



EduVision

Year 2 English

Term 4, Week 1

Student Name: _____

Lesson Focus: Persuasive texts – part 1

Skill Focus: Revision

Directions: Match the persuasive text features to their correct description.

Persuasive Text Features

I include a summary of arguments and repetition of a point of view at the end of a persuasive text.

What am I?

Persuasive Text Features

Opening statement

I believe...



Persuasive Text Features


I am a sentence used to introduce a point of view at the beginning of a persuasive introduction.

What am I?

Persuasive Text Features

Arguments

Firstly...



Persuasive Text Features


I am the language of how certain something is. I am high in persuasive texts (but I can also be low).

What am I?

Persuasive Text Features

Conclusion

In conclusion...



Persuasive Text Features

I make up the body of a persuasive text, including point of view, reasons and evidence.

What am I?

Persuasive Text Features

Modality



Persuasive Text Features

I'm the words and phrases that can make the reader feel emotions.

What am I?

Persuasive Text Features

Rhetorical question

Can you really afford to ignore this warning?



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Persuasive Text Features

I'm truthful and can be proven. I can be used to support a point being made.

What am I?

Persuasive Text Features

Emotive language

After Christmas every year, there are thousands of abandoned puppies left to wander the streets, scared and alone. Only your support can rescue them.



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Persuasive Text Features

I'm a question that does not require an answer (I'm just there to persuade you to think my way).

What am I?

Persuasive Text Features

Fact



Cats have whiskers.

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Persuasive Text Features

I occur when an author says the same thing more than once for emphasis.

What am I?

Persuasive Text Features

Opinion



Cats are cute.

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Persuasive Text Features

I'm someone's point of view about something that's not based on facts or knowledge.

What am I?

Persuasive Text Features

Repetition



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Fact and Opinion

We have previously learned that in persuasive writing, both facts and opinions are important, and when used together can make an argument, statement or idea more persuasive, substantial and authoritative.

Let's refresh:



A *fact* is something that is known or proven to be true and is used in persuasive texts to build on or prove a statement or argument, or to support an idea. Because facts do not change (based on personal opinion), they are *objective*.



An *opinion*, on the other hand, is a personal view based on a belief, judgement or attitude and is used in persuasive texts to help build a connection or elicit an emotional response from the reader. Because opinions can change from person to person, they are *subjective*.

Directions: Place the following information into either the objective or subjective column, based on what you have learned. The first one has been done for you.

- Based on facts
- Based on someone's point of view
- Can be proven
- Cannot be proven
- Is either true or false
- Is neither true or false
- Non biased (challenge question)
- Biased (challenge question)

Objective	Subjective
Based on facts	

Directions: Read each sentence to determine if they are objective or subjective. Circle the correct answer.

1. Carrots are the best vegetables because they are delicious and I enjoy eating them. (Objective/Subjective)
2. The Sun is a star found at the centre of the solar system and is over 300,000 times larger than Earth. (Objective/Subjective)
3. In Ancient Rome, only men were allowed to celebrate their birthdays. (Objective/Subjective)
4. Potatoes are often thought of as root vegetables, because they grow in the ground, but technically they are classed as stem tubers. (Objective/Subjective)
5. A group of butterflies is called a kaleidoscope. (Objective/Subjective)
6. Butterflies are beautiful to look at, especially the brightly coloured ones. (Objective/Subjective)

Now, write two objective (factual) sentences and two subjective (opinion) sentences:

Objective sentences

1.

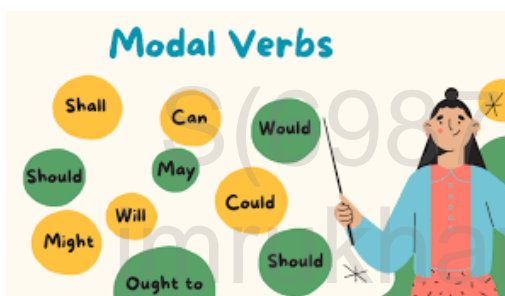
2.

Subjective sentences

1.

2.

Modality



1. Work together as a class to describe the difference between low/high modal words.

Low modality means _____

High modality means _____

2. Look at the list of alphabetical modal words and rewrite them on the sliding scale from low modality to high modality.

absolutely	always	certainly	could
definitely	likely	may	maybe
might	must	never	obviously
often	perhaps	possibly	probably
surely	undoubtedly	usually	will
will not	would	wouldn't	

Low	Medium	High

Fast finisher bonus: Can you think of any more modal words to add to the table?

3. Read the text then underline all the modal words.

The secret to cooking yummy pancakes might be in the preparation. You must use excellent ingredients but you should always mix the ingredients well. If the ingredients are not perfectly mixed, you might end up with lumpy pancakes. Lumpy pancakes are definitely not as delicious as non-lumpy pancakes.

Once you have mixed the ingredients and can be certain that you have got rid of all the lumps, pour the mixture into a hot pan that has been greased with oil or butter. The pan should be hot so that the pancake will brown nicely and cook evenly. You shouldn't start cooking your pancakes on a cold pan. Starting to cook pancakes on a cold pan could make your pancakes taste like rubber. Ideally, when cooking, you would regularly check your pancakes to make sure they are the perfect colour before flipping them over and cooking them on the other side.

You may like to serve your pancakes with syrup and lemon juice or berries. You should try them with savory spreads. Whatever topping you choose, you will not be disappointed!

