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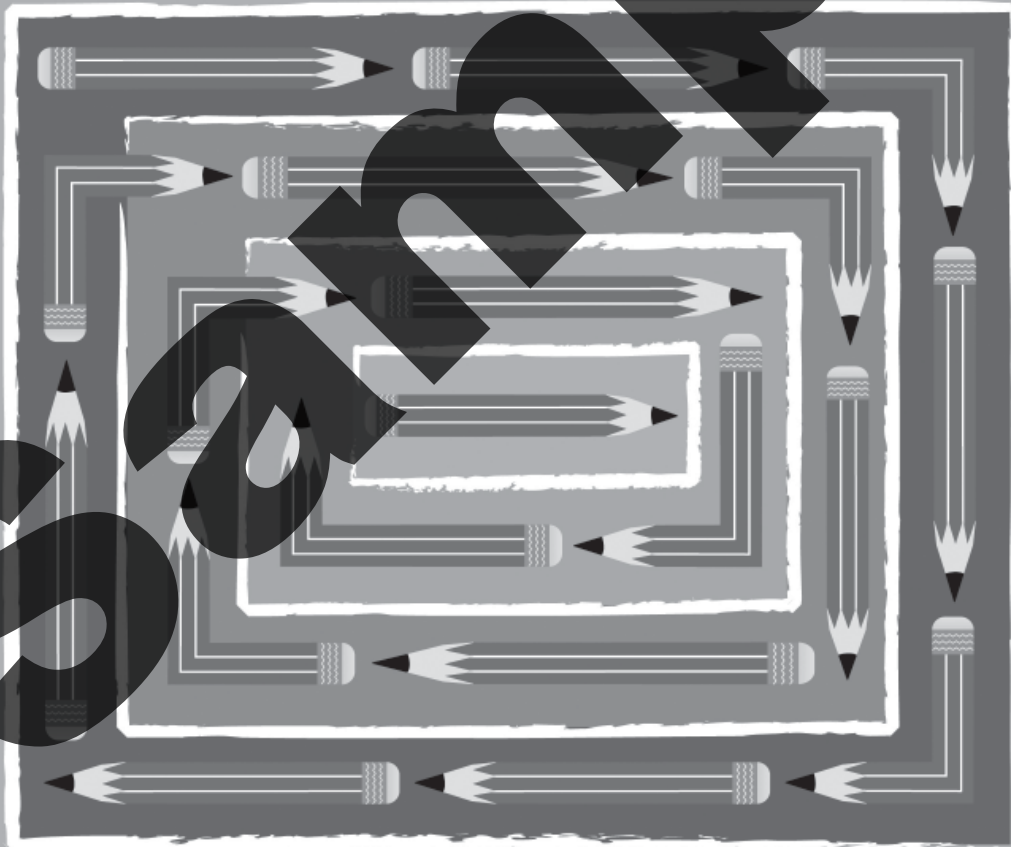


For Years 3-7



Persuasive Writing

NAPLAN- type practice examples
for Australian Students.*



By Lindsay Marsh

* The publisher is not an endorsed creator of materials used for annual NAPLAN® testing, and this book has been produced without consulting any Australian government bodies.

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Teachers' Notes

Persuasive Writing has been written for students in Years 3, 4, 5, 6 and 7 who are expected to recognise and discuss the specific features of a persuasive text, as well as employ these features to write their own persuasive pieces. This book will be especially useful to students in Years 3, 5 and 7 who are asked to write their own persuasive text in the annual NAPLAN* test.

Each activity in this book has a corresponding set of notes for teachers, to help them introduce each concept as clearly as possible. Students will be asked to identify and employ persuasive devices, understand how to structure a persuasive piece and be given the opportunity to write on a number of persuasive topics.

As an extension activity, you could set up lively classroom debates. This will help students form an opinion on a persuasive topic and express their reasons for holding this opinion clearly and fluently.

