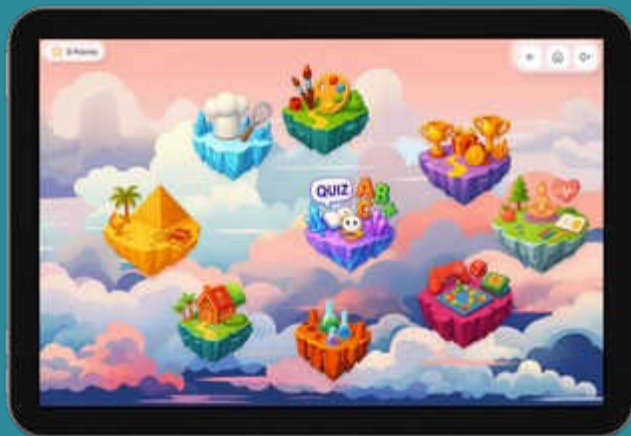




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Perspective and Argument - Foundation-Year 2

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Perspective and Argument

≡ A Year of Learning ≡

Foundation • Year 1 • Year 2

From up
here, I can see
so much!

The ocean
looks calm
today.

I wonder
where that
boat is going?

I see amazing
creatures living
in the ocean.

Up close,
there's so much
detail!

Sea Turtle

Sea turtles
travel long
distances and
return to the
beach to lay
their eggs.

Jellyfish

Jellyfish have
been in our
oceans for
hundreds of
millions of
years.



Perspective and Argument – Teacher Notes



Purpose

This unit develops perspective, point of view, argument and persuasive language through differentiated, literature-linked activities.



Three levels of support



Foundation: oral language, drawing, matching and teacher scribing.



Year 1: guided sentences, sorting and simple reasons.



Year 2: comparing viewpoints, evaluating strategies and writing connected arguments.



Flexible use

- Whole-class modelling
- Small-group teaching
- Independent practice
- Mixed-age rotations
- Assessment evidence



Answer keys

Matching answer pages repeat the student layout. Suggested responses and marks appear in red. Open responses are examples; accept other well-supported answers.



Teaching tip

Model respectful disagreement: state a claim, give a reason, listen to another perspective, then respond.

Perspective Detective



Perspective is the way someone sees, thinks and feels about a situation.

To work out a character's perspective, look for what the character...

SAYS



THINKS



FEELS



DOES



NOTICES



WANTS



BOOK STUDY

Do Not Open This Book



Notice how a character's perspective shapes **commands**, warnings and **strong feelings**.

BOOK STUDY

Don't Let the Pigeon Drive the Bus!

Listen for polite
requests, promises,
repetition and
strong feelings.

PREVIEW



BOOK STUDY

Hey, Little Ant

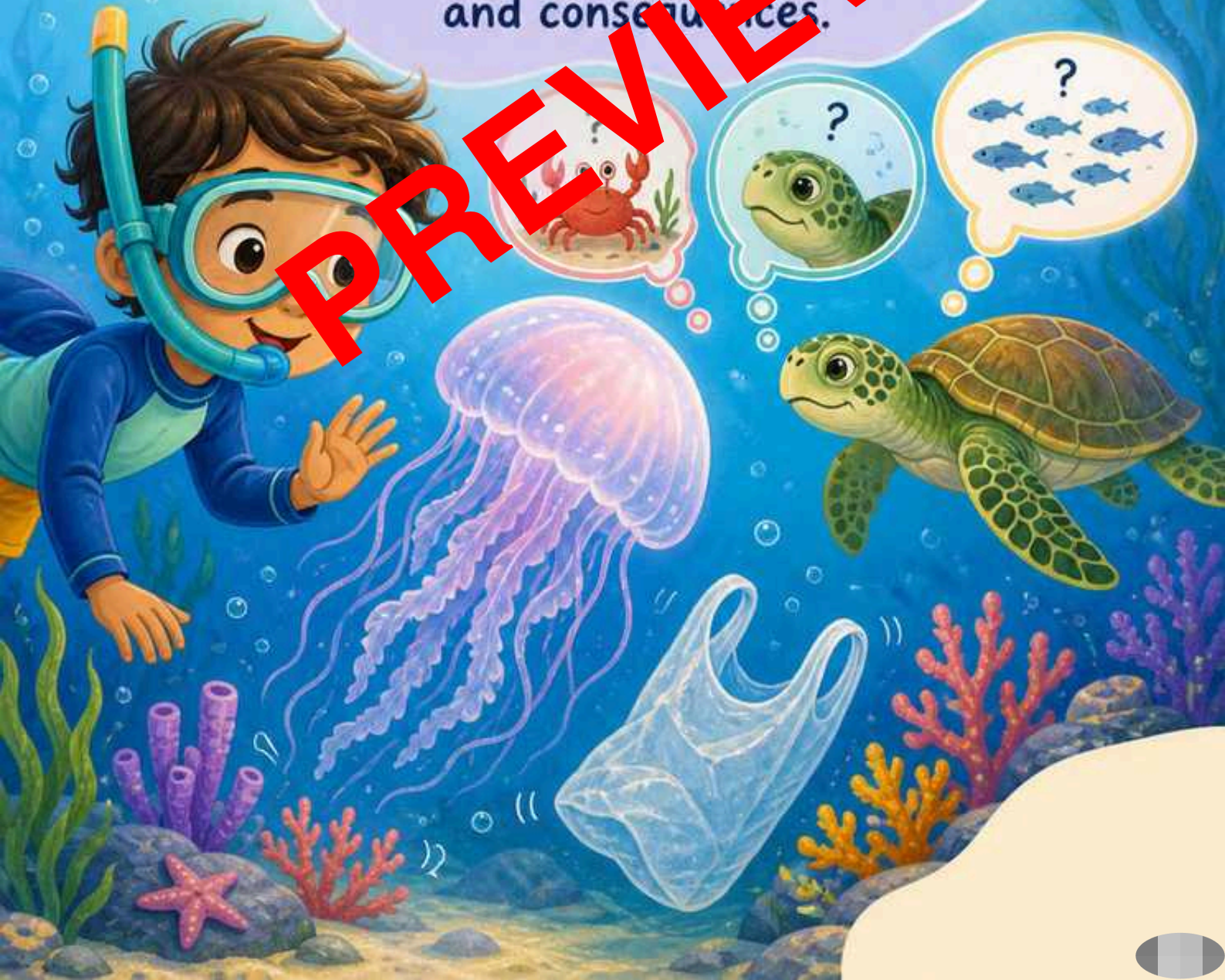


Compare the child's and
the ant's perspectives. Listen for
reasons, feelings and respectful responses.

BOOK STUDY

Jelly-Boy

Explore how choices affect ocean creatures. Consider perspective, responsibility and consequences.



BOOK STUDY

The Mess That We Made

BEFORE



AFTER



PREVIEW



OUR LEARNING LENS

Trace cause and effect.
Ask who is responsible
and how people can
make a difference.



OUR ACTIONS



THE EFFECT



A BETTER FUTURE

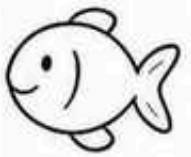


A Letter for the Sea

This activity helps you tell someone how to look after the ocean.

Instructions:

1. Tell an adult one thing people should do to help the ocean.
2. Draw a picture to match your idea.



PREVIEW

Please

to help the ocean.

Fast Finishers:

Point to something in your picture that helps the ocean.

Name:

Writing a Letter to Persuade Change

A Letter for the Sea

This activity helps you tell someone how to look after the ocean.

Instructions:

1. Tell an adult one thing people should do to help the ocean.
2. Draw a picture to match your idea.

Please use less plastic
to help the ocean.

Fast Finishers:

Point to something in your picture that helps the ocean.

ANSWERS

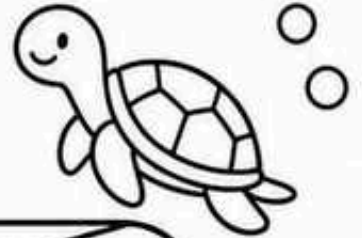
Writing a Letter to Persuade Change

A Letter for the Sea

This activity helps you write a letter asking people to protect the ocean.

Instructions:

1. Write a short letter to people in your community.
2. Explain why plastic pollution is a problem.



Dear _____

Please help the ocean by _____

Plastic is bad because _____

From _____



Fast Finishers:

Draw a sign that could go with your letter.

Name: _____

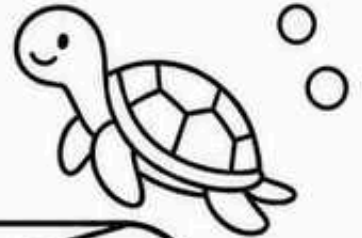
Writing a Letter to Persuade Change

A Letter for the Sea

This activity helps you write a letter asking people to protect the ocean.

Instructions:

1. Write a short letter to people in your community.
2. Explain why plastic pollution is a problem.



Dear Community,

Please help the ocean by using fewer plastic bags.

Plastic is bad because animals can get hurt.

From A caring student



Fast Finishers:

Draw a sign that could go with your letter.



ANSWERS

Writing a Letter to Persuade Change

A Letter for the Sea

This worksheet helps you write a persuasive letter using reasons and facts.

Instructions:

Write a persuasive letter asking a leader to reduce plastic waste.

Dear Leader

PREVIEW

From

Fast Finishers:

Add one strong sentence that challenges the reader to act.

Name:

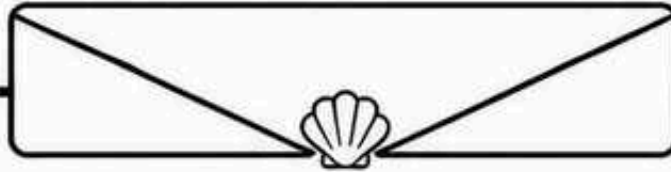
Writing a Letter to Persuade Change

A Letter for the Sea

This worksheet helps you write a persuasive letter using reasons and facts.

Instructions:

Write a persuasive letter asking a leader to reduce plastic waste.



Dear Leader,

Plastic pollution harms ocean animals. Plastic bags can look like jellyfish and put sea creatures in danger.

Please help reduce plastic waste by encouraging reusable bags and recycling.

Protecting the ocean will help animals survive.

From A caring student

Fast Finishers:

Add one strong sentence that challenges the reader to act.

If we do nothing, more animals will be harmed.

ANSWERS

Writing a Letter to Persuade Change

Change Starts With Us

This activity helps you show others how to look after the ocean.

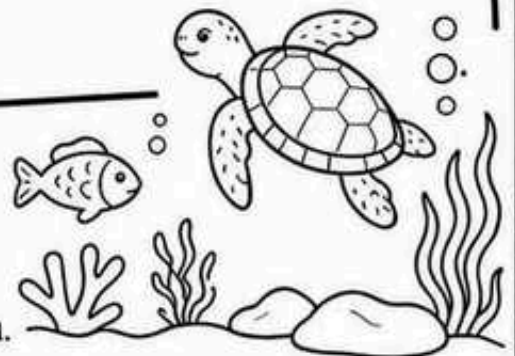
Instructions:

Draw a poster that shows people to care for the ocean.



PREVIEW

We can help the ocean by



Fast Finishers:

Point to the part of your poster that shows helping the ocean.

Name: _____

Creative Activism Through Art & Writing

Change Starts With Us

This activity helps you show others how to look after the ocean.

Instructions:

Draw a poster that shows people to care for the ocean.



Fast Finishers:

Point to the part of your poster that shows helping the ocean.

ANSWERS _____

Creative Activism Through Art & Writing

Change Starts With Us

This activity helps you write a short message that encourages people to protect the ocean.

Instructions:

1. Write a short slogan that tells people how to help the ocean.
2. Write it in big writing in the box below.

PREVIEW



Fast Finishers:

Draw a logo or picture to match your slogan.



Name: _____

Creative Activism Through Art & Writing

Change Starts With Us

This activity helps you write a short message that encourages people to protect the ocean.

Instructions:

1. Write a short slogan that tells people how to help the ocean.
2. Write it in big writing in the box below.

1. Slogan:

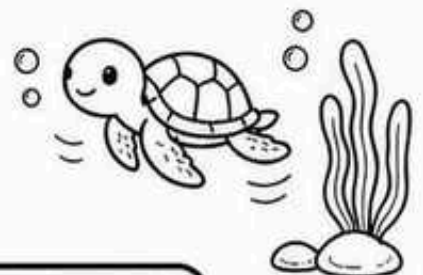
Save the ocean, save our future!

2. My poster:



Fast Finishers:

Draw a logo or picture to match your slogan.



ANSWERS _____

Creative Activism Through Art & Writing



Change Starts With Us



This worksheet helps you learn how people are helping to protect the environment.

Name: _____

Instructions:

1. Research one person or group helping the ocean.
2. Write about what they do and how it helps.



- Who is helping?
- What problem are they fixing?
- How does their work help the ocean?

