



ALNOOR INTERNATIONAL SCHOOLS
مدارس النور العالمية
WE EDUCATE AND INSPIRE
نعلم ونلهم



Writing Booklet

Grade 5

Name: _____

Grade level : _____



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Date: _____

Teacher's Remark: _____

Target Writing: Writing

Objectives

Introduction

❖ Purpose of writing

In general, there are four purposes for writing:

• to entertain • to explain • to persuade • to inform

Writers use many forms of writing, such as friendly letters, reports, news articles, book reviews, and poems.

Here are the purposes for writing, along with the forms of writing that writers usually use.

Purpose for writing	Forms of writing
To entertain	stories, poems, plays, personal accounts or narratives, humorous articles, friendly letters.
To persuade	Letters to the editor, business letters
To explain	how-to instructions
To inform	reports, news articles, book reviews, personal accounts, friendly or business letters

Date: _____

Teacher's Remark: _____

Target Writing: Writing

Class Work

____ Assignment

What is the purpose for writing of the following topics:

A letter to the editor about school uniforms.

A story with talking animals.

An article about a class project.

Instructions for using the class computers.



Date: _____

Teacher's Remark: _____

Target Writing: Writing

Graphic Organizer

The Writing Process



Date: _____

Teacher's Remark: _____

Target Writing: Personal Narrative

Objectives

__Unit 1__

Narrative Writing: Personal Narrative

Learning Objectives:

- To understand the purpose of writing a personal narrative to successfully plan and write one.

Success Criteria:

- To determine the key elements of a personal narrative.
- To use elements of narrative writing to write a personal narrative.
- To plan, write, proofread, and edit a personal narrative.



Date: _____

Teacher's Remark: _____

Target Writing: Personal Narrative

Key features

Unit 1: Lesson 1

_____ Key elements and purpose of a personal narrative.

What is the purpose of writing a narrative?

- The purpose of narratives is to tell a story.
- They can teach the reader a moral or a lesson.
- A personal narrative tells a story in chronological order.
- It begins with an orientation, to introduce the characters and setting of the story.
- It involves a problem or complication of some sort.
- It ends with a resolution.

What are the key features of personal Narrative?

- A personal narrative is a story of a life experience that taught you something about yourself.
- It is a memory of an important experience from your life told in the first point of view.
- The events of a personal narrative are presented in chronological order, the order in which they occurred in time.
- The personal narrative contains vivid descriptive details of the thoughts, feelings, and reactions of the writer.

Date: _____

Teacher's Remark: _____

Target Writing: Personal Narrative

Model Format

The Day I Learned to Ride a Bike

Learning to ride a bike was a big deal for me. It happened on a bright spring afternoon, and it turned out to be one of the most exciting days of my life. For weeks, my older brother, Jake, had been riding his bike around the neighborhood, and I was eager to join him. My parents had bought me a shiny red bike with training wheels, but I wanted to ride without them, just like Jake. One Saturday, my dad decided it was time to take off the training wheels. I was a little scared, but also very determined. We went to the park where there was a wide, smooth path perfect for practicing. My dad held onto the back of my bike seat as I pedaled, and I tried to keep my balance.

At first, I wobbled a lot and felt like I was going to fall. My dad kept encouraging me, saying, "You can do it! Just keep pedaling!" His words made me feel braver. After a few tries, he let go, and I was riding on my own! I couldn't believe it. The wind in my hair and the freedom of moving on my own was amazing.

Suddenly, I hit a small bump and lost control. I tumbled off my bike and scraped my knee. It hurt, and I felt tears welling up in my eyes. But my dad rushed over, helped me up, and told me that falling was part of learning. He cleaned my scrape, and I decided to try again.

This time, I was more careful. I pedaled steadily, focusing on keeping my balance. With each turn of the pedals, I felt more confident. Soon, I was riding around the park without any help! My mom and Jake cheered when they saw me. I felt so proud.

When we got home, I couldn't stop talking about my big achievement. Riding a bike seemed like a small thing, but it made me feel strong and capable. That day, I learned that with practice and a little bit of courage, I could do things that seemed impossible at first.

Learning to ride a bike taught me that falling down isn't the end of the world. What matters is getting back up and trying again. Now, I ride my bike every chance I get, and every ride reminds me of that wonderful day when I discovered I could do anything I set my mind to.

Date: _____


Teacher's Remark: _____

Target Writing: Personal Narrative

Graphic Organizer

Narrative Planning Template

Title _____

Orientation		
Setting Time: A bright spring afternoon. Place: A park with a wide, smooth path suitable for bike riding.	Characters Narrator, Dad, Jake and Mom 	Mood Initial Mood: Excited and eager, mixed with a little nervousness. Middle Mood: Determined and a bit scared, especially after falling. End Mood: Triumphant and proud.



Complication
The narrator struggles to maintain balance and control while riding the bike without training wheels and experiences a fall that results in a scraped knee.



Events and Climax
After falling and getting a scraped knee, the narrator decides to try again despite the pain and fear. This moment of deciding to persevere marks the turning point.



Resolution
The narrator successfully rides the bike on their own, gaining confidence and feeling a sense of accomplishment. The family celebrates this achievement, reinforcing the lesson that persistence and courage lead to success.

Date: _____


Teacher's Remark: _____

Target Writing: Personal Narrative

Graphic Organizer

Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax



Resolution

Date: _____

Teacher's Remark: _____

Target Writing: Personal Narrative

Brainstorming & Planning.

Unit 1: Lesson 2

_____ Brainstorm & Plan

Consider the following points to help you plan your personal narrative:

Establish a Situation	Get the readers involved by setting up the time and place, as well as the start of the plot. Introduce characters of the story. You are the storyteller and the main character of the story, so use the first-person narration.
Use Transitional Words and Phrases	first, firstly also and, or, not besides even more next second, secondly, finally last, lastly
Use Dialogue and Details	Add dialogue, descriptions, and sensory details to help make the story come alive for the reader.
Moral lesson	At the end, summarize any moral, lesson, or theme that the story may have.

Date: _____

Teacher's Remark: _____

Target Writing: Personal Narrative

Proof reading Template

Unit 1: Lesson 4

_____ Proofreading & Editing

-Use the proofreading symbols to check your writing before you write your final draft.

PROOFREADING MARKS

◦ period	sp Spell out <u>abbrev.</u> ^{sp}
↑ comma	# insert [#] space
↓ apostrophe) close up; in) side
↑ • colon	~ transposed letters
⇓ ⇓ quotation marks	∩ delete; take it out
cap capital letters	^ insert; go ^{to} the store
lc lowercase letters	¶ start a new paragraph
lc LOWERCASE	no ¶ no new paragraph

Date: _____

Teacher's Remark: _____

Target Writing: Personal Narrative

Final Draft

Publishing your final draft

Teach Starter

Date: _____

Teacher's Remark: _____

Target Writing: Short Stories

Objective

__Unit 2__

Narrative Writing: Short Stories

Learning Objectives:

- To understand the purpose of writing short stories to successfully plan and write one.

Success Criteria:

- To understand the purpose of writing short stories.
- To determine the key elements of short stories.
- To plan and write a short story using the correct structure.



Date: _____

Teacher's Remark: _____

Target Writing: Short Stories

Key features

Unit 2: Lesson 1

_____ Key elements and purpose of writing short stories.

What is the purpose of writing a short story?

- A short story is a type of fiction writing that is distinguished by its brevity.
- Short stories are a type of fiction, often based around a single event. They have an introduction, body and conclusion and have a more precise style of writing than a novel.

What are the key features of realistic fiction?

There are five key elements of a short story: character, setting, plot, conflict, and theme. Find out more about them below.

- **Character** — a person (or animal) who takes part in the action of the story. This can include the protagonist (main character) and antagonist (the character in conflict with the main character). Short stories usually only have one main character, but there will sometimes be secondary characters too.
- **Setting** — the time (past, present or future) and physical location. Authors often describe the landscape, scenery, buildings, and the weather to give the reader a strong sense of the setting and provide context for the reader.
- **Plot** — this refers to the beginning, middle and end, as well as events and actions that are central to the story. You'll often find a climax, problem or conflict and a resolution.
- **Conflict** — a struggle between two people or things, with the main character often involved. The plot and narrative is often driven by this challenge to give the story a purpose.
- **Theme** — the main message, idea or 'why' of a story. The theme is the central idea, belief, moral or lesson that the writer wants the reader to understand.

Date: _____

Teacher's Remark: _____

Target Writing: Short Stories

Class Work

Assignment:

Read the short story and write a sentence describing the theme. Then, underline the text evidence that helped you decide on the theme.

The Great Garden Adventure

In the small town of Greenhill, Sunny Meadows Elementary's students were excited about their annual garden project. This year, Ms. Lily announced the theme: "Butterfly Haven." Timmy, Maya, Alex, and Emma were in charge of planting flowers.

Timmy dug holes, Maya chose flowers, Alex made a plan, and Emma watered. However, they soon faced problems: Timmy's holes were too deep, Maya got distracted, Alex's plan got smudged, and Emma overwatered the soil.

Frustrated, the friends sat down. Ms. Lily encouraged them to work together. They agreed and started helping each other. Timmy dug slower, Maya marked flowers, Alex recreated his plan, and Emma watered carefully.

By the end of the week, the garden was vibrant, and butterflies fluttered around. Ms. Lily praised their teamwork. The friends realized they could achieve great things together. Their beautiful garden became a symbol of their friendship and teamwork.

