

أوراق عمل مهارات القواعد والكتابة



تم تحميل هذا الملف من موقع المناهج الإماراتية

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المزيد من مادة
لغة انجليزية:

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التواصل الاجتماعي بحسب الصف الرابع



صفحة المناهج
الإماراتية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الرابع والمادة لغة انجليزية في

الترجمة مع الثالث الفصل كلمات كامل 1-8 Vocabulary List Weeks

1

تدريبات متنوعة

2

2026 هيكل ملزمة : Preparation for the Final exam

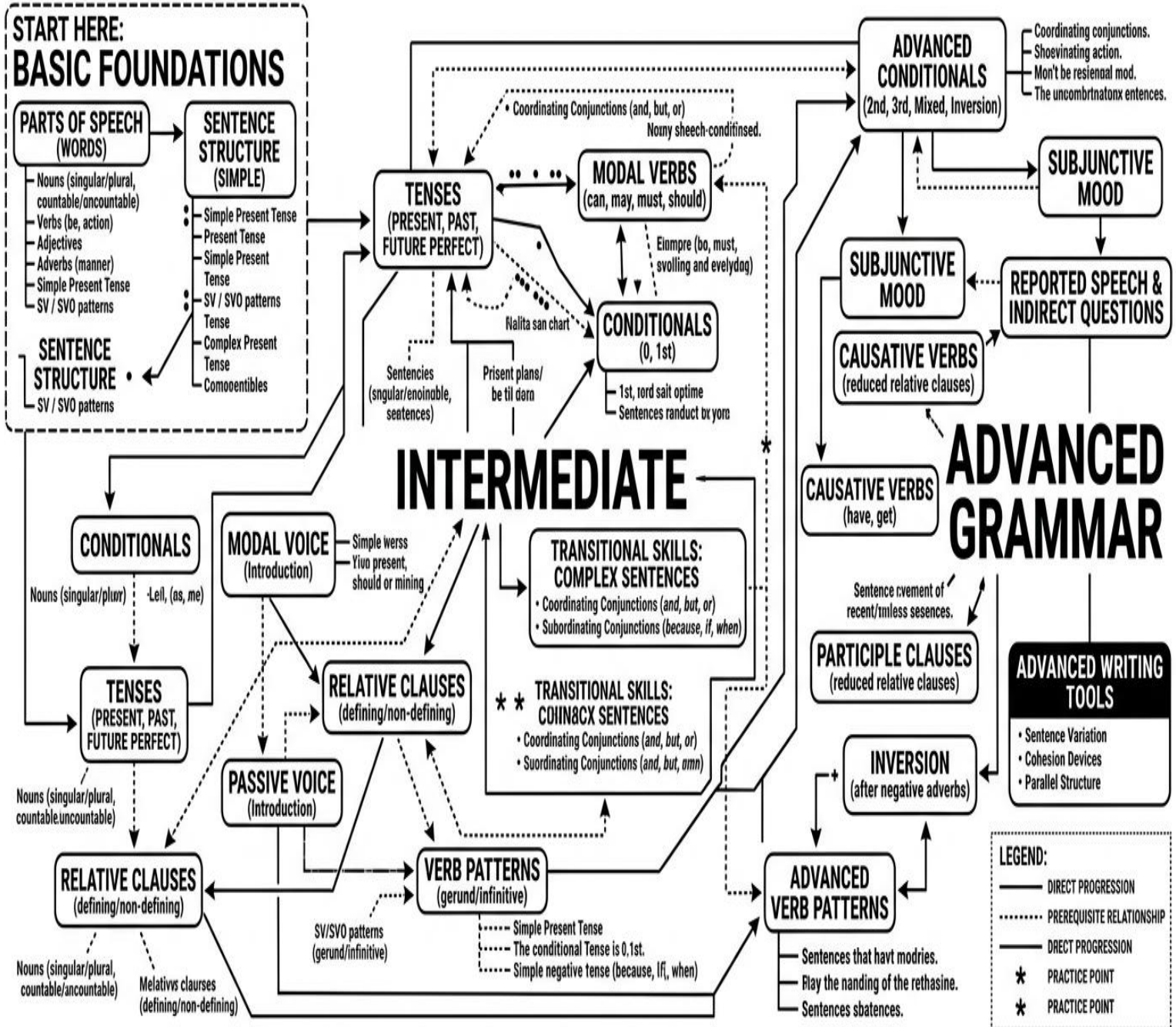
3

تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)

