CLIMATE - Part 2 - Literacy

Book of Beasties

Objectives	Persuasive Phrases	Extra Information
L.O: To Create Arguments/ Opinions Using Persuasive Language.	**STARTING ACTIVITY – Discuss viewpoints (15 minutes)** Begin the lesson by discussing how people have different opinions on different things. Give a variety of examples where people's opinions may differ. For example, you may state that 'Messi is the best footballer' but someone else may be of the opinion that 'Ronaldo is the best footballer.' **GROUP DISCUSSION –** Ask the class to give examples of contrasting opinions. **MAIN TEACHING – Persuasive Language/ Phrases. (10 minutes)** Discuss the types of words that you may use when trying to persuade someone. As a class create words and **sentence starters** that could be used in persuasive writing: E.g. '*in my opinion*', '*in fact*', '*clearly*', '*for this reason*', '*in support of this*' *etc*. Have your pupils write these words into a table template. Ask the class to provide an example of the words used in a sentence. **MAIN TASK – Introduce Big Write. (30 minutes)** **GUIDANCE –** The topic for the Big Write in phase 3 will be 'All children should have a pet' - take some time prior to starting the Big Write to explore reasons why this statement may be true - or not. Introduce the persuasive writing task for the Big Write in Phase 3 - a speech. Outline the topic of the speech 'All children should have a pet'. Divide the class into groups of 4 and assign them to write for or against the **statement**. **GROUP DISCUSSION –** Have these groups discuss ideas in their groups and come up with persuasive arguments if they are for/against the topic. This activity will provide the pupils with ideas and support for their individual Big Write. **PLENARY – Review persuasive language. (5 minutes)** Review the importance of different viewpoints and having the necessary language in order to be persuasive. Set a timer, giving the class two minutes to jot down as many persuasive writing phrases as they can.	**Materials Required:** ▶ Pens or pencils ▶ Paper ▶ Table Template ▶ Timer **Key Words:** ▶ Viewpoints ▶ Statement ▶ For and against ▶ Pros and cons ▶ Sentence starter ▶ Contrasting **Differentiation:** If the student can think of additional sentence starters or persuasive language the teacher should encourage them to add them to their table. **Success Criteria:** ▶ I can identify and use persuasive language. ▶ I can identify and use examples of persuasive language. ▶ I can identify and use numerous examples of persuasive language.