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Standard 1 Creative Writing

SAMPLE



Written by Keshmani Dhaniram-Gosine, B.Ed. (Dist.) ,
Principal, Gandhi Memorial Vedic School

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Std 1 Creative Writing

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Author: Keshmani Dhaniram-Gosine

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Creative Writing



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Section 1:

Foundational Information



Chapter 1

The Sentence



A sentence is a group of words that join together to make sense, that is, it tells us about something.

All sentences begin with a capital letter and end with a punctuation mark.

The Capital Letter

We use capital letters to:

1. Begin a sentence.

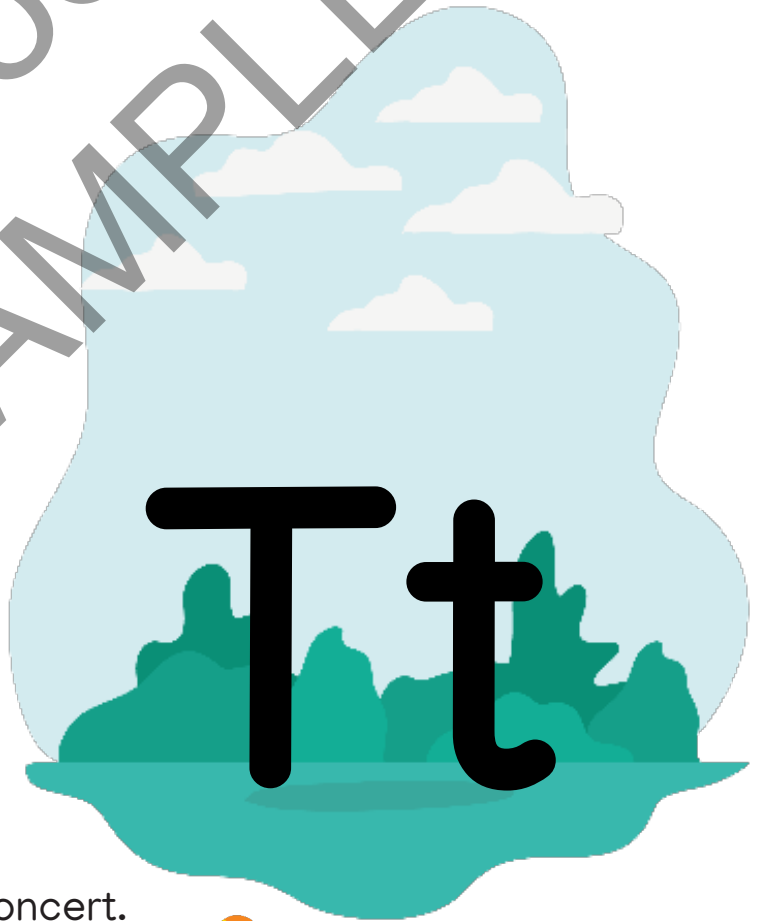
- The girl is my best friend.

2. Begin proper nouns.

- Lucy, Kim and Ann are best friends.
- vvvChaguanas.

3. Write the letter 'I'.

- Jenny and I went to the concert.



Let's Practise 1: Capital Letters



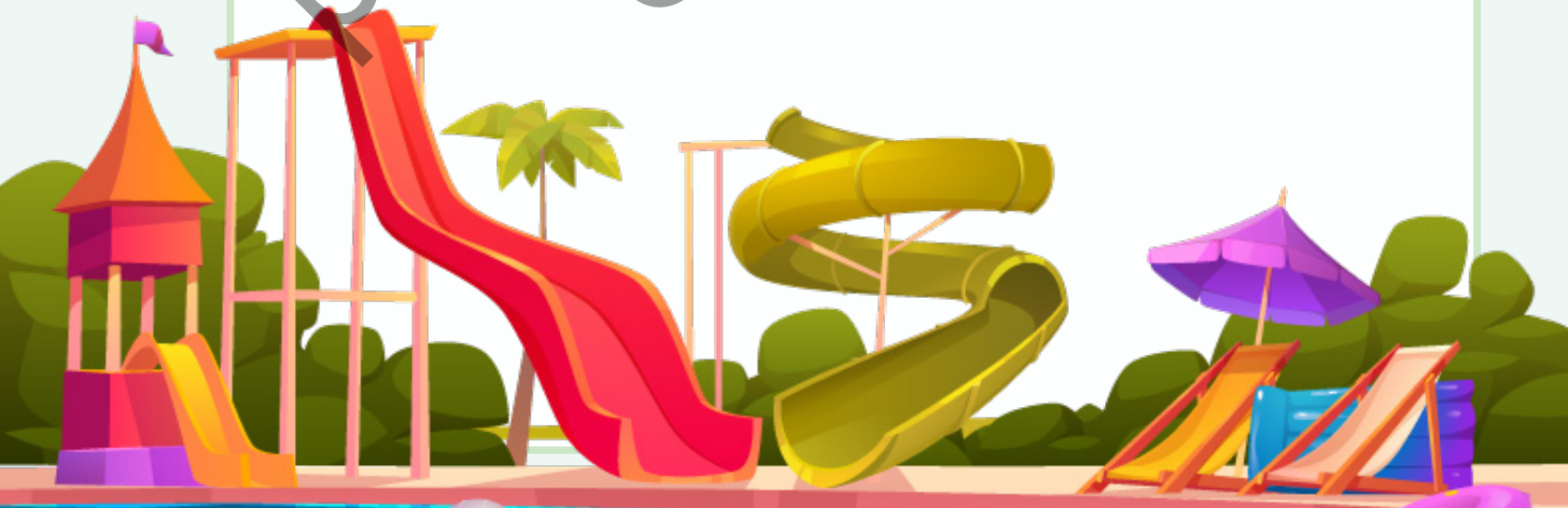
Rewrite the sentences by putting in capital letters where needed.

1. Tara, sara and i are going to the park tomorrow.

2. _____.

3. _____

4. We took shelly and her brother to the water park in penal.



Types Of Punctuation Marks

The Full Stop (.)

We use the full stop at the end of a sentence that shares information or tells a fact.

Examples:

- My best friend loves to go fishing.
- An insect has six legs.

The Question Mark (?)

We use a question mark at the end of a sentence that asks about something.

Examples:

- Are you tired now?
- What is the time?



The Exclamation Mark (!)

We use an exclamation mark at the end of a sentence that shows excitement or strong feelings.

Example:

- You are the best dad in the world!

The Comma (,)

The comma is used to separate items in a series.

Examples:

- I enjoy reading, writing and singing.
- Manda ran down the road, jumped over the drain and hid behind the tree.

Let's Practise 2: Punctuation Marks

A) Write in the correct punctuation mark at the end of each sentence below:

1. What is your name
2.
3. I do not want to study now
4.
5. I got the best present for my birthday
6.
7. I have placed the books on the table
8.
9. What is your favourite snack
10.
11. This cake is delicious
12.
13. How are you feeling today
14. I cannot believe I won the prize
15.
16.



B) Add commas in the correct places in each sentence below.

1. My sister purchased a pen a pencil and a ruler.
2. She ate the cake the donut and the chocolate this morning.
3. The boy collected the twigs built the campfire and then lit it.
4. Did you see Liza Ria and Dina at the meeting?
5. I enjoy reading watching movies and playing games.
6. We went to the park had a picnic and flew kites.

7.

8.



Other Punctuation Marks



The Apostrophe (')

The apostrophe is used to show ownership.

Example:

Instead of saying:

The boat belonging to Anya was damaged in the storm.

We can say:

Anya's boat was damaged in the storm.

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Let's Practise 3: Apostrophes

Put the apostrophe in the correct place in each sentence below.

1. Sitas mother went to the market yesterday.
2. The dogs barking irritated me last night.
3. Where is the girls teacher?
4. The old man is Steves grandfather.
5. My friends brother bought us ice cream.

Chapter 2

Simple And Compound Sentences

Simple Sentence

A **simple sentence** has a subject and a verb and expresses a complete thought or idea. The **subject** is the doer of the action and the verb is the action.

Examples:

Divya bakes the most delicious cookies.
↓ ↓
subject verb

Mummy and daddy drink tea every morning.
↓ ↓
subject verb



Let's Practise 4: Simple Sentences

Write at least four **simple sentences** about each picture.
Remember, a simple sentence must have a subject (doer of the action) and verb.



Example:

- My pet dog has brown spots on his body.
- He likes to play catch.
- His floppy ears are quite cute.
- He protects me from danger.

1.



A green rectangular box with five horizontal lines extending to the right, intended for writing a simple sentence about the picture.

2.

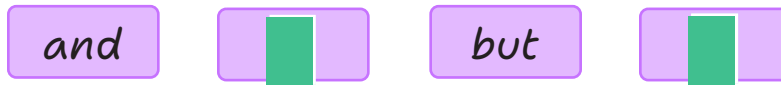


3.



Compound Sentences

A compound sentence is made up of two simple sentences joined by:



Examples

1.

simple sentence 1

Raj likes to read.

simple sentence 2

His brother likes to fish.

Raj likes to read, and his brother likes to fish.

compound sentence

2.

simple sentence 1

Sam wanted to go to the park.

simple sentence 2

It was raining heavily.

Sam wanted to go to the park, but it was raining heavily.

compound sentence



Let's Practise 5: Compound Sentences

(A) Join the following sentences to form compound sentences.

1. The girl was sitting on the couch. She was watching television.

2. My father sent me to the market. It was closed.

3. 

4. 

5. 

6. I love to go camping. I hate the mosquitoes.

7. The teacher helped the child. He was able to finish the project.

(B) Complete each of the following sentences by adding a simple sentence to it.

8. Lydia went to the park and _____

9. The dog climbed on my lap and _____

10. _____

11. The cow walked to the shed and _____

12. Lenny and Kajol dug the holes but _____

13. _____

14. _____

15. _____

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Let's Practise 6: Simple and Compound Sentences

Write two simple and compound sentences about the following picture. Be creative!

Example:



It was a beautiful, sunny day. Barry and his brother were at the beach with their family. Their mother had cooked lots of delicious food for them. They built sandcastles and played ball games on the beach. They enjoyed their day at the beach.



Chapter 3

The Verb Tense

Simple Past Tense

The best tense to write stories in is the simple past tense.

The simple past tense

Rules	Past Tense	Example
The verb ends with 'e'	Add 'd'	<div style="display: flex; align-items: center; gap: 10px;"> <div style="width: 30px; height: 20px; background-color: #2e8b57;"></div> → <div style="width: 30px; height: 20px; background-color: #2e8b57;"></div> </div>
The verb end with 'ay' or 'ey'	Add 'ed'	stray → strayed prey → preyed
Ending in a consonant + y	<div style="width: 60px; height: 20px; background-color: #2e8b57;"></div>	carry → carried try → tried
Ending with a vowel + consonant	Double the consonant and add 'ed'	nod → nodded commit → committed

Irregular past tense verbs do not follow any pattern. Here are some irregular past tense verbs.

Present Tense	Past Tense	Present Tense	Past Tense
begin		buy	
choose		catch	
come	came	drink	drank
do	did	ring	rang
forget	forgot	swim	swam
go	went	teach	taught
sing	sang	think	thought

Past Tense Examples

- I **played** tennis with my brother.
- My sister **spoke** to her best friend for hours last week.
- Kevin **carried** the basket into the kitchen.

