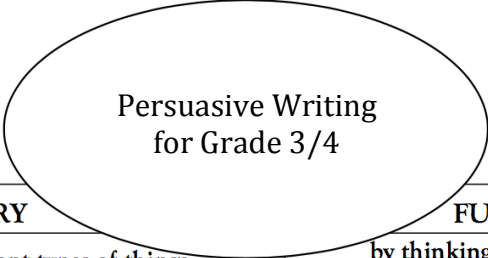


the KNOWN EXPERIENCING the NEW		APPROPRIATELY APPLYING CREATIVELY	
<p>by being in the student's world <i>Drawing on learner prior knowledge and experience, community background, personal interests, concrete experience, individual motivation, students' own lives, and the everyday and familiar.</i></p> <p>Students will do an environmental print walk where they can notice the type of persuasive writing and pictures that are around our school.</p> <p>Students will make a list together (audio, digital, of all the persuasive ways they can remember from home/community/commercials /ads...)</p>	<p>by being in new worlds <i>Introducing learners to new experiences – real (excursions, guest speakers) or virtual (texts, images, information). New is from learner's perspective - to make sense it may have familiar elements.</i></p> <p>Students will have a home assignment to watch out of the windows on the bus/car to try and notice some persuasive writing or images.</p> <p>Students will view ads from magazines that are in the book corner for reading at their leisure.</p>	<p>by doing things the right way <i>Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the learner and requires that they have opportunities to demonstrate their understanding and learning.</i></p> <p>Students will learn the structure of a persuasive piece of writing including mini-lessons on hook, paragraphing, topic sentences, persuasive language...etc.</p> <p>Students will use a checklist to ensure that they are including important elements.</p>	<p>by doing things in interesting ways <i>Doing things in interesting ways by taking knowledge and capabilities from one setting and adapting them to a different setting – taking something out of its familiar context and making it work somewhere else.</i></p> <p>Students will experiment with a change in audience, more, adding imagery, layout, design, presentation, modes..etc to further persuade.</p> <p>Students will discuss why they were/were not persuaded.</p>
 <p>Persuasive Writing for Grade 3/4</p>			
by NAMING CONCEPTUALISING with THEORY		FUNCTIONALLY ANALYSING CRITICALLY	
<p>by connecting the same type of thing <i>Identifying new concepts/ideas/themes, including abstract, generalising terms, conventions, features, structures, definitions and rules. Naming is the first step toward understanding.</i></p> <p>Students will choose their favorite magazine ads, commercial, billboard, persuasive writing sample...etc. and discuss why it was appealing and persuasive.</p> <p>Students will sort/group the features of this text and practice applying some of these features to their writing.</p>	<p>by connecting different types of things <i>Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?</i></p> <p>Students will explore reasons why we try to persuade though writing. Positive and negative.</p> <p>Discuss situations where students (parents, family teachers...etc) have been persuaded to a positive or negative outcome.</p> <p>Add to writing in a powerful way with discussed outcomes and reasoning for persuasion in this way.</p>	<p>by thinking about what something does <i>Examines the function or rationale of knowledge, action, an object or represented meaning. What is it for? What does it do? How does it work? What is its structure, function or connections? What are its causes/effects?</i></p> <p>Students will write a list of "wonders" in groups.</p> <p>Sort photos based on good/bad (healthy/not healthy...truthful, not truthful... Discuss why there are different perspectives.</p> <p>Reflect in think pair share/ other platform (digital?) for sharing of ideas orally.</p>	<p>by thinking about who benefits <i>Interrogates human purposes, intentions and interests of knowledge, an action, an object or represented meaning. What are its individual, social, and environmental consequences? Who gains? Who loses?</i></p> <p>Discuss/reflect on our possible actions and responsibilities with persuasive text and persuasive writing.</p> <p>Sort and discuss who gains and who loses with certain types of persuasive writing/text/images.</p>