



DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION

## K-4 Leveled Writing Samples Levels 3 & 4

May 2013

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## Louis Riel School Division

### ***K – 12 Leveled Writing Samples***

### Belief Statements

- Writing samples are an excellent way of establishing baselines for skills in reference to appropriate developmental stages in writing
- Writing samples offer opportunities for robust collegial discussion regarding “best practice” strategies for helping students to improve their writing skills
- Writing samples support the process of setting goals for future professional development opportunities

### Rationale

The *K – 12 Leveled Writing Samples* resource is designed to provide Kindergarten to Grade 12 classroom and subject area teachers with leveled writing samples to reference for the planning and implementation of the writing process across the curricula.

### Process

The *K – 12 Leveled Writing Samples* resource represents many hours of diligent work devoted to selecting writing tasks appropriate to each of the grade levels from Kindergarten to Grade 12. The selected tasks were distributed to all schools in LRSD, in some instances as part of more than one round of collection over the past two years. Every writing task included supports for teachers regarding pre-writing activities, editing processes, self-reflection processes and evaluation rubrics for teacher/student use. Many of the tasks were modelled on ones used in other provincial jurisdictions, including Nova Scotia, Ontario, Alberta and British Columbia. Dozens of teachers and hundreds of students in both English and French Immersion schools in LRSD participated in the writing sample collection process. In the end, the K – 4 section of the resource represents one collection round, the Grades 5 – 8 represents two collection rounds (one in a fall period, one in a spring period) and the Grades 9 – 12 represents one collection round for grades 9 – 12 and one subject specific collection round for grades 9 (ELA, Mathematics) and 10 (Geography, Science).

## Organization and Features

The *K – 12 Leveled Writing Samples* resource is organized by grade first and then subject (Grades 9 – 12 only). As well, in Grades 5 – 8, the writing samples are further organized by writing genre (narrative and persuasive).

- For Kindergarten to Grade 8, the writing samples included in the resource are scaffolded into four (4) levels. The levels match the four levels found on the K – 8 Manitoba Report Card:
  - o Level 1 = Limited application of skills
  - o Level 2 = Basic application of skills
  - o Level 3 = Good application of skills
  - o Level 4 = Very good to excellent application of skills
- For Grades 9 – 12, there are two collections of writing samples. The samples collected in 2011/2012 are all considered “at level” for a particular grade and course. The samples collected from grades 9 and 10 students in 2012/2013 are scaffolded into four levels. The levels match the rubric associated with the individual tasks by grade and subject.
- For Kindergarten to Grade 8, the writing samples are formatted so that a scan of the writing sample is visible, as well as a transcription of the writing sample if the sample is difficult to read/understand.
- For most of the Kindergarten to Grade 8 samples, there are two sections of **comments** which follow the sample. These sections are: **Notes for Teacher Use ONLY** and **Comments to Use When Providing Feedback to Students**. The content of these sections was generated by groups of teachers from LRSD schools, in reference to previous work in the Louis Riel School Division Assessment, Evaluation and Reporting (AER) process.
- For Grades 9 – 12, the writing samples are formatted with a scan of the sample and a synopsis of why the sample is considered at the indicated level according to a group of LRSD teachers who teach that grade and course.

## How to Use the Resource

**Important Note:** There is on-going discussion regarding “who” should be able to view the samples contained in the resource. Many teachers have suggested that the samples would be useful to share with students so that the students have “exemplars” of work to which to compare their own. However; other teachers have indicated that because the samples originate from LRSD students, there needs to be an awareness that using the samples with students may create the potential for a student to recognise his/her own sample from a previous year as a sample that is below expectations. There must be diligence in protecting the original intent of keeping the samples anonymous. As such, **ONLY** Levels 3 and 4 samples (“at level” samples for High School) should be considered for sharing with students. Levels 1 and 2 samples (“not at level” samples for High School) should be for teacher use only.

March 20, 2014

# KINDERGARTEN

Grade K

Level 3

Example 1



NOLAN

I LMVGCP 2

I like my video game called Plants vs Zombies

## Notes for Teacher Use ONLY

### Ideas

- Idea is simple with 1 detail

### Organization

- Name, text, picture to represent idea

### Conventions

- Using beginning consonant for every word of story
- Left to right
- Picture is detailed with several elements and colour

### **Comments to Use When Providing Feedback to Students**

#### **Ideas**

- Tell me more about your game.

#### **Conventions**

- I noticed that you have printed the first sound in your words. Can you add a stop mark?

#### **TEACHER ASSESSMENT OF LEVEL:**

	1	2	3	4
Ideas				
Organization				
Conventions				



JANELL. APR 10 2012

MYFHVRTHISTORMYBK.

My favourite thing is to ride my bike. This is me riding on my bike.

#### Notes for Teacher Use ONLY

##### Ideas

- Shares several ideas on topic

##### Organization

- Name, date includes picture and writing to support story

##### Conventions

- Uses some conventional spelling, invented spelling (several consonants to represent a word) and has included a stop at the end of the story
- Picture is detailed

### **Comments to Use When Providing Feedback to Students**

#### **Ideas**

- Where do you like to ride on your bike? What colour is your bike?

#### **Conventions**

- Future goal: next time try to remember to put a space in between your words.

#### **TEACHER ASSESSMENT OF LEVEL:**

	1	2	3	4
Ideas				
Organization				
Conventions				





Sara April P  
I Liar Mro SYB Der SOD FaB  
I like my sister. She has freckles.

### Notes for Teacher Use ONLY

#### Ideas

- Several ideas

#### Organization

- Name, date, picture, writing

#### Conventions

- Picture includes colour and detail that supports story
- Begins with word "I"
- Has included beginning consonant sounds for each word and represents word length with random letters
- Includes spaces between words

