

HEY LITTLE ANT

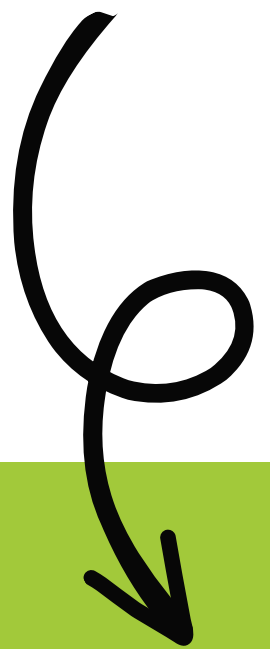


NSW Units

STAGE I UNIT II

TERM 3A





SCROLL

to take a look inside!

Lesson 8-3/4

Writing task

Present your argument as a paragraph featuring a topic sentence, followed by other sentences outlining related ideas.

Refer to the writing checklist to help you.

You will be publishing your paragraph as a multimodal text in the next lesson.

Multimodal texts are texts that combine 2 or more communication modes. For example, printed words and images, or spoken words and sound effects.

Writing Checklist

☐ Topic sentence

☐ Supporting evidence

☐ Conjunctions

☐ Modal Verbs

☐ Adjectives

☐ Adverbs

☐ Stay on topic

☐ Tier words



Kid, why do you think that ants have no feelings?

Date

Writing Checklist

☐ Topic sentence

☐ Supporting evidence

☐ Conjunctions

☐ Modal Verbs

☐ Adjectives

☐ Adverbs

☐ Stay on topic

☐ Tier words



Year 3A

Hey, Little Ant

by Phillip and Hannah Hoose Illustrations by Debbie Tilley

50th Anniversary Edition



Lesson 9

Learning Intentions

Students are learning to understand how authors persuade an audience using the textual concepts of argument and perspective

Success criteria

Students can:

- identify arguments from different perspectives
- support an argument with reasoning
- identify conjunctions, adverbs, and adjectives in own writing
- write a paragraph that begins with a topic sentence and includes supporting evidence and persuasive language
- create a multimodal text.

TAG feedback- Writing



T

Tell something that you really liked here.

Explain why you liked it.



A

Ask a question to better understand the work presented.



G

Give a suggestion to help make the work presented even better.

EXIT TICKET

ADMIT ONE

Name:

Lesson:

Exit ticket responses

An argument is...

Perspective is ...

I used to think... now I know...



