



COUNCIL OF ALL BEINGS





Butterflies & Chalk Grassland

Lesson planning Yr 3 & 4

English: Persuasive Writing - 6 Lessons



Learning Objectives	Lesson One	Success Criteria
<p>To use writing to persuade others</p> <p>To state an opinion and give reasons to support that opinion</p> <p>To identify problems and propose solutions to those problems</p> <p>To identify the elements of persuasive writing</p> <p>To compose a persuasive text</p>	<p>Create a learning wall about a visit to chalk grasslands to see butterflies in their natural environment, include pictures and a word bank of useful vocabulary.</p> <p>Teacher to remind the children key facts such as that chalk grassland is a very precious habitat for some of Britain's rarest butterflies. The chalk absorbs the heat from sunshine and the thin soil supports the right plants for these picky eaters.</p> <p>Teacher to model the key features of a recount, children use scaffolds to write their own individual recount. As a class share recounts and teacher to scribe a large scale recount from a mix of perspectives. Teacher to introduce the Success Criteria for persuasive text and include it on the working wall.</p> <p>Lesson Two</p> <p>Partner work, children share their recounts with their partner, whole class review - are the recounts all the same, different? Points of view, what happens when different people share the same experience? Do they all have the same memory?</p> <p>As a class discuss how to write in first person, teacher to model sentences. Ask the children what they think the butterflies would say if you gave them a voice? How would the butterfly recount the children visiting?</p> <p>As a class make a large scale thinking map from the perspective of the butterfly. What is it that the butterflies saw, felt, heard?</p>	<p>Opening statement about the issue</p> <p>Written in present tense</p> <p>Included facts and background information to support the argument</p> <p>Separate paragraphs for each argument raised</p> <p>Included persuasive points "surely, everyone knows..."</p> <p>Used a variety of conjunctions, 'but, or, which, also'</p> <p>Included rhetorical questions</p> <p>Have a concluding paragraph that summarises the points</p>

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	Lesson Three <hr/> <p>Divide children into mixed ability groups each group given a butterfly species, time to research and create a mind map of butterflies, also include their environmental needs. Teacher to revisit success criteria for persuasive writing and model persuasive language.</p> <p>Children become the advocates for their butterfly species, hold a whole class debate where the children promote the requirements of the species e.g. the butterflies to live without pesticides, to have natural habitat and food sources, encourage the use of persuasive techniques.</p> <p>Teacher to model what a rhetorical question is and how can it enhance text. Give some examples such as “could we play a bigger part in looking after this habitat?” Write examples on the working wall.</p> Lesson Four <hr/> <p>Display individual research maps on the working wall, children to decide which butterfly species they are going to give a voice to.</p> <p>Teacher to share success criteria for writing a persuasive text from the point of view of the butterfly, outlining why people should visit them, how people should behave when they visit, why the butterflies love where they live, what their requirements are and how their environment should be treated. Teacher to model persuasive writing in first person.</p> <p>Children to consider: What is it that the species want to persuade the reader to do? Model speech bubbles, what the butterfly might say. “I like you visiting, but prefer it when you keep to the footpaths”</p>	Differentiation <hr/> <p>All tasks can be differentiated to suit learning styles</p>
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Lesson Five

Teacher to model how to write a good opening sentence that will hook the reader and how to include facts and background information to support the argument. Success criteria to be revisited.

Children have individual planning sheets on which they outline which butterfly species they have chosen and what they know already.

Children given more individual research time to find out about their chosen species and begin to write first draft sentences in first person as if they were a butterfly.

Lesson Six

Teacher to model how to write a good closing sentence. Children to first draft their persuasive texts. On the working wall include the species pictures with speech bubbles - less confident writers can use these in their text.

Extension activities

Children to draft their persuasive text into a speech and perform to the school. Large sheets of paper cut into butterfly shapes and the text written on to them.

Creative arts activities

Each child makes a butterfly using folded paper, wet paper with ink wash, these are put together as a collective composition butterfly storm either on a display board or hung as individual mobiles (one voice, many voices)

Persuasive writing template



**Butterflies &
Chalk Grassland**

Title	
Introduction	
Argument	
Argument	
Argument	
Conclusion	

Persuasive writing template 02



Butterflies & Chalk Grassland

Title	
Introduction	
Argument (firstly) Reasons for.....	
Argument (secondly)	
Argument (thirdly) Ask questions to get the reader thinking....	
Conclusion (finally) sum up your main argument	

Useful terms: In my opinion, I feel that. I am certain that, I am sure that, for this reason, therefore

Recount of visit to Chalk Grassland



Butterflies & Chalk Grassland

What I discovered

Introduction: What were you looking for?	
First evidence	
Second evidence	
Third evidence	
What did you see or hear?	
Conclusion: What did you discover?	
Extra facts	



Butterflies & Chalk Grassland

Persuasive writing research map

Fill with facts and pictures from your research.
Draw a line to link any that have a connection.

Questions you might want to research



Persuasive writing research plan



**Butterflies &
Chalk Grassland**

My research is about
Things I know already
What I want to find out
How I will find out
What I have found out
I will present my research as
Things that went well and what I would do differently next time

Questions I have?



Success criteria

There is an interesting title	
Opening statement about the issue and explains the topic	
Written in present tense	
Included facts and background information to support the argument	
Separate paragraphs for each argument raised	
Included persuasive devices “surely, everyone knows....”	
Used a variety of conjunctions, ‘but, or, which, also’	
Included rhetorical questions to leave the reader something to think about	
Have a concluding paragraph that restates the opinion and reminds of the reason	