### **Comments to Use When Providing Feedback to Students**

#### **Ideas**

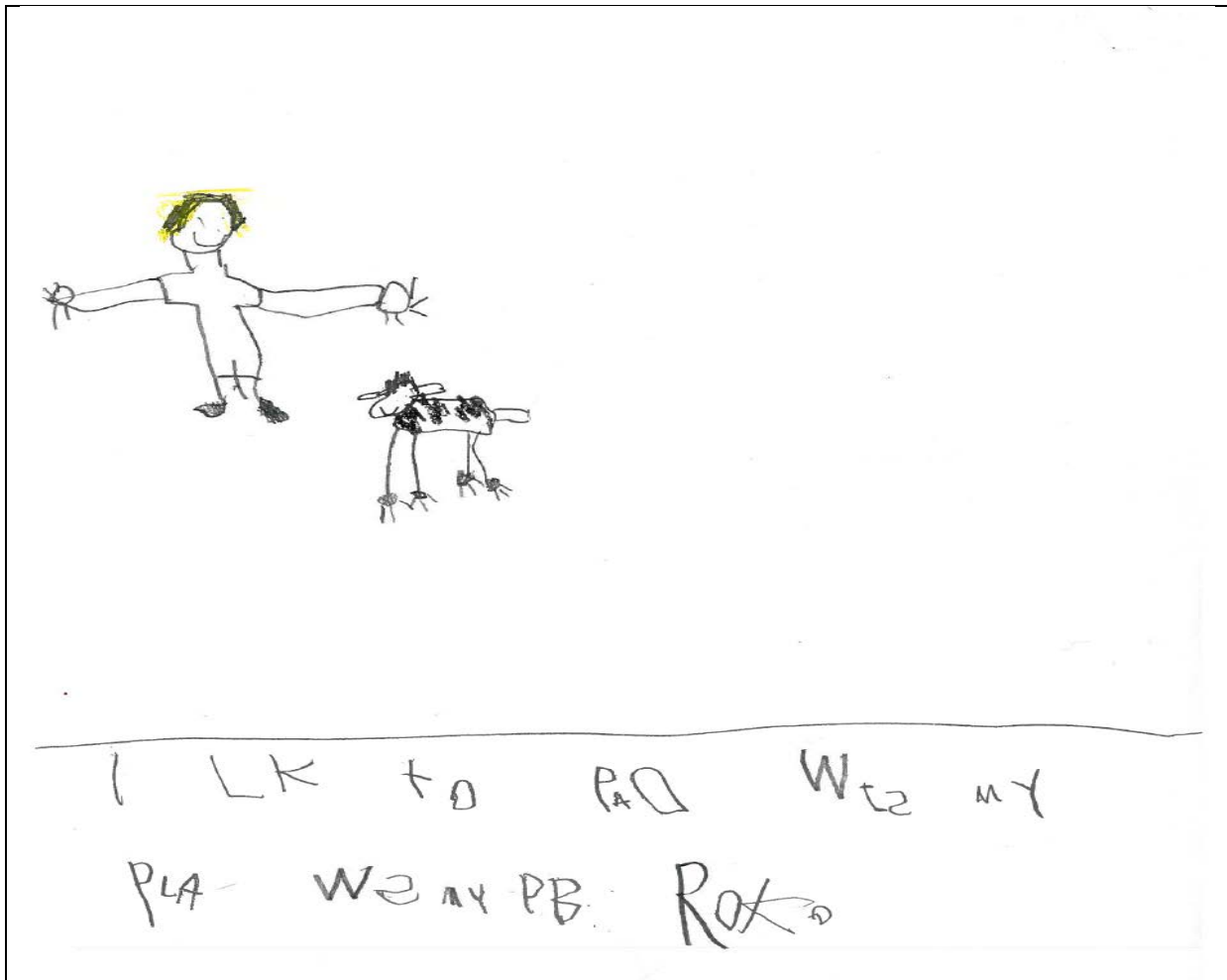
- Can you tell me more about your sister?

#### **Conventions**

- Your drawing includes a lot of details about your sister.
- Can you include this in your writing (story)?
- Can you put in a stop mark at the end of your story?

#### **TEACHER ASSESSMENT OF LEVEL:**

	1	2	3	4
Ideas				
Organization				
Conventions				



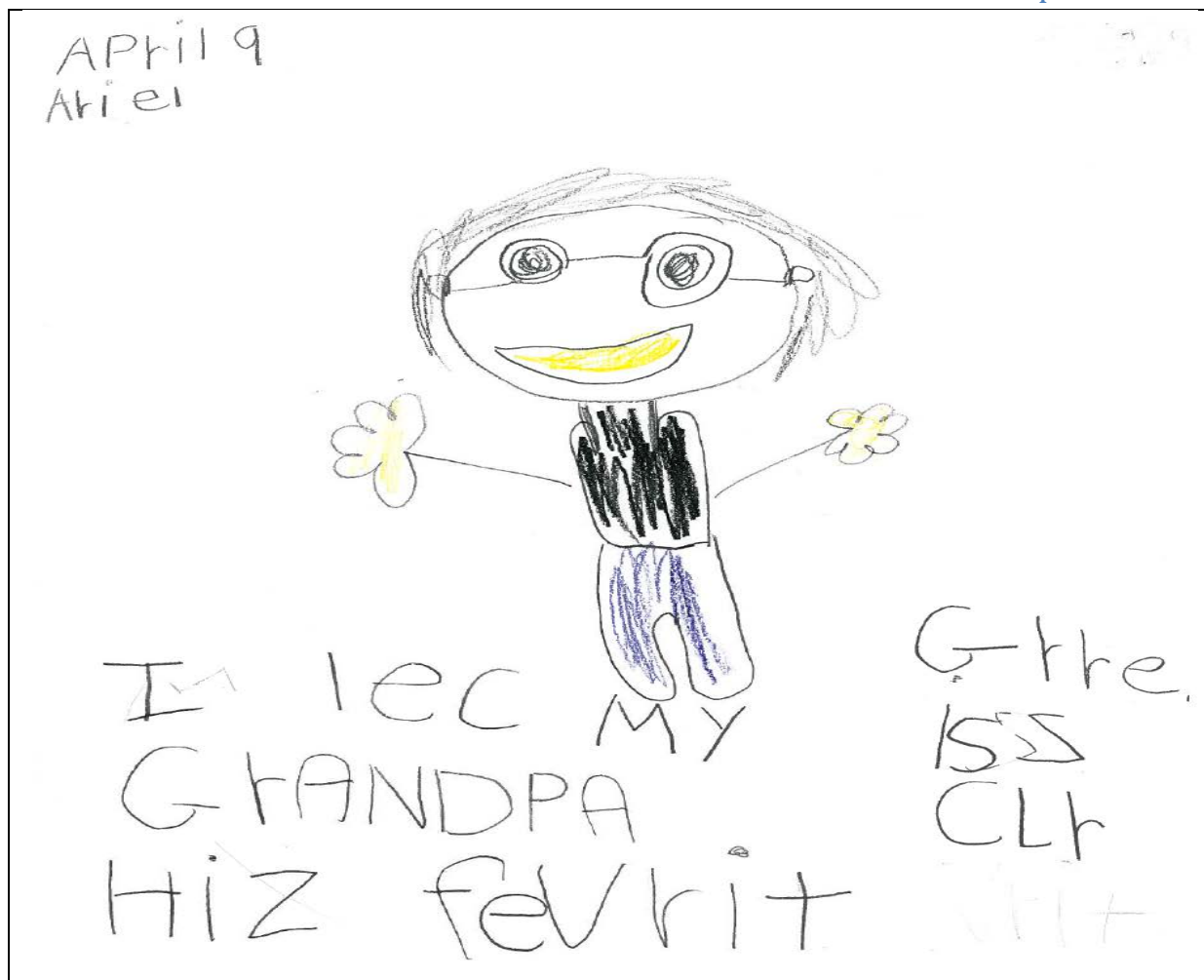
Au2TiN

I LK to PAO WIZ MY PLA W2MYPB ROKo

I like to play with my puppy. Rosco.

**TEACHER ASSESSMENT OF LEVEL:**

	1	2	3	4
Ideas				
Organization				
Conventions				



Ariel April 9

I lec MY GrANDPA. HiZ feVrit clr isz Grre.

I like my Grandpa. His favourite colour is green.