GRAMMAR MAP: BASIC TO ADVANCED



Name: _____

Date: _____

Ocean Grammar Skills Workbook

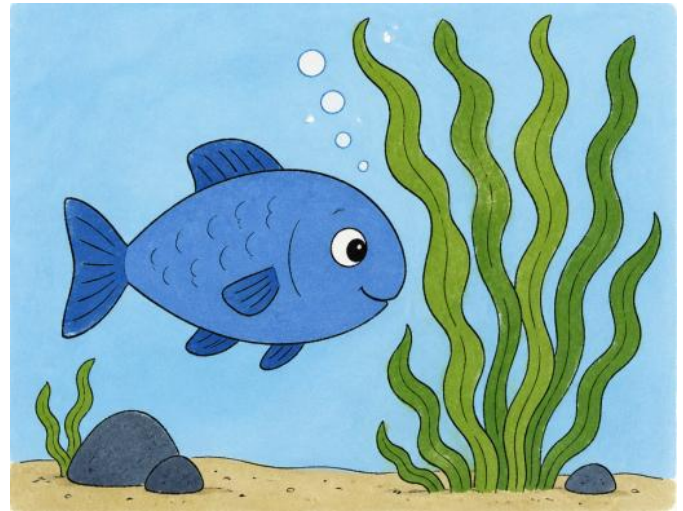
Part 1: Root Action Words (Base Verbs)



The **base word** is the simple verb with no extras. Take away **-s**, **-ed**, or **-ing**.

Example:

- swimming → **swim**
- jumped → **jump**



1. Write the base word on each line.

a. protecting →

b. splashing →

c. rests →

d. floated →

Part 2: Subject-Verb Agreement



Use **has** or **does** with **he, she, it** (one thing). Use **have** or **do** with **I, you, we, they** (more than one).

2. Fill in each blank with **have** or **has**.

a. Sharks _____ sharp teeth.

b. A crab _____ a hard shell.

c. We _____ a big boat.

3. Fill in each blank with **do** or **does**.

a. An octopus _____ not have bones.

b. Fish _____ not walk on land.

Part 3: Negative Sentences & Questions



To make a sentence say "no", add **do not** or **does not**. To ask a question, start with **Do** or **Does**.

4. Change each sentence to say "no". Use **does not** or **do not**.

a. Whales lay eggs.

b. The seal likes hot sun.

5. Put the words in order to make a question.

a. see / you / do / the whale / ?

b. the dolphin / does / jump high / ?

Part 4: Fix the Sentences & Join Them



A good sentence starts with a **capital letter** and ends with a **full stop**. You can join two short sentences with **and**, **but**, or **so**.

6. Add a capital letter and a full stop to fix this ocean fact:

dolphins live in the sea they can jump high in the air

7. Join the two sentences into one. Use **and**, **but**, or **so**.

a. The shark swam fast. It caught the fish.

b. The sea was cold. The seal stayed warm.

Phase 1 Diagnostic Check

8. 15-minute mini-quiz. Complete each task.

a. Write the base verb: cleaned → _____

b. Choose the right word: The crabs **have** / **has** shells.

c. Choose the right word: A whale **do** / **does** not live on land.

d. Write the plural of fish: _____

e. Join the sentences with **and**: The seal swims. It dives.

.....

.....

Part 5: Word Traps and Apostrophes



it's = it is | **its** = belongs to it **they're** = they are | **their** = belongs to them
Add 's for one owner: *the shark's fin*. Add ' after the s for many owners: *the sharks' fins*.

9. Circle the correct word:

a. The whale lost [**its** / **it's**] pod in the deep water.

b. [**They're** / **Their**] swimming near the coral reef.

10. Rewrite the bold words using an apostrophe ('):

a. The tail of the **seal** is short. → The _____ tail is short.

b. The shells of the **crabs** are hard. → The _____ shells are hard.

11. Fix the apostrophes in each plural possessive phrase.

a. The whales tail is strong. → The _____ tail is strong.

b. The octopuses arms are long. → The _____ arms are long.

c. The sharks fins are sharp. → The _____ fins are sharp.

Part 6: Helping Verbs (Must, Should, Might)



Must = a strict rule you have to follow. **Should** = good advice or a helpful tip.
Might / Could = maybe, a guess.

12. Choose the best word: **must**, **should**, or **might**.

a. Visitors _____ not drop plastic litter into the ocean. (strict rule)

b. You _____ wear sun cream at the beach. (good advice)

c. That dark shadow in the deep water _____ be a big squid. (guess)

Part 7: Ocean Writing Challenge

Step Words: First | Next | In addition | Finally

13. Write short sentences to explain how to clean a beach. Use the step words from the box.

Grammar Revision: What I Know

Page 1: Word Types (Parts of Speech)

Noun: A person, place, or thing. *Example:* dog, park, Sam.

