



Preview – Information



Thank you for your interest in this product. Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Slides Lessons.
- ✓ A selection of worksheets included in the workbook.

When you make a purchase, you will receive a folder that contains the .pdf workbook file and a link to where you can make a copy of the Google Slides Lessons unit to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Google Slides Lessons Preview





Manitoba Language Writing – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

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

Identifying the Author's Purpose

Decide whether the author's purpose is to Inform, Persuade, Entertain, or Express.

1	An article about how volcanoes erupt	
2	A funny comic strip about a talking dog who wants to be a chef	
3	A poster asking students to join the school clean-up drive	
4	A personal letter to a cousin about feeling nervous on the first day of school	
5	A mystery short story about a missing necklace at a birthday party	
6	A brochure explaining how to stay safe during a typhoon	
7	A speech convincing students to stop bullying and be kinder to others	
8	A poem about missing a friend who moved to another city	

Entertain

Express

Inform

Persuade



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Idea Development Strategies: Talking to Others

Talk To Others: Discuss with a friend an anti-bullying week plan. Share the theme, events, roles, promotion, and how you'll track impact. Write your outline on lines 1-6.







Manitoba Language Writing – Grade 8

Word Choice by Audience

For each audience row, circle the words that do not match that audience's voice.

Marine Biologist	plankton	chorus	salinity	history	spawning
	biodiversity	estuary	blueprint	coral reef	rebound
News Reporter	lead	headline	caption	byline	capsule
	on-the-record	press conference	source	umami	zoning
Basketball Coach	rebound	zone defense	chlorophyll	full-court press	pivot
	Affidavit	pick-and-roll	shot clock	reef	preheat
Chef / Baker	altitude	zoning	umami	statute	glaze
	proof dough	whisk	preheat	simmer	respawn
City Planner / Architect	blueprint	stanza	mixed-use	rebound	elevation
	foundation	traffic flow	marinade	respawn	zoning

Words - Supporting Details

Choose a good transition word for the supporting details.

first
next
then
afterward
meanwhile
last

Comparing
similarly
likewise
equally
in the same way
as well as
along with

Contrasting
however
but
on the other hand
alternatively
conversely
nevertheless

Adding
also
in addition
furthermore
moreover
plus
too

Concluding
finally
in conclusion
to sum up
all in all
in summary
in the end

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

Connect the Hyperbole!

Match the first part of each sentence with its correct hyperbolic expression. Drag the letter of the correct answer.

- 1 I am so hungry...
- 2 If you tell mom I broke her vase...
- 3 When I fell in front of the class...
- 4 He likes to talk. His speeches are...
- 5 I haven't seen you...
- 6 That suitcase weighed...
- 7 Your brain is the size...
- 8 These shoes were so expensive...
- 9 He was so funny...
- 10 I nearly drowned...

- A ...never ending
- B ...I wanted to disappear forever
- C ...I could eat a horse.
- D ...I'll be grounded forever!
- E ...they cost me an arm and a leg.
- F ...I was dying of laughter.
- G ...in her tears.
- H ...in ages.
- I ...a ton!
- J ...of a pea!



Manitoba Language Writing – Grade 8

Instruction: Read the facts labeled A–L and drag each letter into the correct column

Mountain	Desert	Rainforest

Mountain	Desert	Rainforest

Sort the Earth Facts: Mountains, Deserts and Rainforests

A	Mount Everest is the highest mountain above sea level in the Himalayas.	G	Mauna Kea in Hawaii is the tallest mountain from base to peak
B	The Atacama Desert in Chile is one of the driest places on Earth.	H	The Sahara is the world's largest hot desert.
C	Antarctica is technically Earth's largest cold desert.	I	The Congo Basin is the second-largest tropical rainforest and home to gorillas and okapi.
D	The Andes are the longest continental mountain range.	J	Borneo's rainforest shelters endangered orangutans and vast peat swamps.
E	The Alps formed where the African and Eurasian plates collided.	K	The Amazon holds Earth's largest tropical rainforest.
F	Australia's Daintree Rainforest is among the oldest continuously surviving rainforests.	L	The Gobi Desert is expanding due to desertification and strong winds.



Questioning

Gathering

Organizing

Drag the research step above on each tool or strategy card where it best fits.

- | | | |
|----|---|--|
| 1 | Note pad | |
| 2 | Graphic organizer (outline/Venn) | |
| 3 | Library search computer (catalog) | |
| 4 | Trusted info websites (school database / online encyclopedia) | |
| 5 | Rough draft + works cited list | |
| 6 | Coloured sticky notes | |
| 7 | 5Ws question sheet | |
| 8 | Charts or pictures of data (graphs/infographics) | |
| 9 | Interview questions list | |
| 10 | Website check list | |

Problem and Solution Match-Up

For each problem, then match it to the best solution. Write the letter of the solution next to each numbered problem.

- | | | |
|---|---|--|
| 1 | Mia left her laptop charger at school, and her assignment is due tonight. | |
| 2 | Carlos and his partner haven't divided tasks for their history project, which is due in three days. | |
| 3 | Tasha twisted her ankle at practice, and it's swollen and painful. | |
| 4 | Leo can't find his bus pass on the morning of the field trip. | |
| 5 | Priya overslept and will be 20 minutes late; there's a quiz at the start of class. | |
| 6 | Jordan spilled water on a library book he borrowed. | |

- | | |
|---|---|
| A | Contact the teacher before class, explain the situation, and ask to take the quiz later then arrive safely even if tardy. |
| B | R.I.C.E. the injury (rest, ice, compression, elevation), tell a coach/guardian, and skip practice until checked. |
| C | Borrow a compatible charger from a classmate or the school library and submit the assignment once charged |
| D | Report the loss and bring alternate ID/cash to get a replacement pass at the office before boarding. |
| E | Meet today to make a task list with deadlines and use a shared document to track progress. |
| F | Tell the librarian immediately, follow their instructions and don't hide the damage. |



Workbook Preview



Grade 8 – Language

Manitoba ELA Curriculum



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

	Grade Band Descriptors	Pages
1.1	Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts.	9-12, 17-22, 32-35, 60, 83, 88-92, 124-125, 155-158, 164, 187, 192-196, 203-206, 222-229, 242-245, 248-257, 266, 279-284, 295-296, 300-308, 322-329
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, 71-81, 83-91, 248-249
1.3	<p style="color: red; font-size: 2em; text-align: center;">Preview of 150 pages from this product that contains 441 pages total.</p>	
1.4		

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.	36-59, 61-70, 126-131, 136-149, 212-221
2.2	Learners are using their understanding of a range of text structures and features to understand and communicate clearly and effectively.	13-14, 71-77, 83-87, 93-94, 120-123, 132-135, 150-154, 165-166, 201-202, 207-209, 258-265, 267-268, 297-299, 309-312
2.3	Learners are assessing and applying their understanding of how the English language works to understand more challenging and unfamiliar texts, as well as for clarity, precision, and accuracy in own creations.	23-31, 95-119, 190-191, 197-200, 269-282, 285-294, 300-307
2.4	Learners are examining, considering, and using knowledge of conventions of a growing range of forms and genres.	13-14, 71-77, 83-87, 93-94, 120-123, 165-166, 201-202, 207-209, 258-265, 267-268, 297-299, 309-312

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, 167-170, 181-186, 210-211, 238-241
3.2	Learners are selecting, assessing, and organizing a variety of sources and information for different purposes.	171-173, 190-191, 222-237, 250-256, 313-328
3.3	Learners are reconstructing, manipulating, and remixing existing texts or sets of texts to create new ideas, forms, purposes, and messages.	190-191, 203-206, 246-247, 330-331
3.4	Learners are tapping into and combining experiences with ideas, images, and sounds from various sources to create something new.	330-331

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.	167-170, 174-186, 188-189
4.3	Learners are exploring multiple perspectives, points of view, and interpretations.	167-170, 174-186, 188-189
4.4	Learners are exploring their own voices to transform their identities, tell their personal narratives, and critically view their own and others' texts.	N/A
4.5	Learners are collaborating to investigate challenging social issues, moral dilemmas, and possibilities for social justice.	11, 159-164, 195

Understanding Text Forms

Defining Text Forms

Text forms are the different structures and styles used in writing. Each form serves a unique purpose and follows specific conventions. Understanding these forms is essential for effective communication and comprehension.



Common Text Forms

Let's explore some key text forms:

- **Narrative:** Tells a story with characters, a setting, and a plot. Examples include novels and short stories.
- **Expository:** Provides information or explanations about a topic, like in textbooks.
- **Descriptive:** Uses vivid descriptions to create a picture in the reader's mind.
- **Persuasive:** Attempts to convince the reader of a particular point of view.
- **Biography:** A detailed description of a person's life, including their experiences and achievements.
- **Book Review:** A critical analysis of a book, discussing its content, style, and impact.
- **Comic Strips:** Combines illustrations and dialogue to tell a story or present information humorously.
- **Letter Writing:** A form of communication between individuals, often personalized and formal.
- **Lists:** Organizes information in a simple, easy-to-follow format.
- **Instructions:** Provides step-by-step guidance for completing a task.
- **Argumentative:** Presents a balanced view of a topic, highlighting different perspectives.
- **Poetry:** Expresses ideas and emotions through rhythm, rhyme, and imagery.
- **Journal:** A personal record of thoughts, feelings, and experiences.
- **Report:** A structured presentation of information on a specific topic.
- **Diary:** Similar to a journal but usually more private and personal.

Why Text Forms Matter

Understanding text forms is crucial for several reasons:

- **Enhanced Reading Skills:** Recognizing the form helps in understanding the writer's purpose and the text's structure.
- **Improved Writing Ability:** Knowing various forms aids in choosing the most effective way to convey a message.
- **Academic and Professional Success:** Different contexts require different text forms, so understanding them is key for success in both school and work.
- **Better Communication:** Each form has its conventions; understanding them helps in clearer and more effective communication.

Matching

Label each text form with its description

	Narrative	A) Organizes information in a simple, easy-to-follow format.
	Expository	B) Offers facts and information about a specific topic.
	Descriptive	C) Combines images and text in a sequence, often humorous.
	Persuasive Writing	D) Aims to convince the reader of a particular viewpoint.
	Biography	E) A structured, factual presentation on a specific topic.
	Book review	F) Critically evaluates and analyzes a book.
	Competition	G) Provides step-by-step guidance to perform a task.
	Imagery	H) Tells a story with characters, a setting, and a plot.
	Lyrics	I) Uses rhythm, rhyme, and emotion to convey ideas.
	Instructional	J) Uses detailed imagery to portray a person, place, or thing.
	Argumentative	K) Tells a true account of a person's life and achievements.
	Poetry	L) A form of personal or formal communication between individuals.
	Journal	M) Presents a balanced view on a topic, showing different sides.
	Report	N) A private record of daily thoughts and feelings.

Questions

Answer the questions.

1) What is the main purpose of biographies?

2) Which text forms are your favourite to read and write? Explain your answer.

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

Identifying the Purpose of a Text

Identifying the purpose of a text is about understanding why the narrator wrote it, which can be to inform, entertain, persuade, or explain something. Identifying this purposes helps you better understand the main idea of the text.



To Inform: An article about the solar system describing planets, the sun, and the galaxy.

To Persuade: An article in a community newsletter urging people to recycle more.

Direction Read the description, circle the writer's purpose, and then explain your answer.

1) A restaurant is a new Italian eatery Inform Persuade Entertain

How do you know? Write a sentence explaining your answer.

2) Short Story Set in a Futuristic City Inform Persuade Entertain

How do you know? Write a sentence explaining your answer.

3) Email to a Friend about Planning a Weekend Trip Inform Persuade Entertain

How do you know? Write a sentence explaining your answer.

4) Personal Diary Entry about a Day at the Beach Express Persuade Entertain

How do you know? Write a sentence explaining your answer.

Think

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

Books That Educate	Books That Entertain

Think

Read the text summaries below and circle what their purpose might be.

1)	Robots were once fiction, but now a reality.	Inform	Entertain
2)	Max's laughter echoed the park he played with his puppy.	Entertain	Persuade
3)	The Amazon rainforest is called the lungs of the earth.	Inform	Entertain
4)	By recycling more, we can reduce pollution.	Express	Persuade
5)	Jupiter is the largest planet in our solar system.	Inform	Entertain

Write

Write three text summaries that have their own purpose.

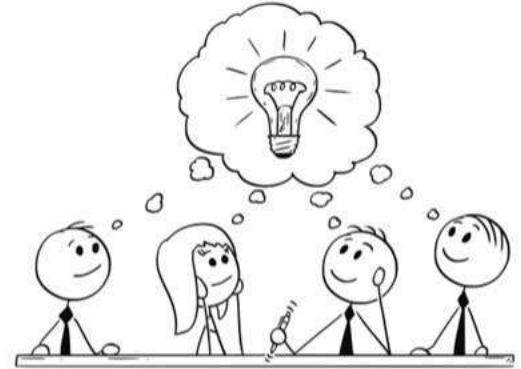
1)	<hr/> <hr/> <hr/>
2)	<hr/> <hr/> <hr/>
3)	<hr/> <hr/> <hr/>

Idea Development Strategies

Strategies for Generating Ideas

Idea development is a critical process in writing and creative thinking. It involves expanding a basic thought into a structured, detailed concept. Here are some effective strategies to help develop ideas:

- **Brainstorming:** Rapidly jot down all thoughts that come to mind about your topic. The key is to avoid censoring ideas at this stage.
- **Mind Mapping:** Draw your main idea at the center of a page and branch out with related thoughts. This visual approach helps in connecting various ideas.
- **Researching:** Gather information from various sources like books, articles, and websites. This can introduce new viewpoints and factual data to strengthen your idea.
- **Asking Questions:** Explore your topic by asking questions such as who, what, where, when, why, and how. This technique reveals new aspects and deepens understanding.
- **Freewriting:** Write continuously about a topic for a set period. This unstructured approach can unearth deeper insights and unique perspectives.



Organizing and Refining Ideas

Once you have a pool of ideas, organizing and refining them is crucial for effective communication:

- **Creating Outlines:** Arrange your main ideas and supporting details in a logical sequence. An outline guides the structure of your writing.
- **Writing Drafts:** Transform your outline into a draft. Focus on expressing your ideas without worrying about perfection in the first go.
- **Revision and Editing:** Review your draft to refine the ideas. This may involve reordering points, enhancing descriptions, or clarifying arguments. Editing for grammar and syntax is also essential for clear communication.

Further Enhancing Ideas

To add depth to your ideas, consider these additional techniques:

- **Peer Discussion:** Discuss your ideas with classmates or teachers. This can provide new insights or challenge your thinking, leading to more refined ideas.
- **Analogies and Examples:** Use analogies or real-life examples to make complex ideas more relatable and understandable.
- **Feedback Loop:** Regularly seek feedback on your drafts. Constructive criticism can highlight areas for improvement that you might have overlooked.