Australian Curriculum Links

Year 3

Language

Text structure and organisation –
ACELA1478, ACELA1479

Literacy

Interpreting, analysing and evaluating –
ACELY1678, ACELY1679, ACELY1680
Creating texts – ACELY1682, ACELY1683

Year 4

Language

Text structure and organisation –
ACELA1490

Literacy

Interpreting, analysing and evaluating –
ACELY1690, ACELY1691
Creating texts – ACELY1694, ACELY1695

Year 5

Language

Text structure and organisation –
ACELA1504

Literacy

Interpreting, analysing and evaluating –
ACELY1701
Creating texts – ACELY1704, ACELY1705

Year 6

Language

Text structure and organisation –
ACELA1518

Literacy

Interpreting, analysing and evaluating –
ACELY1711, ACELY1801
Creating texts – ACELY1714, ACELY1716

Year 7

Language

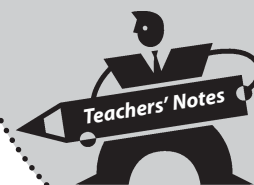
Text structure and organisation –
ACELA1531

Literacy

Interpreting, analysing and evaluating –
ACELY1721, ACELY1722
Creating texts – ACELY1725, ACELY1726

Section 1

What is a Persuasive Text?



Activity 1

- Ask students what they think the word 'persuade' means. Write all suggestions on the board. As a class decide on a definition for 'persuade' and ask students to copy the definition on to the activity sheet.
- Ask the students to think of a time when they have been persuaded by someone (persuaded to go to the movies, to buy a certain video game, to like a certain band). Students can write this example down on the activity sheet.
- Students should then think of a time when they have persuaded another person to do something or think something. (To go bowling with them, to dislike Justin Bieber's new song, to join Facebook.) Students can write this example down on the activity sheet.
- Ask students to look at the persuasive text on the activity sheet. Help them to identify the topic (air-conditioning), opinion (that air-conditioning should be installed in all schools) and reason given (air-conditioning will improve students' ability to learn). You can tell them that these three things appear in the introduction of a persuasive piece.

Activity 2

- This activity sheet will help students understand that they are persuaded by people all the time in their daily lives. The activity also reinforces the three parts of a persuasive text: topic, opinion and reasons given.

Activity 3

- To help students persuade someone to buy the bottle of shampoo, you could ask them to think of persuasive advertisements that they see everyday and brainstorm written text from advertisements that they remember.

Activity 4

- Ask students to find a persuasive text. This could be in the form of an advertisement, letter, essay, etc. Each student should paste the persuasive text onto the sheet and identify the topic, opinion(s) and reason(s) given in the text. Alternatively you could provide the students with a persuasive text.

Activity 5

- This sheet will help reinforce the definitions of: topic, opinion and reason.

Activity 6

- Instruct students to state their opinion on the topic (say whether they agree or disagree) and give two reasons for their opinion in dot points. Draw their attention to the example that has been done for them. Tell them that this is the information that goes in the introduction of a persuasive piece of writing. Stress that their reasons should be brief. Elaboration goes in the body of their writing, not in the introduction.
- Ask the students to write out their introduction in a paragraph, without using headings or dot points.

* What is a Persuasive Text?

Activity 1

Part 1: Answer the questions.

1. What does 'persuade' mean?

2. When have you been persuaded by someone?

3. When have you persuaded someone?

Like...Justin Bieber
is so awesome you
know ...



Part 2: Read this persuasive text. The topic of this text is air-conditioning.

School Should Be Cool

All schools in Western Australia should have air-conditioning. Teaching children in hot and sticky classrooms is just simply ridiculous! When children are too hot at school they cannot concentrate. This means that they miss out on valuable learning time. If your child attends a school which has no air-conditioning, you should put pressure on the school Principal to start raising money to keep your child's school cool.