Let's Practise 7: Simple Past Tense

(A) Write the past tense of the verbs in brackets in the following sentences.

1. Josh _____ the ball over the fence. (kick)

2. _____ _____

3. _____ _____

4. The dog _____ the girl on her right leg. (bite)

5. She _____ the man jumping over the fence. (see)

6. _____ _____

7. _____ _____

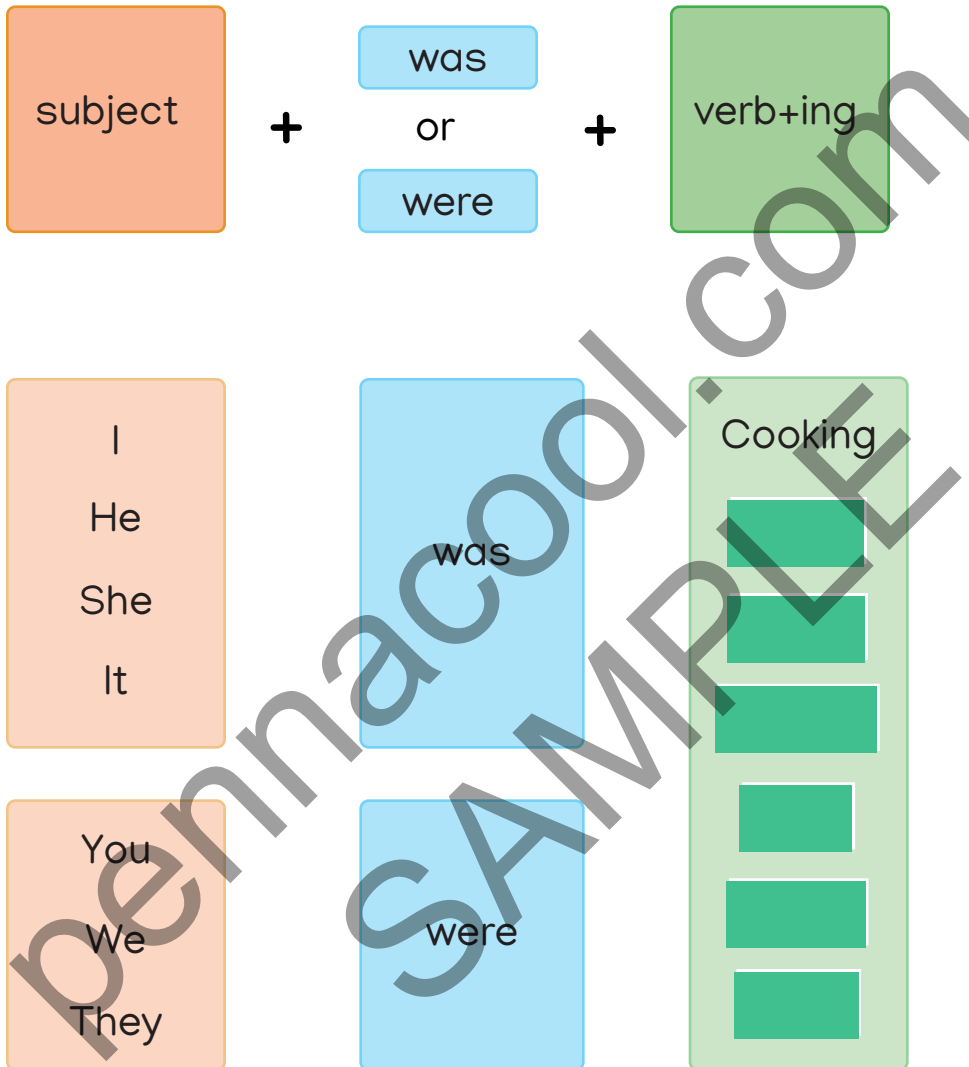
8. _____ _____

9. The teachers _____ the child with the project. (help)

10. She _____ her brother at the cinema. (leave)

Past Continuous Tense

You can also write in the past continuous tense. The past continuous is formed by adding **was** or **were** to the **-ing** form of the verb.



Examples

- The men **were running** up the hill.
- I **was going** to the meeting when you arrived.

Let's Practise 8: Past Continuous Tense

Write the past continuous tense of the verbs in brackets in the following sentences.

1. The child _____ because she was hungry.

(cry)

2. We _____ a movie when the lights went

off. (watch)

3. The cat _____ on the wall. (sleep)

4. The men _____ at the joke. (laugh)

5. I _____ a book when the rain started. (read)

Chapter 4

Adjectives

Adjectives are words used to describe nouns or pronouns.

colourful

tiny

patterned

graceful

delicate



Our Five Senses

We can describe things using our senses, that is, the way something looks, sounds, tastes, smells and feels.

Sight



bright



cloudy



dazzling



dirty



Hearing

banging



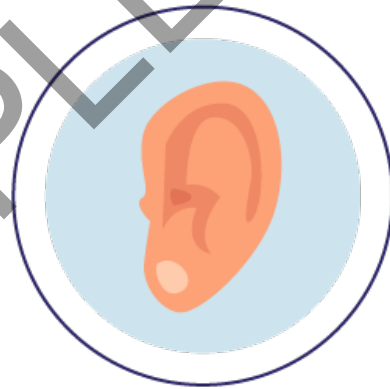
buzzing



exploding



hissing



Taste



buttery



crunchy



delicious



salty



Smell

flowery

pleasant

fresh

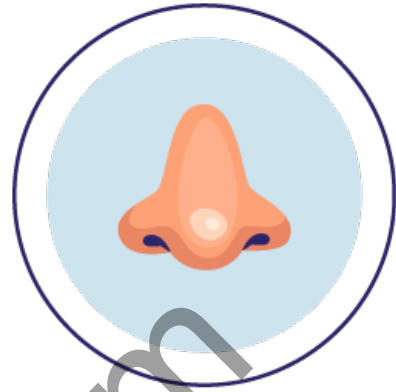
rotten

mild

sharp

perfumed

sweet



Touch



bumpy

smooth

cold

soft

hard

squishy

oily

warm

Here are some adjectives you can use to describe people, places, animals and things.

People



chubby

cute

friendly

gentle

grumpy

lanky

lively

loud

mischievous

playful

Green bars for writing adjectives:

- Bar 1: Full width
- Bar 2: 3/4 width
- Bar 3: 1/2 width
- Bar 4: 3/4 width
- Bar 5: 1/2 width
- Bar 6: Full width

Green bars for writing adjectives:

- Bar 1: 3/4 width
- Bar 2: 1/2 width
- Bar 3: 1/2 width
- Bar 4: 3/4 width
- Bar 5: Full width
- Bar 6: 1/2 width

Green bars for writing adjectives:

- Bar 1: 1/2 width
- Bar 2: 1/2 width
- Bar 3: 1/2 width
- Bar 4: 3/4 width
- Bar 5: Full width
- Bar 6: 1/2 width

Places

amazing



magical

busy

hilly

mountainous



Animals



Gentle



Hairy



Kind



Loving



Playful



Puny

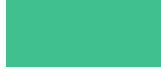


Things



magnetic

spicy



purple

tasty



red

tiny



rubbery

woolly



soft

yucky



Can you think of more adjectives? Write them in the table below

People			

Let's Practise 10 : Adjectives

Write adjectives to describe the following nouns:

Ice cream



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

My teacher

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____





1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



1. _____

2. _____

3. _____

4. _____

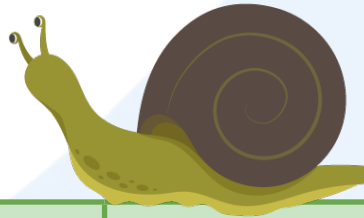
5. _____

6. _____



Fun Activity 1: Wacky Sentences!

Step 1: Write four nouns, verbs and adjectives in their respective columns. For example:



Noun	Verb (Past Tense)	Adjective
<i>boy</i>	<i>rolled</i>	<i>mountainous</i>
<i>snail</i>	<i>begged</i>	<i>delicious</i>
<i>lion</i>	<i>swam</i>	<i>sour</i>
<i>teacher</i>	<i>chewed</i>	<i>hungry</i>

Step 2: Create sentences using one noun, one verb, and one adjective from each column. Make sure to use each word only once.

Example:

Sentence 1: The snail begged his mom for a delicious cupcake.

Sentence 2: My hungry teacher greedily chewed the book.

Sentence 3: _____

Sentence 4: _____

The sentences don't have to be realistic, simply wacky!



Now, it's your turn to write your wacky sentences. Have fun!

1.

Noun	Verb (Past Tense)	Adjective

Sentence 1:

Sentence 2:

Sentence 3:

Sentence 4:

2.

Noun	Verb (Past Tense)	Adjective

Sentence 1:

Sentence 2:

Sentence 3:

Sentence 4:

Fun Activity 2

Use a word or phrase from each column to write sentences. You can use them in any order. Write as many sentences as you can.

For example:

- *After school, I sometimes read a book in my bedroom.*

This sentence can also be written like this:

- *I sometimes read a book in my bedroom after school.*

Write as many sentences as you can.

Time	How Often	Actions	Nouns
Sunday	sometimes	play games	my friends
during the week	hardly	read a book	church
after school	never	eat lunch	my family
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Remember to begin your sentence with a capital letter and end with a full stop.

Blank lined writing area with a watermark: pennacool.com SAMPLE

Chapter 5

The Paragraph

A paragraph is a group of three to eight sentences that are based on the same idea or topic. A paragraph should have the following:

- A topic sentence
- Supporting sentences
- A closing sentence

Topic Sentence

This is the first sentence of the paragraph and contains the main idea. To write the topic sentence, ask yourself the question, "What is the paragraph mainly about?"

Topic Sentence: The manatee is a fascinating creature.

Supporting Details

These are sentences that provide details, explanations or examples that support the topic sentence. A paragraph should have at least three supporting details.

Detail 1: They are found in warm, shallow waters along coastlines and rivers.

Detail 2: They are very large yet they are peaceful and gentle creatures.

Detail 3: They spend a lot of time grazing on underwater vegetation.

A Closing Sentence

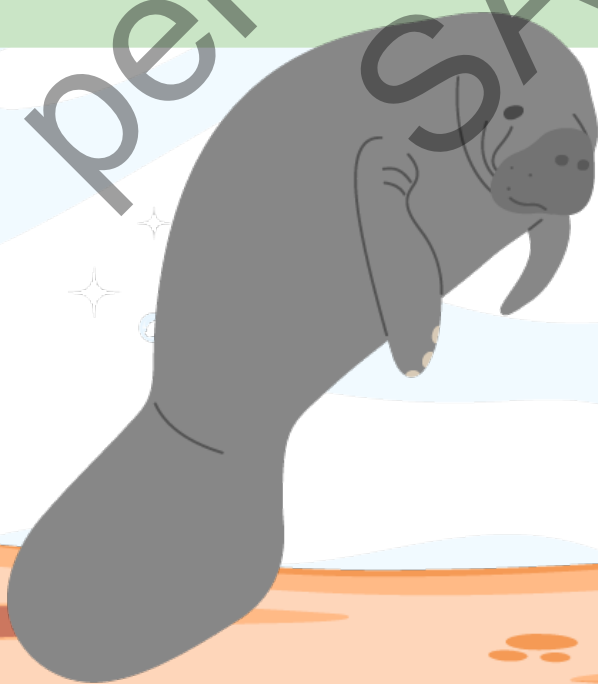
This is the last sentence of the paragraph that summarises the main point or transitions to the next paragraph.

