

Spread the Joy! Create an Ad for our Toy Drive.



Learning Goals

Students will create a persuasive advertisement to promote a community toy drive. They will use images, slogans, and persuasive words to encourage giving, and explain the purpose and message behind their media text.

Curriculum Expectations

Grade 5 Language

A1.1 explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the intended meaning

D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies

D3.1 produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect

Grade 6 Language

A1.1 explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning

D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies

D3.1 produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect

Lesson Plan

1. Why are we advertising?

The real-world purpose: “we want to help kids in our community have a happier holiday season. We are collecting unused toys for children in need to support the CTV Toy Mountain campaign. Let’s create advertisements to spread the word.

Ask students:

- Who is our target audience? (parents, students, teachers)
- What would make people WANT to give?

2. Brainstorm Media Techniques

Create a list of features that make an ad effective. Ideas include:

- A catchy slogan (e.g. “Share the Joy!”, “Give a Toy, Give a Smile”)
- Bright visuals or illustrations
- A clear call to action (e.g. “Drop off toys by Dec. 15 in the school lobby!”)
- Persuasive language (“Make a child smile today!”, “Be a holiday hero!”)

3. Plan and Create Ads

Let students choose their format:

- Poster (8.5 x 11 paper)
- Digital flyer (Google Slides, Canva, or Google Docs)
- Short video script or radio ad (optional for tech-savvy classrooms, WeVideo)

4. Present and Display

- Students can present their ads to the class or in groups
- Display print posters around the school or in hallways
- Submit digital ads for the school newsletter or morning announcements

Assessment (Rubric)

Criteria

1 – Beginning 2 – Developing 3 – Proficient 4 – Excellent

- Message is clear and persuasive
- Includes key info (date, location, what to bring)
- Use of media techniques (slogan, visuals, layout)
- Creativity and effort

Possible Extensions:

- Mathematics - track toy donations with a class graph
- Language - write a persuasive letter to a local business asking for donations
- Social Studies - research charities or how holiday giving impacts communities

Toy Drive Ad Planner Worksheet



Name _____

Date _____

1. What is the purpose of your ad?

(Why are you making this advertisement? What do you want people to do?)

2. Who is your target audience?

(Who should see your ad? Parents, kids, teachers, community members?)

3. What will your ad say?

(Who should see your ad? Parents, kids, teachers, community members?)

Slogan:

(A catchy phrase, e.g., "Give a Toy, Share the Joy!")

Call to Action:

(What do you want people to do? By when? Where?)

4. What persuasive words will you use?

(E.g., "Make a child smile," "Be a holiday hero")

5. What will your ad look like?

- Will it be a poster, flyer, video, or digital ad?
- What images, colors, or symbols will you include?

Sketch or describe your design below:

A large, empty rectangular box with a light blue border, intended for the student to sketch or describe their advertisement design.

“Gifts from Around the World: A Story of Generosity”



Learning Goals

Students will explore the concept of generosity through the lens of cultural traditions and stories. After learning about generous acts or gift-giving customs from around the world, students will write an original short story set in a real or imagined place inspired by a culture that is not their own.

Their stories must include:

- A generous act that transforms a person or community
- A reference to a cultural tradition, food, holiday, or artifact
- A lesson or message about kindness or empathy

Curriculum Expectations

Grade 5 Language

A3.3 explain themes explored in First Nations, Metis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning

B1.5 use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension

C1.4 Explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

D1.2 - generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion, and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

D2.1 draft texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies

D2.5 Make revisions to the content of draft texts and to elements of style, such as word choice, and add or delete sentences, to improve clarity, focus, and coherence, seeking feedback

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts

Grade 5 Social Studies

A3.2 describe some significant interactions among First Nations and between First Nations and Inuit before contact with Europeans

A3.7 describe some significant differences among Indigenous peoples and between selected Indigenous and European communities in what would eventually become Canada

Grade 6 Language

A3.3 explain themes explored in First Nations, Metis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze how these strategies support understanding or communication, including how their use may vary across cultures

B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension

C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

D1.2 - generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion, and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies

D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add and delete sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers

Grade 6 Social Studies

A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experiences of a few distinct communities, including First Nations, Metis, and/or Inuit communities, in Canada

A3.8 identify key differences, including social, cultural, and/or economic differences, between a few historic and/or contemporary communities, including at least one First Nations, Metis, or Inuit community, in Canada

Lesson Plan

1. Hook and Exploration (20-30 mins)

Introduce students to a few examples of generosity from different cultures, such as:

- Diwali (India) – giving sweets and gifts to neighbors
- Ubuntu (Southern Africa) – “I am because we are” – the idea of shared humanity
- Potlatch (Indigenous Peoples of the Pacific Northwest) – ceremonial gift-giving
- Chinese New Year – red envelopes with money given to bring good luck
- Ramadan (Islamic tradition) – giving to the poor (zakat)

Show short video clips (embedded links), artifacts, or images to make it visual and meaningful.

