A thousand reasons to communicate

Visit My Town

https://twinspace.etwinning.net/3984/pages/page/15353

Persuasive texts

Erasmus+
INTRODUCTION

There is a picture shown from data projector. Teacher is collecting mental images from the students. What do they see, feel, hear and smell? –Discussion after that moving to the last work of this project.

The last project work is to write a text, which makes our partners almost run for a visit to Ilmajoki or/and Nopankyla! There has to be good arguments, why someone feels that he/she needs to come and visit our town, in our case: our municipality/village. The work is supposed to be persuade and what is the best way to convince a person than make a good advertisement!

Starting the work by comparing brochures from Seinajoki, Ilmajoki, our church and others than teacher have found. What are they for? Good points? Something to take off, add or do in a different way? –Discussion.

Next autumn we are starting to follow our new curriculum, which we have been making and writing in Ilmajoki the whole school year. The main thing in it is that we as teachers must to get the students to participate more, right away from beginning/planning. We call it “Phenomenon based learning”. The students are running the whole project and we teachers are doing evaluation of the whole project; from planning to their self-evaluation. More acts/ around projects, less tests! In our school and in many of Finnish schools this is on old way of learning/teaching, but having some tests also. But now the way of acting is going to be written also in that important publication.

In this work we are accomplishing our coming curriculum. In future, from next autumn, we Finnish teachers are no more teaching so active. We are more like tutors and advisers, which are following the projects which their students are doing.

This is very good exercise for using ICT in many ways.

- Seven students from grades 5-6
- Time for working: altogether eighteen to twenty hours + planning and a part of translation as homework (art, history, PE, Finnish and English lessons).

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To discuss about the options, using arguments and finding democratic ways of deciding what and how to do to solve problems. In this case to choose the best option (or options) for team’s solution, such a solution that after decisions everyone has a motivation to work for the team.
LO2: To make a mind map of interesting places/sights to visit in Ilmajoki/Nopankylä (to learn to tell facts briefly).

LO3: To develop writing skills in Finnish.

LO4: To develop English vocabulary by using their own English book or Sanakirja.org –web page.

LO5: To translate Finnish text into English or write it right away in English with the help of classmates, English book and Sanakirja.org –web page.

LO6: English grammar: slogans, adjectives and describing verbs.

LO7: To read aloud texts in English (pronunciation).

**DIGITAL COMPETENCE**

LO8: To use Google to get information (Wikipedia is not accepted).

LO9: To use PowerPoint for the presentation and add texts and photos.

LO10: To use Word to write a text what to say about the slides.

LO11: To study Publisher for making fliers.

LO12: To practice the keyboard shortcuts (ctrl+..), which you have been learning especially during this project.

LO13: To practice to exploit several programs together to accomplish your work and to work between those.

**SOCIAL AND CIVIC COMPETENCES**

LO14: To work and learn together (co-operative learning).

LO15: To help your classmates if needed.

LO16: To use the computer effectively.

LO17: To practise to use both hands on keyboard while writing; to get closer to touch typing.

LO18: To learn more about Ilmajoki / Nopankyla.

**CULTURAL AWARENESS AND EXPRESSION COMPETENCE**

LO19: To find a different way of seeing your own hometown and –village, to appreciate it.

LO20: To make a presentation, flier or video entertaining in spite of the facts.
CONTENT

On the 9th of May we are having Europe Day. For us it’s going to be a day for teaching and learning still more about our countries partners, their histories and cultures.

Our students are having some options what to do to confirm our foreign friends that they’d come and visit our home/land. It’s all up to them how to do the work.

• To plan and make a PowerPoint slide show (max 6 slides). If having photos, students have to take the photos or ask from the owners of the photos they find permissions for using those in our project (the photos have been taken by a few amateur photographers from Ilmajoki.)
• Design and make a flier/leaflet and have it printed
• To Plan and write a script for a video advertisement, shoot and accomplish it.