STAGE 1 TERM 3A

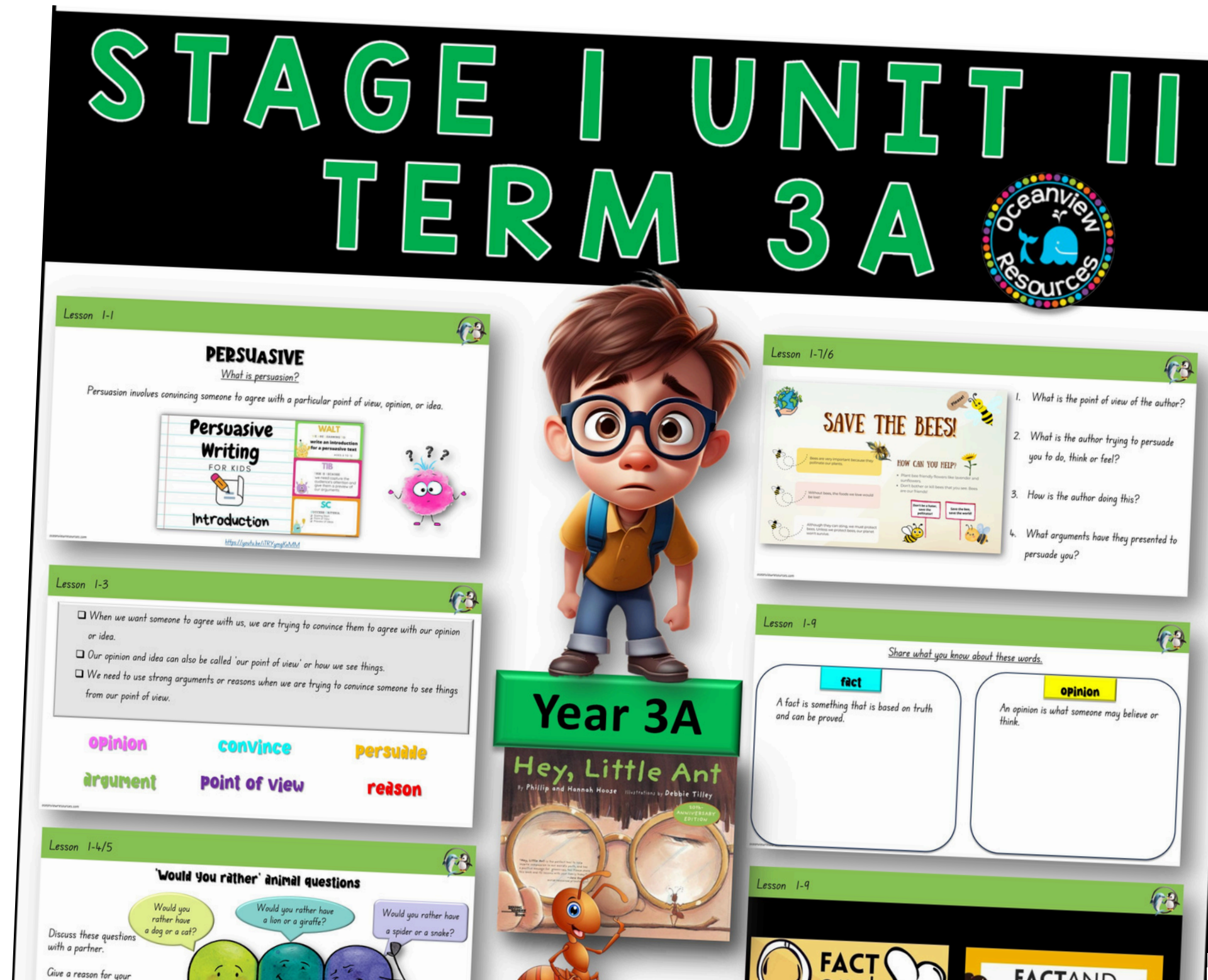
YEAR K-2 UNIT 9

★ Huge powerpoint to support the teaching of this unit.

★ Student Worksheets

★ Year 3A

★ Stage 1



Aligned to NSW curriculum

✓ 120+ Page PPT

✓ embedded videos

✓ teaching notes

✓ interactive contents

✓ differentiated



- ✓ use with IWB
- ✓ pdf and ppt version
- ✓ click and go links
- ✓ teaching notes below each slide
- ✓ Google slides version

time saving for
easy planning



What's inside?

Lesson 4-5

Kid's Arguments

The characters in the text *Hey, Little Ant* use arguments to persuade one another of their point of view.

What are three arguments Kid presents about why he should squish Ant?

Can you write them as a list with commas?

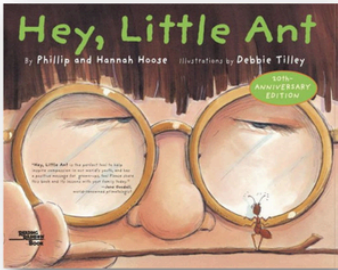
1.
2.
3.

oceanviewresources.com

Lesson 4-2

What does a good reader do when they see a comma?
How would you read the title of the book?

Hey, Little Ant.



Pause, taking a breath, or changing your tone/inflection.

A comma is a punctuation mark that tells us we need to pause when we are reading.

oceanviewresources.com

student
worksheets
landscape

Colourful images
support the NSW
DET units

Lesson 2-4

In the text, the characters *Kid* and *Ant* share different perspectives on the issue of whether Ant should be squished.

How does the personal experiences of each character shape their perspective on the issue.

How is the perspective of Kid different to that of Ant.



oceanviewresources.com

Lesson 1-12

I think we should plant a bee-friendly garden because...

