

# Don't Go There!

(Adventure)

## Making the Reading-Writing Connection

1. Read the adventure story from beginning to end.
2. Then, read the story again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author of the story considered when writing different parts of the story.
4. There are notes in the left margin to help you think about making your words work when you write an adventure story.

Adventure



## Making your words work



Introduces the main characters and the setting.

Tells how the main character feels and behaves.

There is a lot of detail to help the readers picture the setting in their mind.

Descriptive words (adjectives and verbs) make the writing more interesting and create a mood.

## *Don't Go There!*

Once upon a time there was a little boy named Jessie. He lived in the country, on a farm, with his mom and dad. He loved the fresh air, the fields and all the animals on the farm. There were cows, chickens and pigs. Jessie's favourite animal, though, was his dog Max. Max was Jessie's best friend. They did everything together. Everywhere Jessie went Max would be at his side. They chased rabbits, looked for wild strawberries and explored all over the farm. Their favourite game was when Jessie would throw a stick and Max would run and get it.

Just beyond the fence at the end of the farm there was a beautiful field where a little forest grew. Jessie always dreamed of going into the field with Max. But his parents did not allow him to go by himself because it was far away from the farmhouse and there was very tall grass and thick bushes. Jessie remembered about the time

## Making your words work



The main problem or adventure is hinted at.

Middle of the story gives a series of events and problems that happen to Jessie and Max.

one of the pigs from the farm went into the field and got lost. His dad only found the pig a week later.

The pig was **scared** and it had not eaten. They were afraid Jessie would get lost in the field, but he wanted to play there. Every night, **Jessie would dream about going to the field with Max and the fun they would have. They would play hide-and-seek in the bushes and pick wild strawberries.**

One day Jessie and Max were down at the end of the farm near the fence playing fetch with a stick. Jessie threw it nearer and nearer to the field, thinking about how much fun it could be in the field. Then one time when he threw the stick, Max ran to get it, but instead of bringing it back to him, **Max ran deep into the field.** Jessie called and called to Max but **he did not come back.** He did not know what to do. He thought about the lost pig and about his parents' warnings and suddenly the field did not

## Making your words work



The actions create worry or suspense in the readers.

seem like such a fun place any more. He was scared but he was really worried about his best friend.

He ran after Max into the field.

“Max!” he screamed. “Where are you?”

Finally, Max barked back. Jessie was so relieved, not thinking, he ran farther into the field trying to find Max. Jessie found him in a small clearing in the bushes. Jessie threw his arms around Max and then decided to head back to the farm before his parents found out that he had gone into the field. All of a sudden, everything looked different. Jessie could not see his farm or hear the animals. He did not know how to get home. It was getting dark and it was starting to rain. Soon Max and Jessie were soaking wet. They needed help, but he did not know what to do. Jessie started to cry. He screamed for help and Max barked. But no one could hear them.

## Making your words work



This is the climax of the story. The part where Jessie is able to solve the problem.

Jessie sat down on a log and thought and thought. Suddenly he had an idea. He found two dry sticks under the log and rubbed them together to make a fire. It was much harder to do than it seemed in the books he had read at school. After a very long time there was a little smoke and a fire started. Max helped by fetching more dry sticks for the fire. The rain stopped and the fire got bigger.

Back at home Jessie's parents were starting to get worried. Where could Jessie be in all this rain? Suddenly his mother noticed the smoke from the kitchen window and sent Jessie's father out to find out what was wrong. When he saw his father, Jessie jumped into his arms. When they got home his father made him a cup of hot chocolate and his mother tucked him into bed telling Jessie that they would talk about everything in the morning.

"We are in big trouble Max."

## Making your words work



At the end of the story Jessie reflects on the consequences of his adventure.

Jessie told his dog as he started to fall asleep. Jessie looked over at Max. Max was already sound asleep, all tuckered out from their big adventure.



Writing Sample

Adventure

Adventure

Adventure



Writing Sample

Adventure

Adventure

Adventure

Adventure



# A Sudden Stop (Adventure)

## Making the Reading- Writing Connection

1. Read the adventure story from beginning to end.
2. Then, read the story again.  
Pay attention to the highlighted words.
3. The highlighted words focus on what the author of the story considered when writing different parts of the story.
4. There are notes in the left margin to help you think about making your words work when you write an adventure story.

Adventure





The main characters and the setting are introduced and described.

descriptive words and phrases help the readers create pictures in their mind.

## *A Sudden Stop*

“Luthia, Luthia, where are you? It’s time to go!” shouted Melanie.

“I’m coming! I’m coming!” yelled Luthia as she quickly shoved all her things into her bag in a mad rush. Her brown eyes were shining with excitement. School was out for the summer and today, 12-year-old Luthia and her best friend Melanie, were going on their very first trip alone on the metro.

Luthia had lived in downtown Montreal all her life. She loved the city, especially in the summer. Usually she went to summer camp at the park down the street from the little corner apartment where she lived with her mom and dad. But this year, her parents had agreed that she was old enough to be left on her own.

Most of the time Luthia and Melanie spent their summer days hanging out in the lanes behind their apartments. In some of the lanes, raspberry bushes flowed over the fences and if they got lucky they would find some delicious



The adventure is hinted at.

There is a series or chain of events that the heroine must overcome.

ripe berries ready to eat. But they were getting a little bored with the lanes and today they were allowed to take the metro over to La Ronde, the big amusement park at the edge of the St. Lawrence River. Luthia was so excited. Finally, her mom was treating her like a teenager and not like a child. Melanie and Luthia ran all the way to the metro. This was going to be a great day.

They did not have to wait long for the metro to come roaring into the station. Of course, it was not easy to get on, with all the people pushing their way out of the car and all the others pushing their way in. Luthia was afraid that she would lose Melanie in this herd of people. Luthia could feel her heart beating in her chest. She hoped that she was not going to have an asthma attack. Not today when everything was so perfect.

Within seconds, everyone was squished into the metro car. It was hot and it was stinky! Luthia could



feel the sweat running down her back. But it didn't matter. This was going to be a great day. The metro started into the tunnel. It was going faster and faster. Suddenly there was a loud screeching sound and all the lights went out. The train slowed down and came to a stop. Right in the tunnel!

Luthia grabbed Melanie's hand but it was so dark that they could not even see each other. For a few minutes no one said anything. Then everyone started talking at once in about ten different languages. No one knew what was going on. Luthia could feel a tightness in her chest. I'm stuck here. I can feel my asthma acting up, she started to feel panicky.

"Are you okay, Luthia? You sound funny." Melanie asked her friend.

"I'm okay," answered Luthia.

"I'm just having a little trouble breathing."

"Where's your inhaler? Take a puff!"

Some dialogue is added to make the story more interesting.



descriptive words and phrases help the readers create pictures in their mind.

The story is getting more exciting. It is building up to the climax.

"I can't find it. I don't remember putting it in my bag." Luthia was getting upset. She knew that she was not supposed to go anywhere without her inhaler. She needed it in case she had an asthma attack.

Although it seemed like hours, a few moments later the metro emergency lights came on. They cast an eerie red glow on everything. It was still dark and difficult to see. There was a garbled announcement on the intercom. The only words they could understand were "leave slowly" and "fire". "Fire!" they both exclaimed. "We have to get out of here!"

Everyone on the metro car began to push and shove in order to get out of the sliding doors first. Luthia's heart began to pound even harder. It became difficult for her to breathe. Luthia was starting to wheeze and she began to worry that she was going to have a full-blown asthma attack. She had to sit down.

"What's wrong?" asked Melanie, "we need to hurry up and get out!"

## Making our word work



There is a series or chain of events that the heroine must overcome.

Characters make decisions to overcome obstacles

“I can’t,” answered Luthia, “I need to catch my breath or I’ll have an asthma attack.” The metro car began to empty out. They were alone in the car. They needed to get out as soon as they could. “Go ahead out and I’ll follow you,” said Luthia.