Date: _____

Teacher's Remark: _____

Target Writing: Short Stories

Graphic Organizer

Unit 2: Lesson 2

_____ Short Story Graphic Organizer (Fill up the organizer based on the above story)

<p>Characters</p>	<p>Setting</p>
<p>Problem</p>	
<p>Solution</p>	

Date: _____

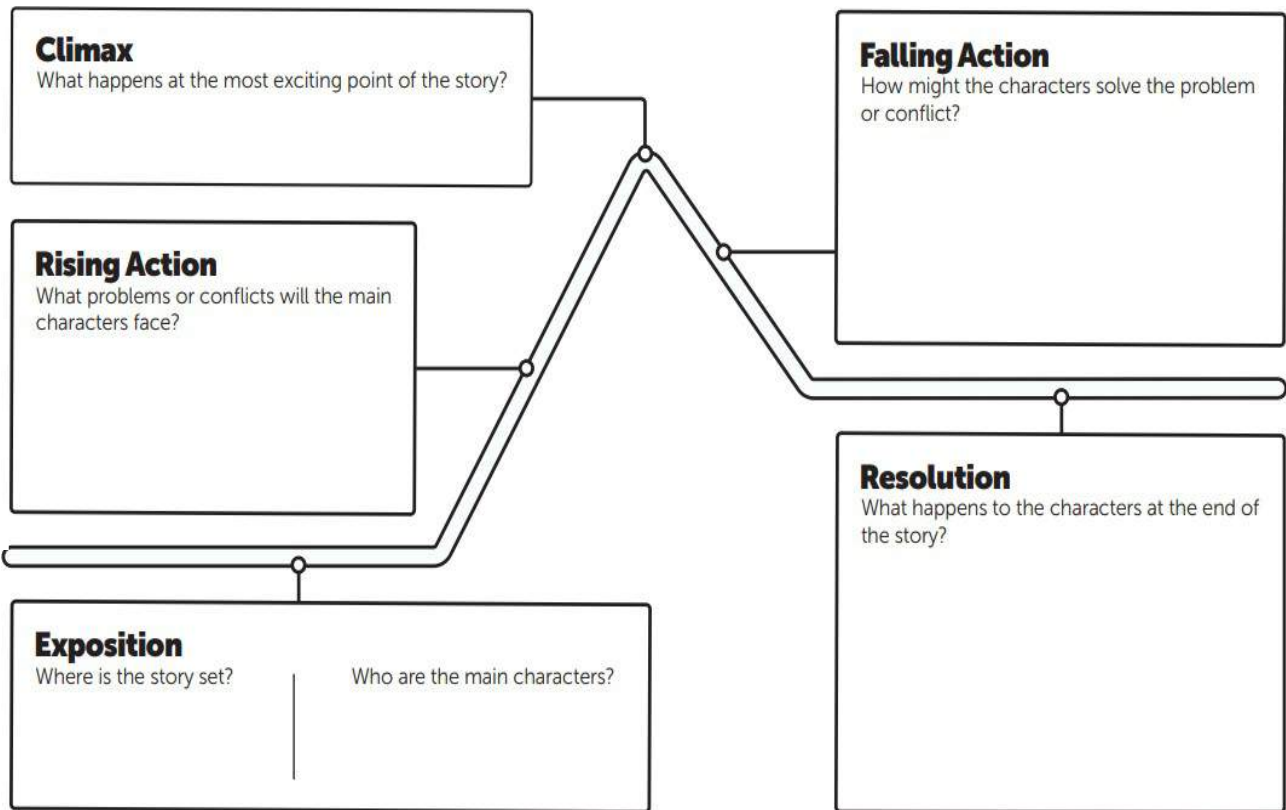
Teacher's Remark: _____

Target Writing: Short Stories

Narrative Plot Structure

A story mountain, also known as a story arc or plot diagram, is a visual presentation of the format of a narrative.

It is used as a planning tool, and it consists of key elements that contribute to a well-structured and engaging narrative.



Date: _____

Teacher's Remark: _____

Target Writing: Character's Profile

Key Features

Unit 2: Lesson 3

_____ Short Story Character's profile

The protagonist is the central figure of your plot. They are the main character who must exist in your story.

The protagonist must possess certain qualities, like they must have internal conflict, or experience a character arc.

Key Roles of a Protagonist

- **Driving the Story:** The protagonist is the engine that propels the narrative. Their actions and decisions form the story.
- **Engaging the Reader:** Protagonists are designed to create an emotional connection with the reader. We empathize with their struggles, cheer their victories, and feel their defeats.
- **Delivering the Message:** Often, through the protagonist, authors communicate their themes or messages. The protagonist's journey can be a way to explore deeper ideas and concepts.

Examples of protagonists include:

- Luke Skywalker in *Star Wars*
- Frodo Baggins in *The Lord of the Rings*
- Harry Potter in the *Harry Potter* series

Date: _____

Teacher's Remark: _____

Target Writing: Character Profile

Model Format

Use the character profile below to write about the protagonist of your story:

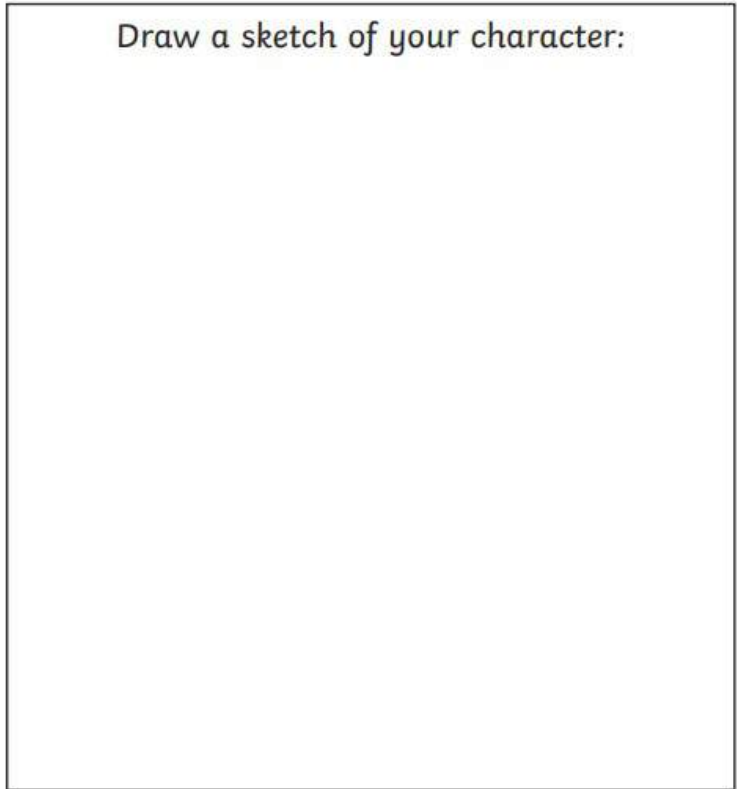
Character Profile

Character name

Appearance:

Personality:

Draw a sketch of your character:



Actions: What does your character **do** in the story?

Change:

Date: _____

Teacher's Remark: _____

Target Writing: Character Profile

Model Format

Use the character profile below to write about the protagonist of your story:

Character Profile

Character name

Appearance:

- Emma is a fifth-grade student with curly brown hair that she often wears in a ponytail.
- She has bright green eyes and freckles scattered across her cheeks.
- She usually wears colorful t-shirts and overalls, perfect for gardening.

Personality:

- Emma is caring and enthusiastic, always eager to help her friends.
- She is patient and gentle, especially when it comes to watering the plants.
- Sometimes, she can be a bit unsure of herself, but she always tries her best.

Draw a sketch of your character:

Actions: What does your character **do** in the story?

- Emma eagerly takes on the task of watering the plants, wanting to ensure they grow well.
- She accidentally overwaters the soil, turning it into a muddy mess.
- After Ms. Lily's advice, Emma carefully checks with Alex before watering to ensure she doesn't overdo it again.
- She supports her friends by offering encouragement and assistance where needed.

Change:

- At the start, Emma is enthusiastic but makes mistakes due to her eagerness and lack of coordination with her friends.
- Through the project, she learns the importance of teamwork and communication.
- By the end of the story, Emma has become more confident in her abilities and understands the value of working together with her friends to achieve a common goal.

Date: _____

Teacher's Remark: _____

Target Writing: Short Stories

Graphic Organizer

Unit 2: Lesson 4

_____ Write a short story

Use the story mapping below, the character profile, and the chart organizer to write the first draft of your own short story:

<p>Beginning</p> <p>What happens at the beginning?</p> <p>Who are the main characters?</p> <p>Where is it set?</p> <p>How are the characters feeling?</p>	
<p>Build up</p> <p>What happens next?</p> <p>How does the story hint at a problem?</p> <p>How are the characters feeling?</p>	
<p>Problem</p> <p>What is the problem within the story?</p> <p>How are the characters feeling?</p>	
<p>Resolution</p> <p>How is this problem resolved/ sorted out?</p> <p>How are the characters feeling?</p>	
<p>Ending</p> <p>How does the story end?</p> <p>Does it end happily? Is there a twist to the plot?</p> <p>How are the characters feeling?</p>	

Date: _____

Teacher's Remark: _____

Target Writing: Short Stories

First Draft

A large rectangular writing area with horizontal lines. The area is enclosed by a decorative border consisting of alternating black squares and circles. The lines are evenly spaced and cover most of the page's width.

Teach Starter

Date: _____

Teacher's Remark: _____

Target Writing: Short Stories

Final Draft

A large writing area with horizontal lines and a decorative border of alternating black squares and circles.

TeachStarter

Date: _____

Teacher's Remark: _____

Target Writing: Opinion Essay

Objectives

__Unit 3__

Persuasive Writing: Opinion Essay

Learning Objectives:

- To understand the purpose of writing an opinion essay.
- To learn how to plan, edit, and write an opinion essay.

Success Criteria:

- To determine the key elements of an opinion essay.
- To apply OREO strategy effectively.
- To plan, write, proofread, and edit an opinion essay.



Date: _____

Teacher's Remark: _____

Target Writing: Opinion Essay

Key Features

Unit 3: Lesson 1

_____Opinion Essay: Elements | Strategy | Introduction

Opinion writing is a type of writing in which the author expresses their thoughts, viewpoints, opinions, or feelings on a specific topic.

Key features of an opinion essay:

- It discusses real life examples.
- The writer states their opinion clearly.
- The writer gives supporting reasons for their opinion.
- The opinion should be included in the introduction with a sentence starter, such as *in my opinion*, *I believe that*, *From my point of view...*
- The opinion should be supported by reasons and examples.
- The essay should start with an introduction and ends with a conclusion.
- The opinion should be restated in the conclusion.

