**English**

Read Write

Spell Publish



**How do I persuade an audience?**

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| Description: QRDistance | Description: logomedium_black_print  © State of Victoria, Department of Education and Training 2015 | **J**  **Course Code**  **5302** |

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Introduction

**Please Read Before You Begin!**

The **English**—*Read Write Spell Publish* Modules consist of 16 books for the year. Each Module consists of two weeks work where lessons and activities are divided into *Weeks 1 and 2.*

At the beginning of each week an outline of the week’s *Learning Intention* (tasks) and *Achievement Standards* (learning to be achieved)are outlined to assist you with your learning.

**Content and Layout of Each Module**

Each Module is structured into the following format:

 **Reading**

At the beginning of each Module you will **read** a short text based on one of the following text types such as personal recount, email, narrative, letter, persuasive etc…..

 **Exploring the Text**

Did you understand the text? In this section you will answer questions about your reading.

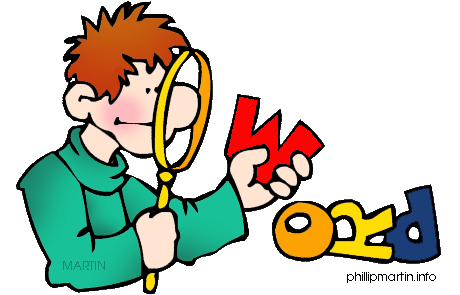
http://www.ignitumtoday.com/wp-content/uploads/2011/12/Idea.png **Writing Workshop**

Here, you will learn about the style and techniques used to write the different text types.

**Writing Project**

Finally you will be writing your own major piece of writing based on the given

text type.

 **Word Explorers**

To support and enhance your English work you will also study *Spelling, Punctuation* and *Grammar.* These topics are titled **Word Explorers.**

Each topic consists of:

**Spelling**—a list of 20 words will be studied each week.

They are grouped into:

- words from the text presented in the Module

- your own words from your writing, reading and listening.

**Punctuation**— lessons on punctuation are taught once a week. Application to these skills is applied to writing tasks.

**Grammar**—once a week you will be taught skills in this area and complete work for practice.

**Contact!**

It is important that you contact your teacher if you have any queries or problems with the work. Your teacher can adjust the work to best suit your individual needs.

Week 1



**How Do I Persuade an Audience?**

**Learning Intentions**

* Investigate the style and techniques used to write a *persuasive* text.
* Explore various formats and study the writing technique used for persuading a reader.
* Study given spelling words in preparation for test.
* Investigate synonyms and a thesaurus.