Students are deciding together what are they going to choose and how are they going to get the work done. They also make plans which are needed and make a timetable for the work.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

The students are working together and still doing their own work in 7-persons group. They ask opinions from their classmates and share them their own ideas. Students can always ask help from their teacher.

DIFFERENTIATION

Now we have a student which has got a selective mutism. In his case that means that he doesn’t speak to any adults or girls at our school. He doesn’t need to speak in the group. He nods or shakes his head to tell his opinions. That makes also a challenge for the girls to make such questions that he only need to nod or shake.

RESOURCES

ICT

• Four computers, two iPads, two iPad minis.
• Data projector.

PROGRAMS

• Word.
• PowerPoint.
• Publisher.
• A program for image processing (containment).
• (Google and websites).

TIME

• During the work all exercises which are not finished at school and are possible to do at home, are homework.
• Time for working: altogether eighteen to twenty hours + planning and a part of translation as homework (art, history, PE, Finnish and English lessons).

METHODOLOGY

• Pedagogy for combined class.
• Teaching discussion.
• Teaching by asking.
• Brainstorming.
• Team work.
• Mind mapping.
• Practicing and self-learning.
• Working with a computer.
• Learning by doing.
• Co-operative learning.
• Individual studying and working.
• Tutoring.
• Individual guiding (if needed).
• Self-assessment.
• Peer review.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

The work is approved when it is done by following instructions and assessments are being done.

A Student:

• Took part in discussions in a group.
• Looked for information.
• Wrote all what was planned.
• Participated in all discussions which the team wanted to have.
• Made self-evaluation
• Participated in peer review of others’ works in written form

It was rather hard to start the work. Students had so many ideas that it was difficult for them to choose what and how to do the work. In spite of that students followed instructions quite well. They tried to find more descriptive verbs, but that was difficult because of different meanings. That’s why there were still some mistakes in texts. The texts were short, but that was also planned. Photos were beautiful and good selection. Permission from Jussi Niukkala (the photographer) was asked and given.

TEACHER EVALUATION

For me: Last time we didn’t have so much time for working. Now we had more time, so we did more demanding work. I am satisfied for final results; PowerPoint, Word texts, Photos and especially discussions and especially teamwork. (We haven’t seen the fliers printed yet.) I’m satisfied for unit plan of this task and how it worked. Given so free hand to students to accomplish the subject, is many times a risk. Now I’m glad that I took it. Co-operation between students was working. Considering the classmates is getting better all the time. PowerPoint slides were done very quickly and easily.

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<td>This time more than earlier</td>
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<td></td>
<td></td>
<td></td>
<td>This time there were more tools for assessment than in other parts of the projects.</td>
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You have to remember that we only have seven students, so really small group of students. And what’s more: from the same level.
VISIT MY TOWN (ATHENS)

INTRODUCTION

We encourage prospective guests to visit our city by presenting the most important sights of Athens. We present archaeological and historical monuments as well as interesting aspects of modern city. Our aim is to create a presentation that will give the message "Our city is beautiful. Visit her!".

Other objectives are:

- To be able to formulate slogans that promote the beauty of our city.
- Explore the Internet to find information about archaeological and historical monuments.
- To create a digital presentation of Athens.
- To enrich their presentation including pantomime or a theatrical play.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To be able to formulate a slogan that advertises Athens.
LO2: To learn how to communicate by giving comprehensive and easy to remember slogans.
LO3: To designate a communication framework; who writes the slogan and whom it is addressed to.
LO4: To learn how to use appropriate adjectives, puns, rhymes, interesting questions and exaggeration to make the slogans appealing.
LO5: To use the logic and humour in their attempt to convince the audience.
LO6: To include images to illustrate the slogans so that the audience can easily remember.
LO7: To write poems or play theatrical games to promote the beauty of the city.

