <input type="checkbox"/> Narrative | <input type="checkbox"/> Sonnet |
| <input type="checkbox"/> Haiku | <input type="checkbox"/> Rhyming | <input type="checkbox"/> Free Verse |

Find the poem types in the word search. Then, match each description by writing the correct type of poem on the lines provided.

- | | |
|---|--|
| A short, funny 5-line poem with rhythm and rhyme. | |
| A poem with 14 lines that follows a rhyme pattern. | |
| A short 3-line poem from Japan. | |
| A poem that tells a story with characters and events. | |
| A poem with no set pattern or rhyme. | |
| Words sound the same at the end of lines. | |



Workbook Preview



Grade 7 – 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, 30-37, 52-58, 67-78, 84-91, 109-110, 115-116, 151-154, 160-165, 186-188, 195-198, 214-221, 233-236, 239-249, 258-260, 273-277, 288-289, 294-302, 316-324
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, 67-77, 79-83, 84-87
1.3	Learners are using a variety of thinking	
1.4		

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

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

	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.	38-51, 59-66, 117-118, 131-144, 204-213, 328-341
2.2	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.	13-14, 79-83, 92-93, 111-114, 119-125, 129-130, 145-150, 166-167, 193-194, 199-201, 250-257, 261-262, 290-293, 303-306
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.	23-29, 94-108, 126-128, 183-185, 189-192, 263-276, 278-287, 294-301
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	13-14, 67-73, 79-83, 92-93, 166-167, 193-194, 199-201, 250-257, 290-293, 303-306

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, 168-171, 202-203, 229-232
3.2	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	172-174, 183-185, 214-228, 241-247, 307-315, 316-322
3.3	Learners are reconstructing, manipulating, and remixing existing texts or sets of texts to create new ideas, forms, purposes, and messages.	183-185, 195-198, 237-238, 325-326
3.4	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	325-326

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.	168-171, 175-182
4.3	Learners are exploring multiple perspectives, points of view, and interpretations.	168-171, 175-182
4.4	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	155-163
4.5	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	11-12, 90, 187

Writing Goals

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



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

Improve vocabulary by learning and using five new words each week.	Yes	No
Write clear and structured paragraphs.	Yes	No
Use a variety of sentence structures to make writing more interesting.	Yes	No
Use punctuation correctly, including commas and semi-colons.	Yes	No
Practice writing for different purposes	Yes	No
Engage in peer review and give constructive feedback	Yes	No

2) What other writing goal could you add?

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

Goals – Checking In

Did you achieve your goals?

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

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

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

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

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

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

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.

Is it fair to have homework over the weekend or should weekends be free time only?

Should everyone have to do public speaking in class, even if some students are really shy?

Should children who misbehave in class be sent to the principal's office, or is there a better way to handle discipline?

If someone is caught cheating, is it fair to punish them or should they have a chance to redo the work?

Name: _____

12

Curriculum Connection
1.1, 4.5

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

Writing comes in various types, each with its unique purpose and structure. Just as a specific tool is chosen for a particular task, different forms of writing are used to convey ideas and information effectively. These forms include narratives, reports, essays, and more, all tailored to fit the message they are intended to deliver.

Common Text Forms and Their Features

- Narratives: Stories with characters, settings, and plots.
- Book Reviews: Evaluations of a book's strengths and weaknesses.
- Poetry: Expressing emotions and ideas through rhythm and rhyme.
- Persuasive Writing: Convincing arguments using facts and evidence.
- Letter Writing: Personal or formal communication.
- Report: Detailed information on a topic, often written with headings.
- Biographies: Life stories focusing on key events.
- Comic Strips: Visual stories with humour, using dialogue boxes.
- Diaries: Personal daily entries about experiences or thoughts.
- Lists: Organized collections of related items or ideas.
- Instructions: Step-by-step guides to accomplish tasks.



Why Text Forms Matter

Understanding these different types of writing helps us choose the right one for the job. It makes our writing clear and effective. Whether we want to tell a story, explain something, or persuade someone, knowing these forms helps us do it well.

Understanding these text forms helps us choose the right one for different situations and makes our writing more effective and clear. It's like having a toolkit with different tools for different jobs, making communication easier and more efficient.

Matching

Draw a line from the text form to the matching description

Comic Strips

Diaries

Persuasive Writing

Lists

Instructions

Poetry

Book Reviews

Reports

Biographies

Letter Writing

Narratives

☐ Evaluations of literature.☐ Sequenced items or ideas.☐ Stories with a beginning, middle, and end.☐ Daily personal entries.☐ Life stories of individuals.☐ Formatted messages to others.☐ Expressive verses and rhythm.☐ Stories with pictures and dialogue.☐ Step by step guides.☐ Persuading readers with arguments.☐ Detailed information on a topic.**Questions**

Answer the questions below.

1) What is the main purpose of persuasive writing?

2) Give an example of a text form used for expressing emotions.

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

Activity: Power of Planning

Objective

What are we learning more about?

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

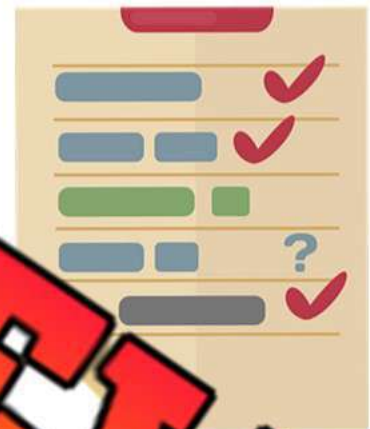
Instructions: How do we complete the activity?

Part 1: Writing Without Planning

Subject: The Best Day Ever

Instructions:

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



Part 2: Writing With Brainstorming

Subject: If I Could Time Travel

Instructions:

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

Name: _____

21

Curriculum Connection
1.1, 3.1

Activity: Power of Planning

Part 1

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

PREVIEW

Part 2

Brainstorm for 2 minutes and then write for 6 minutes

1) Brainstorm below – If you could time travel, what would the journey be like? Complete a mind-map of everything that comes to mind. Then write for 6 minutes below.

If I Could Time Travel

PREVIEW

Personal Voice – Word Choice

Word Choice

Change the crossed-out words to more interesting word choices.

I went to a big _____ museum. The paintings were interesting and the sculptures were cool _____. It was extremely crowded. There were information _____ that were somewhat informative. The guided tour was long _____ and the artifacts were old _____. Overall, it was an okay _____ and I wanted a souvenir, but the gift shop was expensive _____. The car _____ was fine _____. The whole experience was nice _____, not amazing.

I visited my grandparents' large _____. The fields were really big _____, and the farmhouse was _____. There were lots of animals who noisy _____, and the _____ looked _____. The lunch was nice _____. The afternoon was a bit boring _____. The sunset was pretty _____. _____ though the night was super quiet _____. The beds were hard _____, and the morning was especially cold _____.

Think

Write synonyms for the words below

Soft				
Weak				
Bright				

Word Choice - Audience

Word Choice

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

Kindergarteners	Yummy	Weirdo	YOLO	Tea	Wowie
	Notepad	Uh-oh	Potty	Tummy	Bubba

Elementary School Students	Taxes	Debt	Ghosted	Meme	Recess
	Lowkey	Cool	Awesome	Flex	

High School Students	Binge	Adulthood	Adulthood	Anxiety	Squad
	Wellness	Viral	Vibe		

Parents	Hyped	Mentorship	Stream	Groceries	
	Mentorship	Selfie	Chill	Meme	

Seniors	Pension	Syllabus	Legacy	Freedom	
	Zumba	Discount	Trending	Relaxation	

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.

Activity: Secret Agent Notes

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Secret Agent Notes

Planning

Answer the questions below

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

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

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

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

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

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

Name: _____

32

Curriculum Connection
1.1

Writing

Write your note below

PREVIEW

Reflection

How did it go? What did you learn?

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

2) How can you make your writing more stylish?

Exploring the Structure of Paragraphs

Understanding Paragraphs

Paragraphs are essential building blocks of written communication. They help organize ideas and make written text easier to understand.



Parts of a Paragraph

A paragraph consists of three main parts:

- 1) **Topic Sentence:** This is the first sentence of a paragraph. It tells the reader what the paragraph is about. Think of it as the "main idea" or "topic" of the paragraph.

For example, if you are writing about your favorite hobby, the topic sentence might be, "My favorite hobby is playing soccer."

- 2) **Supporting Details:** After the topic sentence, you include sentences that provide more information about the topic. These sentences explain, describe, or give examples related to the main idea.

For our soccer example, supporting details could include how long you've been playing, your favorite soccer team, and memorable soccer experiences.

- 3) **Closing Sentence:** The closing sentence comes at the end of the paragraph and wraps up the paragraph and often restates the main idea in a different way. For our soccer paragraph, the closing sentence might be, "Soccer isn't just a game; it's a passion."

Let's explore how to make paragraphs work effectively.

Creating effective paragraphs is crucial for clear writing. Each paragraph should have a single main idea, avoiding unrelated information. Use transition words like "first" and "next" for coherence. Aim for 3-5 sentences; very short or long paragraphs can be confusing. Start new paragraphs with an indentation for clarity. Practice improves paragraph writing.

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

They are like the heart of a school where students meet every day. Students chat, work together, and eat, making it a fun place to hang out and be themselves. That is why cafeterias are important places in schools.

Topic Sentence

Kids explore new books, play, or read for fun, all in a cozy corner. They can also research for projects or use computers to learn more about the world. Libraries are key in schools because they're full of knowledge and quiet spaces to think.

Topic Sentence

Kids play in the snow, sledge down hills, and enjoy the chilly fun. Winter is special because it changes our usual day into a time full of play, creativity, and holiday joy.

Hooks

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

Boring Version

Plants need water to grow.

Your Version

Boring Version

Exercise is good for your health.

Your Version

Boring Version

Dogs make great pets.

Your Version

Writing Hooks – Improving Topic Sentences

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

Example: "Have you ever asked why some animals can glow in the dark?"

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

Example: "Wow! Lightning can be more powerful than you might imagine!"

Making a Bold Statement: Start with a strong statement so readers know what to expect.

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

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

Example: "Did you know the Eiffel Tower can be 15 cm taller during the summer?"



Hooks

Revise the topic sentence below using the different strategies.

Original Version	Earthworms help make soil from garbage.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	

Original Version	Bees help food grow by moving pollen around.
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 come in all shapes and sizes, wagging their tails and bringing joy to our lives. These furry friends are not just pets; they're like family members. Dogs are known for their loyalty, love, and the special bond they share with humans.

- a) Dogs are important animals that improve the lives of many people.
- b) You can find dogs in many homes.
- c) They are friendly and go for walks, making them wonderful companions.

2) They rise high into the sky, their peaks often touching the clouds. Mountains are not just massive rocks; they are majestic wonders of nature. These towering landscapes have inspired people for generations with their breathtaking views and adventurous challenges.

- a) I love skiing on mountains.
- b) Some mountains are so tall that they reach the clouds in the sky.
- c) Mountains are huge landforms found in different parts of the world.

3) They are filled with colourful characters and exciting stories. Comics are not just pictures on paper; they are windows to imaginary worlds. Reading comics is a fun way to unleash your imagination and embark on thrilling journeys.

- a) Reading is a wonderful thing to do when you are bored.
- b) Comics are like books filled with pictures and words that tell stories.
- c) They can be about superheroes, funny characters, or adventures.

4) It fills the air with harmonious sounds, making you tap your feet and sway to the rhythm. Music is not just noise; it is a magical language that speaks to your heart and soul. Whether you're listening, singing, or playing an instrument, music has the power to uplift and inspire.

- a) It can be slow and gentle or fast and exciting, and people love listening to it.
- b) Music is like a magical language that can make you feel different emotions.
- c) Music is something you can enjoy with your friends and family.