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| |  | | --- | | Introduction |   In the previous Module you read about advertising and how it persuades you to Buy! Buy! Buy!  In Module J you will look at how **YOU** can persuade and influence others to accept your point of view.  http://1.bp.blogspot.com/-5AxU70y60cQ/UEYCreSJ7fI/AAAAAAAAL8g/TtLb26sERaM/s320/influence.jpeg  **How?**  By learning the techniques of writing a **persuasive text**. In the next two weeks you will learn the following—  http://3.bp.blogspot.com/-XLIPPZ9o_-o/T09oHceZQXI/AAAAAAAAA24/TfkeQK535s4/s1600/persuasion-wordl.png   |  | | --- | | Description: http://vivascriva.com/wp-content/uploads/2011/11/12065691681830256378johnny_automatic_Services_9.svg_.med_1.png Reading |   **Why Do We Use P*ersuasive Text* ?**  It is used to persuade others to think about an issue from a particular point of view.  It usually presents only one side of an argument and gives evidence to support that viewpoint.  Think about something you support and would like to convince others. How would you do this?  Let’s take a close look at the example below:  Hi my name is Peter and I think that we need a skate park in Thornbury.  http://us.123rf.com/400wm/400/400/lenm/lenm0902/lenm090200119/4389938-skateboard-kid-with-clipping-path.jpg  To persuade others to support his point of view Peter has written a letter to the Darebin Council (*on the following page).*  Read the letter carefully and think about how Peter has tried to convince the readers.  http://images.bibliocad.com/library/image/00020000/8000/skate-park-basic-3d_28922.jpg  **Letter to the Darebin Councillors**  To the Darebin Councillors  Thornbury is in need of a skateboard park. Anybody over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.  Just watch a local street for a short while and you will see the steady stream of skaters speeding up and down the footpaths. Toddlers can be trampled on and little old ladies can be knocked down as they struggle home carrying their cat food from Coles. Thunderous rattles are heard on our main roads each night as skaters travel without lights and without warning in the paths of oncoming cars.  Skateboarding is a serious sport that improves young people’s health. It increases fitness, improves balance and strengthens the joints in knees and ankles. Young people also practise together and compete to perform stunts or runs and they form close friendships.  Young people should be prevented from becoming over weight couch potatoes. If they are actively involved in skating, they are not doing things that their parents would not approve or breaking other laws for fun.  Kids will always seek thrills and excitement. They need to practise their 180s, 360s and Ollies free from restrictions. We must build a skate park in Thornbury so that streets are safe for small children and senior citizens and so that skaters have spaces where they can race, chase, speed, and soar towards the sun.  Please consider my proposal.  Yours sincerely,  Peter Skately  http://www.easyvectors.com/assets/images/vectors/afbig/chat-icon-clip-art.jpg**Discussion**  Together with your Supervisor, discuss the *letter.* Talk about:   * Do you think Peter’s letter is convincing? Why or Why not? * What convinced you? What did you not like? Why? * Could you add more? What?   **Persuasive Techniques**  Now let’s take a closer look at some of the techniques Peter used to try and convince the councillors.   |  |  |  | | --- | --- | --- | | **STRUCTURE** Shares his **point of view** in the introductory paragraph.  Series of logical **arguments**:   * strongest argument is presented first; one argument in each paragraph. * Each argument is developed and justified.   **Summary** of the issue and/or recommen-dation for a solution. | Thornbury is in need of a skateboard park. Anybody over the age of six knows that there is nowhere safe for skateboarders to skate. This prevents young people from enjoying an active, energetic and adventurous pastime.  Just watch a local street for a short while and you will see the steady stream of skaters speeding up and down the footpaths. **Toddlers can be trampled** on and little old ladies can be knocked down as they struggle home carrying their cat food from Coles. **Thunderous rattles are heard** on our main roads each night as skaters travel without lights and without warning in the paths of oncoming cars.  Skateboarding is a **serious sport** that improves young people’s health. It **increases fitness**, improves balance and strengthens the joints in knees and ankles. Although it appears to be a solo sport, when groups practise together and compete to perform stunts or runs they form firm friendships.  Young people should be prevented from becoming over weight couch potatoes. If they are actively involved in skating, they are not smoking, taking drugs or breaking other laws for fun.  Kids will **always** seek thrills and excitement. They need to practise their **180s, 360s and Ollies** free from restrictions. We **must** build skate parks in the suburbs so that streets are safe for small children and senior citizens and so that skaters have spaces where they can race, chase, speed, and soar towards the sun. | **LANGUAGE**  Uses  **emotive language** e.g. *toddlers can be trampled, thunderous rattles are heard.*  Uses **cause and effect** e.g. *a serious sport… increases fitness.*  Select words to show **certainty** e.g.  *Always, must.*  Uses **technical language** e.g.  *180s, 360s**and Ollies.* |  |  |  | | --- | --- | | http://www.oncoursesystems.com/images/user/10809/10705150/SCHOOL/Vocabulary%20-%201.gif | Word Explorer—Spelling  In today’s spelling lesson you will be given your  10 spelling words for the week.  Follow the spelling process from the previous English Modules. |   Located at the back of this module are your 10 text words for this week.  MCj04247880000[1]  **For You to Do**   * Today I want you to choose words to be added into **My** **Own Words list.** These can be from your own writing, reading or memory. Write the ten words you have chosen, in the **My Own Words** column. * Now it’s time to begin learning to spell the words in preparation for your test at the end of the week.     You will need your *Look, Cover, Write, Check* (LCWC) book and follow the process outlined in English Module A.     |  |  | | --- | --- | | *http://www.salleywags.com/wp-content/uploads/2012/02/important-note.jpg* | *For the rest of the week you should focus on learning the words using the LCWC method. On the last day of the week your supervisor will test your knowledge. This will be your weekly routine for the rest of the year.* |  |  | | --- | | Description: Description: http://upload.wikimedia.org/wikipedia/commons/thumb/5/55/Magnifying_glass_icon.svg/489px-Magnifying_glass_icon.svg.pngExploring the Text |   MCj04247880000[1]  **For You to Do**  In this section you will answer questions about Peter’s letter on Skateboard Parks.  There are four different types of questions, read the instructions and questions carefully highlighting or underlining key words.  Write your answers in **complete sentences**. Remember to use appropriate **punctuation** and **edit** your work at completion. Complete your responses on *Word* or answer the questions below. If you require further space attach your own lined paper.   