OREO Strategy

Opinion

**Reason
Explanation**

Opinion

Date: _____

Teacher's Remark: _____

Target Writing: Opinion Essay

Graphic Organizer

Essay Organization

Introduction	Topic Sentence Introduce your topic and hook your reader.	Opinion Essay on Teamwork
	O Opinion (Restate your opinion.)	I believe teamwork is very important.
Middle	RE 1st reason/example	R: Reason 1: It helps us use everyone's strengths to achieve more. E: Example 1: In our school garden project, we combined our skills and made the garden
	RE 2nd reason/example	R: Reason 2: Teamwork makes tasks easier because we share the work. E: Example 2: Digging holes, planting flowers, and watering were easier when we divided the tasks.
	RE 3rd reason/example	R: Reason 3: Working together builds strong friendships. E: Example 3: Helping each other in the garden project made our friendship stronger.
Conclusion	O Opinion (Restate your opinion.)	Teamwork is important because it helps us achieve more, makes tasks easier, and builds strong friendships.

Date: _____

Teacher's Remark: _____

Target Writing: Opinion Essay

Writing a Hook Class Work

Writing the Introduction

The essay starts with a strong introduction that clearly states the opinion. It should include three main parts:

- A hook sentence to grab the reader's attention.
- A restatement of the topic in your own words.
- A clear side of the opinion (Agree or disagree)

Writing a Hook– Group Practice

Directions: As a group, write 1 hook for each opinion statement for the following topics. Remember that hooks could be:

- Asking a question
- Stating an Interesting Fact
- Imagine a scene

I believe that recess should be longer because kids get need exercise, recess is fun, and kids would be more focused in class.

I am convinced that students should not have homework because they already spend 6 ½ hours at school, they need time to relax, and family time is important.

Date: _____

Teacher's Remark: _____

Target Writing: Opinion Essay

Writing a Hook Home Work

Write an introduction to the following topics:

Should Students Have Less Homework? Do you agree or disagree with this statement? Give Reasons.

Should Every Student Be Required to Participate in a School Sport? Do you agree or disagree with this statement? Give Reasons.

Date: _____

Teacher's Remark: _____

Target Writing: Opinion Essay

Conclusion Writing

Unit 3: Lesson 2

_____ Opinion Essay: Body | Conclusion | Editing

Body paragraphs:

Break down the body of the essay into paragraphs, each focusing on a specific reason supporting their opinion.

Emphasize the importance of providing details and examples to support each reason.

Transition words:

Use transition words to connect ideas within and between paragraphs. Words like "first," "next," "finally," and "in addition" can help create a smooth flow.

Transition words and phrases are important because they help connect ideas and make your writing easier to understand. Be sure to use them in your writing!

Beginning

At first
In the beginning
First of all
In the first place
To begin with
To start

Middle

Next
Also
At the same time
In addition
Similarly
However
On the other hand
Although

Ending

Finally
In conclusion
In the end
When it was over
To sum it up
Eventually

Words and phrases to give examples:

For instance ...

To illustrate ...

Such as ...

To give you an idea ...

To show you what I mean ...

Let's say ...

In particular ...

Case in point ...

As proof ...

Date: _____

Teacher's Remark: _____

Target Writing: Opinion Essay

Class work

Write a supporting reason for each of the following prompts:

Playing sports helps improve physical health.

Sports teach important life skills such as teamwork and leadership.

Learning a musical instrument boosts cognitive development

Volunteering in the community promotes empathy and social responsibility.

Date: _____

Teacher's Remark: _____

Target Writing: Opinion Essay

Conclusion Class work

Writing a Conclusion

A strong conclusion restates your opinion and summarizes the key reasons. It ends with a memorable statement.

A conclusion contains three main parts:

- 1- Restate your thesis (opinion).
- 2- Shortly explain why it is important.
- 3- Write down your plea for action.

Teachers and children would benefit from an extra free hour before classes to eat morning snack, this would give everyone a chance to refuel and refocus, so we can make the most of our time in class. Talk to your principle or teachers about adding the morning hour! Be an introducer in your community!

Write a conclusion for the following topic:

Public transportation is better than driving a car because it reduces traffic and air pollution.

Date: _____

Teacher's Remark: _____

Target Writing: Opinion Essay

Conclusion Home work

Final Draft

A large writing area with horizontal lines and a decorative border of alternating black squares and circles.

Date: _____

Teacher's Remark: _____

Target Writing: Persuasive Writing

Objective

__Unit 3__

Persuasive Writing: Advertisements

Learning Objectives:

- To determine the purpose of writing an advertisement.
- To learn how to plan, edit, and write an advertisement.

Success Criteria:

- To identify the key features of an advertisement.
- To apply key features, organize, and plan an advertisement.
- To write, proofread, edit, and publish an advertisement.



Date: _____

Teacher's Remark: _____

Target Writing: Persuasive Writing

Key Features

Unit 3: Lesson 2

_____Advertisement

- What is an advertisement?

Advertising is a promotional activity which aims to sell a product or a service to a target audience. It is persuasive, informative, and designed to influence purchasing behavior.

- Basic features of an advertisement:

1. Logo
2. Slogan
3. Brand name
4. A short description of the product
5. Product picture
6. Contact details

The Best Burgers in Town

Are you looking for the best burger in town?

New and Improved
Don't miss out on Billy's Big Burger!
A taste sensation! You won't find better anywhere else.
Brimming with burger goodness - you can build your burger to meet your desires.

Step inside Billy's Big Burger Bar!

A catchy title that promises you **won't find a better** product.

A **question** to hook you in using **alliteration**.

Appealing language
-Taste
-New Experience

Alliteration used in catchy **slogans**.

Date: _____

Teacher's Remark: _____

Target Writing: Persuasive Writing

Logo Writing

1- Logos in advertising:

A logo is a symbol or small design used by an organization to identify its products.

Logos should be simple, memorable, and distinctive, so that customers may instantly recognize a brand or company.

Identify the target audience and then design a logo for each of the descriptions below:

Design a logo for a travel agency offering personalized vacation packages and adventure tours to exotic destinations around the world.

Develop a logo for a cozy neighborhood café known for its artisanal coffee and homemade pastries.

2- Slogans

A slogan is a short, catchy, and memorable phrase used in advertising. Slogans should be simple but also convey something important to customers about the product or service being advertised.

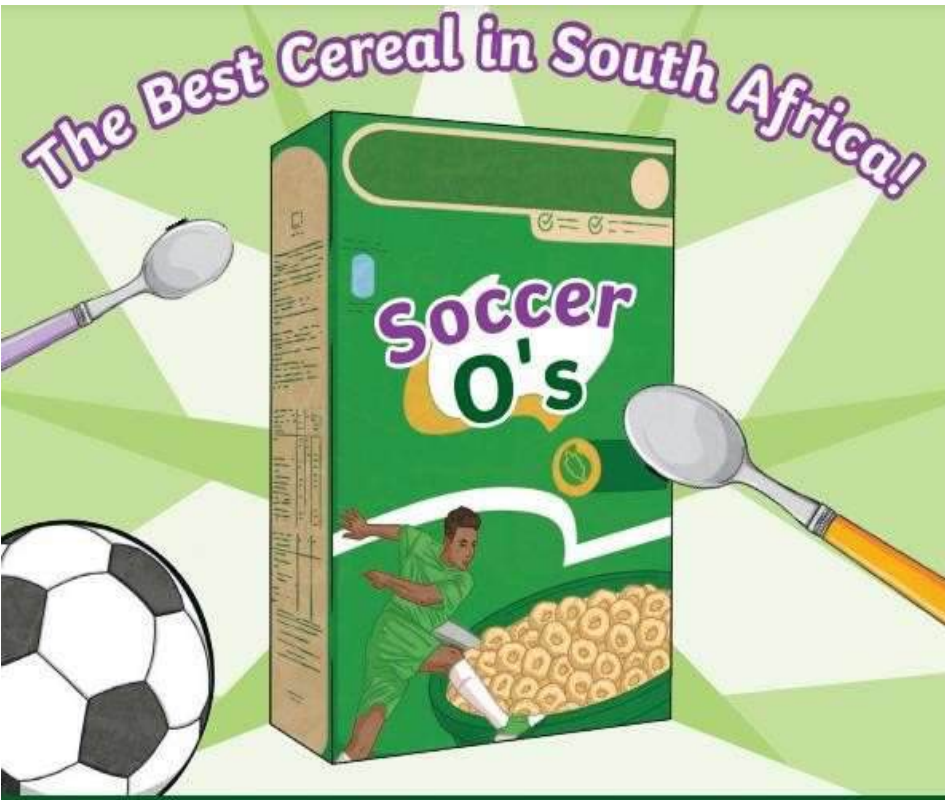
Brand	Slogan
Toys R Us	Where kids are a big deal!
Lego Duplo	Building fun together with you!
Clothes store	Clothe a kid! Change a life!

Date: _____

Teacher's Remark: _____

Target Writing: Persuasive Writing

Model Format



The Best Cereal in South Africa!

Soccer O's

The feeling of scoring the winning goal, every time!


Available in three delicious flavours:

- Strawberry
- Chocolate
- Caramel

- ✓ Keeps you fuller for longer
- ✓ Low GI
- ✓ Affordable
- ✓ 100% whole grain

Begin your child's day with a delicious breakfast that guarantees a lot of energy! Breakfast doesn't need a lot of time in the kitchen. Grab your Soccer Os, a bowl, and your favourite milk and you're ready! A fast and easy breakfast!

Yummy!