PREVIEW



Change Starts With Us



This worksheet helps you learn how people are helping to protect the environment.

ANSWERS

Instructions:

1. Research one person or group helping the ocean.
2. Write about what they do and how it helps.



- Who is helping?
- What problem are they fixing?
- How does their work help the ocean?

Ocean Conservancy helps remove rubbish from beaches and oceans. The group collects plastic and teaches people how to reduce waste. This protects animals and keeps the ocean cleaner and safer. Children can help by recycling, using less plastic and picking up rubbish.



Change Starts With Us



Continue your writing on the lines below.



PREVIEW



Fast Finishers:

Add one sentence explaining how children can help too.

Name:



Change Starts With Us



Continue your writing on the lines below.



Ocean Conservancy helps clean rubbish from beaches and oceans. They collect plastic and teach people how to reduce waste. Their work protects sea animals and keeps the ocean clean and safe.

PREVIEW



Fast Finishers:

Add one sentence explaining how children can help too.

Children can help by recycling, using less plastic and picking up rubbish.

ANSWERS

Fact or Feeling?

This activity helps you decide if words tell facts or feelings.

Instructions:

1. Look at the statements.
2. Cut and paste them under fact or feeling.

Fact

Feeling

PREVIEW



Fast Finishers:

Draw a face to show a feeling from the story.

Fact vs. Opinion in Arguments



ants carry crumbs

the ant has a family

the ant is scared

ants are rude

Name: _____

Fact or Feeling?

This activity helps you decide if words tell facts or feelings.

Instructions:

1. Look at the statements.
2. Cut and paste them under fact or feeling.

Fact

- ants carry crumbs
- the ant has a family



Feeling

- ants are rude
- the ant is scared



Fast Finishers:

Draw a face to show a feeling from the story.

Fact vs. Opinion in Arguments



ants carry crumbs

the ant has a family

the ant is scared

ants are rude

ANSWERS _____

Fact or Feeling?



This activity helps you find facts the ant uses to explain why it should live.

Instructions:

Find and write facts the ant says in the story.

One fact the ant says is...

Another fact the ant says is...

PREVIEW

Can you find any more facts? List them below.



Fast Finishers:

Draw the ant doing its job.

Name: _____

Fact vs. Opinion in Arguments

Fact or Feeling?



This activity helps you find facts the ant uses to explain why it should live.

Instructions:

Find and write facts the ant says in the story.

One fact the ant says is...

- The ant has a family.
- One crumb can feed many ants.

Another fact the ant says is...

- The ant has a home.
- The ant carries food.

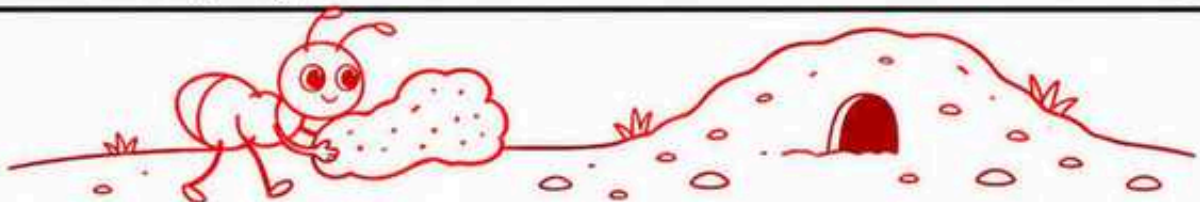
Can you find any more facts? List them below.

- Ants carry crumbs.
- Ants have families.
- Crumbs feed many ants.
- Ants work together.



Fast Finishers:

Draw the ant doing its job.



ANSWERS _____

Fact vs. Opinion in Arguments

Fact or Feeling?



This worksheet helps you think about how arguments persuade people.

Instructions:

1. Decide if facts or opinions are more persuasive in this story.
2. Explain your thinking.

1. What facts does the ant use to defend itself?

2. What opinions does the boy give about ants?

PREVIEW

3. Which is more persuasive in this story and why?



★ Fast Finishers:

Write one sentence using the other type of argument.

Name: _____

Fact vs. Opinion in Arguments

Fact or Feeling?



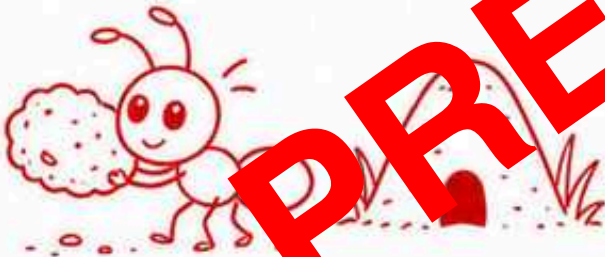
This worksheet helps you think about how arguments persuade people.

Instructions:

1. Decide if facts or opinions are more persuasive in this story.
2. Explain your thinking.

1. What facts does the ant use to defend itself?

- ants carry crumbs
- the ant has a family
- one crumb can feed many ants
- the ant has a home



2. What opinions does the boy give about ants?

- ants are rude
- the ant is scared
- ants don't feel pain
- squishing ants is a game



3. Which is more persuasive in this story and why?

Facts are more persuasive because they explain real reasons.

Opinions are persuasive because they show feelings and peer pressure.



Fast Finishers:

Write one sentence using the other type of argument.

Ants are not rude.

ANSWERS _____

Fact vs. Opinion in Arguments

Fact or Opinion?

This worksheet helps you decide if something is a fact or an opinion.

Instructions:

1. Listen to your teacher read the sentence.
2. Look at the picture.
3. Decide if it is a fact or an opinion.
4. Point to your answer.



Playing is fun.



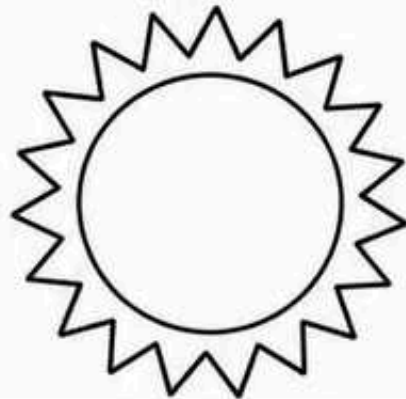
Birthday cake is the best.



Dogs have 4 legs



The sun is hot.



Fast Finishers:

- Tell a partner one fact about something you know
- Tell a partner one opinion about something you like

Name: _____

Identifying Fact vs Opinion

Fact or Opinion?

This worksheet helps you decide if something is a fact or an opinion.

Instructions:

1. Listen to your teacher read the sentence.
2. Look at the picture.
3. Decide if it is a fact or an opinion.
4. Point to your answer.



Playing is fun.



Fact or opinion?

Answer: Opinion

Birthday cake is the best.



Fact or opinion?

Answer: Opinion

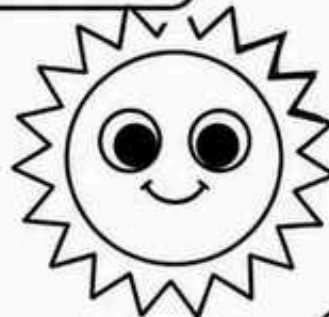
Dogs have 4 legs



Fact or opinion?

Answer: Fact

The sun is hot.



Fact or opinion?

Answer: Opinion

Fast Finishers:

- Tell a partner one fact about something you know Fish live in water.
- Tell a partner one opinion about something you like Pizza is yummy.

ANSWERS

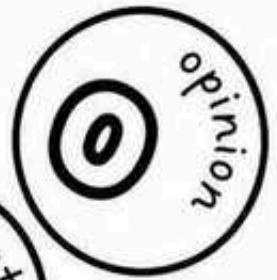
Identifying Fact vs Opinion

Fact or Opinion?

This activity will help you sort facts and opinions.

Instructions:

1. Read the sentences with your teacher.
2. Cut and paste each sentence into the correct box.
3. Check your answers.



Facts

Opinions

PREVIEW

Fast Finishers:

- Choose one sentence.
- Say why it is a fact or an opinion.

Birds have wings.	Lunch is the best time of day.	We go to school on weekdays.
Cartoons are funny.	The bell rings at school.	Reading is fun.

Name: _____

Identifying Fact vs Opinion

Fact or Opinion?

This activity will help you sort facts and opinions.

Instructions:

1. Read the sentences with your teacher.
2. Cut and paste each sentence into the correct box.
3. Check your answers.



Facts

Birds have wings.

We go to school on weekdays.

The bell rings at school.

Opinions

Lunch is the best time of day.

Cartoons are funny.

Reading is fun.

Fast Finishers:

- Choose one sentence.
- Say why it is a fact or an opinion.

Birds have wings.

Lunch is the best time of day.

We go to school on weekdays.

Cartoons are funny.

The bell rings at school.

Reading is fun.

ANSWERS _____

Identifying Fact vs Opinion

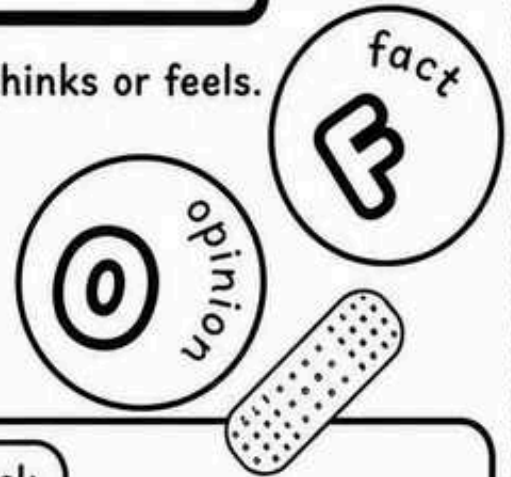
Fact or Opinion?

Facts can be proven. Opinions tell what someone thinks or feels.

Instructions:

1. Read the statement.
2. Decide if it is a fact or an opinion.
3. Write one fact and one opinion about the topic.

Playtime is important at school.



Questions

1. Is this a fact or an opinion?

2. Why?

Writing Task

3. Write one fact about playtime.

A fact about playtime is _____

4. Write one opinion about playtime.

An opinion about playtime is _____

Fast Finishers:

Explain how you know the difference between a fact and an opinion.

Name _____

Identifying Fact vs Opinion

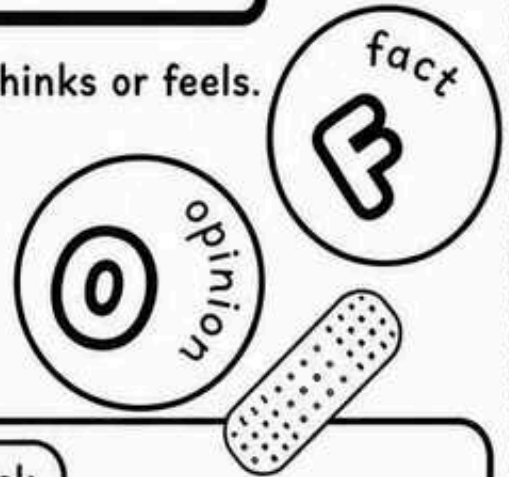
Fact or Opinion?

Facts can be proven. Opinions tell what someone thinks or feels.

Instructions:

1. Read the statement.
2. Decide if it is a fact or an opinion.
3. Write one fact and one opinion about the topic.

Playtime is important at school.



Questions

1. Is this a fact or an opinion?

Opinion

2. Why?

It is an opinion because it
tells what someone thinks.

Not everyone may agree.

Writing Task

3. Write one fact about playtime.

A fact about playtime is _____
Playtime happens every
school day.

4. Write one opinion about playtime.

An opinion about playtime is _____
Playtime is the best
part of the day.

Fast Finishers:

Explain how you know the difference between a fact and an opinion.

ANSWERS

Facts, Feelings and the Future

This activity helps you tell the difference between something that is true and something someone feels.

Instructions:

1. Listen as your teacher reads the sentences.
2. Cut and paste each sentence into the correct box.

Fact: Something that is true

Feeling: Something someone feels

PREVIEW

Fast Finishers:

Colour the facts blue and feelings yellow.

Name: _____

Fact vs. Opinion in Environmental Issues

Plastic traps
animals.

People feel
worried.

The turtles
feel sad.

Rubbish goes
into the
ocean.

Facts, Feelings and the Future

This activity helps you tell the difference between something that is true and something someone feels.

Instructions:

1. Listen as your teacher reads the sentences.
2. Cut and paste each sentence into the correct box.

Fact: Something that is true

- Plastic traps animals.
- Rubbish goes into the ocean.

Feeling: Something someone feels

- The turtle feels sad.
- People feel worried.

Fast Finishers:

Colour the facts blue and feelings yellow.

ANSWERS _____

Fact vs. Opinion in Environmental Issues

Plastic traps
animals.

People feel
worried.

The turtles
feel sad.

Rubbish goes
into the
ocean.

