

## Literacy – Day 2



Next week you will writing a speech with the title ...

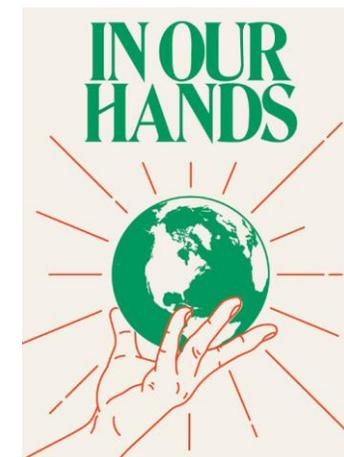


### 'Why should the Amazon Rainforest be protected?'

Our writing will need to inform, encourage and persuade people that rainforests must be protected and saved.

We need to plan our writing very carefully to make sure our reader/listener understands our message very clearly.

Read on to see how we will do this.



## PERSUASIVE PLANNING SHEET

<b>TOPIC</b>	<b>THEME</b>	Evidence/Explain
		Evidence/Explain
		Evidence/Explain
	<b>THEME</b>	Evidence/Explain
		Evidence/Explain
		Evidence/Explain
	<b>THEME</b>	Evidence/Explain
		Evidence/Explain
		Evidence/Explain

## Literacy – Day 2

Our planning sheet will look like this.

You can print this but it is fine to simply set your notes out, in this way, as you go along.

If you are printing, there is a bigger version of this on the next page but read on to see our step by step guide.

# PERSUASIVE PLANNING SHEET

<b>TOPIC</b>		<b>THEME</b>		<b>Evidence/Explain</b>
				<b>Evidence/Explain</b>
				<b>Evidence/Explain</b>
		<b>THEME</b>		<b>Evidence/Explain</b>
				<b>Evidence/Explain</b>
				<b>Evidence/Explain</b>
		<b>THEME</b>		<b>Evidence/Explain</b>
				<b>Evidence/Explain</b>
				<b>Evidence/Explain</b>

Let's break it down, section by section.

Here's the easy bit.

The box that says 'Topic' is simply the title of our speech.

# **TOPIC**

Why should the  
Amazon rainforest  
be protected?

# Why should the Amazon rainforest be protected?

Thinking about deforestation, what have you learned about over the last few weeks? What problems does deforestation lead to?

Think back to when you read the 'Great Kapok Tree' and the information you have looked at from 'Action Aid'.

These are still on the website so you can look back if you need to.

What are the **three** most important messages that you feel most strongly about?

**THEME**

**THEME**

**THEME**



Do you remember these statements?

This might help you to decide on the three statements that you feel most strongly about.

Local people's way of life is destroyed

There are fewer species of animals and plants

The animals' habitat is destroyed

The soil becomes dry and crops cannot grow

There is more carbon dioxide released into the atmosphere

Plants including trees cannot grow anymore

Also means there is less oxygen in the world.

People have to move from the rainforest to the city

New medicines might not be discovered from plants

Trees can't store carbon in their trunks, branches and roots

# Why should the Amazon rainforest be protected?

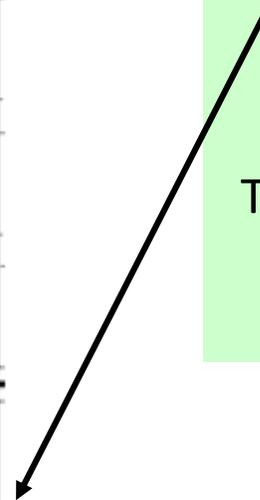
Now that you have decided on your three statements, you need to write them on your plan.

*(Next week, each 'Theme' will be a different paragraph)*

<b>THEME</b>
<b>THEME</b>
<b>THEME</b>

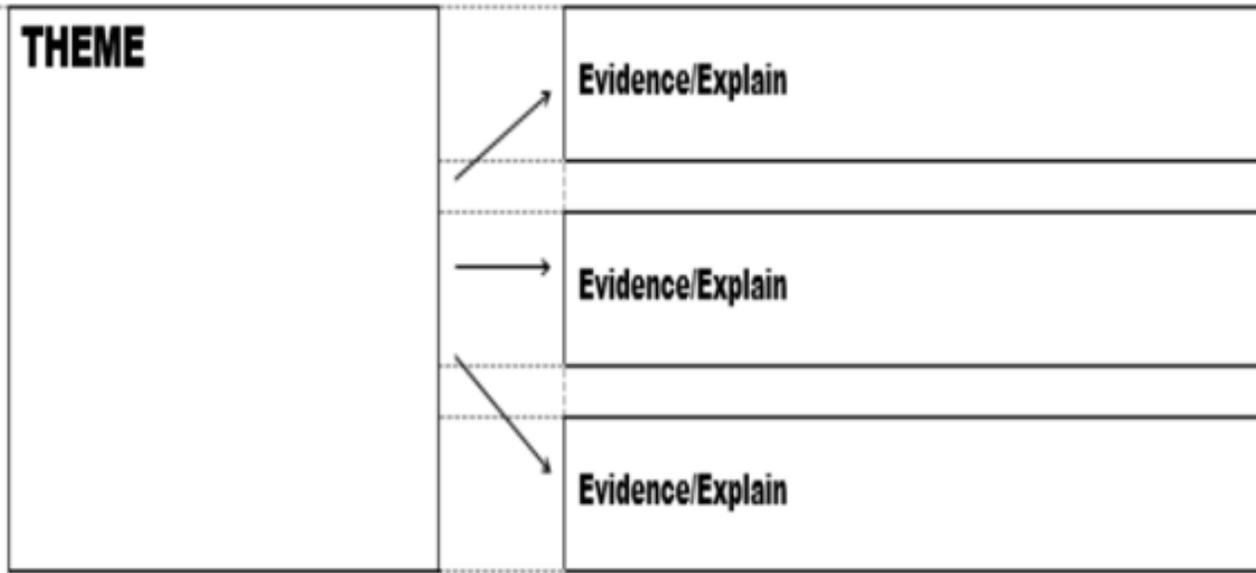
Your third statement should be the one you feel the most strongly about.