#### TEACHER ASSESSMENT OF LEVEL:

	1	2	3	4
Ideas				
Organization				
Conventions				



KaYla April 9

I Like hot dog TAY ORTAS AND DIS

I like hot dogs. They are tasty and delicious.

**TEACHER ASSESSMENT OF LEVEL:**

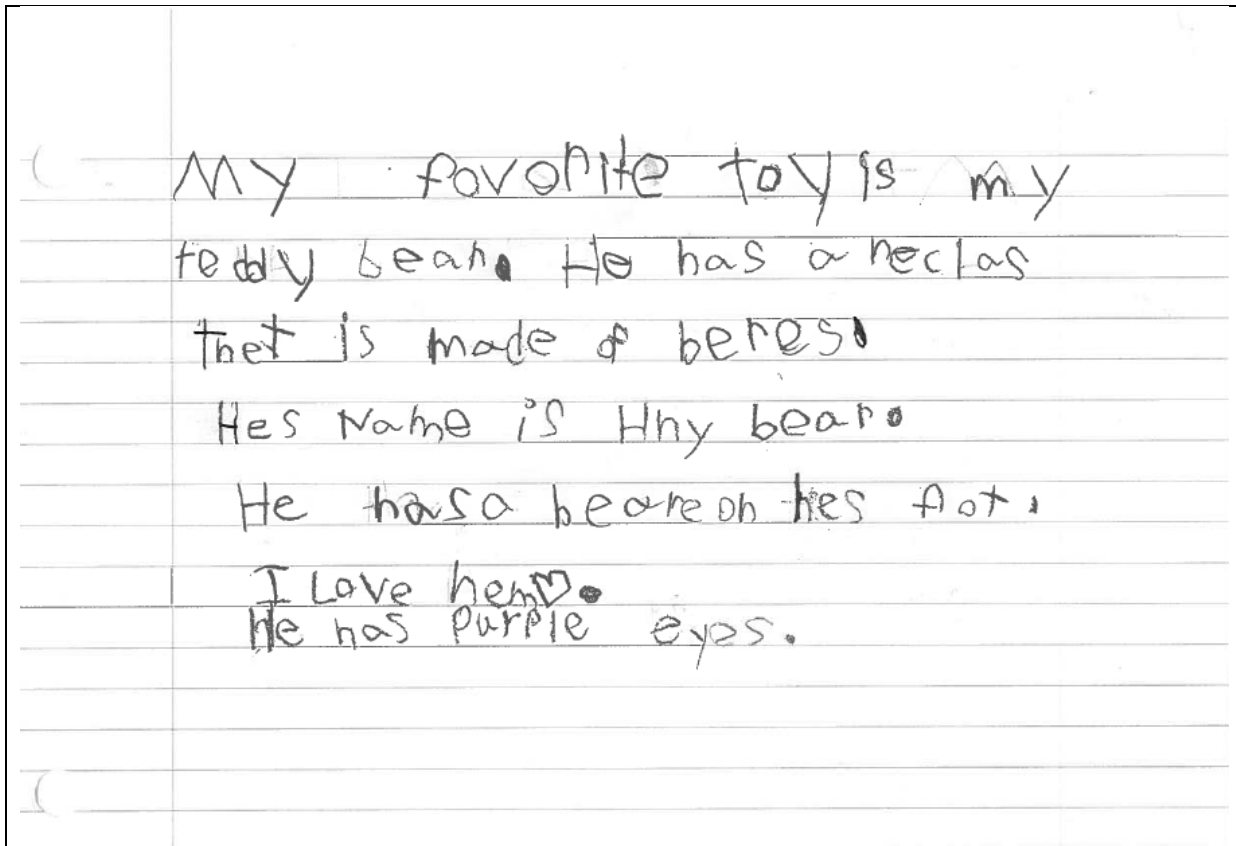
	1	2	3	4
Ideas				
Organization				
Conventions				

## GRADE 1

### Grade 1

### Level 3

### Example 1



My favorite toy is my teddy bear. He has a neclas that is made of beres. Hes Name is Hny bear. He has a beare on hes fot. I love hem ♥. He has Purple eyes.

My favorite toy is my teddy bear. He has a necklace that is made of berries. His name is Honey Bear. He has a berry on his foot. I love him. He has purple eyes.

#### Notes for Teacher Use ONLY

##### Reasoning

- Many details about central thought
- Descriptive and personal

##### Communication

- Feeling about topic are expressed
- Sentences are simple and complete

##### Organization

- Shows grouping of ideas

**Conventions**

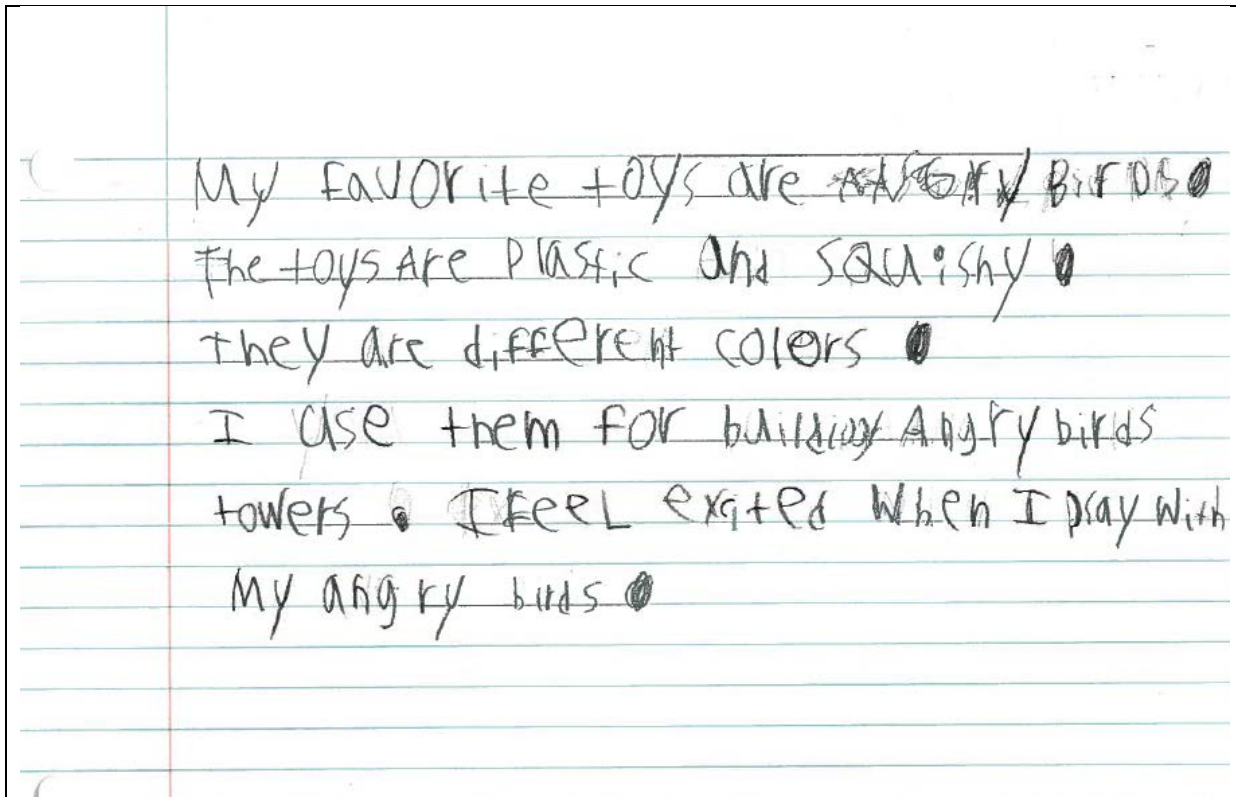
- Uses capitals and periods correctly
- Uses spaces between words

**Comments to Use When Providing Feedback to Students**

I noticed that you have many sentences. Your sentences start with capitals and end with periods. Let's look at your story together and see what sentence would be a good ending sentence.

