



Grade 4 - 6 Language Persuasive Writing and Speech Arts

OVERVIEW

In this learning activity, students will research, read and take written notes in order to plan and write a persuasive piece of writing on a subject of the students' choice. The piece of writing will be presented orally in a 3-5 minute speech. As an option, students can create a multimedia presentation to accompany their speech.

Curriculum Expectations Oral Language

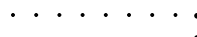
Specific Expectations

2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (grade 4 and 5)

2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information (grade 6)

2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience (grade 4 and 5)

2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience (grade 6)



These specific expectations contribute to the development of the following overall expectation.

Overall Expectation

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Curriculum Expectations Writing

Specific Expectations - Writing

1.2 generate ideas about a potential topic using a variety of strategies and resources (grade 4)

1.2 generate ideas about a potential topic and identify those most appropriate for the purpose (grade 5 and 6)

1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources (grade 4)

1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (grade 5 and 6)

1.4 sort and classify ideas and information for their writing in a variety of ways (grade 4 and 5)

1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas (grade 6)

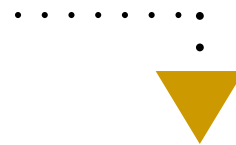
3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose (grade 4 and 5)

3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (grade 6)

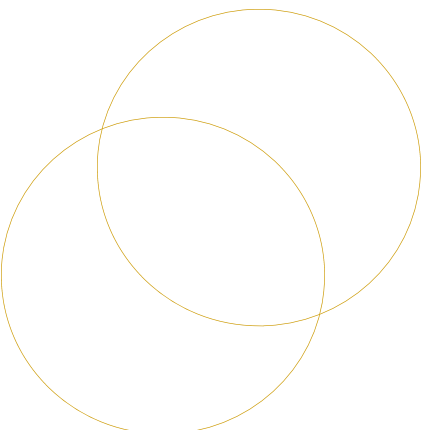
3.6 proofread and correct their writing using guidelines developed with peers and the teacher

3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (grade 4 and 5)

3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (grade 6)



These specific expectations contribute to the development of the following overall expectation.



Overall Expectation - Writing

- generate, gather, and organize ideas and information to write for an intended purpose and audience

- use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively

Curriculum Expectations Reading

Specific Expectations - Reading

1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes

1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (grade 4 and 5)

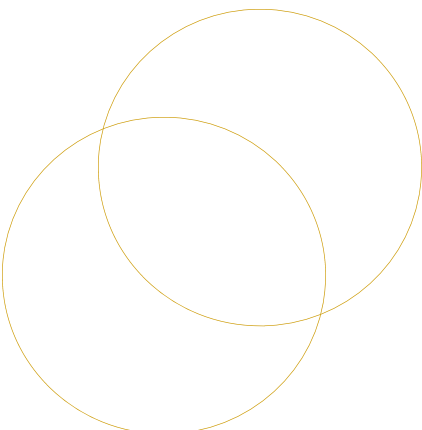
1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (grade 6)



These specific expectations contribute to the development of the following overall expectation.

Overall Expectation - Reading

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning



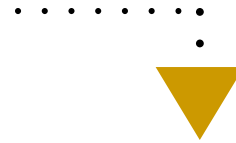
For teachers who choose to have students create a multimedia presentation using Power Point, Clicker 5, Activ software or Notebook software to accompany their speech, the following media literacy expectations can also be addressed:

Curriculum Expectations Media Literacy

Specific Expectations - Media Literacy

3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (grade 4)

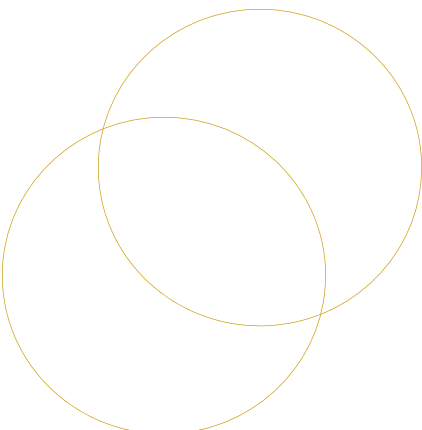
3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (grade 5 and 6)



These specific expectations contribute to the development of the following overall expectation.