Crafting Perfect Paragraphs

Starting Strong: The Hook

Every good paragraph starts with a special sentence that grabs your attention. It tells you what the paragraph is about.

Getting into Detail: Supporting Information

Once you have a solid topic sentence, it's time to add supporting details. These details give depth to your paragraph and provide more information about the topic you introduced. Imagine them as the supporting facts that support your main idea. Here are examples of main ideas followed by their supporting details:

Main Idea 1: Healthy Lunches Improve School Performance

- 1) Nutritious meals help improve focus in class.
- 2) Regular fruit intake supports overall health.
- 3) Drinking water keeps you hydrated for better concentration.

Main Idea 2: Team Sports Encourage Important Skills

- 1) Sports like soccer build teamwork and communication.
- 2) Regular practice develops dedication and discipline.
- 3) Winning and losing teach resilience and sportsmanship.

Ensure that your supporting details directly relate to your main idea and stay focused on the paragraph's topic.

Concluding It: The Closing Sentence

A paragraph isn't complete without a concluding sentence. This sentence summarizes the information presented and reinforces the paragraph's main point. Think of it as the final touch that brings everything together.



Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	Reading Expands Knowledge and Creativity
1	Reading different books introduces new ideas and worlds.
2	It improves vocabulary and language skills for communication.
3	Stories provide examples of problem-solving and critical thinking.

Topic Sentence	Swimming is a great way to exercise.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	The Sun is an important celestial body in our solar system.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Flowers are not only beautiful but are important living things.
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 categorize our ideas into 3 big groups. If we do this, we could write 3 different paragraphs. Check out the example below.

Brainstorm why hockey is the best sport

Scoring goals, playing with friends, body checking, hitting the puck, skating fast, winning games, meeting new people.

3 Big Ideas (1) Social – playing with friends, meeting new people. (2) Winning – winning games, winning a game. (3) Gameplay – body checking, hitting the puck, skating fast.

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

1) Why would flying be a superpower to have?



Flying
Superpower

List three main ideas you chose from your brainstorming.

1)

2)

3)

Transition Words - Supporting Details

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

Think

Choose a good transition word for the supporting details.

- 1) I love playing soccer. _____, my best friend prefers basketball. Which sport do you enjoy more, and why?
- 2) My favourite school subject is science. _____, my sibling's favourite is history. What are your favourite subjects, and why? Do you have anything interesting about them?
- 3) I enjoy spending weekends indoors. _____, my classmate also prefers to hang out inside.
- 4) Pizza is my all-time favourite food. _____, my friend's favourite dessert is ice cream.
- 5) _____, we'll gather our art supplies, like paper and pencils. _____, we sketch a rough outline to guide our drawing. _____, we'll add colours with our markers and paint. _____, we'll add details to bring our picture to life. _____, we'll display our artwork for everyone to see. _____, making art is a fun process from start to finish!

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

In our writing, we often focus on strong openings to get the reader's attention. Equally important, however, are conclusion sentences. These sentences are like the last word in your writing, leaving the final impression on the reader.



What is a Conclusion Sentence?

A conclusion sentence wraps up the main point of your paragraph or essay. It's like the last stroke of a pencil that completes the picture. It should connect back to your topic sentence and give your writing closure.

How to Write a Strong Conclusion Sentence

- 1) Restate the Main Idea: Begin your conclusion by restating the main idea of your paragraph or essay. Use different words but keep the same message.
- 2) Summarize Supporting Points: Briefly recap the key points you made in your writing. This reminds the reader of your main arguments.
- 3) End with Impact: Your conclusion should leave a strong impression by ending with an interesting statement, a call to action, or a memorable phrase that ties back to your topic.

Practice Makes Perfect

To become skilled writers, we need to practice crafting effective conclusion sentences. So, the next time you write, pay special attention to how you wrap up your paragraphs and essays. A well-crafted conclusion sentence can leave your reader with a sense of satisfaction and understanding.

Conclusion Sentences Checklist

- ☒ Restate the main idea.
- ☒ Summarize key points.
- ☒ End with impact.

True or False

Is the statement true or false?

1) Conclusion sentences are used in the middle of a paragraph.	True	False
2) The main idea is not restated in a conclusion.	True	False
3) They wrap up the paragraph, helping the reader understand.	True	False
4) Conclusion sentences should leave readers with curiosity.	True	False
5) Writing effective conclusion sentences requires no practice.	True	False

Think! Which conclusion sentence you think is best.

1) Chocolate is more than just a treat many crave. It starts as cocoa beans but ends up as our favorite candy. When eaten in moderation, it can even have health benefits!

- a) Chocolate bars sit on shelves.
- b) They come in various flavours and sizes.
- c) Chocolate, originating from cocoa, delights countless individuals with its creamy texture.

2) Video games are engaging, dynamic, and sometimes educational. They challenge our reflexes and brainpower, offering more than just fun. While critics dismiss them, many educators find value in their interactive learning potential.

- a) Video games, though fun, often offer educational insights and challenge critical thinking.
- b) Controllers are used to play them.
- c) They are available on various platforms like consoles and PCs.

3) Bicycles eco-friendly, great for fitness, and a fun way to get around. They've been around for centuries, evolving in design and function. From mountain trails to city streets, they offer a sense of freedom and adventure.

- a) Bicycles have two wheels and pedals.
- b) Bicycles, a sustainable mode of transportation, cater to both fitness enthusiasts and commuters.
- c) They require balance and pedaling to move.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) Clouds are fascinating objects in the sky. They change shapes and can be fluffy, thin, or dark, depending on the weather. Watching them can be calming and fun. They are also important as they can release water we need.

2) Books offer endless adventures and fascinating journeys. There are stories about magic, adventures, and facts. Reading is like going on many journeys without leaving home.

3) Bicycles are an amazingly useful invention. They are fun to ride and people ride them for fun or to get around. You pedal to move, and you can ride on streets and in parks.

4) Space is a vast and mysterious place that stretches far beyond our Earth. It's filled with countless stars, planets, and galaxies. Scientists are doing their best to explore space, so we can learn more about it.

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.

Implementing sustainable farming practices in Southeast Asia is crucial. Firstly, these practices help reduce the use of harmful chemicals, promoting healthier soil and water. Additionally, they encourage crop rotation and organic farming, preserving biodiversity and preventing soil degradation. Furthermore, sustainable farming leads to higher yields over the long term, ensuring food security for the region. In conclusion, adopting sustainable farming methods is not only environmentally responsible but also economically beneficial for the future of agriculture in Southeast Asia.

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

Assignment - Paragraph Writing

Write

Plan your paragraph by brainstorming about your topic below.

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

1) What is your topic?

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

3) Write a good topic sentence below.

4) Write a good conclusion sentence below.

Write

Plan your paragraph by brainstorming about your topic below.

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

1

2

3

6) Write your topic sentence of your paragraph down. Make sure to use transition words between your supporting sentences

Edit

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

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

Edit

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

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

Assignment - Paragraph Writing

Write

Write your paragraph below.

PREVIEW

Reflection - What Did I Learn?

Think

Write five things you learned from completing this writing assignment.

PREVIEW

What I
Learned

Rubric - Paragraph Writing

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

Teacher Comments

Mark

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

Essay Writing – Thesis Statements

A **thesis statement** tells the reader what you're going to talk about. Imagine you're telling a friend about your favourite game, and you say, "This game is really exciting because it has challenging quests, creative characters, and amazing graphics." That sentence is a thesis statement that states the main ideas for the topic of the essay.

Instructions

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

Topic	Main Ideas
Team Sports	1) Team sports are good exercise 2) Team sports teach us teamwork 3) Team sports are fun
Thesis Statement	
In this essay, we will explain how team sports are a good form of exercise, how they teach us teamwork, and how they are a lot of fun for people of all ages.	

Topic	Main Ideas
Healthy Eating	1) Helps us maintain a healthy weight 2) Provides energy we need for daily activities 3) Helps strengthen our bones
Thesis Statement	
<hr/> <hr/> <hr/>	

Topic	Main Ideas
Renewable Energy	1) Renewable energy reduces pollution. 2) It is a sustainable resource. 3) Investing in renewable energy creates jobs.
Thesis Statement	
<hr/> <hr/> <hr/>	

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

Topic	Main Ideas
Reading Books	1) Reading enhances knowledge and vocabulary. 2) It improves concentration and focus. 3) Books can transport readers to different worlds.

Thesis Statement

Topic	Main Ideas
Bullying Prevention	1) Bullying can lead to long-term emotional damage. 2) Education about bullying can reduce its occurrence. 3) Schools need to implement anti-bullying policies.

Thesis Statement

Topic	Main Ideas
Technology in Education	1) Technology provides interactive learning experiences. 2) It gives students access to a wealth of information. 3) Technology prepares students for a digital future.

Thesis Statement

Essay Writing – Thesis Statements

Brainstorm

Brainstorm 3 main ideas for each of the topics below. Then write a thesis statement for each.

Topic	Main Ideas
Is Social Media Good or Bad for Kids? (3 reasons why)	1)
	2)
	3)
Thesis Statement	

Topic	Main Ideas
Why are Pets Good or Bad for People?	1)
	2)
	3)
Thesis Statement	

Question: Why do you think a thesis statement is important in an essay?

Essay Writing – Thesis Statements

Think

Circle the best thesis statement below for the topic provided

Topic: The Impact of Social Media on Youth

- a) Social media is bad for kids because it can be distracting and it's where they spend a lot of time.
- b) Social media significantly affects youth by influencing their social skills, altering their attention spans, and impacting their mental health.
- c) Social media is bad for youth because they use it often, and it has lots of pictures, and it can make it easy to learn cooking.

Topic: Climate Change and Its Effects on Our Planet

- a) Climate change is bad because it makes the weather hotter, and some animals don't like it.
- b) Climate change affects our planet by changing weather patterns, making ice cream melt faster in the summer, and sometimes causing more rain.
- c) Climate change is a critical issue that threatens the environment, increases weather-related disasters, and causes sea levels to rise, demanding immediate global action.

Topic: The Benefits of Learning a Second Language

- a) Learning a second language enriches cognitive development, enhances cultural understanding, and opens up greater career opportunities for students.
- b) Learning a second language is good because it's fun and you can speak to more people.
- c) Learning a second language is beneficial because it can help with travel, it's a school subject, and it can make ordering food in restaurants easier.

Topic: The Role of Pets in Family Life

- a) Pets play a vital role in family life by promoting physical activity, providing emotional support, and teaching responsibility to children.
- b) Pets are great for families because they are cute and people love them.
- c) Having a pet is good because they can be your friend, they need to be walked, and they can also do tricks that are funny.

Scaffolding - Essay Writing

Sample Ideas		
Basketball	Healthy Eating	Animal Adaptations
Clean Energy	Tropical Rainforests	Internet Safety
Canadian History	Mathematics in Daily Life	Renewable Resources
The Water Cycle	Influential Canadians	Volcanoes
Ancient Civilizations	Ancient Egypt	Space Exploration

Instructions: Choose a topic and answer the questions below

1) Choose 3 topics you are interested in and list three main ideas about it.

Topic	Main Ideas
Example: Hockey	<ul style="list-style-type: none"> • How is hockey played? • How can you become a professional player? • Who are the key players in the world?
1)	
2)	
3)	

Scaffolding - Essay Writing

2) Fill in the missing parts of the paragraphs below to complete the essay.

Topic: Hockey

Introduction

Hockey is a fast-paced and exciting sport that has captivated fans around the world. In this essay, we will explore the origins of hockey, how it's played, and some of the best players who have ever laced up.

