

IMAGINATIVE WRITING

The Sydney Teacher

Write an imaginative text inspired by the picture prompt and vocabulary list. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

SUCCESS CRITERIA

TEXT STRUCTURE

- Orientation
- Complication
- Resolution
- Ending

VOCABULARY LIST

- mountain
- explorer
- canoe
- adventure
- Arctic
- freezing
- hypothermia

LANGUAGE

- Interesting adjectives
- Vibrant verbs
- Show, don't tell
- Figurative language

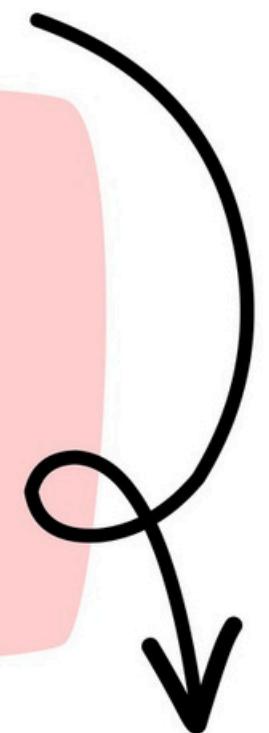
EDITING - COPS

- Capitals
- Organisation
- Punctuation
- Spelling

THE SYDNEY TEACHER

UPPER PRIMARY WORK ON WRITING FULL YEAR BUNDLE

Keep scrolling to see
what's included!



READY TO FOSTER EXCELLENT WRITING SKILLS THROUGH THOUGHT-PROVOKING ACTIVITIES?



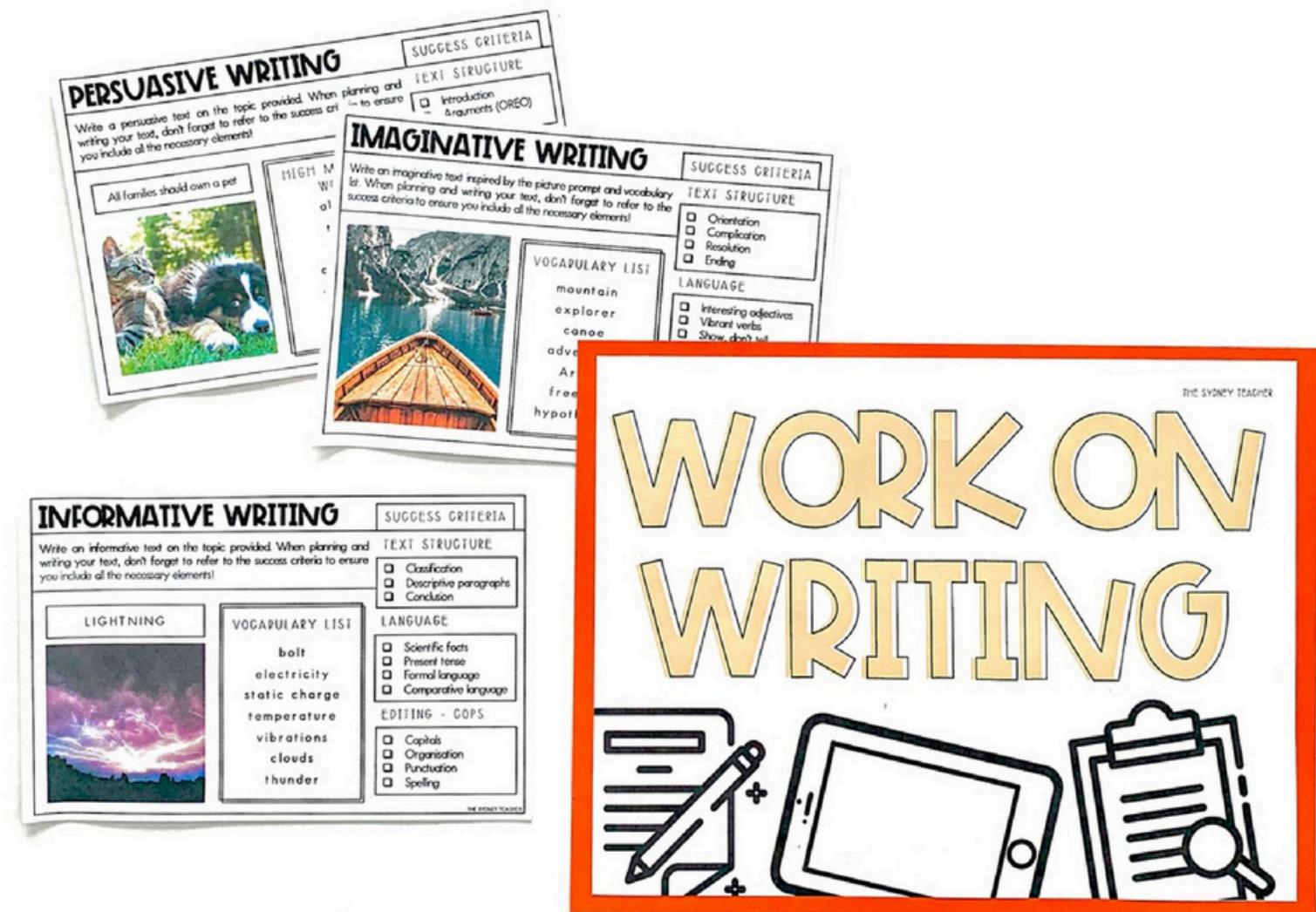
Practice 3 essential writing purposes:
**to entertain (imaginative), to inform, to
persuade**



Quick student and teacher feedback
checklists for easy assessment



Supplemental resources to
support your Daily 5 program



WHAT'S INCLUDED?