Verb: An action word or doing word. *Example:* run, jump, sleep.

Adjective: A word that tells us more about a noun. *Example:* red, big, quick.

Adverb: A word that tells us how an action happens (often ends in -ly). *Example:* quickly, softly, well.

Articles: The small words **a**, **an**, and **the**. *Example:* a cat, an apple, the sun.

Examples

The (article) **quick** (adjective) **fox** (noun)
jumps (verb) **high** (adverb).



Practice

1. Look at each word in bold. Choose the correct word type from the box.

Noun | **Verb** | **Adjective** | **Adverb** | **Article**

The cat sat on **a** mat.

The **happy** dog barked.

Ben can **run** fast.

She sang **sweetly**.

The red **car** stopped.

Page 2: Present Tenses

Present Simple: For habits or things that are always true.

- *Rule:* Base verb (add **-s** for he/she/it). *Example:* I **walk** to school. She **eats** fruit.

Present Continuous: For things happening right now.

- *Rule:* **am / is / are** + verb-**ing**. *Example:* I **am reading** now.

Present Perfect: For past actions connected to right now.

- *Rule:* **have / has** + past participle. *Example:* I **have finished** my lunch.

Present Perfect Continuous: For actions that started in the past and are still going on.

- *Rule:* **have / has been** + verb-**ing**. *Example:* It **has been raining** all day.

Practice

1. Fill in the missing verb for each sentence. Use the clue in brackets.

He _____ football every Sunday. (*play*
- present simple)

Look! They _____ in the pool right now. (*swim - present continuous*)

I _____ my homework already. (*finish*
- present perfect)

We _____ for two hours. (*wait - present perfect continuous*)

2. Match each sentence to its correct tense name.

Sentence	Tense Name
A. She has eaten her dinner.	
B. We are singing a song.	

C. I play tennis every day.

Page 3: Past Tenses

Past Simple: For an action that started and finished in the past.

- *Rule:* Verb + **-ed** (or irregular form). *Example:* We **walked** home. He **went** out.

Past Continuous: For an action that was going on at a time in the past.

- *Rule:* **was / were** + verb-**ing**. *Example:* I **was sleeping** at eight o'clock.

Past Perfect Continuous: For an ongoing action that happened before another past event.

- *Rule:* **had been** + verb-**ing**. *Example:* She was tired because she **had been running**.

Examples



Past Simple: Tim **read** a book.

Past Continuous: Tim **was reading** when the phone rang.

Past Perfect Continuous: Tim **had been reading** for an hour before he went to sleep.

Practice

1. Complete each sentence using the correct past tense.

Yesterday, Amy _____ a nice picture.
(*paint - past simple*)

At six o'clock, they _____ dinner. (*cook - past continuous*)

The grass was wet because it _____ all night. (*rain - past perfect continuous*)

Last night, Leo _____ to bed early. (*go - past simple*)

2. Tick the sentence that shows **Past Continuous**:

- ☐ She played the drums.
- ☐ She was playing the drums.
- ☐ She had been playing the drums.

Page 4: Future Forms

Instant Decisions (will / 'll): When you decide to do something right now at this moment.

- *Rule:* **will** + base verb.
- *Example:* The phone is ringing. I **will answer** it!
- *Example:* It is cold. I **will shut** the door.

Planned Decisions (going to): When you already planned or decided to do something before now.

- *Rule:* **am / is / are going to** + base verb.
- *Example:* Next Saturday, I **am going to visit** my gran.
- *Example:* We **are going to bake** a cake tomorrow.

Practice

1. Is each sentence an **Instant Decision** or a **Planned Decision**? Write your answer on the line.

"I am hungry. I will make a sandwich."

"We booked tickets. We are going to see a film on Friday."

"Oh no, you dropped your pen! I will pick it up."

"Next summer, my family is going to camp by the lake."

2. Complete the sentences. Use **will** or **going to**.

A. "The doorbell is ringing." -> "I _____ get it!"

B. "I saved my pocket money. I am _____ buy a new book tomorrow."

Nouns and Action Verbs: Subject-Verb Agreement

The Key Difference

A **noun** names a person, place, object, or animal. A **verb** shows an action.