Closing Sentence: Manatees are facing extinction. We must stop polluting the waters to protect them.

Putting it All Together

The start of a paragraph must be indented, that is, there must be space between the margin and the beginning of the paragraph. Let's put a paragraph together using our examples stated previously.

The manatee is a fascinating aquatic creature. Manatees are very large but surprisingly peaceful and gentle animals. They are found in warm, shallow waters along coastlines and rivers. Manatees spend a lot of time grazing on underwater vegetation.



Let's look at another example. Write a paragraph about your best friend.

Main Idea: My best friend has a heart of gold.

Supporting details:

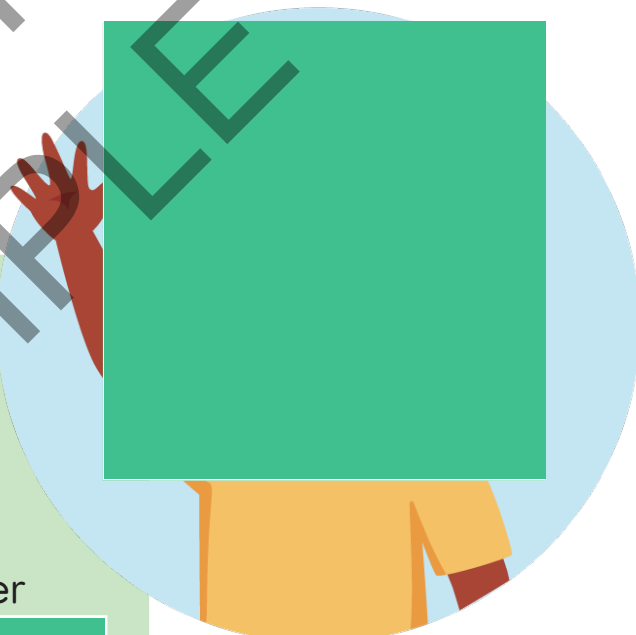
1. He is kind and goes out of his way to help others.
2. [REDACTED]
3. Whenever I feel sad, he knows exactly what to do to cheer me up.

Closing sentence: I am lucky to have him in my life.

Now, let's put it together.

My best friend, Jason, has a heart of gold. He is kind and goes out of his way to help others. Frequently, he shares his lunch and snacks with those in need. Whenever

[REDACTED]. I am extremely lucky to have such a wonderful person in my life.



Let's Practise 11 : The Paragraph

Write paragraphs on each of the following topics.

1. What I want to be when I grow up.

Main Idea:

Supporting Details:

1.

2.

3.

Closing Sentence:

Write your paragraph here:

2.

Main Idea:

Supporting Details:

1.

2.

3.

Closing Sentence:

Write your paragraph here:

3. The kindest person I know.

Main Idea:

Supporting Details:

1. _____
2. _____
3. _____

Closing Sentence:

Write your paragraph here:

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4. [REDACTED]

Main Idea:

Supporting Details:

1.

2.

3.

Closing Sentence:

Write your paragraph here:



Chapter 6

The Writing Process

The writing process is used by good writers to help them organise their ideas before they begin writing and to improve their writing by fixing mistakes and adding details.



1. BRAINSTORM

Think about an idea.

2. OUTLINE

Organise your ideas.

Write your story using the outline.



4. REVISE

Make changes to improve your writing.

5. EDIT

Fix mistakes in spelling, punctuation, capital letters, and grammar.

Rewrite your finished essay

Revising

After completing your first draft, you need to carefully read it, thinking about how you can make it better.

Ask yourself the following questions:

Can I add more details?

Which words can I change?



Let's Learn to Revise Sentences

Sentence 1: Jackie ate the cake that her mother bought.

STEP 1

Ask yourself the following questions:

HOW?

1. HOW did Jackie eat the cake?

- Hungrily?
- Greedily?
- Slowly?

2. WHAT kind of cake was it?

- Delicious?
- Chocolate?
- Vanilla?
- Gigantic?

WHAT?

WHY?

3. WHY did she eat the cake?

- Was she hungry?
- Was she greedy?



STEP 2

Ask yourself, “Do I want to change any word or words to make it a better sentence?”

For example, I can change ‘bought’ to ’.



Revised
Sentence 1:

Jackie greedily ate the chocolate cake that her mother because she was hungry.

Let’s look at some more examples.

Sentence 2: The girl was very nice.

In the above sentence, we can use an adjective, **beautiful**, to describe the girl and replace the word ‘nice’ with the words ‘**pleasant and helpful**’.



Revised
Sentence 2:

The **beautiful** girl was very **pleasant and helpful**.

Sentence 3:

The sun shone in the sky while the children played in the park.

Revised
Sentence 3:

The sun shone in the **clear, blue** sky while the children played **happily** in the park.

In the revised sentence, we have added words to describe:

- How the sun shone -
- The sky - **clear, blue.**
- How the children played - **happily.**



Let's Practise 12: Revising Sentences

Revise the following sentences:

1. Sara ran down the road to meet her friends.

2. The man found a wallet.

3. _____.

4. _____.

5. _____.

6. My sister hid the Nintendo Switch from me.

7. My grandmother goes to the beach with us.

8. My friend baked cookies for our class party.

9.



10.



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Editing

After you revise your writing, you must then spend some time editing it. When you edit, you are looking for mistakes.



Imagine you are a detective.

Search for all the tiny mistakes with:

- Capital letters
- Grammar
- Punctuation
- Spelling

Example 1: My sister give nancy a butiful gift for her birthday!



Mistakes in:	Incorrect	Correct
Capital Letters		
Grammar	give	gave
Punctuation		
Spelling	butiful birdday	beautiful birthday

Edited Sentence:

My sister gave Nancy a beautiful gift for her birthday.

Example 2:

jesse cutted tree slices of mango and place them in Andy bowl.

Mistakes in:	Incorrect	Correct
Capital Letters	jesse	Jesse
Grammar		
Punctuation	Andy bowl	Andy's bowl
Spelling	tree	three

Edited Sentence:

Jesse cut three slices of mango and placed them in Andy's bowl.



Let's Practise 13 : Editing Sentences

Edit the following sentences using the method shown previously.

1. My fadda and mother

Mistakes in:	Incorrect	Correct
Capital Letters		
Grammar		
Punctuation		
Spelling		

Write your edited sentence on the lines below:

2. Levi and sally was

!

Mistakes in:	Incorrect	Correct
Capital Letters		
Grammar		
Punctuation		
Spelling		

Write your edited sentence on the lines below:



3. I can't wait to [redacted].

Mistakes in:	Incorrect	Correct
Capital Letters		
Grammar		
Punctuation		
Spelling		

Write your edited sentence on the lines below:

4. Help me. im loss and cant find my mother.

Mistakes in:	Incorrect	Correct
Capital Letters		
Grammar		
Punctuation		
Spelling		

Write your edited sentence on the lines below:

5. _____ you burrow from angle.

Mistakes in:	Incorrect	Correct
Capital Letters		
Grammar		
Punctuation		
Spelling		

Write your edited sentence on the lines below:

6. My friends, Sally Kim and francine has planed a

_____.

Mistakes in:	Incorrect	Correct
Capital Letters		
Grammar		
Punctuation		
Spelling		

Write your edited sentence on the lines below:

7. The singh family leave holidays.

Mistakes in:	Incorrect	Correct
Capital Letters		
Grammar		
Punctuation		
Spelling		

Write your edited sentence on the lines below:

Section 2: Types of Writing



Chapter 7

Reflective Writing

Reflective writing gives the reader a good understanding of what you feel or what you think about something, someone or some experience. It is not writing a description or a summary about something. It's when you think about something that happened, how you felt about it and what you learnt from it.

When writing a reflective piece, follow the steps below:

1. Think about the experience.

•

2. Write about your thoughts and feelings.

•

3. What did you learn from the experience?



Example 1: Write about your pet.

Points to think about:

- What type of pet do you have?
- 
- 
- How do you feel about your pet?
- Have you learnt anything from having a pet?



My Pet

Bruno, my pet dog, is my best friend. He is always there for me. He protects me from danger, plays with me and gives me the best cuddles in the world. I remember the day I got Bruno as a gift for my birthday. He was small and scared but, soon he got accustomed to me and jumped onto my bed. From then, we became best friends and we sleep together every night. I love Bruno, and he loves me. We can't do without each other. Bruno has taught me to be responsible, caring and loving. My pet, Bruno, is more than just a pet, he is a part of my family.

Example 2: Write about the first book you read.

Points to think about:

- How do you feel about reading?
- What was the first book you read?
-
- What did you enjoy most about the book?

-



The First Book I Read

My hobby is reading because when I read I get to experience many different adventures.






I was just five years old when I read my first book, "The Wizard." It is a story about a young wizard, Stephen, and his friends and all the different spells they cast to get out of

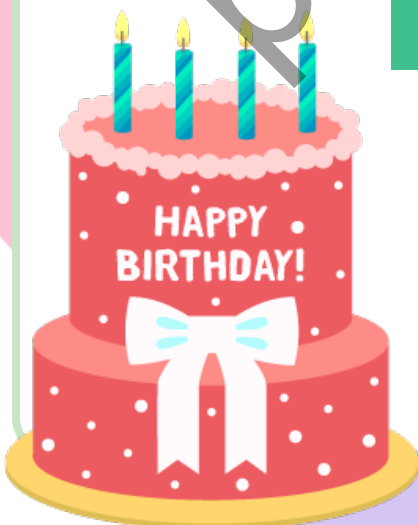
Let's Practise!

(A) Let's practise writing reflective pieces. Follow the guide provided. You may also add your own sentences based on the prompt.

1. A Special Day: A Birthday

Think about the following as you write:

- 1) Whose birthday were you celebrating?
- 2) How did you feel? Why?
- 3) Were you looking forward to the day?
- 4) 


- 5) What was the best part of the day? Why?
- 6) 




- Lucky to have people who love you?
- Grateful for the party organised?
- Filled with beautiful memories?





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2. A Special Day: A Family Trip

Think about the following as you write:

- 1) When and where did you go on the trip?
- 2) How did you feel about the trip?
 - Was it fun-filled and adventurous?
 - Was it educational?
- 3) How did the day start?
- 4) What were some of the things that you did?
 - If you went to the beach, _____?
 - Did you go _____ forest?
- 5) _____
- 6) _____



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3. My Favourite Toy

Think about the following as you write:

- 1)
- 2)
- 3) Was it something you always wanted?
- 4) How much time do you spend daily with it?
- 5) Do you play with it by yourself or with others?
- 6) Is it educational or just for fun?
- 7) What is your fondest memory of playing with the toy? For example, with Lego blocks, you may have built a skyscraper or a bridge.
- 8) Has the toy helped you develop any special skills?



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4. The Person I Love Most

Think about the following as you write:

- 1) Who is the person you love the most?
- 2) Why do you love that person?

Three horizontal green bars provided for writing answers to questions 1 and 2.