Idea Development Strategies

Practice

Practice the different strategies below.

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

Hobby

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

a) What's the title of your favourite video game?

b) Can you describe your favourite character in the game?

c) What is the most challenging level or part in the game, and how did you overcome it?

d) What is the best strategy you've learned from playing this game?

e) How does playing this game make you feel?

f) If you could change one thing about the game, what would it be?

Idea Development Strategies

Practice

Practice the different strategies below.

3) **Asking Questions:** Imagine your class has to create a group science project to present at the school science fair. What questions should you ask to ensure your project is interesting, educational, and stands out from the rest?

1 Write the main theme or topic of our science project?

2

3

4

5

6

4) **Talk To Others:** Discuss with a friend about a book or movie you have recently watched/read. Share your favourite parts and ideas for an alternative ending or sequel to the story. Write down your thoughts and suggestions for the book/movie.

1

2

3

4

5

6

7

8

Activity: Voice in Song

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

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

Activity: Voice in Song

Instructions

Answer the questions below.

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

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

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

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

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

Personal Voice – Word Choice

Word Choice

Exchange the crossed-out word(s) for more interesting word choices.

In a small _____ town, a very old _____ brown bench sat under a tree in a nice _____ little park. A kind _____ old man watched a small, happy _____ dog play with its owner. The grass was _____ and the sky deep blue, but the scene was not very lively.

_____ The dog, with its not-so-shiny coat, chased a dull _____ ball with little interest. Everything seemed nice but unremarkable, a perfect _____ day for someone to make it more exciting _____.

A little _____ cat wandered through a quiet _____ street. The houses looked old _____ and the gardens were pretty _____ . It was a sunny day, yet the cat walked slowly with its soft _____ fur, paused near a big _____, interesting tree. Nearby, a regular _____ car drove past, adding not a hint of excitement to the boring _____ day.

Think

Write synonyms for the words below.

Small				
Hard				
Tall				

Analyzing Word Choice

Word Choice

Read the excerpts from professional authors. Circle the word choices you liked. Then write them in the table at the bottom.



Jack London – The Call of the Wild (1903)

"Buck did not read the newspapers, or he would have known that trouble was brewing, not alone for himself but for every tide-water dog, strong of muscle and with warm, long hair, who roamed the San Diego coast."

Mark Twain – The Adventures of Tom Sawyer (1876)

"Tom lay thinking. Presently he decided that he wished he was sick; then he could stay home from school. Here he began to canvass his system. No ailment was found, and he investigated his time. He thought he could detect colicky symptoms, and he began to encourage them with considerable hope."

Robert Louis Stevenson – Treasure Island (1883)

"Squire Trelawney, Dr. Livesey, and the rest of these gentlemen have made me write down the whole particulars about Treasure Island, from the beginning to the end, keeping nothing back but the bearings of the island, and that only because there is no treasure not yet lifted, I take up my pen in the year of grace 17-- and go back to the time when my father kept the Admiral Benbow Inn and the brown old seaman with the sabre cut first took up his lodging under our roof."

L.M. Montgomery – Anne of Green Gables (1908)

"Mrs. Rachel Lynde lived just where the Avonlea main road dipped down into a little hollow, fringed with alders and ladies' eardrops and traversed by a brook that had its source away back in the woods of the old Cuthbert place."

Rudyard Kipling – The Jungle Book (1894)

"Night-Song in the Jungle. It was seven o'clock of a very warm evening in the Seeonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips."

Kenneth Grahame – The Wind in the Willows (1908)

"The Mole had been working very hard all the morning, spring-cleaning his little home. First with a broom, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash. He had dust in his throat and eyes, and splashes of whitewash all over his black coat, and his back and weary arms."

H.G. Wells – The Time Machine (1895)

"The Time Traveler (for so I have conventionally to speak of him) was expounding a recondite matter to us. His pale grey eyes were dim and wrinkled, and his usually pale face was flushed and animated."

Charles Dickens – A Tale of Two Cities (1859)

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair."

Write

Write each of the words you liked from the excerpts above to form a vocabulary list you can use in the future.

Varying Sentence Lengths

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

Examples:

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



Practice writing short and long sentences about the topics below.

Topic	My Favorite Sport
Short Sentence	
Long Sentence	

Topic	Dream Vacation Destination
Short Sentence	
Long Sentence	

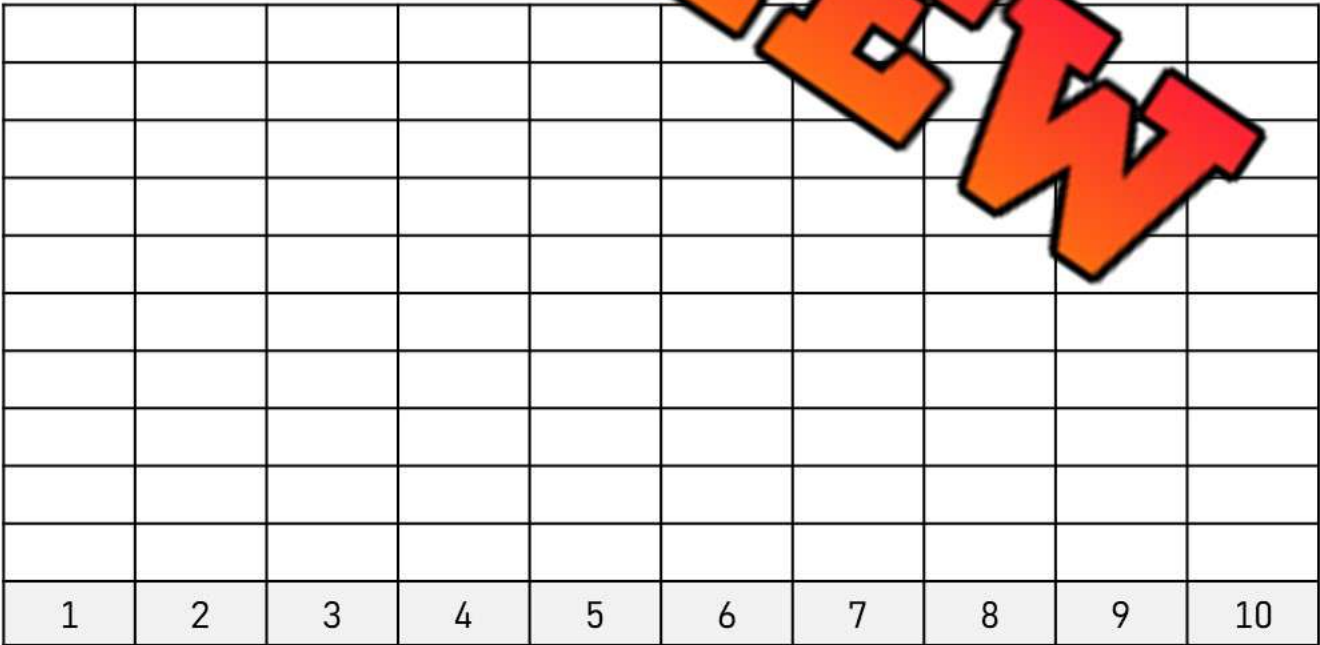
Topic	When I Grow Up
Short Sentence	
Long Sentence	

Varying Sentence Lengths

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

The sun set, casting a golden glow on the horizon. Evening crept in, and the forest's silhouette turned to a dark ink. Creatures stirred, embracing the night's cover. A bat fluttered in a whisper in flight. Stars blinked open in the navy sky. An owl's silhouette perched against the moon. Fireflies flickered amidst the trees like earthbound stars. A wolf howled, its voice carrying far. The moon rose higher, a beacon in the dark. The world, in hushed tones, whispered goodnight to the day.

Sentence #	1			5	6	7	8	9	10
# of Words									



Varying Sentence Lengths



Write Write a short paragraph using different lengths of sentences using the topics below.



A Place I'd Love to Visit: Describe a place you dream of visiting and what draws you to it.

Of Short Sentences

Of Long Sentences

If I Had a Superpower: Choose a superpower and describe how you'd use it.

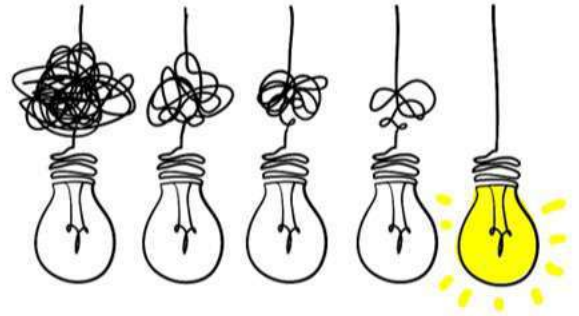
Of Short Sentences

Of Long Sentences

Exploring the Structure of Paragraphs

Paragraphs: Building Blocks of Essays

A paragraph is a unit of writing that consists of one or more sentences focusing on a single idea or topic. Understanding the structure of paragraphs is essential for creating clear and effective writing.



Key Components of a Paragraph

Every well-written paragraph contains three main parts:

- **Topic Sentence:** The first sentence that introduces the main idea of the paragraph. It should be clear and specific to guide the reader on what the paragraph will be about.
- **Supporting Details:** These sentences follow the topic sentence. They provide evidence, examples, facts, or statistics that support the main idea. These could include facts and statistics, expert quotes, and personal experiences.
- **Concluding Sentence:** This sentence wraps up the paragraph by summarizing the main idea or making a final statement. It should not introduce new information but should clearly link back to the topic sentence, often reinforcing the main idea.

Crafting a Coherent Paragraph

For a paragraph to be effective, it must be coherent. This means that all the sentences should work together smoothly. Transitions such as 'for instance', 'in addition', 'however', and 'therefore' can help the reader understand how your ideas connect. The order of the supporting details is also important. They should be organized logically or in order of importance to build a strong argument or description.

Remember, a good paragraph is like a mini-essay itself. It has a clear beginning, middle, and end that communicate a single, focused idea. By mastering paragraph structure, you can create writing that is powerful and persuasive.

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

It allows us to live countless lives and experience diverse emotions without ever leaving our homes. By turning pages, we can embark on grand adventures or unravel mysteries. In conclusion, fiction enriches our minds and stirs our imaginations like nothing else can.

Topic Sentence

It provides the nutrients necessary for growth and learning. Choosing fruits, vegetables, and whole grains in your diet can boost brain function and energy levels. Ultimately, making smart food choices is the foundation for lifelong health and well-being.

Topic Sentence

It offers interactive and personalized learning experiences that were once impossible. With digital tools, information is more accessible, and collaboration is easier. Therefore, technology is not just a tool for entertainment; it's an integral part of our educational journey.

Hooks

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

Boring Version

Learning another language can be beneficial.

Your Version

Boring Version

People are making progress in space technology.

Your Version

Boring Version

Video games have changed a lot since they were first made.

Your Version

Quality Topic Sentences

Think

Circle which topic sentence you think is best.

1) It controls thoughts, memories, and emotions, coordinating movements and bodily functions. Its network of neurons and synapses is vast, allowing us to process large amounts of information rapidly. Indeed, the brain's capabilities are what make each person unique.

a) The human brain is more complex than the most advanced computer.

b) The human brain is part of the body's nervous system.

c) People use their brains to think things.

2) Unlike fossil fuels, renewable energy produces power without harmful emissions, combatting climate change. As technology improves, sustainable energy becomes more accessible, promising a cleaner future. Harnessing these natural power sources is vital for our planet's health.

a) Wind and solar are types of renewable energy.

b) Renewable energy sources like wind and solar are changing how we generate electricity.

c) Renewable energy is different from coal and oil.

3) From landing on the moon to rovers on Mars, each mission has expanded our knowledge of the universe. The pursuit of understanding space unites people across borders in wonder and discovery. Space exploration represents humanity's boundless curiosity and quest for knowledge.

a) Space exploration allows us to reach beyond Earth's atmosphere and explore the cosmos' secrets.

b) Space is very big and has many planets and stars.

c) Astronauts go to space to learn new things.

4) The pyramids, especially, showcase the Egyptians' architectural genius and their beliefs in the afterlife. Archeological studies continue to unveil the intricacies of their society, reminding us of the ingenuity of ancient cultures. The legacy of Egypt lives on as a cornerstone of historical wonder.

a) Egypt is a country with a very long history.

b) Ancient Egyptians built pyramids that have lasted for thousands of years.

c) Ancient Egypt's civilization fascinates with its pyramids, hieroglyphics, and pharaohs.

Crafting Perfect Paragraphs

The Foundation of a Paragraph: Topic Sentence

A paragraph is like a journey, and the topic sentence is the starting point. This initial sentence sets the direction, informing the reader about what the paragraph will discuss. It should be clear and focused, establishing the central idea or theme.

Building the Body: Adding Supporting Sentences

After establishing your topic sentence, it's time to build the body of your paragraph with supporting sentences. These sentences expand on your topic sentence, providing evidence, examples, or explanations. Here's how you can structure it:

Main Idea 1: Recycling Benefits Our Environment

- Recycling reduces the need for new resources.
- It helps save energy used in manufacturing new products.
- Proper recycling can decrease pollution levels.

Main Idea 2: Regular Reading Improves Language Skills

- Reading expands vocabulary and understanding of grammar.
- It enhances imagination and creative thinking.
- Consistent reading improves overall comprehension skills.

Wrapping Up: Crafting a Concluding Sentence

Your paragraph should end with a concluding sentence. This sentence wraps up your discussion, echoing the main idea presented in the topic sentence. It should summarize the key points without introducing new information. The concluding sentence serves as a bridge to the next paragraph or as a final statement if it's the end of your piece. Think of it as sealing the paragraph, leaving the reader with a clear understanding of your main point.



Crafting Perfect Paragraphs

Supporting Details

Write 3 supporting details about the topic sentences below.

Topic Sentence	Eating a balanced diet is essential for good health.
1	A balanced diet provides essential nutrients for body growth.
2	It supplies the necessary energy for engaging in daily activities.
3	Consuming a variety of foods prevents many diet-related illnesses.

Topic Sentence	Earth rotates on its axis once every 24 hours.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Transportation has changed dramatically over the past 200 years.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Topic Sentence	Regular exercise improves physical and mental well-being.
Supporting Detail # 1	
Supporting Detail # 2	
Supporting Detail # 3	

Supporting Details

In writing, it's common to come up with several ideas about a topic. If you find yourself with a long list, a good strategy is to group these ideas into larger categories. This way, you can create multiple paragraphs, each focused on one of these broader themes.

Here's an example to illustrate this approach:

Brainstorm why reading is a beneficial hobby: Gaining knowledge, traveling through stories, improving vocabulary, escaping reality, understanding different cultures, developing empathy, enhancing concentration.