Identify the phrase in the text that states an opinion.
Suggest other ways you could start this sentence using a different phrase.
For example,

- ☐ I believe; It is important that we;
- ☐ Everyone should plant a bee-friendly garden because...'

Consider whether some phrases are more convincing than others and why.

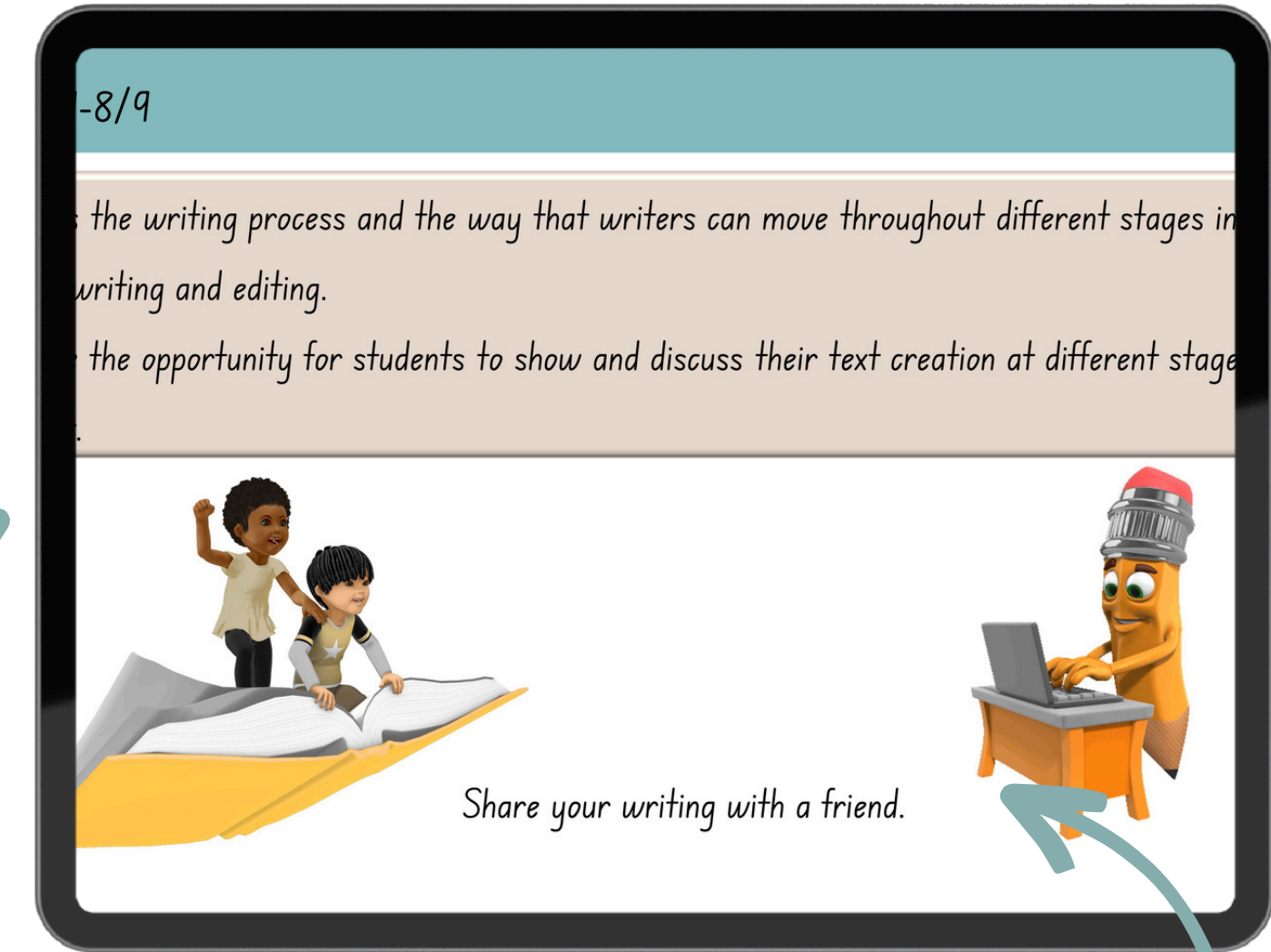
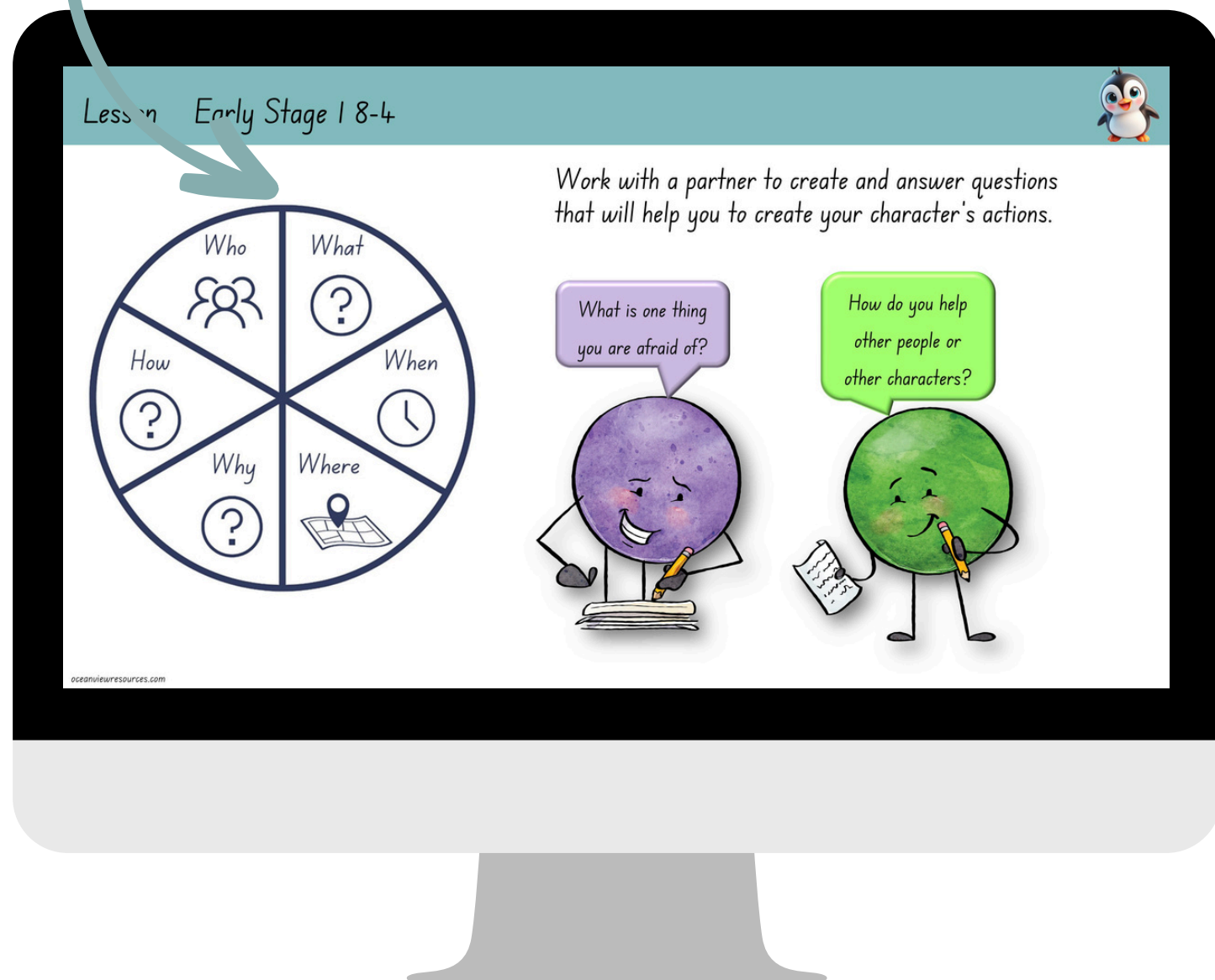


oceanviewresources.com

Interactive Slides

linked to units

use for
display



print and go

engaging
activities

over 120
pages of
slides

pdf and
PowerPoint
versions

NSW Units

STAGE I UNIT II TERM 3A

oceanview resources

Lesson 5-11

Choose order can be changed in complex sentences with subordinating conjunctions

For example:
After the rain stops, we can go out to play.
We can go out to play after the rain stops.