- 6) What is your best memory of something you did with that person?
- 7) How do you feel when you are with that person?
- 8) Have you learnt anything from that person?



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5. The Time I Helped a Friend

Think about the following as you write:

- 1) Who did you help?
- 2) When did you help the person?
- 3) Why did you help?
- 4) What did you help the person do?

Three horizontal green bars provided for writing answers to the questions above.



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(B) Here are some other topics you can write on to practise your reflective writing. Remember to think about:

- **The experience:** a specific event or special moment you want to write about.
- **Your thoughts and feelings** and your reason for feeling that way.
- **What you learnt** from the experience.

1. My favourite teacher at school
2. A surprise visit
3. A day I felt proud of myself

Three horizontal green bars of varying lengths, intended as writing space for the student's response to the prompts.



Chapter 8

Narrative Writing

Narrative writing is telling a story using words. You have been telling stories to your parents, friends and others for a long time now. All you need to do now is put those stories on paper using words and exciting sentences.

Writing Exciting Sentences

When writing narratives, we have to be sure to use interesting words to create exciting sentences.

An exciting sentence includes:

- A noun
- A verb
- Adjectives
- Words that describe how actions are done

Example:

The **mischievous**  **speedily** through the **crowded** yard.



Here are some interesting words we can use in our writing.

Exciting Verbs



Don't say walked , say	Adverbs
strolled	slowly, idly, casually
sauntered	merrily, cheerfully, calmly



Example: The lady strolled casually in the garden.

Don't say said , say	Adverbs
whispered	softly, gently
shouted	angrily, excitedly
answered	rudely, politely, kindly

Example: The teacher patiently explained the problem to the students.

Exciting Adjectives


Don't say happy , instead say	Don't say sad , instead say
blissful	glum
cheerful	heartbroken
joyous	sorrowful
	

Don't say nice , instead say	Don't say very , instead say
delicious	absolutely
pleasant	completely
pleasing	extremely
scrumptious	quite
	

Create Your Own!

Now it's your turn to create your own bank of words. Can you find words that can be used instead of the words below?

small	

pretty	

Let's Practise 14: Exciting Sentences

(A) Let's write some exciting sentences. Use the following groups of words to make interesting sentences.

For example:

boy

blue

car

The small **boy** used his allowance to purchase a new, **blue car**.

1.

child

tripped

huge

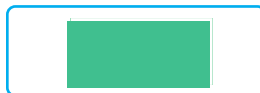
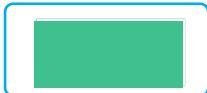
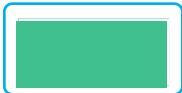
2.

mother

cake

decorated

3.



4.

girl

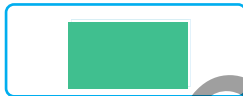
whispered

secret

5.



6.



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(B) Look carefully at the picture and write five or more sentences about it

1.

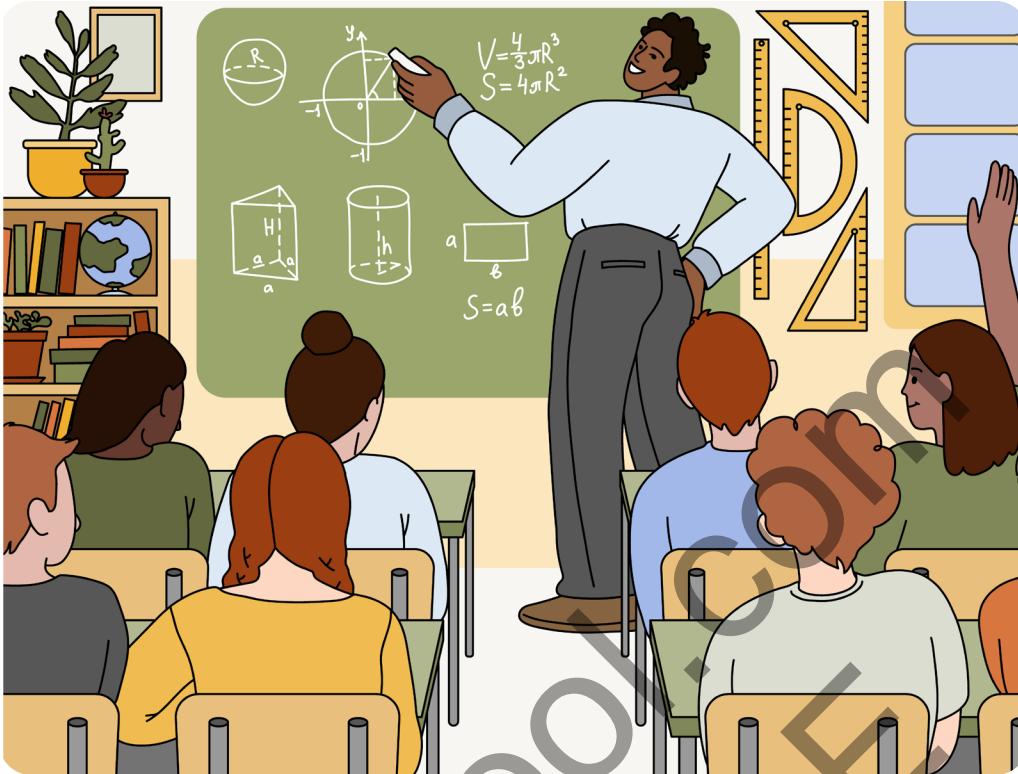


2.



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SAMPLE

3.



Chapter 9

Parts of a Narrative

Stories are made up of different parts that work together to create an engaging narrative. Each part plays a special role in helping the story make sense and keeping us interested from beginning to end.

All good stories must have:



A Character or Characters

This is who the story is about.



A Setting

This is where the story took place.



A Plot









- The beginning: a problem is introduced
- [Redacted]
- The end: achieved [Redacted]

Sequencing

When writing a narrative, make sure that your sentences are well-sequenced. That is, the sentences are written in the order in which the events occurred.

Now that we have learnt how to write interesting sentences, let's put them together to form a well-organised paragraph and start building a story.

To sequence events, you can use the following sequencing words so your ideas flow smoothly.

Beginning	Middle		End
One day...	Next...	Then...	Finally...
Once upon a time...	Soon after...	Afterwards...	At last...
			
			

Read the paragraph below.

Sam went to school. He met his friend. They went to play cricket. Sam hit the ball. It went over the fence. Sam climbed the wall to get the ball and he fell. His friends helped him. He was not hurt.

Now, let us add some sequencing words to the paragraph.

Early one day, Sam went to school. **Soon after**, he met his friends and they went to play cricket. **A while later**, Sam hit the

to get the ball and he fell. **Finally**, his friends helped him. He was not hurt.

Can you hear the difference between the two paragraphs when you read them aloud?



Let's Practise 15: Sequencing

Rewrite the following paragraphs using the sequencing words so that they flow smoothly.

1. My friend and I decided to go hiking up the hill. We were both excited because we had never gone on such an adventure. We left home and started our climb. It started to rain, so we had to return home. We both felt really sad.



2. Mr. Ali forgot to lock his gate. His guard dog pushed the gate open. Mark was walking down the street. The dog chased him and bit him. Mark screamed for help. His mother heard him. She chased the dog away with a broom. Mark was saved from the dog.

3.



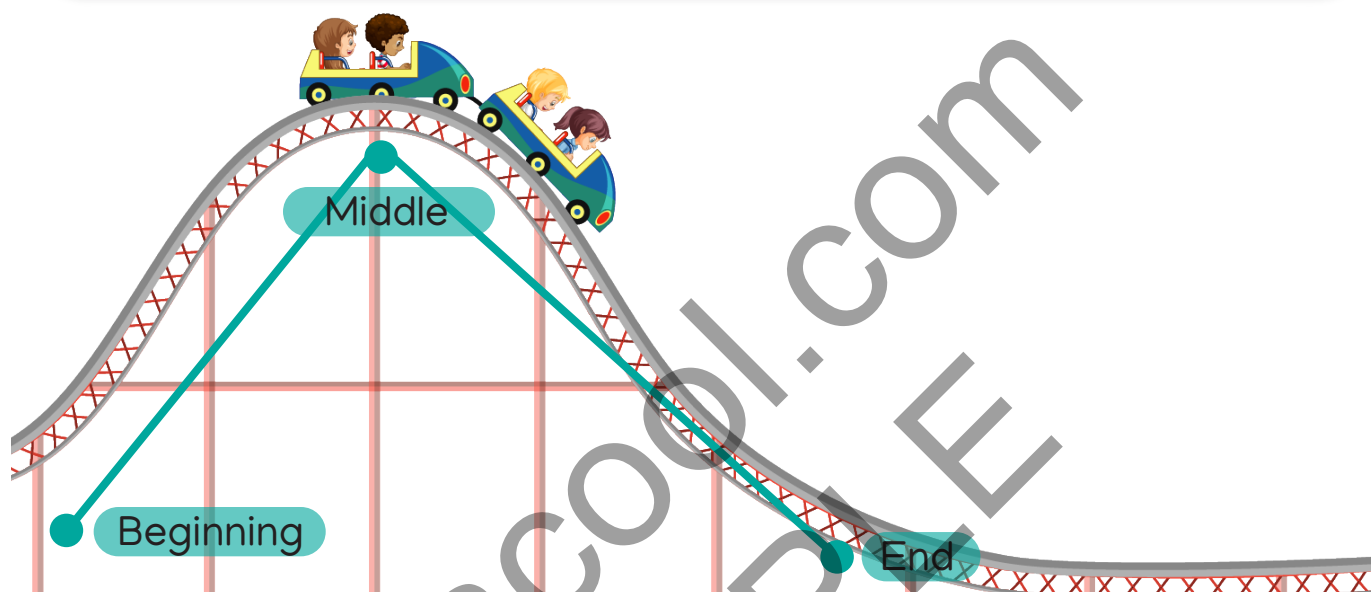
4. Larry and his father went fishing in the Gulf of Paria. Larry caught nothing and was quite frustrated. His father caught a carite. They went home and his father cooked it and they ate it. Larry thought it was the most delicious fish he ever ate.

5.



Chapter 10

The Structure of a Narrative (The Plot)



The Beginning or Introduction

When writing the introduction to a narrative, it is important to carefully describe the setting and the main character of the story.

Describing the Setting

The setting of the story is [REDACTED] like your house or school, or a magical place like a forest or castle. The setting helps the reader imagine where everything in the story is and what it looks like.

Let's look at how we can describe places using two examples.

A Forest

Think about all the things you may see in a forest and the words that can be used to describe them.

Things in a Forest	Descriptions
trees	Tall, green,
animals	Birds chirping, bees buzzing, wild animals.

Description of Setting

The tall, green trees looked as if they were touching the blue sky. The melodious chirping of the birds, the croaking of frogs and buzzing of bees could be heard. Wild animals roamed around the forest freely.

A School

Things in a School	Descriptions
students	noisy, playful
teachers	kind, hard-working
classrooms	organised desks, colourful charts

Description of Setting

Let's Practise 16: Describing Settings

Fill in the table with things you see and give descriptions of those things then write settings for the following places:

1.