1. Identify the main opinion presented in the text. (What the text is persuading you to think.)

2. Identify the main reason presented in the text. (This supports the opinion given.)

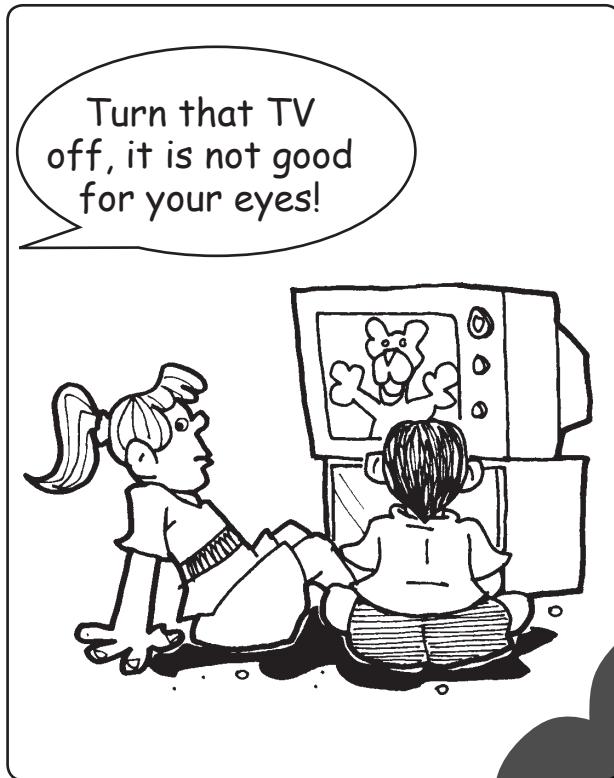
EXTRA: Look at other persuasive texts and see if you can identify the **topic**, **opinion** and **reasons** given.

* What is a Persuasive Text?

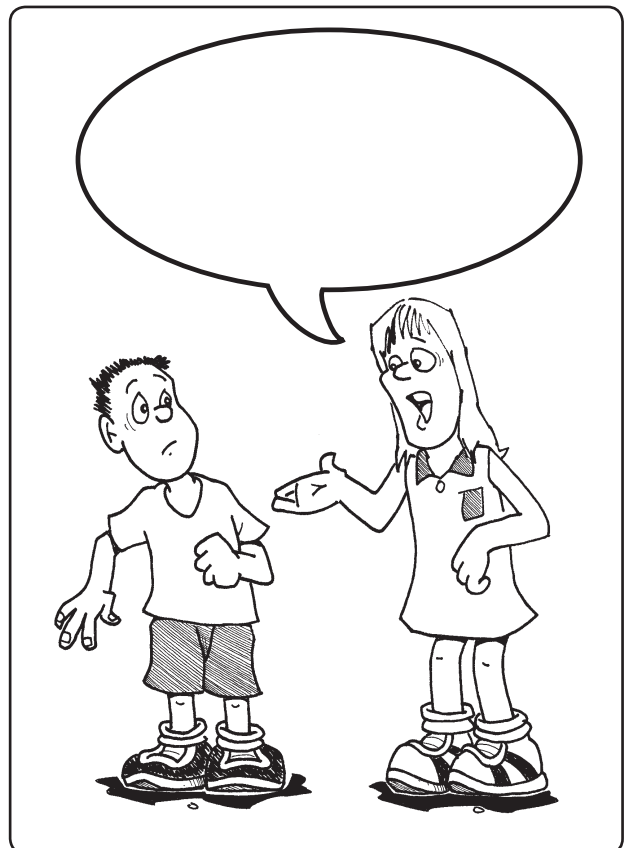
Activity 2

Did you know that you spend a lot of your day being persuaded by others?

- ☐ In each caption: circle the topic, highlight the opinion (what you are being persuaded to do) in red and the reason (given for the opinion) in yellow.



- ☐ Write your own persuasive captions in the speech bubbles below. Highlight the opinions and the reasons in different colours. Circle the topics.



* What is a Persuasive Text?

Activity 3

- ☐ Look at the two persuasive texts. Identify the topic, opinion (*what you are being persuaded to do*) and reason (*given for the opinion*) in each text.

50% Off 

Brand Names!
Rip Curl, Billabong, Mambo



Hurry while stocks last!
The best surf store
in town.

