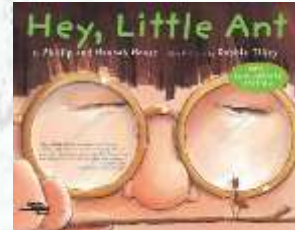
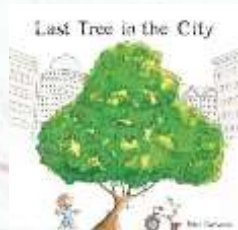
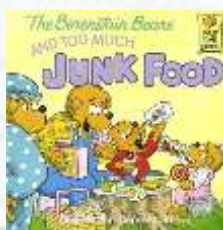
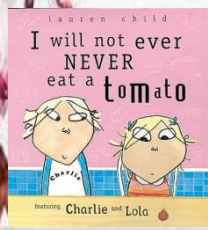


# STAGE ONE & TWO SHARED READING & WRITING UNIT, USING QUALITY TEXT

TERM 3, 2018  
PERSUASIVE WRITING



Developed by Emily Moisy, Amy Kendrick & Leanne Williamson, 2018

## Unit Overview

### Connection Focus

The unit has included many opportunities for students to use creative and critical thinking, the basis of being a successful 21<sup>st</sup> Century learner. By giving a balance of both facilitative and directive teaching, the students will be provided with opportunities to view and read quality literature. Students will be able to:

- Identify the Author's purpose
- Improve vocabulary knowledge with the intention to persuade
- Understand and use vocabulary according to purpose and audience
- Show evidence of their capacity to improve vocabulary choices in response to purpose and audience

#### Definition of Persuasion








Persuasion is a literary technique that writers use to present their ideas through reasons and logic to influence the **audience**. It may simply use an **argument** to persuade the readers, or sometimes may persuade readers to perform a certain action. Simply, it is an art of effective speaking and writing in which writers make their opinions believable to the audience through logic, invoking emotions and by proving their own credibility.




### Students will be engaged in:

Students will be engaged in:

- critical and creative thinking
- completing comprehension questions
- think deeply and expressing verbally
- making logical connections

### Key to general capabilities and cross-curriculum priorities

 Literacy understanding
  Numeracy
  ICT capability
  Critical and creative thinking
  Ethical behaviour
  Personal and social capability
  Intercultural

 Aboriginal and Torres Strait Islander histories and cultures
  Asia and Australia's engagement with Asia
  Sustainability

### Text Purpose

To Persuade

### Literary Devices

#### Technique

**Flattery** - complimenting your audience.

**Opinion** - a personal viewpoint often presented as if fact.

**Hyperbole** - exaggerated language used for effect.

#### Examples

**A person of your intelligence deserves much better** than this.

**In my view**, this is the best thing to have ever happened.

It is simply **out of this world - stunning!**

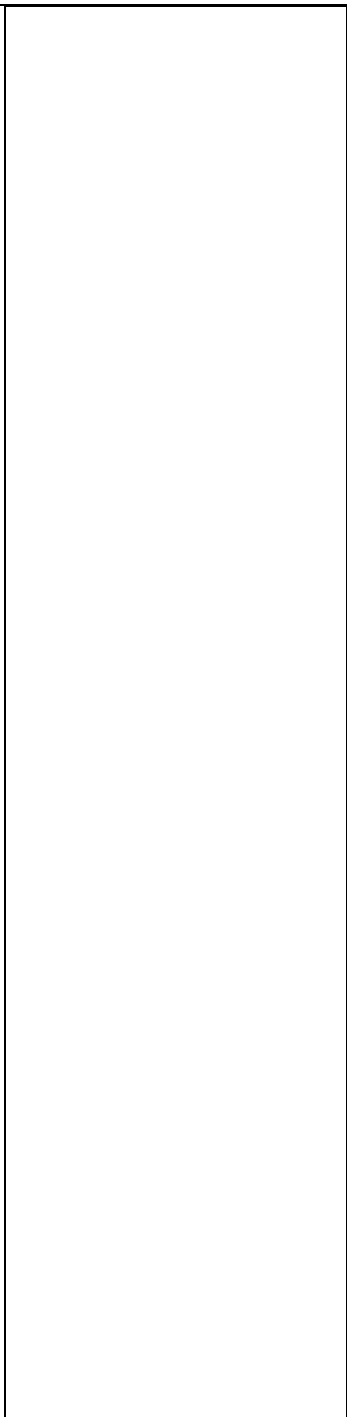
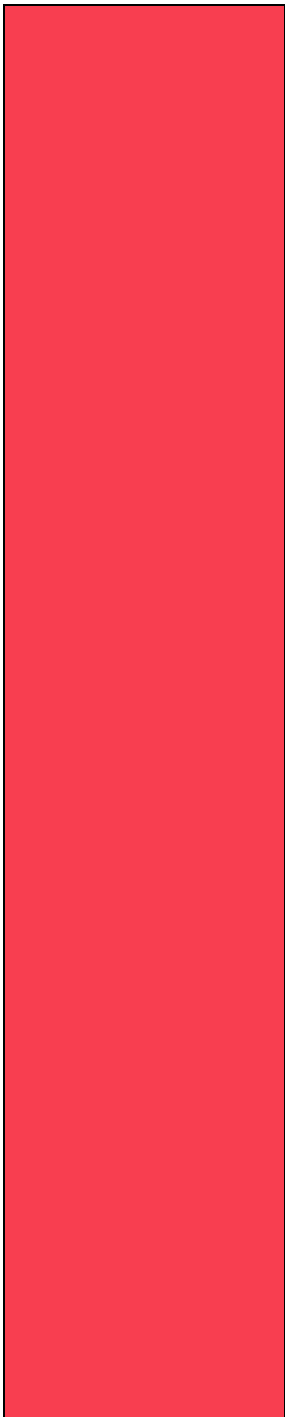
**Personal pronouns** - 'I', 'you' and 'we'.  
**Imperative command** - instructional language.  
**Triples** - three points to support an argument.  
**Emotive language** - vocabulary to make the audience/reader feel a particular emotion.  
**Statistics and figures** - factual data used in a persuasive way.  
**Rhetorical question** - a question which implies its own answer.

**You** are the key to this entire idea succeeding - **we** will be with you all the way. **I** can't thank you enough!  
**Get** on board and **join** us!  
Safer streets means **comfort, reassurance and peace of mind** for **you, your family and your friends**.  
There are thousands of animals at the **mercy** of our **selfishness** and **disregard** for kindness.  
**80%** of people agreed that this would change their community for the better.  
Who doesn't want success?

**English Outcomes and Content**

	<b>Stage One</b>	<b>Stage Two</b>
<b>Reading &amp; Viewing</b>	<p><b>EN1-4A</b> :draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies</p> <p>Students:</p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> <li>understand how readers' self-selection and enjoyment of texts is informed by personal interests</li> <li>discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665) ✨</li> </ul> <p>Understand and apply knowledge of <b>language forms and features</b></p> <ul style="list-style-type: none"> <li>recognise grammatical patterns to enhance comprehension, eg action <b>verbs</b>, words or groups of words that tell who, what, when, where and how</li> <li>recognise a <b>clause</b> as a complete message or thought expressed in words, <b>noun-pronoun agreement</b>, <b>conjunctions</b></li> <li>understand that <b>nouns</b> represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that <b>noun groups/phrases</b> can be expanded using <b>articles</b> and <b>adjectives</b>(ACELA1468)</li> <li>understand patterns of repetition and contrast in simple texts (ACELA1448) ✨</li> <li>identify the parts of a simple <b>sentence</b> that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)</li> <li>understand how sentence punctuation is used to enhance meaning</li> </ul>	<p><b>EN2-4A</b> uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p><b>Students:</b></p> <p>Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> <li>discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences</li> <li>draw on experiences, knowledge of the topic or <b>context</b> to work out the meaning of unknown words</li> </ul> <p>Understand and apply knowledge of <b>language forms and features</b></p> <ul style="list-style-type: none"> <li>use <b>metalinguage</b> to describe the effects of ideas, <b>text structures</b> and <b>language features</b> of <b>literary texts</b>(ACELT1604) ✨</li> <li>understand how texts are made cohesive through the use of linking devices including <b>pronoun</b> reference and <b>text connectives</b> (ACELA1491)</li> <li>know that word contractions are a feature of informal language and that <b>apostrophes</b> of <b>contraction</b> are used to signal missing letters (ACELA1480)</li> <li><b>skim</b> a text for overall message and <b>scan</b> for particular information, eg headings, key words</li> <li>identify and explain language features of texts from earlier times and compare with the vocabulary, images, <b>layout</b> and content of contemporary texts (ACELY1686) ✨</li> </ul>










and fluency

- identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and **synonyms**

Develop and apply **graphological**, **phonological**, **syntactic** and **semantic knowledge**

- recognise sound–letter matches including common vowel and consonant **digraphs** and consonant blends (ACELA1458)
- understand the variability of sound–letter matches (ACELA1459)
- recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)
- automatically recognise irregular high-frequency words, eg 'come' and 'are'
- use phonological, graphological, syntactic and semantic cues to **decode** and make meaning from written texts, eg using an increasing repertoire of high-frequency and sight words, segmenting words into **syllables**
- manipulate sounds in spoken words including **phoneme** deletion and substitution (ACELA1457)



**Respond** to, read and **view** texts






- read supportive texts using developing phrasing, fluency, **contextual**, semantic, grammatical and **phonic** knowledge and emerging text processing strategies, for example **prediction**, monitoring meaning and rereading (ACELY1659)
- self-correct when meaning is interrupted in simple texts, eg pausing, repeating words and phrases, rereading and reading on 
- read less **predictable texts** with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using **text processing strategies**, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669) 
- read with fluency and expression, responding to punctuation and attending to volume, pace, **intonation** and pitch
- use **comprehension strategies** to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and **visual features** and print and **multimodal** text structures (ACELY1660, ACELY1670) 
- use background knowledge of a topic to make **inferences** about the ideas in a text
- predict author intent, series of events and possible endings in an **imaginative**, **informative** and **persuasive** text 
- discuss the use of text **connectives**, eg sequencing ideas, indicating time
- identify the **cohesive links** between **pronouns** and people and things
- sequence a summary of events and identify key facts or key **arguments** in imaginative, informative and persuasive texts
- identify visual **representations** of characters' actions, reactions, speech and thought processes in **narratives**, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) 
- compare opinions about characters, events and settings in and

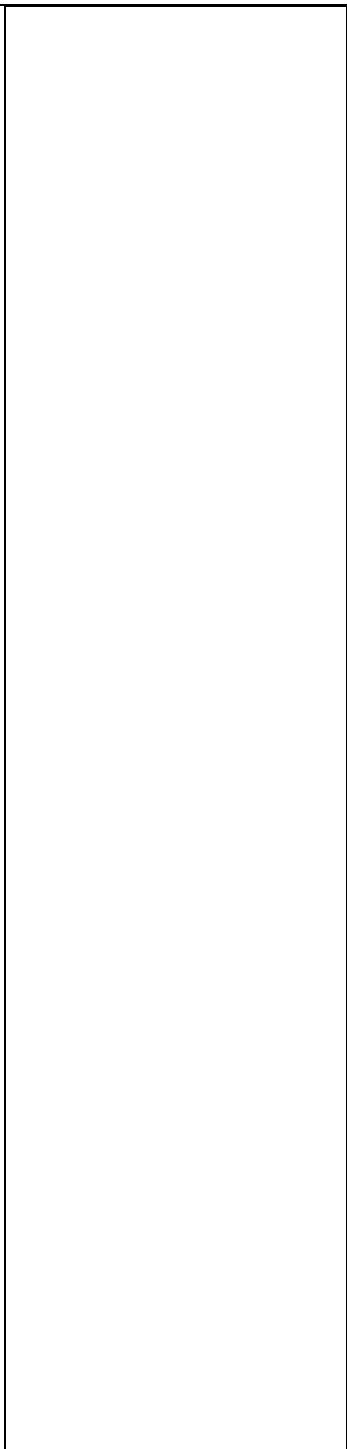
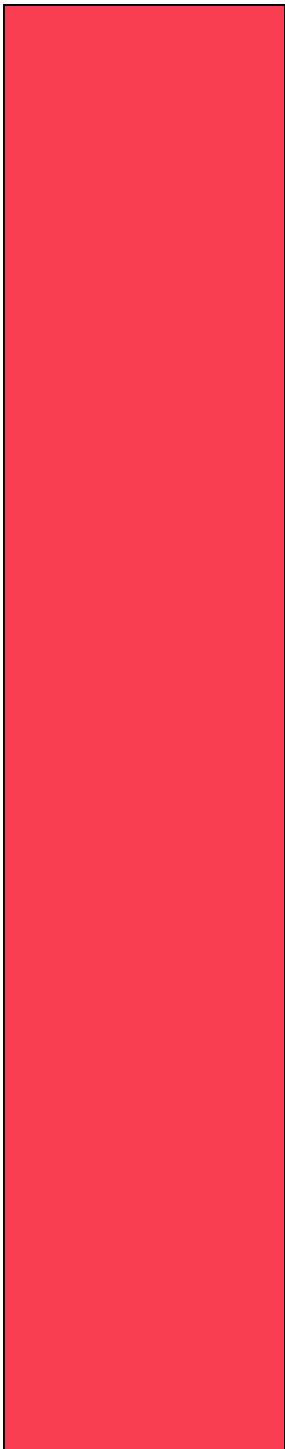
Develop and apply **graphological**, **phonological**, **syntactic** and **semantic knowledge**

- use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of **homophones**, contractions, **syllables**, word families and common **prefixes**
- identify syllables in multisyllabic words in order to support **decoding** of longer words in context to make meaning
- recognise **high frequency sight words** (ACELA1486)

**Respond** to, read and **view** texts

- read different types of texts by combining contextual, semantic, grammatical and **phonic** knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691) 
- read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation
- use **comprehension strategies** to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692) 
- use strategies to confirm **predictions** about author intent in **imaginative**, **informative** and **persuasive texts**
- recognise how aspects of personal **perspective** influence responses to texts
- recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning
- connect information by observing text connectives
- summarise a paragraph and indicate the main idea, key points or key **arguments** in imaginative, informative and persuasive texts
- interpret text by discussing the differences between literal and inferred meanings
- justify interpretations of a text, including responses to characters, information and ideas