**TEACHER ASSESSMENT OF LEVEL:**

Categories	1	2	3	4
Reasoning				
Communication				
Organization				
Conventions: Spelling				
Punctuation				
Final Product				



My favorite toys are ANgry BirDS. The toys are PLASTic and sQUishy. They are different colors. I use them for building ANgry birds towers. I feel excited when I play with my angry birds.

My favorite toys are Angry Birds. The toys are plastic and squishy. They are different colors. I use them for building Angry Birds towers. I feel excited when I play with my angry birds.

#### **Notes for Teacher Use ONLY**

##### **Reasoning**

- Many ideas connected to the topic
- Uses supporting details

##### **Communication**

- Sentences simple and complete
- Feelings about topic are expressed

##### **Organization**

- Groups common ideas

##### **Conventions**

- Uses capital letters accurately most of the time
- Uses periods accurately
- Spells simple words and high frequency words correctly

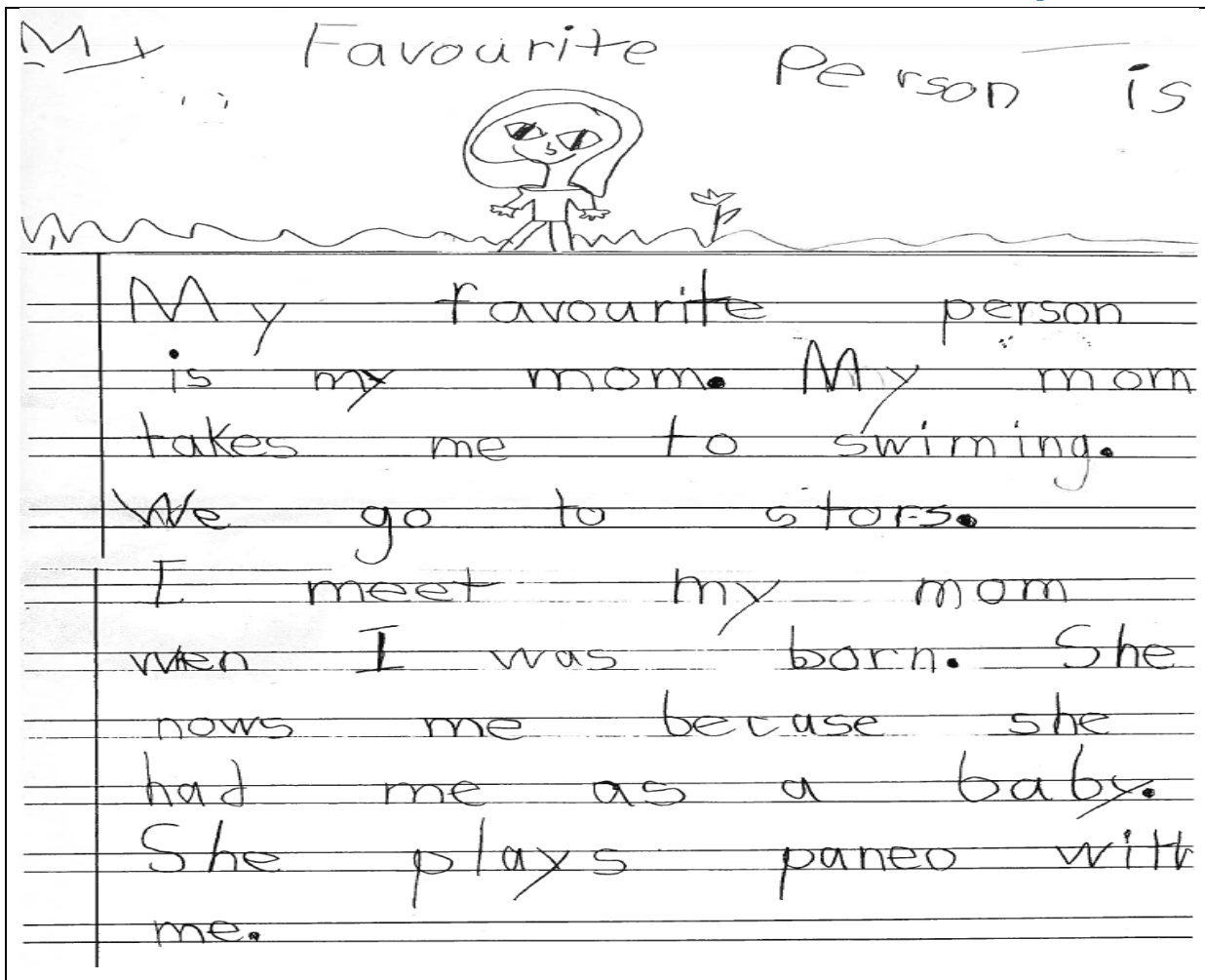


### **Comments to Use When Providing Feedback to Students**

I notice many “wow” (interesting) words in your writing. I also noticed you used a period at the end of every sentence. Let’s look at the way authors use periods. (focus on the size)

#### **TEACHER ASSESSMENT OF LEVEL:**

Categories	1	2	3	4
Reasoning				
Communication				
Organization				
Conventions: Spelling				
Punctuation				
Final Product				



My favourite person is my mom. My mom takes me to swimming. We go to stores. I meet my mom when I was born. She knows me because she had me as a baby. She plays piano with me.

#### Notes for Teacher Use ONLY

##### Reasoning

- Main idea with many supporting sentences

##### Communication

- Communicated personal feelings (personal connection)
- Variety of sentences

##### Organization

- Ideas flow
- Meaning clear

**Conventions**

- Many words spelled correctly
- Evidence of punctuation

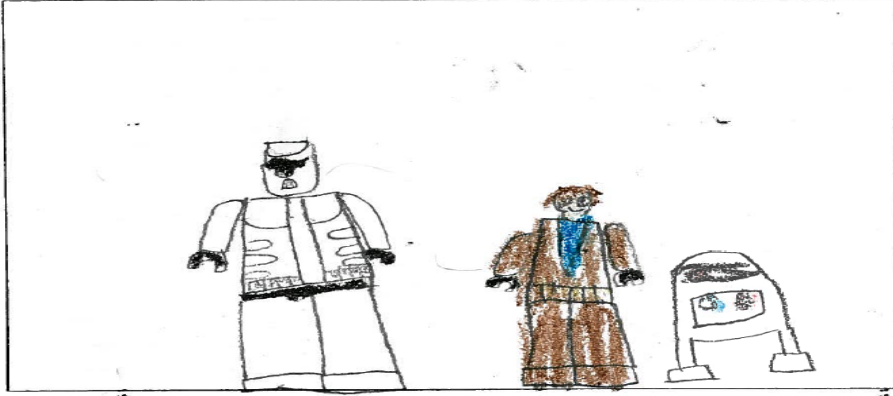
**Comments to Use When Providing Feedback to Students**

I noticed that you can spell many common words correctly. Let's look at your ending and see how we can wrap up your ideas.