- A plural noun usually ends in **-s** because it names **more than one**: **the athlete** → **the athletes**.
- A verb ending in **-s** usually follows a singular subject in the present tense: **the athlete trains**.

This is called **subject-verb agreement**. The subject and verb must match in number.

- With a **singular subject**, add **-s** to the present-tense verb: **The coach watches**.
- With a **plural subject**, do not add **-s** to the verb: **The coaches watch**.

Quick check: Find the subject first. Then decide whether it is singular or plural. Only then choose the verb.

- ✓ **The scientist records the results.** One scientist takes a verb ending in **-s**.
- ✓ **The scientists record the results.** More than one scientist takes the verb without **-s**.
- X ~~The scientists records the results.~~ The plural subject and verb do not agree.

Part 1: Multiple Choice Practice

Choose the sentence with **correct** subject-verb agreement. Look at the subject before choosing the verb.

1. Which sentence uses the correct present-tense verb?

☐ A) The research team analyse the samples.

☐ B) The research team analyses the samples.

2. Which sentence is correct?

☐ A) Several students completes the task.

☐ B) Several students complete the task.

3. Which sentence is correct?

☐ A) The new computers processes data quickly.

☐ B) The new computers process data quickly.

4. Which sentence is correct?

☐ A) The historian studies the old map.

☐ B) The historian study the old map.

5. Which sentence is correct?

☐ A) The local rivers floods after heavy rain.

☐ B) The local rivers flood after heavy rain.

Part 2: Error Hunt!

Each sentence has an **-s** error. Cross out the wrong ending and rewrite the sentence correctly. Check both the subject and the verb.

6. The climate scientists observes the weather patterns.

7. The engineers tests the new bridge design.

8. The laboratory record the results carefully.

9. Several volcanoes erupts near the coast.

10. The river systems changes after heavy rain.

Name: _____

Date: _____

Ocean Nouns: Singular and Plural

Lesson: Types of Nouns

A **noun** is a naming word for a person, place, or thing.

1. Singular

Means **only one** thing.

Examples: crab, ship, diver

2. Regular Plural

Means **more than one**. It ends in **-s** or **-es**.

Examples: crabs, sharks, waves

3. Irregular Plural

Means **more than one**, but changes word or stays the same!

Examples: fish, children, feet

Activity 1: Quick Check

Look at each underlined noun. Tick the box for the correct noun type.

1. Three **sharks** swim past the reef.

- ☐ Singular
- ☐ Regular Plural
- ☐ Irregular Plural

3. Many **fish** swim in a big group.

- ☐ Singular
- ☐ Regular Plural
- ☐ Irregular Plural

2. A little **crab** hides in the sand.

- ☐ Singular
- ☐ Regular Plural
- ☐ Irregular Plural

4. The **children** look into the rock pool.

- ☐ Singular
- ☐ Regular Plural
- ☐ Irregular Plural

Activity 2: Ocean Noun Sorting

Read the words in the word bank. Write each word into the correct box below.

Word Bank

dolphin

turtles

fish

shell

jellyfish

whales

octopus

children

boats

squid

starfish

cliffs

Singular (Just one)	Regular Plural (Ends in -s or -es)	Irregular Plural (Special spelling / stays same)

Activity 3: Change the Word

1. Change this singular noun into a **regular plural**:

one seal : two _____

2. Change this singular noun into an **irregular plural**:

one person : many _____

3. Complete the sentence with the plural form of **fish**:

I can see ten _____ swimming together.



Conditional Sentences: Zero, First, and Second

Part 1: Zero Conditional

When to use: Use this for things that are **always true** or facts.

Sentence Rule:

If + present tense, ... present tense

Example: If you **heat** ice, it **melts**.

Formula: **If + present simple, present simple**

Use: The zero conditional talks about **general truths**, **scientific facts**, or **habits**. It describes something that is always true under a certain condition.

Standard order: If it **rains**, the grass **gets** wet.

Reversed order: The grass **gets** wet if it **rains**. No comma is used when the **if** clause comes second.

Alternative word: You can replace **if** with **when** without changing the meaning: When it **rains**, the grass **gets** wet.

1. Complete the zero conditional sentence:

If it rains, the grass _____ (get / gets) wet.



Part 2: First Conditional

When to use: Use this for a **real possibility** in the future.

Sentence Rule:

If + present tense, ... will + verb

Example: If it **is** sunny tomorrow, we **will go** to the park.

Formula: **If + present simple, will + infinitive**

Standard order: If it **rains** tomorrow, I **will stay** home.

Reversed order: I **will stay** home if it **rains** tomorrow. Do not use a comma when the **if** clause comes second.