3 Big Ideas Personal Development – improving vocabulary, enhancing concentration, developing empathy. Educational Benefits – gaining knowledge, understanding different cultures. Entertainment Value – traveling through stories, escaping reality.

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

1) How Could Being Invisible Change Everyday Life?

Invisibility
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) Many students use the _____ to study. _____, others prefer the quiet of their own rooms at home.
- 2) Science is my favourite subject because it explains _____ work. _____, it has the coolest experiments.
- 3) History class can be fascinating. _____, it often gives us valuable insights into the present by understanding the past.
- 4) We had planned to go to the beach. _____, the sudden rain made us change our plans to indoor activities.
- 5) _____, I wake up to the sound of my alarm clock at 7:00 AM. _____, I head downstairs to enjoy a balanced breakfast, which gives me the energy I need to start the day. _____, I pack my school bag, making sure I have all my books and homework. _____, it's time to catch the bus. _____, I meet my friends on the playground before school begins, where we share stories and plan for the day ahead.

Ending With a Bang: Conclusion Sentences

Understanding Conclusion Sentences

In writing, the final statement of a paragraph is known as the conclusion sentence. This sentence plays a pivotal role in summarizing the key points and providing a clear end to the discussion. It should reinforce the main idea presented at the beginning and ensure the reader feels the topic has been adequately covered.



Elements of a Conclusion Sentence

To write an effective conclusion sentence, consider these critical components:

1. Revisiting the Main Idea:

Your conclusion should echo the paragraph's main idea, but with fresh wording.

2. Summarizing Key Points:

Quickly revisit the main points and supporting details you've discussed, which could look like this for a paragraph about the importance of teamwork:

- Teamwork encourages better communication.
- It allows for the sharing of ideas and abilities.
- Teamwork also helps to solve problems more efficiently.

3. Leaving a Lasting Impression:

Aim to end with a sentence that reinforces your main idea, leaving the reader with something to remember. This could be a thought-provoking statement that connects back to the larger context of your essay or discussion.

Effective Conclusion Techniques

A conclusion sentence should not only summarize but also connect the paragraph to the writer's own experience or the wider world. Here are some techniques to achieve this:

- Reference the Bigger Picture: Relate the paragraph back to larger themes or relevant real-world scenarios.
- Call to Action: If appropriate, end with a call to action, encouraging the reader to apply the information or engage further with the topic.
- Reflective Question: Pose a reflective question that relates to the main idea, prompting the reader to think deeply about the subject.

A strong conclusion sentence serves as the keystone, locking the paragraph's structure together and leaving the reader with a complete, polished piece of writing. As you develop your writing skills, giving due attention to the conclusion will ensure your paragraphs stand solid and convey your ideas effectively.

Conclusion Sentences Checklist

- ☒ Revisit the main idea.
- ☒ Summarize key points.
- ☒ Leaving a lasting impression.

True or False

Is the statement true or false?

1) The conclusion sentence is the final statement of a paragraph.	True	False
2) Summarizing key points is not necessary in a conclusion sentence.	True	False
3) Restating the main idea in the conclusion is recommended.	True	False
4) The conclusion sentence should reflect on the content of the paragraph.	True	False
5) A conclusion sentence should introduce a new supporting detail.	True	False

Think! Write which conclusion sentence you think is best.

1) Dinosaurs inspire our imagination about the prehistoric world. Their massive size and variety astound us. Fossil discoveries provide insights into their existence.

- a) Dinosaurs are big reptiles that lived a long time ago.
- b) Dinosaurs come in different sizes and shapes.
- c) In essence, dinosaurs are a window into our planet's vast prehistoric history.

2) Books have the magical ability to transport us across space and through time. They introduce us to extraordinary characters and new worlds of adventures, all within the comfort of our own imaginations.

- a) The power of a well-told story can inspire, educate, and entertain, leaving invaluable treasures in our lives.
- b) Books are found in libraries and bookstores.
- c) Some books are hardcover while others are paperback.

3) Cooking is a delightful art that blends taste and creativity. It allows individuals to combine ingredients in endless variations to create dishes that delight the senses. The act of cooking and sharing meals is a cherished ritual that strengthens bonds and cultivates community.

- a) Cooking involves heating food to make it edible.
- b) Thus, cooking is not just a daily chore but a celebration of culture and connection.
- c) Professional chefs cook in restaurants.

Writing Quality Conclusion Sentences

Write

Write your own conclusion sentences for the paragraphs below.

1) The cosmos is a canvas of unending wonder, filled with the beauty of stars, the mystery of black holes, and the possibility of alien life. Space exploration pushes the limits of our knowledge and inspires dreams of distant worlds.

2) Technology is driving forward innovation in the modern world. It revolutionizes communication, entertainment, and paves the way for advancements in medicine and science.

3) Healthy oceans are crucial for sustaining a diverse marine ecosystem and balancing the global climate. They are home to numerous species and are a source of food and livelihood for millions.

4) Skateboarding is an exhilarating sport that offers a unique combination of physical activity and artistic expression. Riders glide, flip, and turn, showcasing their skills in parks and streets. This dynamic activity captivates those who seek both an adrenaline rush and a means to creatively express themselves.

Rubric - Paragraph Writing

Category	4 Points	3 Points	2 Points	1 Point
Topic Sentence	Strong, engaging topic sentence.	Clear topic sentence, but not engaging.	Vague topic sentence.	Missing or unrelated topic sentence.
Conclusion Sentence	Strong, effective conclusion.	Clear conclusion, but not engaging.	Vague or weak conclusion.	Missing or unrelated conclusion.
Main Idea	Consistently focused on the main idea.	Generally focused on the main idea.	Sometimes strays from the main idea.	Lacks clear focus on the main idea.
Supporting Details	Three or more relevant details; all details are relevant.	Two or three relevant details; details may be relevant.	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** is a single sentence that tells readers the main point your paper is going to make. It's like a roadmap guiding the reader through your essay, showing what you're going to talk about. For example, a thesis statement might be, "School uniforms should be required because they promote equality, reduce distraction, and save money."

Instructions

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

Topic	Main Ideas
Environmental Conservation Efforts	1) Reducing waste is critical to protecting natural habitats. 2) Conservation initiatives help combat climate change. 3) Public awareness and participation are key to conservation.
Thesis Statement	
In this essay, I will discuss the importance of reducing waste to protect habitats, conservation to fight climate change, and the importance of public involvement for success.	

Topic	Main Ideas
The Benefits of Team Sports	1) Team sports encourage physical fitness. 2) Participating in team sports teaches valuable social skills. 3) Being part of a team can boost self-esteem.
Thesis Statement	

Topic	Main Ideas
The Impact of Reading for Pleasure	1) Reading for pleasure can boost literacy skills. 2) It allows for the exploration of different cultures and ideas. 3) Leisure reading can be a form of stress relief.
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
Can Video Games Improve Education? (3 reasons why)	1)
	2)
	3)
Thesis Statement	

Topic	Main Ideas
Is Plastic Packaging Good or Bad for the Environment?	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 Role of Drones in Modern Society

- a) Drones are the new birds, except they're louder, and they don't sing.
- b) Drones have emerged as a transformative technology, altering surveillance, delivery systems, recreational activities, while presenting new challenges to privacy and airspace.
- c) In the future, drones might be the preferred method of transportation for ants.

Topic: Fashion and Sustainability

- a) Fast fashion is like a fast-food restaurant, and you always end up with too many fries.
- b) If clothes could walk the run, the fashion world would be their marathon.
- c) Fast fashion is contributing to environmental degradation, unethical labour practices, and the growing movement towards sustainable clothing alternatives.

Topic: The Role of Public Libraries in the Digital Age

- a) Public libraries provide vital internet access, digital literacy programs, and serve as community centers for sharing innovative technology and information.
- b) Libraries are just like jungles, but instead of trees, there are books, and librarians are really quiet librarians.
- c) Libraries are important places where people go to learn about new things, allowing them to educate themselves about the things they are interested in.

Topic: The Influence of Advertising on Youth Consumption

- a) Ads are like magic spells – they convince you that you need a new pair of shoes every week.
- b) Advertising significantly impacts youth consumption patterns, often shaping desires and lifestyle choices from an early age.
- c) Advertising is a growing industry using targeted marketing strategies, the promotion of consumerist values, and the creation of brand loyalty from an early age.

Essay Writing - Globalization

Introduction

Globalization, a process of interaction and integration among people, companies, and governments worldwide, has significantly reshaped our world. It affects various aspects of daily life, economy, and culture. In this essay, we will explore how globalization has simplified international trade, its influence on cultural changes, and its impact on the environment and labour markets.



Main Idea 1: International Trade

One of the most notable effects of globalization is the ease of international trade. By reducing trade barriers and tariffs, globalization has allowed goods and services to flow more freely across borders. This increased trade has led to economic growth in many countries, offering consumers a wider range of products at lower prices. Moreover, it has enabled businesses to expand globally, increasing competition and innovation. However, this also means local businesses often face stiff competition from international companies, which can affect local job markets.

Main Idea 2: Cultural Exchange and Homogenization

Globalization has greatly encouraged cultural exchange, allowing people to share and experience diverse traditions, languages, and arts. This exchange enriches societies, fostering greater understanding and appreciation. However, globalization can also lead to cultural homogenization, where dominant cultures overshadow and diminish local cultures and traditions. This phenomenon can lead to a loss of cultural diversity, as global influences often overpower unique local customs and practices.

Main Idea 3: Environmental and Labour Market Impact

Globalization's impact on the environment and labour markets is significant. The increase in industrial activity and international trade has led to environmental challenges, including pollution and habitat destruction. Additionally, globalization has affected labour markets, often leading to the relocation of jobs to countries where labour is cheaper. While this can benefit developing countries by creating jobs, it often results in lower wages and poor working conditions. Balancing economic growth with environmental sustainability and fair labor practices remains a critical challenge in the era of globalization.

Conclusion

In conclusion, globalization is a complex and multifaceted phenomenon with both positive and negative impacts. While it has simplified international trade and encouraged cultural exchanges, it also poses challenges to cultural diversity, environmental sustainability, and fair labour practices. As the world becomes increasingly interconnected, it is crucial to address these challenges thoughtfully, ensuring that globalization benefits everyone.

True or False

Is the statement true or false?

1) Globalization affects international trade and does not influence cultures.	True	False
2) Increased industrial activity due to globalization contributes to pollution.	True	False
3) Globalization can cause job relocations to countries with cheaper labour.	True	False
4) Cultural exchange is a negative consequence of globalization.	True	False
5) International trade due to globalization results in economic growth.	True	False

Question

Answer the questions below.

1) What do you find most interesting about the essay?

2) Write the thesis statement of the essay below.

3) Is the conclusion of the essay in line with the thesis statement? Briefly explain.

4) Describe the structure of the essay. How many paragraphs does it have? How are they organized?

Essay Writing

1) Fill in the missing parts of the paragraphs below to complete the essay:

Topic: Renewable Energy

Introduction

Renewable energy, often hailed as the future of global power, has become increasingly important in our battle against climate change. In this essay, we will explore the multifaceted role of renewable energy in shaping a sustainable future, see how it impacts climate change, its potential to replace fossil fuels, and the specific challenges and benefits associated with solar and wind energy.

Main Idea 1: Impact on Climate Change

Main Idea 2: Replacement of Fossil Fuels

Main Idea 3: Challenges and Benefits of Solar and Wind Energy

Solar and wind energy, two of the most prominent forms of renewable energy, have unique benefits and challenges. Solar energy is abundant and sustainable, offering a clean power source, especially in sunny regions. Wind energy harnesses natural wind patterns to produce electricity, contributing to energy diversification. However, both face challenges such as the need for large land areas, variability in energy production, and initial setup costs. Overcoming these obstacles is essential for maximizing their benefits.

Conclusion

In conclusion, renewable energy presents a promising path towards a sustainable and environmentally-friendly future. Its significant role in mitigating climate change, potential to replace fossil fuels, and the specific attributes of solar and wind energy illustrate its importance in our energy landscape. While challenges remain, the continued development and support of renewable energy technologies are pivotal in our journey towards a cleaner, more sustainable world. By making these changes, we'll leave a healthier planet for future generations.

Essay Writing

Sample Ideas		
Robotics in Future	Fashion Evolution	Terry Fox's Marathon
Ocean Acidification	Social Media Influences	The Klondike Gold Rush
Genetic Engineering	Teen Fitness Routines	Louis Riel and the Métis
Climate Change Impacts	Video Gaming Culture	The Quebec Referendum
Sustainable Agriculture	Music Genres' Popularity	Residential School Legacy

Instructions: Answer the questions below

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

Topic	Main Ideas
Example: Renewable Energy	<ul style="list-style-type: none">• How can new technology impact climate change?• Can renewable energy replace fossil fuels entirely?• What are the challenges and benefits of solar and wind energy?
1)	
2)	
3)	

Name: _____

69

Curriculum Connection
2.1

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

Main Idea 2

Main Idea 3

Conclusion

PREVIEW

Formal Versus Informal Letters

Understanding Formal Letters

Formal letters are essential in professional and official communications. They follow a specific structure and tone to convey messages in a respectful and clear manner. Often, they are used for applications, complaints, or official requests.



Key Components:

- **Sender's Address and Date:** Located at the top right corner.
- **Recipient's Address:** Placed on the left, below the sender's address.
- **Salutation:** Starting like "Dear Sir/Madam" if the recipient's name is unknown.
- **Body:** This is where the main message is written. It's divided into paragraphs, each focusing on a specific point.
- **Closing:** Ends with a phrase like "Sincerely" followed by the sender's signature and name.

Formal letters avoid casual language, slang, and contractions (like "can't" or "won't"). They are straightforward, polite, and to the point, emphasizing clarity and professionalism.

Exploring Informal Letters

Informal letters, on the other hand, are personal and casual. They are typically sent to friends, family, or acquaintances and have a relaxed tone.

Characteristics:

- **Personal Tone:** Informal letters can use everyday language and slang.
- **Flexible Structure:** While it still has an address, date, salutation, and closing, the format is less rigid.
- **Expressive Content:** These letters often express personal feelings, updates, and stories. They can include jokes, idioms, and casual phrases.

Unlike formal letters, informal letters allow for a more creative and personal expression. They do not adhere strictly to rules of format and language, making them more free-flowing and expressive.

In summary, the main difference between formal and informal letters lies in their purpose and tone. Formal letters are structured and professional, used in official or business contexts, while informal letters are personal, relaxed, and used in casual communications. Understanding when to use each type is an important skill in both personal and professional life.

Formal Versus Informal Letters

True or False

Is the statement true or false?