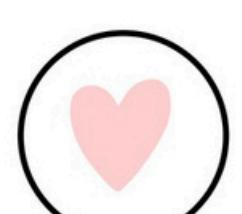
Printable templates with writing prompts, feedback checklists, and planners for each writing purpose



No-Prep Editable PowerPoint Slides with timers for each writing purpose



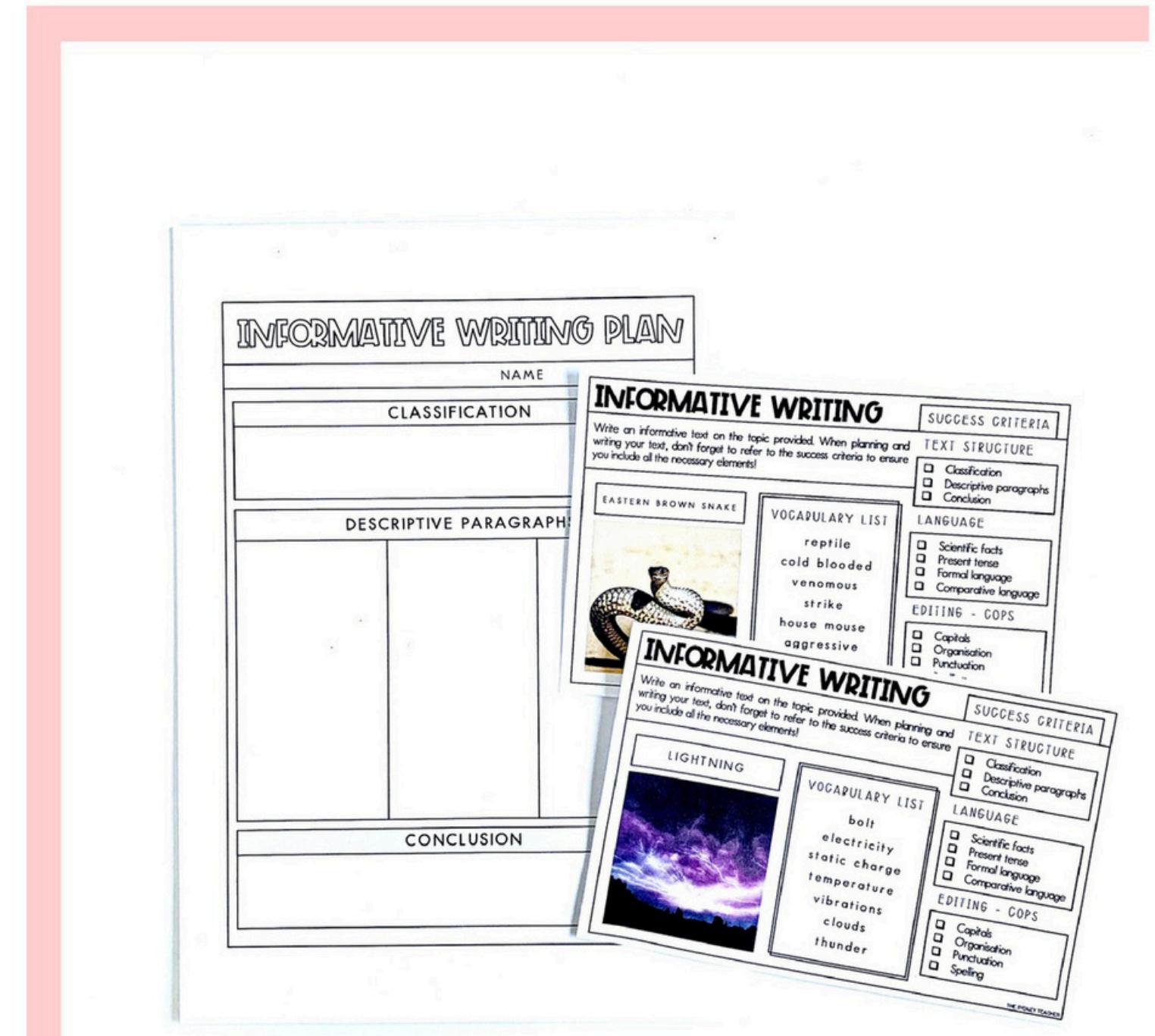
Editable Daily 5 timetable



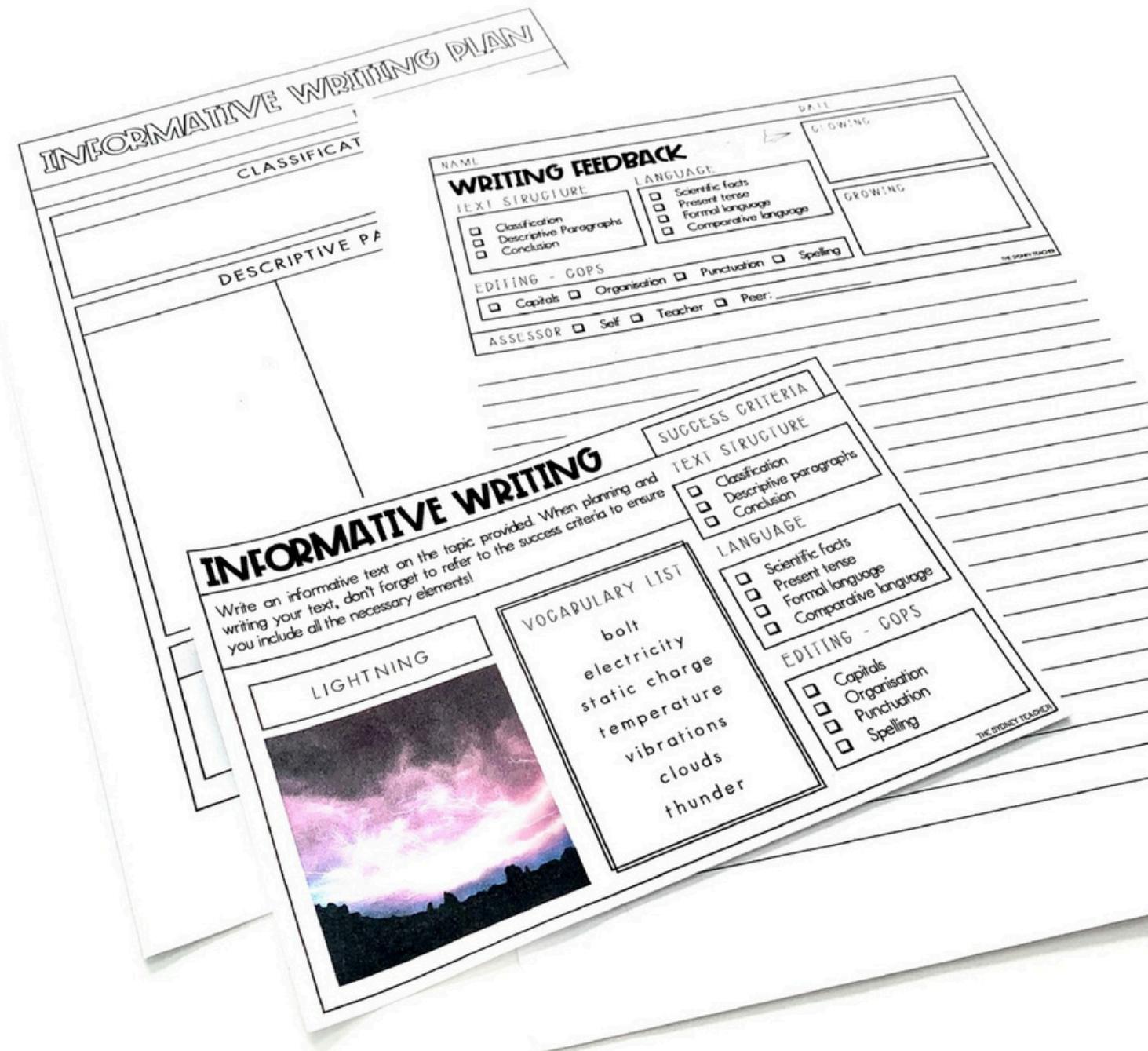
Daily 5 colour AND black & white poster set



How to implement Daily 5 e-book



WHY THIS RESOURCE?



- 1 Easy to use
- 2 Helpful vocabulary lists
- 3 Student-friendly success criteria
- 4 60 engaging photo prompts
- 5 Editable slides for differentiation
- 6 Option to use scaffolded planners

PRINTABLE AND DIGITAL

PERSUASIVE WRITING

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

PERSUASIVE WRITING

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

PERSUASIVE WRITING PLAN

NAME: _____

INTRODUCTION

OPINION: _____

BODY

Give 3 reasons to support your opinion

REASON: _____

EXAMPLES: _____

Find examples and evidence to support your reasons

CONCLUSION

OPINION: _____

SUCCESS CRITERIA

TEXT STRUCTURE

- Introduction
- Arguments (OREO)
- Conclusion

HIGH MODALITY WORDS

- always
- never
- must
- certainly
- obviously
- definitely
- absolutely

EDIT

Print

Edit

Save

Download

IMAGE

You should always tell the truth, no matter what



IMAGE

All children should receive pocket money



IMAGE

Print and go!



PowerPoint Slides!



PERSUASIVE WRITING



Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

Cats are better than dogs

SUCCESS CRITERIA

TEXT STRUCTURE

- Introduction
- Arguments (OREO)
- Conclusion

HIGH MODALITY WORDS

- always
- never
- must
- certainly
- obviously

LANGUAGE

- High modality words
- Emotive language
- Cause and effect connectives

EDITING - COPS

- Capitals

IMAGE

IMAGE

IMAGE

IMAGE

IMAGE

INCLUDES ALL THESE AND MORE!