Facts, Feelings and the Future

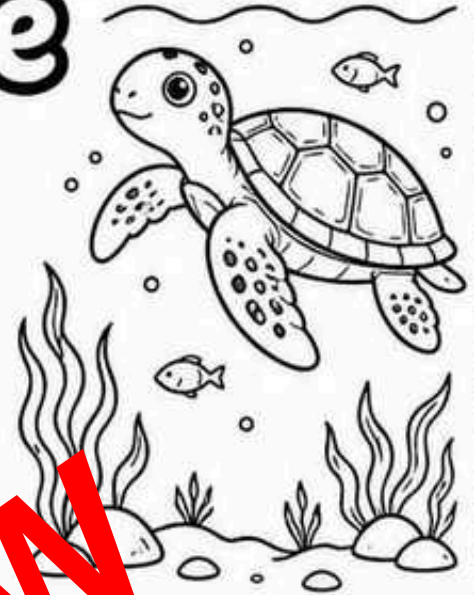
This activity helps you find facts in the story and think about why they are important.

Instructions:

1. Tick the sentences that are facts.

- ☐ Plastic traps animals.
- ☐ The turtle feels scared.
- ☐ Rubbish goes into the ocean.
- ☐ Pollution makes people sad.

2. Finish the sentences using ideas from the story.



One fact from the story is _____

This fact is important because _____

Fast Finishers:

Draw one thing people can do to help the ocean.



Name: _____

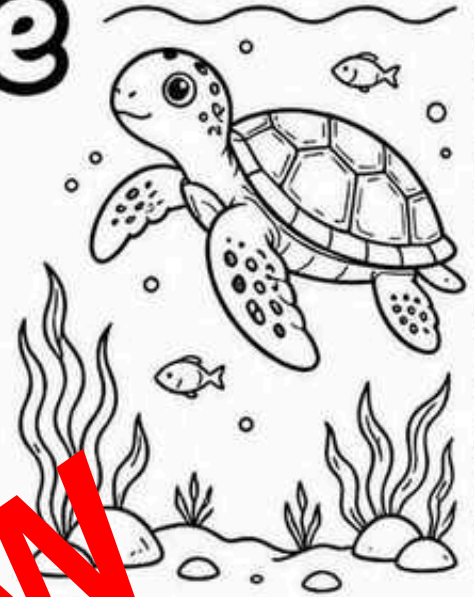
Fact vs. Opinion in Environmental Issues

Facts, Feelings and the Future

This activity helps you find facts in the story and think about why they are important.

Instructions:

1. Tick the sentences that are facts.
 - ☒ Plastic traps animals.
 - ☐ The turtle feels scared.
 - ☒ Rubbish goes into the ocean.
 - ☐ Pollution makes people sad.
2. Finish the sentences using ideas from the story.



One fact from the story is rubbish goes into the ocean.

This fact is important because plastic can hurt sea animals.

Fast Finishers:

Draw one thing people can do to help the ocean.

Use less plastic and put rubbish in the bin.

ANSWERS

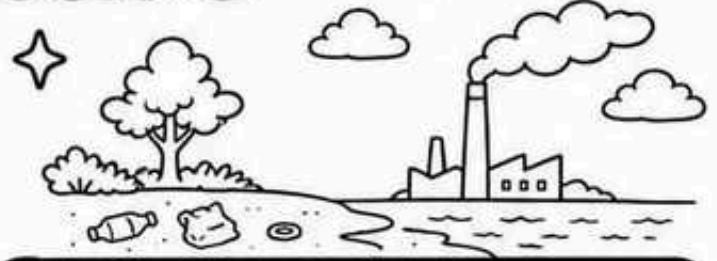
Fact vs. Opinion in Environmental Issues

Facts, Feelings and the Future

This worksheet helps you think about how facts and feelings can change people's minds.

Instructions:

Answer the questions in full sentences.



1. What facts does the story tell about pollution?

2. What feelings does the story create for the reader?

3. Which is more persuasive in this story: facts or feelings? Explain why.

Fast Finishers:

Write one sentence about what should happen next to protect the ocean.



Name: _____

Fact vs. Opinion in Environmental Issues

Facts, Feelings and the Future

This worksheet helps you think about how facts and feelings can change people's minds.

Instructions:

Answer the questions in full sentences.



1. What facts does the story tell about pollution?

Plastic traps animals.

Rubbish goes into the ocean.

2. What feelings does the story create for the reader?

The turtle feels sad.

People feel worried.

3. Which is more persuasive in this story: facts or feelings? Explain why.

Feelings are more persuasive because they make readers care about the animals and the ocean. Facts are persuasive because they show the problem is real.

Fast Finishers:

Write one sentence about what should happen next to protect the ocean.

People should reduce waste and recycle to protect the ocean.



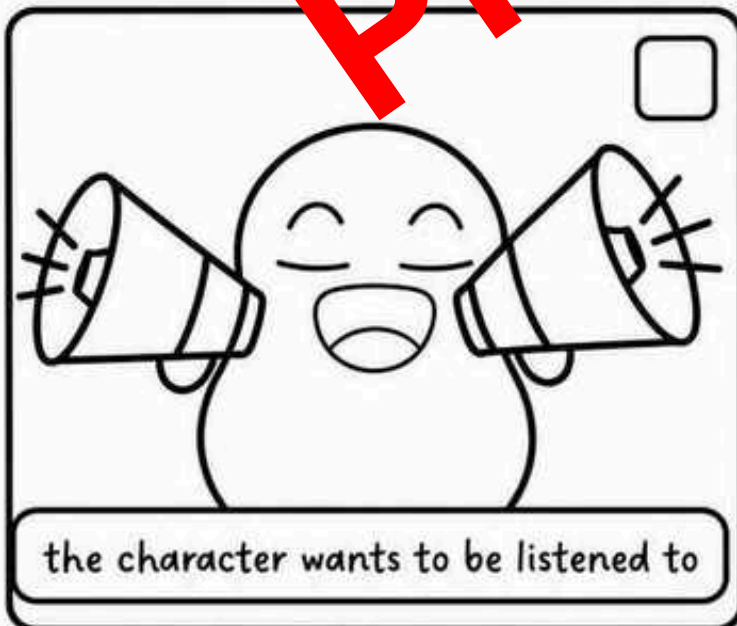
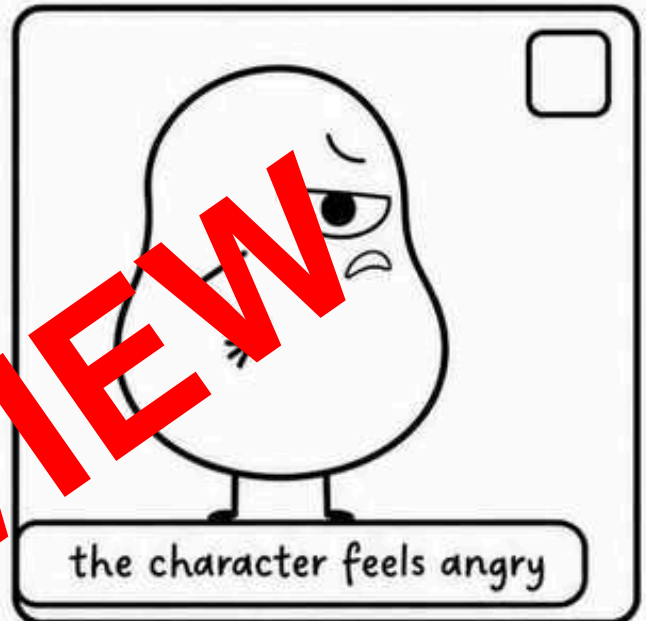
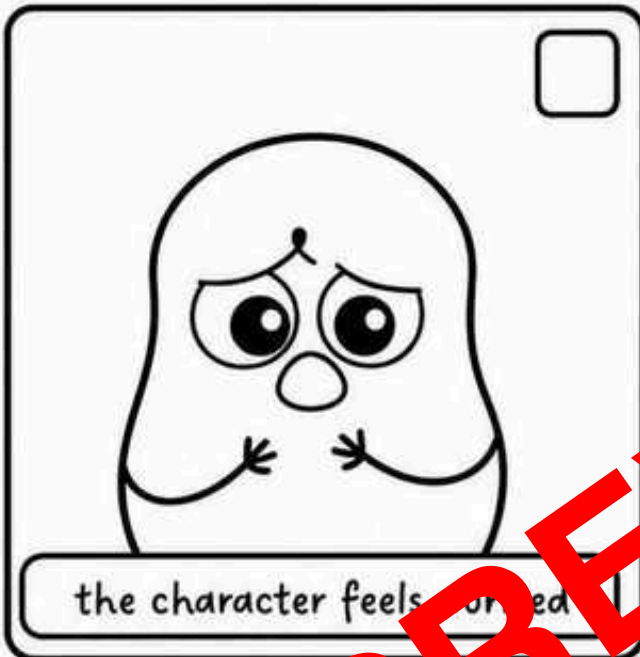
For and Against



This activity helps you see why the character wants something.

Instructions:

1. Tick the pictures that show why the character wants the reader to stop turning the page.
2. Talk about how each picture shows a reason.



Fast Finishers:

Draw one more reason the character wants the reader to turn the page.

Name: _____

Exploring Argument and Counterarguments

For and Against



This activity helps you see why the character wants something.

Instructions:

1. Tick the pictures that show why the character wants the reader to stop turning the page.
2. Talk about how each picture shows a reason.



the character feels worried
(the character is worried about what will happen)



the character feels angry
(the character is upset when the reader does not listen)



the character wants to be listened to
(the character wants the reader to stop)

Fast Finishers:

Draw one more reason the character wants the reader to turn the page.

Answers will vary.
A good answer might show the character feeling upset or worried.

ANSWERS _____

Exploring Argument and Counterarguments

For and Against

This activity helps you think about reasons for and against an idea.

Instructions:

1. Write one reason for stopping.
2. Write one reason for turning the page.

We should not turn the page because



We should turn the page because

PREVIEW

Fast Finishers:

Circle the reason you agree with most.

Name:

Exploring Argument and Counterarguments



For and Against

This activity helps you think about reasons for and against an idea.

Instructions:

1. Write one reason for stopping.
2. Write one reason for turning the page.

We should not turn the page because



the character feels worried

the character feels angry

the character wants to be

listened to

the character is worried

about what will happen

the character is upset when

the reader does not listen

the character wants the

reader to stop

We should turn the page because

the character asks us to stop

the character feels upset

we want to see what happens next

the story cannot continue

the character says the reader must not turn the page

the character warns that

something bad will happen

the character says the reader is in danger

the reader wants to continue the story

turning the page is how the story continues

reader's argument because

stories need pages to continue

Fast Finishers:

Circle the reason you agree with most.

ANSWERS

Exploring Argument and Counterarguments



For and Against



This worksheet helps you compare arguments for and against an idea.

Instructions:

Answer in full sentences.

What is the character's argument for stopping the reader?

What is the reader's argument for turning the page?

PREVIEW

Which argument is stronger and why?



Fast Finishers:

Write one counterargument to the side you chose.

Name:

Exploring Argument and Counterarguments

For and Against



This worksheet helps you compare arguments for and against an idea.

Instructions:

Answer in full sentences.

What is the character's argument for stopping the reader?

The character asks us to stop.

The character feels upset.

We want to see what happens next.

The story cannot continue.

What is the reader's argument for turning the page?

The reader wants to continue the story.

Turning the page is how the story continues.

Stories need pages to continue.

Which argument is stronger and why?

The reader's argument is stronger.

Stories need pages to continue and we want to see what happens next.



Fast Finishers:

Write one counterargument to the side you chose.

The character warns that something bad will happen.

ANSWERS

Exploring Argument and Counterarguments

Good for the Ocean?

Bad for the Ocean?

This activity helps you decide if something helps the ocean or hurts it.

Instructions:

1. Look at the pictures.
2. Cut and paste them in the correct column.

Good for the ocean...

Bad for the ocean...

PREVIEW

Fast Finishers:

Point to the picture that hurts animals the most.

Name: _____

Fact vs. Opinion in Environmental Issues



Good for the Ocean?

Bad for the Ocean?

This activity helps you decide if something helps the ocean or hurts it.

Instructions:

1. Look at the pictures.
2. Cut and paste them in the correct column.

Good for the ocean...

- jellyfish swimming safely



- clean ocean water



- sea turtle swimming



Bad for the ocean...

- plastic bag in the water



- rubbish near animals



Fast Finishers:

Point to the picture that hurts animals the most.

ANSWERS Plastic bag

Fact vs. Opinion in Environmental Issues



Good for the Ocean? Bad for the Ocean?

This activity helps you find true information
the story tells us about pollution.

Instructions:

Write facts from the story about plastic and the ocean.

One fact from the story is

Another fact from the story is

PREVIEW

Fast Finishers:

Draw one fact from the story.