1) Formal letters are typically used for personal communications.	True	False
2) Informal letters strictly follow a specific structure and format.	True	False
3) The sender's address in a formal letter is at the bottom left.	True	False
4) Formal letters always require the sender's signature at the end.	True	False
5) Informal letters allow the use of slang and everyday language.	True	False

Think

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

Subject: Hey, About Math

Hey Alex,

Hope you're doing well! I'm a bit stuck on our math homework. Question 5 is super confusing. Can you help me out with it after school today?

Thanks a bunch!

Mia

a) Formal Letter

c) Formal Email

b) Informal Letter

d) Informal Email

Dear Principal Johnson,

I am writing to express my interest in joining the school's debate team. I have participated in similar activities before and believe I can contribute significantly. I look forward to your favourable response.

Yours sincerely,

Ethan

a) Formal Letter

c) Formal Email

b) Informal Letter

d) Informal Email

Hey Chris,

Guess what? I finally got that video game we talked about! It's awesome. We should totally play it together this weekend. Let me know if you're free.

Catch you later,

Jordan

a) Formal Letter

c) Formal Email

b) Informal Letter

d) Informal Email

Subject: Inquiry on Science Project

Dear Mr. Thompson,

I am seeking additional information regarding our science project's presentation requirements. Your assistance would be greatly appreciated.

Sincerely,

Jamie Parker

a) Formal Letter

c) Formal Email

b) Informal Letter

d) Informal Email

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: Science Project Ideas?

Hey Jordan,

I'm brainstorming for our science project, and I'm super curious about your ideas. I was thinking about something space-related. How about we team up and explore the mysteries of space? Let me know your thoughts!

Curious

Mia

Author's Voice

Subject: Our Trip to the Zoo!

Hey Chris,

I'm super excited about our field trip to the zoo next week! I can't wait to see the lions and monkeys. What are you most excited to see? Let's plan to take photos and maybe even get matching zoo hats!

Eagerly,

Oliver

Author's Voice

Subject: My Cat's New Hat

Hey Riley,

You won't believe it, but I put a tiny hat on my cat, Whiskers. He looks hilarious! I'll show you a photo tomorrow. I bet it'll make you laugh just as much as I did. Let's see if we can make tiny hats for your dog too!

Bye,

Ethan

Author's Voice

Name: _____

75

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
Sports Team Members	Discussing team strategies or post-game reviews.
Subject: _____	

Audience	Purpose
Uncle	Planning a surprise party for your aunt's 50 th birthday
Subject: _____	

Informal Email Writing - Interjections

Yay!	Ugh!	Wow!	Grrr!	Eek!	So,	Well,
Oh!	Ouch!	Yippee!	No!	Yikes!	Ah!	Whoa!

Think

Add an appropriate interjection and describe the voice used.

Subject: Eek! That Creepy Noise Again!

Hey Alex,

_____! You hear that eerie sound coming from the attic last night? _____, it was _____ too spooked to check it out alone. _____, I didn't sleep a wink. Can you come over?

Trembling,
Taylor

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

Subject: Sob! My Broken Skateboard

Hey Sam,

_____! My skateboard snapped in two. _____, it's _____ a trusty sidekick. _____, all those memories of skating at the park. _____ maybe it's time for an upgrade? Could use some cheering up.

Sorrowfully,
Drew

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

Subject: Yippee! Surprise Party Details!

Hello Ava,

_____! We've got the biggest surprise party for Casey coming up. _____, she's going to be so shocked! _____, can you believe we've kept it a secret this long? _____, it's going to be epic!

Buzzing with excitement,
Eli

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: Microscope Adventures Await!

Hey Aisha

So, guess what? Next week in science, we're starting this super cool unit – it's all about the microscopic world. So, we'll actually get to use microscopes to check out cells and tiny critters that are way too small to see with just our eyes.

Plus, I'm really excited to see all these weird and wonderful things living in just a drop of pond water. And we can make notes on the craziest things we find.

Moreover, I've heard we'll even get to see how cells divide, which is mind-blowing, right? And the best part is we'll be discovering the mysteries of the tiny universe in a drop of water.

Remember to bring your detective hat because we're going to have a blast with this. Can't wait to see what we find and to share our "Eureka!" moments.

Later,
Jenna

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

Assignment – Informal Email

Write

Plan your informal email by brainstorming about your topic below.

Audience	Purposes
Best Friend	Sharing exciting personal news
Sibling	Planning a surprise party for a parent
Cousin	Discussing plans for a family reunion
Grandparent	Sending a digital photo album
School Friend	Coordinating a video game session after school
Neighbour	Inviting over for a weekend barbecue

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?		

Rubric – Informal Email

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

Teacher Comments

Mark

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

Analyzing Formal Letters

Analyze

Read the letters below. Underline the greeting and closing. Circle the transition words being used. Then describe the voice used in each email. Is the person happy, sad, scared, etc.?

Customer Relations Department
Acme Electronics
100 Industrial Way
Tech City, BC 12T4

Dear Mr. Kamal,

Despite repeated service calls, my laptop repair remains unresolved. Consequently, I demand immediate action. As a result, I demand a full refund or a replacement, alongside an explanation of the oversight. I expect a prompt resolution to this matter.

Sincerely,
John T. Kirkland

Author's Voice

Alumni Association
Oldtown University
200 University Drive
Oldtown, ON, M8P 3R5

Dear Alumni Coordinator,

Regretfully, I must inform you of my inability to attend the upcoming alumni reunion. Due to unforeseen personal reasons, I find myself unable to join my peers in what I know will be a memorable event. Nevertheless, I send my best wishes for a successful reunion and hope to participate in future events.

Warm regards,
Sana Sadi

Author's Voice

Name: _____

85

Curriculum Connection
1.2, 2.2, 2.4

Formal Letter Writing

Write

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

Audience	Purpose
School Board	To demand a bigger gym or laptops for every student

PREVIEW

Rubric – Formal Letter Writing

Category	4 Points	3 Points	2 Points	1 Point
Date/ Address/ Signature	All three elements are correctly included	Two elements are included	Only one element is included	None of the elements are included
Greeting	Greeting is appropriate and creative	Greeting is appropriate	Greeting is somewhat appropriate	Greeting is inappropriate or missing
Topic Sentence	Clear and relevant topic sentence	Topic sentence is clear	Topic sentence is vague	Topic sentence is missing or confusing
Supporting Details	Relevant details support the topic	Most details support the topic	Some details support the topic	Details are missing or don't support the topic
Transition Words	Uses a variety of appropriate transition words	Uses appropriate transition words	Uses few transition words or they don't fit	No transition words are used
Closing	Closing is well chosen and creative	Closing is appropriate	Closing is somewhat appropriate	Closing is missing or inappropriate
Formal Language	Language is formal and there are no contractions	Language is formal – some contractions/informal vocabulary	Language is formal with some contractions and informal vocabulary	Language is mostly informal, with many contractions

Teacher Comments

Mark

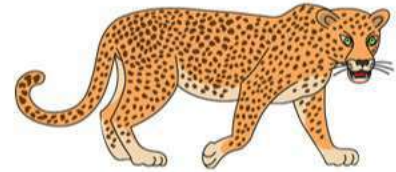
Student Reflection – How did you do on this assignment? What could you do better?

Figurative Language - Simile

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

Here are some examples of similes:

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



Write _____ the similes below.

1)	As quiet _____.
2)	As strong as _____.
3)	Cold like _____.
4)	Bright like _____.

Write _____

Add a simile to the sentence.

1)	She sang _____ _____ in _____ tent show.
2)	The cat's fur was _____ _____.
3)	His room was _____ _____, after the cleanup.
4)	She painted the canvas _____ _____.

Figurative Language - Metaphor

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

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



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

Thing To Compare	Comparison	Sentence
Library	Treasure chest	A library is a treasure chest because of all the amazing books you can find inside.
Time	Thief	
Home	Prison	
Hope	Anchor	
World	Stage	
Voice	Melody	

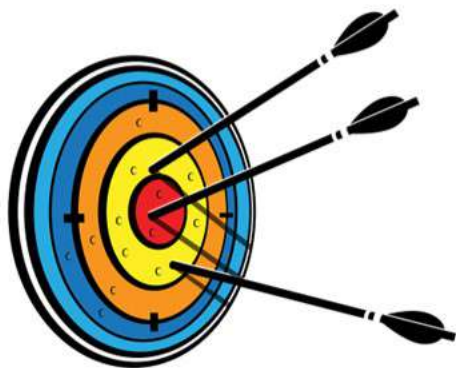
Narrative Writing - Imagery

Imagery is when you use descriptive words in writing to create pictures in the reader's mind. It's like painting with words.

For example: The world was hushed under a thick blanket of snow. Each snowflake glistened like a tiny diamond in the early morning light.



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



Narrative Writing - Imagery

Draw

Read the sentences below and draw what you imagine.

Sarah strolled through the snow-covered town. Streets sparkled with festive lights, and snowflakes fell like tiny crystals. Children built snow globes, their laughter mingling with the distant bells. Air was filled with the scent of hot chocolate and cookies filled the air. The town square, with its glowing Christmas tree, bustled with holiday cheer. The world seemed wrapped in a magical, wintry tranquility, capturing the joy of the season.

In a quiet library, Ben stood before a shelf of old books. He scanned the spines, searching for a new adventure. The room was filled with the scent of old books, old and new. Around him, whispers and the rustle of pages created a tranquil atmosphere. Light filtered through large windows, illuminating the rows of books. His eyes stopped on a captivating cover; he reached out, feeling a thrill. In his hand, a new world awaited, a perfect companion to the story already begun.

Narrative Writing - Hyperbole

Hyperbole is when you use extreme exaggeration in writing or speaking to make a strong point or to emphasize something. It's not meant to be taken literally, but rather to create a big impact or to add humour.

For example: if someone says, "I'm so hungry I could eat a horse," they don't actually mean they could eat a whole horse. It's just a way of saying they're really, really hungry.



Direction

Is the sentence hyperbole?

1)	I've told you a million times to clean your room.	Yes	No
2)	The backpack weighed as much as a ton of bricks.	Yes	No
3)	It's a bit chilly outside today.	Yes	No
4)	That joke is so old, it could be in a dictionary.	Yes	No
5)	She ran as fast as lightning during the race.	Yes	No
6)	The math homework was a little challenging.	Yes	No
7)	I'm so hungry, I could eat an entire pizza by myself.	Yes	No
8)	The history book was 500 pages long.	Yes	No
9)	He's so tall, he could touch the clouds.	Yes	No
10)	The sunflowers in the garden were as tall as skyscrapers.	Yes	No
11)	The cat napped in the sunny spot by the window all afternoon.	Yes	No
12)	He smiles so bright.	Yes	No
13)	We walked forever before we finally found the place.	Yes	No
14)	She sang so loudly, she could be heard from miles away.	Yes	No

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 picnic. Describe the scene using your 5 senses: sees, feels, hears, tastes, and smells.

Anna looks around at the cheerful picnic scene, her friends' laughter filling the air. She hears birds chirping in the distance, harmonizing with the rustle of leaves. The grass beneath her feels soft and cool, a gentle touch against her skin. She tastes the sweet juice of an apple, fresh and crisp. Fingers graze the rough texture of the picnic blanket, anchoring her in this moment of joy.

See	
Feel	
Hear	
Taste	
Smell	

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 _____ with the sentences below and circle what their character type might be.

1	Alex had a reputation for being very, never backing down from a challenge.	Direct	Indirect
2	Always the first to volunteer, Mr. Miller stood up before the question was even asked.	Direct	Indirect
3	The corners of Julian's mouth twitched up as the stray dog approached, hinting at a soft heart for the animal's exterior.	Direct	Indirect
4	Mr. Clarke's voice boomed across the classroom, a signal that he was not one to tolerate lateness.	Direct	Indirect
5	Fiona's desk was a rainbow of sticky notes, one for each subject to remember homework and chores.	Direct	Indirect
6	When the library lights flickered, Sam's eyes lingered on the fantasy section, a dreamer in a room full of stories.	Direct	Indirect
7	Coach Daniels barked orders like a drill sergeant, expecting nothing but the best from his team.	Direct	Indirect
8	With a pen always tucked behind her ear, Lana was the unofficial scribe of every class discussion.	Direct	Indirect
9	Benji lingered by the art room door, his fingers stained with paint even when he wasn't in class.	Direct	Indirect
10	Principal Thomas was known for his stern gaze that could silence a noisy cafeteria without a word.	Direct	Indirect
11	In a sea of uniform school blazers, Eliza's was the one with the hand-sewn patches and pins.	Direct	Indirect
12	Every time the old jazz record played, Mrs. Ellington would pause and lose herself in a memory, her eyes reflecting a bygone era.	Direct	Indirect

Think

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

Character's Name: _____**Direct characterization**

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

Indirect characterization

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

PREVIEW

Write

Describe the character in your own words.

Narrative Writing - Characters

Create

Create a character. Draw it in the oval and fill in the organizer below.

My character is: _____

What does the character look like?

What do they do? (actions)

What do they say?

What do others say
about the character?

PREVIEW

Narrative Structure – Character Types

Introduction to Character Types

When we read a book or watch a movie, we meet different kinds of characters, each playing a unique role in the story. These characters can be complex or simple, good or bad, but each one adds something special to the story. Understanding these types helps us appreciate the stories even more.



Let's break down character types in a way that's easy to understand

- **Protagonist:** This is the main character in a story, often the hero. They are the person the story is mostly about. The protagonist usually faces challenges and is trying to reach a goal. Think of the captain of a sports team, leading the action and making big plays.
- **Antagonist:** This character is often seen as the 'bad guy' or the main challenge to the protagonist. They stand in the way of the protagonist's goal. It's like they're the captain of the rival team, trying to stop the hero from winning.
- **Round Characters:** These characters are like real people. They have many different traits, emotions, and they can change or grow during the story. You know them well, just like you would a close friend. They're complex and interesting.
- **Flat Characters:** Flat characters are simpler. They don't change much and usually have just one or two main traits. They're like acquaintances you don't know very well – you only see one side of their personality.
- **Stock Characters:** These are familiar types of characters that pop up often in stories. They're like the usual players in a game. For example, the 'wise old man' who gives advice, or the 'bully' who makes trouble for the hero. You recognize them because they have well-known traits that are seen in many stories.

Write

Choose and create one character type and write their short profile.

1) What is your character's name?

2) What is your character type?

3) Describe what your character looks like and their main personality trait.

4) What role does your character play? What challenge do they face?

5) Give a brief background or history of your character.

6) Mention any special skills or unique traits this character has.

PREVIEW

Narrative Writing - Characters

Analyze

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

Mia wears her hair in two braids that dance as she moves. Her warm smile and kind eyes make her friends feel at home. She is one who can solve the most riddle the teacher gives, making her a favourite when quizzed. Plus, her ability to remember facts makes her a pro at trivia games.