“No way!” replied Melanie, “we’re getting out of here together. I’m not leaving you alone.”

“Ok, I’m starting to feel a little bit better. Let’s go,” said Luthia.

Melanie took Luthia’s hand to help guide her through the dark tunnel. It was cold and quiet, except for the repeated sound of the garbled intercom message. They didn’t know which way to go. Everyone had already escaped. They began to smell smoke. They were worried that if they walked the wrong way they may be walking right into the fire.

Suddenly, they heard a call for help. It was very faint but it was coming from down the tunnel. At first they thought it was their

## Making our word work



An obstacle arises that the characters must face

imagination but then they heard it again. Melanie pulled Luthia towards the call for help. “This way!” she said. The two of them began to walk toward the faint voice. A few metres down the tunnel they saw a person hunched over on the ground. They ran up to the person to see if he or she needed help.

“Thank you, thank you!” said an old man, “everyone was rushing out and I fell and lost my glasses. I couldn’t find my way out. Please help me.”

Luthia replied, “I wish we could but we don’t know which way is out.”

The old man pointed down the tunnel. “Everyone was going down this way, but after I fell I lost my glasses and I couldn’t follow them.” Luthia grabbed the old man’s hand and told him to hang on tight they were getting out of there.

The three of them began to walk down the tunnel. They walked for about five minutes. “I really hope this is the right way,” said Melanie, “but I don’t see or hear anyone.”

## Making our word work



also how we  
creates  
excitement for  
the reader

descriptions  
and actions  
create  
suspense in  
readers.

here is the  
climax of  
the story.

"We can't stop now, we have to keep going. I'm sure help is just up ahead," said Luthia.

As they continued walking Melanie noticed a light ahead of them. It looked small and far away. "Help, help!" they screamed. "We're over here!"

As they were yelling Luthia saw something move. "What was that!" she screamed. "Oh no! I think it's a rat!" Luthia's heart began to pound harder. It pounded so hard that she thought it was going to jump right out of her. She started gasping for air. It was very hard for her to breathe. When she thought, there's a nurse but I'm having an asthma attack. She became very anxious. She felt so irresponsible for forgetting her inhaler. Just as she had that thought she began to black out...

## Making our word work



The conclusion to the story explains what occurred at the end of the adventure

When Luthia came to she felt like she was in a dream. There were emergency lights everywhere with firefighters and police all around. "Where is Melanie? Did she make it out alright?" she thought. She began frantically looking around. "Hey Luthia, are you okay?" It was Melanie running over to her. "Wow, I almost thought you were a goner. I'm so happy to see that you're alright."

"What happened in there?" asked Luthia.

"Well," said Melanie, "remember that light we saw in the tunnel before you fainted? Luckily it was a firefighter searching for people in the tunnel. After you fainted we began to yell and scream really loud.

The firefighter came running to help us. He had an oxygen tank in case anyone was in danger from the smoke. He put the oxygen mask on you and carried you out of the tunnel. We were so lucky he found us in time. How are you feeling?"



“I’m feeling ok,” said Luthia,  
“I u st want to go home, but not  
by metro.”

“r o problem,” said Melanie, “the  
police officer has offered to drive  
us back home. He told me that we  
were very brave for helping that old  
man. The old man told me to  
thank you for saving his life.”

2 hen Luthia arrived home, her  
mother asked her how her day at  
La Ronde was. “h , it was really  
exciting but I’m pretty tired,”  
replied Luthia.

“ y the way,” her mother said, “I  
noticed that you forgot your  
inhaler today. How many times  
have I told you not to forget it ou  
can have an asthma attack and get  
into a lot of trouble. part of  
growing up is being responsible  
and not forgetting importing  
things like that.”

“; on’t worry mom, I promise I’ll  
never leave home without it again,”  
Luthia said as she made her way to  
the bathroom to wash up.

The main  
character learns  
something  
about herself.





Writing Sample

# Adventure

Adventure

Adventure

Adventure

# Go Habs! Go!

## 24<sup>th</sup> Stanley Cup Comes Home!

(News Article)

### Making the Reading- Writing Connection

1. Read the news article from beginning to end.
2. Then, read the article again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the article.
4. There are notes in the left margin to help you think about making your words work when you write a feature article.

Article



## Making your words work



Headline tells the reader what the news article is about.

Byline: the name of the reporter

Lead: Who, what, where, when. Gives the big idea.

Body: Tells how and gives more details. Facts and details go with the big idea.

Facts and important information are included.

## Go Habs! Go! 24<sup>th</sup> Stanley Cup Comes Home!

June 10, 1993

Patricia Smith,  
The Report

Last night, in front of 25 000 screaming fans at the Montreal Forum, the Montreal Canadiens won their 24th Stanley Cup championship by beating the Los Angeles Kings 4 games to 1.

The game, which ended with a score of 3-0 in our favour, was never in question. Vincent Damphousse scored the first goal at just 3:06 of the opening period. This was followed 2 minutes later when a searing shot from the blue line roared past the King's goalie. Things settled down for most of the second and third period, with minor penalties called and power plays defended by both sides. It wasn't until the 17:00 minute mark of the third period that the final goal was scored, coming off of the stick of Brian Bellows. From that

## Making your words work



Strong  
descriptive  
words

Summary  
restates the  
main point or  
the big idea.

point on, the game was all but over.

It has been 7 years since the team last won the hardest fought championship in all of sports. At the start of the season, they picked up scoring threat, Vincent Damphousse, from the Edmonton Oilers. Damphousse with forwards Kirk Muller, Brian Bellows and Stéphane Lebeau made up quite a scoring powerhouse. All four have scored more than 30 goals each during the season. Goaltender Patrick Roy has also been a welcome addition to the team.

Last night's win was the latest in a long line of triumphs. The Montreal Canadiens have won more Stanley Cups than any other team in hockey history. Good job, Montreal and GO HABS GO!





# Walking:

Hey! Check This Out!

(Feature Article)

## Making the Reading-Writing Connection

1. Read the feature article from beginning to end.
2. Then, read the article again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the article.
4. There are notes in the left margin to help you think about making your words work when you write a feature article.

## Making your words work



Headline tells the reader what the article is about.

Byline: The name of the reporter.

Information can be presented in a variety of catchy ways.

Lead: Who, what, where, when. Gives the big idea.

Section heading

# Feature Article

## WALKING

### Hey! Check This Out!

Clark Jent, The Globet

“Come on people, big and small,  
Join the walkers and have a ball.  
If you're not sure just what to do,  
These facts will prove it's good for you.”

Walking is gaining popularity with today's health conscious population. More and more people are seeing the benefits of including exercise in their day-to-day activities and walking is one of the easiest ways to get this much-needed exercise.

### Why Walk?

Although it looks simple, a regular walking program is good for your heart. And the only equipment you really need is a pair of comfortable shoes. Walking also helps you lose weight, strengthen those flabby muscles and it is friendly to our environment!

## Making your words work



Illustrations can be included to add interest and information.

Body: tells how and gives more details. Facts and details go with the big idea.

Sources of information are identified.

Summary restates the main point or big idea.



If you are able to arrange it, walking in the woods, or even in a quiet park, can help **relieve stress and give you time to think.** If peace and quiet is not your thing, walk around your neighbourhood, you may even get to know your neighbours better! Perhaps you and your neighbours can start a walking club. It is amazing how much **easier it is to walk with a friend.**

Some **school students are also getting into the walking habit.** In one school, students go for a brisk walk around their neighbourhood just before they settle down to do their math. **Their teacher, Dan Brown,** reports that math marks have gone up considerably since the walking project was started.

Oh now people wasn't that fun!  
Don't sit down you've just begun!  
Get on out and take a walk,  
Soon your muscles will be  
as toned as a rock!