Main Idea 1: When Hockey Was Invented

Main Idea 3: The Best Hockey Players in the World

Throughout its history, hockey has seen many talented players, but a few stand out as the best. One of the most famous is Wayne Gretzky, known as "The Great One." He is considered many as the greatest player ever, holding numerous records. Another legendary player is Steve Yzerman, known for his longevity in the NHL. More recently, players like Sidney Crosby and Connor McDavid have made their mark with exceptional skill and athleticism. These players are admired for their abilities and have inspired countless young athletes around the world.

Main Idea 2: How to Play Hockey

Conclusion

Hockey is more than just a game; it's a part of cultural heritage, especially in Canada where it was first played. From its humble beginnings on frozen ponds to the high-stakes international competitions of today, hockey continues to be a beloved sport. Understanding when hockey was invented, how it is played, and who some of the best players are helps us appreciate the deep impact it has had on sports history and why it is so cherished by fans and players alike.

Scaffolding - Essay Writing

Write

Choose one of the three topics you selected, then write a five-paragraph essay about it.

Introduction - Include a thesis statement

PREVIEW

Main Idea 1

PREVIEW

Name: _____

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Formal Versus Informal Letters

In the world of writing, letters are an essential way of communicating. But did you know that there are two main types of letters: formal and informal? In this report, we will explore the key differences between these two types and when to use them.



Formal Letters

Formal letters are used for serious matters, such as job applications, business communication, or writing to people you don't know well. When writing formal letters, you should use proper titles, like "Mr." or "Ms.," and start with a formal greeting like "Dear Mr. Smith." The language should be polite and professional. For example, you might write a formal letter to apply for a job or to make a complaint to a company.

Informal Letters

Informal letters, on the other hand, are used for relaxed and personal communication. You can use first names and a casual tone. Informal letters often start with a casual greeting like "Hi" or "Hello." You might write an informal letter to a friend, family member, or someone you know well as a way to share news, or express your feelings in a friendly way.

When to Use Each Type

Knowing when to use formal or informal letters is important. Use formal letters for official matters, like writing to your principal or applying for a job. Informal letters are great for staying in touch with friends and family or writing to someone you're close to.

Examples of Formal and Informal Letters

Here's a quick list to help you understand the difference:

- Formal Letter: Job applications, complaints, letters to authorities.
- Informal Letter: Letters to friends, family, people you know well.

Understanding the difference between formal and informal letters is a valuable skill in the world of writing. By using the right type of letter in the right situation, you can communicate effectively and show respect for your reader. So, whether you're writing to your future boss or your best friend, remember the key distinctions between these two types of letters.

Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are commonly used for personal communication.	True	False
2) Informal letters require a polite and professional tone.	True	False
3) "Dear" is a typical greeting in informal letters.	True	False
4) Job applications often use informal language.	True	False
5) Writing a letter to a company is an informal letter.	True	False

Think

which type of letter is given in the example.

Subject: Science Experiment
Hey Mrs. Garcia,

I hope you're having a great day! I just heard about our upcoming science experiment, and I'm super excited! Can you give us a sneak peek of what it'll be about? I love science, and I can't wait to dive into this new adventure.

Thanks,
Sophie

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

Dear Mr. Brown,

I am excited for the field trip you mentioned. It sounds like fun. Could you give me more details about where we're going and what we'll do there? Exploring new places is always a great idea, and I'm well-prepared!

Best regards,
Aiden

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

Hi Ms. Robinson,

I heard there's a mystery book club starting at the library. Can you tell me when the first meeting is and what book we'll be reading? I'm a big fan of mysteries, and I'd love to join in the fun.

Thanks a bunch,
Olivia

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

Subject: Upcoming Project

Dear Mr. Thompson,

I enjoyed your last class. 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 |

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 Counsellor	Discuss feeling stressed about exams	Formal	Informal
Basketball Coach	Ask for tips on improving shooting	Formal	Informal
Neighbour	Borrow a video game	Formal	Informal
School Band Leader	Express interest in joining the band	Formal	Informal
Aunt/Uncle	Ask about a recent school trip	Formal	Informal
Science Teacher	Ask for help on a lab experiment	Formal	Informal
Library Club	Ask for club reading	Formal	Informal
Best Friend's Mom	Ask for permission for a party	Formal	Informal
School Newspaper	Write about the school's history	Formal	Informal
Classmate	Collaborate on a group project	Formal	Informal
Drama Club Head	Inquire about audition dates	Formal	Informal
Local Bookstore	Recommend ordering a book for the library	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

Analyzing Informal Emails

Analyze

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

Subject: Mysterious Light in the Sky!

Hey Taylor,

Last night I saw this weird, bright light in the sky. It wasn't a plane or a star. Do you think it could be something else? It was so strange! Let's chat about it. Maybe it's a topic for our next science project. It's a real mystery to solve together.

Curiously,

Avery

Author's Voice

Subject: Missing Homework Disaster!

Hey Riley,

I can't find my homework anywhere, and it's due tomorrow! Have you ever had a homework mishap? I'm panicking! Help me brainstorm a plan to solve this homework adventure we need to conquer.

Stressed out,

Logan

Author's Voice

Subject: Exciting News - Guess What?

Hey Olivia,

I've got some exciting news to share! Can you guess what it is? Hint: It involves a surprise party. Let's catch up soon, and I'll spill the beans! I can't wait to see your reaction.

Thrilled,

Sophie

Author's Voice

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	To share a high score they had in a video game or to share a new viral video they just saw.
Subject:	

Audience	Purpose
Cousin or Family Friend	Describing a funny incident that happened during vacation.
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: Yay! Our Project

Hey, _____! I just got _____ for our science project! _____ How about we study plant growth and see how different factors affect it? _____ We can use different types of soil, light, and _____ It's so interesting to see the results. _____, what do you think?

Let me know,
Alex

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

Subject: Ugh! The Worst Day Ever

Hey, _____! I can't believe how today went. _____! My coffee machine broke and sprayed coffee everywhere. _____! Then, my computer crashed to _____ in the middle of my presentation. _____! To make things worse, I lost _____.

Annoyed,
Mike

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

Subject: Ah! My Chaotic Weekend

Hey, _____! My weekend was something else. _____! Mr. Whiskers climbed the tallest tree and wouldn't come down. _____! Later, I botched a new dessert recipe. _____! Ended up with a salty cake. _____! To top it off, I got my foot stuck in a bucket cleaning the mess. Hope your weekend was smoother. Let's chat soon!

Frustratedly,
Sarah

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: Mixing and Dissolving: Sugar in Water and Other Examples

Hey there

Guess what I did a super cool science experiment over the weekend! I decided to explore mixing and dissolving, and it was pretty neat.

First, I took a glass of water and added some sugar to it. Then, I stirred and stirred until all the sugar disappeared. Wow, that was like magic! The sugar mixed with the water and dissolved right into it.

But wait, there's more! Next, I tried mixing salt with water, and it did the same thing. The salt just disappeared into the water. I made a list of what else we can mix and dissolve.

Anyway, I can't wait to chat more about this. I want to meet with you this weekend and do some more fun experiments together? Let me know!!!

Catch you later,
Emily

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Friends	Sharing stories, party invite
Family Members	Saying thanks, holiday wishes
Classmates	Help with homework, hang out
Teachers	Talk about games, practice chat
Pen pals	Say hello, share cultures
Favorite celebrity	Write a fan note, ask questions

1) Who will be the audience of 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 final 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: _____

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?

Intro to Narrative Writing

What Is Narrative Writing?

Narrative writing is a type of writing that tells a story. It's like sharing a little adventure with your readers. In a narrative, you can talk about real events from your own life, create fictional stories, or even combine both. The goal is to take your readers on a journey, make them feel like they are right there with you.

Parts of a Narrative

1. **Introduction:** Every narrative starts with an introduction. This is where you introduce the main characters and set the scene. By describing the setting, you tell the reader where the characters are and help the reader to picture what is happening.
2. **Middle:** The middle part of your narrative is where the action happens. It's the exciting part where events unfold, and your characters face challenges or adventures. This is the heart of your story.
3. **Conclusion:** Lastly, we have the conclusion. This is where you wrap up your story. You tell your readers how the story ends and what the characters learned or how they changed. It's like tying a bow on a present; it gives your story a nice finish.

Tips for Great Narrative Writing

- Use descriptive words to paint a picture in your reader's mind.
- Show, don't tell. Instead of saying, "It was a scary night," describe the spooky shadows, eerie sounds, and how your heart raced.
- Use dialogue to make your characters come alive. Let them speak and show their personalities.
- Organize your story in a clear order: beginning, middle, and end.
- Edit and revise your work to make it the best it can be.



Remember, the best narratives are the ones that make your readers feel like they're part of the adventure. So, let your imagination run wild, and start writing your own narratives!

True or False

Is the statement true or false?

1) Narrative writing is all about telling real stories.	True	False
2) The conclusion of a narrative ties up the story.	True	False
3) Descriptive words are not important in narrative writing.	True	False
4) In narrative writing, you should "show, don't tell."	True	False
5) Dialogue can bring characters to life in a narrative.	True	False

Question

Answer the questions below.

1) What is the main purpose of narrative writing?
2) Idea generation: Generate 2-3 ideas inspired by your interests. Consider challenges you encounter in these activities.
Example: Alex, the aspiring musician, loses his guitar on the way to a show.

Think

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

Beginning: Setting/characters, Middle: Main problem, End: Solving the problem

Story Idea: To celebrate his 11th birthday, Jake is given a mysterious book that grants him the ability to talk to animals.

Beginning	
Middle	
End	

Narrative Writing - Imagery

Draw

Read the sentences below and draw what you imagine.

On a sunny spring day, Emily stood in a lively city park, sketchbook in hand. Cherry blossoms bloomed around her, petals gently drifting in the breeze. She noticed a butterfly on the grass, surrounded by bright tulips and daffodils. A small pond, with a few lily pads and blue with drifting clouds. The air carried a mix of bird songs and city sounds, creating a symphony of urban and natural harmony. The park buzzed with the rejuvenating spirit of spring.

On a crisp autumn evening, Liam walked to a quiet beach with his camera. The sky was a deep purple, shining over the waves. Seagulls called overhead, mixing with the sound of the sea. The sand, cool and soft, showed footprints leading to a pier. A small fire crackled nearby, its warm glow and the scent of wood filling the air. In the distance, boats with twinkling lights floated on the horizon, adding to the peaceful autumn beach scene.

Narrative Writing – Imagery Using Sensory Details

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

Direction

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

A boy at a basketball game shoots the ball and the basketball goes in the hoop.

- 1) The crowd roared and cheered exuberantly cheering.
- 2) In the stands, I smelled the aroma of fresh coffee in the parents' cups.
- 3) The gym was filled with the sound of sneakers slapping heavily on the hardwood.

A girl offers a puppy some milk. He licks the milk.

- 1)
- 2)
- 3)

A player hits a ball toward a house and the ball breaks a window.

- 1)
- 2)
- 3)

At a bakery known for its delicious cakes there is a lineup of customers.

- 1)
- 2)
- 3)

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 beach. Describe the character sees, feels, hears, tastes, and smells.

As the sun went down, Sally stood on the calm beach. She heard the gentle waves, like a soothing song. The salty sea breeze blew through her hair, and she smelled the ocean. Her toes sank into the wet sand as seagulls trumpeted loudly, searching for food. Sally tasted the salty mist, feeling the vast sea.

See	
Feel	
Hear	
Taste	
Smell	

Narrative Writing – Adventurous Characters

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

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

Create

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

Treasure Hunter	Mountain Climber	Space Cadet	Mountain Climber	Underwater Diver
-----------------	------------------	-------------	------------------	------------------

1) What is your character's name?

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

4) Write three-character traits your character has. Explain how they show each trait.

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.

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 their character type might be.