DIGITAL COMPETENCE

LO8: To import images with the help of the editor in a digital presentation.
LO9: To learn how to create an attractive slideshow.
LO10: To explore the Internet and find information about Athens.
SOCIAL AND CIVIC COMPETENCES

LO11: To try to convince other people to visit their city by giving interesting messages.
LO12: To show the historical, social and cultural value of sights, for the prospective guests of city.
LO13: To seek the actions that the students themselves can take to promote their city.

CONTENT

Giving information to present historical-archaeological sites and monuments that will inform other students or visitors for the interesting sights of our city. Highlight their value as communication areas as well as conservation of historical memory and culture that could be of interest to visitors.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- Give examples of persuasive texts.
- Underline the key elements which have a persuasive text.
- Work in groups to collect information from the internet.
- Collect the information and we group them together. Determine the content of digital presentation that will prepare.
- We write short texts to accompany the presentation that will prepare.
- We make the digital presentation of the city of Athens.

The presentation

- Consider whether it is attractive and easy to become known.
- Use titles in different sizes and writing styles to show interesting results.
- Include all relevant messages in a logical and clear manner.
- Try to convince the audience to use slogans.
- Include images to enhance the presentation, to make it more impressive.

Characteristics of an effective Slogan - Message

- Asking questions.
- Using the sense of humor.
- Addressing the senses (sight, hearing, touch, taste, smell).
- Using alliteration, rhyme or a play on words.
- Creating a memorable motto or image.
- Making you feel socially responsible.
- Presenting the benefits of visit the city.
- Using adjectives and adverbs to accentuate the message.
- Embodying poetic or literary expressions to promote the message.
• Listing the benefits.
• Mentioning others’ comments or opinions.

RESOURCES

BOOKS

• Literature, mythology.

ICT

• Information on the web for historical and archaeological monuments and city areas.

METHODOLOGY

• Project.
• Group cooperation.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

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<td>38,00%</td>
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<td>To learn how to use appropriate adjectives, puns, rhymes, interesting questions and exaggeration to make the presentation appealing.</td>
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<td>38,00%</td>
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<tr>
<td>To include images on the presentation, to highlight the slogans.</td>
<td>50,00%</td>
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<td>To import images with the help of the editor to the digital presentation.</td>
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<td>43,00%</td>
<td>31,00%</td>
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<td>To learn how to create an attractive slideshow.</td>
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VISIT MY TOWN

INTRODUCTION
Students look for information concerning their town, take pictures and prepare a promotional text.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE
LO1: To develop English vocabulary.
LO2: To teach how to write a promotional text.

DIGITAL COMPETENCE
LO3: To teach how to make a Power point presentation with images of Rejowiec.
LO4: To teach how to use a dictionary online, Google tools.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE
LO5: To learn about our town.
LO6: To acknowledge the importance of promoting the town.
LO7: To pay attention to differences in culture, traditions and language of people in European countries.

CONTENT
Students will learn about their town, its history, landscape, industry.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)
We will use:

- Individual work.
- Team work.
RESOURCES

- Books and booklets concerning Rejowiec.
- Dictionaries.
- Computers and internet.

METHODOLOGY

The methodology we are going to carry out is the following:

- Teaching how to write a promotional text (explanation).
- Teaching how to translate a text into English.
- Teaching how to make a Power point presentation (active learning).
- Taking pictures.

STUDENTS ASSESSMENT (SUCCESS CRITERIA)

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<td><strong>To develop English vocabulary.</strong></td>
<td><strong>The student uses a wide range of vocabulary and structures to complete the task.</strong></td>
<td><strong>The student uses a lot of vocabulary, but sometimes makes mistakes.</strong></td>
<td><strong>The student uses little vocabulary.</strong></td>
<td><strong>The student's vocabulary is very poor.</strong></td>
</tr>
<tr>
<td><strong>To teach how to write promotional text.</strong></td>
<td><strong>The student is able to write a promotional text using a wide range of vocabulary and structures.</strong></td>
<td><strong>The student writes a promotional text using appropriate vocabulary and structures but with some mistakes.</strong></td>
<td><strong>The student writes a very simple promotional text.</strong></td>
<td><strong>The student is not able to write a promotional text.</strong></td>
</tr>
<tr>
<td><strong>To teach how to make a Power point presentation.</strong></td>
<td><strong>The student is able to make a Power point presentation.</strong></td>
<td><strong>The student is able to make a Power point presentation, but sometimes has some problems.</strong></td>
<td><strong>The student needs help making a Power point presentation,</strong></td>
<td><strong>The student is not able to make a Power point presentation,</strong></td>
</tr>
</tbody>
</table>