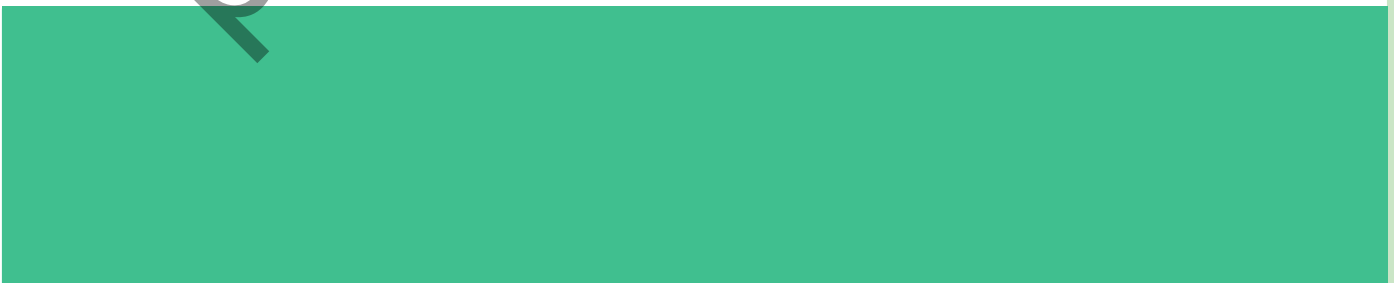
Things on the 	Descriptions

Description of Setting

2. The Park

Things in the park	Descriptions

Description of Setting





3. The

Things in the	Descriptions

Description of Setting



4. My Classroom

Things in my classroom	Descriptions

Description of Setting



5. A

Things in a	Descriptions

Description of Setting

Describing the Main Character

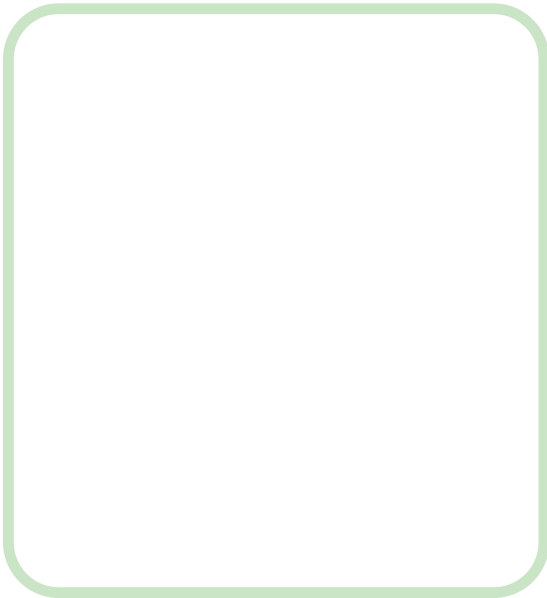
The main character of the story is the person or animal that the story is about. The main character is the one who has an adventure, solves problems and learns lessons. Some characters may be brave and adventurous while others can be funny.

Describing characters in a story involves providing details about the following:

- Their appearance
- Their personality
- Their actions

Physical Appearance	Their Personality	Their Actions
Hair colour brown, black	brave	loves playing
Eye colour black, brown, blue, green	shy	enjoys reading
Height tall, short, average	kind	
Size thin,		

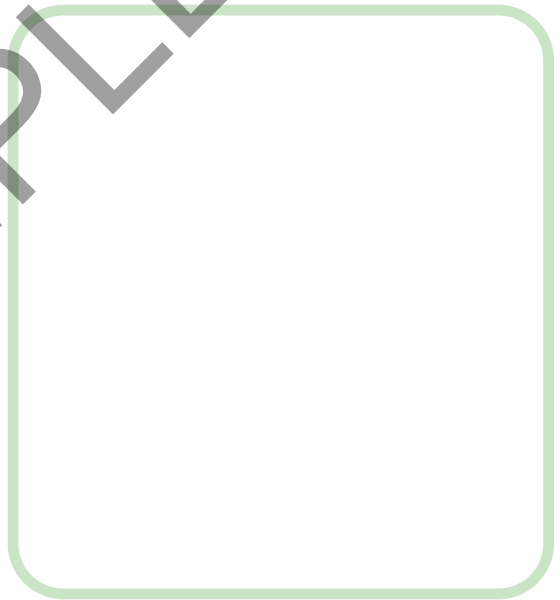
Read at the character descriptions below. Draw a picture for each character based on the description



My Best Friend Ravina

Ravina is my best friend. She is ten years old and attends the same school as me. She is very slim, has brown hair and green eyes. Ravina is a funny girl who always makes me laugh at her jokes. She is also an excellent chef and makes the most delicious muffins.

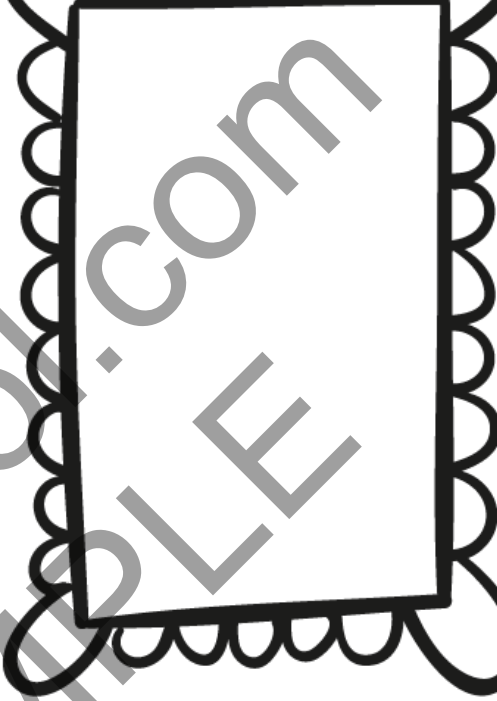
Cheerful Chanelle



Let's Practise 17: Describing People

Write a short description for the following people. You may stick or draw a picture of the person in the picture frame provided.

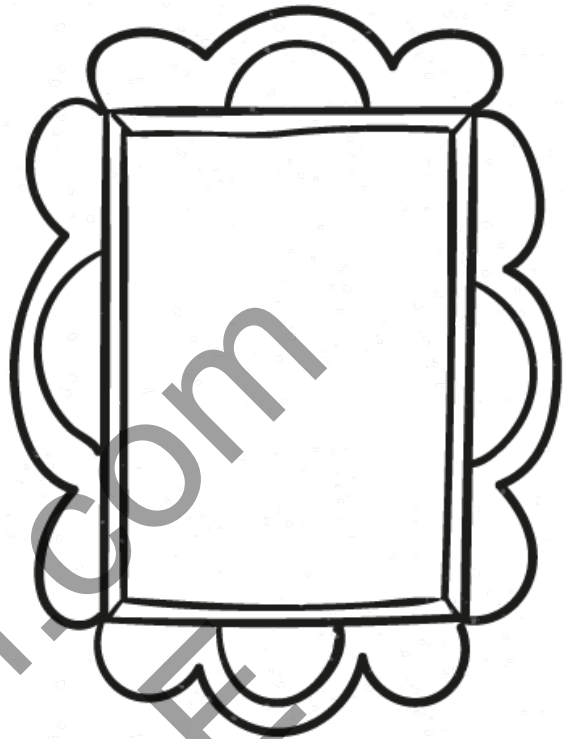
1. Myself



2.



Lined writing area consisting of 20 horizontal lines. A large, faint watermark reading "pennacool.com" and "SAMPLE" is overlaid diagonally across the page.



3. My Sibling

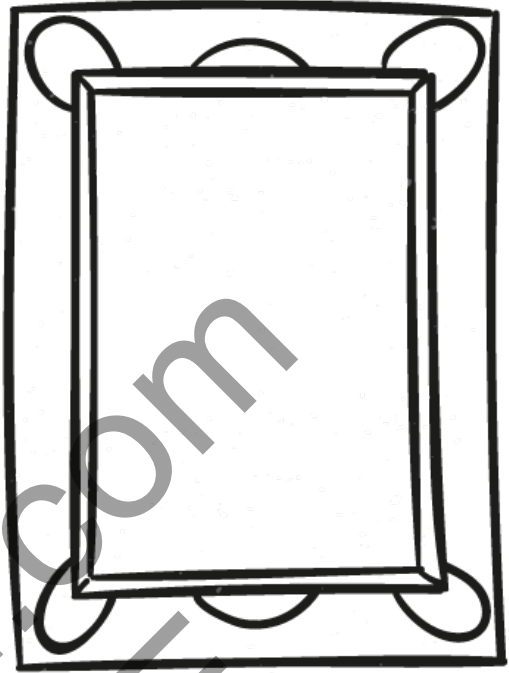


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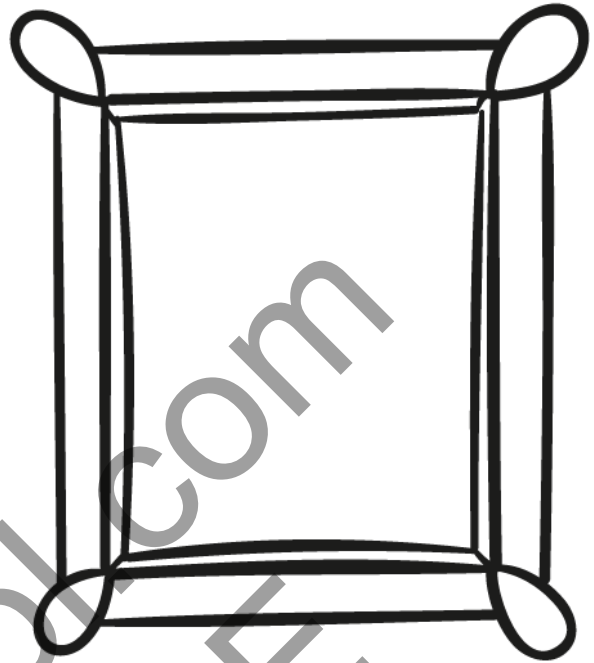
4.



Lined writing area consisting of 20 horizontal lines. A large, faint watermark reading "pennacool.com" and "SAMPLE" is diagonally overlaid across the page.



5. My Mother



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The Middle or Body

This section of the story includes

Sometimes they need to be brave, smart or even kind to overcome the problem.

The End or Conclusion

This is the last part of your story. It is where we find out what happens to the character and how the story ends.

Examples of lessons that can be learnt include:

- The importance of kindness.
- The importance of honesty.
- The importance of friendship.
- The importance of working together.

Let's look at the plot of the story of 'The Three Little Pigs.'

The Beginning



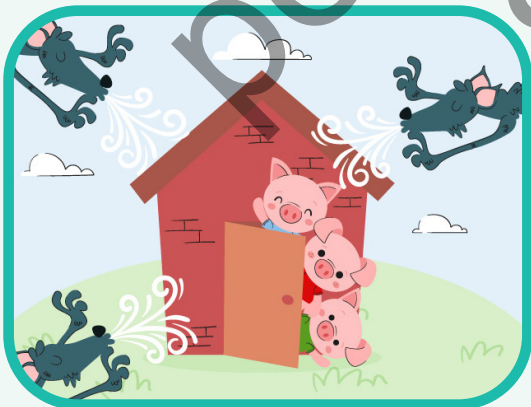
- The three little pigs have to protect themselves from the big bad wolf.
- The first little pig builds a house of straw, the second a house of sticks and the third a house of bricks.