1	Max is always the first to arrive and the last to leave, a clear sign of his dedication.	Direct	Indirect
2	Ava gently wrapped her arms around the shivering stray cat, a small act that spoke volumes.	Direct	Indirect
3	Oliver's report card always reflected his impulsive nature.	Direct	Indirect
4	Jamal's stride didn't falter under the weight of the crowd's jeers, his dignity intact.	Direct	Indirect
5	"Lily, your curiosity will take you far," said her teacher in class.		Indirect
6	Keira passed the ball to a teammate, her eyes on the group's victory rather than personal glory.		Indirect
7	Ethan's booming voice filled the room, "Let's turn this class into a debate stage!"	Direct	Indirect
8	Simon was the first to lend a hand, his actions a silent testament to his helpful nature.	Direct	Indirect
9	"Fiona will always stand by you," the principal told the new student.	Direct	Indirect
10	Theo's afternoons in the community garden left his hands dirty but his spirit content with his contribution to the earth.	Direct	Indirect
11	"Hannah, your paintings could brighten up any room," remarked the art teacher.	Direct	Indirect

Narrative Writing - Characters

Create Create a character and fill in the organizer. Draw your character in the oval.

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 - Characters

Analyze

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

With his curly brown hair and a pair of glasses perched on his nose, Oliver is the school's resident bookworm. He can usually be found in the library, lost in the pages of a book. Oliver's special talent is his love for reading and his friends with the same passion. He's known as the go-to person for book recommendations.

Name	
Look	
Personality	
Special Trait or Talent	

With her bright red pigtails and a collection of colourful ribbons, Emma is the cheerleader of the group. She's always energetic and enthusiastic, spreading positivity wherever she goes. Emma's special talent is gymnastics. Her flips and cartwheels never fail to impress during recess.

Name	
Look	
Personality	
Special Trait or Talent	

With his freckled face and a backpack full of gadgets, Max is the budding scientist of the group. He's always conducting experiments and observing the world around him. Max's special talent is his ability to invent useful contraptions, from homemade robots to cool gadgets that help his friends in various situations.

Name	
Look	
Personality	
Special Trait or Talent	

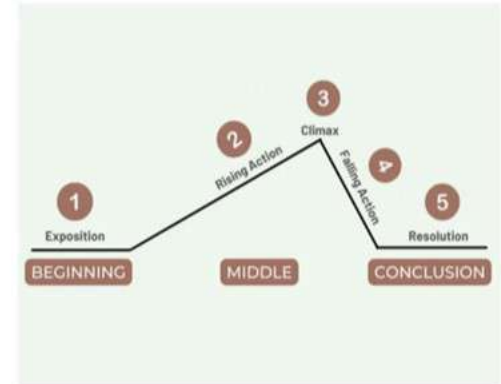
Narrative Structure

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 highest point of the mountain. This is where the biggest problem or challenge happens, and the characters face their greatest test.

Wrapping Up: Falling Action

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

The End: Resolution

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

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

Fill In

Fill in the blanks.

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

Direction

Write the name 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 following story summary and describe the 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 disheartened, Jordan, Alex, and Sam worked hard, showing true teamwork 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 and joy, they won first place and their garden was praised for its creativity and hard work. Most importantly, through this experience, they realized that their friendship and the joy they shared were the true rewards of their effort.

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

Plots and Subplots

A **plot** is the main part of a story, where important events happen. It's the main journey or problem in the story.

A **subplot** is a smaller story that connects to the main one. It might be about other characters or different problems. It adds interesting twists to the story.

For example, in a story about a school's basketball team trying to win a big tournament, a subplot could be about one player's struggle with math class. While the main story focuses on basketball, the subplot adds depth by showing the player's challenges in school.



Identify a subplot based on the following main plot points.

1. Plot: A group of students discovers a hidden garden behind their school, with plants that seem to move at night.

Write a subplot for this story.

2. Plot: A new virtual reality game sweeps the school, and students are transported into the game world.

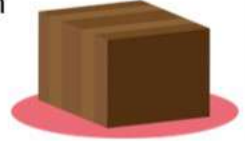
Write a subplot for this story.

3. Plot: The school's chess champion gets challenged by a mysterious new student who seems to never lose a game.

Write a subplot for this story.

Figurative Language - Suspense

Suspense is that "what's going to happen next?!" feeling in a story. It's when you're reading or writing and can't wait to turn the page. You add suspense by making something uncertain and important to your readers.



Here are some examples of suspense:

- **Mystery Box:** Maybe your character finds a locked box in their grandparent's attic. What's inside? Who does it belong to? You make your readers wait a bit before they find out and that's suspense!
- **Cliffhanger:** This is when a story ends abruptly, and you're left hanging until the next chapter. For example, your character might be about to open a door to a mysterious room and then the chapter ends. You'd really want to read on, right?

Write

Using the given example, write a scene filled with suspenseful details.

The Final Penalty Kick. In a crucial soccer championship, the game is tied and comes down to a final penalty kick. A player, unknown to the crowd, is chosen to take the shot, carrying the team's hopes and dreams.

The Vanishing Act: During the school talent show, a student magician attempts a trick they've never tried before making themselves disappear. But when the curtain falls, they are nowhere to be found, not just from the stage, but seemingly from the entire school.

Figurative Language – Foreshadowing

Foreshadowing is like a sneak peek in a story. It's when the writer gives you little hints or clues about what might happen later on. These clues can be really subtle, but they set the stage for future events, creating suspense or adding depth to the story.

Example: In a story, if a character finds a mysterious key early on, it might foreshadow that they'll unlock something important later. This clue keeps readers curious about what the key will open.



Think _____ Read the story plot below and foreshadow what will happen next.

The Midnight Train: Alex discovers an old train ticket dated for that very night in a book they borrowed from the library. Curious, Alex decides to go to the train station at midnight.

Foreshadow – What do you think will happen next?

The Chess Game: During a stormy night, Mia finds an antique chess set in the basement. When she moves a piece, she hears a distant echo of a voice that sounds like her house.

Foreshadow – What do you think will happen next?

The Forgotten Garden: Jamie stumbles upon a hidden garden behind their house, overgrown and seemingly untouched for years. In the center, there's a statue of an angel pointing towards a particular spot.

Foreshadow – What do you think will happen next?

Eliminating Redundant Words or Ideas

Redundancy in writing means using extra words or ideas that aren't necessary because they repeat the same thing. Eliminating those words or ideas is like decluttering your room – you keep what you need and get rid of the extra stuff to make it look better.

For **example**, the sentence "She nodded her head in agreement" has redundant words. Instead, you can just say, "She nodded." We already know nodding means moving your head, so you don't need to say "her head."

Write Rewrite the sentences, removing redundant words to make them clear and concise.

Sentences with Redundant Words	Without Redundant Words
1) The final outcome was unexpected.	
2) I saw it with my own eyes.	
3) They returned back to the store.	
4) She climbed up the ladder to the roof.	
5) At this point in time, we need to decide.	
6) The small little dog barked loudly.	
7) Please repeat that again for me.	
8) She whispered softly in his ear.	
9) The book is based on a true fact.	
10) We will meet at 12 noon tomorrow.	

Using Quotations in Narratives

Quotation Marks in Dialogue

Knowing how to use quotation marks in conversations is very important. These special marks help readers understand when a character is talking in a story. Let's go through eight important rules with examples for each.



- 1) **Quotation Marks for Speaking:** When a character talks in a story, you need to put quotation marks (" ") around what they say. Quotation marks serve as a signal to readers, indicating that someone is speaking.
- 2) **Commas:** If you know who is speaking, it's important to use a comma before or after the dialogue tag. Examples: Sarah said, "I'm going to the park." or "I'm going to the park," Sarah said.
- 3) **Punctuation Goes Inside:** If a character's speech ends with a period, comma, question mark, or exclamation point, the punctuation marks go inside the quotation marks. So, if someone asks you, "How are you?" the question mark stays inside the quotation marks.
- 4) **Quotation Marks Within Quotation Marks:** If a character repeats what someone else said, use single quotation marks (' ') for the inner quote and double quotation marks for the entire speech. For example: Mark told me, "When she said 'Never give up.'"
- 5) **Multiple Paragraphs:** If a character's speech spans more than one paragraph, you should start each new paragraph with a quotation mark, but only use one closing quotation mark at the end of the last paragraph. For example:
"I had an adventure in the forest."
"It was so much fun."
- 6) **Using Descriptive Tags:** Choose a tag that best describes how the person said what is in the quotation. For example, "Come for dinner!" Mom yelled.
- 7) **Exclamation Points and Question Marks:** If the character's speech is a question, or if they exclaim something, the tag should start with a lowercase letter. For example: "Is it your birthday today?" she asked.
- 8) **Exclamation Points and Question Marks:** If someone's speech ends with an exclamation mark or a question mark, you don't need to include a comma before the closing quotation mark. For instance: "Look out!" he shouted.

Using Quotations in Narratives

Edit

Fix the mistakes below.

Original	John said "I will be going to the movie tonight".
Edited	

Original	ve go now? Asked Lily.
Edited	

Original	"I've been to" he mentioned.
Edited	

Original	She shouted, "Don't run in t
Edited	

Original	"This is delicious! she exclaimed, tasting th
Edited	

Original	"I'm not sure" he pondered "if this is the right way".
Edited	

Original	"I can't believe it's already October"! whispered Marie.
Edited	

Original	"When I spoke to her, she said, "I'll be there in five minutes" John recalled.
Edited	

Writing Using Quotations

Practice

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

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

Character Personality and Dialogue

Think

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

Personality: Curious

- a) "That's interesting, but how does it work?" she pondered, eyes narrowing in thought.
- b) "Sure, that's one way to look at it," he agreed.
- c) "I'm not really interested and I don't care to learn," she said.

Personality: Shy

- a) "I think that is a good plan," he nodded with a slight nod of his head.
- b) "Everyone seems to agree, but I'm not convinced," she murmured, almost to herself.
- c) "You've convinced me!" he declared, shaking her hand.

Personality: Optimistic

- a) "Ugh, this is too difficult!" she announced, frowning.
- b) "Challenges are just opportunities in disguise," he grinned, determined.
- c) "Why bother trying?" she shrugged, indifferent.

Personality: Energetic

- a) "Let's jump in and try it, no time like the present!" he urged.
- b) "I'm ready for action, but is this the best first step?" she questioned.
- c) "I'm not in the mood," she muttered, dragging her feet.

Personality: Melancholic

- a) "Sometimes I wonder if it even makes a difference," she sighed.
- b) "I guess it's okay," she murmured, unenthusiastic.
- c) "It's hard to see the point, but I suppose I'll try," she conceded.

Emotions in Dialogue – Speaker Tags

Think

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

Word Bank

Excitement	Sadness	Anger	Fear	Confusion
Happiness	Surprise	Disappointment	Determination	Curiosity

Emotion	Dialogue	Speaker Tag
	Gracie? I just got the lead role in the play!"	Tom exclaimed excitedly.
	What if I forget my lines on stage?"	Emily _____.
	"That's wonderful! You did it!"	Mark _____.
	"It's okay, I'll practice harder and try again next time."	Sarah _____.
	"Oh, I just heard old Mr. Jenkins' cat passed away."	_____.
	"How do you think they make these glow-in-the-dark stickers?"	Lily _____.
	"I really thought I'd make the soccer team this year."	Mike _____.
	"They said I was too small for the team! It's so unfair!"	Nate _____.
	"What? You're joking! They really chose me?"	Tim _____.
	I don't understand this math problem at all."	Sophie _____.

Adding Dialogue to a Story

Write

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

In the vibrant coastal town of Seabreeze, the annual Sandcastle Spectacular drew families from all around to showcase their sculpting skills. Among them was a seventh-grader named Lucas, who had sketched out an elaborate fortress with turrets and moats. Armed with shovels and buckets, he and his sister Mia stood before a mound of untouched sand.

