

COUNCIL OF ALL BEINGS





Wildflowers and Meadows

Lesson planning Yr 3 & 4

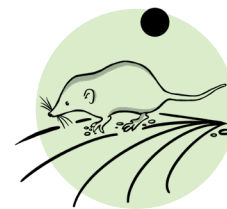
English: Persuasive letter writing - 6 Lessons



Learning Objectives	Lesson One	Success Criteria
<p>Understand what an is to identify the components of a persuasive letter</p> <p>Examine the process of creating a persuasive letter</p> <p>Write a persuasive letter</p> <p>Evaluate the effectiveness of persuasive letters</p> <p>State an opinion and give reasons to support that opinion</p>	<p>Question the children “what is a meadow?” they write answers on post it notes and apply to the working wall, discuss their answers. Children are then given time to research facts about wildflowers and meadows, make notes and create a learning wall from their research.</p> <p>Discuss the term Conservation add explanation to the working wall. Children use the differentiated scaffolds to write their own reasons why wildflower planting is important.</p> <p>As a class share reasons why it might be a good idea to plant wildflowers and why we have meadows, scribe a word bank of useful vocabulary.</p>	<p>An interesting opening sentence that hooks the reader</p> <p>An introduction</p> <p>To write persuasively</p> <p>The text is organised into paragraphs, each paragraph has its own point</p> <p>Each point has arguments to support it</p> <p>Recognise and follow the formalities of a letter</p> <p>Included facts</p> <p>Included opinions</p> <p>Strong closing sentence</p>
	<h3>Lesson Two</h3>	<h3>Assessment opportunities</h3>
	<p>In partners children research the benefits of wildflowers and meadows, then hold a whole class review- are the findings all the same, are they different? What are the common benefits? Collate their found evidence onto the working wall.</p> <p>Ask the children what they think wildflowers would say if you gave them a voice? Why they love where they live, what their requirements are and how their environment should be treated.</p> <p>As a class make a large scale thinking map from the perspective of the wildflowers “If I were a flower”.</p>	<p>Have the children undertaken independent research?</p> <p>Are the children able to recall facts about wildflowers and meadows?</p> <p>Can they identify the standard conventions of a letter?</p> <p>Do all children participate in group activity?</p> <p>Have the children used persuasive language?</p> <p>Have the children written in first person?</p> <p>Does the persuasive text fulfil the success criteria?</p> <p>Do the children use the working wall to support their learning?</p>

Lesson planning Yr 3 & 4

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	Lesson Three <hr/> <p>Divide the children into mixed ability groups- each group are given a local map, or map of the school grounds to locate where they think wildflowers could be planted. As a class discuss and highlight the key places and give reasons why they think it would be good to plant there.</p> <p>Teacher to begin to outline persuasive language and set up a working wall with examples. Divide the class in half, half are advocates for planting wildflowers, half are against (is there a reasonable argument for against?)</p> <p>Children to converse in groups to convince the other half of the benefits of growing wildflowers. Teacher to scribe any useful vocabulary used in the supporting statements.</p> Lesson Four <hr/> <p>Explain to children that they are going to write a letter to the head teacher and or the local council outlining suitable places that wildflowers could be sown and the reasons for doing so. Teacher to model the key points of writing an effective persuasive letter and to set out the criteria for the next steps of writing a persuasive letter.</p> <p>“You are writing to your head teacher or the local council or town council to get permission to create wildflower meadows or to plant areas of wildflowers. It is important to you because you understand that a meadow is an important habitat that can contain up to 40 species per square metre and that the plant diversity attracts insects which then support many small animals and birds”.</p>	Differentiation <hr/> <p>All tasks can be differentiated to suit learning styles</p>
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Lesson Five

Discuss and revisit the key features of persuasive writing, use the success criteria as a guide. Teacher to model how to write a letter, model a good opening sentence and outline the success criteria. Children begin to write first draft opening sentences and share with the class. Teacher to model how to write a good closing sentence. Children to consider exactly what is it that the writer wants to persuade the reader to do? Write a plan for the letter.

Lesson Six

Write the letter in first draft, in partners peer review, do you understand why they are writing? Are they using persuasive devices? Using feedback from the peer review edit and improve first draft plans of the letters and check against the success criteria.

Children to redraft their finished letters on to plain paper. Put the letters into envelopes, address them, post and wait for a reply.

Extension activities

Children to plan planting a wildflower pot to take home, Children to consider writing instructions how to grow a meadow.

Creative arts activities

Tissue paper collage background then draw on flowers using black ink. Make simple lino cuts of flowers and use them to print. Wet large paper and watery paint, drip paint onto the paper to create a meadow.

Persuasive letter planner



**Wildflowers
& Meadows**

Topic	
Recipient's address	Writer's address
Greeting and opinion	
First argument and supporting reasons	
Second argument and supporting reasons	
Conclusion	

Persuasive letter research map

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



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Questions you might want to research





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Their address

Your address

Dear

I am writing to you because

I want to explain

It is important because

Another alternative

This will have lasting benefits for

You also need to think about

Thank you for taking time to read my letter

Yours sincerely

Persuasive letter plan



**Wildflowers
& Meadows**

Dear

<p>Introduction Introduce yourself and why you are writing</p>	
<p>Paragraph Why conservation meadowlands are important, use persuasive language</p>	
<p>Paragraph Explain in more detail the benefits of growing wildflower meadows</p>	
<p>Conclusion Repeat your reasons for writing include rhetorical questions and a thank you</p>	

Yours sincerely

Persuasive letter research plan



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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?

Persuasive letter plan criteria



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The sender's address on the right	
The recipient's address on the left	
The date the letter was written	
A greeting to the recipient Dear... Hello...	
An interesting first sentence that hooks the reader and explains why you are writing	
An introduction	
To write persuasively	
The text is organised into paragraphs, each paragraph has its own point	
Each point has arguments to support it	
A conclusion which summarises the point of the letter and reiterates the opinion	
Finishes with yours faithfully if you don't know the recipient and yours sincerely if you do know the recipient	