The Middle



- The big bad wolf comes to blow down the houses.
- The wolf is able to blow down the house of straw and the house of sticks causing the first two pigs to run to the third pig's brick house.

The End



- The wolf is not able to blow the brick house down and tries to climb through the chimney.
- The three little pigs outsmart the wolf by putting a pot of boiling water under the chimney.
- The wolf falls in and learns a lesson.

Chapter 11

Using the Writing Process

We have learnt that using the writing process to write our narratives makes it easier to create our story. It helps us organise our writing and makes it clearer and more fun to read. If you want to have amazing writing, always remember to use the writing process.

Picture Prompts

Step 1: Brainstorm and Outline

Let's use the pictures to help us create our story. Write sentences on each picture to tell a story.



- Rennie and Kim went to ride their bicycles.
- Their parents told them to be careful riding.
- They rode happily from their home to the park.



- [Redacted]



- Sammy was passing by and heard him.
- Rennie could not walk so Sammy helped him.
- Rennie was sad because his bicycle was damaged.
- He learnt to be careful.

Step 2: Write Your Draft

Put your sentences together to create a story.

One sunny morning Rennie and Kim went to ride their bicycles. Before they left their parents told them to be careful riding. They rode happily from their home to the park. Rennie rode across the street without looking and a car hit him and he fell. He hurt his knee. He was in a lot of pain. Rennie started to cry and shout for help. Luckily, Sammy was passing by and heard him. Rennie could not walk so Sammy helped him. Rennie was sad because his bicycle was damaged. He learnt to be careful after that.

Step 3: Revise

Ask yourself, "Can I change any words to more interesting words?
Can I add any more details?"

Look at the revisions made to the draft in green below.

~~On~~ ~~the~~ ~~way~~ ~~to~~ ~~ride~~ ~~there~~ ~~bicycles~~. ~~Before~~ ~~they~~ ~~left~~ ~~their~~
parents told them to be ~~ca~~ ~~ul~~ riding. They ~~on the roadway~~
~~happily~~ ~~rode~~ ~~from~~ ~~their~~ ~~home~~ ~~to~~ ~~the~~ ~~park~~.
~~While~~ Rennie ~~ride~~ ~~across~~ ~~the~~ ~~street~~ ~~without~~ ~~looking~~
~~and~~ ~~a~~ ~~car~~ ~~hit~~ ~~him~~ ~~and~~ ~~he~~ ~~fell~~. He hurt his ~~nee~~.
~~and~~ ~~He~~ ~~was~~ ~~in~~ ~~a~~ ~~lot~~ ~~of~~ ~~pain~~. Rennie started to cry
~~and~~ ~~shout~~ ~~for~~ ~~help~~. ~~luckily~~, Sammy was passing
~~by~~ ~~and~~ ~~hear~~ ~~him~~. Rennie could not walk so
Sammy helped him. Rennie was ~~sad~~ ~~because~~
~~his~~ ~~bicycle~~ ~~was~~ ~~damaged~~. He learnt to be
~~carefuller~~ ~~after~~ ~~that~~.

Step 4: Edit Your Writing

Now that we have our revised draft, let's edit. We are looking for mistakes with capital letters, verbs, punctuation and spelling.

- Circle any letters that should be capitalised.
- Underline incorrect grammar, and write in the correction above it.
- Place any missing punctuation marks by writing them in.
- Strike through, or cross them out, any misspelt words and put the corrections above them.

^Rrennie and Kim went to ride ^{their}~~there~~ bicycles.

Before they left, their parents told them to be careful [REDACTED] riding on the roadway. They rode excitedly from their home to the park.

While Rennie ^{rode}~~ride~~ across the street without looking, a car struck him and he fell off his

^{hurt} ^{knee}~~bike~~. He ~~hurted~~ his ~~nee~~ and was in a lot of

pain. Rennie started to cry and shout for help.

^Lluckily, Sammy was passing by and ^{heard}~~hear~~ him.

Rennie could not walk so Sammy helped him.

Rennie was quite sad because his new bicycle was damaged, but he learnt to be [REDACTED]

after that.

Step 5: Publish

It's time to publish and share your masterpiece with your friends. Check out the revisions and edits made that are now included in the finished story!

as Rennie and Kim went to ride **their** bicycles.

Before they left, their parents told them to be

careful **riding on the roadway**. They

rode **excitedly** from their home to the park.

While Rennie rode across the street without

looking, a car struck him and he fell **off his**

bike. He **hurt** his **knee** and was in a lot of

pain. Rennie started to cry and shout for help.

Luckily, Sammy was passing by and **heard** him.

Rennie could not walk so Sammy helped him.

Rennie was **quite** sad because his **new** bicycle

was damaged, but he learnt to be

after that.

Let's Practise 18: Picture Prompts

It's now your turn to use the writing process to write stories. For this exercise, we will use picture prompts.

There is no need to do everything all at once. We can take our time with the process and spread it out over a couple of days.

Day 1 Brainstorm and Outline	Use the picture prompts to outline your story.
Day 2 Draft	Refer to your outline from day 1 and write your draft on the lines provided.
Day 3 Revise	Revise the story you drafted on day 2 by: <ul style="list-style-type: none">• Crossing out the words or phrases you want to replace and writing the new ones above them.
Day 4 Edit	Edit your draft.
Day 5 Publish	Rewrite your draft on the lines provided.

There are four (4) different prompts for you to practise with each week.

Picture Prompts 1

Use the picture prompts to create an outline for your story.

Day 1: Brainstorm and Outline

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

Day 3: Revise

Think about more exciting words you can use and details you can add. Revise the story you drafted on day 2.

Rewrite your draft with your revisions here:

Handwriting practice area consisting of six thick green horizontal bars followed by ten thin black horizontal lines. A large, diagonal watermark reading "pennacool.com SAMPLE" is overlaid across the entire writing area.

Day 4: Editing

Edit your revised draft written on day 3 by doing the following

- Circle any letters that should be capitalised.

His name is ^Iisaiah ^Colthrust.

- Underline incorrect grammar, and write in the correction above it.

Isaiah ^{went}did go to the party.

- Place any missing punctuation marks by writing them in.

What is your favourite colour?

- Strike through, or crossout, any misspelt words and put the corrections above them.

Jordon left his ^{bottle}~~bottle~~ on the ^{table}~~tabel~~.

Day 5: Publish

Rewrite your story on the lines provided with all your changes and share your final story with the class!

Handwriting practice area with 12 lines. The first six lines are thick green bars, and the remaining six are thin black lines. A large watermark reading "pennacool.com SAMPLE" is overlaid diagonally across the page.

Picture Prompts 2

Use the picture prompts to create an outline for your story.

Day 1: Brainstorm and Outline

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

Day 3: Revise

Think about more exciting words you can use and details you can add. Revise the story you drafted on day 2.

Rewrite your draft with your revisions here:

Handwriting practice area consisting of six thick green horizontal bars followed by ten thin black horizontal lines. A large, diagonal watermark reading "pennacool.com SAMPLE" is overlaid across the entire writing area.

Day 4: Editing

Edit your revised draft written on day 3 by doing the following

- Circle any letters that should be capitalised.

His name is ^Iisaiah ^Ccolthrust.

- Underline incorrect grammar, and write in the correction above it.

Isaiah ^{went}did go to the party.

- Place any missing punctuation marks by writing them in.

What is your favourite colour?

- Strike through, or crossout, any misspelt words and put the corrections above them.

Jordon left his ^{bottle}~~botle~~ on the ^{table}~~tabel~~.

Day 5: Publish

Rewrite your story on the lines provided with all your changes and share your final story with the class!

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Picture Prompts 3

Use the picture prompts to create an outline for your story.

Day 1: Brainstorm and Outline



Blank writing area with horizontal lines for creating an outline.

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SAMPLE

Day 2: Draft

Refer to your outline from day 1 and write your draft on the lines provided.

pennacool.com

SAMPLE

Day 3: Revise

Think about more exciting words you can use and details you can add. Revise the story you drafted on day 2.

Rewrite your draft with your revisions here:

pennacool.com
SAMPLE

Day 4: Editing

Edit your revised draft written on day 3 by doing the following

- Circle any letters that should be capitalised.

His name is ^Iisaiah ^Colthrust.

- Underline incorrect grammar, and write in the correction above it.

Isaiah ^{went}did go to the party.

- Place any missing punctuation marks by writing them in.

What is your favourite colour?

- Strike through, or crossout, any misspelt words and put the corrections above them.

Jordon left his ^{bottle}~~bottle~~ on the ^{table}~~tabel~~.

Day 5: Publish

Rewrite your story on the lines provided with all your changes and share your final story with the class!



Seven thick green horizontal bars for writing.



Seven thin black horizontal lines for writing.

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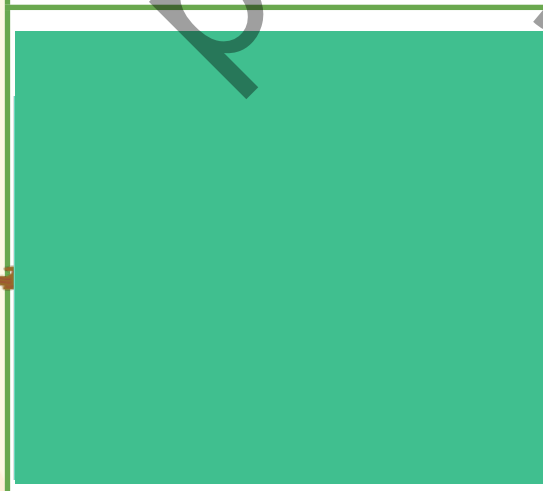
Picture Prompts 4

Use the picture prompts to create an outline for your story.

Day 1: Brainstorm and Outline







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Day 2: Draft

Refer to your outline from day 1 and write your draft on the lines provided.

bennacool.com
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Day 3: Revise

Think about more exciting words you can use and details you can add. Revise the story you drafted on day 2.

Rewrite your draft with your revisions here:

Handwriting practice area consisting of six thick green horizontal bars followed by ten thin black horizontal lines. A large, diagonal watermark reading "pennacool.com SAMPLE" is overlaid across the entire writing area.

Day 4: Editing

Edit your revised draft written on day 3 by doing the following

- Circle any letters that should be capitalised.

His name is ^Iisaiah ^Ccolthrust.

- Underline incorrect grammar, and write in the correction above it.

Isaiah ^{went}did go to the party.

- Place any missing punctuation marks by writing them in.

What is your favourite colour?

- Strike through, or crossout, any misspelt words and put the corrections above them.

Jordon left his ^{bottle}~~botle~~ on the ^{table}~~tabel~~.

Day 5: Publish

Rewrite your story on the lines provided with all your changes and share your final story with the class!

Handwriting practice area with 12 horizontal lines. The top 6 lines are thick green bars, and the bottom 6 lines are thin black lines. A large watermark "pennacool.com SAMPLE" is diagonally overlaid across the center.

Using a Story Plan

Step 1: Brainstorm and Outline

Use the story plan to come up with your ideas to write your paragraph. Remember, just write. You will revise and edit your writing after you draft.

Prompt: Ryan went to the savannah with his friends to fly his kite.

