

Grade 3 – 4: English Language Arts

Text Types: Persuasive

This resource can be used to plan an individual English language arts lesson or a unit of study. The suggested activities can be used in the order presented here, or they can be adapted for your lesson plan and classroom.

CURRICULUM OBJECTIVES

VIDEO OUTCOMES

English Language Arts / Reading

Evaluate arguments and specific claims from complex informational texts.

English Language Arts / Writing

Write to persuade blending opinion and facts that support the opinion.

TEACHER PACK OUTCOMES

English Language Arts / Reading

Evaluate arguments and specific claims from complex informational texts.

Collect information from valid and credible sources on a topic of personal interest or academic focus.

English Language Arts / Writing

Write to persuade blending opinion and facts that support the opinion.

Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years.

Activity

Resources

Outcomes

Activity 1: Advertising

Timeframe: 50 minutes

Lesson overview: Students will be introduced to advertisements as a type of persuasive text, and consider the audience, purpose and characteristics of familiar advertisements.

Explain to students that we see, read and hear persuasive texts everyday in a variety of places. Often, these are advertisements. Ask students to brainstorm the types of advertisements they regularly encounter. These might include:

- Radio advertisements
- Television advertisements
- Billboards
- Flyers in the mail
- Catalogs

Watch the ClickView Miniclip *Text Types: Persuasive*.

Ask students to provide examples of the products or services that they find advertised. Record these examples on your classroom whiteboard. Choose three examples from this list. For each example, ask your students the following questions:

- Where do you find this product or service advertised?
- To whom do you think this product or service is being advertised (i.e. the target audience)?
- Do you think this advertising campaign is effective? Why or why not?

Once completed, discuss with your class why many companies spend money to advertise the products. As an audience, ask your students how they think they should view such texts. Should we accept the claims an advertisement puts forward? Are they sharing facts or opinions? How can we be more careful about the information we receive?

Smartboard / Digital display

ClickView Miniclip - *Text Types: Persuasive*

Students will:

- Evaluate arguments and specific claims from complex informational texts.

Activity**Resources****Outcomes****Activity 2: Printed Advertisements****Timeframe:** 45 minutes**Lesson overview:** Students will examine a range of printed advertisements to identify their purposes, audiences, and characteristics.

Note: Prior to this activity, ask students to find and bring a printed advertisement (brochure, catalog, magazine, or newspaper advertisements) to class.

Ask each student to introduce their advertisements by identifying:

- The product the advertisements are advertising
- The medium (newspaper, magazine, catalog, brochure, etc.)
- What they believe is the advertisement's target audience

Group the advertisements according to their target audience (i.e. children, teenagers, adults). Examine the advertisements that have been marketed toward children. Identify the characteristics that are common within this group (e.g. colorful; include images of children; use very little text). Follow the same process for the remaining groups.

After this discussion, ask your students to copy and complete the following table in their notebooks:

Target Audience	Characteristic 1	Characteristic 2	Characteristic 3
Children			
Teenagers			
Adults			

Discuss the differences in the characteristics observed.

Printed advertisements
(brought in by students)

Notebooks

Students will:

- Evaluate arguments and specific claims from complex informational texts.

Activity

Resources

Outcomes

Activity 3: Cake for Dinner

Timeframe: 1 hour

Lesson overview: Students will learn or consolidate their understanding about the purpose, structure and vocabulary of a persuasive exposition, and apply this to write a letter communicating a persuasive argument.

As a class, jointly write an expository letter to a parent or caregiver explaining why you think it would be a good idea to have cake for dinner.

Introduce or consolidate the structure of an exposition with your class and incorporate the use of connectives into your success criteria.

Note: Connectives are adverbs that link ideas, sentences and paragraphs. Examples include “and”, “moreover”, “as well as” etc.

On Letter size paper, students should then create a print advertisement, in line with those viewed in the previous lesson, to advertise the idea of eating cake for dinner. They should consider the target audience for their advertisement in their design.

Letter size paper
Coloring pencils

Students will:
• Write to persuade blending opinion and facts that support the opinion.