Sometimes, some conjunctions or dependent clauses can be used at the beginning of a complex sentence. Sometimes we also use a comma to separate the main clause from the dependent clause.

Lesson 6-1/6

Arguments

An argument needs to have a reason.

Reasons to support Ant

Reasons not to support Ant

Activity 1: Teacher to model writing reasons for Ant to support the using a 'because' statement. Highlight conjunctions, adjectives, and adverbs used in the argument.

Activity 2: Students work in pairs to write arguments from the T-chart perspective and justify reasons, conjunctions, adjectives, and adverbs. Discuss and add the arguments to the chart.

Lesson 7-1

Writing a paragraph

Let's look at the structure of a strong paragraph.

What are you writing about?

Let's read and speak only because they are very important to our Earth. They help keep the soil healthy and Ant is the only one who can help. When we get together, they can help us. We need to protect ants and take care of them.

Conclusion: Ants are the main argument.

Lesson 7-5/6

Writing a paragraph

Select an argument from the T-chart constructed in Lesson 6 and write a persuasive paragraph from the perspective of Ant using a 'because' statement.

Writing Checklist:

- Topic sentence
- Supporting evidence
- Conjunctions
- Modal Verbs
- Tie words

Lesson 8-1

In pairs, use the T-chart and cards to explore the perspectives of Kid and Ant. Have students use the T-chart from Lesson 6 to scaffold their thinking. You can make up your own questions, or use the ones provided. You will need to provide a reason to persuade your audience using a 'because' statement.

Hot seat

Hey, Little Ant

NSW Units

STAGE I UNIT II TERM 3A

oceanview resources

Lesson 8-5/6

Writing task

Present your argument in a paragraph featuring a topic sentence, followed by other sentences outlining related ideas. Refer to the writing checklist to help you. You will be publishing your paragraph as a multimodal text in the next lesson.

Multimodal texts are texts that combine 2 or more communication modes. For example, printed words and images, or spoken words and sound effects.

Writing Checklist:

- Topic sentence
- Supporting evidence
- Conjunctions
- Modal Verbs
- Tie words

Lesson 9

Learning intention

Students are learning to understand how authors persuade an audience using the textual concepts of argument and perspective.

Success criteria:

- identify arguments from different perspectives
- support an argument with reasoning
- identify conjunctions, adverbs, and adjectives in own writing
- write a paragraph that begins with a topic sentence and includes supporting evidence and persuasive language
- create a multimodal text

TAG feedback- Writing

Tag something that you really like.

Ask a question to better understand the work presented.

Give a suggestion to help make the work presented even better.

Exit Ticket

Admit One

Evil ticket responses

Personalities to...

Write your answer here.

Lesson 10

What are you writing about?

Let's read and speak only because they are very important to our Earth. They help keep the soil healthy and Ant is the only one who can help. When we get together, they can help us. We need to protect ants and take care of them.

Conclusion: Ants are the main argument.

NSW Units

STAGE I UNIT II TERM 3A

oceanview resources

Lesson 1-1

PERSUASIVE

Persuasion involves convincing someone to agree with a particular point of view, opinion, or idea.

Persuasive Writing

Introduction

Lesson 1-2/6

SAVE THE BEES!

1. What is the point of view of the author?

2. What is the author trying to persuade you to do, think or feel?

3. How is the author doing this?

4. What arguments have they presented to persuade you?

Lesson 1-3

When we want someone to agree with us, we are trying to convince them to agree with our opinion or idea.

Our opinion and idea can also be called 'our point of view' or how we see things.

We need to use strong arguments or reasons when we are trying to convince someone to see things from our point of view.

opinion convince persuade

argument point of view reason

Lesson 1-4

Share what you know about these words.

fact

A fact is something that is based on truth and can be proved.

opinion

An opinion is what someone may believe or think.

