

Lesson plan title: Persuasive Writing - Hatupatu's Rock	Learning area:
<p><u>Class:</u> Year 5 & 6</p> <ul style="list-style-type: none"> Students have had some past experience with persuasive writing; from the previous week. <p>Note: Throughout the lessons, the learning assistant and teaching assistant can provide additional support to students who require assistance. Allow students to work in pairs or groups for support when needed</p>	<p><u>Date:</u> (Week 5) 06 Nov - 09 Nov</p> <p>Briefly outline the lessons:</p> <p>Lesson 1: Refresh of persuasive writing and planning for writing piece</p> <p>Lesson 2: Continue persuasive writing - Putting plans into writing.</p> <p>Lesson 3: Finish persuasive writing piece and class debate</p>
<p><u>What is the focus/key learning for the series of lessons?</u></p> <p>Plan and write a persuasive piece to state an opinion and provide reasons for their opinion.</p>	

Links to the AO'S	
<p>Level 2 & 3 Speaking Writing, presenting</p> <p><u>Connections to NZC AO's:</u></p> <p>Purposes and audiences Students will:</p> <ul style="list-style-type: none"> Show some understanding of how to shape texts for different purposes and audiences. <p>ideas Students will:</p> <ul style="list-style-type: none"> Selected form and express ideas on a range of topics <p>Language features Students will:</p> <ul style="list-style-type: none"> Use language features appropriately, showing some understanding of their effects. 	<p>Level 2 & 3 Listening, reading and viewing</p> <p><u>Connections to NZC AO's:</u></p> <p>Purposes and audiences Students will:</p> <ul style="list-style-type: none"> Show some understanding of how to shape texts for different purposes and audiences. <p>ideas Students will:</p> <ul style="list-style-type: none"> Show some understanding of ideas within, across, and beyond texts <p>Language features Students will:</p> <ul style="list-style-type: none"> Show some understanding how language features are used within, across and beyond texts.

Lesson 1: Refresh of persuasive writing and planning for writing piece **20 - 30 mins** **Date:** 06/11/23

WALT: I am learning to write a persuasive argument

key competency learning/focus: Thinking and participating and contributing

Success criteria: what am I looking for in my planning?

I *will* have included

Introduction to the argumentative topic

Elaborate of areas of argumentation to justify your opinion

Conclusion - wrap up the argument

Resources:

Writers notebooks
Planning template (Hamburger template)
Persuasive writing posters
Writing books
Pencils/pens

Goals:

Use opinions to argue a point through persuasive writing

Start of lesson:

- Refresh what is persuasive writing.
- Questioning.

During the lesson:

- Introduce the text that our writing will be based on. Discuss the text what it may be about. How it relates to our current learning (Papatūānuku and Ranginui)
- Read the text to the students - usually this would be read independently but due to time restrictions it I will read to the class.
- Discuss the topic of argument - **Should there be a consequence for vandalizing tapu monuments?**
- What are the positives and negatives of separating Papa and Rangi? Discuss
- **Focus on identifying key information – feelings and challenges**
- 1. *What feelings do you have about vandalizing tapu monuments*
- 2. *What challenges are there? (how can this be prevented)*
- 3. *How would the consequences fit a purpose/benefit the people affected?*
- 4. *How would this impact the community?*
- 5. *What do you think members of the community would think and say?*

Have a class discussion/debate using the T diagram to bullet point argumentative points for both sides.

- Go over the hamburger planning template - using persuasive posters as a guide to planning and writing.
- Questioning for understanding.

End of lesson:

- Lesson will extend over to the following day - no need to catch up at this point.

Encouragement throughout the lesson:

- Circulate the class - make sure that planning is relevant to persuasive writing
- Congratulate students for their extended thinking and providing reasons for their opinions.

Lesson 2: Continue persuasive writing - Putting plans into writing. 20 - 30 mins Dare: 07/11/23

WALT: Use our plans to write a persuasive piece.

key competency learning/focus: Thinking and participating and contributing

Success criteria: what am I looking for in my writing?

I *will* have included

A title

Written my opinion arguing at least 3 reasons and elaborate why

Use rhetorical questions

Conclusion – reiterating argument

Resources:

Writers notebooks

Planning template (Hamburger template)

Persuasive writing posters

Writing books

Pencils/pens

Goals:

Use plans and the posters provided to write an augmented persuasive piece of writing.

Start of lesson:

- Gather on the mat. Instruct students that we will be using the plans to start our writing.
- Questioning for understanding.
- Send students off to work independently on their piece.
- Copies of the story will be available to students to refresh memories if needed.

During the lesson:

Circulate around the classroom offering assistance when needed.

- Confer with students what their opinion is and why - ensure they are extending thinking.

End of lesson:

- Wrap it up students should be near finished and will pick up and continue on the following day.

Encouragement throughout the lesson:

- Praise students along the way. Ask questions to reconfirm their main idea and to support elaboration.

Lesson 3: Finish persuasive writing piece and class debate 20 - 30 mins Date: 08/11/23

WALT: using our writing piece to debate our opinions.

key competency learning/focus: Thinking and participating and contributing

Success criteria: what am I looking for in my writing?

I *will* have included

A title

Written my opinion arguing at least 3 reasons and elaborate why

Use rhetorical questions

Conclusion – reiterating argument

Resources:

Writers notebooks

Planning template (Hamburger template)

Persuasive writing posters

Writing books

Pencils/pens

Goals:

Using our persuasive writing piece to debate our opinions using rhetorical questions, and justify arguments using the appropriate language features.

Start of lesson:

- Regroup on the mat - recap of previous lessons
- Explain that today will be our last session of writing before regrouping and debating our opinions.
- Send students off to complete writing.

During the lesson:

- Circulate offers assistance when required.

End of lesson:

- Re- group on the mat
- Have a for and a against debate based off the writing

Encouragement throughout the lesson:

- Congratulate students for their extensive thinking and for elaborating on their big ideas/main points.

Reflection on lessons:

Student Feedback

Jamboard/sticky notes of what we have learnt from the shared book