TEACHER EVALUATION
ORADEA, THE WESTERN GATE OF THE COUNTRY

INTRODUCTION

Argumentation is a modality through which different points of view about a topic are sustained or proved. It is the process of logical justifying of the opinion we want to sustain.

This lesson plan has been conceived for pupils from the 7th and 8th grades. The aim is for them to find out more about advertisement in texts, its various forms, creation of slogans. The pupils will rely on their previous knowledge in this topic learnt during Romanian, English, History, Geography classes to get acquainted with those techniques and practical tips that are to be applied in order to promote their city, region and country with the purpose of convincing the people.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1.1: To define the concept "The beauty of a building, an architectural monument".
LO1.2: To argue their personal opinion orally and in writing.
LO1.3: To use different techniques of argumentation.

DIGITAL COMPETENCE

LO2.1: To use google, images, Wikipedia, dex-online.ro.
LO2.2: To use Power Point.
LO2.3: To create a virtual poster in Power Point.

SOCIAL AND CIVIC COMPETENCES

LO3.1: To become aware of the importance of promoting their hometown, region.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO4.1: To communicate their impressions, ideas after the observation, to develop teamwork.
LEARNING TO LEARN

LO5.1: To use observation, manipulation, experience in order to explore and get to know the surrounding world better.

CONTENT

Argumentation is a modality through which different points of view about a topic are sustained or proved. It is the process of logical justifying of the opinion we want to sustain.

This learning unit "Oradea, The western gate of the country" proposes the development of competences in communication (oral and written) in their mother tongue. It also helps computer-assisted learning, focusing on creativity and originality. The activities are to be held in the city, the classroom and the Informatics Lab. For a better progress during activities, the content is adapted to the intellectual level and socio-cultural environment these pupils come from.

ACTIVITIES AND DIFFERENTIATION

- Activities in teams, in groups and frontally.
- Each group consisted of pupils with no learning problems and pupils with learning disabilities.
- The use of google, PowerPoint, Prezi.

RESOURCES

MATERIAL RESOURCES

- Library.
- Informatics Lab.
- Computer.
- Notebooks, pens, pencils.

METHODOLOGY

- Conversation.
- Demonstration.
- Explanation.
- Exercise.
- Conducted discussion.
- Computer assisted learning, the usage of Google, Power point, Prezi.
## STUDENTS ASSESSMENT (SUCCESS CRITERIA)