Date: _____

Teacher's Remark: _____

Answer the following questions based on the visual text:

1. What is being advertised?

2. What is the product's name?

3. What is the product's slogan?

4. What flavors is the product available in? Which flavor would you choose and why?

5. What does the advertisement guarantee will happen when you eat the product?

6. Name three facts about this product.

7. The creator of Soccer O's is on the hunt for a new flavor. He has asked for help creating it. Write your idea below.

Date: _____

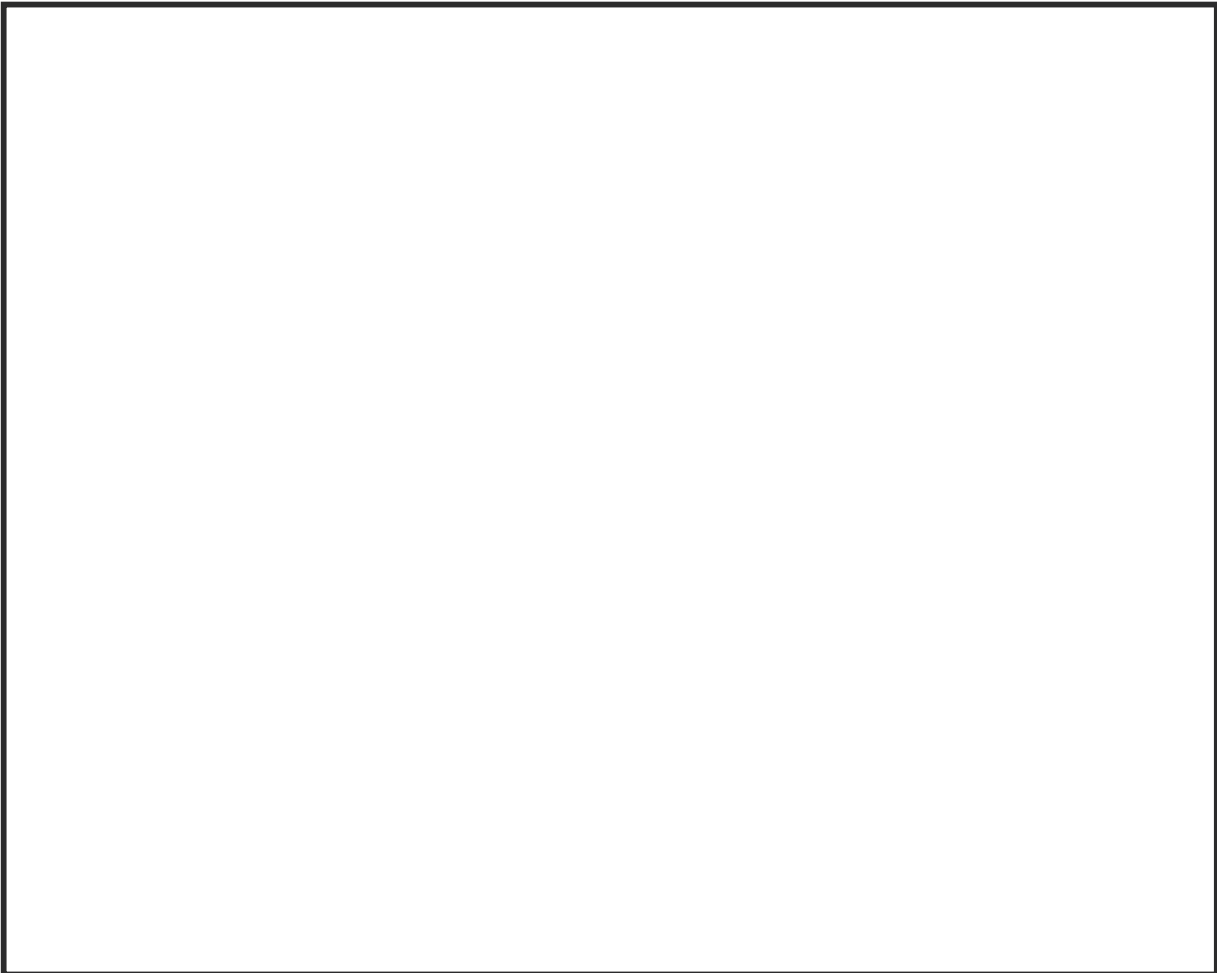
Teacher's Remark: _____

Target Writing: Persuasive Writing

Class Work

Think about your favourite toy, object or computer game. Think about why you like it, what makes you want to keep using it and if you would recommend it to your friends. If so, why?

Design an advert to encourage others to buy your favourite item. Make it clear what is great about it and why children might want to get one. Make your advert bold and colourful.



Date: _____

Teacher's Remark: _____

Target Writing: Persuasive Writing

Home Work

Design an Advertising Poster

Design a poster to advertise either the Foot Odour Cure or Sploosh.

When creating your poster, include:

- the price;
- persuasive language to entice customers,
- an eye-catching image;
- a catchy slogan;
- where this item can be purchased;
- a celebratory endorsement.



A large, empty rounded rectangular box intended for the student to draw their advertising poster.

Date: _____

Teacher's Remark: _____

Target Writing: Leaflet Writing

Objectives

__Unit 3__

Persuasive Writing: Leaflet

Learning Objectives:

- To plan a leaflet from a specific point of view.
- To learn how to plan, edit, and write a Persuasive Leaflet.

Success Criteria:

- To identify the key features of a Persuasive Leaflet.
- To apply key features, organize, and plan a Persuasive Leaflet
- To write, proofread, edit, and publish a Persuasive Leaflet



Date: _____

Teacher's Remark: _____

Target Writing: Leaflet Writing

Key Features

Unit 3: Lesson 3

_____ Persuasive Leaflet

- ✓ What is a leaflet?

A leaflet is a printed sheet of paper with information or advertising on it. Leaflets are used to *persuade* and *inform* people about certain things. For example:

- products to buy.
 - places to visit.
 - causes to support.
- ✓ Leaflet features:

Does your persuasive leaflet include...

- A title that tells the reader the topic?
- An introduction that shows your point of view?
- Strong arguments? short sentences in the present tense? facts?
- Images to support your arguments?
- Emotive language? persuasive devices?
- Rhetorical questions?
- A conclusion to sum up your main arguments?



Date: _____

Teacher's Remark: _____

Target Writing:
Target Writing: Leaflet Writing

Model format Travel Brochure

Use the following template and the word bank to write a leaflet in which you persuade the readers to travel to a country\city you pick.

Rhetorical Questions

Can you imagine...?

Have you ever considered...?

Did you know...?

Why should...?

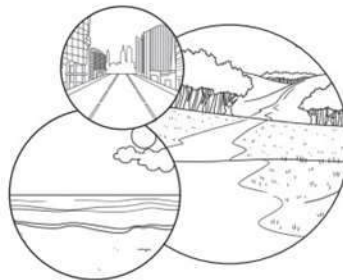
Is it right that...?

Is it really worth...?



Things to Do

Location



Travel



Date: _____

Teacher's Remark: _____

Target Writing: Leaflet Writing

Class Work: Schools Around the World Leaflet

SCHOOL YEAR

Color in the months where students attend school. Then, write what holidays are observed and how much time the students get off from school.

Jan	Feb	Mar	Apr
May	Jun	Jul	Aug
Sept	Oct	Nov	Dec



HOLIDAYS



SUBJECTS

What subjects are taught?



CLASS SIZE

GRADING SCALE



Schools

AROUND THE WORLD



COUNTRY

Date: _____

Teacher's Remark: _____

Target Writing: Expository Writing

Home Work: Schools Around the World Leaflet (2)

SCHOOL DAY

How many hours per day do students attend school?



What time does school start and end?

How do students get to school?



How is the school day divided up?

AGE AND SECONDARY SCHOOL



Is it required to go to school at a certain age? If so, what age?

On average, how old are students when they are finished with school?

What percentage of students attend secondary school?

What types of secondary schools, like college or university, are available for students?

SCHOOL LIFE



When and where do students eat lunch and have recess?



Date: _____

Teacher's Remark: _____

Target Writing: Procedure Writing

Objectives

__Unit 4__

Expository Writing: Procedural Text

Learning Objectives:

- To introduce the purpose and types of procedure texts.
- To identify and explore the structure of procedure texts.
- To identify and explore the language features of procedure texts.
- To write a procedure text explaining how to make something.
- To learn and apply proofreading and editing skills.

Success Criteria:

- To plan, write, proofread, and edit a procedural text.
- To independently write a procedure text explaining how to play a game.



Date: _____

Teacher's Remark: _____

Target Writing: Procedure Writing

Structure & Key elements.

Unit 4: Lesson 1

_____ Procedural Text

What is a procedure writing?

Procedures are written to teach or instruct the reader on how to do something.

There are two common procedural texts: recipes, and instructions for sports or games.

What is the structure of a procedure?

Title: This gives the reader the name of what they will be making or what they will be playing.

Goal: The goal tells the reader exactly what they will be making in the recipe or what the purpose of the sport or game is.

It should include:

- A short description of the finished product of the recipe,
or
- A short description of the main aim of the sport or game.



Date: _____

Teacher's Remark: _____

Target Writing: Procedure Writing

Model Format

Activity: Identify Procedural Language

Find and underline these language features in the following procedure text:

- Action verbs (red)
- Adverbs (blue)
- Adverbial phrases telling where, when or how (green)

Materials

Spaghetti
Pasta sauce
Large saucepan
Colander
Plate
Fork



Method

1. Carefully place a large saucepan of water on the stove top. Set the heat to a high temperature.
2. Once the water is boiling, reduce the heat. Place a large handful of spaghetti into the water.
3. Cook the spaghetti until it is soft. Stir the spaghetti so it does not clump together.
4. Drain the spaghetti thoroughly with a colander. Avoid the steam rising up from the boiling water as it can burn.
5. Return the spaghetti to the empty saucepan. Pour the pasta sauce generously over the spaghetti. Stir it evenly through the pasta.
6. Carefully tip the spaghetti onto a plate. Enjoy your meal!

Date: _____

Teacher's Remark: _____

Target Writing: Procedure Writing

Class Work

Choose the correct imperative verb to go with each instruction in this recipe to make a cheese omelette.

1. _____ and enjoy – your omelette is ready!
2. _____ your pan until it's nice and hot.
3. _____ some eggs in a bowl and whisk.
4. _____ together thoroughly.
5. _____ some cheese and add to the egg mixture.
6. _____ for a final two minutes until completely cooked.
7. _____ your egg mixture and cook for three minutes.

Mix	Grill	Heat	Grate
Crack	Serve	Add	

Can you put the instructions in the right order to complete the recipe?

Firstly, _____

Secondly, _____

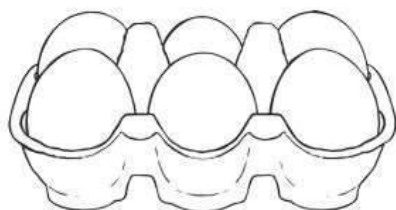
Thirdly, _____

After that, _____

Then, _____

Next, _____

Finally, _____



Date: _____

Teacher's Remark: _____

Target Writing: Procedure Writing

Home Work

How To Plant a Sunflower Seed?