Name	
Look	
Personality	
Special Trait or Talent	

Ben's freckles stand out under his short, sandy hair. He's always ready with a joke, but when it comes to building model airplanes, his serious side comes out. His models fly higher and longer than anyone else's. He dreams of becoming a pilot and soaring through the skies himself one day.

Look	
Personality	
Special Trait or Talent	

Lily's long, straight hair often hides her face as she stands over her science experiments. She's shy but shines when she starts talking about plants and flowers. Her garden at home is full of blooms that she's grown herself. She has a gentle touch with animals too, often found nursing injured birds back to health.

Name	
Look	
Personality	
Special Trait or Talent	

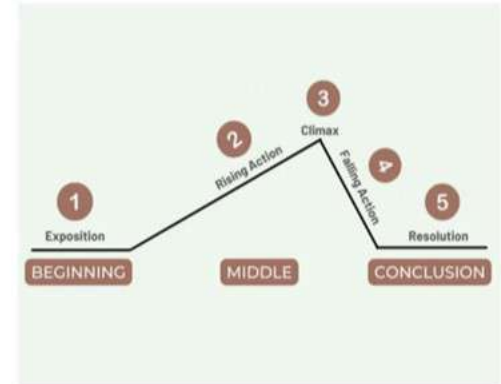
Narrative Structure

Understanding Narrative Structure

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

Starting the Story: Exposition

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



Building Up: Rising Action

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

The Big Moment: Climax

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

Wrapping Up: Falling Action

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

The End: Resolution

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

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

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 builds up and the problems start: _____

Direction

Circle the part of the story you think this sentence is from.

1) Kevin tries out for the school soccer team. He knows it will help him make friends, but he faces competition and self-doubt.	Exposition	Rising Action
2) In a small coastal town, 14-year-old Mia discovers an old map in her attic, hinting at hidden treasure in the nearby caves.	Falling Action	Resolution
3) During the final tryout game, Kevin scores the winning goal, but injures his ankle in the process.	Falling Action	Resolution
4) Mia and her friends cleverly use their knowledge of the caves to escape, leaving the rival hunters lost and confused.	Falling Action	Resolution
5) Mia finds the treasure, but at that moment, the rival treasure hunters corner them, demanding they hand it over.	Climax	Resolution
6) Back in the town, Mia and her friends are hailed as heroes, and they decide to donate the treasure to the local museum.	Climax	Resolution
7) As Mia and her friends search for the treasure, they encounter a series of mysterious clues and realize they're not the only ones looking for it.	Rising Action	Exposition

Think

Read the following story summary and describe the structure.

Summary

Fifteen-year-old Emily had always been fascinated by space and dreamed of becoming an astronaut. When she joined her high school's astronomy club, she met Leo and Maya, who shared her passion for the stars. Together, they decided to enter a national science competition with a project about Mars exploration.

Over several weeks, they worked hard, conducting research, building models, and preparing their presentation. However, a week before the competition, their model of a Mars rover accidentally broke during a practice session. Feeling devastated, Emily, Leo, and Maya gathered their courage and determination to rebuild it, often staying up late into the night.

On competition day, they were anxious but excited to share their project. Despite the setback, their presentation was a success, impressing the judges with its depth and creativity. They won third place, praised for their innovative approach and teamwork. Most importantly, Emily realized that her dream of exploring space was more alive than ever, and the friendship she formed with Leo and Maya was the greatest achievement of all.

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

Narrative Writing – Linear Stories

Imagine a straight line from the start to the end. That's how **linear stories** work. They begin at one point, move through a series of events, and then end at another point. In linear stories, everything happens in order, one event after the other.

A classic **example** of a linear story is "Harry Potter and the Sorcerer's Stone" by J.K. Rowling. It starts with Harry's ordinary life and ending with his first big victory.

Directions

Think of a book you know that is a good example of a linear story. Write the name and explain briefly why it fits the definition of a linear story.

1) Name of story

Directions

Imagine you are writing a story. What would be the beginning, middle, and end of your story? Write a summary for each part.

1) **Beginning**

2) **Middle**

3) **End**

Narrative Writing – Cyclical Stories

Cyclical stories are like a circle. They start at one point, but instead of ending somewhere new, they come back to where they started. In cyclical stories, the end often reflects the beginning, and sometimes the same events or situations happen over and over.

Good **example** of a cyclical story is "The Lion King". The story ends with the presentation of Simba's own cub, showing the cycle of life continuing.

Directions

Think of a book you know that is a good example of a cyclical story. Write the name and explain briefly why it fits the definition of a cyclical story.

1) Name of story

Directions

Imagine you are writing a cyclical story. What would be the beginning, middle, and end of your story? Write a short summary for each part.

1) **Beginning**

2) **Middle**

3) **End**

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. 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	"Will you come with me? Asked Sara"
Edited	

Original	"Time is dinner," Mom asked.
Edited	

Original	"Please," she said. Grandma said politely"
Edited	

Original	The child whined and the
Edited	

Original	"The museum was amazing" Whispered Sarah
Edited	

Original	Sarah whispered, "And then he declared, This is the greatest pleasure of our lives."
Edited	

Original	Emma said I can't believe it's already April"
Edited	

Original	Max yelled I won the match"
Edited	

Character Personality and Dialogue

Think

Characters should have personalities, like brave or shy. Their dialogue should match their personality. Circle the dialogue below that matches the personality. There may be more than 1 answer.

Personality: Curious

- a) "I wonder why the sky is blue?" she pondered, eyes gleaming with interest.
- b) "I know a lot about the solar system," he stated, lacking any intrigue.
- c) "Can you get me a glass of water?" she asked, diverting the subject.

Personality: Confident

- a) "I'm not really sure how to do this," he muttered, uncertainty in his voice.
- b) "This challenge is no match for my skills," he declared confidently.
- c) "Maybe we should ask someone for help," he said, without assurance.

Personality: Timid

- a) "I'm scared of the dark; can someone come with me?" she whispered fearfully.
- b) "Dark rooms are perfect for hide and seek!" he exclaimed, charging forward.
- c) "I can navigate the dark; it's easy," she lied, trembling nervously.

Personality: Enthusiastic

- a) "Let's get started on this project right away!" she chirped, clapping her hands excitedly.
- b) "I can't wait to see the results," he beamed, eyes shining with anticipation.
- c) "This is going to be the best day ever!" she exclaimed, bouncing on her toes.

Personality: Impulsive

- a) "Let's stop and think before going forward!" he suggested, thinking of a plan.
- b) "I bought it on a whim—it looked cool!" she giggled.
- c) "Why wait? The time is now!" she blurted out, grabbing her coat in a hurry.

Character Personality and Dialogue

Think

Write a line of dialogue for a character with the personality below.

Personality: Melancholic

Personality: _____

Personality: Reflective

Personality: Skeptical

Personality: Joyous

Personality: Courageous

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
	"We won the game! We actually did it!"	Tom exclaimed excitedly.
	"I can't believe what you did! What did you do to get us free tickets!"	Emily _____ _____.
	"I won the game, but I was hoping to go with you."	Mark _____ _____.
	"We'll find a way to make it work,"	Grace _____ _____.
	"What if we can't find another day to go?"	_____
	"Wait, is the fair for one day only?"	Lily _____ _____.
	"Oh no, I can't believe I double-booked myself,"	Mike _____ _____.
	"Actually, now that I think about it, maybe it's all week?"	Jessica _____ _____.
	"How did you get those tickets, anyway?"	Tim _____ _____.
	"I'm so annoyed with myself for this scheduling mistake,"	Sophie _____ _____.

Adding Dialogue to a Story

Write

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

In the corner of Jayden's grandmother's attic, beneath a pile of vintage clothes, Jayden found an old pocket watch. It was golden and still ticking, despite its age.

"

" Jayden whispered, intrigued by the engraving on the back.

Taking the watch to his grandmother, he found her in the garden. She looked up with a smile that soon turned to a look of surprise.

"

" she said, her eyes locking onto the watch.

"It was granddad's," Jayden stated. "But how did it get way up there?"

"

" his grandmother pondered, holding the watch to her hands.

She flipped the watch open and pressed a tiny button on the side. Suddenly, a small compartment opened, revealing a folded piece of paper.

"

" Jayden gasped, leaning in closer.

His grandmother unfolded the paper with trembling hands. On it was a short note that read:

"

" she read aloud, her voice filled with emotion.



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.

Checkmate in the Park

In the heart of the bustling city, a group of students gathered around an old chessboard in the park.

"I bet I can win in ten moves," Jamal boasted confidently, setting up his pieces with a flourish. "You're on!" Maya replied, her eyes twinkling with challenge.

As the game progressed, onlookers began to gather. "She's got him on the run," a bystander whispered. Maya moved a knight across the board.

"No way, Jamal's setting a trap!" another boy yelled excitedly. "Checkmate," Maya announced with a smirk, her hand resting on the queen.

Jamal leaned in, scrutinized the board, and then admitted, "You've got me. Well played." "You underestimated the power of the queen," she teased him, giving him a friendly nudge.

As they reset the pieces, an old man who had been watching them said, "You kids give me hope for the future!"

Their laughter filled the air, mixing with the city sounds. For them, the park had become more than just a game; it was where friendships were forged and lessons learned, far from the classroom.

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

Edit

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

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

Edit

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

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

Activity: Story Swap Revision Party

Objective

What are we learning more about?

To allow students to practice proofreading and revising narrative stories by working with peers in an engaging and supportive environment. This activity will foster collaboration and help students develop their writing skills.

Materials: What is needed to complete the activity?

- ☐ Drafts of narrative stories
- ☐ Pencils and erasers
- ☐ Highlighters or markers
- ☐ Revision checklist on page 156



Instructions

How do we complete the activity?

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

Feedback

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

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

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

3) What is your favorite part of the story?

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

1)

2)

3)

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

1)

2)

3)

Intro to Personal Narrative Writing

What is Personal Narrative Writing?

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



Key Elements of a Personal Narrative

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

Tips for Better Narrative Writing

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

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

Write

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

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

2) Where is your family originally from?

3) What cultural traditions do you celebrate?

4) How would you describe your family?

5) What are your strengths and weaknesses?

Strengths

Weaknesses

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

Personal Narrative Planning – My Identity Journey

Planning

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

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

Rubric – Story Writing

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

Comments

Mark

Persuasive Writing - Research

Research in persuasive writing is crucial. It helps you gather evidence to support your arguments effectively.

For example, when persuading your friends that chocolate ice cream is the best flavour, research helps you find reasons like its taste and popularity. You can collect information from books, interviews, or personal tests.



This evidence strengthens your argument, making it more convincing. Without research, you rely solely on your words, but with it, you have solid proof, making your writing powerful.

Research

in the _____ to learn more about the topics.

Topic	Which province leads in _____
1) Before you start researching, decide on an opinion. Write it below. If you're unsure, ask some of your classmates what they think and listen to their ideas to formulate an opinion.	
2) Now you'll need to find research about why the province you chose is the best. You might want answers to these questions below.	
Sports Teams In The Province	
Average Temperature	
Average Snowfall	
Average Rainfall	
Famous Landmarks	

Persuasive Writing - Research

Research

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

Popular Sports	
Notable People	
Top Attraction	
Average Income - Where Does The Province Rank In Canada?	
Average House Price By Province - Rank In Canada	
3) What else did you find that makes this province special?	
4) Talk to classmates and teachers about why they like the province you picked. Write down 4 things you find out.	
1)	
2)	
3)	
4)	

Persuasive Writing - Research

Plan

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

1) What is the main idea of your paragraph?

2) Write a topic sentence for your paragraph.

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

4) Write a closing sentence.

Write

Write a paragraph about which providing case is the best.

Understanding Bias in Persuasive Writing

Recognizing Bias in Persuasive Writing

Bias in persuasive writing is when the writer's personal opinions, beliefs, or preferences skew the presentation of information or arguments. It's crucial to understand bias because it influences how information is received and interpreted, and it can shape our opinions and decisions. Especially in today's world, where we are constantly bombarded with information, being able to identify bias helps us make informed decisions.

Types and Sources of Bias

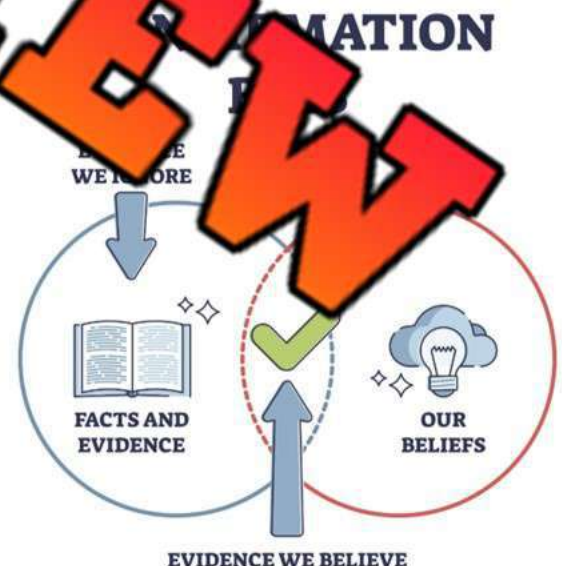
Bias can appear in several ways in writing:

- Word Choice: The use of emotional or loaded language is a strong indicator of bias. For instance, words like "tragedy" or "miracle" carry emotional weight and can sway the reader's opinion.
- Selective Presentation of Facts: A type of bias occurs when a writer only presents information that supports their point of view while ignoring contradictory evidence.
- Use of Generalizations: Stereotypical statements that oversimplify groups, situations, or events often indicate bias.
- One-Sided Arguments: A clear sign of bias is when a writer only presents one aspect of an argument or issue.

Evaluating Sources for Bias

To critically analyze texts for bias, consider the following steps:

- Investigate the Author's Background: The author's experience, affiliations, or expertise can provide context for potential biases.
- Examine the Evidence: Reliable and unbiased writing should include well-supported arguments with verifiable facts or data.
- Explore Multiple Perspectives: Reading varying viewpoints on the same issue can highlight biases and provide a more balanced understanding.
- Reflect on Personal Biases: Recognizing your own preconceptions can help in reading and evaluating texts more clearly.
- Look at the Publication Source: The platform or publication where the piece appears can also influence its slant or bias.



Understanding Bias in Persuasive Writing

Analyze

Read the opinions below and answer the questions.

Winter is, without question, the best season of the year. The crisp, cold air is invigorating, unlike the oppressive heat of summer. Snow transforms the world into a magical wonderland, something no other season can claim. Skiing, snowboarding, and building snowmen are joys unknown to the dreariness of other seasons. People often praise summer, but they forget the discomfort of sweating and the annoyance of bugs. Winter, with its cozy firesides and beautiful snowflakes, is clearly superior.