**TEACHER ASSESSMENT OF LEVEL:**

Categories	1	2	3	4
Reasoning				
Communication				
Organization				
Conventions: Spelling				
Punctuation				
Final Product				

Name: \_\_\_\_\_ Date: Apr 10



My favrot toy is star  
wars lego. Its my favrot  
toy because its cool. Its  
small I got it from the  
easter bunny. I play with it  
inside.

My favrot toy is star wars lego. Its my favrot toy because its cool. Its small I get it from the easter bunny. I play with it inside.

My favourite toy is Star Wars lego. It's my favourite toy because it's cool. Its small I got it from the Easter bunny. I play with it inside.

#### Notes for Teacher Use ONLY

##### Reasoning

- Multiple ideas about one topic
- Supporting details

##### Communication

- Message is clear

**Organization**

- Starting sentence
- Reasoning is clear

**Conventions**

- High frequency words
- Punctuation evident

**Comments to Use When Providing Feedback to Students**

I noticed that you have many ideas about your Star Wars lego. Many of your sentences begin with I or It's. Let's see if we can write a different type of sentence together.

**TEACHER ASSESSMENT OF LEVEL:**

Categories	1	2	3	4
Reasoning				
Communication				
Organization				
Conventions: Spelling				
Punctuation				
Final Product				

## GRADE 2

### Grade 2

### Level 3

### Example 1

1  
The Secret <sup>very</sup>  
A long time ago in a dark  
forest in a little house lived  
an <sup>Who helped animals in danger.</sup> sweet girl. The sweet girl had a big  
problem. The <sup>sweet</sup> girl wanted to be a  
princess and wanted a palace to  
live in. So to make her happy she  
went for a walk by the pond and she saw  
a frog. The frog's secret was it was  
magic but the sweet girl did not know

2  
The frog was magic. Suddenly  
POOF! The frog was gone  
but the ~~sweet~~ girl heard a noise. It was  
ten talking <sup>They</sup> frogs. They were talking to her  
The frogs said get back home and you  
will see a gift. Meanwhile she walked  
home. It was not a little  
house anymore. It was what the frog  
said. A beautiful palace! Suddenly a big

**The Secret**

A long time ago in a very dark forest in a little house lived an sweet girl who helped animals in danger. The sweet girl had a big problem. The sweet girl wanted to be a princess and wanted a palace to live in. So to make her happy she went for a walk by the pond and she saw a frog. The frogs secret was it was magic but the sweet girl did not know The frog was magic. Suddenly POOF! The frog was gone but the sweet girl heard a noise. It was Ten talking frogs. They were talking to her the frogs siad go back home and you will see a gift. Meanwhile she walked home. It was not a little house anymore. It was what the frog siad. A beautiful palace! Suddenly a big knight took the sweet girl and locked her in a cave. Soon the next day the frog got her and took her to her palace. So they had lovely tea and she had a little pet frog. Meanwhile the <sup>big</sup> knight was <sup>now</sup> locked in the cave. And the princess was happy because she was a princess. And that was the end of this story.

**Notes for Teacher Use ONLY**

**Organization**

- All elements present, good BME

**Comments to Use When Providing Feedback to Students**

**Ideas**

- Your idea about the talking frogs is interesting.
- Tell me more about the knight and why he suddenly appears.

**TEACHER ASSESSMENT OF LEVEL:**

Categories	1	2	3	4
Organization				
Ideas				
Voice				
Word Choice				
Conventions: Spelling				
Capitalization				
Punctuation				

April 3  
2012

The queen and the robbed baby

Once upon a time there lived a Butefull Queen and her BabY. She was a very nice Queen She lived in a gigantick castle by the woods. She loved kids but when she fawnd out that there was a new man liveing in the woods she was skared. So when she whet out with her Butefull friends she came back to see the baby she was missing. So she sended her guards out to look for the queens baby. so the two guards went to a very old house they saw the old man kid Naping the baby. so they put up there shine soreds and atcked the robber and took the baby. on there why the back to the castle they saw three robbers but the guards had there soreds so they atackd the robbers and got back to the castle safele. and the robbers never went there again not even once.

The end

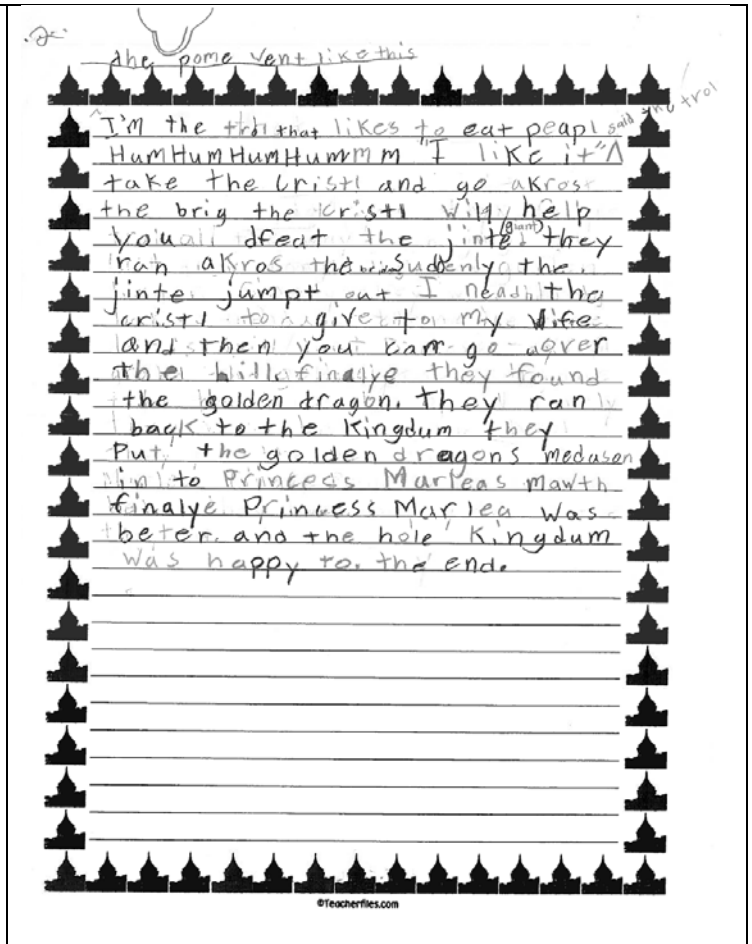
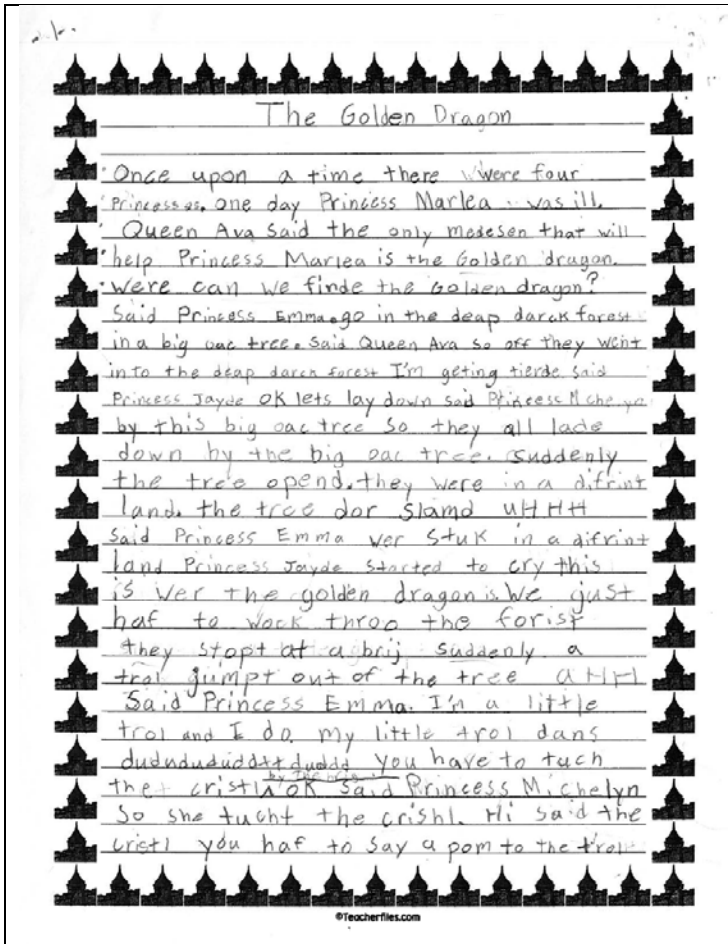
### The queen and the robbed baby