<p style="background-color: red; color: white; padding: 10px; text-align: center; font-weight: bold;">Writing &amp; representing</p>		<ul style="list-style-type: none"> <li>● between texts (ACELT1589) </li> <li>● distinguish between fact and opinion in persuasive texts</li> </ul> <p><b>EN1-8B- recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter</b></p> <p>Students: Develop and apply contextual knowledge</p> <ul style="list-style-type: none"> <li>● recognise a range of purposes and audiences for <b>imaginative, informative and persuasive</b> print and <b>visual texts</b></li> <li>● identify how imaginative, informative and persuasive texts can vary in <b>purpose</b>, structure and topic</li> <li>● understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales</li> <li>● discuss possible author intent and intended <b>audience</b> of a range of texts</li> </ul> <p>Understand and apply knowledge of <b>language forms and features</b></p> <ul style="list-style-type: none"> <li>● understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)  </li> <li>● understand how <b>text structure</b> contributes to the meaning of texts</li> <li>● know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)  </li> <li>● understand simple explanations in diagrammatic form, including flowcharts, hierarchies, life cycles</li> </ul> <p><b>Respond</b> to, read and <b>view</b> texts</p> <ul style="list-style-type: none"> <li>● select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice</li> <li>● respond to a range of <b>literature</b> and discuss purpose and audience</li> </ul>	
	<p><b>EN1-2A</b> plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers</p> <p>Students: Develop and apply contextual knowledge</p>	<p><b>EN2-2A</b> plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>Students:</p>	



- discuss how a reader's self-selection of texts for enjoyment can be informed by reading experiences
- draw on experiences, knowledge of the topic or **context** to work out the meaning of unknown words

Understand and apply knowledge of **language forms and features**

- use **metalinguage** to describe the effects of ideas, **text structures** and **language features** of **literary texts**(ACELT1604)
- understand how texts are made cohesive through the use of linking devices including **pronoun** reference and **text connectives** (ACELA1491)
- know that word contractions are a feature of informal language and that **apostrophes** of **contraction** are used to signal missing letters (ACELA1480)
- **skim** a text for overall message and **scan** for particular information, eg headings, key words
- identify and explain language features of texts from earlier times and compare with the vocabulary, images, **layout** and content of contemporary texts (ACELY1686)

Develop and apply **graphological, phonological, syntactic** and **semantic knowledge**

- use graphological, phonological, syntactic and semantic strategies to respond to texts, eg knowledge of **homophones**, contractions, **syllables**, word families and common **prefixes**
- identify syllables in multisyllabic words in order to support **decoding** of longer words in context to make meaning
- recognise **high frequency sight words** (ACELA1486)

**Respond** to, read and **view** texts

- read different types of texts by combining contextual, semantic, grammatical and **phonic** knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1679, ACELY1691)
- read texts, including poems and scripted drama, using appropriate expression, eg pitch, pause, emphasis and attending to punctuation
- use **comprehension strategies** to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1680, ACELY1692)
- use strategies to confirm **predictions** about author intent in **imaginative, informative** and **persuasive texts**
- recognise how aspects of personal **perspective** influence responses to texts
- recognise cohesive links in texts, eg pronouns that refer back to particular people or things, and understand how they contribute to meaning
- connect information by observing text connectives

Develop and apply contextual knowledge

- identify key elements of planning, composing, reviewing and publishing in order to meet the demands of composing texts on a particular topic for a range of **purposes** and **audiences**
- experiment and share aspects of composing that enhance learning and enjoyment
- discuss issues related to the responsible use of digital communication

Understand and apply knowledge of **language forms and features**

- plan, draft and publish **imaginative, informative** and **persuasive texts** containing key information and supporting details for a widening range of audiences, demonstrating increasing control over **text structures** and **language features** (ACELY1682, ACELY1694)
- understand, interpret and experiment with a range of devices and deliberate word play in poetry and other **literary texts**, for example nonsense words, **spoonerisms, neologisms** and **puns** (ACELT1606)

**Respond** to and **compose** texts

- plan, compose and review imaginative and persuasive texts
- discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features
- plan and organise ideas using headings, graphic organisers, questions and mind maps
- create imaginative texts based on characters, settings and events from students' own and other cultures using **visual features**, for example perspective, distance and angle (ACELT1601, ACELT1794)
- create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, **mood**, music, **sound effects** and dialogue (ACELT1791)
- experiment with visual, **multimodal** and digital processes to represent ideas encountered in texts
- identify elements of their writing that need improvement and review using feedback from teacher and peers
- reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)
- reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

**Grammar,  
punctuation and  
vocabulary**

- summarise a paragraph and indicate the main idea, key points or key **arguments** in imaginative, informative and persuasive texts
- interpret text by discussing the differences between literal and inferred meanings
- justify interpretations of a text, including responses to characters, information and ideas

**EN1-9B** uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Students:

Develop and apply contextual knowledge

- understand that ideas in texts can be organised to enhance meaning using sentences and paragraphs
- begin to understand that choice of vocabulary adds to the effectiveness of text

Understand and apply knowledge of **language forms and features**

- understand that paragraphs are used to organise ideas
- understand that simple connections can be made between ideas by using a compound **sentence** with two or more **clauses** usually linked by a coordinating **conjunction** (ACELA1467)
- explore differences in words that represent people, places and things (**nouns**, including **pronouns**), happenings and states (**verbs**), qualities (**adjectives**) and details such as when, where and how (**adverbs**)(ACELA1452)
- recognise that a **preposition** placed in front of a noun group can show where, when, eg 'on the box' (where), 'before my birthday' (when)
- recognise that time **connectives** sequence information in texts
- recognise that different types of punctuation, including **full stops**, **question marks** and **exclamation marks**, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)
- recognise that capital letters signal proper nouns and commas are used to separate items in lists(ACELA1465)
- experiment with the use of **quoted** (direct) and **reported** (indirect) speech

Understand and apply knowledge of vocabulary

- understand how texts are made cohesive through resources, for example word associations, **synonyms**, and **antonyms** (ACELA1464)
- recognise, discuss and use creative word play, eg **alliteration** and **onomatopoeia**

**EN2-9B** uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts



Students:

Develop and apply contextual knowledge

- understand that effective organisation of ideas in imaginative, informative and persuasive **texts** enhances meaning
- understand that choice of vocabulary impacts on the effectiveness of texts

Understand and apply knowledge of **language forms and features**

- understand that paragraphs are a key organisational feature of written texts (ACELA1479)
- understand that a **clause** is a unit of grammar usually containing a **subject** and a **verb** and that these need to be in agreement (ACELA1481)
- understand how to elaborate on ideas in texts through the use of **prepositional phrases**
- understand how **adverb** groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)
- understand that the meaning of **sentences** can be enriched through the use of **noun groups**/phrases and verb groups/phrases and prepositional phrases (ACELA1493)
- identify and use grammatical features, eg **pronouns**, **conjunctions** and **connectives**, to accurately link ideas and information
- understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through **tense** (ACELA1482)
- experiment with punctuation to engage the reader and achieve **purpose**
- investigate how **quoted** (direct) and **reported** (indirect)

		<p><b>Respond</b> to and <b>compose</b> texts</p> <ul style="list-style-type: none"> <li>● begin to organise ideas into paragraphs when composing texts</li> <li>● compose sentences effectively using basic grammatical features and punctuation conventions</li> <li>● use <b>subject–verb</b> and <b>noun–pronoun agreement</b> when composing texts and responding to texts orally and in writing</li> <li>● demonstrate the use of more precise vocabulary to describe emotions and experiences when writing</li> </ul>	<p>speech work in different types of text (ACELA1494)</p> <ul style="list-style-type: none"> <li>● use <b>apostrophes</b> for <b>contractions</b></li> <li>● identify a variety of connectives in texts to indicate time, to add information and to clarify understanding</li> </ul> <p>Understand and apply knowledge of vocabulary</p> <ul style="list-style-type: none"> <li>● learn extended and technical vocabulary and ways of expressing opinion including <b>modal verbs</b> and <b>adverbs</b> (ACELA1484) </li> <li>● experiment with vocabulary choices to engage the listener or reader</li> </ul> <p><b>Respond</b> to and <b>compose</b> texts</p> <ul style="list-style-type: none"> <li>● compose a range of effective imaginative, informative and persuasive texts using language appropriate to purpose and audience</li> <li>● use grammatical features to create complex sentences when composing texts</li> <li>● experiment with <b>figurative language</b> when composing texts to engage an audience, eg <b>similes</b>, <b>metaphors</b>, <b>idioms</b> and <b>personification</b></li> <li>● incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)</li> </ul>
<p style="text-align: center;"><b>Thinking imaginatively, creatively and interpretively</b></p>		<p><b>EN1-10C</b> thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts</p> <p><b>Students:</b> <b>Engage personally with texts</b></p> <ul style="list-style-type: none"> <li>● respond to a wide range of texts through discussing, writing and representing</li> </ul> <p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>● recognise and begin to understand how composers use creative features to engage their <u>audience</u></li> <li>● identify and compare the imaginative language used by composers</li> </ul> <p><b>Understand and apply knowledge of <u>language forms and features</u></b></p> <ul style="list-style-type: none"> <li>● patterns and features for a variety of audiences</li> <li>● identify creative language features in <u>imaginative texts</u> that enhance enjoyment, eg illustrations, repetition</li> </ul> <p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>● predict and discuss ideas drawn from picture books and digital</li> </ul>	<p><b>EN2-10C</b> thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p><b>Students:</b> <b>Engage personally with texts</b></p> <ul style="list-style-type: none"> <li>● respond to texts by identifying and discussing aspects of texts that relate to their own experience</li> </ul> <p><b>Develop and apply contextual knowledge</b></p> <ul style="list-style-type: none"> <li>● discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) </li> <li>● identify and analyse the different organisational patterns and features to engage their audience</li> </ul> <p><b>Understand and apply knowledge of <u>language forms and features</u></b></p> <ul style="list-style-type: none"> <li>● identify creative language features in imaginative, informative and persuasive <u>texts</u> that contribute to engagement</li> <li>● identify and discuss how vocabulary establishes setting and</li> </ul>



	<p>stories</p> <ul style="list-style-type: none"> <li>jointly adapt a well-known text for a different audience and <u>purpose</u></li> </ul>	<p>atmosphere</p> <p><b>Respond to and compose texts</b></p> <ul style="list-style-type: none"> <li>create <u>literary texts</u> that explore students' own experiences and imagining (ACELT1607) 🧑🏫🔧</li> <li>use visual representations, including those digitally produced, to represent ideas, experience and information for different <u>purposes</u> and <u>audiences</u> 📺📖</li> <li>respond to a range of texts, eg through role-play or drama, for pleasure and enjoyment, and express thoughtful conclusions about those texts 🌟</li> <li>justify interpretations of a text, including responses to characters, information and ideas, eg 'The main character is selfish because ...' 🌟</li> <li>make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1594, ACELT1602) 🌟</li> </ul>
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<b>Creative Arts</b>	<p><b>Stage One</b></p> <p><b>Making</b></p> <p><b>VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.</b></p> <ul style="list-style-type: none"> <li>continues to explore characteristics of people around them (eg parents, grandparents, brothers and sisters, friends, and others in their local area) and focuses more on details, such as facial features, body weight, height, colour of eyes and skin, hair colour; where people live, work, go to school and play, who they enjoy being with</li> <li>explores narrative devices by creating comic strips and illustrated stories derived from their experience and imaginative and other events in their lives, drawing on ideas from artworks, cartoons, illustrated books and other books, videos and films</li> <li>talks about significant features and relationships within their artworks, referring to such things as size, scale, proportion, colour.</li> </ul> <p><b>VAS1.2 Uses the forms to make artworks according to varying requirements.</b></p> <ul style="list-style-type: none"> <li>thinks about how they can interpret the teacher's or others' requirements for artmaking (eg use of materials, investigation of subject matter, scale and purpose of the work)</li> <li>experiments with the properties of different drawing and paint media and tools such as graphite ('lead') and colour pencils, fibre tip pens, crayons, paint, brushes, rollers, scrapers, sticks and computer applications in drawing to create</li> </ul>	<p><b>Stage Two</b></p> <p><b>Making</b></p> <p><b>VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.</b></p> <ul style="list-style-type: none"> <li>talks about and thinks about their intentions for art making and recognises how these affect their selection of ideas, materials, tools and techniques and methods of working</li> <li>focuses on details of subject matter and areas of beauty, interest, awe, wonder and delight, eg <ul style="list-style-type: none"> <li>facial expressions, body positions and body angles</li> <li>activities people are involved in</li> <li>the grace and speed of moving animals, birds, reptiles and fish</li> <li>contrasts in a streetscape and/or natural environments</li> <li>interior and exterior views</li> </ul> </li> </ul> <p><b>VAS2.2 Uses the forms to suggest the qualities of subject matter.</b></p> <ul style="list-style-type: none"> <li>experiments with techniques in painting, drawing, photography, digital and video to create particular effects to suggest such things as close-ups, middle distance and long distance views, mood and atmosphere, light and dark suited to how subject matter may be interpreted</li> </ul>
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particular effects in an attempt to capture likenesses of things depicted

**Appreciating**

**VAS1.4 Begins to interpret the meaning of artworks, acknowledging the roles of artist and audience.**

- recognises that artists may account for their work in different ways to an audience
- recognises that artists explore the world in particular ways in how they approach their artmaking and in the artworks they make

**Appreciating**

**VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.**

- identifies resemblances between subject matter in artworks and the features of things as they exist in the world, recognising similarities and differences in how things are represented in the artworks
- expresses opinions about how well subject matter that is represented in particular forms refers to the world, and appreciates the skills involved to achieve these effects
- talks and writes about the meaning of artworks in terms of how subject matter realistically represents things in the world.