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Cats are undoubtedly the superior pet choice for anyone who appreciates independence and grace. They put dogs and other pets to shame. While dogs demand constant attention and walks, cats are self-sufficient and dignified. They embody elegance and grace in their way into your heart. Dogs may be loyal, but cats choose their humans, making their affection far more meaningful. In the world of pets, cats are the clear rulers, with their sleek coats and mysterious allure.

1) What is the author's opinion?

2) What reasons did they give? List 3.

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

Version 2: Activity – Finding Bias in Writing

Tough Job

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



Dear Principal Watson,

I hope this letter finds you well. I have an idea that I believe would make our school the most unique and exciting in the entire district. What if we replaced all our textbooks with comic books? Every single textbook!

Imagine learning through superhero adventures, exploring history in comic panels, and doing science with illustrated experiments. It would make every class super engaging and fun. Who doesn't love comics? We would all be looking forward to every lesson!

I know some might think this is unusual, but I'm convinced it's a game-changer. Our school would become the coolest in the district, and students would be thrilled to come to class each day.

I can't wait to start reading 'Comic Book Adventures of History Man' in our classes! Thank you for considering my idea. I'm looking forward to hearing back!

Yours excitedly,
Anna Philips

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

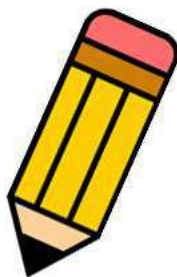
Tough Job

Write your response letter back to Anna.

PREVIEW

Include:

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



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

Activity – Finding Bias in Writing

Think

Write the bias each person might have below

Situation: School hours are extended by two hours to provide extra academic support and tutoring for all students.

Audience/Person	Bias or Perspective The Person Has
1) Student	
2) Teacher	
3) Grandparent	
4) Parent	
5) Principal	

Assignment – Persuasive Essay Writing

Imagine you have the power to change one rule at your school. Now, pick one rule you'd passionately like to change. In this persuasive writing challenge, you're going to argue why your chosen rule should be altered or abolished. Convince your readers with strong arguments, creative thinking, and maybe even a touch of personal experience. Are you ready to be a change-maker? Let's see what you've got!

Planning

Fill in the graphic organizer below.

1) Jot down all the rules you might consider for this assignment! Think about all the rules you find every day. Dress codes to lunchtime regulations.

2) Which rule do you really want to change? Write it down.

3) List three main arguments for why this rule should be changed.

4) Write your thesis statement here.

Research

Answer the questions below

Think about the rule change you want made. What facts or statistics might help you be more persuasive? For example, if you want longer recesses, find statistics stating that longer recesses improves academic performance. Look for at least one stat for each of your main ideas.

Main Ideas	Statistics

Writing

Write your thesis statement and 5-7 paragraphs in the following format.

Introduction with Thesis Statement at the End

Main Argument 1

Main Argument 2

Argument 2

Main Argument 3

Conclusion

PREVIEW

Rubric – Persuasive Writing Assignment

Criteria	Exemplary (4)	Proficient (3)	Basic (2)	Needs Improvement (1)
Structure	Essay has a clear five-paragraph structure, including introduction, conclusion, and three body paragraphs.	Essay follows a five-paragraph structure with minor deviations.	Essay loosely follows the five-paragraph structure but lacks clear division.	Essay does not follow the five-paragraph structure.
Introduction & Thesis	Introduction is engaging, provides context, and presents a clear thesis statement.	Introduction provides context and includes a thesis statement but may lack engagement.	Introduction and thesis statement are present but lack clarity or relevance.	Introduction is missing, incomplete, or fails to include thesis.
Conclusion	Conclusion effectively summarizes main ideas and restates the thesis without being repetitive.	Conclusion summarizes main ideas and restates the thesis but with less effectiveness.	Conclusion is present but doesn't summarize main ideas or may simply repeat the thesis.	Conclusion is missing or fails to summarize the main ideas or relate to the thesis.
Main Ideas & Statistics	Each main idea is supported by relevant, accurate statistics and clearly connects to the thesis.	Main ideas are supported by statistics, but some may be less relevant.	Some main ideas lack clear statistics or relevance to the thesis.	Main ideas are not clearly stated or supported by statistics.
Persuasive Elements	Uses a variety of persuasive techniques effectively to strengthen the argument.	Uses some persuasive techniques effectively, but the argument lacks balance.	Uses persuasive techniques, but they are not effective or misapplied.	Lacks persuasive elements or are ineffective or misapplied.
Grammar & Mechanics	The writing is free of grammatical and spelling errors, enhancing readability and flow.	There are minor grammatical or spelling errors, but they do not impede readability.	Grammatical and spelling errors are noticeable and may impede readability.	Frequent grammatical and spelling errors.

Comments

Mark

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

Stamina Writing – Building Stamina

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

Practice

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

Should parents divide their time equally among siblings, or should they spend more time with the child who has more activities or needs?

Should all children have the same bedtime, or should it depend on the individual's age and schedule?

Is it fair to play music in the classroom when some students may find it distracting?

If one student breaks a class rule, is it fair to punish all the students?

Name: _____

196

Curriculum Connection
1.1

Practice

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

PREVIEW

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

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

Synthesizing – Letters to the Mayor

Synthesize

Pretend you are the mayor. You have received 3 different letters. Read each letter and synthesize the information, forming one opinion.

Dear Mayor Robinson,

I hope this message reaches you in good spirits. I'm Kyle, an eighth grader at Riverside Middle School, and I'd like to discuss the topic of public art in our community. In our social studies class, we learned about the importance of art in society. Public art makes our city vibrant and inspiring! Murals, sculptures, and installations could transform dull spaces into places of beauty and conversation. More art in public places means more creativity and community connection. I hope you'll consider making our town a canvas for local artists.

Warm wishes,
Kyle Patel

Dear Mayor Robinson,

Greetings! I'm Layla from Westview Secondary, and I've been thinking a lot about public art. While art is important, should we focus on more pressing issues? Problems like potholes and playground safety seem more urgent. I understand that art can be beautiful, but many of my classmates agree that the budget might be better spent on practical improvements. I believe fixing what's broken is a form of community care that precedes public art. Maybe there's a balance to be struck?

Sincerely,
Layla Hernandez



Hello Mayor Thompson,

My name is Ethan, and as a student at Greenfield Middle School, I'd like to share my thoughts on public art in our city. Some say it's essential, while others prefer spending on infrastructure. I've noticed that empty walls and unused spaces could be perfect for art, but they could also be used for community bulletin boards or urban gardens. Art is powerful, but so is a community's practical needs. Could we find a way to combine both art and function?

Best regards,
Ethan Smith

Synthesis

After reading all three letters, write a letter in response to everyone.
Synthesize the 3 letters and form an opinion that you can tell all three people.

PREVIEW

Reconstructing Text: Melody to Manga

Objective

What are we learning more about?

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



Instruction

How do we complete the activity?

- 1) Think about how your favorite songs tell a story or share a powerful message, just like the tales of books or screen movies. Lyrics are not just melodies; they are stories waiting to be visualized.
- 2) 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 resonates with 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)	"High Hopes" by Panic! At The Disco "Mama said, Burn your biographies, Rewrite your history, Light up your wildest dreams, Museum victories, everyday, We wanted everything"
2)	"I'm invincible" by Sia "I'm invincible, I'm a Porsche with no brakes, I'm invincible, Yeah, I win"
3)	"Stronger (What Doesn't Kill You)" by Kelly Clarkson "What doesn't kill you makes you stronger, Stand a little taller, Doesn't mean I'm lonely when you're gone"
4)	"Titanium" by David Guetta ft. Sia "You shoot me down, but I won't fall, I am titanium, You shoot me down, but I won't fall, I am titanium."
5)	"Can't Stop The Feeling!" by Justin Timberlake "I got this feeling inside my bones, It goes electric, wavy, It's on, All through my city, all through my home."
6)	"Believer" by Imagine Dragons "Don't you tell me what you think that I could be, I'm the one at the sail, I'm the master of my sea, oh-ooh, The master of my sea, oh-ooh"
7)	"Keep Your Head Up" by Andy Grammer "This is just a journey, drop your worries, You are gonna turn out fine"

Name: _____

216

Curriculum Connection
2.1

Instructions

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

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

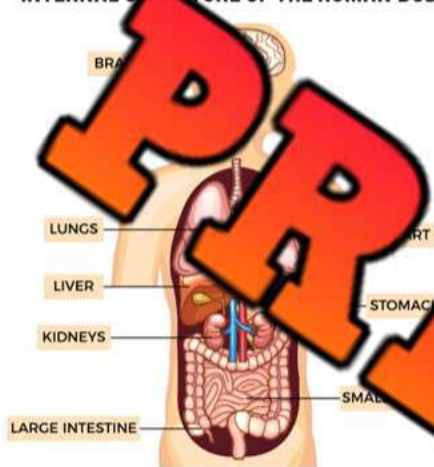
PREVIEW

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.

INTERNAL STRUCTURE OF THE HUMAN BODY



Reconstructing Texts – From Fairy Tale to News Report

The Lost Melody of Verdant Vale

In the heart of Verdant Vale, a village where music intertwined with the very essence of nature, there was an ancient melody passed down through generations. This melody, known as the Heartsong, was said to be the source of the land's prosperity, ensuring harmony between the villagers and the natural world.

However, as time passed, the melody was forgotten, locked away in the heart of the forest. One day, a mysterious creature known as the Nighthawk. The disappearance of the Heartsong brought disaster to Verdant Vale; crops withered, rivers ran dry, and a heavy silence fell over the land.

Eloise, a young girl with a spirit as brave as the dawn, believed in the tales her grandmother told of the Heartsong. With the village on the brink of despair, she embarked on a quest to retrieve the lost melody. Armed with only her courage and a small, silver flute passed down from her ancestors, Eloise ventured into the forest.

The deeper into the woods she went, the more the trees whispered of the Nighthawk's wrath. Yet, amid the darkness, she found guidance in the form of a luminescent fox, whose coat shimmered with the colors of the aurora. The fox, a guardian of the forest's magic, led Eloise to the heart of the forest where the Nighthawk perched, its eyes glowing like embers in the night.

Facing the creature, Eloise raised her flute and played a soft, haunting melody. The Nighthawk, moved by the purity of her intent, revealed that the Heartsong was not a melody to be found but one to be created. It was the music of unity, of hearts daring to dream. With this revelation, Eloise played once more, her notes weaving through the trees, calling the villagers to the forest's edge.

As the people of Verdant Vale joined in, singing and playing instruments long silent, the Heartsong was reborn. The land flourished once again, not because the melody was found, but because it was shared. The Nighthawk, no longer a creature of fear, took to the skies, its cry a harmonious part of the vale's symphony.

Eloise returned as a hero, but she knew the true victory was the village's unity and the music that now danced on the wind. Verdant Vale never forgot the Heartsong again, a testament to the power of community and the enduring magic of hope.

The End.

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:** (Write the event 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 do Eloise, The Nighthawk, and The Luminescent Fox say if they were interviewed?)

Eloise's Decision:

The Nighthawk

The Luminescent
Fox5) **Conclusion:** (How did the events conclude? What was the aftermath or resolution?)

Name: _____

221

Curriculum Connection
2.1

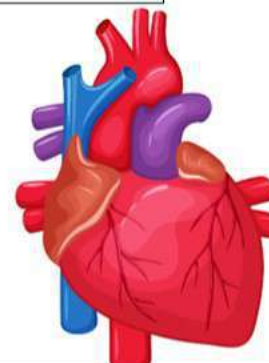
PREVIEW

Writing a Report – Circulatory System

Objective

What are we learning more about?

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



Instructions

How do we complete the activity?

- 1) Read the facts below.
- 2) Choose one fact to write about. Write your report under 1 of 3 main headings: Functions of the circulatory system (F), Parts of the circulatory system (P), and diseases of the circulatory system (D).
- 3) On the next page, write the introduction for the report. Then you'll need 3 headings for the body of your report. You'll also need an introduction and a conclusion. You don't need to use all the facts for your report, so choose your facts carefully.

Facts

Organism: _____

Blood, composed of cells and plasma, transports nutrients and oxygen.	
Hypertension, or high blood pressure, strains the heart and arteries.	
The circulatory system delivers oxygen and nutrients to all cells efficiently.	
Capillaries are tiny vessels where blood exchanges oxygen with tissues.	
This system plays a key role in regulating body temperature and pH.	
Hormones are distributed from glands to body parts via the circulatory system.	
Veins return depleted blood back to the heart for reoxygenation.	
It aids the immune system by transporting white blood cells to fight infections.	
Arteries carry oxygen-rich blood from the heart to the body.	
Coronary artery disease reduces blood flow to the heart, causing chest pain.	
It efficiently removes carbon dioxide and other wastes from the body's tissues.	
Stroke occurs when blood flow to a brain part is interrupted or reduced.	
The heart pumps blood, divided into four chambers for circulation.	
Heart failure is the heart's inability to pump blood effectively.	
Atherosclerosis involves plaque buildup in arteries, leading to heart attacks.	

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

Understanding Effective Research Techniques

Research is a key skill that helps us discover new information, solve problems, and learn about topics in depth. When you research effectively, you gather reliable and relevant information that enhances your knowledge and understanding. Let's explore some important techniques to make your research more effective.

Firstly, identify your research topic or question. This gives you a clear goal and helps you stay focused. If you're researching "The impact of plastic on marine life," your goal is to find information specifically on this topic.

Finding Reliable Sources

A crucial part of research is finding sources that are credible and reliable. Here are some tips:

- Use academic databases: These databases provide access to scholarly articles and papers.
- Check the author's credentials: Ensure the author is knowledgeable about the subject.
- Look at publication dates: Check the date of the information to get current perspectives.
- Evaluate the source's purpose: Understand if the source aims to inform, persuade, or entertain.

Remember, not all information found, especially from the internet, is accurate or trustworthy. Always cross-check facts and data from multiple sources.

Good Searches	Bad Searches
Photosynthesis process steps	What are the newest things found by rover on Mars?
Causes of World War I	What are the main ideas in Shakespeare's Hamlet
Mount Everest climbing history	How and Why did the French Revolution happen

Organizing Your Findings

Once you gather information, organize it systematically. Create notes and summaries of what you've learned. This will help you understand the topic better and make it easier to refer back to the information later. Good organization also makes it easier to present your findings clearly, whether in a written report or a presentation.



Think

Is the search good or bad?

1) Please give me information on the Roman Empire history	Good	Bad
2) World's fastest animals	Good	Bad
3) What are some healthy foods to give me more energy in the morning?	Good	Bad
4) Elements in the periodic table	Good	Bad
5) I need to find out how the water cycle operates	Good	Bad
6) Tectonic plates and earthquakes	Good	Bad
7) I'm looking for facts on American Civil War battles	Good	Bad
8) Renewable energy sources	Good	Bad
9) What's the process of making paper?	Good	Bad
10) Great Wall of China history	Good	Bad

Questions

Answer the questions below

1) Why is research important according to the reading?		