Activity

Resources

Outcomes

Activity 4: No Cake for Dinner

Timeframe: 1 hour + depending on student writing time

Lesson overview: Students will learn about healthy foods, and the impacts of both healthy and unhealthy foods on the body. Using this research they will write a letter communicating a persuasive argument.

Watch the ClickView Miniclip *Food Groups and Nutrition*.

As a class, review the different types of food groups. On the whiteboard, write down each category and brainstorm some foods that would belong in each category.

Ask if they noticed which group cake was in. Why is that? Was cake considered an everyday healthy food? Why or why not?

How does this information change their thoughts from **Activity 3: Cake for Dinner**? As a class, brainstorm some reasons why maybe cake isn't the best idea for dinner.

Using this list, students can then independently write a letter in their notebooks explaining why cake should not be eaten for dinner. Reiterate the structure of an exposition if needed.

ClickView Miniclip
- *Food Groups and Nutrition*

Smartboard / Digital display

Notebooks

Students will:

- Collect information from valid and credible sources on a topic of personal interest or academic focus.
- Write to persuade blending opinion and facts that support the opinion.
- Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years.

Activity

Resources

Outcomes

Activity 5: Healthy Food Campaign

Timeframe: 1 hour (plus additional time required to record or perform)

Lesson overview: Students will create a persuasive campaign to convince their peers to make healthy eating decisions, using a variety of media.

Create groups of 3 - 4 students. Assign each group one of the following media with which to convince their peers to eat more healthy food: a speech (1 min), a poster, a radio advertisement (1 min), and a film advertisement.

Students should use the arguments they constructed in **Activity 4: No Cake for Dinner** to inform their development of each campaign. Each group should be allotted a period of 20 minutes to draft their concept. Emphasise that this will not be the final product. Once the 20 minute period has finished, ask each group to share their drafted product. Encourage your students to offer constructive feedback to each group.

Taking on this feedback, students should use the rest of the time to perfect their idea. If permitted, encourage your students to present their work in a whole school setting. This might involve: photocopying posters and placing them around the playground; recording radio advertisements and playing them over the school PA system; reading speeches out at a school assembly; and playing film advertisements at a school assembly.

Legal size paper (for posters)

Tablets (for recording film and audio)

Students will:

- Collect information from valid and credible sources on a topic of personal interest or academic focus.
- Write to persuade blending opinion and facts that support the opinion.
- Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years.

Activity

Resources

Outcomes

Activity 6: Interactive Video

Timeframe: 15 minutes

Lesson overview: Students will watch the ClickView Miniclip and answer the interactive questions to show their understanding of the types, purposes, and features of persuasive texts.

ClickView has created an interactive video lesson to accompany the ClickView Miniclip *Text Types: Persuasive*. It includes a range of question types such as multiple choice, missing word, and true or false.

You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the premade questions to suit your students or create your own interactive video.

To share the interactive video with your students, follow these steps:

1. Search for the Miniclip *Text Types: Persuasive* that has the interactive logo (**Interactive**).
2. Click to view the video.
3. Click on the "Interactive videos" tab beneath the video.
4. Click the "Print as Worksheet" OR "Save to Workspace" button on the interactive video.
5. If you click "Save to Workspace", you can either click "Share with your students" or access it via your Workspace.
 - If you choose "Share with your students", copy the link and send it to your students.
 - Otherwise go to your Workspace, select the "Interactive videos" folder, and click "Share" to access the link and send to students.

Students can watch and answer the interactive questions either in class or at home. Their results will be collated for you to view from your Workspace.

The following guides are available if you require assistance:

[Creating an interactive video](http://www.clickview.com.au/support/articles/115005656528-PB202)

www.clickview.com.au/support/articles/115005656528-PB202

[How do I share an interactive video?](http://www.clickview.com.au/support/articles/115005496667-PB208)

www.clickview.com.au/support/articles/115005496667-PB208

[How do I make my interactive video private/public?](http://www.clickview.com.au/support/articles/115005494867-PB206)

www.clickview.com.au/support/articles/115005494867-PB206

Smartboard / Digital display or 1:1 device with Internet connection

Interactive video for the ClickView Miniclip – *Text Types: Persuasive*

Assessment