Name: _____

Fact vs. Opinion in Environmental Issues

Good for the Ocean? Bad for the Ocean?

This activity helps you find true information
the story tells us about pollution.

Instructions:

Write facts from the story about plastic and the ocean.

One fact from the story is

plastic bags can harm
sea animals.

plastic stays in the ocean
for a very long time.

animals can get
tangled in plastic.

Another fact from the story is

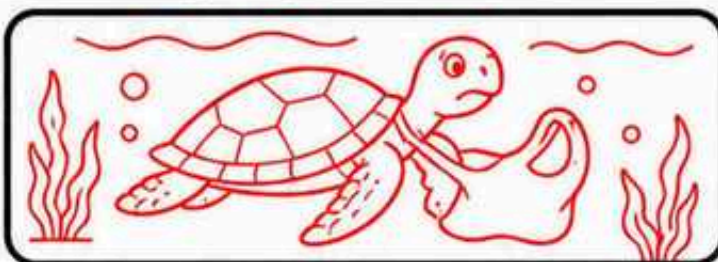
plastic lasts for
hundreds of years.

plastic harms
sea animals.

large amounts of plastic
end up in the ocean.

Fast Finishers:

Draw one fact from the story.



ANSWERS: _____

Fact vs. Opinion in Environmental Issues

Good for the Ocean? Bad for the Ocean?

This worksheet helps you use facts to persuade others to protect the ocean.

Instructions:

Write a persuasive paragraph explaining why people should reduce plastic waste.

- What facts does the story give about plastic?
- How does plastic harm ocean life?
- What should people do differently?



PREVIEW

Fast Finishers: Add one opinion sentence to strengthen your argument.

Name: _____

Fact vs. Opinion in Environmental Issues

Good for the Ocean? Bad for the Ocean?

This worksheet helps you use facts to persuade others to protect the ocean.

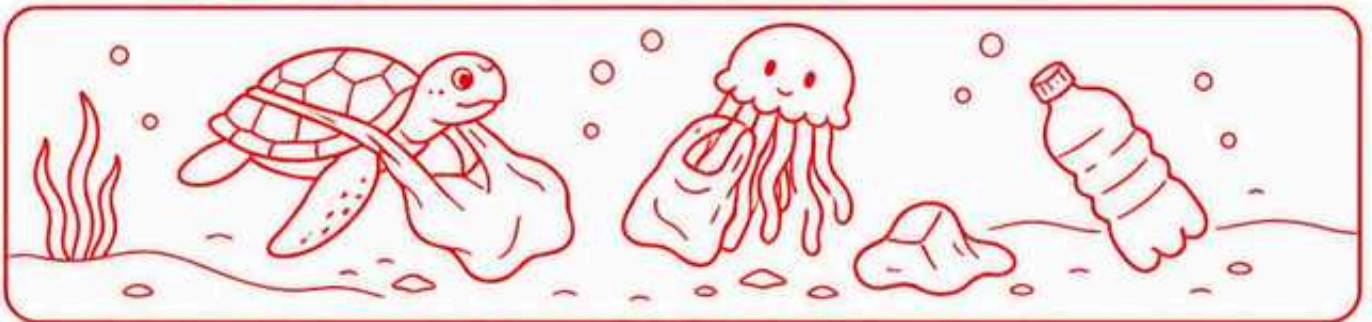
Instructions:

Write a persuasive paragraph explaining why people should reduce plastic waste.

- What facts does the story give about plastic?
- How does plastic harm ocean life?
- What should people do differently?



Plastic waste should be reduced because it causes serious harm to ocean life. In the story, plastic bags float in the ocean and can trap jellyfish. Plastic stays in the environment for a long time and does not break down easily. This harms sea animals, and large amounts of plastic end up in the ocean. People should use less plastic and reuse bags to help keep the ocean clean. If we all make small changes, fewer animals will be hurt. The ocean is home to many living creatures, and it is our job to protect it.



Fast Finishers: Add one opinion sentence to strengthen your argument.

People should care because the ocean is home to many living creatures.

ANSWERS _____

Fact vs. Opinion in Environmental Issues



Hearing Both Sides



This worksheet helps you see that people can have different opinions about the same thing.



Instructions:

1. Look at the picture of the dog.
2. Look at the two people.
3. One person likes the dog. One person does not like the dog.
4. Talk about why each person feels that way.
5. Tell your teacher or a partner what you think.

Lesson Prompts:

Teacher says (oral):

- This person likes the dog.
- This person does not like the dog.

Students do:

- Point to the happy person
- Point to the unsure person

Discussion prompt (oral):

- Why might this person like the dog?
- Why might this person not like the dog?



Fast Finishers:

Tell a partner if you like dogs or not. Say one reason why.



Name: _____

Debating Different Perspectives



Hearing Both Sides



This worksheet helps you see that people can have different opinions about the same thing.

Instructions:

1. Look at the picture of the dog.
2. Look at the two people.
3. One person likes the dog. One person does not like the dog.
4. Talk about why each person feels that way.
5. Tell your teacher or a partner what you think.

Lesson Prompts:

Teacher says (oral):

- This person likes the dog.
- This person does not like the dog.

Students do:

- Point to the happy person
- Point to the unsure person

Discussion prompt (oral):

- Why might this person like the dog?
- Why might this person not like the dog?

Likes the dog because:

- Dogs are fun.
- Dogs are easy to take care of.
- I have one at home.
- Dogs play with me.

Does not like the dog because:

- Dogs are loud.
- Dogs are scary.
- Dogs jump.
- I do not like dogs.



Fast Finishers:

Tell a partner if you like dogs or not. Say one reason why.

- I like dogs because they are fun.

Example answers:

- I like dogs because they are fun.
- I do not like dogs because they are loud.

ANSWERS _____

Debating Different Perspectives

Hearing Both Sides

This activity will help you explain why people might disagree.

Instructions:

1. Read the two ideas.
2. Explain why each person thinks differently.

Ella wants to play inside.
Max wants to stay outside.



Activity:

Ella wants to

because

Max wants to

because

Fast Finishers:

Which point of view do you agree with?

Name: _____

Debating Different Perspectives

Hearing Both Sides

This activity will help you explain why people might disagree.

Instructions:

1. Read the two ideas.
2. Explain why each person thinks differently.

Ella wants to play inside.
Max wants to stay outside.



Activity:

Ella wants to

stay inside

because

it is raining.

Max wants to

play outside

because

he likes running.

Fast Finishers:

Which point of view do you agree with?

ANSWERS: I think playing outside is a good idea because it is fun.

Debating Different Perspectives

Hearing Both Sides

In a debate, people share different opinions and give reasons.

Instructions:

1. Read the topic.
2. Write one reason for each side.
3. Share your own opinion.

Topic

Should students have homework every night?

For:

Some people think homework is

good because

Against:

Other people think homework is

not good because

My Opinion:

I think

because

Fast Finishers:

Write one reason someone might disagree with you

Name: _____

Debating Different Perspectives

Hearing Both Sides

In a debate, people share different opinions and give reasons.

Instructions:

1. Read the topic.
2. Write one reason for each side.
3. Share your own opinion.

Topic

Should students have homework every night?

For:

Some people think homework is

good because

it helps you practise learning.

it helps you remember work.

Against:

Other people think homework is

not good because

it takes away playtime.

it makes children tired.

My Opinion:

I think homework is good

because it helps me learn.

Fast Finishers:

Write one reason someone might disagree with you

Someone might disagree because children need time to relax.

ANSWERS

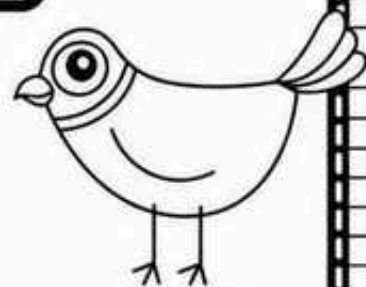
Debating Different Perspectives

I Really Want It

This activity helps you show what the pigeon really wants.

Instructions:

1. Draw the pigeon.
2. Draw what the pigeon really wants.



PREVIEW

Fast Finishers:

Say what the pigeon wants.

Name: _____

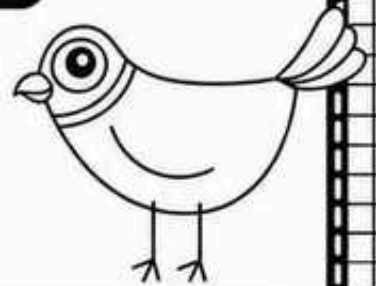
Writing from the Character's Perspective

I Really Want It

This activity helps you show what the pigeon really wants.

Instructions:

1. Draw the pigeon.
2. Draw what the pigeon really wants.



The pigeon wants to drive the bus.

Fast Finishers:

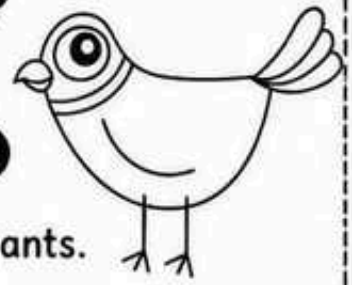
Say what the pigeon wants.

It wants to drive the bus.

ANSWERS _____

Writing from the Character's Perspective

I Really Want It



This activity helps you write as the pigeon and say what he wants.

Instructions:

1. Write as the pigeon and say what you want the reader to do.
2. Draw the pigeon asking the reader.

I really want _____

PREVIEW

Please _____

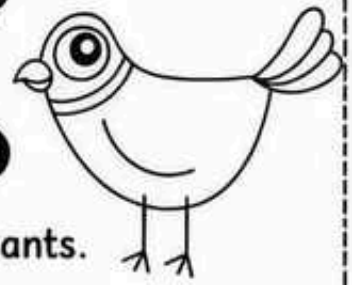
Fast Finishers:

Draw how the pigeon feels when the reader says no.

Name: _____

Writing from the Character's Perspective

I Really Want It



This activity helps you write as the pigeon and say what he wants.

Instructions:

1. Write as the pigeon and say what you want the reader to do.
2. Draw the pigeon asking the reader.

I really want to drive the bus.

Please let
me drive
the bus!



Please let me drive the bus.

Fast Finishers:

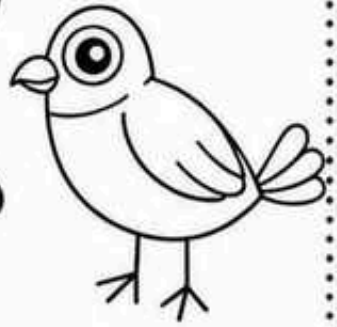
Draw how the pigeon feels when the reader says no.



ANSWERS _____

Writing from the Character's Perspective

I Really Want It



This worksheet helps you rewrite a moment from the story from the pigeon's point of view.

Instructions:

Rewrite the moment when the pigeon asks to drive the bus and the reader says no.



Write what you were thinking and feeling in that moment.

Tick one. Who are you writing as?

- ☐ the pigeon
- ☐ the reader

I thought

I felt

because

Fast Finishers:

Add one sentence showing how the other character responds.

Name:

Writing from the Character's Perspective

I Really Want It



This worksheet helps you rewrite a moment from the story from the pigeon's point of view.

Instructions:

Rewrite the moment when the pigeon asks to drive the bus and the reader says no.



Write what you were thinking and feeling in that moment.

Tick one. Who are you writing as?

- ☒ the pigeon
- ☐ the reader

I thought

I really wanted to drive the bus. Please let me drive the bus.

I felt angry because the reader kept saying no.

Fast Finishers:

Add one sentence showing how the other character responds.

The reader stayed firm and did not let it drive.

ANSWERS

Writing from the Character's Perspective

Inside the Character's Head

This activity helps you show what the character wants.

Instructions:

1. Draw the character.
2. Draw what the character wants.

PREVIEW

Fast Finishers:

Say what the character wants.

Name:

Writing from the Character's Perspective

Inside the Character's Head

This activity helps you show what the character wants.

Instructions:

1. Draw the character.
2. Draw what the character wants.



Fast Finishers:

Say what the character wants.

The character wants the reader to stop.

ANSWERS

Writing from the Character's Perspective

Inside the Character's Head



This activity helps you write from the character's point of view.

Instructions:

1. Write what the character wants you to do.
2. Draw the character asking you.

I want _____

PREVIEW

Please _____

Name: _____

Fast Finishers:

Draw the character showing how they feel when the reader does not listen.



Inside the Character's Head



This activity helps you write from the character's point of view.

Instructions:

1. Write what the character wants you to do.
2. Draw the character asking you.

I want the reader to stop turning the page.



Please listen to me.

We need you to stop!

ANSWERS

Fast Finishers:

Draw the character showing how they feel when the reader does not listen.



Inside the Character's Head



This worksheet helps you rewrite a moment from the story from a different point of view.

Instructions:

Rewrite the moment when the character says do not turn the page and the page is turned anyway.



Write what you were thinking and feeling in that moment.