<table>
<thead>
<tr>
<th>LO1.1 To define the concept &quot;The beauty of a building, an architectural monument&quot;.</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student notices always at request or spontaneously the logical bond between two sequences of an oral message expressing beauty, pride, joy, charm using questions as why? How do you see?</td>
<td>The student notices frequently at request or spontaneously the logical bond between two sequences of an oral message expressing beauty, pride, joy, charm using questions as why? How do you see?</td>
<td>The student notices with difficulty the logical bond between two sequences of an oral message expressing beauty, pride, joy, and charm using questions as why? How do you see?.</td>
<td></td>
</tr>
</tbody>
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<tr>
<th>LO1.2 To argue their personal opinion orally and in writing.</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
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<tbody>
<tr>
<td>The student argues his own opinion and point of view, and shows constantly his critical spirit.</td>
<td>Argues his own opinion and point of view, based on some criteria.</td>
<td>Argues his own opinion and point of view, only when the teacher helps him with questions.</td>
<td></td>
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<tr>
<th>LO1.3 To use different techniques of argumentation.</th>
<th>A</th>
<th>B</th>
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<tr>
<td>The student uses easily the specific terms of an informative text and the techniques of argumentation;</td>
<td>The student uses easily the specific terms of an informative text and the techniques of argumentation sometimes with imprecision, but always corrected by himself;</td>
<td>The student uses the specific terms of an informative text and the techniques of argumentation with imprecisions, corrected with the help of the teacher based on some questions and examples;</td>
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<tr>
<th>LO 2.1 To use google, images, Wikipedia, dex-online.ro.</th>
<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
<tr>
<td>The student can easily use online instruments in order to look for information;</td>
<td>The student can use online instruments having difficulty in looking for information.</td>
<td>The student can use online instruments and looks for information only with help.</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
<th>LO2.2 To use Power Point.</th>
<th>A</th>
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<tbody>
<tr>
<td>The student can easily use PPT.</td>
<td>The student can use PPT having small difficulties.</td>
<td>The student can only use PPT with help.</td>
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<tr>
<th>LO2.3 To create a virtual poster.</th>
<th>A</th>
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<td>The student can easily create a virtual poster.</td>
<td>The student can create a virtual poster having small difficulties.</td>
<td>The student can only create a virtual poster with help.</td>
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<tr>
<th>LO3.1: To become aware of the importance of promoting their hometown, region.</th>
<th>A</th>
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<tr>
<td>The student is able to interpret correctly and easily the importance of promoting their hometown, district, country.</td>
<td>The student is able to interpret correctly and easily the importance of promoting their hometown, district, country with the use of questions as Why? On what terms?</td>
<td>The student is able to interpret correctly and easily the importance of promoting their hometown, district, country only with the help of the teacher using questions as Why? On what terms?</td>
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<tr>
<th>LO4.1 To communicate their impressions, ideas after the observation, to develop teamwork.</th>
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<td>The student justifies different acts of behavior and proposes specific roles for activities;</td>
<td>Establishes rules within the group he's part of and appreciates when these rules are respected;</td>
<td>Identifies rules and norms of civic behavior in different situations, guided by the teacher;</td>
<td></td>
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<tr>
<th>LO 5.1 To use observation, manipulation, experience in order to explore and get to know the surrounding world better.</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
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<td>Uses easily observation, manipulation, and experience to get to know the surrounding world.</td>
<td>Uses observation, manipulation, and experience after further commentaries to get to know the</td>
<td>Uses observation, manipulation, and experience with the help of the teacher to get to know the</td>
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## LESSON PLAN

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning objectives</th>
<th>Learning activities</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative text (nonliterary) “Oradea, the western gate of the country”</td>
<td>LO 1.1 LO1. 2</td>
<td>Exercises of recognizing the specific terms of an informative text</td>
<td>Time: 4 hours Used resources: Images, books about historical monuments, buildings, fortresses, cities; Computers.</td>
<td>Systematic observation of the pupils</td>
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<tr>
<td>Aiding text- about historical monuments, historical buildings</td>
<td>LO 1.3</td>
<td>Exercises of collecting ideas based on the studied books</td>
<td></td>
<td>Work in the library</td>
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<tr>
<td>Aiding questions</td>
<td>LO3.1 LO4.1</td>
<td>Exercises of formulating and expressing orally or in writing of the slogans for advertisement about the city that is to be presented by the pupils.</td>
<td>Used resources <a href="http://dexonline.ro/">http://dexonline.ro/</a></td>
<td>Predictive evaluation</td>
</tr>
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<td>What do we want to be known for on national and international level? How can you differentiate one city from another? What does the name of a city tell to people? What are the aspects that make a city valuable and attractive for tourists? How can this ideal state be made into reality?</td>
<td>LO4.1</td>
<td>Exercises of collecting, selecting and using of the information and images about Oradea, Bihor county and Romania</td>
<td>Used resources <a href="http://www.ghiduri-turistice.info">http://www.ghiduri-turistice.info</a> <a href="http://www.oradeainimagini.ro">http://www.oradeainimagini.ro</a> <a href="http://www.bihorinimagini.ro/">http://www.bihorinimagini.ro/</a> <a href="http://oradea.travel/">http://oradea.travel/</a> pictures taken by students Wikipedia</td>
<td>Systematic observation of the pupils</td>
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<td>Dialogues between: teacher - pupil, pupil-pupil, pupil-pupils About Oradea, Bihor and Romania</td>
<td>LO1.2 LO1.3 LO3.1</td>
<td>Study of the aiding questions. (In groups of three)</td>
<td>Application Power Point</td>
<td>Predictive evaluation</td>
</tr>
<tr>
<td>LO2.1 LO2.2 LO2.3 LO4.1 LO5.2</td>
<td>Exercises of lay-up of the images and informative text in PPT. Creating a virtual poster in Power Point</td>
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<td>Virtual poster in Power Point</td>
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COME TO FRAGA!