"

" Mia asked, eyeing the sketch with a mix of awe and doubt.

"

replied, his voice brimming with enthusiasm.

Under the hot sun, the siblings dove into the sand, their hands and tools shaping the sand. Onlookers wandered by, casting curious glances at their growing creation.

"

" their friend Zoe called out, approaching with a wide-brimmed hat.

Lucas wiped his brow and nodded. "

" he pointed to a particular section of the sketch.

Together, they worked, laughing and joking, as the fortress took shape. Mia, with a concentrated frown, carefully carved out windows, while Zoe tackled the challenging towers.

"

" Mia exclaimed, stepping back to admire their work.

"

" Zoe added, high-fiving Lucas.

As the judges made their rounds, the trio held their breath. When their sandcastle was awarded first place, their joy was as bright as the summer sun. Celebrations erupted around them, and Lucas knew this was a day they'd always remember.

Writing Speaker Tags

asked	wondered	requested	admitted	shared
replied	suggested	reminded	proposed	added
announced	declared	bragged	mentioned	explained
insisted	boasted	inquired	told	described

Fill in the blanks to complete the speaker tag for the quotations below using as many different words from the list above as you can.

1)	"This experiment was a success," Ethan _____.
2)	"I think we should start our presentation now," Zoe _____.
3)	"Can anyone explain the weather?" _____.
4)	"That story was really interesting," _____.
5)	"This diagram shows the water cycle," Liam _____.
6)	"We're going on a field trip next Friday," Ava _____.
7)	"Our team won the science fair," Noah _____.
8)	"Why is the atmosphere important?" Mia _____.
9)	"I solved the problem you gave us yesterday," Jacob _____.
10)	"Let's discuss the results of our survey," Sophia _____.
11)	"How can we improve our group work?" Matthew _____.
12)	"The author conveys a powerful message in this book," Emma _____.
13)	"Understanding this theory takes time," Oliver _____.
14)	"I'll bring snacks for the group study session," Charlotte _____.

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.

Oceanville's Plastic Danger

In the vibrant town of Oceanville, with houses painted in sea hues, siblings Leah and Luke had a day. The local beach, golden and inviting, was their perfect playground. Leah, with her hair blowing in the wind, loved collecting shells, while Luke, always with his swim hat, was fond of spotting sea creatures.

As they walked along the shore, Leah exclaimed, "Luke, look!" She pointed at a piece of plastic washed up on the sand. "This is terrible!"

Luke, eyes wide, asked, "What? We need to tell Mr. Reed, the marine expert. He'd know what to do!"

The duo rushed to Mr. Reed's home. He greeted them with a sigh, "Ah, the plastic issue." Leah, clutching the piece of plastic, asked, "Can we help, Mr. Reed?"

Mr. Reed smiled, "Let's start by cleaning up the beach." For a first-rescue, he added, "How about a clean-up tomorrow?"

The next day, Leah and Luke, armed with trash bags, called their friends. Together, they cleared the beach, turning trash into art displays, symbolizing the power of plastic.

Mayor Marina, visiting the beach, praised them, "Bravo! Let's have a recycle drive."

Walking home, Leah said, "Feels good to make a change, right?"

Luke grinned, "Absolutely! From now on, we're Oceanville's eco-guardians!"



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

Assignment – Narrative Writing

Write

Plan your narrative by brainstorming about your topic below.

Characters	Plots	Settings
Stray cat	Finds a new family	City alley
Young dancer	Learns a magical dance	School gym
Lost teddy	Seeks its owner	Planets
Soccer player	Organizes a neighborhood match	Local field
Curious explorer	Searches for a hidden cove	Coral reef
Budding chef	Creates a unique recipe	Home 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 character(s) 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		
Optional: Use a subplot		

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		
Optional: Use a subplot		

Intro to Personal Narrative Writing

What is Personal Narrative Writing?

A personal narrative is like telling a story from your life. It's your chance to share a piece of your world with others, showing them what you've been through or what's important to you.



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 who 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/>
<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/>

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 your main topic clearly presented?		
Do your points support your main argument or topic?		
Are your supporting details specific and relevant to the topic?		
Have you checked your work for proper spelling and used Canadian English conventions?		
Have you consistently used appropriate capitalisation throughout your writing?		
Are all sentences punctuated correctly, including the use of commas, periods, and question marks?		
Have you varied your sentence structure to maintain the reader's interest?		
Does your language and tone suit the purpose of your writing and the intended audience?		
Have you provided a conclusion or closing statement that ties together your ideas?		

Revision – Writing Feedback Sheet

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



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

Student Being _____

Reviewer's Name: _____

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

Rubric – 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

Mark

Activity: Being Persuasive

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Prompt cards
- ☐ Timer or clock



Instructions

How do we complete the activity?

- 1) **Pair Up the Students:** Divide the students into pairs. If there's an odd number, you can have one group of three.
- 2) **Introduce the Activity:** Explain to the students that they will be debating different prompts from the list. One student will choose a side for the first prompt, and the other will choose for the next. They will alternate in this way.
- 3) **Start with the First Prompt:** Have the pairs look at the first prompt. One student will pick a side to argue for or against. The other student will argue the opposite side.
- 4) **Think Time:** Give the students 2 minutes to think about their arguments. They may jot down quick notes if they wish.
- 5) **Debate Time:** Let the students debate for 3 minutes. Encourage them to listen to each other's arguments respectfully.
- 6) **Move to Next Prompt:** After debating the first prompt, move to the next one, allowing the other student to choose a side first. Repeat the think and debate time.
- 7) **Repeat Until All Prompts are Debated:** Continue moving through the prompts, alternating sides, until all have been debated.
- 8) **Classroom Debate (Optional):** Ask for volunteers to debate in front of the class. They can choose one of the prompts they have already debated.

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 every student play a sport in school?	
Reason 1		
Reason 2		
Reason 3		
2)	Should schools have more holidays during the year?	
Reason 1		
Reason 2		
Reason 3		
3)	Should there be a no-homework policy for Friday?	
Reason 1		
Reason 2		
Reason 3		
4)	Should schools offer more art and music classes?	
Reason 1		
Reason 2		
Reason 3		

Version 2: Activity – Finding Bias in Writing

Tough Job

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



Dear Principal Walker,

I hope everything's going well. I've got this exciting idea for our school: How about adding a climbing wall in our playground? Let me share why I think it's a brilliant thought.

Firstly, this is the adventure! Climbing walls are super fun. Recess would become the most exciting time of the day, with all of us challenging ourselves to climb higher.

Secondly, it's not just fun; it's learning too. We could understand about balance, strength, and even a bit of physics while we climb.

Moreover, students would get extra exercise as they use the climbing wall. They will improve their strength and endurance. I read that grip strength is the number one predictor of overall health and life expectancy.

I truly hope you'll give my suggestion some thought. It could make our recess time truly special!

Warm regards,
Jamie, Grade 7 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

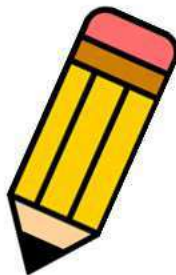
Tough Job

Write your response letter back to Jamie.

PREVIEW

Include:

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

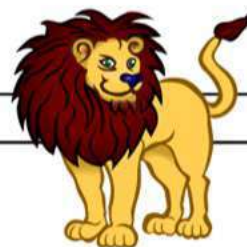


- ☐ Transition words
- ☐ A closing, like "Sincerely"
- ☐ Your signature (your name)

Synthesizing – Lions

Passage 1: The Role of the Lion in Controlling Herbivore Populations

Lions are known as apex predators, meaning they are at the top of the food chain. They primarily prey on large herbivores such as zebras, wildebeests, and antelopes. By doing so, lions play an essential role in controlling the populations of these herbivores. If the herbivore populations were left unchecked, they could overgraze and deplete the plant resources, like grasses, acacia tree leaves and shrubs in the savannah, causing an imbalance in the ecosystem.



Passage 2: Social Dynamics within a Lion Pride

A lion pride consists of several females, their cubs, and a few males. Females are usually the primary hunters, working in groups to take down prey. The males protect the territory and cubs. This social structure allows lions to hunt more effectively, making them successful predators in their environment. The pride's success, in turn, helps maintain the delicate balance of the African Savannah.

Passage 3: The Lion's Impact on the Ecosystem

Aside from their role in controlling herbivore populations, lions also influence the presence of other smaller predators like hyenas and leopards. Lions often steal kills from these predators and can sometimes even kill them, thereby reducing competition for food. This behavior ensures that lions remain the dominant predator, shaping the hierarchy and biodiversity in the savannah.

Draw a Food Chain

Draw a simple food chain that includes the lion and the plants in the African Savannah.

Synthesizing – Lions

Synthesis

Combine the information from the three passages to write one short summary about lions in the African Savannah.

PREVIEW

All About Expository Writing

What is Expository Writing?

Expository writing is a style of writing that focuses on explaining, informing, or clarifying a topic. It's all about giving information in a clear manner without adding personal opinions or trying to convince the reader of something. The main aim is to provide readers with accurate and straightforward facts.

Key Features

- **Factual:** Expository writing is based on true information. It does not include personal opinions.
- **Clear and Concise:** Uses simple words and sentences to make the topic easy to understand.
- **Organized:** Information is presented in a logical order.



Different Types of Expository Writing

1. **Instruction Lists:** These are written by someone who wants to teach you how to do something. An example is a recipe that lists down the ingredients and the steps to follow to prepare the dish.
2. **Informational Reports:** These give detailed information about a topic, answering questions like who, what, where, when, and how. If you read a report about pandas, you'd learn about their habitat, what they eat, and their behavior.
3. **Problem and Solution Essays:** These identify a problem and discuss ways to solve it. For instance, an essay might discuss the problem of litter and propose solutions like installing more bins or starting an awareness campaign.
4. **Comparison Essays:** These describe the similarities and differences between two things. An essay might compare two types of animals, like cats and dogs, and discuss how they are alike and how they are different.
5. **Cause and Effect Essays:** These look at the reasons something happens and its results. For instance, an essay might explore the causes of rain and then discuss its effects on the environment.

Using Expository Writing:

When you want to share information or explain something in detail, expository writing is the tool to use. It helps readers understand topics better by presenting facts in an organized and clear manner. Whether you're reading a textbook, a how-to guide, or a scientific report, you're likely seeing expository writing in action.

True or False

Is the statement true or false?

1) Expository writing should always avoid personal biases.	True	False
2) A report on climate change is an example of expository writing.	True	False
3) Expository writing can include personal opinions.	True	False
4) "How-to" lists are an example of expository writing.	True	False
5) Headers and bullet points make expository writing harder to understand.	True	False

Question

Answer the questions below.

1) Why is it essential to avoid personal biases in expository writing?

2) In what situations might a "how-to" list be useful?

Which Type?

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

1) All about animals	
2) The problem of Climate Change and how to solve it	
3) Which is better for you, water or juice?	
4) How to grow tomatoes	
5) A recipe for how to make brownies	
6) If you install solar panels, what will happen?	
7) Which soil do sunflowers grow best in – sand, silt, or clay?	
8) What happens when waves crash against the shoreline?	

Writing a How-To-Guide

Plan

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

1) Brainstorm – Write down what you're good at. Examples: soccer, crafts, math.

2) Choose Your Topic – Choose something from your list to focus on.

3) Title Time – Think of a catchy name for your guide.

4) Materials Needed – Write down everything you need. If it's a recipe, list the ingredients.

5) Guide Steps – Explain how to do it in clear, numbered steps.

Name: _____

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1.1, 3.3

PREVIEW

6) Handy Tips – Share helpful advice to do it better.

7) Safety First – List things to be careful of while doing the activity.