Tick one. Who are you writing as?

- ☐ the reader
- ☐ another character in the story

I thought

I felt

because

Name:

Fast Finishers:

Add one sentence explaining how your version is different from the character's version.

Inside the Character's Head



This worksheet helps you rewrite a moment from the story from a different point of view.

Instructions:

Rewrite the moment when the character says do not turn the page and the page is turned anyway.



Write what you were thinking and feeling in that moment.

Tick one. Who are you writing as?

- ☒ the reader
☐ another character in the story

I thought

it was funny that the character kept trying to stop me.

I wanted to see what was on the next page.

I felt

because

curious

I wanted to see

what was on the next page.

ANSWERS

Fast Finishers:

Add one sentence explaining how your version is different from the character's version.

The reader ignored the warning
and turned the page anyway.

My Point of View



This worksheet helps you share what you like and why.

Instructions:

- Draw your favourite toy.
- Tell a partner or your teacher or a partner why you like it.

PREVIEW

Name: _____

Fast Finishers:

Tell your partner
how you got the toy.

My Point of View



This worksheet helps you share what you like and why.

Instructions:

- Draw your favourite toy.
- Tell a partner or your teacher or a partner why you like it.

My favourite toy:

teddy



I like it because... it is fun.

ANSWERS: My friend

Fast Finishers:

Tell your partner
how you got the toy.

My friend gave it to me.

My Point of View



This activity will help you write a short argument.

Instructions:

1. Think about your favourite food.
2. Write its name.
3. Write one reason why you like it.
4. Draw your food.

My favourite food is _____

I like it because _____

Name: _____



Writing a Sample Argument



My Point of View



This activity will help you write a short argument.

Instructions:

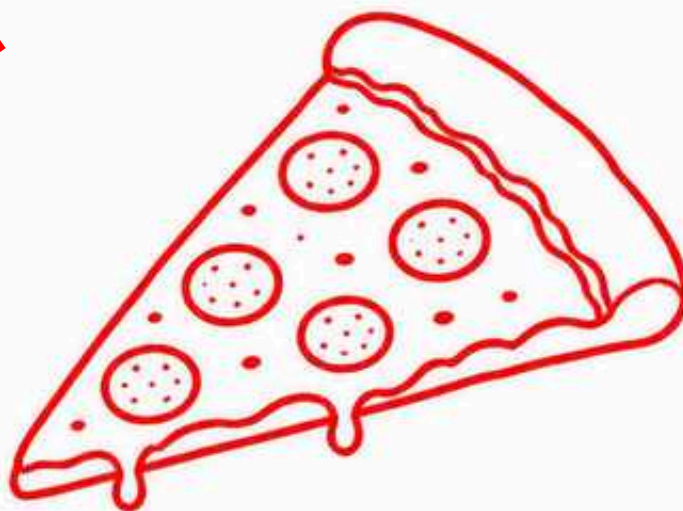
1. Think about your favourite food.
2. Write its name.
3. Write one reason why you like it.
4. Draw your food.

My favourite food is

pizza.

I like it because

it tastes good.



ANSWERS



Writing a Sample Argument



My Point of View

An argument shares an opinion and gives reasons to support it.

Instructions:

1. What is the best time of day? Pick one option:
☐ morning ☐ lunchtime ☐ night
2. Write a persuasive paragraph explaining why your chosen time of day is the best.



I think

My first reason is,

Additionally,

Name: _____

Writing a Sample Argument

My Point of View

An argument shares an opinion and gives reasons to support it.

Instructions:

1. What is the best time of day? Pick one option:
☒ morning ☐ lunchtime ☐ night
2. Write a persuasive paragraph explaining why your chosen time of day is the best.



I think morning is the best time of day.

My first reason is, I feel fresh and ready to learn.

Also, I have breakfast and see my friends at school.

Additionally, it is quiet.

I have lots of energy.

I like starting the day.

ANSWERS: _____

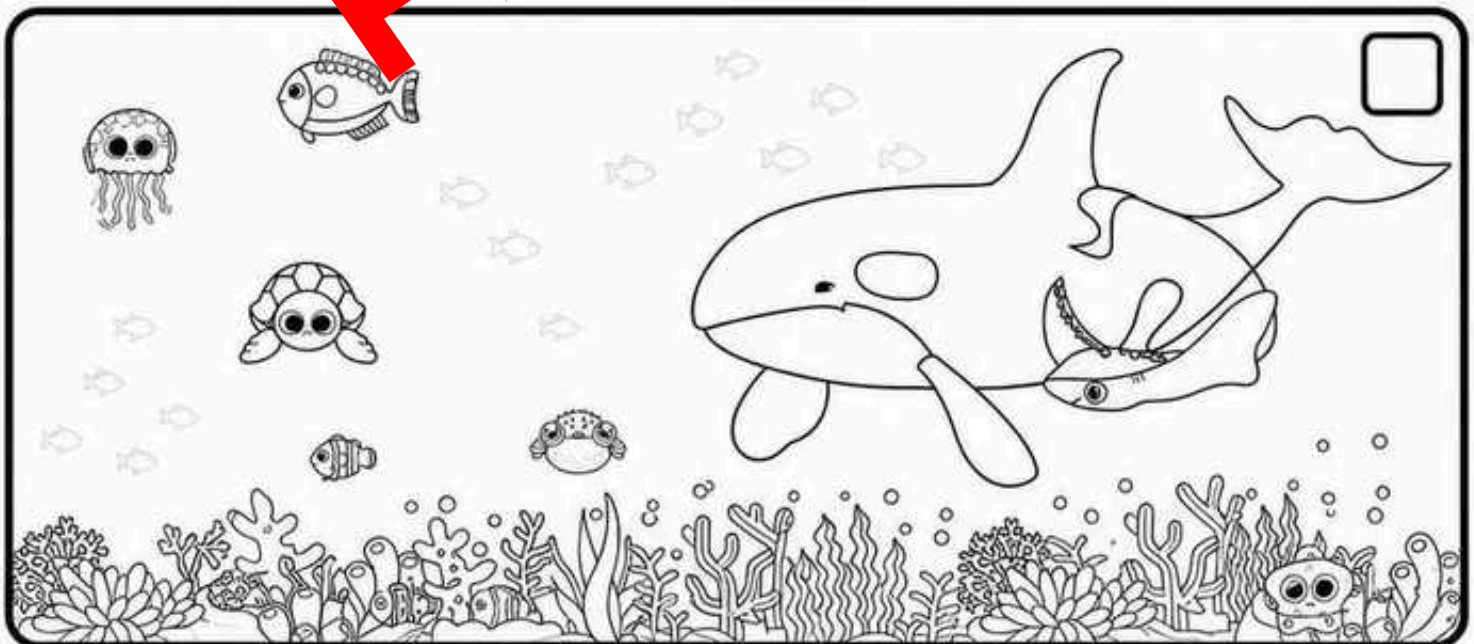
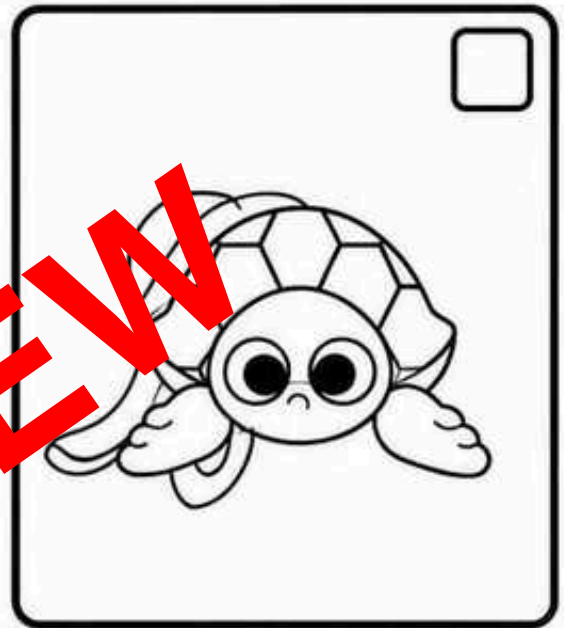
Writing a Sample Argument

Our Mess, Our Responsibility

This activity helps you see how people can hurt ocean animals.

Instructions:

1. Look at the pictures.
2. Tick the pictures that shows people hurting ocean animals.



Fast Finishers:

Point to the animals that are in danger.

Name: _____

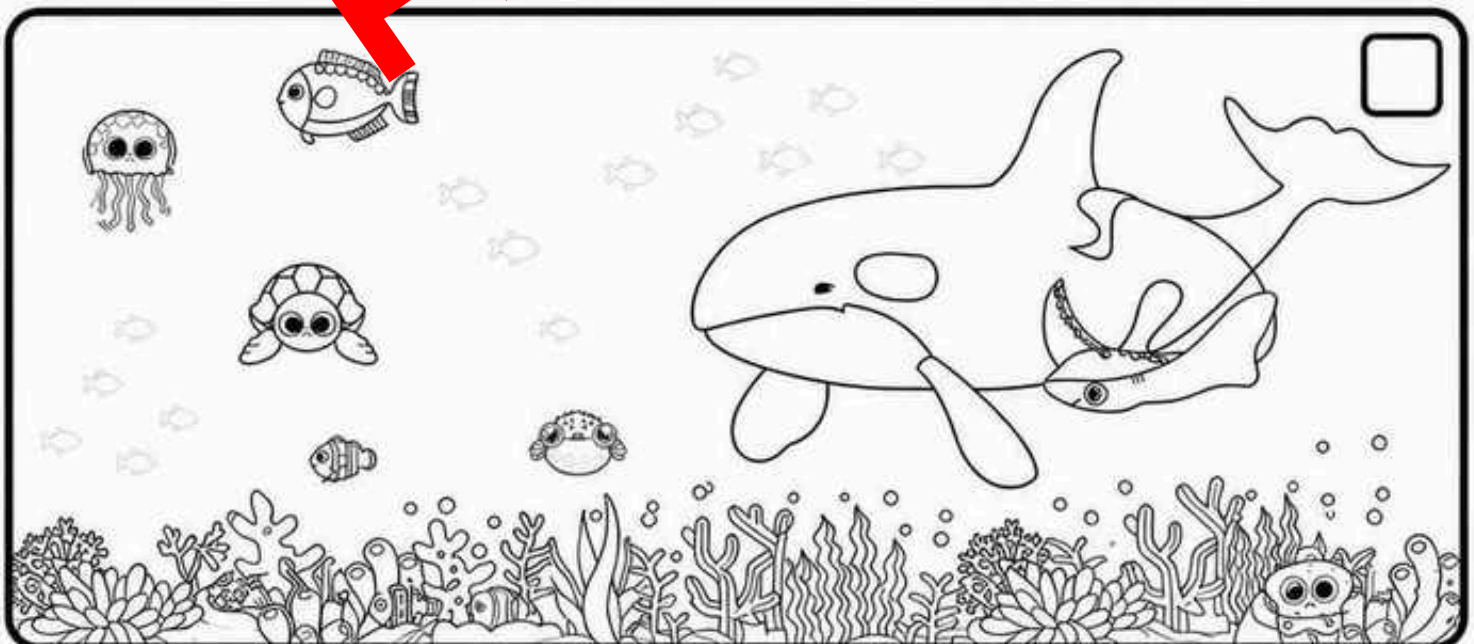
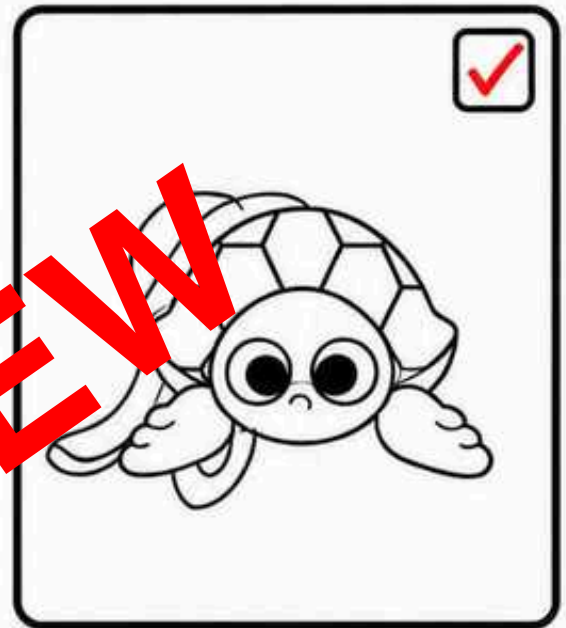
Environmental Perspective & Responsibility

Our Mess, Our Responsibility

This activity helps you see how people can hurt ocean animals.

Instructions:

1. Look at the pictures.
2. Tick the pictures that shows people hurting ocean animals.



Fast Finishers:

Point to the animals that are in danger.

Point to the turtle and the sea animals near the rubbish.