Once upon a time there lived a Butefull queen and her BabY. She was a very nice queen She lived in a gigantick castle by the woods She loved kids but when she fawnd out that there was a new man liveing in the woods she was skared. So when she whet out with her Butefull friends she came back to see the baby she was missing. So she sended her guards out to look for the queens baby. so the two guards went to a very old house they saw the old man kid napping the baby. so they put up there shine soreds and atcked the robber and took the baby. on there why back to the castle they saw three robbers but the guards had there soreds so they atackd the robbers and got back to the castle safele. and the robbers never went there again not even once. The end

### TEACHER ASSESSMENT OF LEVEL:

Categories	1	2	3	4
Organization				
Ideas				
Voice				
Word Choice				
Conventions: Spelling				
Capitalization				
Punctuation				





### The Golden Dragon

Once upon a time there were four Princesses. one day Princess Marlea was ill. Queen Ava said the only medesen that will help Princess Marlea is the Golden dragon. were can we finde the Golden dragon? Said Princess Emma. go in the deap darck forest in a big oac tree. Said Queen Ava so off they went in to the deap darck forest I'm geting tierde said Princess Jayde OK lets lay down said Princess Michelyn by this big oac tree So they all lade down by the big oac tree. suddenly the tree opend. they were in a difrint land. the tree dor slamd uHHH Said Princess Emma wer stuk in a difrint land Princess Jayde started to cry this is wer the golden dragon is. We just haf to wock throo the forist they stopt at a brij suddenly a trol jumpt out of the tree aHH Said Princess Emma. I'm a little trol and I do my little trol dans dududududdtduddd you have to tuch the cristl by the brig. OK Said Princess Michelyn So she tucht the crishl. Hi said the cristl you haf to say a pom to the trol

### the pome went like this

I'm the trol that likes to eat peapl HumHuMHuMHuMMM "I like it" said the trol take the cristl and go akros the brig the cristl will help you dfeate the jinte (giant). they ran akros the brideg Suddenly the jinte jumpt out I nead the cristl to give to my wife and then you can go over the hill. finalye they found the golden dragon. they ran back to the Kingdum they put the golden dragons medason in to Princess Marleas mawth finalye Princess Marlea was beter and the hole Kingdum was happy to. the end.

**TEACHER ASSESSMENT OF LEVEL:**

Categories	1	2	3	4
Organization				
Ideas				
Voice				
Word Choice				
Conventions: Spelling				
Capitalization				
Punctuation				

Once there was a knight  
and a king. The knight and the  
king had a problem the  
problem was that a mean  
ferocious dragon! kept attacking  
the kingdom. One day the  
dragon came again. the dragon  
killed a whole bunch of  
knights. the knight and the king

they

2. To fight the dragon, they fired  
guns and threw knives and swords  
but it was no use. the  
dragon kept dodging them  
so the knight and the king  
retreated. Meanwhile the knight  
and the king were getting  
the knight suited up. the next day  
when they were coming

<p>3 back to the kingdom to try and kill the dragon the knight noticed something shiney. LOOK! A sword! He grabbed it and he turned inVIsible. The knight charged towards the dragon all the dragon saw was a horse! He stabbed the dragon in the tummy and the dragon finally died</p>	<p>4 with a groan. At last the kingdom had peace and quite the knight and the king lived happily ever after</p>
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Once there was a Knight and a King. The Knight and the King had a problem the problem was that a mean ferocious Dragon! kept attacking the Kingdom. One day the dragon came again. the dragon killed a whole bunch of knights. the knight and the king fought the dragon. They fired guns and threw knives and swords but it was no use. the dragon kept doing them so the knight and the king retreated. Meanwhile the knight and the king were getting the knight suited up. The next day when they were running back to the kingdom to try and kill the dragon the knight noticed something shiny. LOOK! A sword! He grabbed it and he turned invisible. The knight charged towards the dragon all the dragon saw was a horse! He stabbed the dragon in the tummy and the dragon finally died with a groan. At last the kingdom had peace and quiet. The knight and the king lived happily ever after