Title:

Introduction

Materials

--	--

Instructions

Tips/Notes/Cautions/Warnings

PREVIEW

Reconstructing Text: News Article to Diary

A Glimpse into Our Sun's Latest Flare

Published on February 10, 2024

Yesterday's news anchors announced a breaking event: a solar flare released one of the largest bursts of radiation in the past decade. Earth's magnetic field was hit with stunning auroras visible far beyond their usual locations. Dr. Elena Martinez, a solar physicist, explained that solar flares are eruptions of energy from the Sun, capable of affecting Earth in various ways.

Solar flares can affect Earth in several ways. Besides creating beautiful auroras, they can also disrupt satellite communications and power grids. Thankfully, this flare's effects were

mostly visual, adding a spectacular light show to the night sky.

Local resident, Alex Thompson, shared their experience: "I've never seen the northern lights before. Last night, they were right outside my window. It was like a dance of colours in the sky. Truly unforgettable."

As you can see, our day-to-day

lives, events like this flare remind us of the dynamic and ever-changing nature of space. The next time you look up at the sky, remember that there's a whole universe of phenomena happening right above us, just waiting to be discovered.



Name: _____

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Instructions

Now imagine you are one of the kids who had a chance to see the solar flares. Turn the news article about the Sun's flare 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 old or some movies. Lyrics are not just melodies; they are stories waiting to be visualized.
- 2) We have a list of amazing songs, each with its own unique story and message. Take a look at the list and pick the lyric that speaks to you the most. Each song is a journey, and you get to choose which path you want to 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 given to you, bring your vision of the song 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)	"Brave" by Sara Bareilles "Say what you wanna say, And let the words fall out, Honestly, I wanna see you be brave."
2)	"Hall of Fame" by The Script feat. will.i.am "You're in the hall of fame, And the world's gonna know your name, 'Cause you're shining with the brightest flame."
3)	"Count on Me" by Bruno Mars "You can count on me like one to two, three, I'll be there... 'Cause that's what friends are supposed to do."
4)	"Wavin' Flag" by K'naan "When I get older, I will be stronger, I'll call you my friend, just like a wavin' flag."
5)	"Roar" by Katy Perry "I got the eye of the tiger, a fighter, Dancing through the storm, I am a champion, and you're gonna hear me roar."
6)	"Scars To Your Beautiful" by Alessia Cara "You don't have to change a thing, The world could change its heart, No scars to your beautiful, we're stars and we're beautiful."
7)	"Wake Me Up" by Avicii "So wake me up when it's all over, When I'm wiser and I'm older, All this time I was finding myself, And I didn't know I was lost."

Name: _____

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Instructions

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

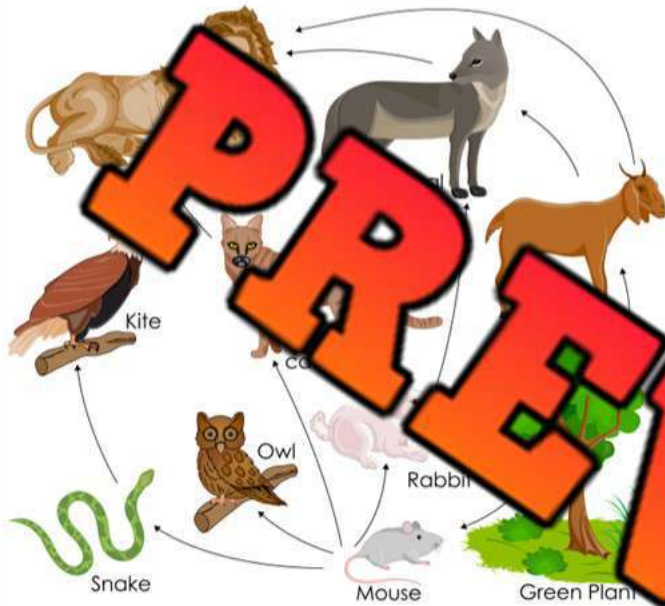
Which lyric did you choose? How will you represent it?

PREVIEW

Reconstructing Texts – From Graphics to Drama

Write

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



Reconstructing Texts – From Fairy Tale to News Report

Little Red Riding Hood

Little Red Riding Hood, a kind-hearted and curious young girl, lives at the edge of a vast, enchanted forest. One sunny morning, her mother, concerned for the health of Little Red Riding Hood's grandmother, who lives deep within the forest, bakes a batch of warm, sweet treats and packs a basket of fresh fruits. Little Red Riding Hood is tasked with delivering this care package to her grandmother with strict instructions to stay on the path and not to speak to strangers.

Eager to help and captivated by the beauty of the forest, Little Red Riding Hood sets off on her journey. The forest is alive with the sounds of birdsong and the rustle of leaves, and the magic of the woods captures her imagination with every step. However, the tranquility is broken when she encounters a cunning wolf, who, upon learning of her destination, hatches a devious plan to reach the grandmother's house first.

The wolf takes a shortcut through the dense underbrush and arrives at the grandmother's cozy cottage before Little Red Riding Hood. Using trickery, he convinces the grandmother to open the door, and she is swallowed whole by the wolf, who then dons the grandmother's clothing and lies in bed.

Upon arrival, Little Red Riding Hood is immediately struck by the appearance of her "grandmother." With each observation, "What big eyes you have," "What big ears you have," and "What big teeth you have," the wolf's disguise becomes increasingly unconvincing, culminating in the terrifying revelation of his true identity. Just as the wolf is about to leap forward, a woodsman, passing by the cottage, hears the commotion and rushes in to rescue both Little Red Riding Hood and her grandmother, freeing the latter from the wolf's belly.

The story of Little Red Riding Hood, her escape from danger, and the heroics of the woodsman spread quickly through the village, becoming a cautionary tale of wisdom, bravery, and the importance of heeding advice when venturing into the unknown realms of the world.

Planning

Fill in the components of the news report below.

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

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

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

4) **Quotes:** (Include "quotes" from key characters. What would Little Red Riding Hood, the Grandmother, the Wolf, or the Woodsman say if they were interviewed?)Little Red
Riding Hood:

The
Grandmother:

The Wolf:

The
Woodsman:

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

Name: _____

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2.1

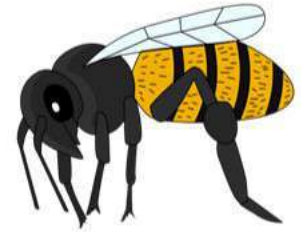
PREVIEW

Writing a Report – Importance of Bees

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: What bees do (d), shrinking bee populations (S), why we need bees (N).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of the report. You'll need an introduction, 3 body paragraphs, and a conclusion. You don't need to use all the facts for your report, so choose your facts carefully.

Facts

Organism: _____

Bees produce honey from the nectar they collect.

Pesticides can poison bees and damage their health.

Bees are key to pollinating crops humans eat.

Many wild plants rely on bees for pollination.

A single bee can visit thousands of flowers a day.

Climate change affects the timing of flower blooms.

Healthy bee populations signal a healthy environment.

Habitat loss reduces bees' food and nesting spaces.

A third of our food supply depends on bee pollination.

Worker bees have jobs, like caring for larvae.

Parasites, like the Varroa mite, harm bee colonies.

Bees help maintain the balance of ecosystems.

Bees pollinate plants, helping them to reproduce.

Bee pollination supports the growth of forests and meadows.

Bees contribute to biodiversity and genetic variety.

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

Steps for Effective Research

To begin research, it's important to choose sources that provide accurate information. Reliable sources can include:

1. **Books:** Libraries have numerous books on a variety of topics.
2. **Online Databases:** Websites like Britannica School and Canadian Encyclopedia offer reliable information.
3. **Teachers/Experts:** Asking knowledgeable individuals can provide insight.
4. **Educational Videos:** Educational videos can offer detailed explanations.

Always cross-check information from different sources to ensure accuracy.

Good Searches vs. Bad Searches

Good Searches	Bad Searches
Top scorers NHL 2020	Who are the top scorers in the NHL in 2020
Toronto average weather July	What is the weather in Toronto normally
CPR Steps	What are the steps to CPR to someone

Note-taking Techniques

After identifying sources, gathering information is the next step. Here are some techniques to take effective notes:

- **Bullet Points:** Use short points to capture essential details.
- **Highlighting:** Mark important information with a highlighter or underline it.
- **Paraphrasing:** Write information in your own words, which can aid in comprehension.

Organizing Your Research

Keeping research materials organized is essential. Some suggestions to stay organized include:

- ✓ Using folders to categorize notes.
- ✓ Creating a digital folder for online research.
- ✓ Bookmarking helpful websites for easy access later.



Think

Is the search good or bad?

1) Best workout plan 2023	Good	Bad
2) Biggest whale thing in the deep blue water	Good	Bad
3) Effects pollution ocean life	Good	Bad
4) History Louvre Museum	Good	Bad
5) Feeling like I have a cold maybe?	Good	Bad
6) Animals released 2020	Good	Bad
7) How do ants make sound?	Good	Bad
8) List me some cool facts from Canada?	Good	Bad
9) Why do some cats purr when they are happy, and others do not purr?	Good	Bad
10) When is Canada's birthday?	Good	Bad

Questions

Answer the questions below

1) Why is research important according to the report?

2) What are some examples of reliable sources mentioned in the report?

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

1) A university website with peer-reviewed articles.	Yes	No
2) An advertisement stating, steel roofs are the best type of roof.	Yes	No
3) A conspiracy theory about the moon landing written by an NBA player.	Yes	No
4) A medical journal posted on the World Health Organization's website.	Yes	No
5) Clickbait websites – Top 10 Facts You Won't Believe.	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 begins with a question that catches your interest – something you might want to know about how technology is used in schools. A good research question is clear and straightforward, helping you to explore the topic in a focused way.

Gathering

Once you have your question, it's time to gather information. You can do this in several ways:

- **Reading Books:** Go to your school or community library to find books about your topic.
- **Online Research:** Look for information on educational websites and online databases for the latest facts.
- **Interviews:** Talk with teachers, professionals, or experts who know a lot about the topic you're researching.

Organizing

Once you have gathered your information, organize it by putting together 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: The Human Body – Ex. What is the largest organ in the human body?

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Weather – Ex. What is the highest recorded temperature on Earth?

	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 (provided)
- ☐ 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. The biggest planet in our solar system is Jupiter. What's its largest moon called?		
2. The longest river in the world is called the Nile. What is the longest river in Africa?		
3. Marshmallows are made of sugar, corn syrup, and gelatin. What is the main ingredient in marshmallows?		
4. Who invented the light bulb?		
5. Penguins can't fly, but where do they live?		
6. Mount Everest is super tall! How tall is it exactly?		
7. We use computers a lot. Who's known as the father of computers?		
8. How many chambers are there in the human heart?		
9. Jimi Hendrix was famous for playing which instrument?		
10. How many colours are in the rainbow?		
11. What car brand made the first car?		
12. Who won the first Stanley Cup?		

Report Writing – Introductions

A good introduction makes people want to read more. Here's how you can make your introduction better:

- Start with a fun fact
- Start with a question
- Has a thesis statement that explains what the report will be about
- Keep it short and interesting!



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

Have you ever wondered how the internet, a vast network of connected devices, has transformed the way we learn and share information? The internet has become an essential tool in education, allowing us to access an abundance of knowledge with just a few clicks. This report will explore the internet's impact on education, highlighting how it has become a resource for students and teachers alike.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Did you know that honeybees can recognize human faces? It's true! These remarkable insects use their complex vision and memory to identify and remember human features. In this report, we'll delve into the fascinating world of honeybees, exploring their behaviour, social structure, and the crucial role they play in our ecosystem.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

In the midst of a bustling city, with its towering skyscrapers and endless streams of people, there lies a network of green spaces, parks, and gardens that serve as a haven for urban dwellers. These pockets of nature are not just patches of grass or trees planted in symmetrical rows; they are complex habitats that host a variety of wildlife and offer a respite from the concrete jungle. This report will meander through the winding paths of urban green spaces, discussing their design, the benefits they provide to city residents, including improved air quality and mental health, and the challenges they face from development and pollution. As we delve into the significance of these urban oases, we'll uncover the intricate balance between nature and city life.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Report Writing – Conclusions

- **Summarize the Main Points:** Mention the main things you talked about.
- **Call to Action:** Suggest something fun or interesting to do, like reading a cool book or chatting about the topic.
- **Connect to the Introduction:** Mention something from the start of your report to make it feel complete.
- **End with Something Interesting:** End with a cool fact or a question to make your reader think.