**Literacy Progressions**  
**Creating Text**

**CrT5**  
**Crafting Ideas**

- writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion)
- writes two or three related ideas which may include other unrelated ideas
- uses ideas from informative and imaginative texts read or viewed for own writing

**Text form and features**

- structures ideas into simple sentences made up of basic verb groups, noun groups and phrases (see Grammar)
- uses adjectives to add meaning by describing qualities or features (red, small, long) (see Grammar)
- expresses feelings and opinions about people and things (nice)
- writes identifiable clauses often linked using 'and' (see Grammar)
- uses logical word order in sentences (see Grammar)

**CrT6**  
**Crafting Ideas**

- writes for a range of purposes (to recount a personal experience, to observe and describe, to provide a reason why, to express thoughts and feelings about a topic)
- writes four or more sequenced and clearly connected ideas
- includes a simple orientation for the reader (At school we are learning about ...)
- expresses ideas appropriate to a task or topic in connected, clearly sequenced sentences
- describes an event or experience including at least one key detail; innovates on familiar texts)
- selects and discards ideas to make texts suitable for familiar audiences and purposes
- organises text logically (ideas in time sequence)
- uses key words from informative texts read or viewed in own writing

**Text form and features**

- writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells simple and many high-frequency words correctly (see Spelling)
- intentionally uses simple punctuation (!, ?) (see Punctuation)
- uses noun groups to develop ideas (new baby chicken) (see Grammar)

**CrT7**  
**Crafting Ideas**

- writes informative, imaginative and persuasive texts using evidence of structure (to recount a personal experience or a sequence of events; to describe a person, thing or process; to provide a reason why; to provide an opinion backed up with a reason; to express thoughts and feelings)
- writes using learnt ideas on a range of topics from learning areas
- supports ideas with some detail and elaboration
- uses sources to refine ideas (ideas introduced from a shared text to add detail and engage the reader)

**Text form and features**

- expands ideas through intentional use of simple and compound and occasional complex sentences (see Grammar)
- uses pronouns correctly to link to an object or person across the text (see Grammar)
- uses images to reinforce ideas in written text
- maintains consistent tense within and between sentences (see Grammar)
- organises ideas coherently (rudimentary paragraphing structure)
- uses cohesive vocabulary to indicate order, cause and effect (next, since)

**CrT8 - Persuasive**  
**Crafting Ideas**

- writes for a range of learning area purposes (designs a healthy food campaign)
- includes structural features appropriate to the type of text
- presents a position and supports it with one or two simply stated arguments
- writes ideas which are relevant to the purpose of the text
- organises persuasive ideas to support the reader (through the use of an introduction)

**Text form and features**

- uses cohesive devices to link points in an argument (however, on the other hand)
- uses exaggeration as a persuasive device
- uses adjectives to persuade (dangerous)
- uses simple modal verbs and adverbs (should, will, quickly)
- selects multimodal features to expand argument in written texts (images, music)

	<ul style="list-style-type: none"> <li>•makes plausible attempts to write unfamiliar words phonetically (enjn for engine) (see Spelling)</li> <li>•uses uppercase letters correctly to indicate proper nouns (see Punctuation)</li> <li>•uses capital letters and full stops correctly at the start and end of sentences (see Punctuation)</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• uses appropriate key words to represent an idea (aunty, sister, cousin in a text about family)</li> <li>• borrows words from other writers</li> <li>• uses common and proper nouns particular to students’ contextual knowledge</li> <li>• uses high-frequency words</li> <li>• uses modifying words (very)</li> </ul>	<ul style="list-style-type: none"> <li>•uses simple cohesive language (then, after, and)</li> <li>•uses adverbs to give precise meaning to verbs (talking loudly) (see Grammar)</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• uses words to indicate quantity (every, some, a few)</li> <li>• uses specific learning area topic vocabulary</li> <li>• uses common homophones correctly (two, to)</li> </ul>	<ul style="list-style-type: none"> <li>• uses some irregular spelling patterns (cough) (see Spelling)</li> <li>• applies learnt spelling generalisations</li> <li>• accurately spells most high-frequency words (see Spelling)</li> <li>• consistently uses correct simple punctuation (separates two adjectives before a noun with a comma – old, broken bike) (see Punctuation)</li> </ul> <p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• uses expressive words to describe action and affect the reader (tiptoed, instead of walked)</li> <li>• uses creative wordplay to affect the reader (repetitive patterns)</li> <li>• intentionally substitutes common or generic words with synonyms (excited for happy)</li> <li>• uses words with multiple meanings correctly, according to context (right, bark)</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• uses a range of learnt topic words to add credibility to arguments</li> </ul>
<p style="text-align: center;"><b>Literacy Progressions</b></p> <p style="text-align: center;"><b>Punctuation</b></p>	<p style="text-align: center;"><b>PuN3</b></p> <ul style="list-style-type: none"> <li>• uses sentence boundary punctuation including question marks or exclamation marks</li> <li>• consistently writes capitals appropriately for names of people</li> </ul>	<p style="text-align: center;"><b>PuN4</b></p> <ul style="list-style-type: none"> <li>• uses commas in lists of nouns (add the sugar, lemon, water and juice)</li> <li>• uses apostrophes for regular single possessives (girl’s)</li> <li>• capitalises key events, geographic names, titles (Easter, Sydney, Ms)</li> </ul>	<p style="text-align: center;"><b>PuN5</b></p> <ul style="list-style-type: none"> <li>• uses quotation marks for simple dialogue (‘I can’t see it,’ he said.)</li> <li>• uses apostrophes for plural possessives (planes’ wings)</li> <li>• follows conventions of use of capitals in headings</li> </ul>	
<p style="text-align: center;"><b>Literacy Progressions</b></p> <p style="text-align: center;"><b>Grammar</b></p>	<p style="text-align: center;"><b>GrA3</b></p> <p style="text-align: center;"><b>Whole Text Level</b></p> <ul style="list-style-type: none"> <li>• sequences sentences to reflect a logical flow of ideas</li> <li>• uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (I have a bird. It can talk.)</li> <li>• uses basic text connectives repetitively (and, then)</li> </ul> <p style="text-align: center;"><b>Sentence Level</b></p> <ul style="list-style-type: none"> <li>• writes coherent simple sentences to express an idea or event</li> </ul> <p style="text-align: center;"><b>Group and Word Level</b></p> <ul style="list-style-type: none"> <li>• uses pronouns to represent participants (she, we, them)</li> <li>• uses a small range of adjectives to build description in basic noun groups (the little dog)</li> </ul>	<p style="text-align: center;"><b>GrA4</b></p> <p style="text-align: center;"><b>Whole Text Level</b></p> <ul style="list-style-type: none"> <li>• uses time connectives to sequence ideas and events (first, then, next, after)</li> <li>• groups related ideas into paragraphs</li> </ul> <p style="text-align: center;"><b>Sentence Level</b></p> <ul style="list-style-type: none"> <li>• writes simple sentences correctly</li> <li>• writes compound sentences to make connections between ideas using coordinating conjunctions (and, but, so)</li> </ul> <p style="text-align: center;"><b>Group and Word Level</b></p> <ul style="list-style-type: none"> <li>• uses simple adverbials to give details such as time, place and manner (in the afternoon, nearby, quickly)</li> <li>• uses simple present, past and future tenses</li> </ul>	<p style="text-align: center;"><b>GrA5</b></p> <p style="text-align: center;"><b>Whole Text Level</b></p> <ul style="list-style-type: none"> <li>• uses cohesive devices (word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – however, on the other hand, therefore)</li> <li>• uses well-structured paragraphs with topic sentences</li> </ul> <p style="text-align: center;"><b>Sentence Level</b></p> <ul style="list-style-type: none"> <li>• writes simple and compound sentences correctly</li> <li>• writes complex sentences using conjunctions (when, because)</li> </ul> <p style="text-align: center;"><b>Group and Word Level</b></p> <ul style="list-style-type: none"> <li>• uses a wide range of verbs and verb groups (uses thinking, feeling and , perceiving verbs to represent inner processes; uses saying verbs to represent interaction)</li> </ul>	<p style="text-align: center;"><b>GrA6</b></p> <p style="text-align: center;"><b>Whole Text Level</b></p> <ul style="list-style-type: none"> <li>• uses cohesive devices to alert the reader about how the text is unfolding (foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)</li> </ul> <p style="text-align: center;"><b>Sentence Level</b></p> <ul style="list-style-type: none"> <li>• selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect</li> <li>• uses at least one subordinate clause in a complex sentence</li> <li>• Uses subordinating conjunctions (‘even though’ in ‘Even though a storm was predicted, the search and rescue mission still went ahead.)</li> </ul> <p style="text-align: center;"><b>Group and Word Level</b></p> <ul style="list-style-type: none"> <li>• uses an extended range of verbs and verb groups for a particular effect (characterisation - howls, was trembling; and expressing causality – results in)</li> </ul>

	<ul style="list-style-type: none"> <li>• uses common and proper nouns</li> <li>• uses single verbs or simple verb groups (they are playing)</li> <li>• uses predominantly simple present, continuous and past tense to represent processes (I play, I am playing, I played)</li> </ul> <p style="text-align: center;"><b>Grammatical Accuracy</b></p> <ul style="list-style-type: none"> <li>• uses articles a, an and the with varying accuracy (a dog, a apple)</li> <li>• writes comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick)</li> </ul>	<p>accurately to represent processes</p> <ul style="list-style-type: none"> <li>• uses adjectives in noun groups to build more accurate descriptions of participants (the spotted dog)</li> </ul> <p style="text-align: center;"><b>Grammatical Accuracy</b></p> <ul style="list-style-type: none"> <li>• writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (they should of waited, mine is different than/then yours) and past tense irregular verbs (he goed to the shop)</li> </ul>	<ul style="list-style-type: none"> <li>• employs a range of tenses to represent processes</li> <li>• uses adjectives in noun groups to include details of participants ('that crazy, little cattle dog')</li> <li>• uses articles accurately (a, an, the)</li> <li>• uses adverbials to present more surrounding details for time, place, manner and reason</li> </ul> <p style="text-align: center;"><b>Grammatical Accuracy</b></p> <ul style="list-style-type: none"> <li>• writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (Because he was afraid.)</li> </ul>	<ul style="list-style-type: none"> <li>• adjusts tense in a text if required (uses simple present tense to represent 'timeless' happenings (bears hibernate in winter) and uses continuous present tense when referring to an ongoing event (bears are becoming extinct))</li> <li>• creates elaborated noun groups to build richer description by extending the noun group (that crazy, little cattle dog with the crooked tail that ran away last week)</li> <li>• uses adverbials to represent a greater range of circumstances (time – subsequently; place – in their environment; manner – excitedly; reason – due to several factors)</li> </ul> <p style="text-align: center;"><b>Grammatical Accuracy</b></p> <ul style="list-style-type: none"> <li>• makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb</li> </ul>
	<p style="text-align: center;"><b>Written</b></p> <ul style="list-style-type: none"> <li>❖ <b>I will never not ever eat a tomato</b> by Lauren Child</li> <li>❖ <b>The Berenstain bears and Too Much Junk Food</b> by Stan &amp; Jan Berenstain</li> <li>❖ <b>You are what you eat and other Mealtime hazards</b> by Serge Bloch</li> <li>❖ <b>The Great Kapok Tree</b> by Lynne Cherry</li> <li>❖ <b>Uno's Garden</b> by Graeme Base</li> <li>❖ <b>The last Tree in the City</b> by Peter Carnavas</li> <li>❖ <b>Hey, Little Ant</b> by Phillip &amp; Hannah Hoose</li> <li>❖ <b>The Perfect Pet</b> by Margie Palatini &amp; Bruce Whatley</li> <li>❖ <b>I wanna Iguana</b> by Kaufman &amp; David Catrow</li> <li>❖ <b>The Brothers Quibble</b> by Aaron Blabey</li> <li>❖ <b>What do you do with a chance?</b> Kobi Yamada</li> </ul>	<p style="text-align: center;"><b>Visual</b></p> <p style="text-align: center;">☺</p>	<p style="text-align: center;"><b>Multimodal</b></p> <ul style="list-style-type: none"> <li>❖ <b>The Giving Tree</b> <a href="https://www.youtube.com/watch?v=JOGMzGDEQoU">https://www.youtube.com/watch?v=JOGMzGDEQoU</a></li> <li>❖ <b>The Tin Forest</b> <a href="https://vimeo.com/36088583">https://vimeo.com/36088583</a></li> <li>❖ <b>The Lorax by Dr Seuss</b> <a href="https://www.youtube.com/watch?v=5qmilgYWeVs">https://www.youtube.com/watch?v=5qmilgYWeVs</a></li> <li>❖ <b>Tiddalick – The frog who caused a floods</b> <a href="https://www.youtube.com/watch?v=VVODbc7j6OM">https://www.youtube.com/watch?v=VVODbc7j6OM</a></li> <li>❖ <b>Some Smug Slug</b> by Pamela Duncan <a href="https://www.youtube.com/watch?v=Ld-jEZAaAyw&amp;list=PLs8fDe_tHTAp-KzEgkqPi3baXRIiRCBVA&amp;index=4">https://www.youtube.com/watch?v=Ld-jEZAaAyw&amp;list=PLs8fDe_tHTAp-KzEgkqPi3baXRIiRCBVA&amp;index=4</a></li> </ul>	
<p style="text-align: center;"><b>Assessment /Evidence:</b></p>	<p style="text-align: center;"><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>* anecdotal records</li> <li>* comments or notations</li> <li>* conversations</li> <li>* marks &amp; grades</li> <li>* feedback</li> </ul>	<p style="text-align: center;"><b>Assessment as Learning</b></p> <ul style="list-style-type: none"> <li>* Self-assessment of writing tasks, including assessment of handwriting style of key letters covered and the use and correct spelling of topic words and high frequency words from texts. Identify skills that need further practise.</li> <li>* Peer assessment</li> </ul>	<p style="text-align: center;"><b>Assessment of Learning</b></p> <ul style="list-style-type: none"> <li>* writing tasks graded, based on set criteria's</li> <li>* student achievement against selected outcomes</li> <li>* student achievement against set learning goals</li> <li>* achievement against Literacy Progressions</li> </ul>	

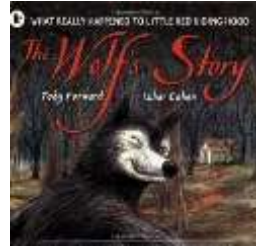


		* Questioning * Skill practise	
<b>Additional Resources</b>			
<b>Learning Goal</b> (writing process)	<p><i>All lessons will continue to work on writing process. In addition there will be a specific Learning Goal and success criteria relating to the particular piece which will be identified at the beginning of that lesson.</i></p> <p><b>To plan, compose and review Persuasive texts</b></p>		
<b>Success Criteria</b> (writing process)	<p><b>PLANNING</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can plan texts by making notes, drawing diagrams, and jotting down a series of information</li> <li>I can plan and organise ideas using headings, graphic organisers, questions and mind maps</li> </ul>	<p><b>COMPOSING</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can write a sequence of thoughts and ideas</li> <li>I can write short, connected and sequenced texts to convey information</li> <li>I can construct a sequence a well sequenced informative text using language appropriate to purpose and audience</li> </ul>	<p><b>REVISING</b></p> <p><b>Adding detail from text</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can read my work and add, delete or change words, prepositional phrases or sentences to improve meaning, for example replacing an everyday noun with a technical one in an informative text.</li> <li>I can reread texts during and after writing to check accuracy, meaning and fitness for purpose</li> </ul>
			<p><b>EDITING</b></p> <p><b>Punctuation &amp; Spelling</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can check spelling using a dictionary.</li> <li>I can check for inclusion of relevant punctuation including capital letters to signal names, as well as sentence beginnings, full stops, question marks and exclamation marks</li> </ul>