INTRODUCTION

Our school is going to host the last Erasmus+ event. As there are children coming from other countries, we all wanted our students to work on a text that they could present to each other. We thought that the persuasive text would be a nice text type to do.

The activities developed for year 5 and year 6 were thought for having our students engaged, letting them be creative when they had to write and perform a rap. Students' motivation was very high as they were going to perform their raps in the welcoming Erasmus+ party in our school.

Along this unit students are going to revise what a persuasive text is by analyzing varied examples. Moreover, they will learn and practice emotive language that can be used to persuade, specifically we will work on couplets and how create a catchy slogan. The final task will be looking for information related to our town "Fraga" and write a persuasive rap using couplets.

LEARNING OBJECTIVES

LINGUISTIC COMPETENCE

LO1: To interpret the general meaning and some of the main points of a persuasive text, transmitted slowly and clearly, if necessary accompany images to approach the understanding of the oral text.

LO2: To use emotive language to write a persuasive text in order to make our Erasmus+ visitors wishing to learn more about our town.

DIGITAL COMPETENCE

LO3: To make a power point presentation with images of our town and a catchy slogan.

CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO4: To learn and know more things about our town.

LEARNING TO LEARN

LO5: To develop strategies to persuade and convince someone about a point of view.
CONTENT

Students will learn:

- Vocabulary and information related to our town (places, things to do...).
- Emotive language: rhymes, couplets, strong adjectives, alliteration, exaggeration...
- The imperative for and the present simple tense.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

We will work with different groupings and activities:

- Presentation of the topic using posters and examples (videos, advertisements...).
- Use of worksheet to work on the concepts.
- Whole class activity to create a persuasive rap about our town.
- Make power point presentations.
- Oral activities to practice saying arguments to persuade someone else.

RESOURCES

DIGITAL

- Students will use the power point to make a presentation about Fraga.
- Digital videos showing examples of raps (Michael Rosen’s rap).

CLASSROOM MATERIAL

- Worksheets to work on the contents.

VISUAL AIDS

- Posters to help students understand the concepts better.

METHODOLOGY

According to our group class, the methodologies and didactic implications we are going to carry out are:

- Collaborative work.
- Individual work.
- Guided writing.
### STUDENTS ASSESSMENT (SUCCESS CRITERIA)