Modal options: You can replace **will** with **can, may, or should**. Example: If you **finish** early, you **can leave**.

Usage: Use the first conditional to talk about a specific future event that may really happen and its likely result. Unlike the zero conditional, it does not describe a general truth.

Key difference: Zero conditional: a general fact: If you **heat** ice, it **melts**. First conditional: a specific future possibility: If the sun **shines**, the ice **will melt**.

2. Complete the first conditional sentence:

If I study hard, I _____ (pass / will pass) my test.



Part 3: Zero and First Conditional Quiz

Unless means **if not**. Use it to make a negative condition. Formula: **Unless + present simple, result**.

Example: **Unless** you hurry, you **will miss** the bus. This means: If you do not hurry, you will miss the bus.

3. Which sentence is a zero conditional?

A) If you mix yellow and blue, you get green.

B) If you mix yellow and blue, you will get green.

4. Which sentence is a first conditional?

A) If I finish my homework, I will play outside.

B) If I finish my homework, I play outside.

5. Complete the zero conditional: If plants do not get water, they _____ (die / will die).

6. Complete the first conditional with **unless**: Unless you leave now, you _____ (miss / will miss) the train.

7. Correct the sentence: Unless it will rain, we will play football.

Part 4: Second Conditional

When to use: Use this for **imaginary** or **unreal** situations now or in the future.

Sentence Rule:

If + past tense, ... would + verb

Example: If I **had** wings, I **would fly** around the world.

Formula: **If + past simple, would + infinitive**

Standard order: If I **won** the lottery, I **would buy** a house.

Reversed order: I **would buy** a house if I **won** the lottery. No comma is used when the **if** clause comes second.

The “were” rule: With the verb **to be**, use **were** for all subjects, including **I, he, she, and it**. Example: If I **were** you, I **would accept** the job.

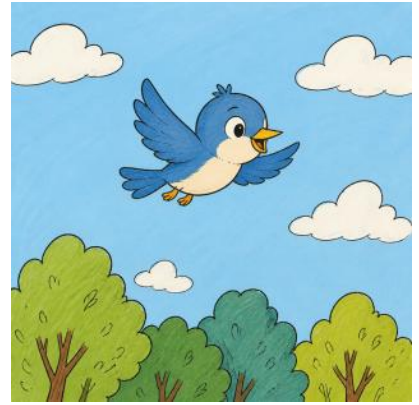
Modal options: You can replace **would** with **could** or **might**. Example: If it **stopped** raining, we **could go** outside.

Usage: Use the second conditional for imaginary, hypothetical, or very unlikely situations in the present or future.

Key difference: First conditional: a real and likely future event: If I **have** time, I **will call** you. Second conditional: an imaginary or unlikely event: If I **had** a spaceship, I **would fly** to Mars.

8. Complete the second conditional sentence:

If I won a million pounds, I _____ (buy / would buy) a spaceship.



Part 5: Multiple Choice Practice

9. Which sentence is a Zero Conditional (always true)?

[] A) If you freeze water, it turns to ice. [] B) If you freeze water, it will turn to ice.

10. Which sentence is a First Conditional (real future plan)?

☐ A) If I see Ben, I tell him.

☐ B) If I see Ben, I will tell him.

11. Which sentence is a **Second Conditional** (imaginary / dream)?

☐ A) If I met an alien, I would say hello.

☐ B) If I meet an alien, I will say hello.

Part 6: Fix the Mistake

Find the mistake in each sentence. Write the correct sentence on the line.

12. If you touch a hot pan, you burns your hand.

13. If it rains later, we would stay inside.

14. If I had a dinosaur, I will ride it to school.

Writing practice

STUDENT WRITING CHECKLIST

ESSENTIALS FOR CLEAR COMMUNICATION



☐ **MY ARGUMENT/THESIS:**
Clear and concise.



☐ **SPELLING:**
All words are spelled correctly.



☐ **CITATIONS/BIBLIOGRAPHY:**
Sources are properly cited.



☐ **STRUCTURE:** Introduction, supporting paragraphs, conclusion.

Alt ,



☐ **FLOW & TRANSITIONS:**
Logical progression between ideas.



☐ **SENTENCE VARIETY:**
Short and long sentences are used.

☐ **EVIDENCE/SUPPORT:**
Facts, examples, and quotes included.



☐ **CLARITY & WORD CHOICE:**
Simple and precise language.