INFORMATIVE WRITING

Write an informative text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

TEXT STRUCTURE

- Classification
- Descriptive paragraphs
- Conclusion

LANGUAGE

- Scientific facts
- Present tense
- Formal language
- Comparative language

VOCABULARY LIST

EDITING - COPS

IMAGE



TOPIC HOT AIR BALLOON

WORD BANK

- aircraft
- density
- heat
- propane
- pilot
- gondola
- Ancient China

INFORMATIVE WRITING

Write an informative text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

TEXT STRUCTURE

- Classification
- Descriptive paragraphs
- Conclusion

LANGUAGE

- Scientific facts
- Present tense
- Formal language
- Comparative language

VOCABULARY LIST

EDITING - COPS

IMAGE



TOPIC VOLCANO

WORD BANK

- magma
- lava
- molten
- ash
- crust
- eruption
- vent

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- Vibrant verbs
- Show, don't tell
- Figurative language

VOCABULARY LIST

EDITING - COPS

IMAGE



TOPIC TRAIN

WORD BANK

- train
- track
- bridge
- carriage
- journey
- departure
- destination

IMAGINATIVE WRITING

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- Figurative language

VOCABULARY LIST

EDITING - COPS

IMAGE



TOPIC GIRAFFE

WORD BANK

- Africa
- wild
- giraffe
- visitor
- safari
- wilderness
- savannah

IMAGINATIVE WRITING PLAN

NAME _____

ORIENTATION	CHARACTERS	GENRE
Setting	Characters	Genre

COMPLICATION(S)

RESOLUTION

ENDING

INFORMATIVE WRITING

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LANGUAGE

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VOCABULARY LIST

EDITING - COPS

IMAGE



TOPIC HELICOPTER

WORD BANK

- aircraft
- pilot
- cockpit
- spinning
- rotor blade
- aerodynamic
- landing skid

INFORMATIVE WRITING

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VOCABULARY LIST

EDITING - COPS

IMAGE



TOPIC SUBMARINE

WORD BANK

- watercraft
- bow
- hull
- port
- starboard
- stern
- propeller
- periscope
- ballast tanks
- rudder
- oxygen generator
- engine

WRITING FEEDBACK

NAME _____ DATE _____

TEXT STRUCTURE

- Orientation
- Complication
- Resolution
- Ending

LANGUAGE

- Interesting adjectives
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EDITING - COPS

- Capitals
- Organisation
- Punctuation
- Spelling

ASSESSOR Self Teacher Peer _____

WRITING FEEDBACK

NAME _____ DATE _____

TEXT STRUCTURE

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- Complication
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NAME _____ DATE _____

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- Spelling

ASSESSOR Self Teacher Peer _____

PERSUASIVE WRITING PLAN

NAME _____

INTRODUCTION

BODY

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OPINION

REASON

Find examples and evidence to support your reasons.

EXAMPLES

CONCLUSION

PERSUASIVE WRITING

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TEXT STRUCTURE

- Introduction
- Arguments (OREO)
- Conclusion

LANGUAGE

- High modality words
- Emotive language
- Cause and effect connectives

EDITING - COPS

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- Organisation
- Punctuation
- Spelling

OPINION

EXAMPLES

CONCLUSION

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- Organisation
- Punctuation
- Spelling

OPINION

EXAMPLES

CONCLUSION

INFORMATIVE WRITING PLAN

NAME _____

CLASSIFICATION

DESCRIPTIVE PARAGRAPHS

CONCLUSION

PERSUASIVE WRITING

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

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OPINION

EXAMPLES

CONCLUSION

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- Spelling

OPINION

EXAMPLES

CONCLUSION

POWERPOINT SNEAK PEEK!

IMAGINATIVE WRITING

Write an imaginative text inspired by the picture prompt and vocabulary list. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!



VOCABULARY LIST

- skiing
- chase
- adventure
- thrill-seeking
- aerial
- alpine
- avalanche

LANGUAGE

- Interesting adjectives
- Vibrant verbs
- Show, don't tell
- Figurative language

EDITING - COPS

- Capitals
- Organisation
- Punctuation
- Spelling

SUCCESS CRITERIA

- Orientation
- Complication
- Resolution
- Ending

IMAGINATIVE WRITING

Write an imaginative text inspired by the picture prompt and vocabulary list. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!