Introductory sentence	<i>One bright, sunny afternoon, Ryan and Noah went to the savanna to fly their kites.</i>
What happened first?	
Concluding sentence	<i>They continued flying their kites. They had a great day.</i>

Step 2: Draft

Write your first draft using words to help your writing flow smoothly.

One bright, sunny afternoon, Ryan and noah went to the savanna to fly their kites. They were very exited. Soon, Ryan took his kite and begin flying it.

Finally, they continued flying the kites. They had a great day.

Step 3: Revise

Ask yourself, "Can I replace any words with more interesting words? Can I add any more details?"

Look at the revisions made to the draft in green.

That afternoon, a gental breeze filled the air. One bright, sunny afternoon, Ryan and noah went to the savanna to fly their kites. They were very exited. Soon, Ryan took his kite and begin flying it.

red and blue striped

The boys were overjoyed. Finally, they continued flying the kites. They had a great day.

Step 4: Edit Your Writing

Now that we have our revised draft, let's edit. We are looking for mistakes with capital letters, verbs, punctuation and spelling.

- Circle any letters that should be capitalised.
- Underline incorrect grammar, and write in the correction above it.
- Place any missing punctuation marks by writing them in.
- Strike through, or cross them out, any misspelt words and put the corrections above them.

That afternoon, a ^{gentle}~~gentle~~ breeze filled the
air. Ryan and ^N~~n~~oah went to the ^{savannah}~~savanna~~ to
fly their kites. They were very ^{excited}~~exited~~. Soon,
Ryan took his ^{red and blue striped} kite and
^{begun}~~begin~~ flying it.

Finally, they continued
flying the kites ^{and} had a great day!

Step 5: Publish

It's time to publish and share your masterpiece with your friends. Check out the revisions and edits made that are now included in the finished story!


That afternoon, a gentle breeze filled the air. Ryan and Noah went to the savannah to fly their kites. They were very excited. Soon, Ryan took his red and blue striped kite and begun flying it.

Finally, they continued flying the kites and had a great day!

Let's Practise 19: Story Plans

It's now your turn to use the writing process to write stories. For this exercise, we will use picture prompts.

There is no need to do everything all at once. We can take our time with the process and spread it out over a couple of days.




Day 1 Brainstorm and Outline	Use the prompts to outline your story.
Day 2 Draft	Refer to your outline from day 1 and write your draft on the lines provided.
Day 3 Revise	Revise the story you drafted on day 2 by: <ul style="list-style-type: none">• Crossing out the words or phrases you want to replace and writing the new ones above them.• 
Day 4 Edit	Edit your draft.
Day 5 Publish	Rewrite your draft on the lines provided.

There are three (3) different prompts for you to practise with.

Story Plan 1

Day 1: Brainstorm and Outline

Prompt: You went to the beach with your family and found something valuable while playing in the sand.

Introductory sentence	
	
	
	
Concluding sentence	

Day 2: Draft

Refer to your outline from day 1 and write your draft on the lines provided.

Multiple horizontal lines provided for writing a draft. A large watermark reading "pennacool.com" and "SAMPLE" is overlaid diagonally across the writing area.

Day 4: Editing

Edit your revised draft written on day 3 by doing the following

- Circle any letters that should be capitalised.

Her name is ^Mm~~alini~~ ^Ss~~ingh~~.

- Underline incorrect grammar, and write in the correction above it.

^{went}
Malini did go to the party.

- Place any missing punctuation marks by writing them in.

What is your favourite colour?

- Strike through, or crossout, any misspelt words and put the corrections above them.

Satya left her ^{bottle}~~bottle~~ on the ^{table}~~label~~.

Day 5: Publish




Rewrite your story on the lines provided with all your changes and share your final story with the class!

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Story Plan 2

Day 1: Brainstorm and Outline

Prompt: Imagine you met a friendly alien at the park.

Introductory sentence	
	
	
	
Concluding sentence	

Day 3: Revise

Think about more exciting words you can use and details you can add. Revise the story you drafted on day 2.

Rewrite your draft with your revisions here:

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Day 4: Editing

Edit your revised draft written on day 3 by doing the following

- Circle any letters that should be capitalised.

Her name is ^Mmalini ^Ssingh.

- Underline incorrect grammar, and write in the correction above it.

^{went}
Malini did go to the party.

- Place any missing punctuation marks by writing them in.

What is your favourite colour?

- Strike through, or crossout, any misspelt words and put the corrections above them.

Jordon left his ^{bottle}~~botle~~ on the ^{table}~~tabel~~.

Day 5: Publish




Rewrite your story on the lines provided with all your changes and share your final story with the class!

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Story Plan 1

Day 1: Brainstorm and Outline

Prompt: Write a paragraph on a surprise you received.

Introductory sentence	
	
	
	
Concluding sentence	

Day 2: Draft

Refer to your outline from day 1 and write your draft on the lines provided.

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Day 3: Revise

Think about more exciting words you can use and details you can add. Revise the story you drafted on day 2.

Rewrite your draft with your revisions here:

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Day 4: Editing

Edit your revised draft written on day 3 by doing the following

- Circle any letters that should be capitalised.

Her name is ^Mm^Salini singh.

- Underline incorrect grammar, and write in the correction above it.

^{went}
Malini did go to the party.

- Place any missing punctuation marks by writing them in.

What is your favourite colour?

- Strike through, or crossout, any misspelt words and put the corrections above them.

Satya left her ^{bottle}~~bottle~~ on the ^{table}~~label~~.

Day 5: Publish

Rewrite your story on the lines provided with all your changes and share your final story with the class!

Handwriting practice area with 18 lines: 3 blank lines, 8 solid green lines, and 7 blank lines. A large watermark 'pennacool.com SAMPLE' is overlaid diagonally across the page.

Chapter 12

Factual Writing

Facts and Opinions

A fact is something we [REDACTED] like what colour something is or how big it is.



For example, we can say,

“The dog is brown.”

[REDACTED] we can see that the dog is brown.

An **opinion** is what someone thinks, feels or believes. Unlike facts, opinions cannot be proven true or false.



For example, if you say,

“My dog is the best dog in the world!”

That is your opinion because it is how you feel about your dog. Someone else might have a different dog and think their dog is the best. Which dog is really the best? We can't prove that.

Let's Practise 20: Fact Versus Opinion

A. Write the letter **F** next to the statements that are **facts**.
Write the letter **O** next to the statements that are **opinions**.

1. Dogs are the best pets to have. _____

2. The Earth is a planet. _____

3. Chocolate ice cream is delicious. _____

B. Now let's practise writing facts. Write four (4) facts about yourself.

1. _____

2. _____

3. _____

4. _____

Factual Writing

Factual writing is writing about things that are [REDACTED]. It is giving information in a clear and organised manner, focusing only on facts and details. It does not include [REDACTED].

For example, if you are writing about hummingbirds, you would want to write facts about how they look, where they live and what they eat, without making anything up about the hummingbirds.



Example:



Hummingbirds are one of the smallest birds in the world. They have long beaks and they are brightly coloured. They live in gardens or forests and eat nectar from flowers and insects. The hummingbird got its name because its wings beat very quickly and make a humming sound. The hummingbird has many predators, such as cats, snakes, lizards, bats and rats.

In the factual paragraph above, the writer does not give their [REDACTED] about the hummingbird.

You may need to do some research to help you with factual writing.

Let's Practise 21: : Factual Writing

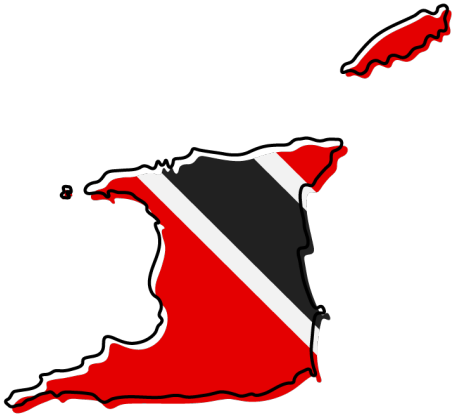
Pretend you are a detective. Do research to write as many interesting facts on each of the following:

1.



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2. Trinidad and Tobago



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3.



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A. When writing about celebrations, consider the following:

- Who celebrates it?

- What are some foods prepared at this time?
- What are some traditions associated with the celebration?

4. Christmas



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5. Diwali



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6. Eid-Ul-Fitr



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Chapter 13

Instructions and Directions

Writing Instructions

Writing clear instructions is a skill all students must develop. When writing instructions, you need to pay attention to details, sequencing of the instructions and knowledge of the instructions being given.

When writing instructions:

1. Write a clear title with a brief introduction.
2. Start by listing all materials needed.



Example

How to Make Cookies

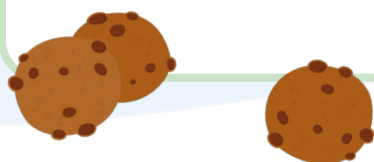
This is a quick and easy recipe to follow using simple ingredients.

Materials needed

- 2 cups of flour
- 1 cup of sugar
- 1 stick of butter
- 4 eggs
- 1 teaspoon of vanilla
- 2 teaspoons of baking soda

Instructions

1. Beat sugar and butter together in a large bowl.
2. Add eggs to the mixture, one at a time.
3. Next, add the vanilla.
4. In another bowl, sift flour and baking soda.
5. Mix the flour into the butter mixture.
6. Roll the dough into 15 small balls.
7. Place the balls on a greased baking tray.
8. Bake at 350 degrees Celsius for 15 minutes.
9. Remove from the oven and cool.



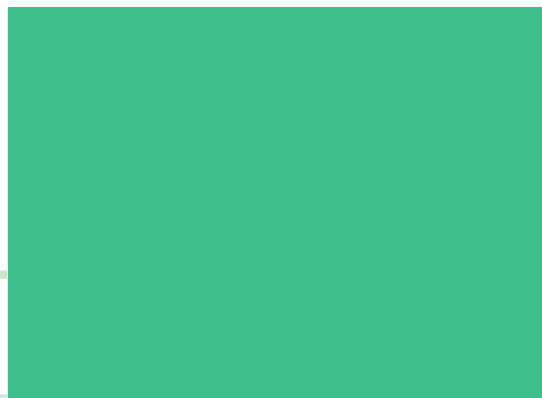
Let's Practise 22: Instructions

Practice writing instructions based on the following titles.

Title 1: How to Make a

Materials Needed:

Instructions:



Title 2: How to Plant a Seed

Materials Needed:

Instructions:

Title 3: How to Make

Materials Needed:

Instructions:



Writing Directions

Has anyone ever asked you for directions to a certain place? How did you go about giving the directions?

To give directions to a place, the following should be done:

- Use the cardinal points (north, south, east or west) to indicate direction.
- Give directions in a sequential manner.
- Be clear with your directions.
- You may also use words like [redacted] finally when giving directions.

For **example**, if a person enters your school and asks for directions to the principal's office, this is what you might tell them:

First, enter the gate and turn left. Walk in a westerly direction towards the cafeteria. Next, at the cafeteria, [redacted] the second door on the left. You will find the principal's office there.