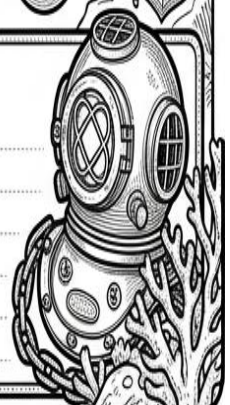
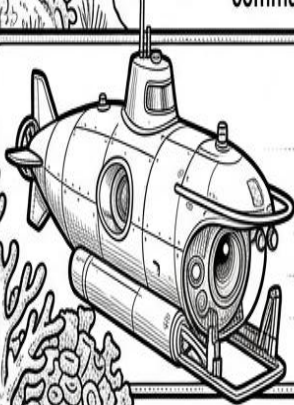
☐ **GRAMMAR & PUNCTUATION:**
Subject-verb agreement, commas, periods.



☐ **OVERALL IMPRESSION:**
Proofread and polished.



FINAL NOTES & REFLECTIONS



Ocean Life: Keeping Our Seas Clean

1. Key Word Bank

Word	What it means
Ocean	The big blue sea that covers most of our planet.
Pollution	Rubbish, dirt, or oil that makes nature dirty and unsafe.
Plastic	A strong man-made material (like bags and bottles) that does not rot away.
Creature	Any living animal, such as a fish, turtle, or crab.
Must / Have to	Words we use to show an action is very important and needed right now.

2. How to Build a Paragraph

Every good paragraph has **four** main parts:

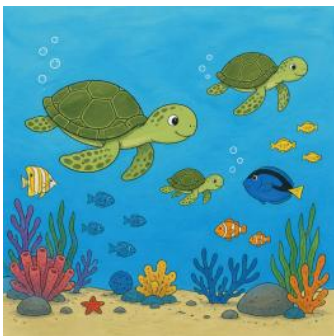
- **Title:** A short name at the top that tells what you are writing about.
- **1. Introduction (Start):** The first sentence that names your big idea.
- **2. Body (Middle):** Two or three sentences that give facts, details, and examples.
- **3. Conclusion (End):** The last sentence that sums up your main message.

3. Sentence Starters and Linking Words

Starter Sentences	Connection Words (Add Info)	Conclusion Sentences
1. Humans harm the ocean in many ways.	1. Also, ...	1. In the end, we must act.
2. Our blue seas are in danger today.	2. For example, ...	2. To finish, clean seas need our help.

3. Dirty water hurts many sea animals.	3. In addition, ...	3. All in all, we have to save our ocean.
4. People make too much plastic waste.	4. Another problem is ...	4. In conclusion, every small action helps.
5. The ocean needs our help right now.	5. As well as this, ...	5. Finally, we must keep the water safe.

4. Model Paragraph Example



Stop Ocean Trash

Stop Ocean Pollution Humans harm our oceans in many ways, and two causes are plastic waste and oil pollution. First, people use bags, bottles, and food wrappers. Some rubbish is left on beaches or dropped from boats. Wind and waves carry it into the sea. For example, a turtle may eat a plastic bag because it looks like food. A fish can also get caught in an old net. In addition, ships and machines can leak oil into the water. Oil covers the sea surface and sticks to birds' feathers. It can also make fish and plants sick. These problems change the ocean's healthy homes. People must use less single-use plastic. They have to put rubbish in the right bin and recycle what they can. Communities must clean beaches and check boats for leaks. Shops should offer reusable bags, and families can carry refillable bottles. Schools can teach children why clean water matters. Everyone has a part to play. We must remember that rubbish on land can reach the sea. If we act now, ocean animals will have safer places to live. Clean oceans are not only beautiful. They are homes for animals and help our planet. We have to protect them together.

5. Your Turn to Write

Write your own paragraph (50 to 70 words) about ocean pollution.

Checklist:

- [] Give your paragraph a clear **Title**.
- [] Write a strong **Introduction** sentence.
- [] Explain **two** ways humans pollute the sea in the **Body**.
- [] Use the words **must** or **have to** to tell what people need to do.
- [] Write a closing **Conclusion** sentence.

Title:

Your Paragraph:

Lesson 2: What Should We Do to Clean Up the Oceans?

Writing task: Write an opinion response of 60–80 words. Explain how technology can help clean rubbish from harbours or seas. Use an opinion starter and advice with **should** or **shouldn't**.

1. Key Word Bank

Word	Meaning
Harbour	A safe place where boats stay.
Technology	Tools or machines made to help people.
Robot	A machine that can do a job.
Rubbish	Things that people throw away.
Clean up	To remove dirt or rubbish.
Should / Shouldn't	Words for advice about the right thing to do.