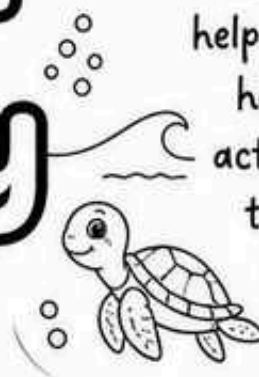
Name: **ANSWERS**

Environmental Perspective & Responsibility

Our Mess, Our Responsibility



This activity helps you explain how human actions affect the ocean.



Instructions:

Write how people's actions change the ocean.

People make a mess by...

This affects the ocean because...

PREVIEW

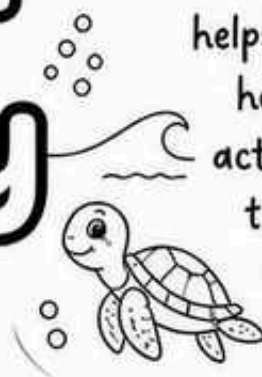
Fast Finishers: Draw the ocean when people make a mess.

Name: _____

Our Mess, Our Responsibility



This activity helps you explain how human actions affect the ocean.



Instructions:

Write how people's actions change the ocean.

People make a mess by...

1. throwing plastic away
2. using plastic bags
3. leaving rubbish on beaches
4. spilling waste into rivers
5. using too much plastic
6. not recycling
7. dropping rubbish from boats
8. using single-use items
9. burning rubbish
10. not cleaning up litter

This affects the ocean because...

1. animals get trapped in plastic.
2. animals eat plastic by mistake.
3. the ocean becomes dirty.
4. fish and sea life get hurt.
5. coral reefs can be damaged.
6. the water becomes polluted.
7. animals lose their homes.
8. plastic breaks into tiny pieces.
9. it harms seabirds.
10. it makes the ocean unhealthy.

Fast Finishers: Draw the ocean when people make a mess.



ANSWERS: _____

Our Mess, Our Responsibility

This worksheet helps you compare how people and animals experience pollution.



Instructions:

Compare the human perspective and the ocean creature's perspective.

1. How do people in the story make the mess?

2. How does ocean animals experience this mess?

3. Why should people change what they do?

Fast Finishers:

Write one sentence explaining who should take responsibility and why.

Name:

Our Mess, Our Responsibility

This worksheet helps you compare how people and animals experience pollution.



Instructions:

Compare the human perspective and the ocean creature's perspective.

1. How do people in the story make the mess?

People make a mess by throwing plastic away.

They use plastic bags and throw them in the bin or on the ground.

Some plastic blows into the ocean.

2. How does ocean animals experience this mess?

Animals get trapped in plastic bags and other rubbish.

They can't swim or find food properly.

Some animals get hurt or even die.

3. Why should people change what they do?

People create the mess.

Animals suffer the consequences.

To keep the ocean clean and protect animals, people should stop throwing plastic into the ocean.



Fast Finishers:

Write one sentence explaining who should take responsibility and why.

Everyone should take responsibility because we make the mess, and animals suffer because of it.

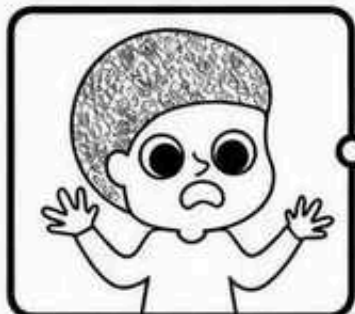
ANSWERS

Seeing it ✨ Different Ways

People can feel differently about the same thing. That is called 'perspective'.

Instructions:

1. Look at the pictures.
2. Point to each character.
3. Think about how they feel.
4. Match each picture below to a feeling face.
5. Talk about why they might feel that way.



You can match each face to more than one picture!

Fast Finisher:

Draw one more face to show how the character could feel. Tell your teacher or a partner why.

Name: _____

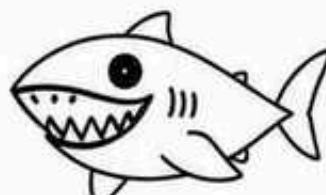
going on a family holiday



getting a needle at the doctor



swimming with a shark



eating a donut



Seeing it ✨ ✨ ✨ Different Ways

People can feel differently about the same thing. That is called 'perspective'.

Instructions:

1. Look at the pictures.
2. Point to each character.
3. Think about how they feel.
4. Match each picture below to a feeling face.
5. Talk about why they might feel that way.



Fast Finisher:

Draw one more face, to show how the character could feel. Tell your teacher or a partner why.

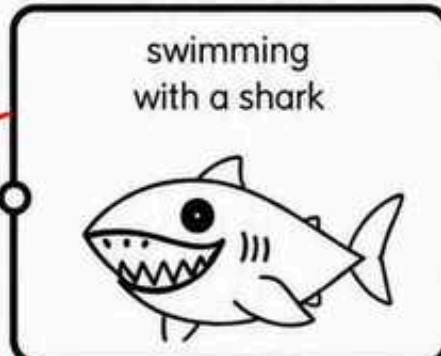
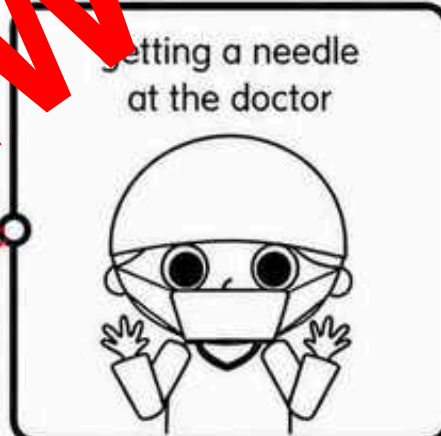
ANSWERS: Alex

You can match each face to more than one picture!



calm

I feel calm because I am sitting quietly and taking a deep breath.



Seeing it Different Ways

This activity will
guide you to see
two characters'
points of view.

Instructions:

1. Read the short story below.
2. Think about how each character feels.
3. Complete the sentences.

Sam and Alex are playing
with a toy car.
The toy car breaks.



Sam feels _____

because _____

Alex feels _____

because _____

Name: _____

Fast Finishers:

1. Circle one character you agree with
2. Write one word to explain why.

Seeing it Different Ways

This activity will
guide you to see
two characters'
points of view.

Instructions:

1. Read the short story below.
2. Think about how each character feels.
3. Complete the sentences.

Sam and Alex are playing
with a toy car.
The toy car breaks.



Sam feels **sad**

because **the toy is broken.**

Alex feels **sorry**

because **it was an accident.**

ANSWERS

Fast Finishers:

1. Circle one character you agree with
2. Write one word to explain why.



kind

Seeing it Different Ways

Stories change when we hear them from a different person's point of view. That is the character's 'perspective'.

Instructions:

1. Read the short paragraph.
2. Think about how each character sees the same event.
3. Answer the questions using full sentences.

Tom and Lily were building a tall block tower together. Tom reached for another block and the tower fell over. Tom felt surprised because he did not think he touched it. Lily felt upset because they had worked hard to build it.



1. What happened in the story?

Name: _____

Seeing it Different Ways

Stories change when we hear them from a different person's point of view. That is the character's 'perspective'.

Instructions:

1. Read the short paragraph.
2. Think about how each character sees the same event.
3. Answer the questions using full sentences.

Tom and Lily were building a tall block tower together. Tom reached for another block and the tower fell over. Tom felt surprised because he did not think he touched it. Lily felt upset because they had worked hard to build it.

I worked so hard. I'm upset.



I didn't touch it! I'm surprised.



1. What happened in the story?

The block tower fell while Tom and Lily were building it.

ANSWERS

Seeing it

Different Ways

2. How does Tom feel? Why?

3. How does Lily feel? Why?

4. How do the characters see the same event differently?

Fast Finishers:

Rewrite one sentence from the story from a different character's perspective.



Name:

Seeing it

Different Ways

2. How does Tom feel? Why?

Tom feels surprised because he did not think he touched the tower.

3. How does Lily feel? Why?

Lily feels upset because she worked hard to build it.

4. How do the characters see the same event differently?

Tom thinks it was an accident. Lily thinks Tom caused the problem.

Fast Finishers:

Rewrite one sentence from the story from a different character's perspective.

The tower crashed beside me before I could fix it.

ANSWERS

Understanding Perspective in Stories

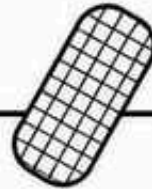


Seeing it Differently

This activity helps you think about the story from the ant's point of view.

Instructions:

Draw what the ant sees when the boy looks at it.



PREVIEW

Name: _____

Fast Finishers:

Point to where the ant's home might be.

Seeing it Differently

This activity helps you think about the story from the ant's point of view.

Instructions:

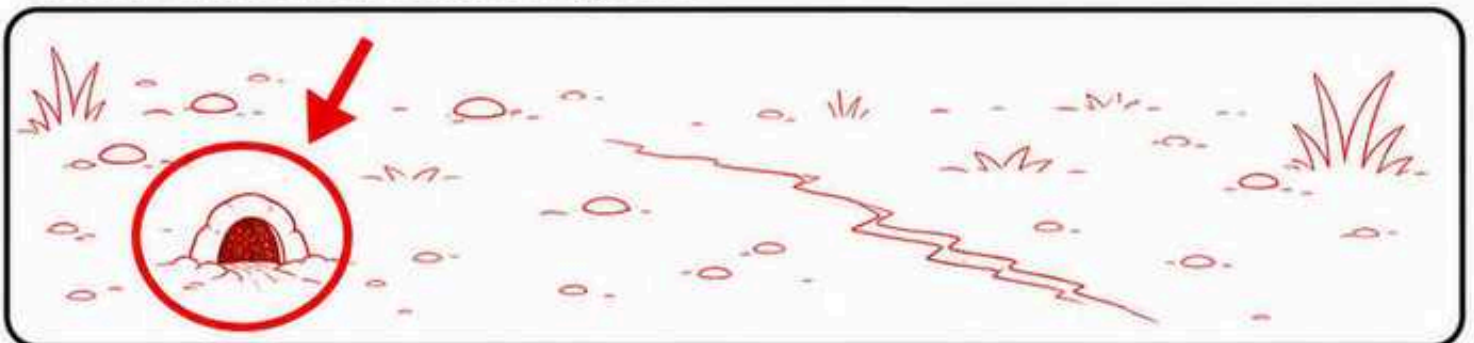
Draw what the ant sees when the boy looks at it.



ANSWERS: _____ Answers will vary.

Fast Finishers:

Point to where the ant's home might be.



Seeing it Differently

This activity helps you imagine the story in a different way.

Instructions:

Write or draw how the story would change if the ant was bigger.



If the ant was bigger,

The story would change because

PREVIEW

Fast Finishers:

Draw the ant and the boy after the change.

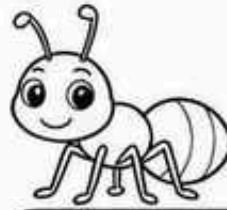
Name:

Seeing it Differently

This activity helps you imagine the story in a different way.

Instructions:

Write or draw how the story would change if the ant was bigger.



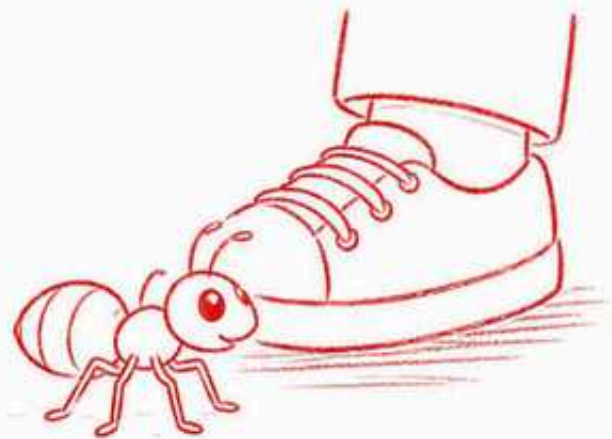
If the ant was bigger,

- the boy would feel scared.
- the boy would look like a giant.



The story would change because

- the ant would have the power.
- the ant's shoe might be dangerous.
- the ant would want to live and return home.



Fast Finishers:

Draw the ant and the boy after the change.



ANSWERS:

Seeing it Differently

This worksheet helps you retell the story as if you are the ant.

Instructions:

Rewrite the moment when the boy raises his shoe but tell it from the ant's point of view.



- What do you see?
- What do you feel?
- What do you want the boy to do?

PREVIEW

Fast Finishers:

Add one line showing what the ant thinks about humans.



Name: _____

Seeing it Differently

This worksheet helps you retell the story as if you are the ant.

Instructions:

Rewrite the moment when the boy raises his shoe but tell it from the ant's point of view.



- What do you see?
- What do you feel?
- What do you want the boy to do?

I am a small ant.

I see a huge shoe above me.

I feel scared.

I want the boy to stop and be careful.