Writing Sample



Writing Sample



Article



Article

# My Beautiful Blue Hijab

(Autobiography)

## Making the Reading- Writing Connection

1. Read the autobiography from beginning to end.
2. Then, read the autobiography again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the autobiography.
4. There are notes in the left margin to help you think about making your words work when you write an autobiography.



AUTOBIOGRAPHY

# Making our word work



Written in the  
first person.

Setting  
includes  
background  
information  
who, where,  
what and  
when.

Important facts  
are included.

The events are  
told in the  
order in which  
they happened.

Tells about  
something  
that really  
happened.

## My Beautiful BLUE HIJAB

Let me introduce myself. I am Farhana, a twelve-year-old girl who goes to school in Montreal.

Although I was born in Canada, my parents were born in Bangladesh and moved to Canada before I was born. We still have relatives in Bangladesh and I have been to visit the place where my mother and father came from.

In my family there are four children. My brother is the oldest child and I am the middle girl. It is not always easy to be the one in the middle but sometimes things work out okay.

Last year my mother brought home a beautiful blue hijab for my older sister. A hijab is a scarf that covers your head, neck and throat. If you are a girl or a woman who is wearing a hijab, people know that you are a Muslim. I did not care that my mother had brought the hijab for my sister and not for me because I did not want to wear a hijab to school. At that time, I did

## Making our word work



Words describe how the author feels.

Written in the past tense.

The author decides what information to include and what to leave out.

not like wearing a hijab because I was afraid that people would make fun of me. Sometimes people at school or outside make fun of you if you put on things that are different. And sometimes they talk about you if you are from a different religion. I did not want this to happen to me.

My older sister did not wear the beautiful blue hijab that my mother had brought home for her. I thought a lot about this. One day I talked to my father about how I was feeling.

He told me that he understood and that he also felt bad when people looked at him differently from the way they looked at other people. But he said that no matter how difficult, it was important for people to be proud of who they are. He told me that if someone says anything to me when I am wearing the hijab then I should say, I was born in Canada. I am just like you.

So I thought about what my father had told me. Finally, I said to myself,

## Making our word work



The author tells how this event affected her.

Words are used to describe how the author is feeling.

Personal thought to show how the event affected the writer.

I can be both Muslim and Canadian. I started to wear my own blue hijab to school. I was nervous the first time I wore the hijab to school.

What were my friends going to say? My friends were very interested in my new hijab and they asked me a lot of questions, but no one made fun of me.

That week, when I wore the blue hijab each day, it made me feel good. My mother told me I was beautiful and that is just how I felt. Beautiful on the outside and on the inside.

It felt like my life was changing. Even the world looked more beautiful.

I think maybe it was not the world that had changed. It was me.

Anyone who sees me will know that I am a Canadian who is also proud to be a Muslim girl. I am proud of who I am.

# Time for ANOTHER LECTURE

(AUTOBIOGRAPHY)

## Making the Reading- Writing Connection

1. Read the autobiography from beginning to end.
2. Then, read the autobiography again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the autobiography.
4. There are notes in the left margin to help you think about making your words work when you write an autobiography.



AUTOBIOGRAPHY

## Making your words work



Written in the first person.

Setting tells the reader who, when and where.

Detailed descriptions help the readers picture the story in their mind.

Retelling of events that really happened and that are important to the writer.

Written in the past tense.

## Time for ANOTHER Lecture

Hi my name is Jamie. I'm in grade three. I have brown eyes and kind of brown skin. If people were to describe me I think they would say I'm cool, sweet and funny.

My friends are Curt, Dylan, Dan and Connor. They are important people in my life. My family, though, has had the biggest influence on me. Believe it or not, I am going to tell you all about the day I learned to listen to my parents!

It was a grayish day. Mom was working on some reports and Dad was outside cleaning up the yard. I went outside with my older brothers. Now, I knew I wasn't supposed to climb the tree in our front yard, my parents had lectured us all about this so many times. But, when your brother dares you, you feel like you better do it or he'll call you a chicken. The tree was a huge one with big thick branches.

I knew I could climb at least part way up. So I started to pull myself

## Making your words work



Includes the author's thoughts and feelings.

up into the tree. Then, I decided to really impress my brother and started to hang upside down from my knees on the lower branch! No sooner did I call my brother's name than WHAM! I fell crashing to the ground.

I didn't even know if I was hurt but I knew I couldn't catch my breath. My lungs felt like they were burning and clogged, all at the same time. Dad came running over and yelled something to my Mom. Pretty soon an ambulance came speeding up to our house. The neighbours must have been scared to hear the sirens. I was pretty scared myself. Off to the hospital we rushed. My whole family was there. My brother felt really terrible about daring me to climb the tree.

Luckily, the doctor said I was only winded. I got to go home that same day. Mom made me stay in bed and made my brother play board games with me.

## Making your words work



Conclusion gives a final thought about how the event affected the writer.

Includes the author's thoughts and feelings.

After the extra long lecture that day from both of my parents, I don't think my brother will dare me ever again and I don't think I will take another dangerous dare! But one thing I know, I appreciate my family. They are always there for me.



# Homework Time? & What's for dinner?

## Making the Reading- Writing Connection

1. Read the comic example to see what the author and illustrator did to create the comic.

**Comic**

# Homework time?

"I don't think this is what my teacher meant when she told my mom that I would have homework to do every afternoon."



# t o r i er?





# DAD, ARE YOU THERE?

(FANTASY)

## Making the Reading-Writing Connection

1. Read the fantasy story from beginning to end.
2. Then, read the story again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the story.
4. There are notes in the left margin to help you think about making your words work when you write a fantasy story.

FANTASY



## Making your words work



Written in the first person.

Main characters are introduced and described.

Setting is introduced.

Descriptive words are used to help the reader know how the character looks and acts.

# FLAME

"Hey kid, I thought your dad was coming to pick you up! Oops sorry. Forgot you don't have one!" called out Tracy and her gang of rough bullies.

"Just ignore her. She does it all the time. I don't get it, maybe she has problems. All she ever says is the same thing every day," I said in a sarcastic way to my new best friend Tara.

Tara was an exchange student. So she knew very little about River and Lakes Academy and about the people there. I had only known her for a short time. She had long black hair that reached down to the middle of her back and light blue eyes that twinkled when she laughed. She seemed to always be happy and motivated to do her best. She was practically the complete opposite of me. I have curly dark brown hair and greenish blue eyes. I am practically never happy or joyful because three years ago an accident occurred.

## Making your words work



The main problem is introduced.

Magical or strange things happen.

The main problem or focus of the story is revisited.

When I was seven years old, my mother and father were going out for a romantic night on the town. They had left me at home on our fluffy green couch watching a mystery video we had rented that night.

It was three in the morning when my mother called and told me that she was at the hospital because there had been a horrible accident. My father had been drinking and driving and now he was dead.

After that day I don't think I've ever been happy or joyful until I met Tara. Tara and I came up with the best idea ever.

We decided to build the most extraordinary invention ever made. I called it "The Time Machine." It took a while but finally we figured out exactly how to do it. Then we tried to decide when in time we would go.

It didn't take much thought. Tara quickly exclaimed, "Your dad! Your dad! Let's save him!"

This made me very nervous.

## Making your words work



Magical or strange things happen.

The story is building in excitement.

“Maybe we should not do that, I mean it might be dangerous to change the way things are, because maybe something worse will happen.”

“Whoa, Charlene! Nothing bad will happen. Things will be easier on you. Think about it. Tracy and her gang won’t bully you any longer. It will be fantastic!” said Tara.

“Oh I guess you’re right,” I said. I was still uncertain but I was also curious and a little bit excited. Could we really change time and bring my dad back?