VOCABULARY LIST

- train
- track
- bridge
- carriage
- journey
- departure
- destination

LANGUAGE

- Interesting adjectives
- Vibrant verbs
- Show, don't tell
- Figurative language

EDITING - COPS

- Capitals
- Organisation
- Punctuation
- Spelling

SUCCESS CRITERIA

- Orientation
- Complication
- Resolution
- Ending

INFORMATIVE WRITING

Write an informative text on the form of transport below. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

BULLET TRAIN 

VOCABULARY LIST

- shinkansen
- Japan
- passenger
- railway
- electromagnets
- streamlined
- aerodynamic

LANGUAGE

- Scientific facts
- Present tense
- Formal language
- Comparative language

EDITING - COPS

- Capitals
- Organisation
- Punctuation
- Spelling

SUCCESS CRITERIA

- Classification
- Descriptive paragraphs
- Conclusion

INFORMATIVE WRITING

Write an informative text on the animal below. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

GREAT WHITE SHARK 

VOCABULARY LIST

- fish
- carnivore
- apex predator
- cartilage
- dorsal fin
- ocean
- migration

LANGUAGE

- Scientific facts
- Present tense
- Formal language
- Comparative language

EDITING - COPS

- Capitals
- Organisation
- Punctuation
- Spelling

SUCCESS CRITERIA

- Classification
- Descriptive paragraphs
- Conclusion

PERSUASIVE WRITING

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

TOPIC: Homework should be banned

HIGH MODALITY WORDS

- always
- never
- must
- certainly
- obviously
- definitely
- absolutely

LANGUAGE

- High modality words
- Emotive language
- Cause and effect connectives

EDITING - COPS

- Capitals
- Organisation
- Punctuation
- Spelling

SUCCESS CRITERIA

- Introduction
- Arguments (OREO)
- Conclusion

PERSUASIVE WRITING

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

TOPIC: Cats are better than dogs

HIGH MODALITY WORDS

- always
- never
- must
- certainly
- obviously
- definitely
- absolutely

LANGUAGE

- High modality words
- Emotive language
- Cause and effect connectives

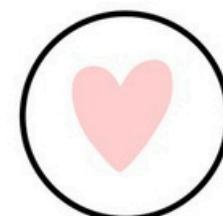
EDITING - COPS

- Capitals
- Organisation
- Punctuation
- Spelling

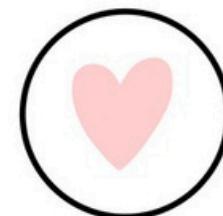
SUCCESS CRITERIA

- Introduction
- Arguments (OREO)
- Conclusion

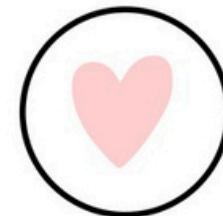
HOW CAN YOU USE THIS?



Small Group instruction to support individual student needs



Whole Group instruction to practice specific reading comprehension skills as a class



Part of the Daily 5 Framework for Work on Writing

WORK ON WRITING

BUNDLE FOR THE WHOLE YEAR!

the SYDNEY teacher

IMAGINATIVE WRITING

Imagine a text inspired by the picture prompt and vocabulary. When planning and writing your text, don't forget to refer to the criteria to ensure you include all the necessary elements!

WORD BANK

skiing, chess, adventure, skill-seeking, expert, athlete

WORD BANK

skiing, chess, adventure, skill-seeking, expert, athlete

SUCCESS CRITERIA

- Organise
- Consider
- Reiterate
- Editing

TEXT STRUCTURE

- Introduction
- Conclusion

LANGUAGE

- Imaginative adjectives
- Virtual words
- Show, don't tell
- Figurative language

EDITING - CRITERIA

- Capital
- Organisation
- Punctuation
- Spelling

PERSUASIVE WRITING

45:00

Write a persuasive text on the topic provided. When planning and writing your text, don't forget to refer to the success criteria to ensure you include all the necessary elements!

WORD BANK

All single use plastic should be banned.

SUCCESS CRITERIA

- Introduction
- Arguments (ORE)
- Conclusion

TEXT STRUCTURE

- Introduction
- Arguments (ORE)
- Conclusion

LANGUAGE

- High modality words
- Emotive language
- Cause and effect connectives

EDITING - CRITERIA

- Capital
- Organisation
- Punctuation
- Spelling

INCLUDES 60 TASK CARDS AND EDITABLE SLIDES WITH TIMERS!

YEARS 4-6

DAILY 5 OVERVIEW

DAILY 5 EXAMPLE

GROUP 1		30:00	
	Read the School Magazine with the teacher WORK WITH TEACHER		
	GROUP 2		GROUP 3
Read Chapter 4 of Charlie and the Chocolate Factory. Complete 1 'visualising' activity READ TO SELF	Read Chapter 4 of Charlie and the Chocolate Factory. Complete 1 'visualising' activity READ TO SELF	Read Chapter 4 of Charlotte's Web with your book buddy. Complete your Literature Circle activity READ TO SOMEONE	Write a sizzling start for the photo prompt WORK ON WRITING
	GROUP 4		GROUP 5
Listen to Chapter 2 of Dorothy and the Wizard in Oz COMPLETE 2 'analyse' questions LISTEN TO READING	Listen to Chapter 2 of Dorothy and the Wizard in Oz COMPLETE 2 'analyse' questions LISTEN TO READING	Write a sizzling start for the photo prompt WORK ON WRITING	Listen to Chapter 2 of Dorothy and the Wizard in Oz COMPLETE 2 'analyse' questions LISTEN TO READING
	GROUP 6		
Complete 2 'create' questions with your spelling list WORD WORK	Complete 2 'create' questions with your spelling list WORD WORK		

DAILY 5 OVERVIEW

GROUP 1		30:00	
	Type here WORK WITH TEACHER		
	Type here READ TO SELF		Type here READ TO SOMEONE
	Type here WORK ON WRITING		Type here LISTEN TO READING
	Type here WORD WORK		

ACTIVITY ORGANISATION

Use these icons to customize your Daily 5 overview. Simply copy and paste the icons onto the blank template.