1. *What does the story actually say—* 2. What is prevented by not having a skateboard park?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. Why is skateboarding a serious sport?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Explore the Text continued**  2 a. *What does the story suggest—*  Who do you think the skateboarding part is for?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2 b. What does the advertisement suggest by saying “*parents would not*  *approve”?*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2 c. Why does Peter say *“180s, 360s and Ollies”?* Does it prove anything?  What?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Explore the Text continued**   1. *From your experience, what could the recount mean?*   Did any part of the letter convince you? Why?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   1. *Do you agree with or trust the text?* 2. Which information in the letter is fact? Which is opinion?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Explore the Text continued**  4b. Which features of the letter do you think are misleading? Why?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4c. Why do you think Peter mentions “*Old ladies”* and *‘toddlers”* ?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   |  | | --- | | * Writing Workshop |   It is now time to take a closer look at the techniques of writing a persuasive text in preparation for Week 2.  Persuasive text is also known as an argumentative and expository text. They can be found in newspaper editorials, political campaign speeches, debates and letters.  **MCj04247880000[1] For You to Do SEND**  In the following tasks you will study the persuasive techniques and identify them in given persuasive text.  Firstly let’s begin by looking at what is required to write a persuasive text.   1. Below I have listed the key techniques required to write a persuasive text. Read it carefully and turn over to see an example of how it is used.  |  |  | | --- | --- | | Structure | Language | | Introduction must state the topic and your point of view. | Use emotive words such as *destroy, brutal.* | | Each argument should be included in a separate paragraph. | Write in the present tense. | | Each argument needs examples or ideas. | Use factual evidence such as correct data. Do not make it up. It is fact not fiction. | | Writers need to think about their audience and what will catch their attention. | Connect one paragraph with the other with words such as *As a result…….* | | Conclusion restates your point of view and summarises and emphasises the main points. | Use technical words related to the topic. |      |  |  | | --- | --- | | http://www.oncoursesystems.com/images/user/10809/10705150/SCHOOL/Vocabulary%20-%201.gif | Word Explorer—Thesaurus  In this Module you will revise **suffixes.** |  What is a Thesaurus? Sometimes it can be difficult to think of different words when you are writing.  A good tool to have is a **thesaurus**. This is a reference book like a dictionary that puts words into groups according to their meaning. It will have words of similar meaning (**synonyms**) and words with opposite meanings (antonyms). A thesaurus is organised in alphabetical order to help you find what you need.  You can also access a thesaurus electronically. If you are using *Word* on the computer you can access it on the tool bar.  Here’s an example of how it can make your writing more interesting:  **Instead of writing:**  *It was a very windy day. The strong wind was blowing the leaves around.*  ***I could write:***  *It was a blustery day. The gusty breeze was blowing the leaves around.*    **Thesaurus continued**  **How Do You Use a Thesaurus?**  **C:\Users\vskliros\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\GYKUTJ39\MC900437990[1].wmf** If using a **book** it will look like this:    **C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0205582.wmf**If you are using a **computer** it will look like this:  The thesaurus tab is located here. Highlight the word and synonyms and antonyms will appear on the right-hand column of the screen.    **Please note:**  This may vary depending on the *Word* or program version you have on your own personal computer.  **Thesaurus continued**  MCj04247880000[1]  **For You to Do**  Use a Thesaurus to find synonyms for the words in brackets. When you have found a suitable synonym, write it in the blank space.  **Peter and the (bad) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Itch.**  It was a (very) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hot day out on Newstead farm. Peter had been (working)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the garden since daybreak. He looked up at the (hot)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sun and wished he were swimming in the (cool)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ creek down the road.  All at once a (good)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ idea came to his mind. He decided a swim was just what he needed. He (ran)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ down to the creek and (jumped)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ right in! A smile spread across Peter’s face as he floated on the water. However, his (nice)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ swim didn't last for long.  All of a sudden, Peter let out a (cry)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that could be heard in the next town. He jumped up out of the water like he'd been shot from a cannon. He wiggled and squirmed as he tried to (find)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the source of his discomfort. After one (big)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ shake, a (fat)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ catfish came flopping out of Peter’s shorts. Seeing the catfish made Peter (laugh)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_so hard that that he had the hiccups for two days! |
| |  |  | | --- | --- | | http://3.bp.blogspot.com/-qPoK5ahYCp4/TuuFpKg1zDI/AAAAAAAABKg/xPUigX_ZUkE/s400/clrtest.gif | **Spelling and Dictation Test** |   Today your Supervisor will test the twenty words you have been learning this week. Do the test on your lined paper and when you finish, you and your Supervisor can correct it together. I'm sure you'll give it your best shot.  Your Supervisor will read the whole extract to you and then **dictate** small sections or phrases. There are several commas in this extract. Read it through after you have finished and you should be able to tell where to place the commas.  A persuasive text ∫ is sometimes known ∫ as an argument.∫ It is used ∫ to put forward ∫ one point of view, ∫ either for ∫ or against ∫ a particular idea. ∫ The writer’s aim ∫ is to justify ∫ their point of view ∫ so that they will ∫ persuade the audience to agree with them. ∫ They can be found in ∫ newspaper editorials ∫ political campaign speeches∫ legal presentations in court ∫ and broadcasts on TV and radio. ∫ http://cip.sabanciuniv.edu/tr/projetanitimlari/images/munazara_002.jpg |