This way you finish on your most convincing point.



## Literacy – Day 3

We suggest this as the Day 3 task but you can continue on the same day if you would like to.



For each theme, you now need to think of some back up points (Evidence/Explain).

You need to be able to make three comments, or points' that back up your theme.

This can be more detailed explanations or other facts that you have discovered.

**BUT**

- It does need to be three separate points.
- Each point must be about the same theme but build upon your last point.
- The aim is to build a strong case to persuade your reader to help protect the rainforest.

Here's an example of how one of the themes and 'back up' points might look. See how each point is different but builds up a series of points. The aim, remember, is to be persuasive and convincing.

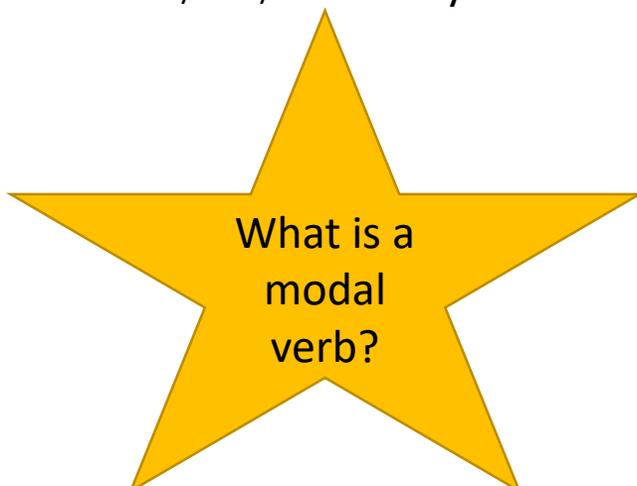
<b>THEME</b>  If the trees of the Amazon are cut down, thousands of animal habitats would be destroyed.		<b>Evidence/Explain</b> Animals would lose their homes. Imagine how you would feel if someone destroyed your home and did not care that you had nowhere to live.
		<b>Evidence/Explain</b> Animals will lose their food source so would have nothing to eat.
		<b>Evidence/Explain</b> Whole species of animals will die out and become extinct.

If you discover more information you could include something like how many animal species have become extinct in the last 10 years.

Now keep going with each the other two themes.

<b>THEME</b>		<b>Evidence/Explain</b>
		<b>Evidence/Explain</b>
		<b>Evidence/Explain</b>
<b>THEME</b>		<b>Evidence/Explain</b>
		<b>Evidence/Explain</b>
		<b>Evidence/Explain</b>
<b>THEME</b>		<b>Evidence/Explain</b>
		<b>Evidence/Explain</b>
		<b>Evidence/Explain</b>

Today we will look at another way to make our writing persuasive and more convincing.



What is a modal verb?

## Modal verbs to show urgency

Here's a reminder ...

Modal verbs show how likely or how urgently something may happen. They cannot be in a sentence on their own, they need to have another verb after them.

For example ...

Model verb + verb

He **would** **play** if he had his boots.



would shall might  
can must may  
could will should  
ought

These are all modal verbs. Write each modal verb, separately, on a small piece of paper. Imagine each modal verb in the sentence above. Now put each modal verb in order of how likely 'he' is to play football.

How can we choose and use modal verbs ' to help make our writing persuasive?

For the writing we have been planning, we should only use modal verbs that show deforestation is an issue that needs urgent attention.

Have look at these to see if they show a sense of urgency.

We must work together to stop deforestation.

Endangered species of animals will become extinct if we don't act quickly.

**Now it's your turn.**

**Go back to your plan.**

**Write a sentence, for each of the three themes, that must include a modal verb to show a sense of urgency.**

*You can use these in your writing next week.*

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	THEME	Evidence/Explain
		Evidence/Explain
		Evidence/Explain

What is a  
fronted  
adverbial?

## Fronted adverbials to show a sense of urgency

A fronted adverbial is a word or group of words at the beginning of a sentence that describes the verb in the sentence.

So how can we use fronted adverbials to create a sense of urgency?



unfortunately



sadly

Without thought for wildlife

Never before  
**Frequency**  
Often

Have a look at these to see if these sentences work well.

Without thought for wildlife, you are destroying their habitat and their chance of survival.

Surely you can now see that rainforests need our protection.

Now it's your turn.

Go back to your plan.

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	THEME	Evidence/Explain
		Evidence/Explain
		Evidence/Explain
	THEME	Evidence/Explain
		Evidence/Explain
		Evidence/Explain

Write a sentence, for each of the three themes, that must now include a fronted adverbial to help show a sense of urgency.

You can use these as your sentence starters but can think of your own too.

unfortunately



sadly

Without thought for wildlife

Clearly



Surely

Never before

**Frequency**

Often