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

3) Is the description of the website below trustworthy? Yes, or no?		
1) An established news organization's website for current events.	Yes	No
2) Social media posts from unverified and non-expert accounts.	Yes	No
3) The official website of a reputable NGO, providing reports and research on global issues.	Yes	No
4) A website selling health supplements with exaggerated health claims.	Yes	No
5) A YouTube video from an unqualified individual promoting pseudoscience.	Yes	No

Research Process

Introduction

Research is an essential skill for uncovering new knowledge, addressing challenges, and satisfying curiosity. By mastering the four key steps of researching – questioning, gathering, organizing, and recording – you can navigate any topic with confidence.



Questioning

Every research project begins with a question that sparks your curiosity. For example, you might wonder about the impact of technology on education. A well-crafted research question is specific and straightforward, providing a clear path for a targeted investigation.

Gathering

After formulating your question, the next step is to gather information. Here are some methods you can use:

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

Organizing

After collecting your data, it's important to organize it, focusing on the most relevant information. This can include:

- Arranging information in chronological order or by theme.
- Creating outlines to structure your findings.

Recording

The final stage involves documenting your discoveries. This can be achieved by:

- 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: Continents – Ex. How many continents are there on Earth?

	Questions	Answers
1		
2		
3		
4		
5		

Topic 2: Canada – In which province is the Canadian capital located?

	Questions	Answers
1		
2		
3		
4		
5		

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.

Did you know that octopuses have three hearts? Why do these sea creatures need so many? This essay explores the extraordinary anatomy of the octopus, uncovering the secrets behind its remarkable organs and how they support its survival in the ocean's depths.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

The Golden Gate Bridge deals with a lot of things and each of them. This essay will explore the engineering principles behind this iconic structure, focusing on its design and the materials that contribute to its resilience.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Did you know that honey bees are highly important for our environment? Their contribution is essential and pivotal in the intricate process of food production, a process upon which the sustenance of the human population and various ecosystems heavily rely. In this extensive essay, we aim to thoroughly examine and discuss in great detail the myriad aspects of honeybee behavior. This includes their social structure within hives, their role in the larger context of the ecosystem, the intricate nature of their interaction with both their immediate environment and the broader natural world. Additionally, we will delve into the multifaceted challenges that honeybees currently face, ranging from environmental threats to man-made issues, and how these challenges impact their population and, by extension, the broader ecological balance.

Starts with fun fact

Starts with a question

Has a thesis statement

Keep it short and interesting!

Report Writing – Introductions

Write

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

Topic: How to play hide and seek

<div>PREVIEW</div>			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Starts with fun fact		Starts with a question	
Has a thesis statement		Keep it short and interesting!	

Topic: A day in the life of a student

<div>PREVIEW</div>			
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>			
Starts with fun fact		Starts with a question	
Has a thesis statement		Keep it short and interesting!	

What is a Haiku?

What is a Haiku?

A haiku is a short poem that originated in Japan. It's known for its simplicity and ability to capture a moment or image in just a few words. A traditional haiku has three lines. The first line has five syllables, the second line has seven syllables, and the third line goes back to five syllables. This structure creates a rhythm that is unique to haikus. These poems often focus on nature, the seasons, or moments of beauty or insight.



Morning Song

Gentle morning light
Birds singing in harmony
Daybreak comes alive.

Falling Leaves

Leaves fall in silence, (5)
Autumn's crisp, golden blanket, (7)
Nature's quiet dance. (5)

Write

Finish the Haiku poems below

Topic: Winter Night

Line 1

Snowflakes gently fall,

Line 2

Line 3

Moonlit peace prevails.

Topic: Summer Day

Line 1

Sun heats the sand dunes,

Line 2

Waves crash with a rhythmic beat,

Line 3

How to Write a Rhyming Poem

Basics of Rhyming Poetry

Rhyming poetry is a form of writing where words at the end of lines have similar sounds. This type of poem is enjoyable to read and write because the rhymes create a musical rhythm. Using rhymes shows the reader how creative the author is as they have the ability to not only tell a story or share feelings, but also do it with rhyming words.



Steps to Write a Rhyming Poem

1. Choose a Rhyme Scheme:

- AABB: Lines 1 and 2 rhyme together, and lines 3 and 4 rhyme together.
- ABAB: Lines 1 and 3 rhyme, and lines 2 and 4 rhyme.
- ABCB: Only lines 2 and 4 rhyme.

2. Select Words to Rhyme: Think of words that fit your theme and list their rhyming pairs. For example, if your theme is 'stars', you might list stars, cars, etc.

3. Plan Your Lines: Start writing your lines, keeping in mind your chosen rhythm. Try to make each line similar in length for a consistent flow.

4. Revise for Meaning and Flow: Once you've written your poem, read it aloud to help you hear if the rhythm flows smoothly and if the meaning is clear.

Tips for Writing Rhyming Poems

- Keep the language simple and clear.
- Focus on the rhythm as much as the rhyme.
- Don't force a rhyme; it's okay to change words to make a better rhyme.
- Use a thesaurus or rhyming dictionary for more word ideas.
- Practice makes perfect, so keep writing different types of rhymes.

Sampling Rhyming Poem

In the sky, stars twinkle bright (A)
Their dance enchants the quiet night (A)
Each a story, old and grand (B)
In the vast, mysterious land (B)

How to Write a Rhyming Poem

Warm-Up

Write 3 rhyming words for each word below.

Original Word	Rhyming Word 1	Rhyming Word 2	Rhyming Word 3
Light			
Dream			
Hear			
Star			
Blue			
Cloud			
Mountain			
River			

Write

Finish the poem below using the rhyming words.

AABB Poem

Beneath the moon so big and bright, (A)

Stars shimmer with a gentle light. (A)

In dreams where adventures blend, (B)

ABCB Poem

In a world where dreams take flight, (A)

Adventures wait beyond the moon, (B)

Underneath the wide blue sky, (C)

AABB Poem

The sun sets low in the sky, (A)

As birds fly around, they so _____, (A)

They say high to people, not shy, (A)

AABB Poem

Through the fields, the wild winds blow, (A)

Carrying whispers soft and low. (A)

What is a Limerick Poem?

What is a Limerick Poem?

A limerick is a type of poem known for its humour and playful rhythm. Originating in Ireland, these poems have become popular worldwide for their quirky and often nonsensical nature. They are short and easy to remember, making them a favourite among all ages, especially for those who enjoy a good laugh through words.

Limerick Structure

- **Lines:** Limericks consist of five lines in total.
- **Rhyme:** The rhyme pattern follows AABBA. This means the first, second, and fifth lines rhyme with each other, and the third and fourth lines have their own rhyme.
- **Beat:** Limericks follow a specific rhythm or meter. The first, second, and fifth lines typically have a certain number of syllables, while the third and fourth lines are shorter, with five or six syllables.
- **Content:** Limericks are humorous, witty, or nonsensical.
- **Tone:** Lighthearted and playful, intended for laughter or amusement.

Examples of Limericks

The Dancing Cat of Spain

There once was a cat from Spain,
Who loved to dance in the rain.
With a purr and a twirl,
She'd leap and swirl,
In her world without any pain.

Comedian Frog

Frog was a very loud croak,
He'd jump and make a bank folk.
He'd hop and a rabbit he'd see,
He'd jump and a rabbit he'd see,
And everyone laughed and he.



Write

Finish the Limerick poems below.

Topic: The Bear with a Flair

Line 1	There once was a bear with a flair,
Line 2	For combing his thick, shaggy hair.
Line 3	With a brush and a bow,
Line 4	He'd steal the show,
Line 5	

What is a Limerick Poem?

smug	leap	dance	yummy	slide
stance	hungry	small	pride	tall
tug	peep	chance	all	funny

Write

Use the word bank words to fill in the limericks below

Line 1 There once was a goat, always, _____,

Line 2 He wore shirts, finding them quite _____,

Line 3 With a chew _____,

Line 4 He'd _____,

Line 5 In a field, he was the _____.

Line 1 A penguin who loved to _____,

Line 2 Seized every possible _____,

Line 3 With a flap and a _____,

Line 4 He'd waddle with _____,

Line 5 The star of the ice in his _____.

Line 1 A squirrel, curious and _____,

Line 2 Loved to climb trees, both big and _____,

Line 3 With a scamper and _____,

Line 4 From branch to branch, he'd _____,

Line 5 Watching the world, enthralled by it _____.

Writing an Acrostic Poem

Write

Write an acrostic poem about rainbow. 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
Rain	Main	Plain	Gain	Pain
Light	Night	Sight	Flight	Might
Clouds	Criticism	Spasm	Enthusiasm	Sarcasm
Arches	Lark	Lark	Spark	Mark
Skies	Flies	Lies	Pies	

R

A

I

N

B

O

W

All About Comic Strips

Exploring the World of Comics

Comics are a fascinating blend of art and literature, presented in a format that combines images and text to tell a story or convey ideas. Unlike traditional books, comics convey their narrative through sequential art, where a series of pictures in a specific order tell a story. This form of storytelling has grown from simple entertainment to a significant medium for artistic expression and cultural commentary.



Key Elements of Comics

Comics consist of several distinctive elements, each contributing to the overall story:

- **Panel:** These are individual frames that encase scenes or moments. Each panel is a part of the overall story.
- **Gutters:** The spaces between panels, known as gutters, are essential in defining the sequence and timing of the story.
- **Speech Bubbles:** These contain the dialogue of the characters. The shape and style of the bubble can convey tone and emotion in the speech.
- **Thought Bubbles:** Similar to speech bubbles, they contain a character's thoughts, often shown as cloud-like shapes.
- **Captions:** These are boxes or blocks of text that provide additional information, such as narration, background details, or character descriptions.
- **Illustrations:** The drawings in comics range from simple sketches to detailed art and are central to conveying the story and emotions.
- **Colour:** Colour in comics can set the mood, represent time of day, and differentiate characters, though some comics are effectively presented in black and white.

Significance of Comics

Comics are not just entertaining; they play a crucial role in various aspects of society:

- **Literacy Tool:** They are an excellent medium for encouraging reading and enhancing comprehension through the combination of visual and textual storytelling.
- **Cultural Reflection:** Comics often mirror societal issues, offering a platform for discussion on topics like justice, ethics, and identity.
- **Artistic Medium:** The unique blend of text and visuals in comics allows for creative storytelling techniques that are not possible in other art forms.
- **Entertainment:** Comics have a broad appeal due to their engaging stories, humour, and dramatic elements.

Understanding comics means recognizing them as a significant form of storytelling that combines artistic skill and literary creativity. They are not just for entertainment but also serve as a mirror to society and a tool for education and discussion.

Writing A Comic Strip

**Examine**

Look at the comic closely to plan the dialogue.

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

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

1)

2)

3)

4)

5)

6)

Writing Comic Strips – Cake Time

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: Kitchen at home. Emma stands in front of an oven, holding a recipe book.

Dialogue: Emma says, "Hmm, how long to bake?"

Onomatopoeia: "Tick tock" from the kitchen clock.

Panel 2:

Setting: Emma reaches for the recipe book and oven timer. Emma's hand reaches for the oven knob.

Dialogue: Emma exclaims, "Oh, 20 minutes it is!"

Onomatopoeia: "Ding" from the oven timer.



Panel 3:

Setting: Emma proudly takes a piece of freshly baked cake from the oven.

Dialogue: Emma says, "See, the cake is perfect!"

Onomatopoeia: "Ding!" as the oven timer rings.

Assignment: Online Comic Strip

Objective

What are we learning more about?

Students will plan and create a comic strip using an online comic strip software, learning about the structure of stories and expressing their creativity through visual storytelling.

Materials

What do you need for the assignment?

- 1) Planning
- 2) Access to online comic strip software (such as MakeBeliefs Comix, Pixton, or similar platforms)
- 3) Internet-connected devices or tablets



Instructions

How do we complete this activity?

- 1) Brainstorm Ideas: Begin by brainstorming ideas for your comic strip, considering the characters, setting, problem, and solution.
- 2) Plan on Paper: Use the back side of this page to sketch the comic strip, identifying the beginning, middle, and end of the story.
- 3) Use Online Software: Utilize the chosen online comic strip software to create the comic strip digitally, following the plan sketched on paper.
- 4) Add Dialogue and Onomatopoeia: Encourage students to add dialogue and sound effects to bring their comic to life.
- 5) Review and Edit: Review the work, make necessary adjustments, and ensure that the story flows well.
- 6) Share with Class: Allow students to share their creations with the class, discussing what they learned through the process.

Assignment: Online Comic Strip

Plan

Plan your story by answering the questions below.

1) Brainstorm at least 5 different themes for a comic strip. Examples: outer space, sports, dinosaurs, etc.

2) Which theme did you choose?

3) What characters will you have in your story?

4) Describe what could happen in each part of the story. Include multiple panels as you might not be able to find the exact images you are looking for.

Beginning

Middle

End

Assignment: Online Comic Strip

Plan

Plan your story by answering the questions below.

4) How many panels will your story have?

5) Write the dialogue that will happen in each panel. Use: speech/thought bubbles.

Panel 1

Panel 2

Panel 3

Panel 4

Panel 5

6) What sound effects will you include? Write what panel it will happen in and include what onomatopoeia you will use.

Biography – Marie Curie

Preface

This book delves into the inspiring life of Marie Curie, a pioneering physicist and chemist who broke barriers in science. Marie Curie's story is not just about her groundbreaking discoveries in radioactivity, but also about her resilience in the face of adversity and her unwavering dedication to science. As the first woman to win a Nobel Prize, her life journey from Poland to the pinnacle of scientific achievement offers a powerful message about the role of determination and intelligence in overcoming obstacles.



Introduction

Marie Curie, born Maria Skłodowska in Warsaw, Poland, in 1867, is celebrated as one of the most influential scientists in history. Her extensive work in the field of radioactivity not only earned her two Nobel Prizes but also fundamentally changed our understanding of physics and chemistry.

Early Life and Education

Growing up in a family that valued education, Marie was a top student despite the challenges of living in a Russian-controlled Poland where higher education for women was restricted. Undeterred, she worked as a governess and taught to finance her dream of studying science. In 1891, Marie moved to Paris to enroll at the Sorbonne, where she excelled despite financial hardships and health issues.

Pathbreaking Scientific Achievements

Marie Curie's scientific career was marked by remarkable discoveries and achievements:

- In 1898, alongside her husband Pierre Curie, she discovered two new elements, radium and polonium, introducing the term 'radioactivity'.
- In 1903, she became the first woman to win a Nobel Prize in Physics, which she shared with Pierre Curie and Henri Becquerel for their work on radioactivity.
- In 1911, Marie Curie was awarded her second Nobel Prize, this time in Chemistry, for her discovery and study of radium and polonium.