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

In conclusion, reading a wide variety of books is not just an escape into fantasy. It expands our vocabulary, deepens our understanding of the world, and develops empathy. Let's challenge ourselves to read a new book every month, exploring different genres and authors. Remember the journey we started with: why is reading important? Well, every book is a new adventure waiting to be discovered, and each page turn adds to the journey of our own story.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

To finish, I want everyone to start recycling. It's important for our planet. Let's all do it starting now.

Summarize the main points

Connect to the introduction

End with something interesting

As we have seen, the Confederation of Canada was not just the uniting of territories, but the beginning of a diverse and strong nation. Let's take a moment to appreciate the intricate tapestry of our history and strive to learn more about our heritage. Reflecting on the journey we started at the introduction of this report, let's continue to build on the legacy of unity and diversity that is the cornerstone of our country.

Summarize the main points

Call to action

Connect to the introduction

End with something interesting

Activity – Finding Diagrams/Pictures/Charts

Objective

What are we learning more about?

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

Materials

What is needed to complete the activity?

- ☐ Computer
- ☐ PowerPoint or Google Slides
- ☐ Prompts on a separate page



Instructions

How do we complete the activity?

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

Activity – Finding Diagrams/Pictures/Charts

Prompts

Find visuals that go with these topics below.

Question
Urban versus Rural Communities
Dissolving Solids
Saturated Solutions
Migration
Freshwater versus Saltwater
Renewable Sources of Energy
Geothermal Energy
Convection, Conduction, Radiation Heat Transfer
Sea Breeze versus Land Breeze
Photosynthesis
Parts of a Microscope

What is a Problem-Solution Report?

Understanding Problem-Solution Reports

The Basics of a Problem-Solution Report

A **problem-solution report** is a type of writing where we first describe a problem and then suggest one or more solutions to fix it. It's like when you notice there's a leak in your school's roof, and you think of ways to repair it. The leak is the problem, and the repair ideas are solutions.



Key Components of the Report

1. Identification of the Problem: Here you clearly describe the issue or challenge. It's important to give details so everyone understands what's going wrong. For instance, "Many students don't have a quiet place to read at home."
2. Suggested Solutions: After identifying the problem, you list ways to solve it. Using our example, solutions might be:
 - Creating a quiet reading corner in the classroom.
 - Starting a library club where students can read during lunch.
 - Encouraging families to make a silent reading time at home.
3. Evaluation of Solutions: This is where you think about the pros and cons of each solution. Maybe the reading corner is a quick fix, but starting a library club might help more students in the long run.

Why These Reports Matter

Problem-solution reports are helpful in school and life. They teach us to think critically, identify issues, and come up with effective ways to address them. The next time you see something that needs fixing or improving, whether it's in your school or community, you can use this type of report to share your ideas and help make things better.

Problem and Solution Report

Think

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

Reducing Classroom Waste: Explore ways to decrease the amount of waste generated in the classroom.

Addressing Bullying in Schools: Explore ways to use various strategies to reduce bullying in schools.

Encouraging Reading for Pleasure: Find creative methods to encourage students to read for pleasure outside of school hours.

Problem/Solution Report – Success Criteria

Introduction - Problem

Climate change is a serious challenge we're all facing. It's causing our planet to heat up, which leads to problems like ice melting where polar bears live and more extreme weather like hurricanes. But there are things we can do to help slow down this process. In this report, we'll look at three different ways to tackle climate change and the good and not-so-good points about each one.



Solution 1: Planting More Trees

First up, plant trees! Trees are amazing because they take in carbon dioxide—which causes warming—and give out oxygen, which we need. They also make our surroundings cooler and give animals a place to live.

The downsides are that trees need a lot of room to grow, and in cities where there isn't much space, that can be tricky. Plus, trees don't grow overnight; they take years to get big enough to make a difference. And we need to look after them, which can take a lot of time and money.

Solution 2: Switching to Renewable Energy

Our second solution is using renewable energy instead of fossil fuels like oil. Renewable energy comes from the wind, sun, and water. It doesn't pollute, and it doesn't pollute the air. That's great because it means less harmful gases that warm the planet.

However, setting up things like wind turbines and solar panels can cost a lot of money at the start. Also, the wind isn't always blowing, and the sun isn't always shining, so these energy sources can be a bit unpredictable. Plus, we need to change the way we get and use electricity, which is a big job.

Solution 3: Reducing, Reusing, and Recycling

Pros:

- Reducing waste decreases the amount of garbage in landfills, which creates methane.
- Reusing items reduces the need to produce new items, which often creates emissions.
- Recycling materials like paper and plastic can save energy and natural resources.

Cons:

- Recycling facilities can be costly to build and maintain.
- Not all materials can be recycled, and some recycling processes use a lot of energy.

Conclusion

So, there you have it—three solutions to help fight climate change. Trees can clean the air, renewable energy can replace dirty fuels, and the three Rs can reduce the trash that harms our planet. Each idea has its pros and cons, but if we combine them, they can really make a difference. It's important for us, including kids, to support these actions. After all, it's our future we're protecting!

Questions

Answer the questions below.

1) What is the problem in the report?

2) Why do you think it is important to include the cons or downsides of a solution as well as the pros and benefits?

3) Which solution did you find best to solve the problem? Explain.

Analyze

After reading the report, jot down 5-7 things you thought were good. Then, discuss with your classmates to make a list of 8 changes that would be great.

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

Assignment – Writing a Problem/Solution Report

Write

Plan your report by filling in the graphic organizer below.

1) What's the problem you want to talk about?

2) What are one or three ways we can fix that problem?

3) Let's start by talking about the problem. Why is it a problem? How does it make you feel or affect others? Why do we need to find a solution? How would life be better without this problem?

PREVIEW

Write

Plan your report by filling in the graphic organizer below.

5) Write down your ideas to fix the problem below. Tell us how your idea would help and how we can make it happen. Make sure to tell us everything – the pros and cons of the solution.

Solution Heading:

Solution Heading:

PREVIEW

Solution Heading:

6) Conclusion: Wrap it up by stating why the problem needs to be solved again and how these solutions will help make the world a better place.

Rubric – Problem and Solution Report

Criteria	Great (4)	Good (3)	Okay (2)	Needs Work (1)
Introduction	Clear start with a reason for the report.	Tells us what the report is about.	Brief mention of the topic.	Hard to tell what the report will be about.
Problem	Explains the problem in detail and tells us why it's important.	Describes the problem with some details.	Mentions a problem but lacks details.	Not clear on what the problem is.
Solutions	Strong ideas to fix the problem with clear reasons.	Has good ideas to help with the problem.	Gives some ways to help, but not much detail.	Ideas to fix the problem are missing or not clear.
Conclusion	Recaps the report, reminding us of the problem and solutions.	Ends by talking about the main points.	Gives a short ending to the report.	Doesn't wrap up the report or misses main points.
Flow/Coherence	Everything in order and it's easy to follow from start to end.	Mostly in order, but some parts are hard to follow.	Some parts are hard to follow.	Jumbled or hard to understand how it's organized.
Details	Uses lots of examples and reasons to make points clear.	Gives some examples to help us understand.	Missing examples or reasons.	Missing examples or information to understand the report.

Teacher Comments

Mark

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

What is a Haiku?

What is a Haiku?

A haiku is a short, three-line poem from Japan. Each line has a set number of beats or syllables: the first line has 5, the next has 7, and the last has 5 again. Haikus often describe nature scenes or feelings. They paint a picture using simple words. Here are a couple of examples to show you:

At the Playground

Sun shining brightly above
Kids laughing, playing, swinging
Joyful afternoon



Still Pond

Fish darting around (5)
Water's quiet, trees shadow (7)
Calm spot to chill out (5)



Reading haikus is fun! They show us new worlds in just a few words.

Write

Finish the Haiku poems below

Topic: Beach Trip

Line 1

Seagulls chant above,

Line 2

Line 3

Peaceful horizon.

Topic: Rainstorm

Line 1

Thunder rumbles loud,

Line 2

Drops splashing on the window,

Line 3

How to Write a Rhyming Poem

The Basics of Rhyming Poems

A **rhyming poem** is a type of poem where certain words at the end of lines sound similar to each other. It's like when you hear a song and some of the lines end with words that sound the same. This is called rhyme. Rhyme, on the other hand, is like a pattern or beat that makes the poem flow smoothly when read out loud.



Choosing a Rhyme Scheme

There are different ways you can arrange the rhymes in a poem. This is called a rhyme scheme. Here are a few common ones:

- ABAB: The first and third lines rhyme with each other, and the second and fourth lines rhyme with each other.
- AABB: The first two lines rhyme with each other, and the next two lines also rhyme.
- ABBA: The first and last lines rhyme, and the second and third lines rhyme with each other.

For example, in an ABAB rhyme scheme:

Line A: The sky so bright and blue,
Line B: Watching clouds as they float by,
Line A: Look how fast that bird flew,
Line B: In the vast open sky.

Sampling Rhyming Poems

The sun shines bright in the sky, (A)
Playing hide and seek, oh my! (A)
Leaves rustle with the gentle breeze, (B)
Nature's beauty is sure to please. (B)

Selecting Your Words

When writing a rhyming poem, it's essential to pick words that convey your message and rhyme well with each other. A dictionary or a rhyming dictionary can be handy tools. For example, if you want a word that rhymes with "night", you might think of "light", "sight", or "flight".

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
Balloon			
Car			
Fight			
Foot			
Rhyme			
Shoe			
Bee			
Fun			
Cream			

Write

Finish the poem below using the rhyming words.

AABB Poem

School bells ring, it's time to start (A)
 Grab your books, wear a happy heart (A)
 Friends by your side, learning is fun (B)

Snowflakes fall, each one unique (A)
 Silent nights, winter's so cool (B)
 Trees adorned in a coat so white (C)

ABAB Poem

Video games, controllers (A)
 With friends or solo, hours fly (B)
 Racing cars or building a land (A)

ABAB Poem

Video games on, with friends online (A)
 Quests to finish, treasures to find (B)

What is a Limerick Poem?

What is a Limerick Poem?

Limerick poems are a fun type of poetry that originated from Ireland. These poems are known for their unique rhythm and rhyme, which make them easy to remember and enjoyable to recite.

Limerick Structure

A limerick is a five-line poem. Here's what makes a limerick special:

- Lines 1, 2, and 5 rhyme with each other.
- Lines 3 and 4 rhyme with each other.
- Lines 1, 2, and 5 are longer than lines 3 and 4 are shorter.

Examples of Limericks

Luna's Lovely Library

Luna loved her library room,
With books that took her to the moon.
She'd read and she'd dream,
With a hot cocoa steam,
Lost in tales every afternoon.

My's Biking Day

My's biked up a big bumpy hill,
Feeling like he was on such a thrill.
His helmet was a snug,
He said he was a bug,
Racing fast gave him a thrill!



Write

Finish the Limerick poems below.

