

Content descriptions:

Year 6

“Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects.”

“Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.”

Year 5

“Understand how texts vary in purpose, structure and topic as well as the degree of formality.”

‘Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context.’

Lesson objectives:

Students will:

- Analyse a text to identify the position and reasons used by the author.
- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.

Introduction:

- Lesson objectives are displayed on the board
- Activate prior knowledge of modality from previous lesson
- Whole class read through of sugar canteen (persuasive text) for 100% understanding

Think Pair Share (strategy)

- Teacher poses a question; students have a few minutes to think about it.
- Students then turn to elbow partner and discuss what they believe the text is trying to persuade the reader to do.
- Whole class discussion

Body:

Gradual Release of Responsibility (strategy)

I do

Read aloud text – modelled reading

- Model vocabulary being used
- How are modality and expressive words used to emphasise the point of view
- Pull out various text and language features (highlight on word document on screen)

We do

Students handed a copy of the OREO template sheet.

Display OREO template sheet on screen. Work through the opinion and first reason with whole class.

- Ask students to identify the position of the author (what is the author trying to persuade us to do/think/believe?)
- What is the first reason the author states?

You do

- Students to complete the remainder of the sheet
- Students annotate their copy of the persuasive text
 - o Highlight the modal verbs
 - o Circle the adjectives
 - o Underline evidence of present tense being used

Conclusion:

- Ask class to show hands of whether they are for or against sugar in school canteens.
- Mini debate - select students who volunteer to stand and present their own argument (one for, then one against)
- Exit tickets – write one reason and explanation provided by the author in the text

Formative assessment:

- Think-Pair-Share activity
- OREO template sheet and copy of annotated text are recorded in their English journals. Analysis of work samples to ensure students have understood the text and can identify the position, reason and examples
- Thumbs up, Thumbs down – check for understanding
- Exit tickets at end of lesson

Differentiation:

- Think-Pair-Share strategy – engages the whole class in the activity rather than selecting a few random students
- GRR model used to explicitly teach the content and scaffold the learning
 - o Allows teacher to work individually with students who require extra assistance
- UDL framework - multiple modes of representation:
 - o Copy of persuasive text is displayed on whiteboard
 - o Copy of text provided to students
 - o Read aloud for students who have reading difficulties
- OREO template – allows students to breakdown content clearly, organises the knowledge so it can be referenced and referred to for future writing examples