It took us weeks to build the machine. Finally we stepped into the incredible time machine and Tara used the lever that would activate the motor and send us back in time to the day of the terrible accident that caused my father’s death. I could hear my heart beating loud in my ears.

When we stepped out of the machine we were back in my old house. I could see someone who

## Making your words work



There is a lot of description so the reader is able to imagine everything that is happening.

looked just like me. IT WAS ME! I was seeing myself when I was seven years old, and then all of a sudden my dad was there in front of me.

“We’ll be back at 11:00,” he said to the seven-year-old me. I started to scream. My parents could not hear the 10-year-old me begging them not to go.

Tara and I climbed into my parents’ car and hid—the same car that my parents were driving on that terrible night. When they parked the car outside of the restaurant where they were spending the evening, I knew I had to do something. I jumped out and opened the hood of the car. So my parents could not drive, Tara and I pulled out every wire we could get our hands on.

Then we ran home and found the seven-year-old Charlene asleep in her bed. I whispered in her ear that she should get up and call the police. And that is exactly what she did. I watched myself as the seven-year-old Charlene call the police

## Making your words work



This is the climax of the story. The part where the characters find a solution to the problem.

and tell them that my parents had not arrived home yet and I was getting worried.

The police found my parents in the restaurant parking lot trying to get their car started. The police told my dad that he should not be driving because he had been drinking and they drove them home.

Tara and I got back into the time machine and headed back to our own time. I was not sure if our plan would work. When we got back I said goodbye to Tara and walked home very slowly, kicking rocks along the way. I was afraid to return home in case nothing had changed. I walked in the front door. And there lying on the fluffy green couch was my father. I ran over and gave him the biggest hug ever. I could hardly breathe. Tears were stuck in my throat. My dad looked at me as though I had gone crazy.

“Never mind, Dad,” I said, “you wouldn’t believe me anyhow.” As I

## Making your words work



headed to my room to call Tara, I thought to myself, everyone would want a time machine like ours.

ing Sample

FANTASY



Writing Sample

riting Sample



pple



FANTASY

mple



Writing

# FLAME (FANTASY)

## Making the Reading- Writing Connection

1. Read the fantasy story from beginning to end.
2. Then, read the story again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the story.
4. There are notes in the left margin to help you think about making your words work when you write a fantasy story.

FANTASY



## Making your words work



Descriptive words are used to describe the characters and setting.

Main characters are introduced and described.

The readers are able to picture the setting in their mind.

Written in third person.

# FLAME

A long time ago in a **small** village called Gandon, there lived a **20-year-old** swordsmith named Pete. He lived with his **kind** mother Layla in a hut made of straw and stone. The village was far away from any other town. In fact, it took seven days to get to the nearest village by horseback. **The village was on a hill and you could see for miles in every direction. The streets where the horses traveled were made of cobblestones.**

**Pete** was a fairly **wealthy** man because he sold his swords to the village guards. The guards were usually the ones who went for the food that would be sold in the marketplace. Since the nearest village was seven days away, they needed to protect themselves from highjackers and cutthroats.

One **beautiful** day, the flowers were blooming, the trees were budding, the birds were chirping and the sun was shining. Pete's mother, Layla, decided to go to the market

## Making your words work



Magical or strange things happen.

Complications or roadblocks add tension or interest to the story.

Rich descriptions allow the readers to feel like they are in the story.

and buy some food. Pete was at home working on a particularly difficult model of a sword when he heard a villager cry out.

“Look! Look! It is Flame, dragon of the west!”

Pete grabbed his sword from the corner of the hut and ran outside. Everywhere he looked Pete was greeted by the sight of people screaming and running around in a frenzy. Several buildings lay crumpled into a pile of stones and straw, and bodies were lying everywhere. There, standing in the midst of all the ruin, stood Flame himself. He was as big as three houses. He was covered in red scales, except for his leathery wings, which were so enormous that fifteen men could sleep comfortably on each wing. Flame’s face was made up of piercing red eyes, a long evil-looking snout and sharp horns. As the dragon opened his mouth he let out a stream of fire. Pete saw thousands of wickedly sharp teeth.

## Making your words work



Complications or roadblocks add tension or interest to the story.

The main problem of the story.

Then as suddenly as it had started, it all ended. Flame flew off in a cloud of dust.

Pete worked for hours trying to put out the fire and free the injured villagers who were trapped under the houses that had been trampled by Flame. Then he got some horrible news from the village healer. His mother, Layla, had been killed by Flame.

As Pete's eyes swelled up with tears, he thought, "Why her? Why my mother?"

After the terrible sadness left him, he was filled with a burning rage. He then vowed to have his revenge on Flame.

The next morning, Pete traveled to the cave of the village wizard, Merwick. When he entered the wizard's cave, he saw dozens of big black cauldrons, each with a fire burning underneath them. The cauldrons were filled to the brim with different coloured potions. There was such a terrible smell coming from the caul-



drons that Pete's eyes began to run and it was hard for him to see. Finally he noticed the wizard. Merwick had long, stringy, grey hair and a white beard, which he could have easily tucked into his belt. His robes were a dull shade of grey. He was bent over a cauldron muttering to himself.

"Excuse me?" Pete said.

The wizard looked up in surprise. "Yes?" he responded. "Who are you and what do you want?"

"I am the sword maker Pete from the village of Gandon and I want to be your apprentice."

"I see. Tell me, are you willing to go through ten years of training to become a wizard?"

"I am."

"Then you had better get ready for the toughest 10 years of your life yet."

So Pete spent the next ten years with the wizard. Every day he searched the forest for rare and powerful herbs to take back to the

## Making your words work



Rich descriptions allow the readers to feel like they are in the story.

wizard. He learned to recognize thousands of different kinds and knew what each was used for. Merwick taught him how to make magic potions and how to say the most tongue-twisting spells. It took months for Pete to learn all of the different spells.

It was a hard life. The only enjoyable part of his training was the sword fighting. Because he was a swordsmith, he knew the basic moves, and learning the more difficult and advanced techniques was challenging and interesting.

Finally, after ten long years, Pete was ready to set out on his quest. He would find Flame and kill him in order to avenge his mother's death. Pete collected a bag of herbs, and his sword, and said goodbye to the old wizard. Then he mounted his horse, and set off.

Pete rode for seven days over plains where the grasses reached up to the horse's knees, and over hills as barren and rocky as a dried-up

## Making your words work



Complications or roadblocks add tension or interest to the story.

riverbed. Finally he reached the dark and dangerous Rivenwood forest that would lead him to the mountain home of the terrible dragon. Many times he lost his way and spent hours leading his horse through the thick trees and undergrowth. Pete could never tell if it was night or day because the leaves were so thick that the sunlight could not come through the trees.

At last, Pete stumbled into a clearing at the edge of the forest. There in front of him he saw the mountain that was Flame's home looming in the distance. He was nearly there. When Pete came to the base of the mountain he found one of the tunnels that had been hollowed out through the mountain by a colony of dwarves who had lived there before Flame had come and driven them out of their home. He entered the tunnel. Sharp pieces of rock hung from the ceiling and pebbles covered the ground.

Finally Pete came to a fork in the

## Making your words work



Rich descriptions allow the readers to feel like they are in the story.

tunnel. Not knowing where he was going, he took the left fork. It led him straight into Flame's lair.

There was Flame, asleep on top of an immense heap of jewels. Gold coins, sapphires, emeralds, rubies, diamonds, and pearls were piled up everywhere.

Pete decided not to waken the dragon. He found a stone door, which swung open when he approached. Behold! There he was in the middle of a room filled with weapons of all sorts: clubs, daggers, swords, and axes of many styles and sizes. In another section of the room there were shields, big and small, round and square, all covered in a thin layer of fireproof metal. Neatly hung up on the walls were the most beautiful silver chest guards that would protect the wearer. There were also armored shin, thigh and arm guards made of several different shining metals. Last of all, there were helmets that would protect the whole head leaving only slits for the eyeholes.