End of Week 1

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**Checklist**

This week you should have completed the following tasks, please tick the tasks you have completed.

* **Reading***—*Persuasive text
* **Explore the text**—Comprehension
* **Spelling**—Own Words and LCWC
* **Writing Workshop**—Persuasive techniques
* **Word Explorer**—Using a thesaurus
* **Test**—Spelling and Dictation

Week 2



**Learning Intentions for Week 2**

* Generate ideas and plans for creating your own persuasive text.
* Write and present a persuasive text.
* Study given spelling words in preparation for *test.*
* *Investigate overused words.*

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| * Writing Project |

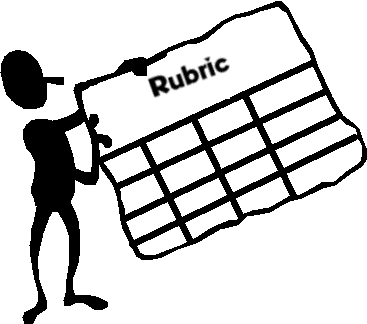
In the *Writing Project* section this week you will be planning and creating your own persuasive presentation.

You have the whole week to complete your major writing task.

It can be presented as one of the following:

* letter
* newspaper editorial
* Speech (written or recorded)
* essay
* choose your own ……………



**How Will I Assess Your Advertisement?** 

A **Rubric (**located at the back of this Module) will be used to assess your writing. It is a scoring guide with a range of criteria that will be used to score your work.

**Getting Started**

Read the following information carefully as it will help you with your **ideas, planning** and **drafting.** Remember you have all week to complete your final writing.

**Choose a TOPIC that interests YOU!**

Begin by brainstorming a few ideas. Here are some examples:

- exercise for fitness

- mobile phones at school

- fast foods

- public transport

- school uniforms.



|  |
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| http://financialdivide.com/wp-content/uploads/2012/07/wpid-1341943961_question-mark-clip-art-010.jpg**How will you present it?**   * Refer to the **letter** sample in Week 1 for ideas. * If you choose to **record** an audio make sure you use your voice in an emotive manner to engage and convince. * If you choose an **editorial** refer to your local or state newspaper for ideas. * How about a PowerPoint presentation? Add your ideas, arguments and reasons using this ICT tool! ☺ |

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| http://financialdivide.com/wp-content/uploads/2012/07/wpid-1341943961_question-mark-clip-art-010.jpg**Planning**  In your W*riting Workshop* Week 1 Page 10 you studied the **techniques** used to present a persuasive text.  To help I have presented the techniques in a checklist for you to revise and make sure you include in your planning and draft. |

**Checklist**

* Introduction must state the topic and your point of view.
* Each argument must be included in a separate paragraph.
* Each argument needs examples or ideas.
* Writers need to think about their audience and what will catch their attention.
* Conclusion restates your point of view and summarises and emphasises the main points.
* Use emotive words such as *destroy, brutal.*
* Write in the present tense.
* Use factual evidence such as correct data. Do not make it up. It is fact not fiction.
* Connect one paragraph with the other with words such as

*As a result…….*

* Use technical words related to the topic.