#### TEACHER ASSESSMENT OF LEVEL:

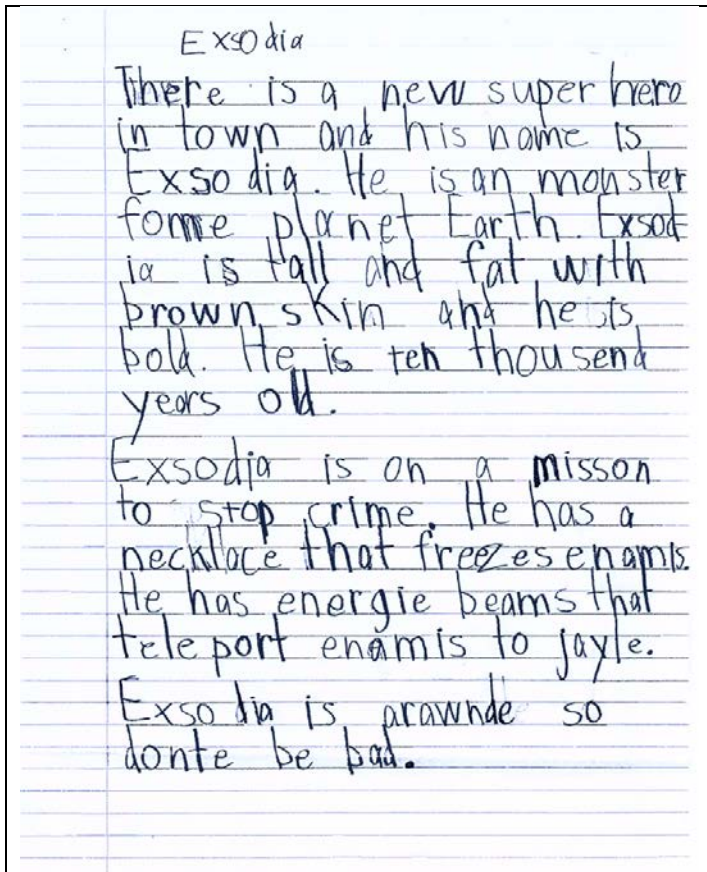
Categories	1	2	3	4
Organization				
Ideas				
Voice				
Word Choice				
Conventions: Spelling				
Capitalization				
Punctuation				

## GRADE 3

Grade 3

Level 3

Example 1



Exsodia

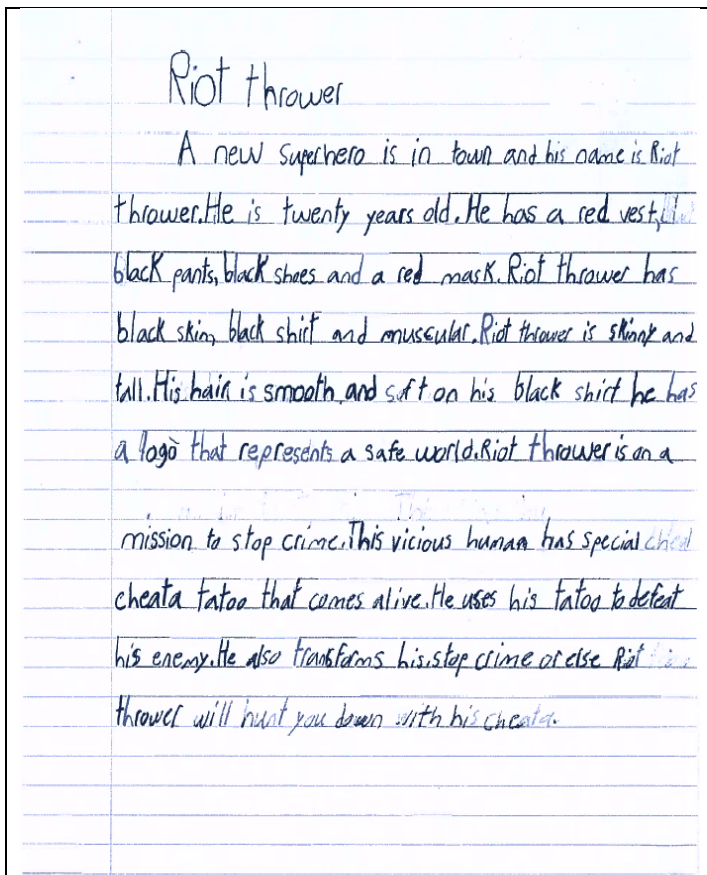
There is a new superhero in town and his name is Exsodia. He is a monster from planet Earth. Exsodia is tall and fat with brown skin and he is bold. He is ten thousand years old.

Exsodia is on a mission to stop crime. He has a necklace that freezes enemies. He has energy beams that teleport enemies to jail.

Exsodia is awesome so don't be bad.

**TEACHER ASSESSMENT OF LEVEL:**

Categories	1	2	3	4
Ideas				
Organization				
Voice				
Word Choice				
Sentence Fluency				
Conventions				



### Riot thrower

A new superhero is in town and his name is Riot thrower. He is twenty years old. He has a red vest, black pants, black shoes and a red mask. Riot thrower has black skin, black shirt and muscular. Riot thrower is skinny and tall. His hair is smooth and soft on his black shirt he has a logo that represents a safe world. Riot thrower is on a mission to stop crime. This vicious human has special cheata tatoo that comes alive. He uses his tatoo to defeat his enemy. He also transforms his.stop crime or else Riot thrower will hunt you down with his cheata.

### TEACHER ASSESSMENT OF LEVEL:

Categories	1	2	3	4
Ideas				
Organization				
Voice				
Word Choice				
Sentence Fluency				
Conventions				



# The Buzzling

Let me tell you about a monster it's called the Buzzling. It looks kind of like a bee but blue and green. It's antenas glow pink and yellow. It lives in the most greenest forest ever. And the only pink thing in the forest is the Buzzling's Beehive. It feels fuzzy and smells like honey. It make a sound like this bizzz or buzzz. It's unique because its wing are leaves. it's stinger is for jumping not to sting anybody, it's body glows at night and it's antenas glow lights that I told you about before. And eats leaves and honey. It's pretty cool. oh! I forgot it has big eye and I mean big eye.

Now I'll tell you how it became a monster. It was a small small, fuzzy, baby bee. Smaller then your finger. Well it got cot by a little boy wiht a butterfly net. And brag the small, fuzzy bee back to the city. The boy built something for bees.

And the boy put the bee in. took an hour before it started working on the bee. It Started change colour and it wings changed to leaves. Then it got bigger and bigger and bigger. After it looked nothing alike to the bees outside. It got so mad it ate a cat. It was really not happy anymore. Then the buzzling started eating all the plants in the house. Then it went outside. everything was smaller to the buzzling. It felt even more hungry so it went inside. And gess what it did. it ate the boy. And the boy was never seen again.

that's how the buzzling became a monster to everybody. even me

# The End

## The Buzzling

Let me tell you about a monster it's called the Buzzling. It looks kind of like a bee but blue and green. It's antenas glow pink and yellow. It lives in the most greenest forest ever. And the only pink thing in the forest is the Buzzling's Beehive. It feels fuzzy and smells like honey. It make a sound like this bizzz or buzzz. It's unique because its wing are leaves, it's stinger is for jumping not to sting anybody, it's body glows at night and it's antenas glow lights that I told you about before. And eats leaves and honey. It's pretty cool. oh! I forgot it has big eye and I mean big eye.

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The End



**TEACHER ASSESSMENT OF LEVEL:**

Categories	1	2	3	4
Ideas				
Organization				
Voice				
Word Choice				
Sentence Fluency				
Conventions				

<p><u>Anti-Bullying Girl</u></p> <p>There is a new superhero in town. Her name is Anti-Bullying Girl, she is a spectacular girl. She is tall and muscular. She has blue sneakers. Her clothes is a pink shirt, with hearts and white leggings. Her hair is brown and spiky, and her skin is peach. She is a human. She is also funny, curious, courageous, generous and intelligent.</p> <p>Anti-Bullying Girl is on a mission to save people who are getting bullied. She has two special super powers they are, telepathy is to see what the bully's weakness is. Multiply self so, can support kids. Stop bullying or she might come back.</p>
---

#### Anti-Bullying Girl

There is a new superhero in town. Her name is Anti-Bullying Girl, she is a spectacular girl. She is tall and muscular. She has blue sneakers. Her clothes is a pink shirt, with hearts and white leggings. Her hair is brown and spiky, and her skin is peach. She is a human. She is also funny, curious, courageous, generous and intelligent.