What you need:

- _____
- _____
- _____
- _____
- _____



What you do:

- First, _____
- Then, _____
- Next, _____
- _____
- _____
- _____

Date: _____

Teacher's Remark: _____

Target Writing: Cause & Effect

Objectives

__Unit 4__

Expository Writing: Cause & Effect Essay

Learning Objectives:

- To determine the basic structure of cause-and-effect essays.
- To identify the key features of cause-and-effect essays.

Success Criteria:

- To plan, write, proofread, and edit cause-and-effect essays.
- To independently write a Cause-and-effect Essay.



Date: _____

Teacher's Remark: _____

Target Writing: Cause & Effect Writing

Key Features

Unit 4: Lesson 2

_____ Cause & Effect Essay

What is a Cause & Effect Essay?

A cause-and-effect essay is a brief piece of expository writing that explains the circumstances leading to an event or a situation.

It may also predict what will happen as a result of a current situation.

What are the key features of a Cause & Effect Essay?

Features of an effective cause-and-effect essay include:

- A clearly stated topic that explains which cause-and-effect relationship is going to be explored.
- Clear organization that makes it easy for readers to follow the connection between events and consequences.
- Transitions that smoothly and clearly connect ideas.

Transitional words and phrases:

after	because (of)	caused by	for	for this purpose
aftermath	because of this	cause	for these reasons	for this reason
accordingly	but	due to	gradually	in effect
as a consequence	by reason of	eventually	henceforth	on account of
As a result (of)	cause	furthermore	Ifthen	on this account
so	therefore	to have an effect on	in view of	to result in

Date: _____

Teacher's Remark: _____

Target Writing: Cause & Effect Writing

Structures

_____ Structure of cause-and-effect essay

There are two types of structures:

Chain Organization

introduction

causes

effects

conclusion

Block Organization

introduction

cause 1 + effects

cause 2 + effects

cause 3 + effects

conclusion

Date: _____

Teacher's Remark: _____

Target Writing: Cause & Effect Writing

Model Format

Cause and Effect Template

Cause

Effect

Excessive Screen Time



Eye Strain and Headaches

Eating Junk Food Regularly



Increased Risk of Obesity and Related Health Issues

Lack of Sleep



Tiredness and Difficulty Concentrating

Cyberbullying on Social Media



Emotional Distress and Decreased Self-Esteem

Date: _____

Teacher's Remark: _____

Target Writing: Cause & Effect Writing

Class Work

Use the following chart to write about The Effects of Regular Exercise on Physical Health

Cause and Effect

Cause _____ _____ _____ _____ _____ _____	↗	Effect _____ _____ _____
	→	Effect _____ _____ _____
	↘	Effect _____ _____ _____



Date: _____

Teacher's Remark: _____

Target Writing: Cause & Effect

Key Features

_____ Content of cause-and-effect essay

Introduction	<ul style="list-style-type: none">▪ Hook sentence Start with an engaging question or an interesting fact.▪ Background information Provide context to your topic.▪ Thesis statement Clearly and briefly state the main causes and its effects
Causes	<ul style="list-style-type: none">▪ Topic sentence: Introduce the causes you are going to discuss one by one.▪ Supporting details: Provide evidence and examples to support the causes.▪ Transition: A sentence to move on to the effects.
Effects	<ul style="list-style-type: none">▪ Introduce the effects of each cause.▪ Supporting details: Offer real-life experiences.
Conclusion	<ul style="list-style-type: none">▪ Summarize the main causes and effects.▪ Closing thoughts.

Date: _____

Teacher's Remark: _____

Target Writing: Cause & Effect

Class work

Use the following chart to write about The Effects of Too Much Screen Time on Children using the above key features.

Introduction	<hr/> <hr/> <hr/> <hr/> <hr/>
Causes	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Effects	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Conclusion	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Date: _____

Teacher's Remark: _____

Target Writing: Cause & Effect

Homework

Use the following chart to write about The Effects of raising a pet at home using the key features.

Introduction	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Causes	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Effects	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Conclusion	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Date: _____

Teacher's Remark: _____

Target Writing: Compare & Contrast

Objective

__Unit 4__

Expository Writing: Compare & Contrast Essay

Learning Objectives:

- To understand how to compare and contrast two or more topics.
- understand and make relevant connections between situations.
- To combine descriptive writing with analysis, make connections, and show dissimilarities.
- To effectively identify different ideas in order to compare and contrast them.

Success Criteria:

- To plan, write, proofread, and edit a compare-and-contrast essay.
- To independently write a compare-and-contrast essay.



Date: _____

Teacher's Remark: _____

Target Writing: Compare & Contrast

Objective

Unit 4: Lesson 3

_____ Compare and Contrast Essay

An effective way to learn and understand different ideas is to compare and contrast them.

- To compare means to find similarities.
- To contrast means to find differences.

This helps our brains make sense of the information presented.

A compare-and-contrast essay is a piece of writing that points out the similarities and differences between two or more subjects.

It's ideal for showing what separates and unites related things or concepts.

Compare	Contrast
also as well as both in addition likewise in the same way the same as	however differ but although in contrast unlike on the other hand

Date: _____

Teacher's Remark: _____

Target Writing: Compare & Contrast

Class Work

Activity: use the chart below to Compare and contrast Public Schools vs. Homeschooling

Compare and Contrast Chart Graphic Organizer

Item #1 _____	Item #2 _____
---------------	---------------

How are they alike?

How are they different?

Date: _____

Teacher's Remark: _____

Target Writing: Compare & Contrast

Key Features

How to write compare-and-contrast essay?

In a comparison/contrast essay, a writer must do the following:

- 1) Identify and explain three or more key points that two or more subjects have in common.
- 2) Show the similarities and differences between these points.
- 3) Develop a thesis, indicating the position regarding the two subjects.

The thesis may indicate that one subject is stronger than the other and that both subjects have strengths, or flaws.

The structure:

Introduction	Introduce the two or more subjects being compared and lead to a thesis statement or argument.
First Point	Discuss point #1 of both subjects, comparing and contrasting the manifestation of this point in each subject.
Second point	Discuss point #2 of both Example
Conclusion	Without repeating any claims or adding any new information, emphasize the importance of the similarities and differences between the two subjects as they are relevant to your thesis.

Date: _____

Teacher's Remark: _____

Target Writing: Compare & Contrast

Key Words

As you write about two texts and identify differences, these words will be helpful to include:

although

even though

in contrast

on the other hand

differ

however

unlike

Compare Signal Words

As you write about two texts and identify similarities, these words will be helpful to include:

also

as well as

both

in addition

similarly

the same as

too

likewise

Date: _____

Teacher's Remark: _____

Target Writing: Compare & Contrast

Class Work

Consider the previous essay structure and the graph organizer to write an essay in which you give the differences and similarities of Traditional Books vs. E-books

Introduction	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
First Point	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Second point	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Conclusion	<hr/> <hr/> <hr/>

Date: _____

Teacher's Remark: _____

Target Writing: Compare & Contrast

Home Work

Consider the previous essay structure and the graph organizer to write an essay in which you give the differences and similarities of online classes Vs. physical classes.

Introduction	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
First Point	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Second point	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Conclusion	<hr/> <hr/> <hr/>

Date: _____

Teacher's Remark: _____

Compare and Contrast Essay Checklist

- I followed the directions for writing a compare and contrast essay.
- I wrote a title that informs my reader about the two things that I will be comparing and contrasting.
- I wrote an introduction that briefly tells the reader about the two things I am comparing and contrasting.
- I wrote a paragraph using specific examples to show the differences between my two topics.
- I wrote a paragraph using specific examples to show the similarities between my two topics.
- I used words and phrases that show contrast, such as *however*, *but*, *on the contrary* and *on the other hand*.
- I wrote a conclusion with a new point about my two topics.
- I checked my writing for misspelled words.
- I checked my writing for errors in punctuation.
- My paper is neat.

Date: _____

Teacher's Remark: _____

Target Writing: Acrostic Poem

Objectives

Learning Objectives:

- To recognize the features of acrostic poems.

Success Criteria:

- I know that acrostics have a topic word hidden in the first letter of each line.
- I can look for the poem's theme by reading the first letters vertically.
- I understand that acrostics don't have to rhyme.



Target Writing:
Target Writing: Acrostic Poem

key features

Unit 5: Lesson 1

What is an Acrostic Poem?

• Acrostic poems have their theme or title written down the page vertically

• Write the theme letters in CAPITALS.

• Each line starts with a letter of the theme word(s).

• Acrostics don't have to rhyme, but all the other poetic devices (alliteration, similes, rhythm, etc.) are great!

Features of an Acrostic Poem:



Date: _____

Teacher's Remark: _____

Target Writing: Acrostic Poem

Model Format

Poetic Devices

Poetic devices are the tools that poets use when writing poems. Some poetic devices include:

- repetition (using a word or phrase several times)
- alliteration (repeating a beginning sound)
- onomatopoeia (words that imitate a sound)
- Simile (Comparing one thing with another, always including the words "as" or "like")



Example of an Acrostic Poem

Cats

Clever and curious, with eyes that gleam,
Adventurous hunters, they prowl and dream.
Twitching whiskers, a soft purr's song,
Sleek and graceful, they dance along.

Date: _____

Teacher's Remark: _____

**Target Writing:
Target Writing: Acrostic Poem**

Class work

Follow the steps below to help you write an acrostic poem:

Step 1:

Choose a topic for your acrostic poem.

Here are some ideas: • family • planets • winter.

Step 2:

Brainstorm as many ideas as possible that relate to your topic.

Try to cover as many of the five senses as possible.

Step 3:

Write your acrostic poem. Write the topic word vertically down the page, then use each letter of the word to begin a new description.

Date: _____

Teacher's Remark: _____

Target Writing: A Cinquain

Objective

__Unit 5__

Descriptive Writing: A Cinquain

Learning Objectives:

- To recognise the features of cinquain poems.