STUDENT GROUPS

After grouping your students, use the group numbers or colour groups to assign Daily 5 tasks to different students. Simply copy and paste them onto the template.

GROUP 1	GROUP 5	PINK	BLUE
GROUP 2	GROUP 6	GREEN	PURPLE
GROUP 3	GROUP 7	YELLOW	RED
GROUP 4	GROUP 8	ORANGE	TEAL

DAILY 5 OVERVIEW WEEK 1

GROUP 1		30:00	
READ TO SELF	Text Charlie and the Chocolate Factory	Chapter 4	Super 6 Strategy Visualising Activities 1
READ TO SOMEONE	Text & Chapter Discussion Director Charlotte's Web Chapter 4	Connector Jess	Word Wizard Plot Profiler Illustrator Tim Addie Georgia Kate
WORK ON WRITING	Write a sizzling start for the photo prompt		
LISTEN TO READING	Text Dorothy and the Wizard in Oz	Chapter 2	Bloom's Question Analyse Activities 2
WORD WORK	Spelling List Extension	Bloom's Question Create	Number of activities 2
WORK WITH TEACHER	Read the School Magazine with teacher		

DAILY 5 HOW TO GUIDE INCLUDED

PUTTING IT TOGETHER!

EXAMPLE 2 - DIFFERENTIATED GROUP OVERVIEW

Use this template if you want to differentiate all aspects of your Daily 5 framework. Differentiation means your group may complete different levels or amounts of work.

DAILY 5 EXAM

GROUP 1 Read the School Magazine with the teacher
WORK WITH TEACHER

GROUP 2 Read Chapter 4 of Charlie and the Chocolate Factory.
Complete 1 'Visualising' activity
READ TO SELF

GROUP 3 Read Chapter 4 of Charlotte's Web with your book buddy.
Complete your Literature Circle activity
READ TO SOMEONE

GROUP 4 Write a sizzling start for the photo prompt
WORK ON WRITING

I hope this how-to guide has answered all your questions and helped you launch Daily 5 in your upper primary classroom.

If you'd like to know more about how I use Daily 5, please reach out to thesydneyteacher.com!

Of course I also recommend checking out The Daily 5 book, and we

Jess

Jess - The Sydney Teacher

LESSON IDEAS!

After completing extensive reading and research, I created my own Super Six Comprehension Pack.

I hope that if you are just beginning your Daily 5 journey, or even if you have been using it for a while, these lessons prove helpful and save you time.

All the resources listed below are available for purchase in my teacher website - thesydneyteacher.com.

READ TO SELF

As all the schools I worked at used the Super Six Strategies for Comprehension, I created my own Super Six Comprehension Pack.

The cards cover the following strategies:

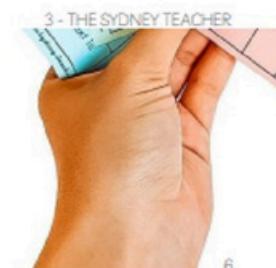
- Predicting
- Make Connections
- Summarising
- Visualising
- Monitoring
- Questioning

These task cards allow for 2 elements of choice. First, students can choose the text they read. Second, students can choose which of the questions they answer for the prescribed strategy.

For example, if my explicit / whole class reading lessons focused on making connections, this would be the same focus for Daily 5.

In my Super Six Comprehension Pack, questions can be displayed as a PowerPoint on your IWB, printed as task cards that can be glued into student books, or printed in A4 size and laminated for repeated use.

DAILY 5 IN YOUR CLASSROOM



THE DAILY 5

One of the main reasons I created my own Super Six Comprehension Pack is because I wanted to differentiate the levels and amounts of work for my students.

As a busy Year 5 teacher, I wanted a framework for maximising my teaching time and teaching reading comprehension in a way that my students could relate to.

GETTING SET UP

Boushey and Lanier (2006) found that engaged, motivated students make better choices.

Therefore before launching Daily 5, I will not only need to create my own resources, but also explicit teaching for the Super Six Strategies that are covered in the book.

The sisters use the Super Six Comprehension Pack to teach students how to choose a good book, set a purpose, and make connections. They also teach students how to interest, comprehend, and evaluate a text.

When students are given the freedom to choose a book that interests them, they are more likely to improve their reading comprehension skills.

ABOUT THE DAILY 5

Have you been thinking about launching Daily 5 in your upper primary classroom? If so, this sounds like you: you are a teacher who wants to make a difference in the lives of your students.

I was in this exact same position a few years ago. I heard amazing things about Daily 5 and wanted to try it in my classroom. I created my own Daily 5 framework and it has been a success ever since!

So, after doing extensive research and creating my own Daily 5 framework, I created my own Super Six Comprehension Pack.