**Helpful Hints!**

**Helpful Hint 1:**

Use a **THESAURUS to help you find new and interesting words:**

*fantastic fun popular famous fabulous exclusive valuable.*

**Helpful Hint 2:**

**RESEARCH** information to add facts and even statistics to support your point of view.

The **INTERNET** is a great place to search!

**Draft**

**How Do I Do This?**

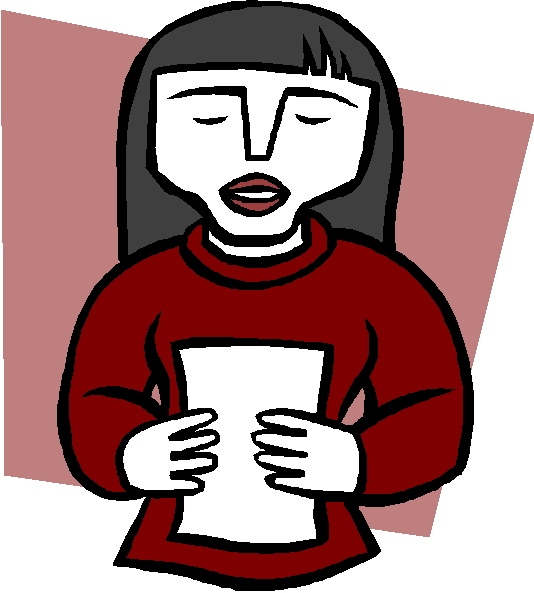
Regardless of your choice of presentation I suggest you draft a rough copy of your persuasive text. Share with a friend or family member. Ask their opinion. I suggest the following:

- Begin by **editing your work** checking for careless errors, spelling

punctuation, grammar and sentence structure. Make changes if necessary.

- Now read your persuasive text to a friend or family.

- Ask their opinion, discuss, make changes if necessary.



Good luck!

**Final Presentation**

**How Do I Do This?**

Make sure your final piece is neat, legible and well formatted.

Please contact your teacher if you require assistance or have any questions.

|  |  |
| --- | --- |
| http://www.oncoursesystems.com/images/user/10809/10705150/SCHOOL/Vocabulary%20-%201.gif | Word Explorer—Spelling |

This week you will follow the same process for spelling as in Week 1. Your spelling words for Week 2 are located at the back of the Module.

MCj04247880000[1]

**For You to Do**

1. Today I want you to choose words for **My** **Own Words list.**
2. Begin learning to spell the words in preparation for your test at the end of the week.
3. This week’s words are tricky so concentrate on the sound patterns and smaller words within each word e.g., *Conscience – on, science.*
4. Look up definitions if unsure.
5. You will need your *Look, Cover, Write ,Check* (LCWC) book and follow the process outlined in English Module A.

|  |  |
| --- | --- |
| *http://www.salleywags.com/wp-content/uploads/2012/02/important-note.jpg* | *Test at the end of the week!* |

|  |  |
| --- | --- |
| http://www.oncoursesystems.com/images/user/10809/10705150/SCHOOL/Vocabulary%20-%201.gif | Word Explorer—  Today we will be looking at overused words. |

Have you noticed that some words are used over and over making writing a little bit boring! ☹ Writers need to use words that are powerful that means—

CAPTURING THE ATTENTION OF THE READER!



Can you think of words that are over used?

How about the word **SAID**?

Do you use this word over and over in your stories? This is common with young writers.

**Solution!**

Turn over the page and read the extensive list of words which you can use instead of said………..

These words are called synonyms (words that are different but have the same meaning). Don’t forget to use the thesaurus too! ☺

**Important note!**

The words do vary depending on how and what the character would be saying.

MCj04247880000[1]

**For You to Do**

Read carefully and discuss with your Supervisor. Place the list in your *Vocabulary Folder* for future reference.