## Making your words work



Magical or strange things happen.

The story is building up to the most exciting part

Pete stood there with his mouth open wide. Then he bent down and picked out a chest guard and helmet and returned to the lair to face Flame. But Flame was still sleeping, so Pete cast his most powerful and deadly spell on the dragon. The ceiling shook and pieces of the roof flew off leaving an empty black hole above. Flame awoke with a terrifying roar. Then Flame saw Pete.

“I have come to avenge my mother and I will!” Pete shouted into the face of the dragon.

“You fool!” Flame yelled, “you think magic can destroy me? I am a mighty dragon!”

As he yelled, Flame opened his mouth and sent a jet of flames at Pete. But Pete was protected by the silver armor. Taking careful aim, he cast another spell. This spell would send the magic straight into Flame’s ferocious mouth and stop his mighty heart. Flame fell to the floor of the cave with a crash. The spell had killed him.

## Making your words work



This is the climax of the story.

Pete pulled a jar out of thin air and filled it with Flame's fire, proof that the dragon was dead.

When he returned to his village, the villagers set up a special day that would be celebrated every year in honour of Pete. When Merwick the wizard saw the jar of fire he gave Pete his very own magic staff with a shining crystal set into the end.

Pete lived in his town for many years and became famous around the world. He was loved by the villagers, and people came from everywhere to see him and to ask for his help with their problems.



ing Sample

FANTASY



Writing Sample

riting Sample



pple



FANTASY



mple

Writing

# Get Well, Soon

(Friendly Letter)

## Making the Reading- Writing Connection

1. Read the friendly letter from beginning to end.
2. Then, read the letter again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the letter.
4. There are notes in the left margin to help you think about making your words work when you write a friendly letter.

*Letter*



## Making your words work



Date when the letter was written.

Salutation.

First paragraph tells why the letter was written.

The writer does not need to introduce herself because they know each other.

Sounds like a friendly conversation.

Paragraphs include personal information.

Extra details help make the letter more interesting for the reader.

Closing  
Signature

# Get Well Soon

January 5, 2005

Hi Ms. Jones,

I am really sorry to hear about your accident. The principal told us that you slipped on the ice and broke your leg. We already knew something was wrong because we had a substitute teacher.

Did it hurt when you broke your leg? Once I fell out of a toboggan and scraped my nose. It felt like my skin was burning! I guess you had to go to the hospital. The whole class hopes that you will come back to school soon. The substitute teacher is ok but we want to sign your cast. Also you promised us that we would be doing science experiments after the holidays and I love science.

Hope you feel better soon.

From,

Mary

# Hello from Canada

(Friendly Letter)

## Making the Reading- Writing Connection

1. Read the friendly letter from beginning to end.
2. Then, read the letter again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the letter.
4. There are notes in the left margin to help you think about making your words work when you write a friendly letter.

*Letter*



## Making your words work



Date when the letter was written.

**Salutation.**

First paragraph tells why the letter was written.

**Sounds like a friendly conversation.**

Paragraphs include personal information.

# Hello from Canada

September 4, 2005

**Dear Cousins,**

What a great time I had visiting all of you in Sri Lanka for the first time. It took us a long, long time to get home because you are so far away. **I miss all of you but it is too hot over there!** Canada is not so hot.

I could not believe how beautiful Sri Lanka was. **Remember when we went to the beach?** We went on a boat with the glass bottom and we went far out in the ocean and we could see fish and turtles. We even got to see that sunken ship! Boy that was great!

I think the most fun I had was the day we went to the Buddhist temple. It was so big! When I was praying to the gods I saw an elephant praying to the other gods. He was praying with his trunk up in the air. **And remember when we laughed at the monkeys who lived in the temple?** They were stealing

## Making your words work



the fruit from the dishes that the people had left.

When do you think you can come to my home? I hope it is soon. When you come my mom will make the hot spicy rice that you like so you will feel at home. I really miss you all.

Closing.

From your cousin,

Abishma

Signature.



Letter

Writing Sample

Sample



Writing

Letter

# Requesting Information (Formal Letter)

## Making the Reading- Writing Connection

1. Read the formal letter from beginning to end.
2. Then, read the letter again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author of the letter considered when writing different parts of the letter.
4. There are notes in the left margin to help you think about making your words work when you write a formal letter.

*Letter*



## Making a request word work



Addressing includes the return address and the date.

The salutation is polite.

Introduction tells who is writing and why. Gets to the point.

The body of the letter is organized into paragraphs.

Conclusion is specific and gets to the point.

## Requesting Information

St. John's School  
380 Saint-Michel  
St. Jean-sur-Richelieu  
Quebec, Canada  
H9R 2P6

November 27, 2006

Dear Sir or Madam:

My name is Alexandre. I am a cycle two student at St. John's School in Quebec, Canada. My class is studying different jobs and we have a project to do on what jobs we would be interested in, in the future. I am writing to you because my mother is a member of the World Wildlife Foundation. I was wondering what kind of jobs you have where people work to help with things in the environment? I would be especially interested in working with animals in the forest or animals that are injured. Also, I was wondering if I need to go to university for these types of jobs. What kind of things would I have to study?

## Making our word work



The language is more formal than you would use with a friend.

a first paragraph acts as a conclusion.

The person is politely thanked for any help.

The closing is formal.

signature

I hope you have time to answer my questions and maybe send me some information about the types of jobs I am interested in.

Thank you for helping me with my project. You can write back to me at St. John's School.

Sincerely,

*Alexandre*  
Alexandre



Letter

Writing Sample

Sample

Writing

Letter



# Seeking Advice

(Formal Letter)

## Making the Reading- Writing Connection

1. Read the formal letter from beginning to end.
2. Then, read the letter again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author of the letter considered when writing different parts of the letter.
4. There are notes in the left margin to help you think about making your words work when you write a formal letter.

*Letter*



## Making your words work



Heading includes return address and the date

Polite salutation tells who the letter is for.

Introduction tells who is writing and why.

The body of the letter is organized into paragraphs.

Gets to the point

Although the letter sounds friendly it is written like a formal letter because the writer does not really know Jose Theodore. Not too much personal information is given.

## Seeking Advice

Jennifer Bentlea  
1260 de la Gauchetière  
Montreal, QC  
h3b 5e8

December 2, 2006

Dear José Theodore:

Hello to you and to the team. My name is Jennifer and I am eleven years old. I'm writing this letter to you because I want to tell you that I am a big fan of yours and that you are a terrific goalie. You keep the team in the game nearly all the time.

I am a goalie, too. I play for Delta de Laval. I have played in this position for three years. I sometimes try to use your techniques when I play.

If you have time, I wonder if you could give me some goaltending tips. Right now I am having some trouble with the butterfly position,

## Making your words work



The person getting the letter is thanked politely.

Closing

Signature

sometimes pucks get by me when I use this pose. When you use this position not many pucks get by you. What could I be doing wrong?

Thank you very much from a goalie and a big fan!

Yours truly,

Jennifer Bentlea

Jennifer Bentlea



Letter

Writing Sample

Sample

Writing

Letter



# THE CASE OF THE CHOCOLATE KISS (MYSTERY)

## Making the Reading- Writing Connection

1. Read the mystery from beginning to end.
2. Then, read the mystery again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the mystery.
4. There are notes in the left margin to help you think about making your words work when you write a mystery.

MYSTERY



## Making your words work



Setting tells where and when.

Descriptive words are used to create the mood.

The main problem is introduced.

First clue.

# THE CASE OF THE CHOCOLATE KISS

## Chapter 1: The Crime

It all began last Friday afternoon, when the sun was shining brightly on Rose Walk School. Miss Helen, the secretary, left her office to go upstairs for lunch. She was only gone for a little while but when she returned she was shocked to discover that all of her chocolate kisses, the ones she keeps in a little jar on the top of her desk, had disappeared! She dropped her cup of coffee onto the floor and cried, "What happened to my little chocolates?"