The boy lifts his shoe.

The shoe looks giant.

It feels dangerous.

I run away to stay safe.

Humans don't see tiny creatures like me.

I want to live and go back to my home.



Fast Finishers:

Add one line showing what the ant thinks about humans.



ANSWERS

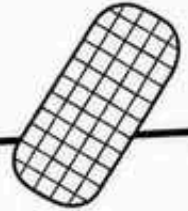
Speak Up for the Ocean!



This activity helps you show others how to look after the ocean.

Instructions:

Draw a picture that tells people to care for the ocean.



PREVIEW

Help the ocean by

Name: _____

Fast Finishers:

Point to the part of your poster that helps animals.



Speak Up for the Ocean!



This activity helps you show others how to look after the ocean.

Instructions:

Draw a picture that tells people to care for the ocean.



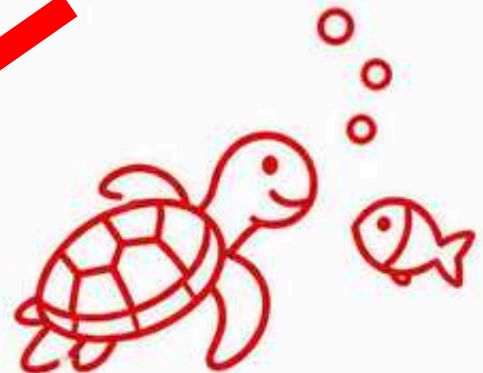
SAVE OUR OCEAN!



Use less plastic



Put rubbish in the bin



Keep sea animals safe

Help the ocean by using less plastic and picking up rubbish.

ANSWERS _____

Fast Finishers:

Point to the part of your poster that helps animals.



Speak Up for the Ocean!



This activity helps you create a short message that encourages people to protect the ocean.

Instructions:

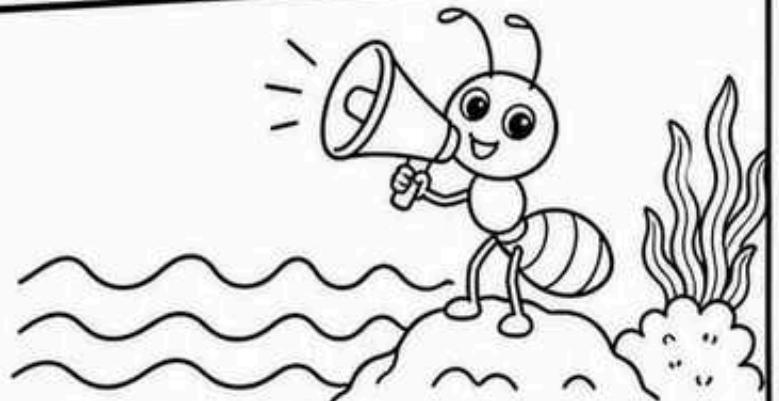
1. Write a short slogan that tells people to care for the ocean.
2. Write it in big writing in the box below.

PREVIEW

Name: _____

Fast Finishers:

Draw a logo to match your slogan.



Speak Up for the Ocean!

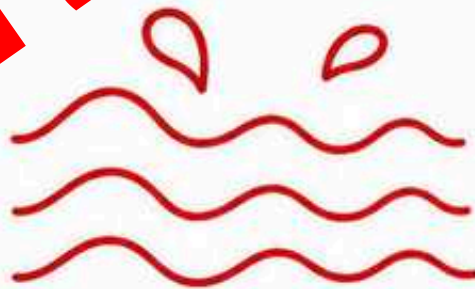


This activity helps you create a short message that encourages people to protect the ocean.

Instructions:

1. Write a short slogan that tells people to care for the ocean.
2. Write it in big writing in the box below.

Keep the sea clean,
our future is green!

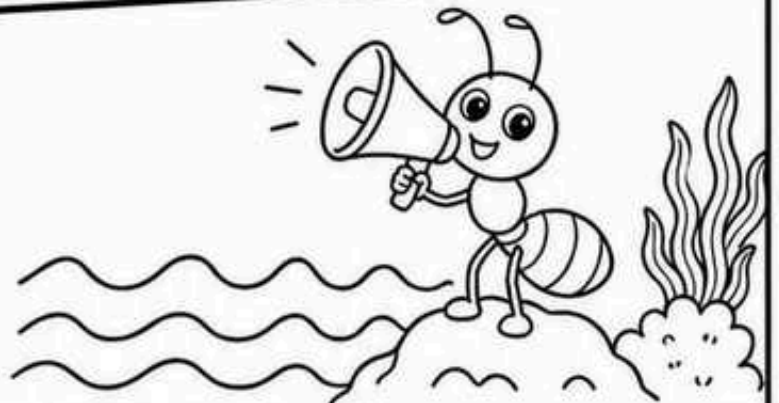


ANSWERS

Fast Finishers:

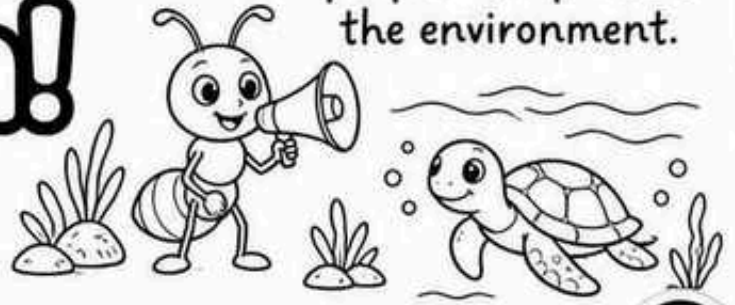
Draw a logo to match your slogan.

A wave and reusable bag.



Speak Up for the Ocean!

This worksheet helps you learn about people who protect the environment.



Instructions:

1. Research one person or group helping the ocean.
2. Write about what they do and why it matters.

- Who is the activist or group?
- What problem are they helping to fix?
- How does their work protect the ocean?

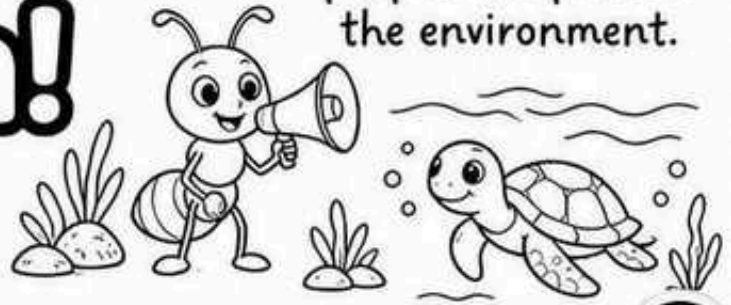


PREVIEW

Name: _____

Speak Up for the Ocean!

This worksheet helps you learn about people who protect the environment.



Instructions:

1. Research one person or group helping the ocean.
2. Write about what they do and why it matters.

- 
- Who is the activist or group?
 - What problem are they helping to fix?
 - How does their work protect the ocean?

Ocean Conservancy helps protect the ocean. The group organises beach clean-ups and teaches people to use less plastic. This work removes rubbish, keeps water cleaner and protects sea animals. Children can help by using reusable bags and putting rubbish in bins.

ANSWERS

Speak Up for the Ocean!



Continue your writing on the lines below.

Name:

PREVIEW

Fast Finishers:

Add one sentence explaining how kids can help too.

Speak Up for the Ocean!



Continue your writing on the lines below.

ANSWERS

Our ocean is home to amazing animals and plants. Plastic waste can trap or injure sea life, so we should reduce single-use plastic and reuse bags. We can all make a difference by recycling and keeping beaches clean.

PREVIEW

Fast Finishers:

Add one sentence explaining how kids can help too.

Children can help by using reusable bottles and picking up rubbish.

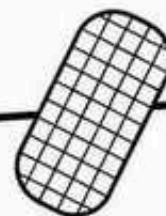
Speak Up, Little Ant

This activity helps you say why ants matter.

Instructions:

1. Say one reason why ants are important.
2. Draw a picture to match your idea.

PREVIEW



Fast Finishers:

Point to something ants help with.

Name: _____

Writing a Persuasive Speech

Speak Up, Little Ant

This activity helps you say why ants matter.

Instructions:

1. Say one reason why ants are important.
2. Draw a picture to match your idea.

Ants are important because they carry food and help their colony.



Fast Finishers:

Point to something ants help with.

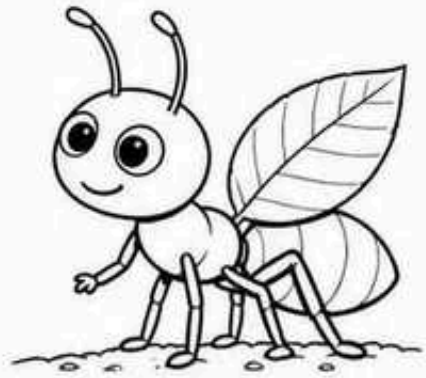
Ants help move food and build nests.

ANSWERS

Writing a Persuasive Speech



Speak Up, Little Ant



This activity helps you speak as the ant and explain why it should live.

Instructions:

1. Write a short speech as the ant.
2. Say why you are important.

Dear _____

Please do not squish me! I am important because _____

I help by _____

From _____

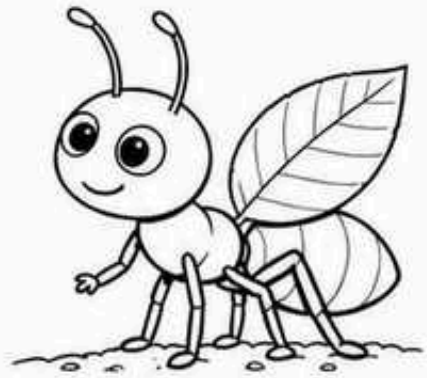


Fast Finishers:

Draw the ant speaking to the boy.

Name: _____

Speak Up, Little Ant



This activity helps you speak as the ant and explain why it should live.

Instructions:

1. Write a short speech as the ant.
2. Say why you are important.

Dear *everyone,*

Please do not squish me! I am important because

ants carry food.

ants help other ants.

ants have homes and families.

ants help the environment.

ants work together to help their community.

I help by *carrying food to my nest.*

From *a tiny but important ant*



Fast Finishers:

Draw the ant speaking to the boy.

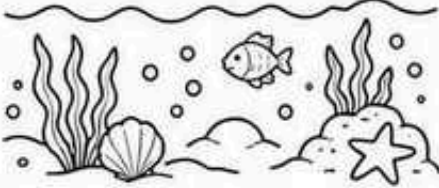
ANSWERS

Speak Up, Little Ant

This worksheet helps you
write a persuasive essay
using reasons and examples.

Instructions:

Write a persuasive essay
explaining why we should
respect small creatures.



- Why are small creatures important?
- What do they do to help?
- How should people treat them?



PREVIEW



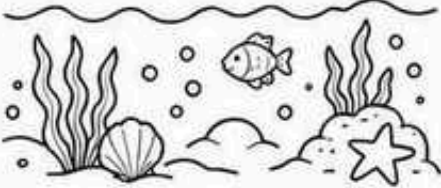
Name: _____

Speak Up, Little Ant

This worksheet helps you write a persuasive essay using reasons and examples.

Instructions:

Write a persuasive essay explaining why we should respect small creatures.



- Why are small creatures important?
- What do they do to help?
- How should people treat them?



Small creatures are important and should be respected.

They have homes and families just like we do.

Ants carry food, build homes, and work together to help their community.

Small creatures help the environment by pollinating plants and cleaning up.

Being bigger does not make it right to harm them.

Even though they are small, they have lives that matter.

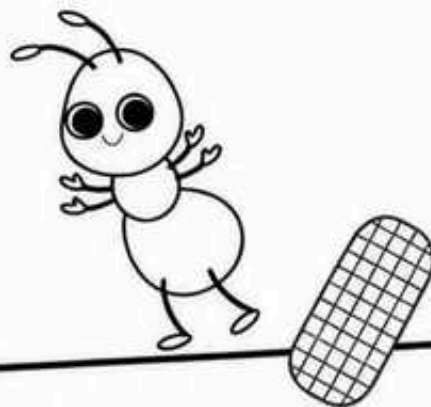
People should be kind and careful around small creatures because everyone deserves respect.

Let's speak up for small creatures and treat them with care.



ANSWERS

Speak Up, Little Ant



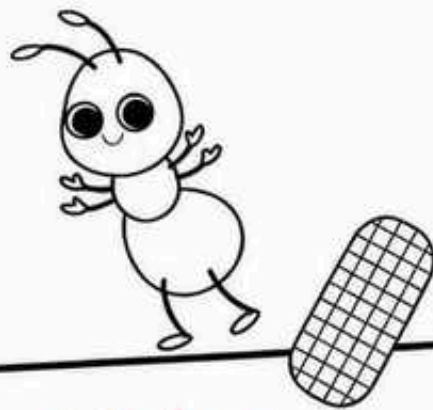
PREVIEW

Fast Finishers:

Add a sentence that challenges
someone who disagrees.