Topic: Roller Coaster Roar

Topic: Roller Coaster Roar	
Line 1	At the park, you can hear a loud roar,
Line 2	Roller coasters on tracks, I need more,
Line 3	Up and down, twist around,
Line 4	Feet hanging off the ground,
Line 5	

What is a Limerick Poem?

grin	spin	prime	time	tuxedo
Ontario	advancing	trance	dance	prancing
was	burrito	romancing	because	France

Write

Use the word bank words to fill in the limericks below

Line 1 On the shores of great Lake _____,

Line 2 He had daddled a duck in a _____,

Line 3 Went so n _____,

Line 4 He'd p _____ was _____,

Line 5 And quack _____ eat _____.

Line 1 There once was a dragon from _____,

Line 2 Who decided to learn how to _____,

Line 3 With a twirl and a _____,

Line 4 He'd flamboyantly _____,

Line 5 And the whole village watched in a _____.

Line 1 A peculiar young penguin liked _____,

Line 2 And he'd spend his whole day _____,

Line 3 On his feet, he _____,

Line 4 Quite entrancing _____,

Line 5 To the ice, he brought joy and _____.

Writing an Acrostic Poem

Write

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

Word	Rhyme 1	Rhyme 2	Rhyme 3	Rhyme 4
Friend	Bend	Send	Mend	Trend
Like	Half	Calf	Path	Graph
Must	Must	Bust	Just	Rust
Ruddy	Ruddy	Fuddy	Ruddy	Study
Smile	While	While	Tile	Isle

F

R

I

E

N

D

S

H

I

P

Writing A Comic Strip



Examine

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

Writing Comic Strips – 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:

Setting: A quiet classroom. Sam, sits with a perplexed look, staring at a math problem.

Dialogue: Sam says, "Hmm... what's X equal to?"

Onomatopoeia: "Tap tap" from a pencil drumming on the desk.

Panel 2:

Setting: Sam has a lightbulb above his head, indicating an idea.

Dialogue: Sam exclaims, "Aha! Divide by 3!"

Onomatopoeia: "Ding" indicating the lightbulb moment.

Panel 3:

Setting: Sam proudly plays the answer on the notebook.

Dialogue: Sam says, "It's 3!"

Onomatopoeia: "Swoosh" indicating the swift answer.



What is a Biography?

What's a Biography?

Think of a biography like a true story about someone's life. It's not made up—it's all about real things that happened to a person from when they were born, all the way up to the important stuff they did.

The person could be famous, or maybe they're not, but either way, their life is interesting enough to have a whole book written about it. It's like getting to read about their whole life adventure!



What About an Autobiography?

An autobiography is like a biography, but the person it's about is the one who writes it. So, you would write an autobiography about your own life!

Why Read Biographies?

People like reading biographies for many reasons:

- History Lessons: They tell us stories from the past and teach us what things were like back then.
- Get Inspired: When we read about someone facing tough stuff and making it through, it can pump us up to try hard too.
- Curiosity: It's pretty cool to learn about the secret stuff in someone's life, or big surprises from someone else's life.

What's Inside a Biography?

Biographies usually have parts like these:

- Introduction: This bit gives you a hint of who the person is.
- Early Life: You'll find out about when they were a kid, where they grew up, what school was like, and their family.
- Achievements: Here, the book talks about the major stuff they did or the big challenges they ran into. These are the reasons someone decided to write about them.
- Legacy and Later Life: Biographies often end with a reflection about what lasting influences the person has had on other people or communities.

So, the next time you're hanging out in the library, why not grab a biography? You never know what cool things you might discover!

True or False

Is the statement true or false?

1) A biography tells the story of someone's entire life.	True	False
2) Autobiographies are written by other people about someone.	True	False
3) Biographies can be about ordinary people, not just famous ones.	True	False
4) In a biography, everything is always 100% true.	True	False
5) People often read biographies to get inspired.	True	False

Questions

Answer the questions below

1) How does reading a biography help you understand the person's life choices?

2) If you could write a biography about someone you know, who would it be and why?

3) What challenges do you think biographers face when gathering information?

Three Events

Write 3 events in your life that people might want to read about.

1)	
2)	
3)	

Biography – Leif Erikson

Preface

This book is about Leif Erikson, a brave explorer from long ago. He was one of the first Europeans to travel to North America, way before others like Christopher Columbus. In these pages, you'll learn about his exciting life—from his early days in Iceland to his big adventures across the sea. We'll see how he and his family's daring spirit led him to discover new places. His story shows us how important it is to explore and learn new things, and how one person's journey can become a part of history. Happy reading!

Introduction

Leif Erikson, born around 970 AD, is often celebrated as the first European to set foot on North American soil, predating Christopher Columbus by nearly 500 years. His voyages to lands west of Europe have earned him a place of honor in the annals of exploration.



Leif Erikson

Early Life

Leif was born into an adventurous family in Iceland. His father, Erik the Red, was a famous explorer who founded the first European settlement in Greenland. Growing up in such a family, Leif learned navigation and exploration from a young age.

Achievements

- Around 1000 AD: Leif embarked on a bold journey across the Atlantic Ocean. He discovered a land he called Vinland, now believed to be part of Canada.
- In 1001 AD: Leif returned to Greenland and told tales of the rich lands he had found.
- In 1002 AD: Leif reportedly bought a ship and gathered a crew, preparing for further exploration based on the information from a trader about lands to the west.
- In 1003 AD: Leif's father, Erik the Red, attempted to visit Vinland but had to turn back due to an injury. Leif continued his voyages, exploring more of the North Atlantic.

Legacy and Later Life

Leif Erikson's exact date of death is unknown, but he is thought to have died around 1020 AD. His legacy, however, has lived on for centuries. He is remembered as a symbol of courage and adventure and has inspired countless other explorers. In honour of his achievements, Leif Erikson Day is celebrated on October 9th in the United States and is also remembered with statues and memorials in various parts of Canada.

Questions

Answer the questions below

1) Write the headings used in the biography?

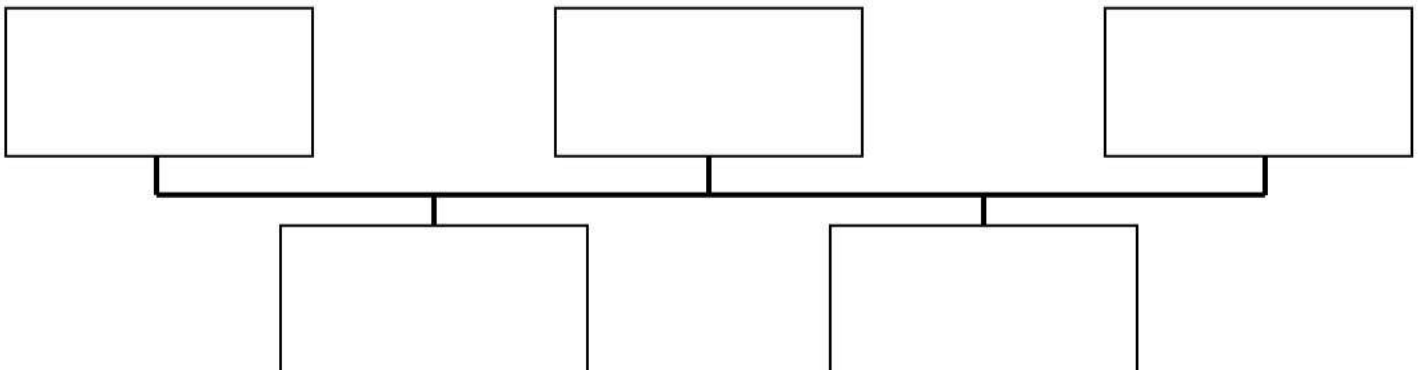
2) After reading the preface, why do you think authors include a preface?

3) How did the biography help you understand the biography? Was it helpful?

4) Why do you think the author chose to write about Erik? What can we learn from him?

Timeline

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



Researching Skills - Plagiarism

What's Plagiarism?

Plagiarism is using someone else's work or ideas and claiming them as your own. It's not allowed in school.

DO NOT
COPY

Avoiding Plagiarism:

1. **Paraphrasing:** After reading something, write it in your own words. It should be about the same length as the original.
2. **Summarizing:** Write down only the main points in a shorter way.
3. **Quoting:** Use someone's exact words, put them in "quotation marks" and mention where you found them.

Practice _____ phrase, summarize, and quote the passages below.

Original Passage: In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems. They close their pores at night to minimize water loss, and have spiny leaves to deter predators.

Paraphrasing	Desert plants have adapted to harsh conditions by storing water storage capabilities within their robust stems, closing their pores at night to conserve moisture, and sporting spiny leaves to deter predators against herbivores.
Summarizing	Cacti and other desert flora survive by efficiently conserving water and deterring herbivores with their adaptations.
Quoting	"In the harsh, dry conditions of deserts, plants like cacti have evolved to store water in their thick stems..."

Earthworms play a vital role in breaking down dead material and enriching the soil. Their movement through the earth creates channels that help plants grow better. These small creatures are key to maintaining healthy ecosystems.

Paraphrasing	_____
Summarizing	_____
Quoting	_____

Researching Skills - Bibliography

What is a Bibliography?

When we look up facts for our homework or projects, we need to show where we got them from. This tells others we didn't just make things up. It also shows respect and appreciation to those who gave us the information. We call this list of places we got our info from a "bibliography."

How to Make a Bibliography

- 1) **Collect Information:** Whenever you refer to details:
 - For books: Write down the book name, who made the book, and when it was made.
 - For online pages: Write down the writer's name, the title, the day you looked, and website link.
- 2) **Organize Your Details:** Sort your bibliography in alphabetical order by the writer's surname. If a source doesn't have a writer's name, then sort it by its title.
- 3) **Stick to This Pattern:**
 - Book: Author's Last Name, First Name. Book Title. Publisher. Date.
 - Online Page: Author's Last Name, First Name. "Webpage Title." Date Accessed. Date, URL



Example Bibliography

- 1) Green, Sarah. "Easy Ways to Recycle." Planet Care Central. Looked at on October 9, 2023. <http://www.planetcarecentral.com/recycle-tips>.
- 2) Taylor, Mike. Dinosaurs: A Cool History. Dino Books Co., 2022.
- 3) "Fun Games and Facts about Animals." AnimalZone. Looked at on October 6, 2023. <http://www.animalzone.com/games-facts>.
- 4) Lee, Anna. Wonders of the Rainforest. Nature Love Publishers, 2021.

Researching Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

- Author's Name: Amanda Green
- Title of the Book: Oceans: Deep and Mysterious Waters
- Publisher: NatureVista
- Publication Date: 2021

For a Book

- Author's Name: Liam Thompson
- Title of the Book: Forests: Earth's Lush Green Wonderlands
- Publisher: EcoReads
- Publication Date: 2023.

For a Website

- Author's Name: Dr. Emily White
- Title of the Webpage: The Wonders of the Solar System
- URL or Web Address: www.spaceexplore.com/solarsystem
- Date Accessed: February 15, 2023

For a Website

- Author's Name: Sophie Chen
- Title of the Webpage: "Wildlife Adventures: Creatures of the Jungle"
- URL or Web Address: www.naturejourney.com/jungle
- Date Accessed: March 8, 2023.

Bibliography

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

Flowers bloom brightly.

The moon shines at night.

The sun sets behind the mountains.

An owl hoots in the dark woods.

Courage is found in unlikely places.

Cursive Writing Activities

Practice

Trace the cursive stories below

Practicing mindfulness and gratitude
can lead to a more positive outlook
on life and better mental health.

Protecting natural environment ensures
that wildlife and nature will have a
healthy place to live in for
years to come.

By studying the causes and effects of
pollution, we can develop strategies
to reduce our environmental
footprint and protect our planet.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What's your favourite colour?

What's your favourite job?

Which season do you love?

Favourite school subject?

Favourite ice cream flavour?

What is your favourite sport?

What's your favourite movie?

What's your favourite game?

PREVIEW