When she calmed down and started to clean up the coffee mess under her desk, she discovered bits of coloured wrappers scattered all over the floor. Some were even under the detention desk in the corner of the office. They looked like the paper from her chocolate kisses.

It was Tuesday when the students in grade three, Room 105, heard about the case of the missing chocolate kisses. We had been reading mysteries in class so we knew

## Making your words work



Descriptive words help the reader picture the story.

The suspects are introduced.

what we had to do. We would be detectives and solve this mystery!

## Chapter 2: The Investigation

First we decided to check out the scene of the crime. We all marched down to Miss Helen's office with our notebooks clutched in our hands. We inspected her desk and the spot where the chocolate kisses had last been seen. We noticed the empty bowl right next to the telephone. Chris thought there might be fingerprints.

In the corner of the office was the detention desk. This is the place for boys and girls to sit when they are in trouble. It is about two metres away from the secretary's desk and the chocolate kisses.

We were ready to investigate.

Over the next few days we questioned many of the teachers and students at Rose Walk School. We discovered a very important clue. ALL of the teachers loved chocolate kisses. So any of them might have been the culprit. We would have to narrow it down. We discovered that Madame Oltz, the French teacher and Mr. Stevens were on

## Making your words work



Second clue.

More suspects are introduced.

diets so it couldn't have been them. The principal had been at a meeting at the board and only returned to school later in the afternoon. So it wasn't her.

We were getting discouraged but we did not give up. Finally we got lucky. Two of the teacher's stories sounded suspicious. Mr. Kelly admitted to Farhana that he had used the phone in the office. When Mary interviewed Mr. Smith, he said, "I love chocolate. It runs in my family."

We knew we were getting closer to solving the mystery and we were very excited. However, the next day, we got new evidence that made us think again.

### Chapter 3: The Suspects

On Thursday morning, David raced into the classroom. He had discovered a very important piece of evidence when he was on the school bus that morning. He was sitting beside Kalpana, who told him that she was the school monitor on the day that the chocolate kisses disappeared. Kalpana told David that she had noticed Mrs. Wren, the grade six

## Making your words work



Descriptive words are used to create the mood

Third clue.

teacher, in the office acting very suspiciously. And when Mrs. Wren left the office, Kalpana noticed that she seemed to be eating something. We decided to send David, one of our best investigators, up to interview Mrs. Wren. We were on pins and needles waiting for David to return to the classroom. Could this be the guilty person?

Later that day, David reported back to all of us. Mrs. Wren was very annoyed at David for questioning her and she informed him that she was not in the office at all on that Friday. Someone was lying. Was Mrs. Wren telling the truth? Had Kalpana really seen her coming out of the office with something in her mouth? Were Kalpana and Kosta, the boy who had been at the detention desk that day, accomplices? We did not know. But we were starting to suspect the chocolate thief was a student.

We decided that one of us would have to speak to Kosta. This was a dangerous assignment because Kosta has a very bad temper. But he was becoming the prime suspect and he had been in the office when the chocolate kisses disappeared.

## Making your words work



Excitement is building toward the climax.

Repeated words and descriptive words add to the growing excitement.

Andrew volunteered. The rest of us thought he was pretty brave. Of course Kosta refused to admit anything. We were still convinced the culprit was a student, maybe from our own class. It was time for a new plan. We would have to go undercover!

### Chapter 4: The Plan

As clever as we always are, we decided to set a trap. The bait was a chocolate kiss (very tempting). We needed to catch the culprit red-handed. We placed the chocolate kiss on the corner of our teacher's desk. Then we all hid under our desks. We were excited because soon we would know.

Tick...Tick...Tick.

We waited and waited. We were getting impatient and there was a lot of wiggling going on. Suddenly, the door started to open. Slowly it moved. We could hear the creaking noise. Daryl poked his head out from under his desk to see who it was. The person crept in and looked around the room. The culprit's eyes shifted right and left. Quickly Daryl stuck his head back under his desk.

## Making your words work



This is the climax of the story.

Sometimes the ending is a surprise.

End:  
The main characters solve the mystery and explain how it happened.

It seemed like forever but it probably happened very quickly. The culprit moved quietly over to the teacher's desk. Then as quick as lightning the culprit's hand shot out, grabbed the chocolate kiss and pop, it was gone.

"WE CAUGHT YOU RED-HANDED!" We shouted as we all popped up from under our desks.

### Chapter 5: The Solution

We could not believe it! Our own teacher, Ms. Rad, stood before us, chewing happily, chocolate smeared across her mouth. Once everyone settled down she tried to explain what had happened.

When Miss Helen walked out of the office on that fateful Friday, Ms. Rad walked in to get some keys. Suddenly her eyes fell on the mouth-watering chocolate kisses. They looked so good that she wanted to try just one. So she did. It was so delicious that she ate another and another and another and another until they were all gone.

"Uh Oh! What have I done?" Ms. Rad remembers thinking.

She didn't want anyone to know

## Making your words work



what she had done so she hid the paper wrappings in her purse thinking she would buy Miss Helen a new package on her way home but she forgot. But when she walked out of the office some of the paper fell out of her purse and blew under the desk. She felt really terrible about what she had done. She promised not to do it again. Miss Helen forgave her when she explained how much she loved chocolate kisses and she promised to buy a new bag of yummy chocolate kisses every week for the rest of the year if they could share.

As for us, we were happy that the case was solved. We certainly felt like real detectives. But sometimes we wonder. Could it have all been set up? Was this just a trick to get us to write a mystery story? Surely Ms. Rad wouldn't be that tricky? Would she?

# THE CASE OF CLASS CLOWN (MYSTERY)

## Making the Reading- Writing Connection

1. Read the mystery from beginning to end.
2. Then, read the mystery again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the mystery.
4. There are notes in the left margin to help you think about making your words work when you write a mystery.

MYSTERY



## Making your words work



Beginning:  
The main characters and the mystery are introduced.

Words related to mystery stories are used.

The setting tells where and when.

Descriptive words are used to create the mood.

The main problem is introduced.

## THE CASE OF THE CLASS CLOWN

Alex is my very best friend. He is medium sized with brown hair and eyes. He looks pretty average, not the kind of guy you would expect to be a mystery partner. But that's what he is. Alex and I are mystery partners. We love to collect evidence, look for clues and solve crimes. We have many exciting adventures together and I must say we are pretty good detectives! There was one case, however, that almost had us stumped!

It was a crisp October morning. I remember because I was almost late and arrived in class out of breath from running. The others had arrived earlier and were starting to unpack their schoolbags. A girl named Dayna opened her desk and water balloons came popping out, exploding! She was really upset! Her books were all soggy! Her new sweater was soaked!

“Who could be so mean?” sobbed Dayna.

Alex and I looked at each other. Time for the mystery partners to do their thing! When the lunch

## Making your words work



Suspects are introduced.

Words related to mystery stories are used.

There are a series of clues

First clue.

Words related to mystery stories are used

bell rang, all the students hurried to the cafeteria, noisily talking about the mysterious events of the morning. Alex and I suspected Massimo because he was funny and was known to play tricks on people. We searched his desk but didn't find any evidence. We moved to Dayna's desk and found Frankie's favorite sweater with a sign that had the words "Got you!" printed in dark, red ink. Frankie became our number one suspect!

After lunch David came tearing into the classroom.

"Hey!" he screamed. "Someone put a dead smelly bat in my locker! All my stuff stinks."

The janitor raced in after him and told us all to calm down. It was only a fake bat. Who could be playing these mean tricks?

Alex and I decided we needed to investigate more than we needed to practise our spelling. No one would be able to learn until this mystery was solved! We left the class, telling the teacher we were

## Making your words work



Second clue.