# Weekly Overview

Week	Reading	Writing	Grammar Focus	Quality Talk
1	<ul style="list-style-type: none"> <li>❖ I will never not ever eat a tomato by Lauren Child</li> <li>❖ The Berenstain bears and Too Much Junk</li> </ul>	❖ <b>Pre Assessment Task</b>	❖ Conjunctions	It is important to be healthy
2	<ul style="list-style-type: none"> <li>❖ I will never not ever eat a tomato by Lauren Child</li> <li>❖ The Berenstain bears and Too Much Junk</li> <li>❖ You are what you eat and other mealtime hazards by Serge Bloch</li> </ul>	❖ Free Choice- selected writing prompts	❖ Conjunctions	Junk food should only be a sometimes food
3		❖ <b>To eat junk food or to not eat Junk Food</b>	❖ Rhetorical Questions	To eat junk food or not to eat junk food
4	<ul style="list-style-type: none"> <li>❖ The Great Kapok Tree by Lynne Cherry</li> <li>❖ Uno's Garden by Graeme Base</li> <li>❖ The last Tree in the City by Peter Carnavas</li> <li>❖ Tiddalick- the frog who caused a flood <a href="https://www.youtube.com/watch?v=VVODbc7i6OM">https://www.youtube.com/watch?v=VVODbc7i6OM</a></li> </ul>	❖ Free Choice- selected writing prompts	❖ Rhetorical Questions	We should all use recyclable bags
5	<ul style="list-style-type: none"> <li>❖ The Great Kapok Tree by Lynne Cherry</li> <li>❖ Uno's Garden by Graeme Base</li> <li>❖ The last Tree in the City by Peter Carnavas</li> <li>❖ The Giving Tree <a href="https://www.youtube.com/watch?v=JOGMzGDEQoU">https://www.youtube.com/watch?v=JOGMzGDEQoU</a></li> </ul>	❖ <b>Humans are destroying the environment</b>	❖ Exclamation Marks & Questions Marks	Humans are destroying the environment
6	<ul style="list-style-type: none"> <li>❖ Hey, Little Ant by Phillip &amp; Hannah Hoose</li> <li>❖ The Perfect Pet by Margie Palatini &amp; Bruce Whatley</li> <li>❖ I wanna Iguana by Kaufman &amp; David Catrow</li> </ul>	❖ Free Choice- selected writing prompts	❖ Exclamation Marks & Questions Marks	It is important to justify your own opinion
7	<ul style="list-style-type: none"> <li>❖ Hey, Little Ant by Phillip &amp; Hannah Hoose</li> <li>❖ The Perfect Pet by Margie Palatini &amp; Bruce Whatley</li> <li>❖ I wanna Iguana by Kaufman &amp; David Catrow</li> </ul>	❖ <b>Should the boy squish the ant?</b>	❖ Alliteration	Everyone should agree
8	<ul style="list-style-type: none"> <li>❖ The Brothers Quibble by Aaron Blabey</li> </ul>	❖ Free Choice- selected writing prompts	❖ Alliteration	It is better to be an only child
9	<ul style="list-style-type: none"> <li>❖ The Brothers Quibble by Aaron Blabey</li> </ul>	❖ <b>Write a letter to the parents demanding they get rid of an annoying sibling</b>	❖ Figurative language	We should be friends with our siblings
10	<ul style="list-style-type: none"> <li>❖ What do you do with a chance? by Kobi Yamada</li> <li>❖ The most magnificent thing by Ashley Spires</li> </ul>	❖ <b>Post Assessment Task</b>	❖ Revision	

## Explicit Teaching Sequence

Week / Date	Learning Experiences	Resources
<p>Week 1</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can make predictions</li> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can build on and use prior knowledge and vocabulary</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge.</li> <li>❖ I can predict the authors intent</li> <li>❖ I can compare opinions about characters, events and settings in and between texts</li> <li>❖ I can identify key arguments in a persuasive text</li> <li>❖ I can distinguish between fact and opinion in persuasive texts</li> </ul>	
<p>Week 1</p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To identify how language differs according to purpose, audience and subject matter.</p> <p><b>Success criteria:</b> I can compare two versions of the same story, identifying how a characters and actions are depicted differently by the author and illustrator. I can state the characters point of view</p> <p><b>Text : The Wolf's side of the story &amp; Toby Forward</b></p> <p>Read a traditional version of Little Red Riding Hood or view on line: <a href="https://www.youtube.com/watch?v=KWxwa0lQZTs">https://www.youtube.com/watch?v=KWxwa0lQZTs</a>. Discuss the following with students at the conclusion of the story:</p> <ul style="list-style-type: none"> <li>❖ What is this story about?</li> <li>❖ Who are the 'good guys' in this story? How do you know?</li> <li>❖ Who is the 'bad guy' in this story? How do you know?</li> </ul> <p>Now read the story What really happened to Little Red Riding Hood- The Wolf's Story. After reading the story, ask the students:</p> <ul style="list-style-type: none"> <li>❖ How is this story different to the story we have just read?</li> <li>❖ Who is the 'good guy' in this story? How do you know?</li> <li>❖ How are the pigs presented in this story?</li> </ul> <p>Explain to the students that they have just read two versions of the same story: one from the point of view of the Little Red Riding Hood, the other from the point of view of the wolf. Encourage the students to comment on which version of the story they find more convincing.</p>	<p><b>Text:</b> The wolf's side of the story by Toby Forward</p> 

Explain to the students that people often have different points of view about certain situations or topics, just like the story viewed above. Explain to students that point of view refers to how a person or character looks at, or views, an object or a situation.

Explain to the students that people often have different points of view about certain situations or issues. Ask the students to share their points of view about some everyday issues that they can relate to. Encourage the students to explain and justify their reasoning to the class. Some common issues might include:

- whether dogs are friendlier than cats
- whether chocolate ice cream is more delicious than vanilla ice cream
- whether siblings are allies or enemies
- whether sunny days are more fun than rainy days
- whether students work harder than teachers.

Explain to students that when writing a persuasive text that we usually write arguments/ express a point view for or against the topic being presented. Think about the topic: **To Eat or Not to Eat Junk Food?**

Read the topic to the class, then attach it to the middle of the board. On one side of the card, write 'for'. On the other side, write 'against'. Provide each student with a post-it note. Ask each student to think carefully about how they feel about the topic. Once they have had some time to think, ask them to write their point of view about the topic (either for or against) on the post-it note e.g. I agree because... .

Once they have finished, ask each student to stand and read their statement to the rest of the class. Once each statement has been read, encourage the class to decide whether the student is for the topic or against the topic. Attach each post-it note to the board on the appropriate side of the topic card. Once all of the students have had their turn, encourage them to comment on the distribution of the post-it notes. Ask the students:

As a class, do you think we are for or against this topic? How do you know this?

- Were any of the points of view on the board repeated? Which ones?
- Did any of the points of view on the board convince you to change your mind about the topic?

**Learning Goal:** To use comprehension strategies to build literal and inferred meaning

**Success criteria**

- ❖ I can make predictions
- ❖ I can use my own experiences and knowledge to apply to the text and make connections
- ❖ I can make connections between information in print and images.
- ❖ I can build on and use prior knowledge and vocabulary
- ❖ I can recount or describe the most relevant information from the text
- ❖ I can make valid inferences using information in a text and my own prior knowledge

Week 1

Date: \_\_\_\_\_



**Text : The Berenstain Bears and too much Junk food by Jan & Stan Berenstain**

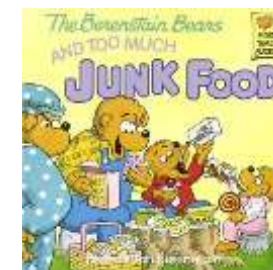
**Focus On Reading Strategy: Prediction, Monitoring / Clarifying & Summarising**

- Before reading, ask children what their favourite after-school snack is. Show the cover of the book. Ask students to name some of the snacks the Bear family is probably eating. Ask, "Do you think these types of foods will keep your body healthy?" Discuss the type of text, the authors purpose, etc
- **During Reading:** Discuss the types of foods that are being eaten throughout the book. Have children describe how it makes the Bear family feel. Draw attention to the types of activities this family engages in at the beginning. Ask children to make suggestions of healthy food choices the family could make.
- Read the text and clarify any tricky words or phrases:

cozy nooks, raiding the pantry, little chubby, nourishing food, organs, nerves

- Discuss the dangers of eating too much junk food. Questions to ask:  
**Q: What happens to our health and body when we eat foods that have too much fat?**  
A. It can lead to heart problems and cause us to have too much weight on our bodies. Having too much weight can lead to other health problems.  
**Q: What happens when we eat too much candy?**  
A: We get too much sugar in our bodies and it can cause us to be overweight and have more cavities and tooth decay.  
**Q: What are examples of snacks that are high in sugar and fat? Salt?**  
A: Candy, butter or margarine, salad dressing, cake, doughnuts, soda pop, processed meats like hot dogs. Salted peanuts, popcorn, pretzels, sunflower seeds, jerky.
- Discuss the book and what lifestyle changes the bears made to be healthier.
  - They started to exercise together as a family.
  - They ate healthier foods at meals and for snacks (carrot sticks, fruits).
  - They also learned how important it is to drink milk and water instead of pop.
- Conclude lesson with video "Benefits of eating fruits and vegetables - For kids (children)"  
[https://www.youtube.com/watch?v=u1sh\\_XGKJ-Q](https://www.youtube.com/watch?v=u1sh_XGKJ-Q)

**Text:** The Berenstain Bears and too much Junk Food by Jan & Stan Berenstain



Add new Vocab to word wall

Video "Benefits of eating fruits and vegetables - For kids (children)"  
[https://www.youtube.com/watch?v=u1sh\\_XGKJ-Q](https://www.youtube.com/watch?v=u1sh_XGKJ-Q)

## Conjunctions

**Learning Goal:** To be able to use basic grammatical features and vocabulary appropriate to a persuasive text

**Success criteria:** I can use conjunctions correctly to combine to simple sentences (compound sentences)  
I can include complex sentences within my writing  
I can justify an opinion within my writing

### Lesson One:

- Tear a piece of paper in two and show how it can be joined with glue or sticky tape. Now write two sentences on the board.
- Model how two sentences can be joined also, but this time instead of glue or sticky tape we use a conjunction (joining words).  
I washed the dishes. Sally dried them.  
I washed the dishes and Sally dried them.
- Explain to students that Conjunctions are words that are used to **join** words or groups of words together. They are sometimes referred to as **joining words**.
- Brainstorm a list of conjunctions. Make an anchor chart
- Have students complete an exercise where they need to use a conjunction to complete a sentence. Record in Work Books.

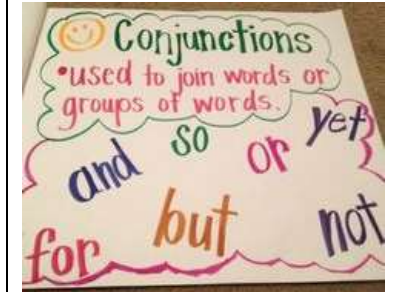
because until when before although and if so

- 1) I will buy you and ice-cream \_\_\_\_\_ you finish all your jobs.
- 2) We did not go swimming \_\_\_\_\_ the water was too cold.
- 3) The children began to play up \_\_\_\_\_ our teacher left the room.
- 4) Sally still played netball \_\_\_\_\_ her leg was sore.
- 5) I played the piano \_\_\_\_\_ Michael played the drums.
- 6) We are not allowed to leave \_\_\_\_\_ ten o'clock.

Week 1  
(Grammar  
lesson)

Date: \_\_\_\_\_

Paper and markers for Anchor Chart



Student work books

7) We must stay inside \_\_\_\_\_ the rain stops.

8) Mrs Williamson set the alarm for six o'clock \_\_\_\_\_ she would not be late for school.

- Recap what conjunctions are by watching the following video: <https://www.youtube.com/watch?v=RKlvpBh8Pc>

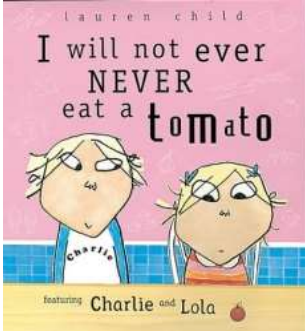
### Evaluation

Were the Lessons engaging? Yes/No

Were the activities purposeful? Yes/No

Have my students been able to transfer their learning from practical experiences to independent work? Yes/No

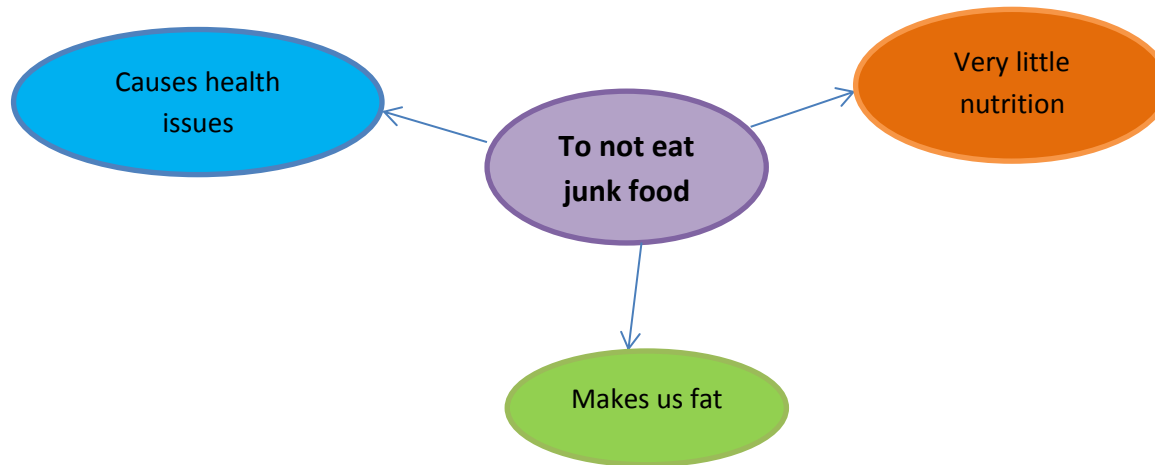
### Additional comments

Week / Date	Learning Experiences	Resources
<p><b>Week 2</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To be able to understand the purpose of a persuasive text</p> <p><b>Success criteria:</b> I can state the purpose of a persuasive text I can give an opinion on a topic I can state the reasons for my opinion</p> <ul style="list-style-type: none"> <li>• Read the book, <b>I Will Never Not Ever Eat a Tomato</b> by Lauren Child</li> <li>• Ask the following questions to the students as you read. <ul style="list-style-type: none"> <li>- Who is Lola trying to persuade? Her brother</li> <li>- What is she trying to convince him of? She won't eat tomatoes</li> <li>- Why won't Lola eat certain foods? Peas are too small and too green Carrots are for rabbits</li> <li>- What does Charlie do to convince Lola to eat other foods? He says that each of the foods is a special objects: carrots from Jupiter; peas are green drops from Greenland</li> <li>- What does Lola say tomatoes are? Moonsquinters</li> </ul> </li> <li>• Ask the students: Which of the reasons are facts? Which are opinions? Why are opinions not as powerful in convincing someone in an argument?</li> <li>• Watch the <a href="#">Persuasive Writing For Kids: What is It?</a> video on YouTube. After watching, ask the students: <ul style="list-style-type: none"> <li>• What is persuasive writing?</li> <li>• Why do people write persuasive texts?</li> <li>• What different types of persuasive texts are there? Create an anchor chart.</li> </ul> </li> <li>• Restate that when we have a point of view, we need to have reasons why we think what we think.</li> <li>• Watch the following video on YouTube: <a href="#">Persuasive Writing for Kids: Developing Reasons</a></li> <li>• Discuss the topic: to eat or not to junk food. Have students give reasons as to why they think we should eat junk</li> </ul>	<p>Text: <b>I Will Never Not Ever Eat a Tomato</b> by Lauren Child</p>  <p>Video: <a href="#">Persuasive Writing For Kids: What is It?</a></p> <p>Video on YouTube: <a href="#">Persuasive Writing for Kids: Developing Reasons</a></p>



food or should not eat junk food.