Success Criteria:

- I know that cinquains have five lines;
- I can count the syllables in each line (2, 4, 6, 8, 2);
- I know that cinquains should form approximately a diamond shape.
- I understand that cinquains don't have to rhyme.



Date: _____

Teacher's Remark: _____

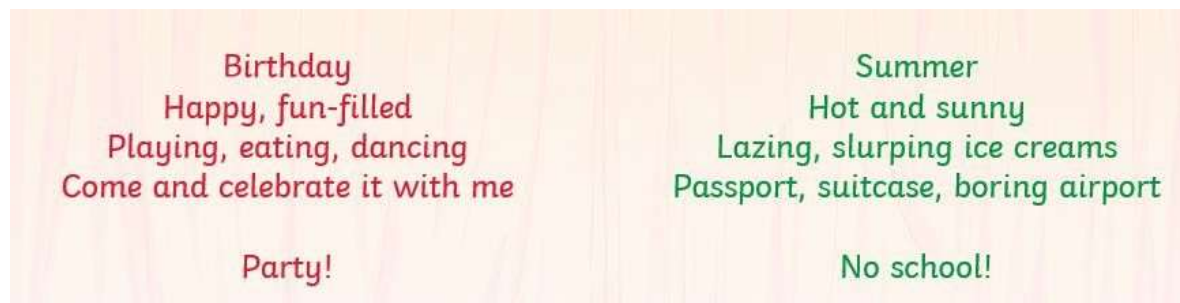
Target Writing: A Cinquain

Key features

Unit 5: Lesson 2

_____ What are cinquains?

Consider the following poems:



What is each poem about?

What similarities can you find between the three poems?

What is a cinquain poem?

The cinquain is a short form of poetry that comes from the French word 'cinq' meaning 'five'. A cinquain has five lines.

Cinquain Features

- There are always five lines. Each line of the poem develops the subject of the first word.
- Each line follows a general pattern:

subject

description

action

feeling

Date: _____

Teacher's Remark: _____

Target Writing: A Cinquain

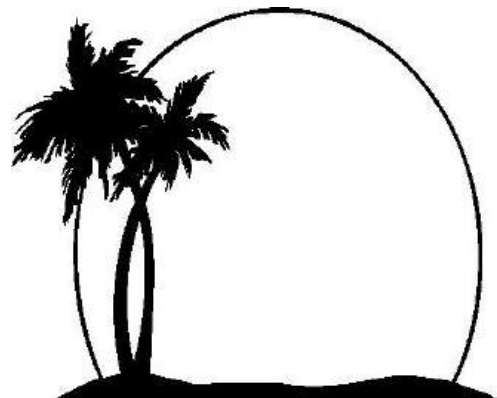
Model Format

- The lines form the shape (approximately) of a diamond, so these poems are sometimes called diamond or diamante poems.
- Lines are always written centred on the page.

The structure of a cinquain:

Sunset

- Sky
- Golden aglow (topic)
- Colors fade softly (two descriptive words)
- Day's end whispers tra (three action words)
- Peaceful. (a feeling about the topic)
- (a synonym for the topic)



Date: _____

Teacher's Remark: _____

Target Writing: A Cinquain

Class Work

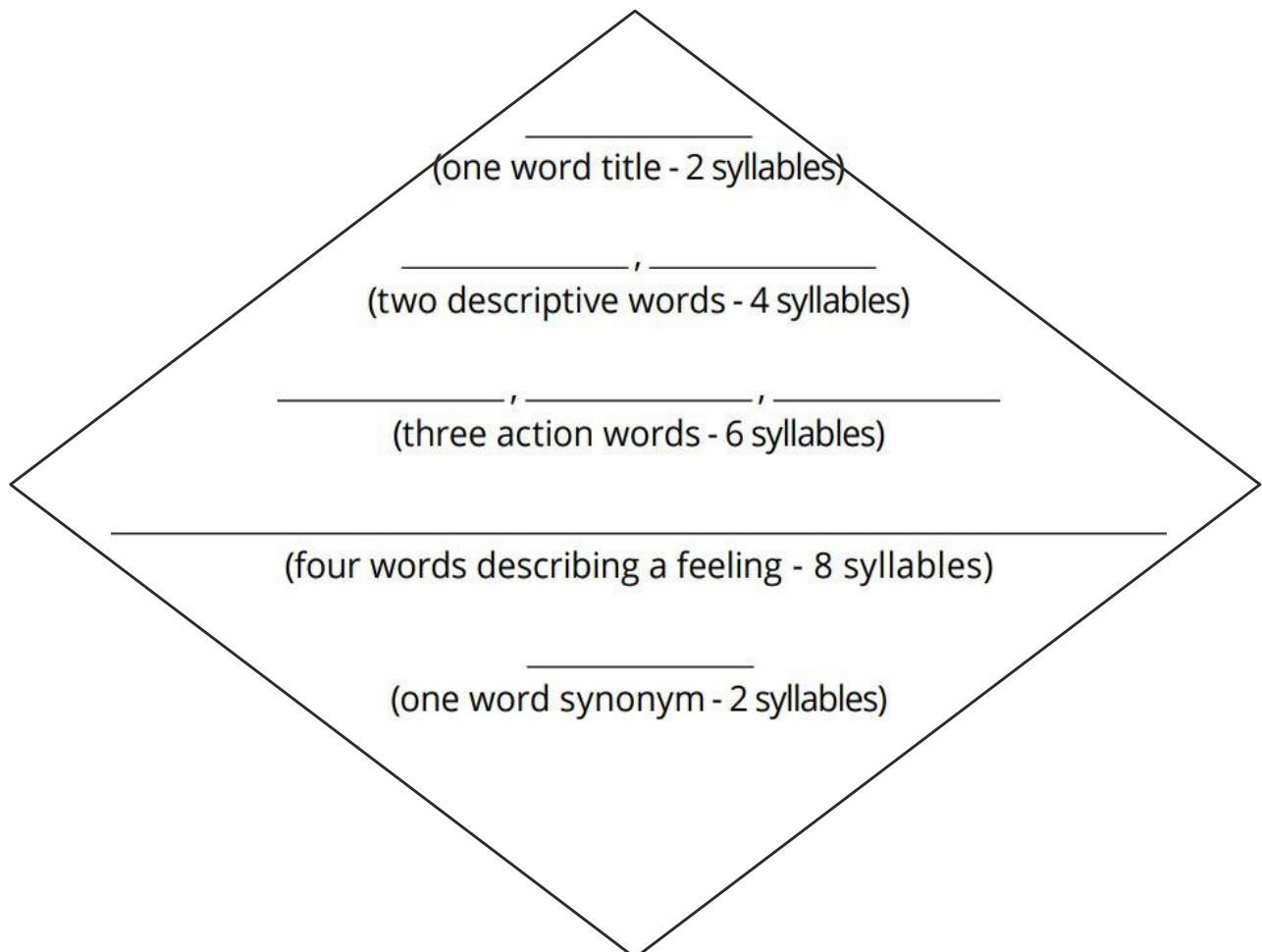
Follow the steps mentioned below to write your own cinquain:

Step 1: Choose a topic for your cinquain poem.

Here are some ideas: • stars • snakes • summer.

Step 2: Brainstorm as many ideas as possible that relate to your topic.

Step 3: Write your cinquain. Remember to create the correct rhythm by counting the number of syllables in each line.



Date: _____

Teacher's Remark: _____

Target Writing: A Cinquain

Home Work

Follow the steps mentioned below to write your own cinquain about your favorite season.

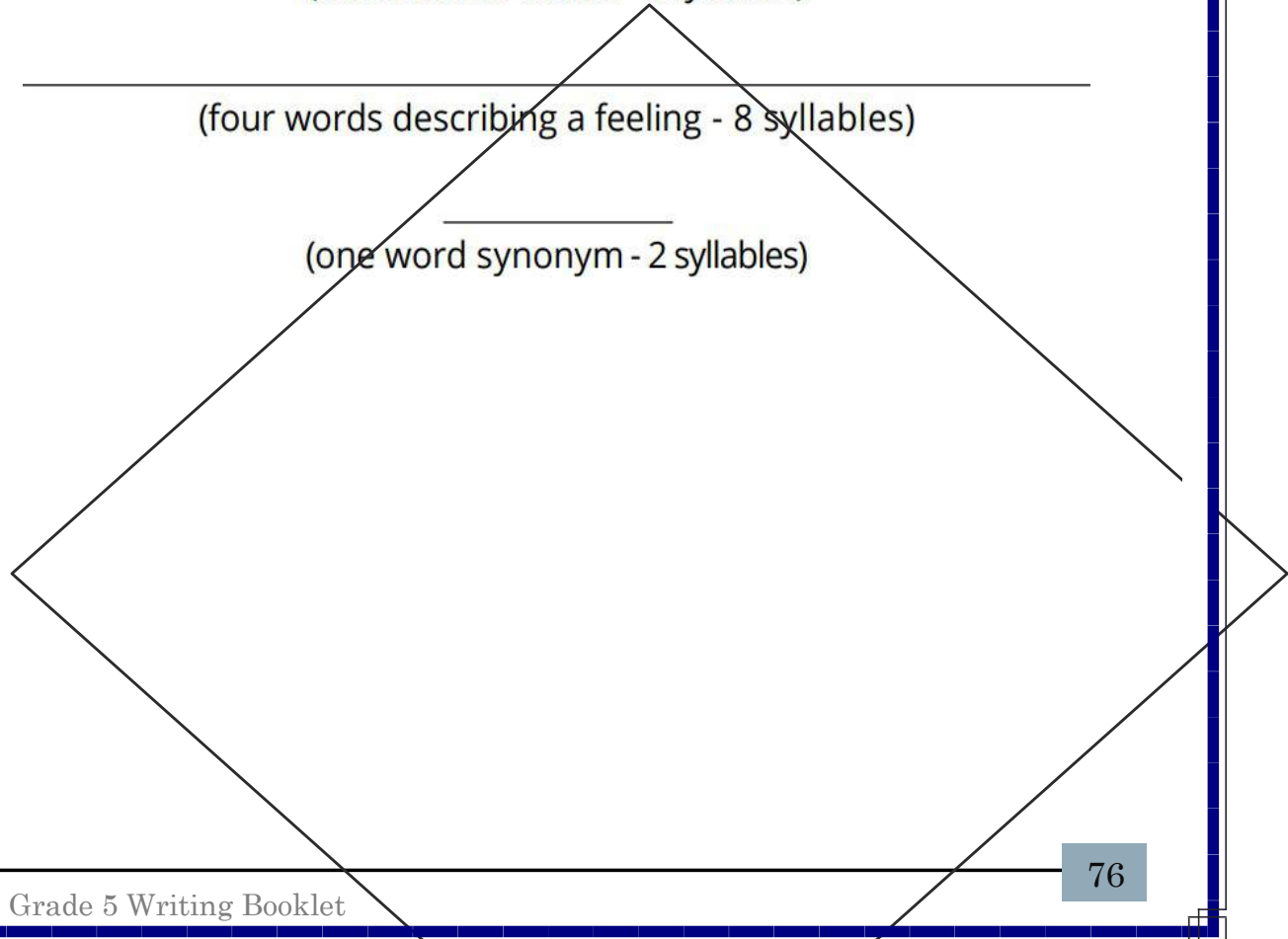
(one word title - 2 syllables)

_____, _____
(two descriptive words - 4 syllables)

_____, _____, _____
(three action words - 6 syllables)

(four words describing a feeling - 8 syllables)

(one word synonym - 2 syllables)



Date: _____

Teacher's Remark: _____

Target Writing: An Odes

Objectives

__Unit 5__

Descriptive Writing: Odes

Learning Objectives:

- To recognize the features of an Ode poem.
- To apply features of an Ode poem into writing.