Let's Practise 23: Directions

1. Write directions



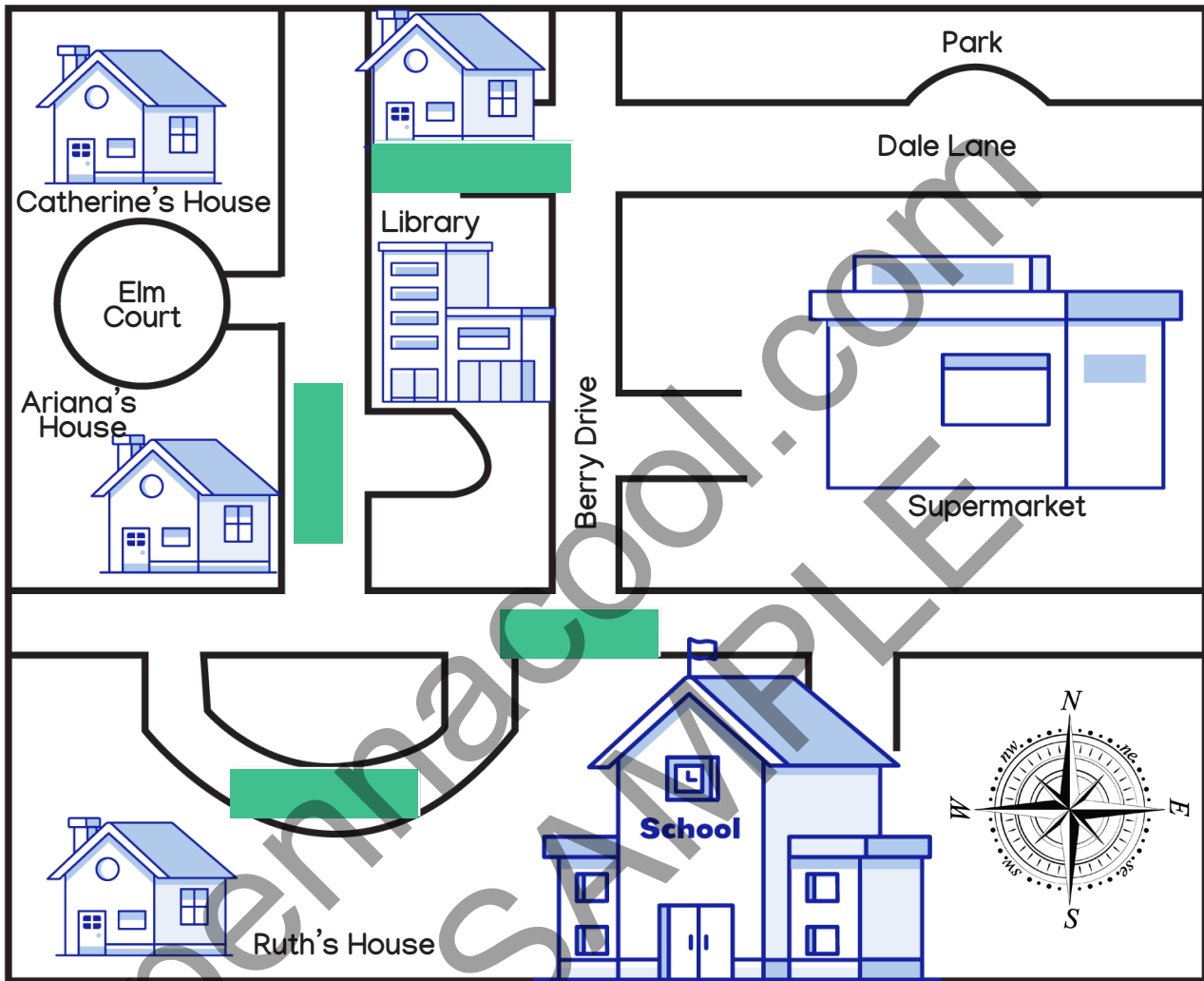
a. Your home to the grocery

b. Your classroom to the library

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NEIGHBOURHOOD MAP

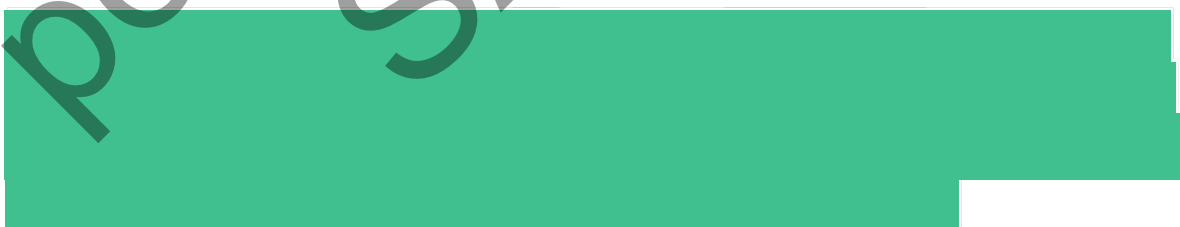
2. Use the map above to answer the following questions.



a. Write the directions David would use to get from his home to the supermarket.

b. Arianna wants to go from her home to the park. Write the directions she would use.

c.



Chapter 14

Comics and Mad Libs

Comics

A comic is a form of storytelling using images and written text. Comics are enjoyed by people of all ages. Writing comics is quite a fun activity that you can do either by yourself or with a friend.

Comics are normally done in panels (boxes), each containing images and text. The panels can also contain sound effects, for example, Bang! Crash! Pow! Boom!

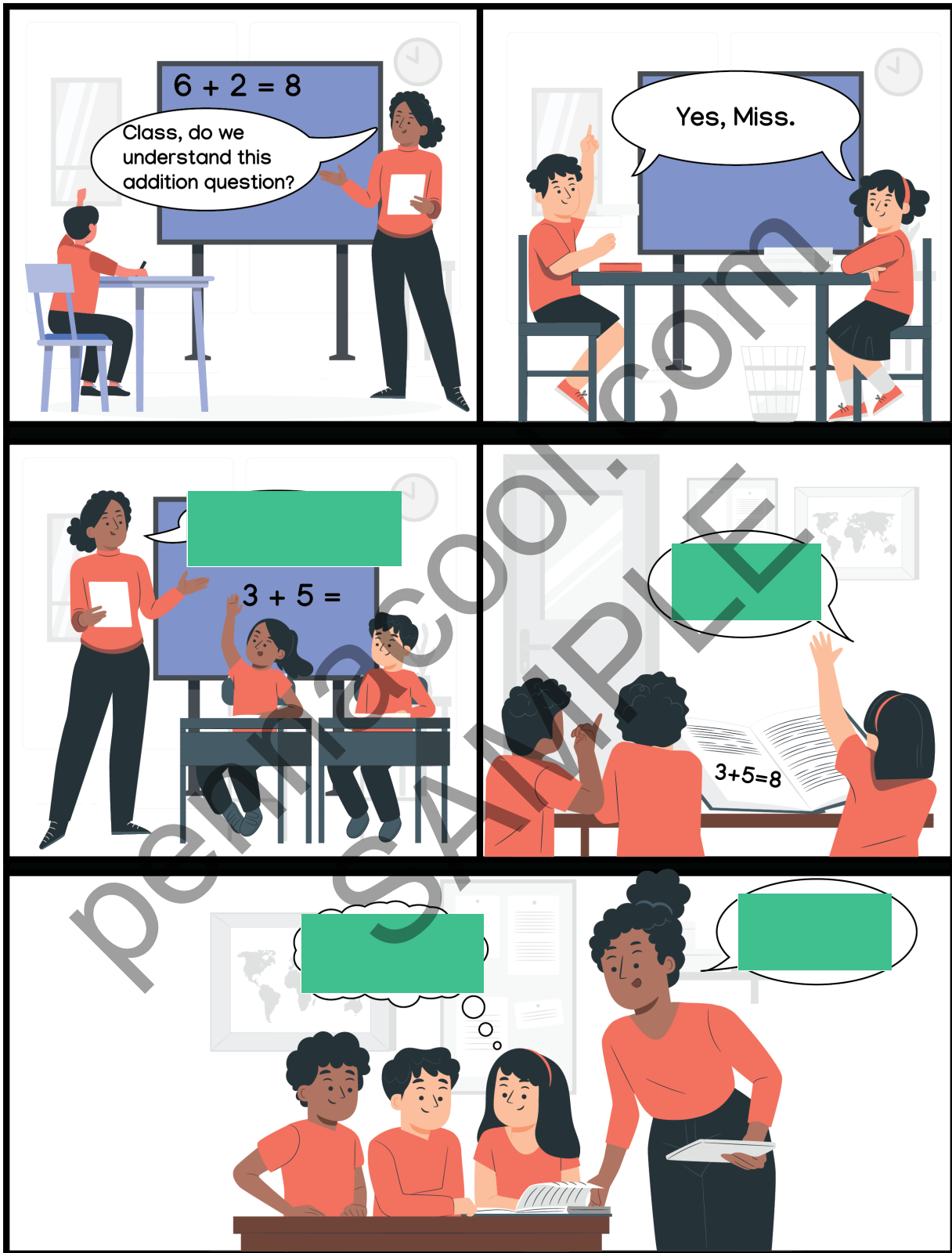
Example of a panel:



Prompt: Two friends met each other and decided to play cricket outside.



Prompt: A lesson is being taught in class.



Fun Activity 3: Comics

Practise making your own comics. You can use stick drawings or cut-outs to create your images.

1.

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2. Imagine you are a superhero

[Redacted]

[Redacted]

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Mad Libs

A Mad Lib is a fun way to tell a story. The writer fills in blank spaces in a story with words of a specific type (such as nouns, verbs, adjectives or other specific words) without knowing what the story is about. After all blanks are filled, the story is read aloud. The completed story can turn out to be quite funny and nonsensical.

Example

Read the story **AFTER** filling in the blanks.



Fun Activity 4: Mad Libs

Let's have some fun writing Mad Libs. Complete the following Mad Libs by inserting words in the blank spaces.

1. My Funny Family

My family is so _____! My _____ always tells the silliest jokes that make everyone _____. My _____ loves to cook and makes the most delicious _____. And my _____ is always singing and dancing around the house, making everyone _____. Last _____, we all went on a _____ outing to the _____. We had so much fun _____ and exploring together. It was the best day ever!

plural nouns

day of the week

noun

adjective

verb ending in -ing



2. A Day at the Beach

I love going to the beach on a _____ day! The sun is shining, the waves are _____, and the sand is so _____. I always bring my _____ and my _____ to play with in the water. My favorite part is building _____ in the sand and collecting _____ along the shore. Sometimes, we even find _____ seashells to take home as souvenirs. After a day of _____, we enjoy a tasty picnic with sandwiches, _____ and _____. Then, we watch the _____ as it sets over the horizon, painting the sky with beautiful _____.

3. Superhero Surprise

One _____, I discovered a _____
secret – I had superpowers! I could fly like a _____
and shoot lasers from my _____. I was so
_____! With my newfound powers, I became the
emotion
superhero _____. I wore a _____
Superhero name
costume and a _____ on my chest to protect
noun
my identity. Every day, I patrolled the city, saving people from
_____ disasters and stopping villains in their tracks. My
adjective
trustworthy sidekick, _____, was always by my side, helping
me fight crime. One day, I saved the city from a _____
attack and was hailed as a hero. It felt _____ to know
I was making a difference!