Anti-Bullying Girl is on a mission to save people who are getting bullied. She has two special super powers they are, telepathy is to see what the bully's weakness is. Multiply self so, can support kids. Stop bullying or she might come back.

#### TEACHER ASSESSMENT OF LEVEL:

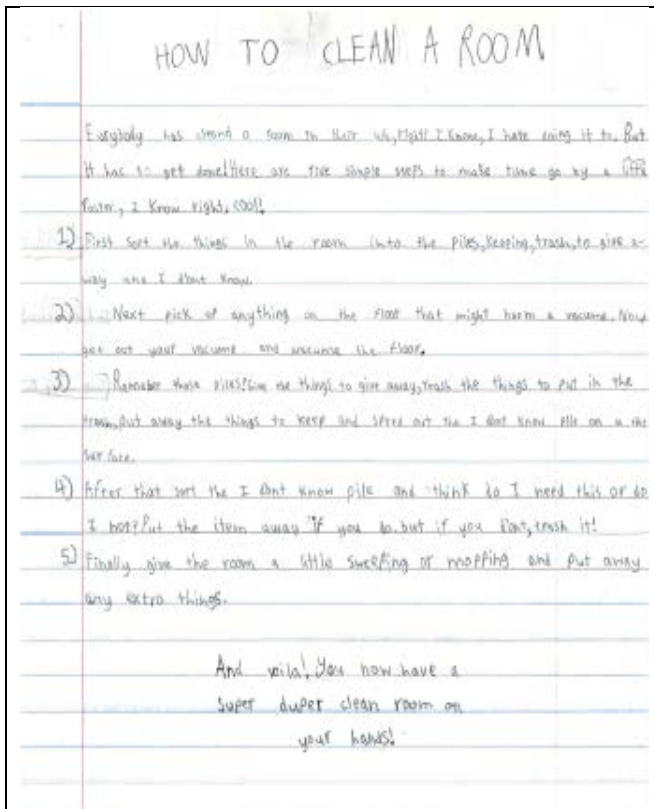
Categories	1	2	3	4
Ideas				
Organization				
Voice				
Word Choice				
Sentence Fluency				
Conventions				

## GRADE 4

### Grade 4

### Level 3

### Example 1



#### HOW TO CLEAN A ROOM

Everybody has cleand a room in their life, right? I know, I hate doing it to. But it has to get done! Here are five simple steps to make time go by a little faster, I know right, cool!

- 1) First sort the things in the room into the piles, keeping, trash, to give away and I d'ont know.
- 2) Next pick up anything on the floor that might harm a vacume. Now get out your vacume and vacume the floor.
- 3) Remeber those piles? Give the things to give away, trash the things to put in the trash, put away the things to keep and spred out the I d'ont know pile on a flat surface.
- 4) After that sort the I d'ont know pile and think do I need this or do I not? Put the item away if you do, but if you d'ont, trash it!!
- 5) Finally give the room a little sweeping or mopping and put away any extra things.

And voila! You now have a  
super duper clean room on  
your hands!

### **Notes for Teacher Use ONLY**

#### **Idea**

- Grabs reader's attention

#### **Organization**

- Good conclusion

#### **Voice**

- Great strong voice throughout

#### **Sentence fluency**

- Varied sentence structure

#### **Conventions**

- Starting to use contractions
- Punctuation consistent and varied

### **Comments to Use When Providing Feedback to Students**

- You've made interesting word choices.
- Add more steps and add detail words e.g. What might harm the vacuum?

#### **TEACHER ASSESSMENT OF LEVEL:**

Categories	1	2	3	4
Ideas				
Organization				
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Conventions				

## How to write a story

Before I tell you how to write a story I will tell you why I picked this topic. I picked this topic because I like to write stories. And writing stories are fun.

First, you have to make a plan. In your plan you will have the characters, where it is, a problem and a solution. It can be fiction or non fiction.

Second, you have to figure out how your story is going to be like. When you figure that out you can start your draft copy. In your draft copy you have to include all your details.

Third, once you done your draft copy proofread your work for mistakes. once you done looking, check in the dictionary. after that proofread again to see if there's anymore mistakes.

Fourth, once you done proofreading your work and know that all your words are spelt corectly you can start your good copy. you can write in cursive or in print. make sure you write nicley.

Fifth, once you done your good copy you can do a lot of stuff with it. Like, you can publishe it, read it to other

people and put it in a book collection. If you want you can rrrrite it on the computer.

Therefore, it was fun writing how to write a story. Because I like to write stories. Thank you for reading!

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## How to make a friend

Before I tell you how to make a friend I want to tell you why I picked my title to be how to make a friend because some people need help to make a friend.

First, you have to ask people that you want to be friends with to be your friend. If the people you ask don't want to be your friend then ask other people to be your friend.

Second, if you have a friend and you want to know more about them. You should ask them to talk about there personality at the recess.

Third, once you know your friends personality you can ask them for a play date. At the play date you will know a lot about them to do at the play date.

Fourth, at the recess if you don't have someone to play with ask one of your new friend if you can play with your friend. Ask to play a game that she wants to play. If she does not want to play then ask to play with her the next recess.

Fifth, if you want to keep your friend you have to help them and be nice to them. So they want to stay being your friend or become a Bff.

Therefore, making a friend isn't just about having one friend its about having more then one friend.

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### How to get ready for a Hockey game

If you want to win a gold medal, then Hockey is the sport for you! Do you know how to tie your skates? well it's pretty easy if you now how to tie your shoe lasses! Follow this steps to find out how to get ready for a Hockey game.

- 1) First when you get in the change room open your bag and take your shirt and pants off.
- 2) When your done taking your shirt and pants off take your jock out of your bag and put it on then do the same with your Hockey shirt.
- 3) Then when your done that grab your knee pads from your bag and put them on your knees. After rap the velcrow around your legs. After put your Hockey socks on over your knee pads.

4) After grab your Hockey pants out of your bag and pull them onto your body then pull the cords to make them tighter. After that tie your skates by pulling the cords to make them tighter.

5) Then grab your shoulder pads out of your bag then grab it and put it over your head and on your shoulder. After that rap the velcrow around your hips and arms. Next grab your elbow pads from your bag and put them on your elbows and rap the velcrow around your arms.

6) Next grab any color of jersey from your bag and put it over your head and in the little hole then put your arms in the arm holes. After that grab your helmet from your bag and put it on your head and put the cords on the buttons to put the cage on.

Finally gloves from your bag then put them on your hands. Then walk to the stick holder and grab your stick and go on the ice and play hockey. Pretty easy rite! Next time you will know how to get ready for a Hockey game!

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