- Demonstrate to students how to create a web listing the reasons for the argument: **to not eat junk food**. Tell students that they should have at least 3 reasons for their argument.



- Students choose a point of view and create their own webs for the topic: To eat junk food or not to eat junk food (NOTE: this will become part of the student's plan for writing).

**Learning Goal:** To be able to give an opinion and back it up with reasons and examples

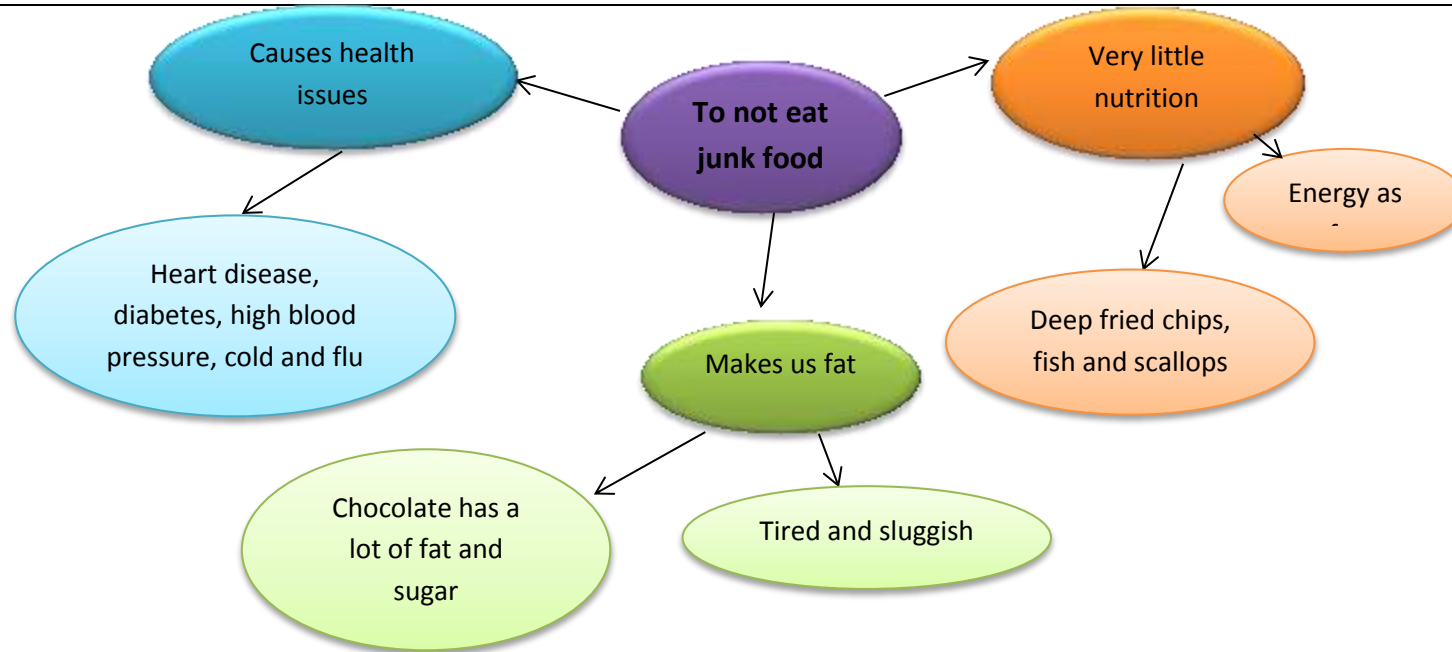
**Success criteria:** I can justify my opinion with reasons/arguments  
I can support my reasons/arguments with examples

- Review the structure of persuasive texts with students - statement of position, three reasons and conclusion.
- Show students persuasive text sample: Paid to go to School. Read the text and discuss the structure.
- Have students place arrows on the specific parts of the text, eg openings statement/statement of position, reasons, and conclusion.
- Discuss that it is important to give examples for our reasons to help back up what we are arguing.
- Demonstrate this by adding examples to the mind map from the previous lesson:
- They should have at least 3 reasons for their argument:

**Week 2**

Date: \_\_\_\_\_

**Persuasive Writing Text Sample:** Paid to go to school



- Have students add examples to their own web/mind map for each reason.

### Conjunctions

**Learning Goal:** To be able to use basic grammatical features and vocabulary appropriate to a persuasive text

**Success criteria:** I can use conjunctions correctly to combine to simple sentences (compound sentences)  
 I can include complex sentences within my writing  
 I can justify an opinion within my writing

#### Lesson Two:

- Revise the definition of a conjunction. Have students suggest some conjunction. Write the words **because**, **if** and **before** on the board. Have students orally suggest suitable conjunctions for sentences which are read aloud.  
 For example,  
 1) I cleaned my teeth..... I went to bed.  
 2) We did not go..... it was raining.  
 3) I cannot come..... my leg is sore.  
 4) Tom grabbed the apple..... I ate it.

- Have students complete an exercise where they need to use a conjunction to complete a sentence. Record in Work Books.

Week 2  
Grammar  
Lesson

Date: \_\_\_\_\_

Student Workbooks

because until when and if unless

- 1) We must wait here \_\_\_\_\_ our parents arrive.
- 2) The baby began to cry \_\_\_\_\_ the little boy pinched him.
- 3) The thief stole the money \_\_\_\_\_ he wanted to buy a motor bike.
- 4) The fish will not bite \_\_\_\_\_ you keep making all that noise.
- 5) I dug up the soil \_\_\_\_\_ Hunter raked it over.
- 6) You will not get in the team \_\_\_\_\_ you practise much harder.

### Rhetorical Questions

**Learning Goal:** To be able to use basic grammatical features and vocabulary appropriate to a persuasive text

**Success criteria:** I can include rhetorical question in my persuasive text.  
I understand that rhetorical questions are a persuasive device  
I understand that rhetorical questions don't require an answer

**Lesson One:**

- Discuss what a rhetorical question is. State that **A rhetorical question is a question that does not require an answer. It is used as a persuasive device, to make a point, rather than to find out information.**
- Watch youtube clip: <https://www.youtube.com/watch?v=noBFVxBTV7Q> (teacher may need to read out what the clip says for lower grades)

<https://www.youtube.com/watch?v=noBFVxBTV7Q>

Week 3  
Grammar  
Lesson

Date: \_\_\_\_\_

	<ul style="list-style-type: none"> <li>• Explain to students that teachers use rhetorical questions all the time perhaps when a student is doing the wrong thing. We do this to make you think about your behaviour and we are not necessarily wanting you to answer the question, eg we might say; 'do I really need to know right now?', 'is it important?', 'what should you be doing right now?' or 'where should you be?'</li> <li>• Explore the Powerpoint on Rhetorical Questions.</li> <li>• Explain to students that rhetorical questions can begin with the following question stems: <ul style="list-style-type: none"> <li>- Did you know.....?</li> <li>- How would you....</li> <li>- Who, what, when, where, why, how...?</li> <li>- Isn't it funny...?</li> <li>- Don't you...?</li> <li>- What if...?</li> </ul> </li> <li>• Have students copy the following into their books making each statement a rhetorical question: <p style="text-align: center;"><u>Rhetorical Questions</u></p> <p><b>A rhetorical question is a question that does not require an answer. It is used as a persuasive device, to make a point, rather than to find out information. It can also be used to create a certain tone to a piece of writing.</b></p> <p>Write your own rhetorical questions about the following school issues. Imagine you are trying to engage your audience.</p> <ol style="list-style-type: none"> <li>1. The school playground is always untidy.</li> <li>2. You have heard that lots of children are wasting water.</li> <li>3. Children are not wearing helmets when they ride bikes.</li> <li>4. Children are not wearing their hats a play time.</li> </ol> </li> </ul>	<p>Powerpoint - Rhetorical Questions from twinkl.com</p>
<p><b>Week 3</b> Date: _____</p>	<p>In the next two to three lessons model to the class the writing process (See the model below) and have students write their own Information Report about the war.</p>	
<p><b>Week 2/3</b> Date: _____</p>	<p><b>Art lesson:</b></p> <p style="text-align: center;"><b><u>Nutrition Artwork- Magnified Fruit</u></b></p> <p><b>Discussion Points:</b> <i>An arrangement of fruit in a central location is the focus for the drawing; however stimulus pictures of fruit will enhance meaningful discussion responses.</i></p> <ul style="list-style-type: none"> <li>- What is your favourite fruit? (list fruit on the board)</li> </ul>	<ul style="list-style-type: none"> <li>- A4 white paper</li> <li>- Fruit- real or pictures</li> <li>- Lead pencil/eraser</li> <li>- Permanent black marker</li> </ul>



- Why is fruit good for us? (Discuss vitamins, mineral and fibre)
- Discuss the colours of different fruits/
- What is a magnifying glass? (A glass lense which, when looked through, enlarges what we can see)

**Lesson:**

1. Following discussion about fruit, the students use lead pencil to draw what they can see (pictures or real arrangement of fruit) onto A4 paper
2. Trace over drawing with a thick permanent black marker.
3. Using oil pastels, colour the fruit. Oil pastels may be smudged to create a soft colour change, as shown in the example. Emphasise strong, solid colour.
4. Paint background using dye. Set aside to dry.
5. If necessary, darken lines by tracing over them with permanent black marker.
6. Make a black frame around the artwork by gluing the ends of the cardboard strips into a rectangle, as shown in the example.

- Oil Pastels
- Vegetable dye.
- Black paper strips (2 strips 2cm x 10 cm and 2 strips 2cm x 12cm)
- Glue stick
- Newspaper to protect workspace



**Specific Writing focus**

**Learning Goal:** To create persuasive text using growing knowledge of text structures and language features.

**Success Criteria:**

- I can write sentences that make sense to others
- I can use my knowledge of the writing process to plan, compose, review and edit a persuasive writing piece
- I can draw on personal and experience and topic knowledge to express an opinion in writing
- I can begin to structure texts using paragraphs composed of logically grouped sentences that deal with one particular aspect of a topic
- I can include alliteration within my writing

**Weekly Grammar Focus:** Conjunctions and Rhetorical Questions

**PLANNING**  
Keywords

**COMPOSING**  
Spelling

**REVISING**  
Adding detail from text

**EDITING**  
Punctuation

To eat junk food, or not to eat junk food?

Listen up all you junk food people! I know that fast food can be very tasty, **but** have

To eat junk food, or not to eat junk food?

Listen up all you junk food **addicts!** I know that fast food can be very tasty, **but** have

To eat junk food, or not to eat junk food?

Listen up all you junk food addicts! I know that fast food can be very tasty, **but** have you ever considered what it might be doing to your body?

See lessons above



you ever considered what it might be doing to your body? It is a well-known fact that you are what you eat. We should really be avoiding eating junk food **because** it does very little to provide any goodness whatsoever to our body, it can slowly make us fat and it will eventually cause us to have way too many health problems.

Firstly, like I said, junk food may taste great, **but** it does not provide enough goodness for our bodies. Take a piece of chocolate for example; it has too much fat, sugar and carbohydrates. Sure it might taste great, **but** is it really filling your body the way we need it to be? Even after you eat a piece of chocolate, you might feel tired and still hungry **which** means you will eat even more food that isn't good for you. This goes to show that food that tastes great does not make one feel great **and** is not giving our bodies the goodness it needs to be healthy.

Secondly, do you really want to eat all that junk food and get fat? Like the saying goes; a minute on the lips equals a lifetime on the hips! If you think about it, most fast food places deep fry things like chips, fish and scallops in oil. This has many calories! If you eat too many calories and don't exercise, then your body stores this energy as fat. Fast food also has a lot of carbohydrates that get changed to sugar and make people fat. Being fat can reduce your quality of life. It can make you sad, have lots of health problems and stop you from doing all the things you want to do.

you ever considered what it might be doing to your body? It is a well-known fact that **YOU ARE WHAT YOU EAT!** We should really be avoiding eating junk food **because** it does very little to provide any **nutrition** whatsoever to our body, it can slowly make us fat and it will eventually cause us to have way too many health problems.

Firstly, like I said, junk food may taste great, **but** it does not provide enough **nutrition** for our bodies. Take a piece of chocolate for example; it has too much fat, sugar and carbohydrates. Sure it might taste great, **but** is it really **fuelling** your body the way we need it to be? Even after you eat a piece of chocolate, you might feel **sluggish** and still hungry **which** means you will eat even more food that isn't good for you. This goes to show that food that tastes great does not make one feel great **and** is not giving our bodies the **nutrients** it needs to be healthy.

Secondly, do you really want to eat all that junk food and get fat? Like the saying goes; a minute on the lips equals a lifetime on the hips! If you think about it, most fast food places deep fry things like chips, fish and scallops in oil. This has many calories! **Calories are units of energy.** If you eat too many calories and don't exercise, then your body stores this energy as fat. Fast food also has a lot of carbohydrates that get **converted** to sugar and make people fat. Being fat can reduce your quality of life. It can make you **depressed**, have lots of health **conditions** and stop you from doing all the things you want to do.

It is a well-known fact that **YOU ARE WHAT YOU EAT!** We should really be avoiding eating junk food **because** it does very little to provide any nutrition whatsoever to our body, it can slowly make us fat and it will eventually cause us to have way too many health problems.

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Finally, all this junk food that you put into your body is making you so unhealthy! There is so much research out there to suggest that junk food is linked to, and causes, heart disease, high blood pressure, diabetes and many, many more. Even just a simple cold can be caused from you not getting the right balance of foods into your body to fight off bacteria and germs. **If** you are constantly sick, **then** you can often miss out on things you would normally get to do like sport, excursions or spending time with your friends.

It's time to get smart with your food choices. Eat a good diet of fruits, vegetables, meats, dairy and grains **because** it is really not worth risking your health just to eat that piece of chocolate cake or that bowl of ice cream. We must all make better choices to eat healthy **so** that we can lead healthy, happy and productive lives. What will you choose to do?

Finally, all this junk food that you put into your body is making you so unhealthy! There is so much research out there to suggest that junk food is linked to, and causes, heart disease, high blood pressure, diabetes and many, many more. Even just a simple cold can be caused from you not getting the right balance of foods into your body to fight off bacteria and germs. **If** you are constantly sick, **then** you can often miss out on things you would normally get to do like sport, excursions or spending time with your friends.

It's time to get smart with your food choices. Eat a **balanced** diet of fruits, vegetables, meats, dairy and grains **because** it is really not worth risking your health just to eat that piece of chocolate cake or that bowl of ice cream. We must all make **wise** choices to eat healthy **so** that we can lead healthy, happy and productive lives. What will you choose to do?

