



YEARS 5/6 ACTIVITY - WHAT DO WE WANT!

ACTIVITY SUMMARY

Guide students through PowerPoint slides 23-56, including video content.

Have students take notes as they view the presentation.

Students work in small groups to create a persuasive text, imploring the Principal to implement a worm farm in the school. If the school already has worm farms, students might write to the Department of Education and Training calling for worm farms in all schools.

Discuss the structural and language features of a persuasive text with students, and develop a class rubric with which to assess the texts.

Students may present their texts as a letter or a speech. Students could work in small groups to film their presentations.

AUSTRALIAN CURRICULUM LINKS - LEVEL 5/6 ENGLISH

LEARNING AREA	CONTENT DESCRIPTOR ELABORATION
LANGUAGE	<p>ACELA1502 Understanding how to move beyond making bare assertions and take account of differing perspectives and points of view</p> <p>ACELA1504 Becoming familiar with the typical stages and language features of such text types as persuasive, and how they can be composed and presented in written, digital and multimedia forms</p> <p>ACELA1505 Observing how writers use the beginning of a sentence to signal to the reader how the text is developing</p> <p>ACELA1508 Observing how descriptive details can be built up around a noun or an adjective, forming a group/phrase</p> <p>ACELA1512 Understanding the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts</p> <p>ACELA1525 Identifying (for example from reviews) the ways in which evaluative language is used to assess the qualities of the various aspects of the work in question</p> <p>ACELA1518 Exploring a range of everyday, community, literary and informative texts discussing elements of text structure and language features</p>

LEARNING AREA	CONTENT DESCRIPTOR ELABORATION
LITERATURE	<p>ACELT1615 Noting how degrees of possibility are opened up through the use of modal verbs (for example, 'It may be a solution' as compared to 'It could be a solution'), as well as through other resources such as adverbs (for example, 'It's possibly/probably/certainly a solution'), adjectives (for example, 'It's a possible/probable/certain solution'); and nouns (for example, 'It's a possibility/probability')</p>
LITERACY	<p>ACELY1700 Planning a report on a topic, sequencing ideas logically and providing supporting detail, including graphics, sound and visuals to enhance audience engagement and understanding</p> <p>ACELY1701 Explaining how the features of a text advocating community action, for example action on a local area preservation issue, are used to meet the purpose of the text</p> <p>ACELY1704 Using research from print and digital resources to gather and organise information for writing</p> <p>ACELY1704 Selecting an appropriate text structure for the writing purpose and sequencing content according to that text structure, introducing the topic, and grouping related information in well-sequenced paragraphs with a concluding statement</p> <p>ACELY1704 Using vocabulary, including technical vocabulary, appropriate to purpose and context</p> <p>ACELY1704 Using paragraphs to present and sequence a text</p> <p>ACELY1704 Using appropriate grammatical features, including more complex sentences and relevant verb tense, pronoun reference, adverb and noun groups/phrases for effective descriptions</p> <p>ACELY1704 Re-read and edit student's own and others' work using agreed criteria for text structures and language features</p> <p>ACELY1816 Participating in pair, group, class, school and community speaking and listening situations, including informal conversations, discussions, debates and presentations</p> <p>ACELY1816 Experimenting with voice effects for different audiences and purposes, such as tone, volume, pitch and pace, recognising the effects these have on audience understanding and engagement</p> <p>ACELY1711 Analysing how text structures and language features work together to meet the purpose of a text</p> <p>ACELY1714 Using rhetorical devices, images, surprise techniques and juxtaposition of people and ideas and modal verbs and modal auxiliaries to enhance the persuasive nature of a text, recognising and exploiting audience susceptibilities</p> <p>ACELY1715 Editing for coherence, sequence, effective choice of vocabulary, opening devices, dialogue and description, humour and pathos, as appropriate to the task and audience</p>