Ask:

What do these traditions have in common?

How do they show generosity?

How might generosity look different around the world?

2. Creative Writing Prompt (40-60 mins)

Write a short story in which a generous act inspired by a culture you learned about changes someone’s life.

Encourage students to:

- Create a setting based on a real or imagined country or community
- Invent a character who gives or receives a meaningful gift
- Show how the gift represents something deeper (hope, love, belonging)

Story elements to include:

- A setting inspired by a different culture
- A generous act
- A moment of conflict or challenge
- A positive resolution or lesson

3. Sharing Circle (20 mins + optional extension)

Students share their stories aloud or in small groups. Celebrate diverse voices and acts of kindness by highlighting on story each day or publishing them in a class anthology.

4. Optional Extension: Generosity Tokens

Give each student a “Generosity Token” (ex. A decorated paper coin or symbol). Challenge: before the end of the week, they must “give” it to someone else in the class by writing a note of appreciation or doing something kind - just like in their stories.

Differentiation

- Provide story starters or sentence frames for students who need support
- Use visuals, realia, and multimedia for ELLs
- Encourage personal connections for students with lived cultural experiences
- Celebrate first languages—invite students to include a word or phrase from another language in their story (with translation)

Assessment Ideas

- Use a rubric for creativity, cultural understanding, organization, and grammar
- Offer peer feedback sessions with guided questions (e.g., “What did you learn from the story?” “What was the most powerful moment?”)

Cultures of Generosity – Fact Sheet for Students (Grade 5)



What is Generosity?

Generosity means giving to others without expecting anything in return. People around the world show generosity in many beautiful and unique ways.

Examples of Generosity Around the World

India – Diwali

- Known as the Festival of Lights
- Families give sweets, small gifts, and food to neighbors and those in need
- Symbolizes hope, kindness, and the victory of light over darkness

Southern Africa – Ubuntu

- “I am because we are”
- A way of life based on community, sharing, and caring for others
- Helping someone is seen as helping the whole community

Indigenous Peoples of the Pacific Northwest – Potlatch

- A special ceremony where gifts are given to guests
- Celebrates community, generosity, and leadership
- Giving more brings greater honor than receiving

China – Lunar New Year

- Families give red envelopes filled with money to children and elders
- A symbol of good luck, wealth, and care for family
- Often paired with kind words and blessings

Islamic Cultures – Ramadan & Zakat

- Zakat is giving a portion of income to those in need
- Practiced especially during the holy month of Ramadan
- A reminder to care for the poor and support fairness in society

Think About It:

- What do these traditions have in common?
- How do these acts of generosity help build strong communities?
- How could you include a similar tradition in your own story?

Story Planning Graphic Organizer: “The Gift That Changed Everything”



Name _____ Date _____

Story Title _____

Story Element

Your Ideas

Setting

**Where does your story take place?
(Country, village, city, time of year?)**

**Culture
Inspiration**

**What cultural tradition or act of generosity will
inspire your story?**

**Main
Character**

**Who is the main character? What do they care
about?**

**The Gift or
Generous Act**

**What gift or act of kindness changes the story?
Who gives it and why?**

**Conflict/
Challenge**

**What problem does the character face? How
does generosity help solve it?**

Resolution

**How does the story end? What does the
character learn or gain?**

**Message or
Theme**

**What is your story really about? (Kindness?
Sharing? Understanding?)**

Spending, Saving, and Sharing: The Generosity Budget



Learning Goals

Students will learn how to create a basic budget and divide money into spending, saving, and sharing categories. They will explain how generosity is a financial and personal choice, and reflect on how giving can help others and build stronger communities.

Curriculum Expectations

Grade 5 Mathematics

A1.4 build relationships and communicate effectively

A1.5 develop self-awareness and sense of identity

F1.3 design sample basic budgets to manage finances for various earning and spending scenarios

F1.4 explain the concept of credit and debt, and describe how financial decisions may be impacted by each

Grade 5 Language

Transferable skills: critical thinking and problem solving, global citizenship and sustainability, innovation, creativity, and entrepreneurship

A1.2 explain how transferable skills help them to express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential

B1.3 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and explain how these strategies help them understand or communicate ideas and meaning

D3.2 publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message

Grade 6 Mathematics

A1.4 build relationships and communicate effectively

A1.5 develop self-awareness and sense of identity

F1.2 identify different types of financial goals, including earning and saving goals, and outline some key steps in achieving them

F1.3 identify and describe various factors that may help or interfere with reaching financial goals

F1.5 describe, trading, lending, borrowing, and donating as different ways to distribute financial and other resources among individuals and organizations

The Generosity Budget Worksheet



Name _____ Date _____

Story Title _____

Your \$100 Challenge:

You've been given \$100. Decide how much to spend, save, and share. Fill in the chart and explain each choice.