2. Build Your Opinion Response

Give your writing a **title**. Use three parts: **Introduction**: state your opinion. **Body**: give ideas and reasons. **Conclusion**: sum up your advice.

Starter sentences	Conclusion sentences	Connection words
I think that technology can help.	In the end, we should act.	For example, ...
I feel that clean seas matter.	To finish, smart tools can help.	Also, ...
I believe robots are useful.	Overall, we should care for the sea.	In addition, ...

I am sure that clean water is best.	We should all do our part.	As well as this, ...
In my view, we need new.	For these reasons, we should help.	Another idea is ...

3. Model Paragraph:

Technology Can Clean the Sea

Technology Can Clean the Sea I think that technology can help clean rubbish from our seas. First, small robot boats could collect bottles, bags, and cans from a harbour. They should move slowly so they do not hurt fish, birds, or boats. Also, a floating net machine could catch rubbish near the shore. It should leave sea plants and animals safe. In addition, cameras could show where the most rubbish is found. People should use this information to plan a clean-up. A machine could visit the same place each day and record how much rubbish it collects. Workers could then sort the rubbish and send some of it for recycling. I feel that machines cannot solve every problem, because new rubbish may still enter the water. People shouldn't drop litter on streets, beaches, or boats. Shops should use less packaging, and families should carry reusable bottles. I believe technology works best when people also change their habits. In the end, we should use helpful machines and care for the sea ourselves. Robot boats, smart cameras, and clean-up nets can make the work safer and faster. Clean seas need both clever tools and caring people.

4. Your Turn to Write

Write 60–80 words. Add a title, an opinion, two technology ideas, advice with **should** or **shouldn't**, and a conclusion.

Plan: Opinion: _____ Tool 1: _____ Tool 2: _____ Advice: _____

Checklist: ☐ title ☐ introduction ☐ body ideas and reasons ☐ connection words ☐ should or shouldn't ☐ conclusion

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 3: Sharks: Friend or Foe?

Writing task: Write a five-sentence persuasive paragraph. Say if you are **for** or **against** shark protection. Give one clear reason in every sentence and use opinion expressions.

1. Key Word Bank

Word	Meaning
Protection	Keeping an animal safe.
Persuasive	Writing that tries to change a mind.
Reason	Why you think something.
Balance	A healthy mix of living things.
Disappear	To go away or no longer be seen.

Starter sentences	Conclusion sentences	Connection words
In my opinion, sharks need help.	To conclude, sharks should be safe.	For example, ...
I am sure sharks are important.	In the end, protection is wise.	Also, ...
I believe sharks help the sea.	Overall, we must protect them.	In addition, ...
In my view, sharks deserve care.	For these reasons, I am for it.	Another reason is ...
I think shark safety matters.	This is why sharks should stay.	Such as ...

2. Build Your Persuasive Paragraph

Give your paragraph a **title**. Use three parts: **Introduction**: give your view. **Body**: give reasons and an example. **Conclusion**: repeat your view in a strong way.

3. Model Paragraph: Sharks Need Protection

Sharks Need Protection In my opinion, sharks need protection because they help keep the ocean healthy. I am sure that sharks matter because they eat weak or sick animals, which helps keep other fish populations balanced. I believe people should protect sharks because many are caught by mistake in fishing nets. In my view, sharks help sea life because their movements support a healthy food chain. I feel that losing sharks could harm coral reefs and other ocean homes. For example, if too many sharks disappear, some smaller animals may become too common and eat too many fish or plants. I am sure that sharks are not monsters because most sharks avoid people. In my opinion, people should learn about sharks instead of fearing every shark they see. I believe safe waters and careful fishing can protect sharks while still helping fishing families. In my view, people must follow rules that stop the catching of young sharks. I feel that clean seas will give sharks better places to live. To conclude, I am for shark protection because sharks are important ocean animals and should not disappear. Protecting them also protects the balance of the whole sea.

4. Your Turn to Write

Write five sentences. Choose **for** or **against** protection. Give a reason in every sentence, use opinion expressions, and finish with a conclusion.

Plan: My view: _____ Reason 1: _____ Reason 2: _____
Example: _____

Checklist: ☐ title ☐ five sentences ☐ three parts ☐ reason in every sentence ☐ opinion expressions ☐ conclusion

Lesson 4: Why Do Some Sea Creatures Glow?

Writing task: Write a 60–80-word encyclopedia entry about a deep-sea animal. Describe its home and traits. Say how its light **could**, **may**, or **might** help it.