4. Use the table on the previous page to write 2–3 sentences using modal words. Then swap booklets with another student and ask them to find/underline the modal words.

1.

2.

3.

WRITING TASK

Directions: You are to write a short *persuasive* text to convince your parents about the benefits of joining an after-school club (it could be a soccer club, ballet class, singing class or some other creative or sports club).

Think about all the persuasive writing techniques you've previously learned about in your writing, especially those used in today's lesson.

Use this checklist to help you with your writing.

Writing checklist	
Technique <ul style="list-style-type: none"> • I have included an attention-grabbing title. • I have included an introduction. • I have used short paragraphs – using facts to support/strengthen my opinions. • I have included convincing arguments/ persuasive language. • I have used modality. • I have included a conclusion/summary. 	
Grammar, spelling and punctuation <ul style="list-style-type: none"> • I have included full stops, commas and capital letters. • I have used complete sentences that make sense. • I have checked for spelling errors. • I have used correct tenses. 	

HOMework

1. Writing task
2. Fact or opinion activity
3. Reading comprehension: Book review

2. Fact or opinion?

Directions: Read each sentence and tick the correct answer.



Fact or Opinion?

Read the sentences below and tick whether you think each one is a fact or an opinion.



- | | | | |
|----|---|-------------------------------|----------------------------------|
| 1 | Ice cream is the best food in the world. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 2 | Ice cream comes in lots of flavours. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 3 | There have been lots of superhero films made. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 4 | Superhero films aren't very good. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 5 | Children should have to wear a uniform at school. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 6 | Children's uniforms are best when they are blue. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 7 | Football is a sport where you try to score goals. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 8 | The most interesting sport in the world is football. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 9 | Sunday is the most relaxing day of the week. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 10 | Sunday is the last day of the weekend. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 11 | Mobile phones shouldn't be allowed in school. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |
| 12 | Mobile phones are used to make phone calls and to text. | <input type="checkbox"/> Fact | <input type="checkbox"/> Opinion |

3. Reading comprehension

Directions: Read the text and answer the questions.



Title: *Poo, spew and other gross things animals do*

Authors: Nic Gill and Romane Cristescu

Illustrator: Rachel Tribout

Publisher: CSIRO Publishing, 2022

Key themes: Animal biology, animal identification, cycles in ecosystems, careers in science.

Reviewer: Dr Sam Lloyd, with help from Toby and Georgia Mutzig (ages 11 and 8),

Emily and Connor Campbell (ages 14 and 11) and Ethan, Caleb and Leila Wetzig (ages 11, 9 and 6).

DISGUSTING BUT FUN!

As stated in the title, this book is all about poo, spew and all the gross things animals do. However, this information is not merely put together for the comic value for children. It is a captivating guide to better understanding animal biology and behaviour, with some hilarious and disgusting examples. Some of the animals in the book we see in the Australian bush, other creatures we may never see, but we can learn something intriguing (and often impressively gross) long the way.

POO DETECTIVES!

Nic and Romane have clearly gone to a huge amount of effort to gather together the fascinating and insightful information in this book. The artwork by Rachel Tribout is fun and engaging and breaks up the text nicely with bright illustrations. The book is easy to follow, never feeling text-heavy or overwhelming, but rather drawing you in to different chapters and examples. The book is 92 pages and broken into eight chapters, with a glossary and index for easy reference. Chapters include “*Animal Grossness*”,

an introduction to the key theme of the book; “*Grossness as Self-defence*”, which as the name implies, shares stories and information about the clever and crazy gross things animals do to protect themselves; and my personal favourite, “*Poo Detectives*”, which looks at how animal poo can help us identify and learn more about animals.

KNOWLEDGE LEVEL UP

In an effort to share the joy of animal poo, I invited some friends to help me review this book. I asked seven children between the ages of 6 and 13 to tell me their favourite gross and/or funny fact from the book, this is what they came up with:

- Hagfish slither into the rotting body of other fish and eat them from the inside out. They often eat so fast “*the rotting flesh come straight out of their butts undigested!*”.
- Demodex mites (related to ticks) make their home in our facial pores where they live off face oil and grow very fat. They do not have an anus, which means they cannot poo. However, this means when they die the “*body bursts or collapses, releasing a lifetime of poo*” into our facial pores.
- Some birds can regurgitate partially digested food to impress another bird they are trying to mate with.
- Carpenter ants throw up into each other’s mouths to share food between colony member and to feed larvae.
- The greater short-horned lizard can shoot blood out of their eye in self-defence!

1. List the following:

Title: _____

Author: _____

Illustrator: _____

Publisher: _____

Date of publication: _____

Total pages: _____

2. Based on the reviews, what age groups is this book most likely appropriate for?

- a. 0–5 years
- b. 6–12 years
- c. 13+
- d. Adults only

3. Write the correct modality for each of the following words from the text.

may _____

can _____

clearly _____

often _____

4. Write O (objective) or S (subjective) for the following sentences from the text.

- a. The greater short-horned lizard can shoot blood out of their eye in self-defence!
- b. Some birds can regurgitate partially digested food to impress another bird they are trying to mate with.
- c. Nic and Romane have clearly gone to a huge amount of effort to gather together the fascinating and insightful information in this book.
- d. The book is 92 pages and broken into eight chapters, with a glossary and index for easy reference.
- e. As stated in the title, this book is all about poo, spew and all the gross things animals do.

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S(6987)Ishita Amira
imrukhan@gmail.com