Overall Expectation - Media Literacy


- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques



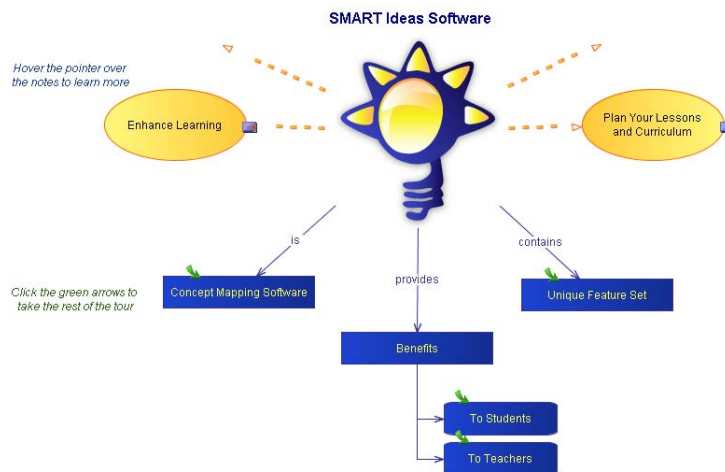
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Planning - Selecting a Topic

Prior to beginning the learning activity, students should have read a variety of persuasive texts and listened to a variety of persuasive speeches. Students will need an understanding of an introduction with a thesis or opinion statement, supporting arguments and a closing.

1. As a whole class activity, model how to use the Fact Mapper  to create mind map to brainstorm subtopics for a main topic.

Smart Ideas (Ministry Licensed) is another type of graphic organizer software that teachers may use to create the mind map




2. Students create an individual mind map to brainstorm the subtopics for the topic of their choice. Print the mind map for teacher approval and for future reference during the research process.

This is the first stage of the assignment (planning).

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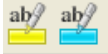


Researching the Topic

1. Students gather a variety of resources; newspaper articles, internet sites and videos. When searching internet sites, use the Fact Folder  to gather and store your information (including images).
2. Using the Fact Folder, students create categories to organize information found on the web. ****Use the Fact Folder video tour to learn how to add categories to the fact folder.****
3. After students have gathered all of their information using the Fact Folder, students will use the Review Option to export the information to a Word Document. This will compile all of the searched information into one document. ****Use the Fact Folder video tour to learn how to export information.****

Once students have completed exporting the Fact Folder information, have students save a copy to their home drive. This would be the second stage of the assignment (Resources). Submit the information to the teacher for approval.

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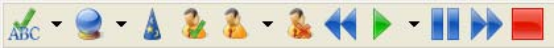


Organizing your Information

1. Using the Study Skills Toolbar  students highlight key pieces of information from the Word Export Document. Each highlighter colour should represent a different category. ****Use the Study Skills Toolbar video tour to learn how to use the study skills features.****
2. Use the Speech feature  to assist students to read difficult content material. Using the "read by sentence" or "read by paragraph" option encourages students to stop and review the key information.
3. For unknown or difficult words, use the Dictionary  feature to help clarify the meaning of the text. ****Use the Dictionary video tour to learn how to use the dictionary feature.****
4. After students have finished highlighting the key pieces of information, have the students use the Collect Highlights feature to export all of the highlighted information to a Word Document. Collect the highlights by colour and separate by line.

Once students have collected all of their highlights, have the students save a copy to their home drive. This would be the third stage of the assignment (Research Notes). Submit the information to the teacher for the reading assessment portion of the project.

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

Putting it Together (Draft)

1. After students collect their highlighted information, they will have information for each of the categories grouped together in a word document. Students can now highlight the information and remove the highlight colours using the Clear Highlights feature.
2. Using the Writing Toolbar,  have students add and revise information so that each paragraph is written in full and complete sentences.
3. Have students write an introductory and closing paragraph for the speech. Use the Word Prediction feature  to help students spell unfamiliar words and the Word Wizard  to help students improve their vocabulary.

Once students have completed their draft, have the students save a copy to their home drive. This would be the fourth stage of the assignment (First Draft). Submit the information to the teacher for approval.

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Editing and Revision

1. Using the Writing Toolbar, have students use the Speech feature  to listen to their draft. Using the "read by sentence" or "read by paragraph" option encourages students to stop and make improvements to their draft.
2. Using the Spell Checker  and Homophone Checker feature,  have students check the accuracy of their spelling and word choice.
3. For students who have difficulty remaining focused on the task, the Screen Masking feature  can be used to change the colour of the background on the page.

Once students have completed their final copy, have the students save a copy to their home drive. This would be the fifth stage of the assignment (Final Copy). Submit the information to the teacher for the written assessment portion of the project.

**Print final copy to hand in.
Don't forget a title page and your name!**

Grade 4 - 6 Language Persuasive Writing and Speech Arts !

Oral Presentation

1. Choose a format for students to use to prompt themselves during the oral presentation. Suggested formats could include: cue cards, power point presentation, talking book using Clicker 5 or flip chart for a Promethean Board/notebook file for a Smart Board. The Reading and Writing Toolbar can still be used to support students while using these other programs.
2. Use the Speech Maker feature (located on the toolbar setting for all features or on the pull down menu next to the Play feature) to create an audio file of the speech for students to listen to at school or at home. The file can be saved as a MP3 file for students who have a MP3 player. *Use the Speech Maker video tour to learn how to create an audio file.*

Once students have prepared and practiced their speech, students are ready to present. This would be the final stage of the assignment (Oral Presentation). The teacher can assess the oral portion of the project.