Success Criteria:

- I know that odes are written to express feelings.
- I can use descriptive language and poetry device.
- I can write an ode.



Date: _____

Teacher's Remark: _____

Target Writing: Odes

Key features

Unit 5: Lesson 3

_____ Ode Poem

Purpose

Odes express thoughts and feelings about a person or object.

Structure

Odes can have several lines, or several verses. Imagery, such as simile, metaphor and personification, is usually included.

Rhythm

Traditional odes have a distinct rhythm, based on the number of syllables in each line. Modern odes do not tend to follow these rules.

Rhyming Pattern

Traditional odes have a distinct rhyming pattern. Modern odes do not necessarily need to rhyme.

Example

Here is an example ode about chocolate.

Key Features of an ode:

- Odes are usually written as if the poet is speaking to the subject of the poem directly.
- They use repeated words or phrases.
- They use literary devices, such as rhyme, personification, similes, and metaphors.
- They can vary in rhyme scheme, structure, and style.

Date: _____

Teacher's Remark: _____

Target Writing: Odes

Model Format

Study the following ode:

Ode to Summer

Oh Summer, your adventures and warmth;
so varied and quite bright.
Your excitement compares to great
fireworks at night.

Oh Summer, your many shades and hues
do not lack in colour.
You are a kaleidoscope of visual splendour.

Oh Summer, I felt relaxed and calm
the morning that you came.
I knew then that my future days would not
be the same.

Answer the following questions:

What literary devices did you notice?

Which phrases and words were repeated?

Are there any emotions you can identify?

How does it rhyme?

Date: _____

Teacher's Remark: _____

Target Writing: Odes

Class Work

Writing an Ode

Step 1

Choose a topic for your ode poem.

Here are some ideas: • ice-cream • mothers • football.

Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to include some similes, metaphors, and personification.

Step 3

Write your ode. An example structure has been provided:

To _____,
(add topic)

(describe using a comparative)

(describe using a simile)

(describe using a metaphor)

(describe using a personification)

Oh, _____ how I adore you!

Date: _____

Teacher's Remark: _____

Target Writing: Odes

Home Work

Choose a topic and write your own ode.

Don't forget to apply the poetic devices needed.



Date: _____

Teacher's Remark: _____

Target Writing: Formal Letters

Objective

__Unit 6__

Writing Letters: Formal Letters

Learning Objectives:

- To recognize the features of a formal letter.
- To apply features of a formal letter into writing.

Success Criteria:

- I know the elements of a formal letter.
- I recognize the layout of a formal letter.
- I know the different parts of a formal letter.



Date: _____

Teacher's Remark: _____

Target Writing: Formal Letter

Key Features

Unit 6: Lesson 1

_____ Formal Letter

A **formal letter** is a letter that we send to people we don't know well, or who we are not very familiar with.

➤ Types of formal letters can be:

Complaint letters.

Invitation letters

Appointment schedule

➤ Writing a formal letter Steps:

1. Step 1 – Write your address in the top right-hand corner of your letter.
2. Step 2 – Write the date underneath the addresses, on the right.
3. Step 3 – Write the name of the person who the letter is for on the left-hand side. Add a comma. If you do not know their name, use 'Dear Sir or Madam'.
4. Step 4 – Begin your main body by explaining why you are writing the letter.
5. Step 5 – Next, add any information and details.
6. Step 8 – Finish off your letter with your closing farewell. This can be either:

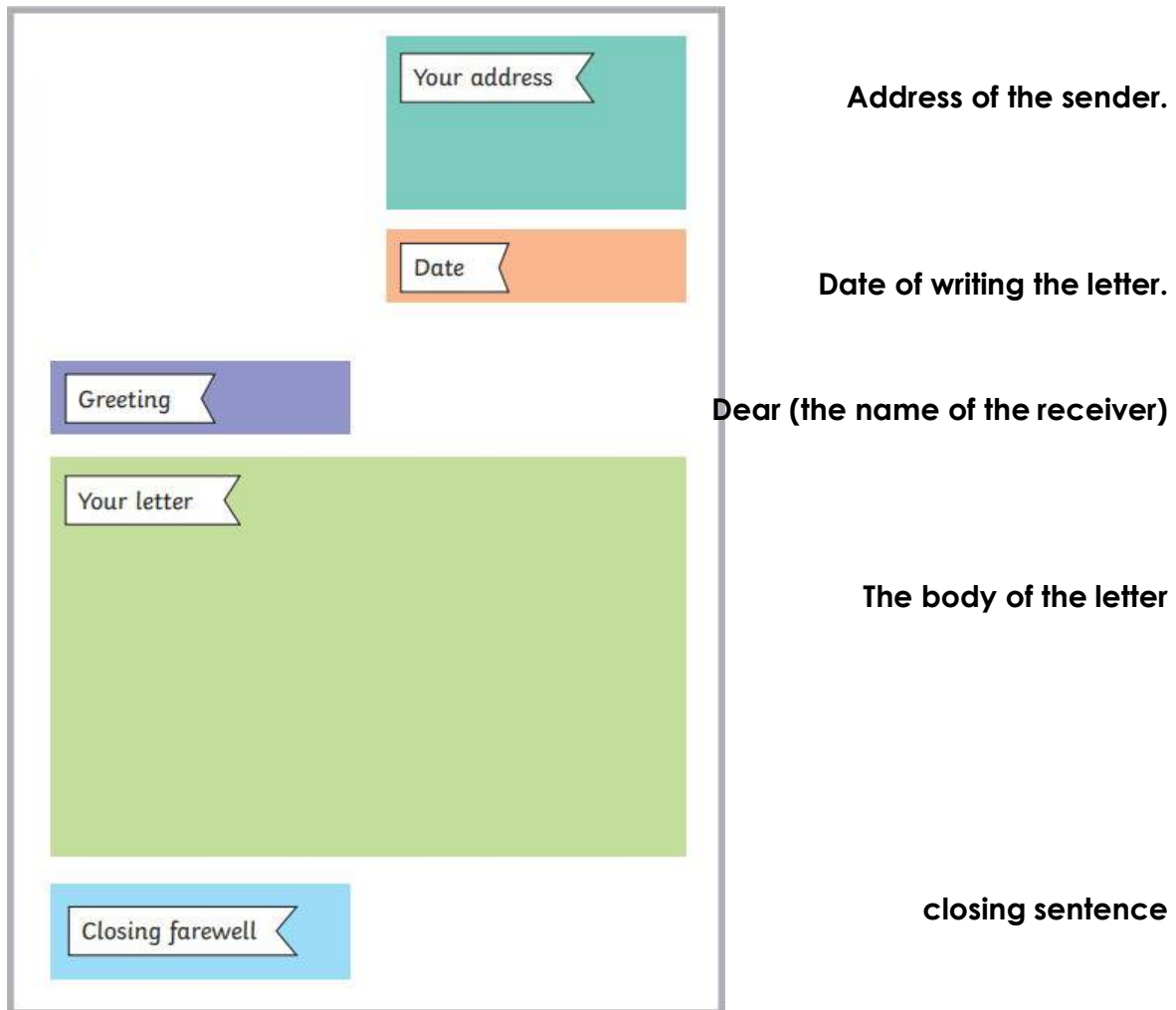
Date: _____

Teacher's Remark: _____

Target Writing: Formal Letter

Layout

A formal letter layout



Yours sincerely
(YOUR NAME)
If you know the recipient's name

Yours faithfully
(YOUR NAME)
If you do **not** know the recipient's name


Date: _____

Teacher's Remark: _____

Target Writing: Formal Letter

Check List

Here is a word bank containing words and phrases you can use in your writing:



How to Write a Formal Letter

Formal Introduction Sentence Starters

I am writing to inform you...

I am writing to compliment you on...

I am writing to complain about...

I am writing to explain...

I am writing to request...

I am writing for further information about...

Other Sentence Starters

In addition to...

Furthermore...

It is my opinion that...

I would like to suggest that...

I would appreciate your advice on...

This matter is...

I regret to inform you that...

Have you included...

- the sender's address?
- the address of the person you are sending it to?
- the date?
- a formal greeting?
- an introduction to explain why you are writing?
- the rest of your information organised into paragraphs?
- a conclusion saying what should happen next?
- a formal ending and your name?
- formal vocabulary and sentence structures?

Greetings and Sign-Offs

Dear Sir/Madam,

Dear Mr/Mrs/Miss...