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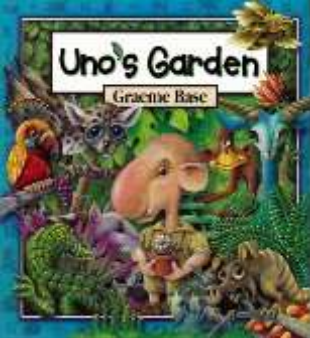
## Evaluation


Were the Lessons engaging? Yes/No

Were the activities purposeful? Yes/No

Have my students been able to transfer their learning from practical experiences to independent work? Yes/No

## Additional comments

Week / Date	Learning Experiences	Resources
<p>Week 4</p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can make predictions</li> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can build on and use prior knowledge and vocabulary</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> </ul> <p><b>Text : Uno's Garden by Graeme Base</b></p> <p><b>Pre-Reading Questions:</b></p> <ol style="list-style-type: none"> <li>1) Is this book fiction or non-fiction?</li> <li>2) How can we tell it is fiction or non-fiction?</li> <li>3) Can we tell from the front cover what the story may be about?</li> </ol> <p><b>While Reading Questions:</b></p> <ol style="list-style-type: none"> <li>1) Would the text work as well without the illustrations? Why/Why not?</li> <li>2) Are the animals in this book real?</li> <li>3) Does the order of the story matter? What is changing?</li> <li>4) What would you do if you saw this happening in your environment?</li> <li>5) Would you like to live in the town? (Ask throughout the book to see if the answer changes)</li> <li>6) What is happening to the number of plants and animals as the city grows?</li> <li>7) Do Uno etc, look happy?</li> </ol> <p><b>After Reading Questions:</b></p> <ol style="list-style-type: none"> <li>1) What did the book tell us?</li> <li>2) Do you think this story could happen in real life?</li> <li>3) Did you think it is important to have plants and animals where we live?</li> <li>4) Why might this be good/bad?</li> <li>5) What happens to the story when the buildings increase?</li> <li>6) Can you describe the colours that have been used in the illustrations?</li> <li>7) Would you want to live in the forest/city in the pictures? Why?</li> </ol>	<p><b>Text:</b> Uno's Garden by Graeme Base</p> 

<p><b>Week 4</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To be able to understand the structure of a persuasive text</p> <p><b>Success criteria:</b> I can state the purpose of a persuasive text I can give examples of persuasive texts I can sequence a persuasive text</p> <ul style="list-style-type: none"> <li>Revise the purpose of a persuasive text. Discuss the types of persuasive texts as outlined on slide 16 of the <a href="#">Exploring Persuasive Texts PowerPoint</a> Encourage students to brainstorm some other types of persuasive texts.</li> <li>Discuss the structure of persuasive texts, slide 17. Discuss the first example on slides 18-19, and then students attempt to have a go themselves using slides 20-22.</li> <li>Discuss that it is important to sequence our ideas in a persuasive properly. Discuss slide 23. Have students complete activity independently and then discuss as a group. Show slide 24 to see if students were right.</li> <li>Students complete independent sequencing activity.</li> </ul>	<p>Exploring Persuasive Texts PowerPoint (Teach Starter)</p>
<p><b>Week 4</b></p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To be able to draw on personal experiences and knowledge to create a persuasive paragraph</p> <p><b>Success criteria:</b> I can use the OREO formula to write a persuasive paragraph I can state the structure of an OREO</p> <ul style="list-style-type: none"> <li>Revise that persuasive texts need to have a specific order and sequence to ensure they make sense.</li> <li>Discuss the structure -statement of position, reasons and conclusion. State that when we write about the reasons we can follow a simple structure by remembering the following word -OREO.</li> <li>Discuss what OREO entails: O - opening sentence, R - reasons, E - example, O - opinion restated</li> <li>Watch YouTube clip: <a href="https://www.youtube.com/watch?v=_AG6js-KheQ">https://www.youtube.com/watch?v=_AG6js-KheQ</a></li> <li>Show students the OREO shaped chart. Choose a topic to demonstrate such as Everybody Should use Reusable Bags When They Go Shopping.</li> <li>Demonstrate how we write an OREO on the above topic. First I'm going to state my opinion; <b>I believe that everyone should use recyclable bags.</b> Next I am going to give my reasons and explain it, <b>If everyone used recyclable bags, then plastic bags wouldn't litter the ground.</b> I might even give another reason or explanation; <b>When bags end up in the ocean, they can hurt the sea creatures.</b> Finally to close, I need to restate my opinion; <b>If everyone would use recyclable bags, it would take care of our earth.</b></li> <li>Students choose a topic from the following and discuss with a partner what they might write for their OREO:</li> </ul>	<p>YouTubeclip: <a href="https://www.youtube.com/watch?v=_AG6js-KheQ">https://www.youtube.com/watch?v=_AG6js-KheQ</a></p>  <p><b>Oreo Opinion Writing</b></p> <p><b>O</b> Opinion - Give your opinion.</p> <p><b>R</b> Reasons - Give reasons for your opinion.</p> <p><b>E</b> Example - Give an example to support your opinion.</p> <p><b>O</b> Opinion - Restate your opinion.</p>

	<p>Recess should be longer.  I should be able to go to bed later at night.  I should get pocket money.  Mum and Dad should stop smoking.</p> <ul style="list-style-type: none"> <li>• Students independently write their OREO using the OREO shaped template.</li> </ul>	<p>OREO template</p>
<p>Week 4  Grammar  Lesson</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Rhetorical Questions</b></p> <p><b>Learning Goal:</b> To be able to use basic grammatical features and vocabulary appropriate to a persuasive text</p> <p><b>Success criteria:</b> I can include rhetorical question in my persuasive text.  I understand that rhetorical questions are a persuasive device  I understand that rhetorical questions don't require an answer</p> <p><b>Lesson Two:</b></p> <ul style="list-style-type: none"> <li>• Revise what a rhetorical question is. State that <b>A rhetorical question is a question that does not require an answer. It is used as a persuasive device, to make a point, rather than to find out information.</b></li> <li>• Show students the youtube clip: <a href="https://www.youtube.com/watch?v=sdgdVVuHaxI">https://www.youtube.com/watch?v=sdgdVVuHaxI</a></li> <li>• Explain to students that when you watch an advertisement on television, they often use rhetorical questions to get you to think about their product and hopefully persuade you to want to buy it.</li> <li>• Show students the written advertisement <b>Horrid Hotel: The World's Worst Resort</b>. Look at the rhetorical questions. Discuss how they have included rhetorical questions in the poster.</li> <li>• Revise the rhetorical questions starters: <ul style="list-style-type: none"> <li>- Did you know.....?</li> <li>- How would you....</li> <li>- Who, what, when, where, why, how...?</li> <li>- Isn't it funny...?</li> <li>- Don't you...?</li> <li>- What if...?</li> </ul> </li> <li>• Have students create their own advertisement poster for an item, place or event, eg their favourite toy, Taronga Zoo, etc</li> </ul>	<p><a href="https://www.youtube.com/watch?v=sdgdVVuHaxI">https://www.youtube.com/watch?v=sdgdVVuHaxI</a></p> <p><b>Horrid Hotel: The World's Worst Resort.</b></p>



## Question mark and exclamation mark

**Learning Goal:** To be able to identify and write a sentence using correct punctuation.

**Success criteria:** I know the purpose of question marks and exclamation marks  
I can include question marks correctly  
I can include exclamation marks correctly

### Lesson One:

- ❖ Ask students to suggest when a **question mark** should be used. List suggestions, reinforce or explain the function of a question mark.

**A question mark is used at the end of a sentence that is a direct question.** It might be helpful to point out the question indicators who, when, where, why, what and how. Examples:

- 1) What is the time? (direct question)
- 2) I asked her what the time was. (indirect question)

- ❖ Ask students to suggest when an **exclamation mark** should be used. List suggestions, reinforce or explain the function of an exclamation mark. Create an anchor chart

**An exclamation mark is used at the end of a sentence that expresses a strong emotion.** Point out to the students that exclamation sentences are often short Examples:

Wow! Ouch! Well done!

- ❖ Have students rewrite the sentences below with a capital letter and the correct end punctuation.
  - 1) what a lovely puppy
  - 2) does Jared play tennis
  - 3) how terrible
  - 4) what type of animal is a horse
  - 5) why are you climbing the tree
  - 6) look out
- ❖ View the following video to reinforce work on questions and exclamation marks.  
<https://www.youtube.com/watch?v=SdDwnvr9W1c>

### Week 5 Grammar Lesson


Date: \_\_\_\_\_

Paper and markers for anchor chart

Student workbooks

Video:


<https://www.youtube.com/watch?v=SdDwnvr9W1c>

<p><b>Week 5</b> Date: _____</p>	<p>In the next two to three lessons model to the class the writing process (See the model below) and have students write their own Information Report about the war.</p>		
<p><b>Week 4/5</b> Date: _____</p>	<p><b>Art lesson:</b></p> <p style="text-align: center;"><b><u>Environment Artwork - Busy Bee</u></b></p> <p><u>Discussion Points:</u></p> <ul style="list-style-type: none"> <li>- What is an insect? (A small vertebrate with 3 body parts, 3 pairs of legs and usually 2 pairs of wings)</li> <li>- What insects do you know? (bee, grasshopper, cricket, mosquito, butterfly etc)</li> <li>- Where have you seen a bee? (Most answers will relate to gardens.)</li> <li>- What do bees make that we enjoy eating? (honey)</li> <li>- What do bees have which can hurt us? (a sting)</li> <li>- What sound do bees make? (a soft hum, buzz)</li> </ul> <p>What do bees do that helps flowers? (They spread the pollen from one flower to another, which enables the flowers to become pollinated and produce seeds)</p> <p><u>Lesson:</u></p> <ol style="list-style-type: none"> <li>1. Following discussion about bees, students use oil pastels or crayons to draw large stem and leave on A3 paper. Emphasise strong, solid colour.</li> <li>2. Use sponges to paint right sides of paper plates. On one plate, sponge the edge a different colour from the centre to make the centre and petals of the flower distinct.</li> <li>3. Sponge paints the leaves green and background using a 'pat and lift' technique. Set aside to dry.</li> <li>4. Trace flower templates onto the back of both paper plates.</li> <li>5. Cut along traced lines.</li> <li>6. Using craft glue, attach top plate to bottom plate to form flower. Glue flower onto background at the top of the stem.</li> <li>7. Stapes together ends of black and yellow strips at right angles and paper fold. Make sure at least one end finished with a yellow fold. Secure ends together.</li> <li>8. Make eyes by pressing stickers in position.</li> <li>9. Draw eye detail with permanent black marker.</li> <li>10. Bend four pipe cleaners in half and glue into place.</li> <li>11. Turn feet and antennae ends outwards.</li> <li>12. Trace wing template onto back of metallic crepe paper.</li> <li>13. Cut out circles and using glue stick, attach to middle fold.</li> <li>14. Using scissors, cut across middle of bee's face from point to point to form a triangle.</li> <li>15. Glue yellow section of face to black section.</li> <li>16. Using craft glue, attach bee to background.</li> <li>17. Sprinkle with glitter (optional)</li> </ol> <div style="text-align: right;">  </div>	<ul style="list-style-type: none"> <li>- A3 white paper</li> <li>- Oil pastels/crayons</li> <li>- 2 small uncoated paper plates</li> <li>- Acrylic paint (blue, green and colours suitable for a flower centre and petals)</li> <li>- Sponges</li> <li>- Lead pencil</li> <li>- Newspaper to protect workspace</li> <li>- Prepared flower and wing templates</li> <li>- Yellow and black card cut into strips 6cm x 42 cm</li> <li>- Large and small plain coloured sticker circles (for eyes)</li> <li>- Sparkling pipe cleaners (3 halves for legs and 1 half for antennae)</li> <li>- Metallic crepe paper for wings glue stick</li> <li>- Scissors</li> <li>- Craft glue</li> <li>- Stapler</li> <li>- Permanent black marker</li> <li>- Glitter (green, gold and silver: optional)</li> </ul>	
<p><b>Specific Writing focus</b></p>	<p><b>Learning Goal:</b> To create persuasive text using growing knowledge of text structures and language features.</p>		

**Success Criteria:**

- I can write sentences that make sense to others
- I can use my knowledge of the writing process to plan, compose, review and edit a persuasive writing piece
- I can draw on personal and experience and topic knowledge to express an opinion in writing
- I can begin to structure texts using paragraphs composed of logically grouped sentences that deal with one particular aspect of a topic
- I can include question marks and exclamation marks correctly within my writing

**Weekly Grammar Focus:** Exclamation marks and Question marks

<p><b>PLANNING</b> Keywords</p>	<p><b>COMPOSING</b> Spelling</p>	<p><b>REVISING</b> Adding detail from text</p>	<p><b>EDITING</b> Punctuation</p>
 <p>Humans- destroying environment</p> <p>cars fumes – pollute our air</p> <p>rubbish- germs</p> <p>chopping down trees- no homes for wildlife</p>	<p><u>Humans are destroying the environment</u></p> <p>Do you know that everyday humans are destroying the environment? When you drive your car, you are destroying the environment. When you can't be bothered to sort out your rubbish, you are destroying the environment. When you are cutting down trees, you are destroying the environment. Humans need so many things from the environment such as oxygen, water, food, shelter and warmth, yet we are still being selfish and continuing to do things that destroy the environment.</p> <p>Every day cars, buses and trains vomit out huge amounts of toxic gas and other pollutants into the air we breathe. This affects our health, animals and the environment. Every gas that is expelled into the air is causing a huge hole in the ozone layer.</p> <p>Local councils have tried to make it easier for people to be green. They provide different coloured bins so residents know where to put their rubbish. This makes it simple for people to recycle most of their household waste and help protect our environment. Every year at Thomas</p>	<p><u>Humans are destroying the environment</u></p> <p>Do you know that everyday humans are destroying the environment? When you drive your car, you are destroying the environment. When you can't be bothered to sort out your rubbish, you are destroying the environment. When you are cutting down trees, you are destroying the environment. Humans need so many things from the environment such as oxygen, water, food, shelter and warmth, yet we are still being selfish and continuing to do things that destroy the environment. <b>We need to start being clean and thinking green!</b></p> <p>Every day cars, buses and trains vomit out huge amounts of toxic gas and other pollutants into the air we breathe. This affects our health, animals and the environment. Every gas that is expelled into the air is causing a huge hole in the ozone layer. <b>The ozone layer is a protectant shield around our earth. If we continue to pollute the air, we will no longer have the ozone layer to protect us from the harmful rays of the sun.</b></p> <p><b>It is important to reduce, reuse and recycle.</b> Local councils have tried to make it easier for people to be green. They provide different coloured bins so residents know where to put their rubbish. This makes it simple for people to recycle most of their household waste and help protect our</p>	<p><u>Humans are destroying the environment - Published</u></p> <p>Do you know that everyday humans are destroying the environment? When you drive your car, you are destroying the environment. When you can't be bothered to sort out your rubbish, you are destroying the environment. When you are cutting down trees, you are destroying the environment. Humans need so many things from the environment such as oxygen, water, food, shelter and warmth, yet we are still being selfish and continuing to do things that destroy the environment. We need to start being clean and thinking green!</p> <p>Every day cars, buses and trains vomit out huge amounts of toxic gas and other pollutants into the air we breathe. This affects our health, animals and the environment. Every gas that is expelled into the air is causing a huge hole in the ozone layer. The ozone layer is a protectant shield around our earth. If we continue to pollute the air, we will no longer have the ozone layer to protect us from the harmful rays of the sun.</p> <p>It is important to reduce, reuse and recycle. Local councils have tried to make it easier for people to be green. They provide different coloured bins so residents know where to put their rubbish. This makes it simple for people to recycle most of their household waste and help protect our environment. Every year at Thomas</p>