1. Key Word Bank

Word	Meaning
Deep sea	The part of the sea far below the surface.
Glow	To make a soft light.
Trait	A feature or quality of an animal.
Bioluminescence	Light made by a living thing.
Speculate	To make a careful guess.

2. Build Your Encyclopedia Entry

Starter sentences	Conclusion sentences	Connection words
The ___ is a deep-sea animal.	In the end, this animal is special.	For example, ...
It lives far below the sea.	Overall, its light may help it.	Also, ...
This animal has a body made for darkness.	Its light could keep it safe.	In addition, ...
One special trait is its glow.	It might use light to find food.	Another trait is ...
Scientists may learn more about it.	This is why deep-sea life matters.	Such as ...

Give the entry a **title**. Use three parts: **Introduction**: name the animal. **Body**: describe its home and traits. **Conclusion**: explain what its light might do.

3. Model Paragraph:

The Viper Fish

The Viper Fish: A Deep-Sea Hunter The viper fish lives in the deep sea, where there is very little light. It has a long body, sharp teeth, and a small light on its head. Its large mouth helps it catch small fish that swim close by. This animal waits quietly in the cold water and saves energy. Its light could act like a tiny lamp to attract prey. A smaller fish may see the light and swim closer without knowing that danger is near. The light might also help the viper fish find a mate in the wide sea. It could confuse a hunter too, because a small flash may make the fish hard to see. The viper fish has a special body for life far below the waves. Its teeth may help it hold food when meals are hard to find. Scientists might learn more by watching deep-sea animals with safe cameras. The viper fish shows how animals can solve problems in places where people cannot easily live. In conclusion, its light, teeth, and patient hunting skills make it a fascinating deep-sea animal.

4. Your Turn to Write

Write 60–80 words about a deep-sea animal. Add a title, its home, two traits, and an idea using **could**, **may**, or **might**.

Plan: Animal: _____ Home: _____ Traits: _____ Light
could/may/might: _____

Checklist: ☐ title ☐ introduction ☐ body details ☐ conclusion ☐ modal of speculation

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 5: What Makes an Ocean Creature Unusual?

Writing task: Write a 70–90-word informative paragraph about an unusual sea creature. Use linking words and correct possessive nouns with 's.

1. Key Word Bank

Word	Meaning
Unusual	Different or not common.
Hammerhead	A shark with a head shaped like a hammer.
Pufferfish	A fish that can puff up its body.
Feature	A part or quality of something.
Possessive	A word that shows who owns something.

2. Build Your Informative Paragraph

Starter sentences	Conclusion sentences	Connection words
The ___ is an unusual sea creature.	In conclusion, it is very special.	First of all, ...
First of all, the animal has a rare feature.	In the end, its features help it live.	Also, ...
This creature is unusual because ...	Overall, this animal is worth learning about.	In addition, ...
One special part of its body is ...	To finish, its body makes it unusual.	However, ...
Scientists find this animal interesting.	This is why the creature is special.	For example, ...

Give your paragraph a **title**. Use three parts: **Introduction**: name the creature. **Body**: explain features in order. **Conclusion**: say why it is unusual. Use **first of all**, **also**, **in addition**, and **however**.

3. Model Paragraph: The Clever Pufferfish

The Clever Pufferfish First of all, the pufferfish is an unusual sea creature because it can change its shape. Its body is small and round when it swims near rocks, coral, or sea grass. However, the fish can take in water and puff up when danger comes near. This makes its body look much bigger and harder to swallow. Also, the fish's skin may have small spikes that warn hungry animals. In addition, some pufferfish have a strong poison in their bodies. Their poison can keep many hunters away, although people must never touch or eat a wild pufferfish. The pufferfish's eyes can move in different directions, so it may watch for danger while it looks for food. A pufferfish's teeth are strong enough to crush small shells. First of all, it must find safe food. Also, it must avoid larger animals. However, its clever body gives it a chance to escape. Scientists study the pufferfish's features to learn how sea animals survive. In conclusion, this small fish is unusual because its body is both clever and protective. Its shape, skin, teeth, and poison all help it live in the sea.

4. Your Turn to Write

Write 70–90 words about an unusual sea creature. Add a title, three parts, linking words, and at least two possessive nouns.

Plan: Creature: _____ Feature 1: _____ Feature 2: _____
Why unusual: _____

Checklist: ☐ title ☐ introduction ☐ body ☐ conclusion ☐ linking words ☐ two possessive nouns

[illegible]