To whom it may concern,

Yours faithfully,
(if you don't know the name of your recipient)

Yours sincerely,
(if you know the name of your recipient)

Date: _____

Teacher's Remark: _____

Target Writing: Formal Letter

Model Format

A Formal letter example:

Miss W. Spider 62 Twaddle Street Rambleswisck PT5 7AP	Mrs S. Webb 2 Fruitim Road Pendyville SP1 4LF
	Friday 13th January 2013
Dear Sir or Madam,	
Thank you for your email regarding my purchase of a plot of land. I have to say, however, that I am deeply disappointed with the lack of access to this land. I applied for this land because I would have liked to own a little piece of the Scottish Highlands. Sadly this land was at the very top of a highly inaccessible mountain and I feel I have wasted a precious £300.	
Your comments would be appreciated.	
Regards	
Mrs S. Webb	

1- Who is the sender of the letter?

2- To whom the letter is sent?

3- What is the topic of the letter?

Date: _____

Teacher's Remark: _____

Target Writing: Informal Letter

Objective

__Unit 6__

Writing Letters: Informal Letters

Learning Objectives:

- To recognize the features of an informal letter.
- To apply features of an informal letter into writing.

Success Criteria:

- I know the elements of an informal letter.
- I recognize the layout of an informal letter.
- I know the different parts of an informal letter.



Date: _____

Teacher's Remark: _____

Target Writing: Informal Letter

Key Features

Unit 6: Lesson 2

_____ Informal Letter

An informal letter is a letter that we send to people we know.

Types of informal letters can be:

- Thank-you letters;
- Postcards;
- Letters to friends or family who live further away.

Follow the steps below to write an informal letter:

- Step 1 – Write your address in the top right-hand corner of your letter.
- Step 2 – Write the date underneath your address.
- Step 3 – Write the name of the person who the letter is for below the date on the left-hand side. You can use 'Dear' or a more informal greeting, such as 'Hello', or 'Hi'. Add a comma after the person's name.
- Step 4 – Tell the person why you are writing to them.
- Step 5 – Add any extra information you would like to tell them.
- Step 6 – Finish off your letter using an appropriate ending e.g. 'Love from' or 'See you soon', followed by your name.

Date: _____

Teacher's Remark: _____

Target Writing: Informal Letter

Layout

Word Bank

Greetings	Sentence starter	Complimentary Closes
Dear	I am writing because...	All the best,
Dearest	I am writing to tell you	Best wishes,
Hi\Hello	that...	Don't forget to...
My dear friend .	I hope that...	I can't wait to...
Good morning .	Before I tellyou	See you soon,
	about...	Speak soon,
		Talk soon,

Informal letter layout

The diagram shows a light green rectangular area representing a letter. It contains several labeled boxes for different parts of the letter:

- Address**: A box in the top right corner.
- Date**: A box below the address, also in the top right.
- Receiver's name**: A box on the left side.
- Reason of writing.**: A wide horizontal box in the middle.
- Details**: A wide horizontal box below the reason of writing.
- Ending**: A box at the bottom left.

Date: _____

Teacher's Remark: _____

Target Writing: Informal Letter

Model Format

123 Maple Street

Townsville,

TX 78910 May 27, 2024

Dear Grandma,

Hi! How are you? I miss you so much. I hope you and Grandpa are doing well.

Guess what? We had a school picnic last week. It was so much fun! We played games, ate yummy sandwiches, and had ice cream. My favorite part was the sack race. I didn't win, but I had a great time trying.

Mom and Dad say we might come visit you next month. I can't wait to see you and help you in the garden. I remember how beautiful your flowers were last summer.

I've been reading a lot of new books. My favorite one right now is about a dog that goes on adventures. I think you would like it too.

Please give Grandpa a big hug from me. I can't wait to see you both soon!

Love, Emily

Date: _____

Teacher's Remark: _____

Target Writing: Informal Letter

Class Work First Draft

Write a thank you letter to express your gratitude towards someone special.

A large rectangular writing area with a wavy border, containing horizontal lines for writing a letter. The lines are arranged in a standard letter format with a four-line header on the right side and a two-line footer on the left side.

Date: _____

Teacher's Remark: _____

Target Writing: Informal Letter

Home Work Final Draft

The writing area is enclosed in a hand-drawn style wavy border. It contains horizontal lines for writing. On the right side, there are four lines. On the left side, there are 18 lines in total, with a gap between the 4th and 5th lines from the top.

Date: _____

Teacher's Remark: _____

My mini thesaurus

Instead of using the word

Looked

You can use the word

- | | |
|-----------|-------------|
| -observed | - peered |
| -gazed | -glanced |
| -explored | -glimpsed |
| -examined | -peeked |
| -watched | - inspected |
| -viewed | -noticed |
| -stared | -eyed |

My Mini Thesaurus

28 commonly used words

And their synonyms!

My mini thesaurus

Instead of using the word

said

You can use the word

- | | |
|---------------|--------------|
| -told | - stated |
| -replied | -phrased |
| -announced | -articulated |
| -spoke | -vocalized |
| -communicated | - uttered |
| -voiced | -mentioned |
| -reported | -expressed |

My mini thesaurus

Instead of using the word

bad

You can use the word

- | | |
|--------------|-------------|
| -awful | - atrocious |
| -terrible | -negative |
| -unfortunate | -rough |
| -dreadful | -dismal |
| -crummy | - miserable |
| -lousy | -unpleasant |
| -poor | -appalling |

Date: _____

Teacher's Remark: _____

My mini thesaurus

Instead of using the word

nice

You can use the word

- | | |
|----------------|------------|
| -polite | - kind |
| -respectable | -friendly |
| -well-mannered | -admirable |
| -enjoyable | -fine |
| -pleasant | - inviting |
| -lovely | -nifty |
| -reported | -expressed |

My mini thesaurus

Instead of using the word

hot

You can use the word

- | | |
|--------------|-----------|
| -sweltering | - fiery |
| -overly warm | -heated |
| -burning up | -stuffy |
| -scorching | -scalding |
| -boiling | - blazing |
| -blistering | -humid |
| -sizzling | -spicy |

My mini thesaurus

Instead of using the word

like

You can use the word

- | | |
|-------------------|--------------|
| -love | - care about |
| -adore | -value |
| -fond of | -treasure |
| -cherish | -appreciate |
| -admire | - enjoy |
| -crazy about | -devoted to |
| -passionate about | |

My mini thesaurus

Instead of using the word

shouted

You can use the word

- | | |
|------------|-------------|
| -yelled | - roared |
| -exclaimed | -hollered |
| -cried | -called out |
| -screamed | -howled |
| -bellowed | - shrieked |
| -screeched | -squawked |
| -squealed | -wailed |

Date: _____

Teacher's Remark: _____

My mini thesaurus

Instead of using the word

slow

You can use the word

- | | |
|------------|-----------------|
| -unhurried | - inactive |
| -leisurely | -slothful |
| -sluggish | -passive |
| -gradual | -snail-like |
| -delay | - losing speed |
| -stagnant | -decelerate |
| -slack | -time-consuming |

My mini thesaurus

Instead of using the word

big

You can use the word

- | | |
|------------|-------------|
| -humongous | - ginormous |
| -gigantic | -hefty |
| -large | -jumbo |
| -huge | -massive |
| -giant | - abundant |
| -vast | -great |
| -enormous | -oversize |

My mini thesaurus

Instead of using the word

cold

You can use the word

- | | |
|-----------|-------------|
| -chilly | - very cool |
| -icy | -bitter |
| -frigid | -arctic |
| -frosty | -nippy |
| -freezing | - polar |
| -wintry | -biting |
| -crisp | -harsh |

My mini thesaurus

Instead of using the word

fast

You can use the word

- | | |
|---------|--------------|
| -quick | - speedy |
| -sudden | -hurried |
| -abrupt | -rushed |
| -rapid | -instantly |
| -swift | -prompt |
| -hasty | -accelerated |
| -brisk | -dashing |

Date: _____

Teacher's Remark: _____

My mini thesaurus

Instead of using the word

little

You can use the word

- | | |
|---------------|---------|
| -small | - young |
| -tiny | -min |
| -petite | -short |
| -miniature | -wee |
| -pint-sized | - minor |
| -pocket-sized | -slight |
| -minute | -slim |

My mini thesaurus

Instead of using the word

a lot

You can use the word

- | | |
|---------------|------------|
| -a great deal | - plethora |
| -tons | -galore |
| -heaps | -gobs |
| -very many | -loads |
| -masses | - bunch |
| -abundance | -wad |
| -plenty | -excess |

My mini thesaurus

Instead of using the word

funny

You can use the word

- | | |
|------------|-----------------|
| -humorous | - whimsical |
| -hilarious | -eccentric |
| -amusing | -side-splitting |
| -comical | -lighthearted |
| -witty | - jolly |
| -jokey | -droll |
| -nutty | -hysterical |

My mini thesaurus

Instead of using the word

fun

You can use the word

- | | |
|----------------|---------------|
| -entertaining | - interesting |
| -pleasurable | - a blast |
| -exciting | -captivating |
| -enjoyable | -fascinating |
| -amusing | - enchanting |
| -action-filled | -lively |
| -engaging | -gratifying |

Date: _____

Teacher's Remark: _____

My mini thesaurus

Instead of using the word

good

You can use the word

- | | |
|------------|------------|
| -great | - pleasant |
| -wonderful | -positive |
| -awesome | -rad |
| -excellent | -super |
| -marvelous | - stellar |
| -superb | -superior |
| -splendid | -worthy |

My mini thesaurus

Instead of using the word

mean

You can use the word

- | | |
|-------------|--------------|
| -nasty | - evil |
| -unkind | -vicious |
| -cruel | -wicked |
| -uncaring | -insensitive |
| -malicious | - harsh |
| -unpleasant | -hateful |
| -bothersome | -spiteful |

My mini thesaurus

Instead of using the word

laughed

You can use the word

- | | |
|----------------------|-------------|
| -chuckled | - smiled |
| -giggled | -grinned |
| -snickered | -cracked up |
| -hooted | -roared |
| -snorted | - howled |
| -erupt into laughter | |
| -burst into laughter | |

My mini thesaurus

Instead of using the word

smart

You can use the word

- | | |
|------------|----------------|
| -keen | - intelligent |
| -clever | -cunning |
| -shrewd | -knowledgeable |
| -brilliant | -sharp-witted |
| -canny | - brainy |
| -bright | -gifted |
| -wise | -scholarly |