Suspects are introduced.

Descriptive words are used to help the reader picture what is happening in her /his mind.

Third clue.

Excitement is building towards the climax.

going for water. We opened David's locker and found Jane's schoolbag and another one of those dark, red "got you" notes! Frankie was off the hook! Jane became our number one suspect!

We hurried back to class only to see Jessica sit on a Whoopee cushion! It made an embarrassing noise and yucky glop came squirting out! No one laughed. Enough was enough! We looked at her chair and found only the red note, which had become the culprit's M.O.

The rest of the afternoon went quickly. The students were more quiet than usual. The teacher didn't smile. That afternoon in class, we were all distracted thinking about what would happen next.

Then the bell finally rang and school was over. Alex and I headed to the library. We needed to find some books for a project but we also wanted to chat about the day's pranks. We wanted to compare notes and to brainstorm. Was the

## Making your words work



The author creates excitement by providing details and using descriptive words.

Fourth clue.

Words related to mystery stories are used.

person trying to be funny or were they really mean? Did they try to humiliate people on purpose? Why? Was there more than one person playing these tricks? Were they part of our class?

While we were talking Alex was flipping through several books on the shelves. Suddenly, he noticed a book at the end of the third shelf that had been stuck in backwards.

“Charlie, look at this!” Alex called excitedly and not really as quietly as he should have.

We brought the book out to our table and read the title: “Fun Pranks to Play” This was the clue we had been looking for! Whoever borrowed this book last must be the guilty person. We flipped to the back of the book only to find there was no library card. It was no longer in circulation! Was this another red herring, another dead end?

“Boys, you dropped your bookmark,” the librarian whispered as she bent down to give us the book-

## Making your words work



Fifth clue.

This is the climax of the story.

End:

The main characters solve the mystery and explain the solution

mark that had fallen out of the book.

The letters “G.P.” were written at the top of the bookmark.

“G.P.!” Alex and I both yelled, “Gabriel Pugliese!”

“Shhhhhhhh,” shushed the librarian. “Indoor voices in a library, please!”

We flipped through the book and found all the pranks that had been played so far. We rushed outside and found Gabriel. We showed him our evidence and he admitted to everything! Gabriel spoke to the teacher and apologized to the whole class. He had only wanted people to notice him and thought this was a way to do it.

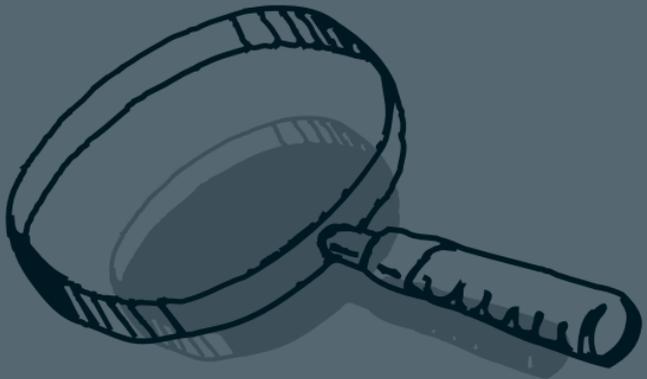
And what about us? Alex and me? The class cheered and we were exempted from homework that night!

Man, what a case!

MYSTERY



Writing Sample



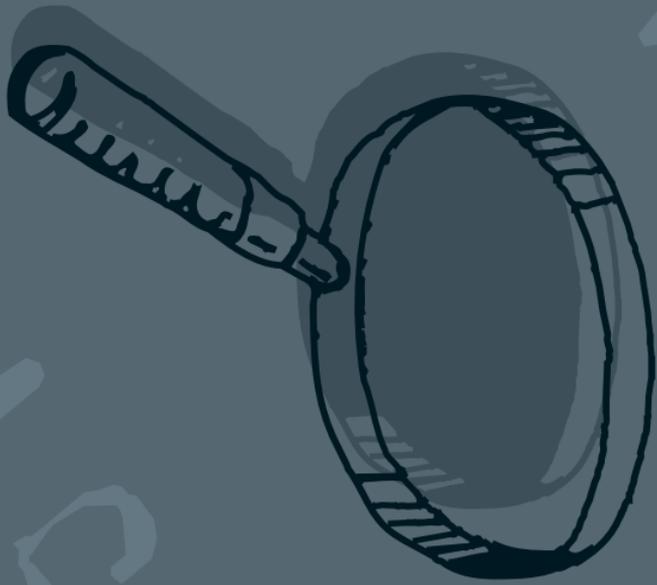
Sample

MYSTERY

Writing Sample

Writing Sample

MYSTERY



Writing

Writing Sample



# *Bullying Stop it!* (Photo Essay)

## Making the Reading- Writing Connection



1. View the photo essay example to see what the author did to create the photo essay.
2. Then, view the photo essay again. Pay attention to the notes in the left column.
3. The notes focus on what the author considered when creating different parts of the photo essay.
4. Use the notes in the left margin to help you think about making your words and images work when you create a photo essay.

Photo Essay

## Making your words work



Title

A combination of images (drawings and pictures) were used.

The position and size of the images expresses importance

Text and images fit together to express the main idea and message

Images organized with arrows to highlight connections

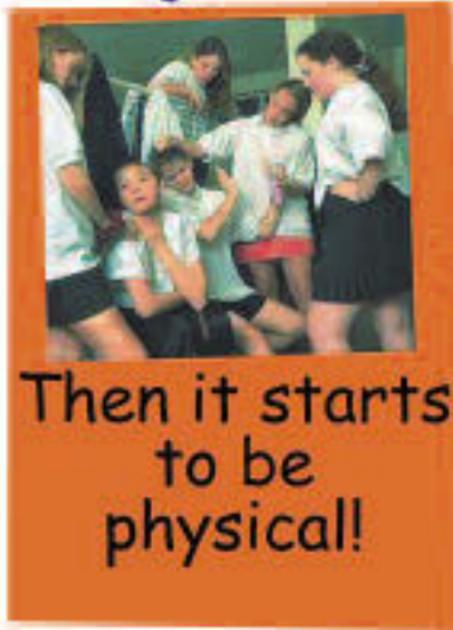
Writing used to add feeling and information

Different fonts, font sizes, colours and headings are used to help highlight the message.

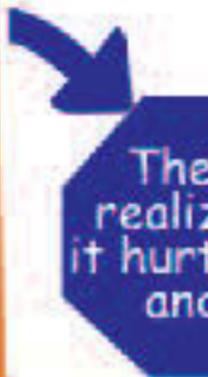
# Bullying



First it starts by bothering



Then it starts to be physical!



The realization it hurts and

ng

STOP IT!



You then become depressed

When you realize that things inside are not working out





# Photo Essay

Writing Sample

Photo

# Stop the Hate (Photo Essay)

## Making the Reading- Writing Connection



## Photo Essay

1. View the photo essay example to see what the author did to create the photo essay.
2. Then, view the photo essay again. Pay attention to the notes in the left column.
3. The notes focus on what the author considered when creating different parts of the photo essay.
4. Use the notes in the left margin to help you think about making your words and images work when you create a photo essay.

## Making your words work



A combination of images (drawings and pictures) were used.