Lesson 1-5

Would you rather? animal questions

Would you rather have a dog or a cat?

Would you rather have a lion or a tiger?

Would you rather have a snake or a spider?

Discuss these questions with a partner. Give a reason for your opinion. Ask your partner why they made their choice?

Lesson 1-6

FACT AND OPINION for kids

FACT AND OPINION for kids

Looking without faith

NSW Units

STAGE I UNIT II TERM 3A

oceanview resources

STAGE I UNIT II

COMPONENT B

TERM 3

HEY, LITTLE ANT

HEY, LITTLE ANT by Philip and Hannah Hoare

Illustrations by Debbie Tilley

UNIT II NARRATIVE

Stage I- Term 3 A- Unit II

Lesson 1-2

Can you think of a time when you wanted to convince someone to do or think something?

Maybe you tried to persuade an adult that you didn't need to complete a chore or...

What happened? Share with the class.

'PERSPECTIVE AND ARGUMENT' NSW ALIGNED UNITS



'Would you rather' animal questions

Discuss these questions with a partner.

Give a reason for your opinion.

Ask your partner why they made their choice?

Would you rather have a dog or a cat?

Would you rather have a lion or a giraffe?

Would you rather have a spider or a snake?



“

This was a great resource. My students loved doing the activities and I found it very helpful!

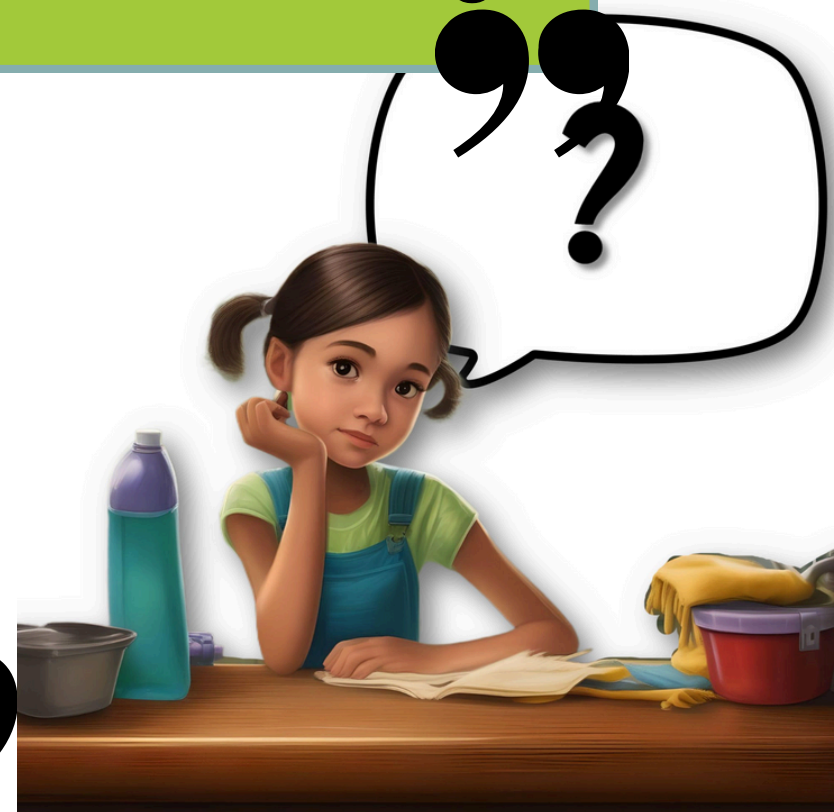
”

Thank you so much. This made my job really easy. My students were so engaged and they did well in their writing.

“

Anything from Oceanview Resources is a must. Resources are to the highest quality and extremely engaging. I highly recommend!

”



- ✓ Can you think of a time when you wanted to convince someone to do or think something?
- ✓ Maybe you tried to persuade an adult that you didn't need to complete a chore or...
- ✓ You tried to convince a friend to play a game.
- ✓ What happened? Share with the class.