**Other Words for "Said"**

|  |  |  |  |
| --- | --- | --- | --- |
| acknowledged  added  admitted  advised  agreed  announced  answered  approved  argued  assumed  assured  asked  babbled  bargained  began  boasted  bragged  called  claimed  commanded  commented  complained  cried  decided | demanded  denied  described  dictated  emphasized  estimated  exclaimed  explained  expressed  feared  giggled  grinned  grunted  indicated  insisted  instructed  laughed  ordered  pleaded  pointed out | lectured  lied  mentioned  moaned  mumbled  murmured  nagged  noted  notified  objected  observed  roared  ruled  scolded  screamed  shouted  shrieked  snapped  sneered  sobbed  spoke  sputtered  stammered | predicted  questioned  reassured  related  repeated  replied  responded  requested  restated  revealed  stated  stormed  suggested  taunted  thought  told  urged  uttered  vowed  wailed  warned  whispered |

MCj04247880000[1] **For You to Do**

SAID is not the only overused word. In the left hand column below is a list of other overused words. Do you overuse them?

1. Using a thesaurus (book or Word) write two more interesting alternatives that could be used in their place when you are writing.

|  |  |  |
| --- | --- | --- |
| **good** |  |  |
| **happy** |  |  |
| **nice** |  |  |
| **beautiful** |  |  |
| **bad** |  |  |
| **very** |  |  |
| **really** |  |  |
| **big** |  |  |
| **fine** |  |  |
| **lots** |  |  |
| **but** |  |  |
| **because** |  |  |
| **funny** |  |  |

MCj04247880000[1] **For You to Do**

Read the story below. The highlighted words in bold print are over-used words. Think of a synonym you could use to replace each word to add interest.

Write the new word in the given spaces. The first one has been completed for you.

Sally and Peter had a **nice** *wonderful* day at school. In the morning, they listened as their teacher read a **nice** story. The work was **hard \_\_\_\_\_\_\_\_\_\_\_\_**

during Maths because they had just started learning a new skill. The teacher was **happy** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with their progress. It was a **nice** day, so they were able to play soccer outside for P.E. The class was **happy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** when the teacher said they would have a party that afternoon. Peter was excited about the party, but Sally did not want to go to the party. She was **tired \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** because she did not sleep well the night before. She stayed in at recess and made a **pretty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** sign while the other children played outside. She used letters to write the word “celebrate”.

She even drew butterflies with **small \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** dots on their wings. Peter came back a few minutes later to help her. Together, they coloured the pictures and letters that Sally had drawn. When the other students came back in after recess, they all agreed it was a **nice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** sign.

The teacher put it up on the board in the front of the room. Then she passed out some **good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** cookies. She told them they were celebrating because they did a **good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** job on their recent test. She was **happy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** they did well.

**Other Overused Words**

Here are some more overused words with interesting synonyms. Place in your *Vocabulary Folder* for future reference. Read with your Supervisor.

|  |  |
| --- | --- |
| **also:** | too, moreover, besides, as well as, in addition to |
| **great** | cool, fine, wonderful, marvellous, great, fantastic, awesome |
| **scared** | afraid, fearful, terrified, frightened |
| **have to:** | need to, must |
| **very:** | extremely, exceedingly, fantastically, unusually, incredibly,  intensely, truly, fully |
| **like:** | such as, similar to, similarly |
| **kid:** | child, boy, girl, youngster, youth |
| **mad:** | angry, frustrated, furious, incensed, enraged |
| **got, get:** | received, obtained, attained, succeed in |
| **then:** | first, second, next, later, finally, afterward, meanwhile, soon |
| **nice:** | pleasant, charming, fascinating, captivating, delightful,  pleasurable |
| **lots:** | numerous, heaps, many, scores, innumerable |
| **so:** | thus, accordingly, therefore |
| **fun:** | pleasant, pleasurable, amusing, entertaining, jolly |
| **good:** | excellent, exceptional, fine, marvellous, splendid, superb,  wonderful |
| **but:** | however, moreover, yet, still, nevertheless, though, although |
| **awful:** | dreadful, alarming, frightful, terrible, horrid, shocking |
| **great:** | wonderful, marvellous, fantastic |
| **guy:** | man, person, fellow, boy |
| **funny:** | amusing, comical, laughable, jovial |

|  |  |
| --- | --- |
| http://3.bp.blogspot.com/-qPoK5ahYCp4/TuuFpKg1zDI/AAAAAAAABKg/xPUigX_ZUkE/s400/clrtest.gif | **Spelling and Dictation Test** |

Today your Supervisor will test the twenty words you have been learning this week. Do the test on your lined paper and when you finish, you and your Supervisor can correct it together. I'm sure you'll give it your best shot.