Writing used to add feeling and information to help express the message

Text and images fit together to express the main idea and message

Images and text are organized as a collage



...ple what they want



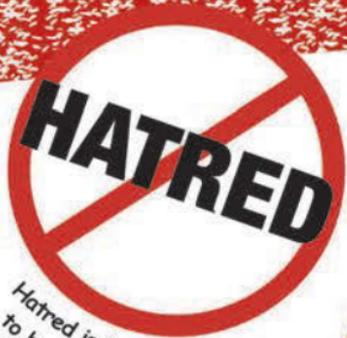
HATE

...t to stop  
...start to  
... Nobody



People against hatred

People getting together to protest



Hatred is bad, we have to ban it forever. No one likes it. End hatred  
**NOW!**





## PRESENTATION

# Chinese Dragons (Presentation)

## Making the Reading-Writing Connection

1. Read the report example called Chinese Dragons.
2. Then, read the Chinese Dragons Presentation cue cards. Pay attention to the way the presenter used key words or phrases from the report to make up the outline for her/his presentation.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Planning a Presentation

1. Write your information in the following three sections.
2. Remember to use only a few words, in point form, which may help you remember important points while you are presenting.

### Chinese Dragons

## 1 Introduction

Give your audience an overview of what you are presenting (your topic). Draw a picture to remind yourself of what you want to say.

- Good vs. bad dragons



- How dragons create the weather



- Dragons are an important part of Chinese culture





## 2 Middle

Evidence, facts or opinions (who, what, when, where, why, how).

- Who- China and Chinese people
- What- Dragons and what they do
- When- Long ago and even now
- Where- China
- Why- To explain why we have different kinds of weather



## 3 Conclusion

Summarize one or two things about your topic.  
Give your opinion.

The most important things I want the audience to remember are:

- There are good and bad dragons in Chinese culture
- The year of the dragon is every 12 years and it is very lucky for people born in that year

- 
- Ask your audience for questions.
  - Thank your audience.



TATION

PRESENTATION

Writing Sample

BUSINESS PRESENTATION

PRESENTATION

Writing Sample



# Training Your New Puppy (Presentation)

## Making the Reading-Writing Connection

1. Read the report example called Training Your Puppy.
2. Then, read the Training Your Puppy Presentation cue cards. Pay attention to the way the presenter used key words or phrases from the report to make up the outline for her/his presentation.

**PRESENTATION**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Planning a Presentation

1. Write your information in the following three sections.
2. Remember to use only a few words, in point form, which may help you remember important points while you are presenting.

### Training Your New Puppy

## 1 Introduction

Give your audience an overview of what you are presenting (your topic). Draw a picture to remind yourself of what you want to say.

- Puppies are like babies



- Need a lot of attention



- Sharp teeth





## 2 Middle

Evidence, facts or opinions (who, what, when, where, why, how).

- Where- Need a safe place to sleep like a crate
- What not to do- don't use crate for punishment
- When- can leave puppy in crate when no one home
- Why-Need to take puppy outside to do business, a lot so he can learn
- Play with puppy, reward with treats when he is good



## 3 Conclusion

Summarize one or two things about your topic.  
Give your opinion.

The most important things I want the audience to remember are:

- Puppy needs a lot of attention and time
- It can be fun if you take time to train him well

- 
- Ask your audience for questions.
  - Thank your audience.



TATION

PRESENTATION

Writing Sample



PRESENTATION

BUSINESS PRESENTATION



Writing Sample



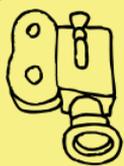
T

# CHINESE DRAGONS

## (REPORT)

### Making the Reading- Writing Connection

1. Read the report from beginning to end.
2. Then, read the report again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the report.
4. There are notes in the left margin to help you think about making your words work when you write a report.



**REPORT**



Title tells what the report is about.

Opening introduces the topic.

Information is presented as facts and can be checked.

Header is used to organize the information

Information and ideas are grouped into paragraphs.

Descriptive words are used to add details.

## CHINESE

Dragons! Just the very mention of their name makes one think of dangerous fire-breathing monsters that threaten villages and carry off princesses. But in China, people do not think about dragons in this way. Chinese dragons are beautiful, friendly and wise. They are loved and worshipped because they are good dragons that bring blessings to the Chinese people.

### Where dragons live

Most Chinese dragons live in water. They control the rain and the wind. Many Chinese people believe that when a dragon sneezes he makes the rain fall down from his mouth. When he talks he moves the air and makes the wind blow. He brings the warm sunshine so that the people can grow their food.

The dragon king lives in a palace in the sea. Shrimp soldiers and crab soldiers guard his palace. He can fly up into the sky, and even curl himself into the shape of mountains. He is able to look after

## Making our word work



Readers are used to organise the information

descriptive words are used to add details.

people and keep them safe from the sea, the sky and the land.

### the fire of the dragon

Sometimes dragons get angry because people do not honour them or do not follow their advice. When they get angry, they thrash their tails around and make the fire fall from the sky. They breathe out black clouds so that big storms come and flood the land. Then the people set off firecrackers and carry huge paper dragons in special parades so that the dragons know they are honoured and loved.

### the year of the dragon

The year of the Dragon comes every twelve years and it is believed to be very lucky. If you are born during Dragon years people believe that you will be healthy, rich and live for a very long time. I was born during a Dragon year. My grandmother told me that was very lucky.

## Making our word work



3 conclusion  
provides a few  
last words  
and provides  
a personal  
opinion.

oil iograph  
shows where  
the information  
came from.

### on ion

ve n if you do not believe in  
dragons **they are part of the culture  
of h ina.** h inese people believe  
that the h inese Dragon is the  
greatest of all creatures. So do .

### i iograph

ina s r agons etrie ed from  
[www.chinadragons.org](http://www.chinadragons.org)  
Octoer ( ) ) .

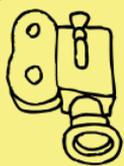
imonds ina, wart eslie( ) ) .  
oon ams um ings ragon oa s  
r asury of in s oiday a s  
i i i s i s ooston 1  
2 ulli er ooks.



# TRAINING YOUR PUPPY (REPORT)

## Making the Reading- Writing Connection

1. Read the report from beginning to end.
2. Then, read the report again. Pay attention to the highlighted words.
3. The highlighted words focus on what the author considered when writing different parts of the report.
4. There are notes in the left margin to help you think about making your words work when you write a report.



## Making o r ord ork



Title explains  
the subject of  
the report.

Opening  
introduces  
the subject of  
the report.

Body includes  
facts that are  
organized into  
paragraphs.

The author  
uses her/his  
own words.

Real facts.

Descriptions  
add details to  
the report.

Information  
can come from  
personal  
experience if it  
supports facts.

## TRAINING

Just about every kid who wants a puppy promises to look after it. Sometimes they think that it is simple to look after a new puppy. After all, it only sleeps, eats and plays. Right? Wrong! It takes a lot of work to train a new puppy.

Little puppies are like babies. They need a lot of sleep. You cannot take them out to the park to play catch when they are young. When they are awake you can roll a ball for them or rub their stomach. They also like to have a rope with a big knot in it that they can chew. Puppies have very sharp teeth and they need to learn to chew on the rope instead of on you.

It is a good idea to have a crate for the puppy to sleep in. A crate is really like a cage but the puppy likes it because he feels safe in there. The breeder rubbed a soft cloth over my puppy's mother before we brought him home. We put the cloth in the crate so the puppy could smell his mother's



Conclusion  
summarises  
the information.

scent. If you feed your puppy in the crate he will think it is a good place to be. Never put him in the crate as a punishment. If the puppy likes the crate then he can be in a safe place when everyone is out. But don't leave him in there for too long when he is little.

As soon as the puppy wakes up and you take him out of the crate, you have to put him outside so that he can learn not to do his business in the house. Puppies should also go outside about 15 minutes after they eat. They need to go out about 4 times a day!

Puppies grow very fast. My puppy gained 10 kilograms a month until he reached 3 months of age. So it will not take long before you are able to take him to the park to play. Bring some treats and give him one whenever he does something good, like sit or come to see you.

If you work hard for the first few months with your puppy, you can have a well-trained dog who will

# Making our world work



Personal  
comment can  
be added here.

Sources of  
information.

become your best friend. That is  
what happened to me.

## Diagnosis

training and strategies from,

trainings.com

tools .

aurami through peer .