But, before I share how I use Daily 5 in my classroom, it's important to understand the philosophies that underpin the framework.

ABOUT THE DAILY 5

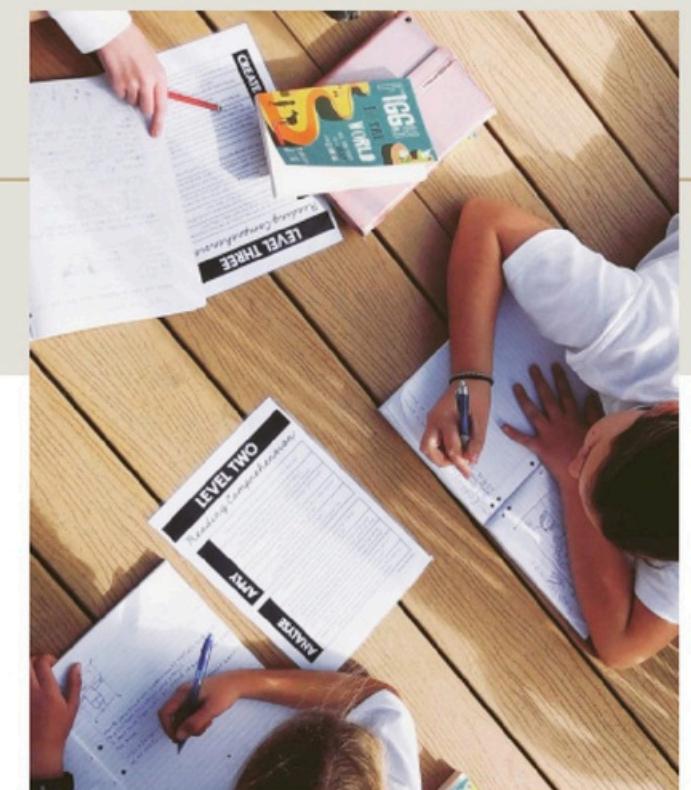
The Daily 5 framework was created by two educators and sisters, Gail Boushey and Zaretta Shuster.

In their 2006 book *The Daily 5: Fostering Independent Readers and Writers in the Classroom*, the sisters reflected on current research and their own classroom experience to create a framework that 'eliminated busy work, developed student independence, increased engagement, and accelerated growth'.

Together they created The Daily 5, which consists of the following tasks:

- Read to self
- Work on writing
- Read to someone
- Word work
- Listen to reading