Category	Explanation	Amount
Spend (for you)	What do you want to buy for yourself?	
Save (for future)	What are you saving up for and why?	
Share (give away)	Who or what cause would you help, and how?	
TOTAL	Must add up to \$100	\$100

Reflect:

Write 3–5 sentences about why you chose to be generous in the way you did. How might your sharing make a difference?

Reflective Writing Prompt - Consolidation

Write a short paragraph explaining your budget. Focus especially on your “Share” decision. Why did you choose to be generous in that way? How do you think it might help someone else?

Students can also give their budget a title like:

- My Kindness Plan”
- “Spend Some, Save Some, Share Some”
- “The Gift of Giving”

Possible Extension: Class Generosity Pitch

Invite students to present their plans to the class in a short “Generosity Pitch,” Dragon’s Den-style. Peers can give feedback with sentence starters:

- “I liked how you chose to share with...”
- “That showed a lot of thought because...”

Assessment Ideas

Use a simple rubric for:

- Budget completion and math accuracy
- Thoughtfulness in explanations
- Oral communication (if presenting)

Differentiation

- Offer a visual organizer or sentence frames
- Allow students to work in partners or groups

Extension Options:

- Create a class charity jar (real or symbolic)
- Research a local cause and brainstorm ways to help
- Invite a community guest speaker from a nonprofit or food bank

Letters That Make a Difference



Learning Goals

Students will write a well-organized friendly letter using proper format. They will express their thoughts, feelings, and ideas clearly. They will write for a real audience and consider how their words affect others.

Curriculum Expectations

Grade 5 Language

B3.1 identify and construct various sentence types and forms, including compound-complex sentences, and correct sentence fragments and run-on sentences

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including direct objects for nouns, intensive and reflexive pronouns, proper adjectives, and correlative conjunctions, and use this knowledge to support comprehension and communicate meaning clearly

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning

D1.4 select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

D2.5 make revisions to the content of draft texts and to elements of style, such as word choice, and add or delete sentences, to improve clarity, focus, and coherence, seeking feedback

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts

Grade 6 Language

B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively; including using and creating complex sentences with adjective or relative clauses to express relationships among ideas

B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including nouns that are gerunds, distinguishing and converting between active and passive voice, and use this knowledge to support comprehension and communicate meaning clearly

B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons in formal letters and memo salutations and to indicate a new speaker in script dialogue, and commas after transitional words or phrases

D1.1 identify the topic, purpose, and audience for various texts they plan to create, and explain why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning

D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium

D2.3 establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

D2.4 identify the point of view, perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives

D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add and delete sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback

D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers

Lesson Plan

1. What is a Friendly Letter?

Teach or review the five parts of a friendly letter:

1. Heading – the date
2. Greeting – “Dear __,”
3. Body – the main message (3–5 sentences or more)
4. Closing – “Sincerely,” or “Your friend,”
5. Signature – the writer’s name

Display an example on chart paper or screen.

2. Brainstorming Ideas

Ask students to think about what they would like to say to a young person who received your generous gift.

Use prompts like:

- “I chose to share this gift because ...”
- “To me, generosity means ...”
- “My family celebrates the holidays by ...”
- “I am in grade 5/6 and I like ...”

3. Writing the Letter

Distribute a Letter Writing Template. Have students draft their letters, edit with a peer, and write a final copy on lined paper or stationery.

4. Deliver the Letter

Students may choose to include a decorated envelope or drawing with their letter and tape it to the gift they are donating.

Optional Extensions:

- Community Kindness Project: write to a local seniors’ home, shelter, or hospital
- Writing in French

Assessment (Anecdotal or Rubric-Based)

1 – Emerging 2 – Developing 3 – Proficient 4 – Strong

- Used correct letter format
- Clear, kind message
- Correct spelling and grammar

Friendly Letter Writing Template



Name _____ Date _____

Write your letter below following the friendly letter format:

Date:

Greeting:

Dear _____

Closing:

Sincerely (or choose another closing) _____

[Your Name]