<table>
<thead>
<tr>
<th>LO1</th>
<th>LO2</th>
<th>LO3</th>
<th>LO4</th>
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<td>To make a power point presentation with images of our town and a catchy slogan.</td>
<td>To learn and know more things about our town.</td>
<td>To develop strategies to persuade and convince someone about a point of view.</td>
</tr>
<tr>
<td>The student is able to understand the whole meaning of a persuasive text.</td>
<td>The student uses a wide range of vocabulary and structures to complete the task.</td>
<td>The student is able to make a Power point presentation using images, changing the font of the slogan...</td>
<td>The students can talk about and describe lots of things related to their town showing awareness.</td>
<td>The student uses very good arguments to try to persuade someone.</td>
</tr>
<tr>
<td>The student understands almost all the text but misses some pieces of information not very relevant.</td>
<td>The student uses a lot of vocabulary, but sometimes makes mistakes.</td>
<td>The student needs some help making a Power point presentation.</td>
<td>The students can talk about and describe lots of things related to their town having some gaps.</td>
<td>The student uses a few arguments to persuade someone or may be unclear.</td>
</tr>
<tr>
<td>The student understands some parts of the text but with lots of gaps.</td>
<td>The student uses basic vocabulary.</td>
<td>The student needs lots of peer of teacher’s help.</td>
<td>The students can talk about and describe something related to their town but misses some information.</td>
<td>The students tries to persuade but the arguments are scarce and of low quality.</td>
</tr>
<tr>
<td>The student understands basic information with teacher’s help and guidance.</td>
<td>The student’s vocabulary is very poor and mixes Spanish with English.</td>
<td>The student just informs without trying to persuade.</td>
<td>The student has needs help to show awareness of things related to our town.</td>
<td></td>
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### TEACHER EVALUATION

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<tr>
<th>ACHIEVEMENT INDICATORS</th>
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<td>Appropriateness of the structure, timing and [image]</td>
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<td>Task</td>
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https://twinspace.etwinning.net/3984/pages/page/15353
COME TO OUR TOWN!

INTRODUCTION

We want to create a persuasive text to encourage people to visit Doncaster.

LEARNING OBJECTIVES

LO1: To use language to persuade.
LO2: To identify key features of persuasive texts.
LO3: To ensure cohesion between paragraphs.
LO4: To make a point and elaborate persuasive text.

ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

TEACHING SEQUENCE (IMITATION)

• Share a range of persuasive texts (adverts, leaflets) and discuss.
• Work with partner to identify key features. Show image of Taj Mahal - to act as estate agent and to try and persuade talk partner to buy.
• Create a story map for this as a class and recite.
• Research using ICT resources areas of interest in Doncaster. Create a mind map as a class of some of the main areas.

DRAFT (INNOVATION)

• Children to create a plan using boxing up method (talk 4 writing) including the areas of Doncaster they would like to discuss.
• Use story map from before to innovate to make suitable for a persuasive text about Doncaster.
• Discuss and recite structure - purpose of each paragraph - hook, explanation, final push etc.
• With teacher, shared write first paragraph, sticking closely to the structure of the text, always encouraging children to edit and improve the sentences to get the best possible writing.
• Children to write their own persuasive text following the structure discussed and following the innovated story map.
EDIT

- Peer marking - with a partner to highlight key features of information texts in their partner’s learning - helps children to see the strengths in their writing and their next steps in their learning.
- Children should then reread their draft in sections and edit to improve sentence structure, vocabulary and punctuation.
- Children should use dictionaries to help choose adventurous vocabulary
- Look at model example with children - box it up as a class focusing on the purpose of each paragraph.
- Teacher to mark and provide feedback to enable child to improve their work.

WRITE

- Children to write their work up in the format of a persuasive text.
- LA - to create a persuasive PowerPoint about Doncaster
- MA and HA to write up their text and include images.

RESOURCES

- Large paper
- Example information texts (e.g. leaflets, adverts, books)
- Boxing up plan
- Dictionaries/thesauruses
- IPAD
- PC and internet access
- Word mats and text type posters
- Images from iPad
- Steps to success for peer assessment

METHODOLOGY

- Exploration of text type and identifying key features
- Draft writing following text type and including key findings
- Editing and publishing
- Augmented reality publishing
STUDENTS ASSESSMENT (SUCCESS CRITERIA)

- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary
- Identify the key features of a persuasive text
- Draft and write by: using a wide range of devices to build cohesion within and across paragraphs
- Evaluate and edit by: assessing the effectiveness of their own and others’ writing
- Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors
- Follow the structure of a persuasive text type

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<td></td>
<td>Sharing examples of persuasive texts in detail helped children to identify key features themselves</td>
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