Centrally Located
1 Crawford Road, Appleshore, WA



Don't become another victim.
Protect yourself with a high UV
sunscreen everyday.

Keep Australians healthy and safe.

Topic: _____

Opinion: _____

Reason: _____

Topic: _____

Opinion: _____

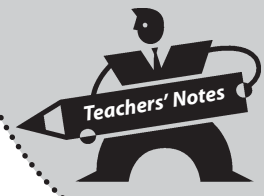
Reason: _____

- ☐ Persuade someone to buy this shampoo. Add persuasive text around the bottle.



Section 2

Persuasive Topics



Activity 1

- Ask the students to imagine that one week from now they will be given a topic and asked to write a persuasive piece based on this topic. Tell them that this task will be a lot less scary if they have looked at, and written on, lots of different topics before.
- Explain that looking at a range of topics will help them to think about lots of different issues in the world and increase their general knowledge. Read through the list of topics on the student activity sheet.
- Instruct students to individually highlight in yellow the topics that they think they could easily write about.
- Using a red highlighter, ask students to mark the topics that they would find hard to write about.
- Beside each topic, tell students to show their opinion on each topic by ticking agree or disagree.

Extension Activity

- Expose students to as many persuasive topics as possible and discuss them as a class.
- Use the topics to set up lively classroom debates.

Activity 2

- Explain to the students that often we can group lots of topics under one heading. Grouping or categorising topics will help them to prepare for unseen topics. It can also help students to identify what categories they know the most about and the least about. You will probably find that a student is strong in one area, such as the environment or technology. Students should be asked to research their weakest category/categories at home or in class to help them prepare for unseen persuasive pieces.
- Read out the categories on the activity sheet.
- Individually or in pairs, students should categorise the topics on page 15, by writing the number of each topic under one of the headings.
- Ask students to write one of their own topics under each category.
- Students should identify the categories that they would be most and least confident about writing on.

- ☐ Read the list of persuasive topics.
- ☐ Highlight the ones that you think look easy in yellow.
- ☐ Highlight the ones that you think look difficult in red.
- ☐ Tick agree or disagree to show your opinion on each topic.

1. Homework for primary students should be banned. ☐ Agree ☐ Disagree
2. Playing video games is bad for young children. ☐ Agree ☐ Disagree
3. Junk food should be banned from lunch boxes. ☐ Agree ☐ Disagree
4. The internet is dangerous. ☐ Agree ☐ Disagree
5. All students should be made to wear a school uniform. ☐ Agree ☐ Disagree
6. We should not be made to recycle. ☐ Agree ☐ Disagree
7. Swimming lessons should be compulsory for all students. ☐ Agree ☐ Disagree
8. Dangerous animals should be killed. ☐ Agree ☐ Disagree
9. Children should do chores around the house. ☐ Agree ☐ Disagree
10. School hours are too long. ☐ Agree ☐ Disagree
11. All schools should have air-conditioning. ☐ Agree ☐ Disagree
12. Sport should be compulsory for all school children. ☐ Agree ☐ Disagree
13. TV should be limited to one hour a day for all children. ☐ Agree ☐ Disagree
14. Computers will soon replace us. ☐ Agree ☐ Disagree
15. Peer pressure is a problem. ☐ Agree ☐ Disagree
16. Not enough is being done to stop bullies in schools. ☐ Agree ☐ Disagree
17. Public schools are better than private schools. ☐ Agree ☐ Disagree
18. We are not doing enough to save endangered animals. ☐ Agree ☐ Disagree
19. Children these days are not sunsmart. ☐ Agree ☐ Disagree
20. We should not be able to download music free of charge. ☐ Agree ☐ Disagree
21. Zoos and circuses are cruel. ☐ Agree ☐ Disagree
22. Children should spend less time listening to music. ☐ Agree ☐ Disagree
23. Testing on animals should be illegal. ☐ Agree ☐ Disagree
24. Children should do more to help the environment. ☐ Agree ☐ Disagree