Impact and Legacy

Marie Curie's research was crucial in the development of X-rays in surgery, and her mobile X-ray units during World War I saved countless lives. Her pioneering work laid the foundation for modern nuclear physics and cancer therapy. She passed away in 1934 due to aplastic anemia, a result of prolonged exposure to radiation. However, her legacy lives on. She opened doors for women in science, exemplifying courage and perseverance. Her discoveries continue to benefit humanity, and her life story remains a source of inspiration worldwide.

Questions

Answer the questions below

1) Write the headings used in the biography?

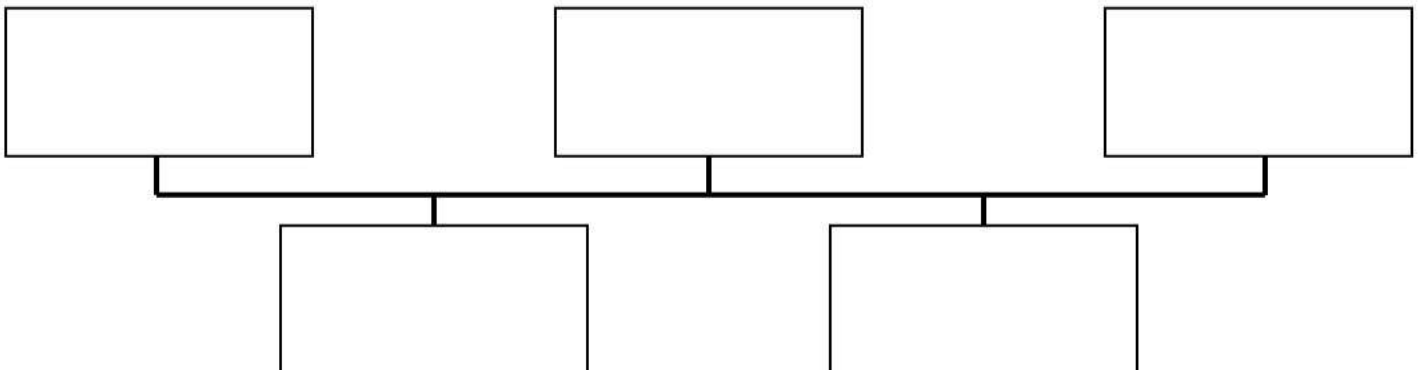
2) After reading the preface, why do you think authors include a preface?

3) How did the author understand the biography? Was it helpful?

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

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: If you 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: Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies. It's part of the Milky Way galaxy. The planets orbit the Sun, which is a star that provides light and heat to Earth."

Paraphrasing	The solar system is made up of eight planets and their moons, as well as comets, asteroids, and other celestial objects. It belongs to the Milky Way galaxy. These planets orbit around the Sun, a star that offers light and warmth to our planet.
Summarizing	The solar system, part of the Milky Way, contains eight planets, and various celestial bodies, all providing light and heat to Earth.
Quoting	"Our solar system consists of the Sun, eight planets, and their moons, along with comets, asteroids, and other celestial bodies."

Photosynthesis is a process used by plants and other organisms to convert energy, usually from the Sun, into chemical energy. This process uses sunlight, carbon dioxide, and water to produce oxygen and glucose, a type of sugar that plants use for energy.

Paraphrasing	_____
Summarizing	_____
Quoting	_____

Researching Activity – Note Taking

Instruction

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

Introduction

Tecumseh, a renowned leader of the Shawnee people, stands out in history as a symbol of Indigenous resistance and unity against U.S. expansion. Born in March 1768 in the Ohio Valley, he rose to prominence as a fearless warrior and a persuasive orator, opposing the encroachment of American settlers into Indigenous territories.

**Early Life**

Tecumseh, whose name translates to "Rising Star" or "Panther Across The Sky," was born into the Shawnee First Nation during a period of great upheaval and conflict. His father, Puckeshinwa, a respected warrior, led a battle against white settlers when Tecumseh was just a child. This early experience instilled in him a deep commitment to defending his people and their ancestral lands.

Formation of a Confederacy

Tecumseh grew up during a period of constant displacement and warfare for his nation. As a young warrior, he envisioned a united Indigenous front to effectively resist the encroachment of European settlers on their land. His extensive travels across the Midwest and the South helped him forge alliances with various groups, and his compelling speeches and charismatic leadership drew many to join his confederacy.

Struggle Against American Expansion

Tecumseh opposed the Treaty of Fort Wayne in 1809, where Indigenous lands were ceded to the U.S. government. He argued that no single nation had the right to sell land, which was a common resource. He rallied First Nations to resist, leading to increased tensions.

The War of 1812

With the outbreak of the War of 1812, Tecumseh allied with the British against the United States. He played a crucial role in several battles, including the Siege of Detroit. His leadership and strategy significantly aided the British war effort.

Death and Legacy

Tecumseh was killed in the Battle of the Thames on October 5, 1813. His death marked the end of Indigenous resistance in the Ohio Valley. However, his vision, bravery, and quest for justice left an enduring legacy, symbolizing the struggle for Indigenous rights and sovereignty.

Name: _____

316

Curriculum Connection
3.2

Note Taking

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

PREVIEW

Pictures

Draw things that will help in your research and note taking

Researching Skills - Bibliography

Exploring Bibliographies

A **bibliography** is a detailed list of references used in preparing written work – in essence, it's a list of all the sources from which you have borrowed words or ideas. When you are working on a project or an essay, it is crucial to acknowledge the sources of the information that you use to support your arguments. This not only gives proper credit to the authors but also enables others to find the information that you found.



Steps to Writing a Bibliography in MLA Format

When you finish writing an essay or a project, you'll need a bibliography to list the sources where you found your information. In the MLA (Modern Language Association) format, here's how to compile a bibliography:

- 1) Collect Information: Write down important details from each source, such as the author's name, the work's title, publisher, and publication date.
- 2) Choose MLA Format: This style is used for literature and arts papers. Your teacher will tell you if MLA is the correct format to use.
- 3) Organize Sources Alphabetically: Sort the entries by the author's last name. If a source doesn't have an author, alphabetize by title.
- 4) Write the Entries: For MLA, list the author's last name, first name, title of the work, the publisher, and the date.
- 5) Cite Websites Carefully: For online sources, include the author's name, article title, the website title, the date of publication, and the URL.

Sample MLA Bibliography Entries:

- "Climate Change Effects." National Geographic. 2022, www.nationalgeographic.com/climatechange.
- Rowling, J.K. Harry Potter and the Philosopher's Stone. Bloomsbury, 1997.
- "Understanding Photosynthesis." Science for Kids, 2023, www.scienceforkids.org/photosynthesis.

Finalizing Your Bibliography:

- Double-check each entry for proper punctuation, capitalization, and italicization.
- Verify that all URLs are accurate and do not include hyperlinks.
- Ensure your list is in alphabetical order and follows the MLA formatting rules.

Researching Skills - Bibliography

Practice

Organize the information below in a bibliography.

For a Book

- Author's Name: Brian Cox
- Title of the Book: The Wonders of the Universe
- Publisher: HarperCollins
- Publication Date: 2011

For a Book

- Author's Name: Sylvia Earle
- Title of the Book: The World Is Blue: How Our Fate and the Ocean's Are One
- Publisher: National Geographic
- Publication Date: 2009

For a Website

- Author's Name: NASA
- Title of the Webpage: The Wonders of the Solar System
- URL or Web Address: www.spaceexplore.com/solarsystem
- Date Accessed: 2023-02-05

For a Website

- Author's Name: Rebecca Princeton
- Title of the Webpage: "The Wonders of the Solar System"
- URL or Web Address: www.spaceexplore.com/solarsystem
- Date Accessed: February 5, 2023

Bibliography

Activity Title: Partner Biography Research

Objective

What are we learning more about?

In this activity, you and your partner will work together to research facts about a famous person of your choice. You will focus on collecting information for a future biography and practice organizing your research and keeping track of your sources for a bibliography.



Instructions: How do we complete the activity?

- 1) Choose a Famous Person: With your partner, choose a famous person that you both find interesting. It could be a historical figure, a scientist, an artist, or anyone else you'd like to learn more about.
- 2) Divide the Research: Divide the research tasks between you and your partner. You will need to find information in the following categories:
 - Early Life: 1 fact
 - Achievements: 3 facts
 - Later Life and Legacy: 1 fact
 - Quote: 1 quote from the person
 - Picture: 1 picture of the person
- 3) Use Different Sources: Look for information in books, websites, encyclopedias, or other resources available in the classroom or online.
- 4) Keep Track of Sources: As you find each fact, quote, or picture, write down where you found it. Include the author's name (if available), title of the book or webpage, publisher, and date. If it's a website, include the URL and date of access.
- 5) Organize Your Research: On a piece of paper, organize your research into the categories mentioned above. Write the facts in complete sentences.
- 6) Create a Bibliography: With your partner, write down the sources you used in a separate section, without organizing them into the bibliography format. Your teacher will help you learn how to format them later.
- 7) Share Your Research: Present your organized research and bibliography to the class, explaining why you chose the person and what you found most interesting about their life.

Name: _____

320

Curriculum Connection
3.2

Activity Title: Partner Biography Research

Research

Fill in the organizer below to complete your research. You could write your research on the computer as well, in a PowerPoint or Word document.

Who will you research more about?

Early Life: Fact # 1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #1	Source Information	
	Author	
	Title	
	Website	
	Date	

Achievements: Fact #2	Source Information	
	Author	
	Title	
	Website	
	Date	

Success Criteria – Biography

Analyze

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

Biography – Sir John A. Macdonald

Preface

Sir John A. Macdonald's pivotal role in the formation of the Dominion of Canada and his enduring legacy as the country's first Prime Minister make him a central figure in Canadian history.

Introduction

Sir John A. Macdonald, a statesman and visionary leader, is celebrated in Canadian history as a founding father of the nation. Born on January 10, 1815, in Glasgow, Scotland, he later immigrated to Canada, where his leadership and determination shaped the course of the country.



Early Life

Macdonald's family moved to Montreal, Quebec, when he was just a boy. His early exposure to the complexities of colonial life and his political career laid the foundation for his future political success.

Achievements

Defining Moment: The Confederation of 1867

Sir John A. Macdonald's most significant achievement was his unwavering dedication to the idea of confederation. He played a pivotal role in uniting the provinces of Canada, forming the Dominion of Canada on July 1, 1867. His leadership as the first Prime Minister set the stage for the growth and prosperity of the new nation.

Key Facts

- Date of Confederation: July 1, 1867
- First Prime Minister of Canada
- Leader of the Conservative Party

Legacy

Sir John A. Macdonald's legacy as a visionary leader and the architect of Canada's confederation endures today. His contributions to the nation's development, including the construction of the Canadian Pacific Railway and his dedication to unity, continue to shape the identity of Canada.

Bibliography

Smith, Donald. Sir John A. Macdonald: Father of the Dominion. Toronto: McClelland & Stewart, 2017.

Name: _____

323

Curriculum Connection
1.1, 3.2

Assignment – Biography

Plan

Choose someone famous and learn more about them and their life. On the next page, write down the information you'll need to write your bibliography

1) Who will be the subject of your biography?

2) Tell me facts about their early life.– when they were born, where they were born, what their family was like, who their family was, did they live in poverty, etc.

3) Share 3-5 facts about their achievements and why they are famous. What are they known for? What did they achieve? Why are they remembered?

PREVIEW

4) Describe their later life and what they'll be remembered for. When did they pass away or are they still alive? Where did they live?

5) Provide 1-2 sentences that reflect personality.

6) Now that you know more about the person you are writing about, write a preface that explains why you chose them. Explain why they are important and what your audience will learn if they read the biography.

Name: _____

325

Sources of Information – Author, Title, Website, Date Accessed

PREVIEW

Edit

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

Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interesting Introduction		
At Least 5 Facts/Statistics		
Early Life – Shares when they were a kid and growing up.		
Achievements – Shares the big things they did or made.		
Later Life – Write about what they did when they were older.		
At least 1 quote that reflects their personality		
Picture of the person		
Preface – is informative and grabs attention		
Optional – Bibliography – list of websites/books		

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 Introduction	
At Least 5 Facts/Statistics	
Early Life – Shares when they were a kid and growing up.	
Achievements – Shares the big things they did or made.	
Later Life – Write about what they did when they were older.	
At least 1 quote that reflects their personality	
Picture of the person	
Preface – is informative and grabs attention	
Optional – Bibliography – list of websites/books	

Rubric – Biography Writing

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)	Unsatisfactory (1)
Interesting Introduction	It makes me want to read more!	It's a bit interesting.	It doesn't grab my attention much.	It doesn't grab my attention.
At Least 5 Facts/Statistics	More than 5 facts, really detailed!	Exactly 5 true things shared.	Less than 5 facts, needs more.	Less than 5 facts.
Early Life	Great details about when they were young.	Tells a bit about them growing up.	Doesn't say much about them being a kid.	Doesn't talk about early life.
Achievements	Talks about the big things they did.	Talks about some big things.	Leaves out big achievements.	Leaves out most achievements.
Later Life	Lots of details about when they were older.	Says a bit about their later years.	Doesn't talk about their later years much.	Doesn't talk about older years.
At Least 1 Quote	At least one perfect quote that fits.	One quote is there.	Quote doesn't fit.	No quotes included.
Bibliography	Variety of sources used and cited properly	Multiple sources and cited properly	Some sources used but not cited properly	One source used and not cited properly

Teacher Comments

Mark

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

Mix & Match: Crafting Your Unique Text Form

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



Example

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

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

Name: _____

331

Curriculum Connection
3.3, 3.4

Planning

Plan your writing below

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

2) What text forms are you combining?

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

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

PREVIEW

Cursive Writing Activities

Cursive Writing Activities

Practice

Write the letters in cursive in each of the boxes

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

Cursive Writing Activities

Practice

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

Stars shine brightly.

Flowers bloom beautifully.

Adventures await us.

Patience brings rewards.

Creativity sparks innovation.

PREVIEW

Cursive Writing Activities

Practice

Trace the cursive stories below

Reading books allows us to explore distant lands, learn from history, and ignite our imaginations.

Exploring dense forests reveals a lush world teeming with exotic creatures, from colorful birds to elusive jaguars.

Ancient civilizations left behind awe-inspiring monuments, such as the Pyramids of Egypt, shrouded in mystery.

Cursive Writing Activities

Questions

Answer the questions below using cursive writing

What are your plans for the weekend?

Which college do you dream of attending?

How are you feeling right now?

What's your favourite sport to watch?

What did you have for breakfast today?

What is your favourite animal?

Where do you want to live in the future?

What's your next goal?

PREVIEW