	<p>Acres Public School we participate in the annual clean up our school day.</p> <p>How would you like someone to come and bulldoze or knock down your home? Every year, humans go out into the forest to cut down trees to build houses, roads, airports, shopping centres and hospitals, giving little thought to the animals they leave behind. It is important to look after our environment and the animals within it.</p> <p>Day by day, the environment is getting destroyed more and more. We need to put a stop to environmental exploitation NOW! Will you be the first to make a difference to our environment? A small change can be the start of something big.</p>	<p>environment. Every year at Thomas Acres Public School we participate in the annual clean up our school day. <b>Do you want our school to look like a pigsty with rubbish everywhere? Or people getting sick from the germs coming from the rubbish?</b></p> <p>How would you like someone to come and bulldoze or knock down your home? Every year, humans go out into the forest to cut down trees to build houses, roads, airports, shopping centres and hospitals, giving little thought to the animals they leave behind. It is important to look after our environment and the animals within it. <b>We need to adopt a more Aboriginal perspective by only taking what we need and not being selfish and greedy.</b></p> <p>Day by day, the environment is getting destroyed more and more. We need to put a stop to environmental exploitation NOW! Will you be the first to make a difference to our environment? A small change can be the start of something big.</p>	<p>Acres Public School we participate in the annual clean up our school day. Do you want our school to look like a pigsty with rubbish everywhere? Or people getting sick from the germs coming from the rubbish?</p> <p>How would you like someone to come and bulldoze or knock down your home? Every year, humans go out into the forest to cut down trees to build houses, roads, airports, shopping centres and hospitals, giving little thought to the animals they leave behind. It is important to look after our environment and the animals within it. We need to adopt a more Aboriginal perspective by only taking what we need and not being selfish and greedy.</p> <p>Day by day, the environment is getting destroyed more and more. We need to put a stop to environmental exploitation NOW! Will you be the first to make a difference to our environment? A small change can be the start of something big.</p>
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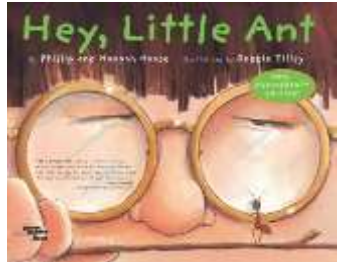
**Evaluation**

Were the Lessons engaging? Yes/No

Were the activities purposeful? Yes/No

Have my students been able to transfer their learning from practical experiences to independent work? Yes/No

**Additional comments**

Week / Date	Learning Experiences	Resources
<p>Week 6</p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can make predictions</li> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can build on and use prior knowledge and vocabulary</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> </ul> <ul style="list-style-type: none"> <li>• Write an opinion statement on the board. Choose a statement that the students will strongly disagree with. For instance, "I think recess should be shortened to 5 minutes each day to allow more time for math," or "I think cupcakes are disgusting." Most students will disagree with either of these. Explain that it is okay to disagree with you because this is only your opinion and they might have a different opinion. Have a few students give their opinion.</li> <li>• Explain that an opinion is giving your thoughts and feelings about a topic. Explain that you can use facts to support your opinion, but it is based on how you feel. While facts are true statements. You cannot agree or disagree with facts because they are true. You might not like a fact, but it is a true statement.</li> <li>• Play a quick game to make sure students understand the difference between facts and opinions. Read out the following statements and have students move to designated side of the room based on whether or not they believe the statement is a fact or opinion. <ul style="list-style-type: none"> <li>➤ Ants are so cute and little.</li> <li>➤ There are over 1,200 different species of ants.</li> <li>➤ Ants tickle my skin when they crawl on me.</li> <li>➤ Ants are an insect.</li> <li>➤ Some ants can survive 24 hours underwater</li> <li>➤ The queen ant lays all the eggs.</li> <li>➤ The queen ant has wings</li> <li>➤ I like ants</li> <li>➤ Ants can lift 20 times their own body weight.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>❖ Read mentor text: "Hey, Little Ant" By Phillip &amp; Hannah Hoose. <ul style="list-style-type: none"> <li>➤ Ask students who was persuading who in the story? [connect to vocab.- the person being</li> </ul> </li> </ul>	 <p><b>Wow Words</b> (word, definition and some synonyms). Add to class display</p>

	<p>persuaded is the AUDIENCE- in this story it's the boy]</p> <ul style="list-style-type: none"> <li>➤ Ask students what the ant is trying to persuade the boy to do [not squish him]</li> <li>➤ Discuss what happens at the end- we don't know if the boy was persuaded or not!</li> </ul>	
<p><b>Week 6</b> Date:_____</p>	<ul style="list-style-type: none"> <li>❖ In the next two to three lessons model to the class the writing process (See the model below) and have students write their own Information Report about the war.</li> </ul>	
<p><b>Week 6/7</b> <b>Grammar</b> <b>Lesson</b>  Date:_____</p>	<p style="text-align: center;"><b>Question mark and exclamation mark</b></p> <p><b>Learning Goal:</b> To be able to identify and write a sentence using correct punctuation.</p> <p><b>Success criteria:</b> I know the purpose of question marks and exclamation marks I can include question marks correctly I can include exclamation marks correctly</p> <p><b>Lesson Two:</b></p> <ul style="list-style-type: none"> <li>☞ Play the game "Do the sentence stamp" Read a simple story aloud to the students. Have students listen carefully for the different punctuation marks and perform the following actions at the appropriate moments: <ul style="list-style-type: none"> <li>Capital letter                      put up your hand</li> <li>full stop                              clap your hands</li> <li>exclamation mark                  stamp your feet</li> <li>question mark                        jump up</li> </ul> </li> <li>❖ Have students rewrite the sentences below with a capital letter and the correct end punctuation. <ol style="list-style-type: none"> <li>1) what time is it</li> <li>2) where is Mrs Williamson today</li> <li>3) how lovely</li> <li>4) did you cut the lawn yesterday</li> <li>5) yuk</li> <li>6) is that your best work</li> </ol> </li> <li>❖ Have students write 4 of their own sentences. Two with questions and two with exclamation marks</li> </ul>	



## Alliteration

**Learning Goal:** To be able to use basic grammatical features and vocabulary appropriate to a persuasive text

**Success criteria:** I understand the purpose of alliteration  
I can use alliteration in my writing

### Lesson One

- ❖ Students sit in a circle and are asked to think of an adjective that starts with the same letter as their first name, eg Acrobatic Amanda or Dancing Dave.
- ❖ Show youtube clip: [https://www.youtube.com/watch?v=y-koivS\\_ah&list=PLs8fDe\\_tHTAp-KzEgkqPi3baXRIiRCBVA&index=2](https://www.youtube.com/watch?v=y-koivS_ah&list=PLs8fDe_tHTAp-KzEgkqPi3baXRIiRCBVA&index=2)
- ❖ Discuss with the students the term alliteration. Alliteration is when we put two or more words together that begin with the same letter to make our writing more interesting.
- ❖ Read the book **Some Smug Slug** by Pamela Duncan online: [https://www.youtube.com/watch?v=Ld-jEAZaAyw&list=PLs8fDe\\_tHTAp-KzEgkqPi3baXRIiRCBVA&index=4](https://www.youtube.com/watch?v=Ld-jEAZaAyw&list=PLs8fDe_tHTAp-KzEgkqPi3baXRIiRCBVA&index=4)
- ❖ Students copy the definition into their workbooks and complete the activity:

## Alliteration

Alliteration is a literary device where we put two or more words together that begin with the same letter. For example; Brave Bobby, Magnificent Michael, Generous Giraffe, Clever Courtney crawled under the cradle.

Use the following names and make your own alliteration by adding adjectives or sentences:


- 1) George - Giant George gets the greedy Giraffe to go away.
- 2) Katie
- 3) Emily
- 4) Tina
- 5) Leanne
- 6) Amy
- 7) Holly

[https://www.youtube.com/watch?v=y-koivS\\_ah&list=PLs8fDe\\_tHTAp-KzEgkqPi3baXRIiRCBVA&index=2](https://www.youtube.com/watch?v=y-koivS_ah&list=PLs8fDe_tHTAp-KzEgkqPi3baXRIiRCBVA&index=2)

[https://www.youtube.com/watch?v=Ld-jEAZaAyw&list=PLs8fDe\\_tHTAp-KzEgkqPi3baXRIiRCBVA&index=4](https://www.youtube.com/watch?v=Ld-jEAZaAyw&list=PLs8fDe_tHTAp-KzEgkqPi3baXRIiRCBVA&index=4)


Week 7  
Grammar  
Lesson

Date: \_\_\_\_\_

	8) Sally 9) Mary 10) Nancy	
<b>Week 7</b> Date: _____	Have students publish their persuasive text on Hey, Little Ant?	
<b>Week 6/7</b> Date: _____	<p><b>Art lesson:</b></p> <p style="text-align: center;"><b><u>Ant Artwork- Mini beast Safari</u></b></p> <p><u>Discussion Points:</u></p> <ul style="list-style-type: none"> <li>- What is a mini beast? any small/ miniature creature)</li> <li>- Where do we find most mini beasts? (leaf litter, natural plant compost, under rocks in mulch type material etc)</li> <li>- What is a deciduous tree? (one which loses its leaves in autumn)</li> <li>- What type of weather do we expect to have in autumn? (warm to cool-cooling down towards winter)</li> <li>- What happens to the leaves when they fall from the trees? (They turn from green to brown. They break down and enrich the soil as compost- the perfect haven for mini beasts).</li> </ul> <p>Lesson:</p> <ol style="list-style-type: none"> <li>1. Draw leaves onto A3 white paper. Enhance leaf colour using yellow oil pastel. Emphasise strong, solid colouring.</li> <li>2. Sponge over drawings and background using green paint and 'pat and lift' technique. No dragging!</li> <li>3. Lightly sponge over green sponging with gold metallic paint. Set aside to dry.</li> <li>4. Glue leaves onto artwork using craft glue. (An odd number works best) Set aside to dry.</li> <li>5. Teacher demonstrates printing techniques using paintbrush handle end, pencil end, thick marker end and dipping a paper clip end into black paint, and dragging to paint legs and antennae.</li> <li>6. Students print their mini beasts (ants)</li> </ol>	<ul style="list-style-type: none"> <li>- A3 white paper</li> <li>- Oil Pastels</li> <li>- Acrylic paint (green, gold, silver, bronze metallic, normal black)</li> <li>- Sponges</li> <li>- Dry leaves</li> <li>- Craft glue</li> <li>- Paper clip</li> <li>- Permanent black marker</li> </ul> 
<b>Specific Writing focus</b>	<p><b>Learning Goal:</b> To create persuasive text using growing knowledge of text structures and language features.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can write sentences that make sense to others</li> <li>• I can use my knowledge of the writing process to plan, compose, review and edit a persuasive writing piece</li> </ul>	

- I can draw on personal and experience and topic knowledge to express an opinion in writing
- I can begin to structure texts using paragraphs composed of logically grouped sentences that deal with one particular aspect of a topic
- I can include alliteration within my writing

**Weekly Grammar Focus: Alliteration**

<p><b>PLANNING</b> Keywords</p>	<p><b>COMPOSING</b> Spelling</p>	<p><b>REVISING</b> Adding detail from text</p>	<p><b>EDITING</b> Punctuation</p>
	<p><u>Hey Little Ant</u></p> <p>Do you like ants crawling all through your house? When I see ants crawling in my house, on the floor, in my cupboards or even in the sink, on my dirty dishes, I want to scream and smash all the ants until they are all dead! In the story, <i>Hey, Little Ant</i>, a boy must decide if he should step on an ant. If I was him, I would squish that ant! I'm not a fan, of them, at all!</p> <p>Ants are annoying creatures who steal our snacks! They invade kitchens, crawl on benches, and sneak into cabinets. I once went on a picnic with my family and several ants got into the picnic basket and ate all our food! They were everywhere! They were all over the strawberry jam lid and they were even inside the ice cream's box! By squishing the ant, the boy would save us all from those nasty, little food thieves.</p> <p>Additionally, ants aren't all that important to this world. Everyone knows that ants don't have feelings! They are so tiny that they don't even look real and I bet they aren't very smart either. I bet the ant</p>	<p><u>Hey Little Ant</u></p> <p>Do you like ants <b>creeping and crawling</b> all through your house? <b>I certainly don't!</b> When I see ants crawling in my house, on the floor, in my cupboards or even in the sink, on my dirty dishes, I want to <b>scream and smash all the scrawny ants</b> until they are all dead! In the story, <i>Hey, Little Ant</i>, a boy must decide if he should step on an ant. If I was him, I would <b>squish that scrawny ant!</b> I'm not a fan, of them, at all!</p> <p>Ants are annoying creatures who <b>steal our scrumptious snacks!</b> They invade kitchens, <b>crawl on counters</b>, and sneak into cabinets. I once went on a picnic with my family and several ants got into the picnic basket and ate all our <b>delicious and delectable food!</b> They were everywhere! They were all over the strawberry jam lid and they were even inside the ice cream's box! By squishing the ant, the boy would save us all from those nasty, little food thieves.</p> <p>Additionally, ants aren't all that important to this world, <b>are they?</b> Everyone knows that ants don't have feelings! They are so tiny that they don't even look real and I bet they aren't very smart either. I bet the ant</p>	<p><u>Hey Little Ant</u></p> <p><b>Question marks/exclamation marks and alliteration</b></p> <p>Do you like ants crawling all through your house? I certainly don't! When I see ants crawling in my house, on the floor, in my cupboards or even in the sink, on my dirty dishes, I want to scream and smash all the ants until they are all dead! In the story, <i>Hey, Little Ant</i>, a boy must decide if he should step on an ant. If I was him, I would squish that ant! I'm not a fan, of them, at all!</p> <p>Ants are annoying creatures who steal food! They invade kitchens, crawl on counters, and sneak into cabinets. I once went on a picnic with my family and several ants got into the picnic basket and ate our food! They were everywhere! They were all over the strawberry jam lid and they were even inside the ice cream's box! By squishing the ant, the boy would save us all from those nasty, little food thieves.</p> <p>Additionally, ants aren't all that important to this world, are they? Everyone knows that ants don't have feelings! They are so tiny that they don't even look real and I bet they aren't very smart either. I bet the ant wouldn't even feel it if the</p>