IMPLEMENTING daily 5 IN UPPER PRIMARY

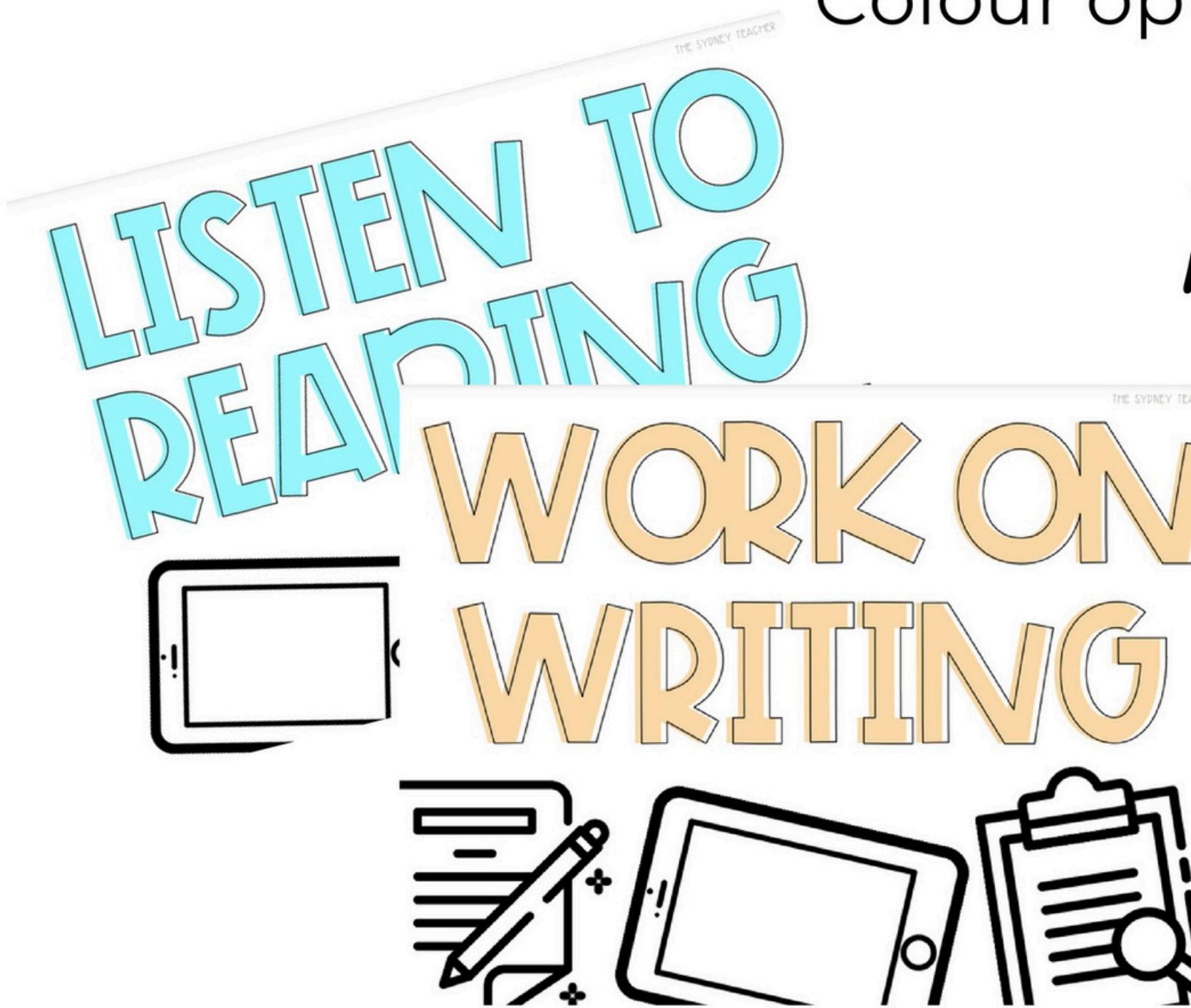


THE SYDNEY TEACHER

1 - THE SYDNEY TEACHER

THE SYDNEY TEACHER

DAILY 5 POSTERS



Colour option



Black and white
versions included!

WHAT OTHERS ARE SAYING!

Love that this is Australian made. **Engaging resource that can be used in a variety of ways** - as part of writing program, or literacy groups to build on explicit concepts being taught. Could also be assigned as homework.

My students found these easy to use and used them for both self assessment and peer assessment. Great resource, thanks.



These are so creative. So many different ways that it can be used. Easy to use and child friendly. **Thank you for creating and making it easy to use in my classroom.**

LOOKING FOR MORE?

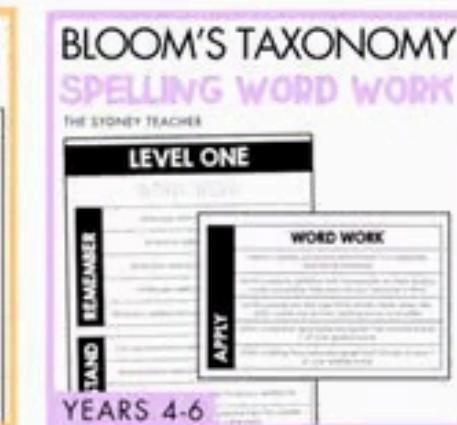
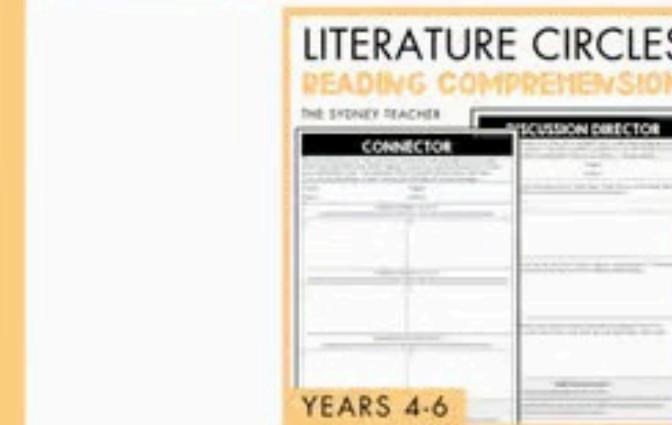
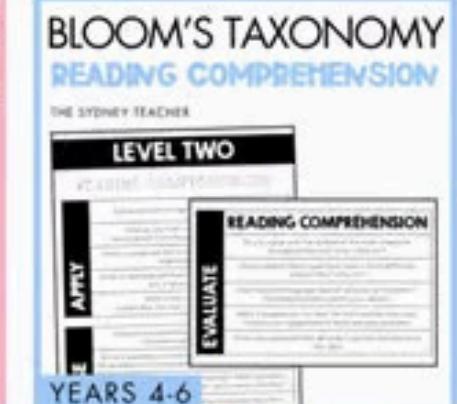
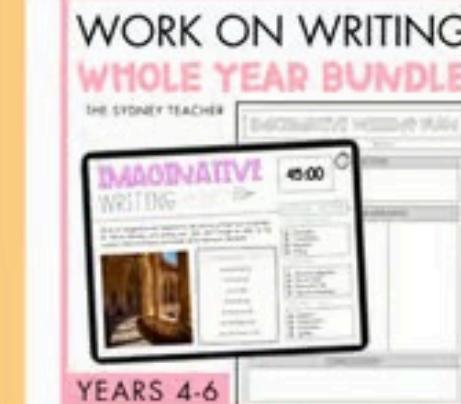


“

This resource is fantastic. **It has saved me so much time** at the beginning of the year and helped me set up the concept of using daily 5 in my stage 3 classroom.

”

UPPER PRIMARY DAILY 5 MEGA BUNDLE



YEARS 4-6

THE SYDNEY TEACHER