Your Supervisor will read the whole extract to you and then **dictate** small sections or phrases. There are several commas in this extract. Read it through after you have finished and you should be able to tell where to place the commas.

It is easier to spell **∫** the word big than **∫** the word humongous. **∫** Both have the same meaning **∫** but humungous sounds **∫**  more interesting, **∫** it gives the reader **∫** a vision of something really big! **∫** Words like awesome and fantastic **∫** sound better than the word great. **∫** Which word do you overuse? **∫** How about the word said?**∫** Can you think of a replacement? **∫** Yes! Here is

End of Week 2

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**Checklist**

This week you should have completed the following tasks, please tick the tasks you have completed.

* **Writing Project**—Plan, draft, edit, final piece
* **Spelling**—LCWC and Own Words
* **Grammar**—Thesaurus, synonyms and overused words
* **Test**—Spelling and Dictation

**Spelling Module J**

|  |  |
| --- | --- |
| **Week 1** | **Week 2** |
| **Own words** | **Own words** |
|  |  |
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|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| **Text words** | **Text words** |
| advertising | awesome |
| marketing | announced |
| products | suggested |
| persuade | extremely |
| media | meanwhile |
| commercial | frightful |
| websites | exceptional |
| innovation | fascinating |
| interactive | shrieked |
| consumer | commented |

**Assessment Rubric – Persuasive Text**

**Module J**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Point of view** | Student stated his point of view in his introduction. | Student identified at least 3 reasonable, insightful barriers/problems that need to change. | Student identified at least 2 reasonable, insightful barriers/problems that need to change. | Student identified fewer than 2 reasonable, insightful barriers/problems that need to change. |
| **Conclusion** | Conclusion restates Archie’s point of view and summarises his reasons. | Conclusion restates his point of view. | Conclusion is too brief and does not state point of view or reasons. | There is no conclusion to add to his opinion. |
| **Research/Statistical Data** | Student included 4 or more high-quality examples or pieces of data to support his campaign. | Student included at least 2 high-quality examples or pieces of data to support their campaign. | Student included at least 1 high-quality example or piece of data to support his campaign. | Student did not include examples or pieces of data to support their campaign. |
| **Writing - Mechanics** | Capitalisation and punctuation are correct throughout his writing. | There are 1–2 capitalisation and/or punctuation errors in his response. | There are several capitalisation or punctuation errors. | There are many capitalisation or punctuation errors. |
| **Presentation** | Text is neat, and add to the reader\'s understanding of the topic. Easy to read. | Text is neat and adds to the reader\'s understanding of the topic. | Text is rushed and untidy. Reader has some difficulty reading the work. | Text is rushed, illegible and difficult to read. |
| **Solutions** | Student identified more than 2 reasonable, insightful possible solutions/strategies to encourage change. | Student identified at least 1 reasonable, insightful possible solution/strategy to encourage change. | Student identified 1 solution that showed no common sense or possibility to apply. | Student identified no reasonable, insightful possible solution/strategy to encourage change. |

Score:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Description: Description: Description: Description: Description: Description: Description: Description: logoCAPS2**315 Clarendon Street, Thornbury 3071**  **Telephone (03) 8480 0000**  **FAX (03) 9416 8371 (Despatch)**  **Free call (1800) 133 511**   |  |  | | --- | --- | | |  | | --- | | **STUDENT NUMBER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **STUDENT NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | |  |
| Fix your student barcode  label over this space. |
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| 5302  [5302] |
| **SUBJECT** | English | | | [ZX] |
| **COLOUR** | Blue | **MODULE** | J |
| **TEACHER** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

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| **THINKING ABOUT YOUR LEARNING**  Description: Description: Description: Description: http://t0.gstatic.com/images?q=tbn:ANd9GcTiyp1Q0EWVRSXlqyIMaG6be3rodf0nBbu2oBIY8JlYVh1iP8U7**I understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Description: Description: Description: Description: http://t2.gstatic.com/images?q=tbn:ANd9GcQ72LH2Bxoxf3yTTP_t93kaIPDpv8jVzb20Dfacv1j6Jv1Vb43VI need help with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **YOUR QUESTIONS OR COMMENTS** |
| **TEACHER’S COMMENTS**  **Some great things about your work were:**  **Try to do the following next time:** |
|  |