	<p>wouldn't even feel it if the boy was to step on him</p> <p>Finally, in the book, the boy seemed to enjoy smashing ants. It makes him happy so I think he should squish it. The boy and his friends even made a game out of squishing the ants. It looked like lots of fun and they seemed to really enjoy it. In the game, all the boy's friends tell him to squish the ant. He can't disappoint his friends, so he should definitely smash it.</p> <p>Ants are annoying. They are gross and horrible little things. They steal our food and really aren't all that important in this world. If smashing the ant makes the boy happy then I say go for it! I have never liked ants anyway!</p>	<p>wouldn't even feel it if the boy was to step on him, <i>so why not smash it?</i></p> <p>Finally, in the book, the boy seemed to enjoy smashing ants. It makes him happy so I think he should squish it. The boy and his friends even made a game out of squishing the ants. It looked like lots of fun and they seemed to really enjoy it. <i>Maybe I might try it too!</i> In the game, all the boy's friends tell him to squish the ant. He can't disappoint his friends, so he should definitely smash it.</p> <p><i>Ants are annoying and aggravating animals.</i> They are gross and horrible little things. They steal our food and really aren't all that important in this world. If smashing the ant makes the boy happy then I say go for it! I have never liked ants anyway!</p>	<p>boy was to step on him, so why not smash it?</p> <p>Finally, in the book, the boy seemed to enjoy smashing ants. It makes him happy so I think he should squish it. The boy and his friends even made a game out of squishing the ants. It looked like lots of fun and they seemed to really enjoy it. Maybe I might try it too! In the game, all the boy's friends tell him to squish the ant. He can't disappoint his friends, so he should definitely smash it.</p> <p>Ants are gross and horrible little things. They steal our food and really aren't all that important in this world. If smashing the ant makes the boy happy then I say go for it! I have never liked ants anyway!</p>
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**Evaluation**

Were the Lessons engaging? Yes/No

Were the activities purposeful? Yes/No

Have my students been able to transfer their learning from practical experiences to independent work? Yes/No

Does any concept need revising?

**Additional comments**

Week / Date	Learning Experiences	Resources
<p>Week 8</p> <p>Date: _____</p>	<p><b>Learning Goal:</b> To use comprehension strategies to build literal and inferred meaning</p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>❖ I can make predictions</li> <li>❖ I can use my own experiences and knowledge to apply to the text and make connections</li> <li>❖ I can make connections between information in print and images.</li> <li>❖ I can build on and use prior knowledge and vocabulary</li> <li>❖ I can recount or describe the most relevant information from the text</li> <li>❖ I can make valid inferences using information in a text and my own prior knowledge</li> </ul> <p><b>Text : The Brother's Quibble by Aaron Blabey</b></p> <p><b>Before Reading:</b></p> <ul style="list-style-type: none"> <li>• Ask students the following questions: Do you have a baby brother or sister? How did you react when they first came home? / How do you think you would react?</li> <li>• Look at the cover. How do you think these two brothers feel about each other? What do you think the word 'quibble' means? How does this relate to the story? It is a pun... what does this mean?</li> </ul> <p><b>During Reading:</b></p> <ul style="list-style-type: none"> <li>• What does 'rule the roost' mean? Do you think Spalding should have reacted this way when his brother came home? Is it an over-reaction? How do you think Spalding is feeling? Why do you think he is feeling this way? Do you think his parents were right to put Spalding in Time Out?</li> </ul> <p><b>After Reading:</b></p> <ul style="list-style-type: none"> <li>• How did Spalding's feelings towards Bunny change? Why? Why do you think Bunny still loved his brother although Spalding wasn't nice? Do you ever fight with your brother or sister? Do you still love each other?</li> </ul> <p style="margin-left: 40px;">❖ Discuss any new vocab and add to the word wall.</p>	<div data-bbox="1832 229 2123 466" data-label="Image"> </div> <p><b>Wow Words</b> (word, definition and some synonyms). Add to class display</p>
<p>Week 8</p> <p>Date: _____</p>	<ul style="list-style-type: none"> <li>❖ In the next two to three lessons model to the class the writing process (See the model below) and have students write their own persuasive letter to the parents of Spalding Quibble.</li> </ul>	

<p>Week 8/9 Grammar Lesson</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Alliteration</b></p> <p><b>Learning Goal:</b> To be able to use basic grammatical features and vocabulary appropriate to a persuasive text</p> <p><b>Success criteria:</b> I understand the purpose of alliteration I can use alliteration in my writing</p> <p><b>Lesson Two:</b></p> <ul style="list-style-type: none"> <li>❖ Revise the term alliteration. Alliteration is when we put two or more words together that begin with the same letter to make our writing more interesting.</li> <li>❖ Read the book Louigi Loves Leaping by Kim Cassidy online: <a href="https://www.youtube.com/watch?v=TPGyCgtzvow&amp;list=PLs8fDe_tHTAp-KzEqkqPi3baXRIiRCBVA&amp;index=5">https://www.youtube.com/watch?v=TPGyCgtzvow&amp;list=PLs8fDe_tHTAp-KzEqkqPi3baXRIiRCBVA&amp;index=5</a></li> <li>❖ Explain to the students that alliteration can be used in poetry. Show the students an example of an acrostic poem about bubbles:</li> </ul> <p style="text-align: center;"> <b>Bubbles" By Becky</b>            Beautiful balls            Usually up            Best blowing            Before bouncing            Lift lightly            Easily elevated            Sometimes slippery         </p> <ul style="list-style-type: none"> <li>• Students write an acrostic poem with alliteration about Spalding or Bunny in the book, <b>The Brothers Quibble by Aaron Blabey</b></li> <li>• Students then share their acrostic poems. Reiterate what alliteration is.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=TPGyCgtzvow&amp;list=PLs8fDe_tHTAp-KzEqkqPi3baXRIiRCBVA&amp;index=5">https://www.youtube.com/watch?v=TPGyCgtzvow&amp;list=PLs8fDe_tHTAp-KzEqkqPi3baXRIiRCBVA&amp;index=5</a></p> <p><b>The Brothers Quibble by Aaron Blabey</b></p>
<p>Week 9 Grammar Lesson</p> <p>Date: _____</p>	<p style="text-align: center;"><b>Figurative Language</b></p> <p><b>Learning Goal:</b> To be able to use basic grammatical features and vocabulary appropriate to a persuasive text</p> <p><b>Success criteria:</b></p> <p><b>Lesson One:</b></p> <ul style="list-style-type: none"> <li>❖ <i>View Introduction to Persuasive Devices PowerPoint (Teach Starter).</i> Explain what persuasive devices (Personal Pronouns, Rhetorical questions, Emotive words, Exaggeration, Facts) are and what they are used for. Create a persuasive devices anchor chart.</li> <li>❖ Discuss the five persuasive devices presented on slides 7-11. Encourage the students to suggest additional statements that the girl could have used for each persuasive device.</li> </ul>	



	<ul style="list-style-type: none"> <li>❖ Display the persuasive devices pair activity on slide 15. Monitor and support the students as they complete the activity. Encourage each pair to share their list of persuasive devices with the rest of the class.</li> <li>❖ Provide the students with a copy of the <i>Persuasive Language Devices Worksheet Pack</i>. Alternatively, teachers could select a particular persuasive device worksheet from the pack for the students to focus on. Monitor and support the students as they independently complete the worksheets.</li> <li>❖ Discuss the answers to the worksheets as a class.</li> </ul>	
<p><b>Week 9</b> Date: _____</p>	<p>Have students publish their persuasive letters to the parents of Spalding Quibble.</p>	
<p><b>Week 8/9</b> Date: _____</p>	<p><b>Art lesson:</b></p> <p style="text-align: center;"><u><b>Spalding Artwork- Funny Faces</b></u></p> <p><u>Discussion Points:</u></p> <ul style="list-style-type: none"> <li>• How do descriptions help us to imagine what a character looks like? (Colouring, age, etc)</li> <li>• What might a happy, friendly character look like? (Smiling, wild colourful hair and clothes etc)</li> <li>• What might a businessman character look like? (a plain coloured suit, neat normal coloured hair, a quiet smile etc)</li> <li>• What might a clever scientist character look like? (woolly hair, bright coloured glasses, bow tie, etc)</li> <li>• What might a burglar character look like? (sneaky facial expression, dark, not very friendly, scary, etc)</li> <li>• What sort of expression would these different characters have on their face?</li> </ul> <p>Remember these images are only in our imagination and people don't necessarily look like what we imagine them to be. Our imagination is often based on characters we have seen in films, on television, or read about in books. 'Stranger' tells us that even 'normal-looking' people can't always be trusted.</p> <p>Lesson:</p> <ol style="list-style-type: none"> <li>1. Use potatoes and light brown paint to print three faces spaced out on A3 paper. Set aside to dry.</li> <li>2. Use three different colours of paint to create the hair on top of each humans head. Set aside to dry.</li> <li>3. Using permanent black marker, draw facial features onto face.</li> <li>4. Using two oil pastels (yellow and orange) to draw strong solid lines to complete the background.</li> </ol>	<ul style="list-style-type: none"> <li>- A3 cartridge paper</li> <li>- Large round potatoes cut in half</li> <li>- Permanent Markers</li> <li>- Oil Pastels</li> <li>- Acrylic paint</li> <li>- Polystyrene trays for paint</li> <li>- Craft glue for mounting</li> <li>- Newspaper to protect workspace</li> </ul>



**Specific Writing focus**

**Learning Goal:** To create persuasive text using growing knowledge of text structures and language features.

**Success Criteria:**

- I can write sentences that make sense to others
- I can use my knowledge of the writing process to plan, compose, review and edit a persuasive writing piece
- I can draw on personal and experience and topic knowledge to express an opinion in writing
- I can begin to structure texts using paragraphs composed of logically grouped sentences that deal with one particular aspect of a topic
- I can include alliteration within my writing

**Weekly Grammar Focus:** Alliteration

**PLANNING**  
**Keywords**

**COMPOSING**  
**Spelling**

**REVISING**  
**Adding detail from text**

**EDITING**  
**Punctuation**

Oreo Opinion Writing

**O** Opinion - Give your opinion.

**R** Reason - Your reason for your opinion.

**E** Example - Give an example to support your opinion.

**O** Opinion - Restate your opinion.

The Brothers Quibble Letter -

Dear parents of the devil child,

I am writing this letter to remind you of your obligations in your role as being my parents, which is to provide me with unlimited attention. You have no idea how much you have ruined my life! From the first day that Bunny arrived he has been nothing but trouble. I thought you loved me and I was important, but it is obvious that I'm not because you brought this disgusting and revolting attention seeker home. To get this family back to normal I will require immediate removal of the devil child!

Bunny is extremely irritating and causes me great frustration. I'm constantly

The Brothers Quibble Letter

Dear parents of the devil child,

I am writing this letter to remind you of your obligations in your role as being my parents, which is to provide me with unlimited attention. **It is important that you are available to me at all times.** You have no idea how much you have ruined my life! From the first day that Bunny arrived he has been nothing but trouble. I thought you loved me and I was important, but it is obvious that I'm not because you brought this disgusting and revolting attention seeker home. **I can't believe you would allow someone in our home who causes so much havoc!** To get this family back to normal I will require immediate removal of the **title snatching, attention seeking, chaos causing, clinging** devil child!

Bunny is extremely irritating and causes me great frustration. I'm constantly

The Brothers Quibble Letter  
**Alliteration**

Dear parents of the devil child,

I am writing this letter to remind you of your obligations in your role as being my parents, which is to provide me with unlimited attention. It is important that you are available to me at all times. You have no idea how much you have ruined my life! From the first day that Bunny arrived he has been nothing but trouble. I thought you loved me and I was important, but it is obvious that I'm not because you brought this disgusting and revolting attention seeker home. I can't believe you would allow someone in our home who causes so much havoc! To get this family back to normal I will require immediate removal of the **title snatching, attention seeking, chaos causing, clinging** devil child!

Bunny is extremely irritating and causes me great frustration. I'm constantly getting in

getting in trouble and it's all because of him! Not sure you know it, but he is taking over the house! His constant crying keeps me awake and nothing is my own anymore. Why should I have to share my things with this little clinger? The utter rage I am feeling from the endless screeching squeals that spew from his mouth and the blatant lack of attention is beyond a joke!

Life was so much better without him and you used to have so much time for me. I want my old life back where I ruled the roost. We need to get rid of him! I have researched and there are many places that take annoying, unwanted, troublesome children. Have you thought about a boarding school, another country or even a correctional facility?

I'm sure you now understand my point of view and the decision for that brat to leave has now been made. Please, please, please consider my sanity and happiness and get rid of him TODAY!!!

Lots of love from your son,

Spalding.

getting in trouble and it's all because of him! Not sure you know it, but he is taking over the house! His constant crying keeps me awake and nothing is my own anymore. Why should I have to share my things with this little clinger? The utter rage I am feeling from the endless screeching squeals that spew from his mouth and the blatant lack of attention is beyond a joke! **Someone has to go and it isn't me!**

Life was so much better without **that little pest** and you used to have so much time for me. I want my old life back where I ruled the roost. We need to get rid of him, **NOW!** I have researched and there are many places that take annoying, unwanted, troublesome children. Have you **considered sending him to** a boarding school, another country or even a correctional facility?

I'm sure you now understand **that my patience is wearing thin** and the decision for that **small, self-centred, sneaky** brat to leave has now been made. Please, please, please consider my sanity and happiness and get rid of him TODAY!!!

Lots of love from your **favourite, first born** son,

**Saviour** Spalding.

trouble and it's all because of him! Not sure you know it, but he is taking over the house! His **constant crying** keeps me awake and nothing is my own anymore. Why should I have to share my things with this little clinger? The utter rage I am feeling from the endless **screeching squeals that spew** from his mouth and the blatant lack of attention is beyond a joke! Someone has to go and it isn't me!

Life was so much better without that little pest and you used to have so much time for me. I want my old life back where I **ruled the roost.** We need to get rid of him, **NOW!** I have researched and there are many places that take annoying, unwanted, troublesome children. Have you considered sending him to a boarding school, another country or even a correctional facility?

I'm sure you now understand that my patience is wearing thin and the decision for that **small, self-centred, sneaky** brat to leave has now been made. Please, please, please consider my sanity and happiness and get rid of him TODAY!!!

Lots of love from your **favourite, first born** son,

**Saviour** Spalding.

**Evaluation:**

Identify what worked well during and at the end of the unit, including:

- activities that worked well and why
- activities that could be improved and how
- assessment that worked well and why
- assessment that could be improved and how
- Common student misconceptions that need, or needed, to be clarified.