Name:

Speak Up, Little Ant



Small creatures should be respected because they play an important role in the world.

Ants carry food, build homes and work together to help their community.

Even though they are small, they have lives that matter.

People should be kind and careful around small creatures because everyone deserves respect.

Fast Finishers:

Add a sentence that challenges someone who disagrees.

Even if they are small, that does not mean they do not matter.

ANSWERS

Stories That Make us Care

This activity helps you see how people's actions affect ocean animals.

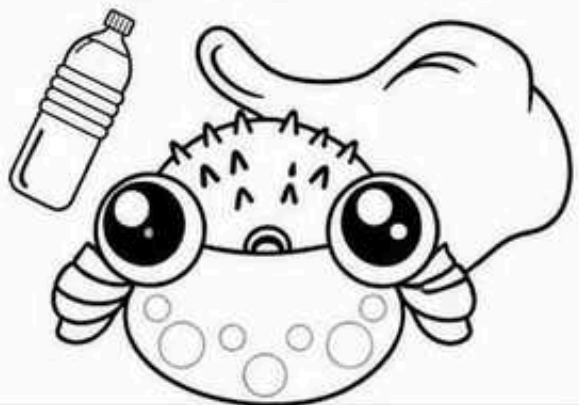
Instructions:

1. Listen as your teacher reads the words.
2. Look at the pictures.
3. Match what people do to what happens to animals.

throw
plastic
away

dump nets
into the ocean

leave
rubbish
behind



Name: _____

Fast Finishers:

Point to the picture that makes you feel worried.

Stories That Make us Care

This activity helps you see how people's actions affect ocean animals.

Instructions:

1. Listen as your teacher reads the words.
2. Look at the pictures.
3. Match what people do to what happens to animals.

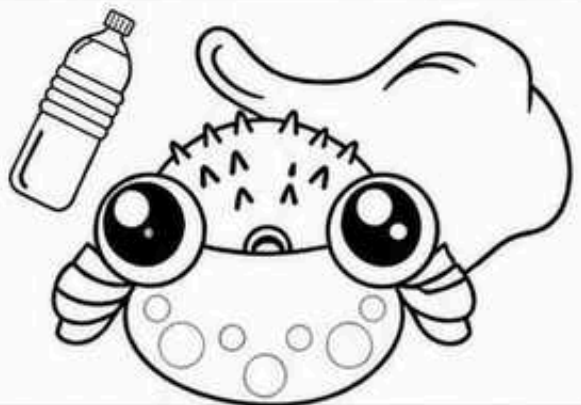
throw
plastic
away



dump nets
into the ocean



leave
rubbish
behind



ANSWERS _____

Fast Finishers:

Point to the picture that makes you feel worried.

Stories That Make us Care

This activity helps you notice how the story makes pollution feel serious.

Instructions:

1. Tick the boxes that show how the story makes pollution feel serious.
2. Complete the sentences using ideas from the story.

The story repeats the problem again and again.

☐

The story shows animals getting hurt.

☐

The story uses facts and feelings together.

☐

The story says pollution is harmless.

☐

The story makes me care because

One animal that is affected is

Fast Finishers:

Draw the part of the story that made you care the most.

Name: _____

Analysing Persuasive Messages

Stories That Make us Care

This activity helps you notice how the story makes pollution feel serious.

Instructions:

1. Tick the boxes that show how the story makes pollution feel serious.
2. Complete the sentences using ideas from the story.



The story repeats the problem again and again.



The story shows animals get hurt.



The story uses facts and feelings together.



The story says pollution is harmless.



The story makes me care because animals get trapped

One animal that is affected is the turtle

Fast Finishers:

Draw the part of the story that made you care the most.



Stories That Make us Care



This worksheet helps you think about how stories can encourage change.



Name: _____

Instructions:

Answer the questions in full sentences.



1. How does repetition help show the problem in the story?

2. How does showing animals make the message stronger?

PREVIEW

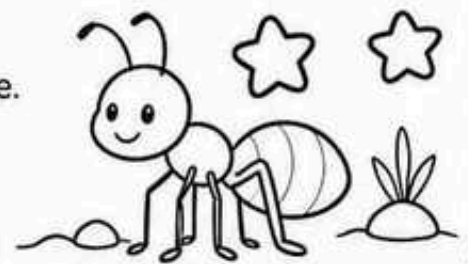
3. Why might a story persuade people more than facts alone?

Fast Finishers:

Write one sentence explaining who the story is trying to persuade.



Analysing Persuasive Messages



Stories That Make us Care



This worksheet helps you think about how stories can encourage change.



Name: **ANSWERS**

Instructions:

Answer the questions in full sentences.



1. How does repetition help show the problem in the story?

Repetition makes the problem feel bigger and harder to ignore.

2. How does showing animals make the message stronger?

Showing hurt animals helps readers feel empathy and makes the problem real.

3. Why might a story persuade people more than facts alone?

Stories help people imagine consequences and feel responsible.

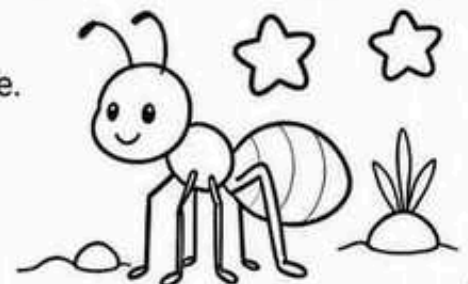
Fast Finishers:

Write one sentence explaining who the story is trying to persuade.

The story persuades people to reduce waste and protect the ocean.



Analysing Persuasive Messages



Talking to You

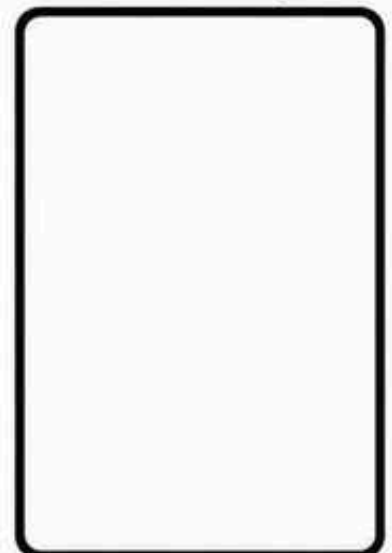
This activity helps you notice when the character talks to you.

Instructions:

Look at the words and pictures.

- Tick the picture where the pigeon talks to you.
- Cross the picture where the pigeon is not talking to you.

Name: _____



Fast Finishers: Using the boxes...

- Draw a picture of the pigeon talking to you.
- Draw a picture of the pigeon not talking to you.

Talking to You

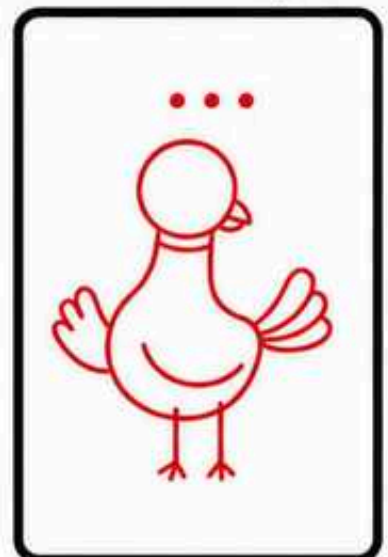
This activity helps you notice when the character talks to you.

Instructions:

Look at the words and pictures.

- Tick the picture where the pigeon talks to you.
- Cross the picture where the pigeon is not talking to you.

ANSWERS:



Fast Finishers: Using the boxes...

- Draw a picture of the pigeon talking to you.
- Draw a picture of the pigeon not talking to you.

Talking to You

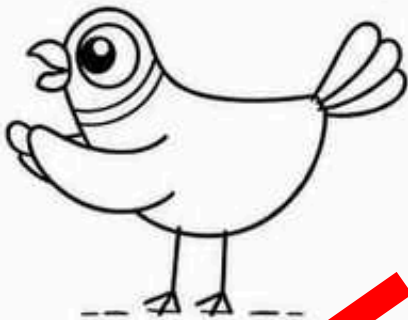
This activity helps you explain how the author makes the book fun to read.

Instructions:

1. Look at the pictures and words.
2. Tick the boxes that show how the author makes the book funny.
3. Complete the sentence.

Name: _____

The pigeon keeps
begging the reader.



The pigeon
**talks directly
to the reader.**



The pigeon gets **angry** or **silly.**



The
pigeon
stays
quiet.

The book is funny because _____

Fast Finishers:

Draw a funny moment where the pigeon talks to you.

Talking to You

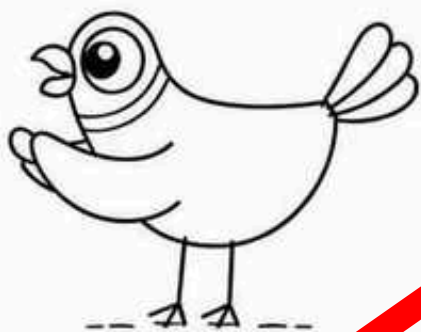
This activity helps you explain how the author makes the book fun to read.

Instructions:

1. Look at the pictures and words.
2. Tick the boxes that show how the author makes the book funny.
3. Complete the sentence.

ANSWERS

The pigeon keeps
begging the reader.



The pigeon
talks directly
to the reader.



The pigeon gets **crazy** or **silly**.



The
pigeon
stays
quiet.



The book is funny because the pigeon keeps asking me
and makes silly promises

Fast Finishers:

Draw a funny moment where the
pigeon talks to you.

Author's Perspective & Reader Engagement



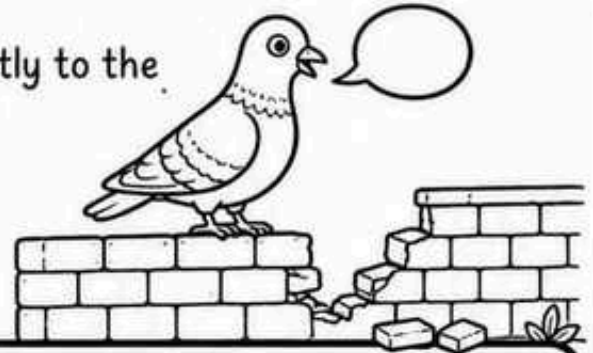
Talking to You



This worksheet explores how the author talks directly to the reader and why this is effective.

Instructions:

Answer the questions below in full sentences.



1. What does the pigeon do to talk directly to the reader?

2. How does this make the reader feel?

3. Why does breaching the fourth wall make the story more engaging?

4. How would the story change if the pigeon did not talk to the reader?

Fast Finishers:

Write one sentence explaining how the reader becomes part of the story.

Name: _____

Author's Perspective & Reader Engagement

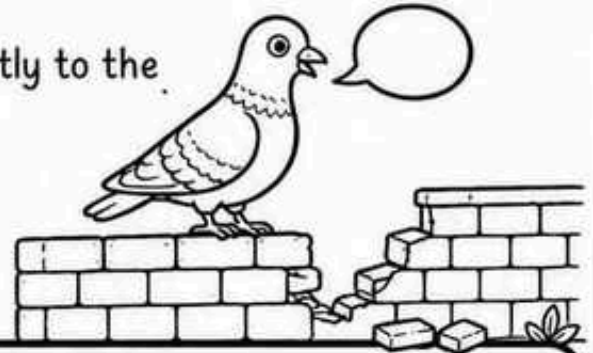
Talking to You



This worksheet explores how the author talks directly to the reader and why this is effective.

Instructions:

Answer the questions below in full sentences.



1. What does the pigeon do to talk directly to the reader?

The pigeon speaks straight to the reader and asks questions.

2. How does this make the reader feel?

The reader feels involved, amused and responsible for the decision.

3. Why does breaking the fourth wall make the story more engaging?

The reader becomes part of the story and helps decide what happens.

4. How would the story change if the pigeon did not talk to the reader?

The story would feel less interactive and less funny.

Fast Finishers:

Write one sentence explaining how the reader becomes part of the story.

The reader becomes part of the story by choosing whether to say yes or no.

ANSWERS:

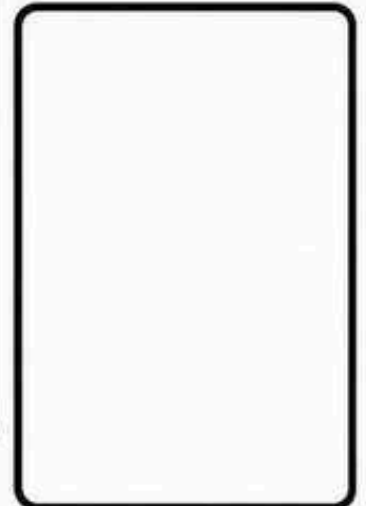
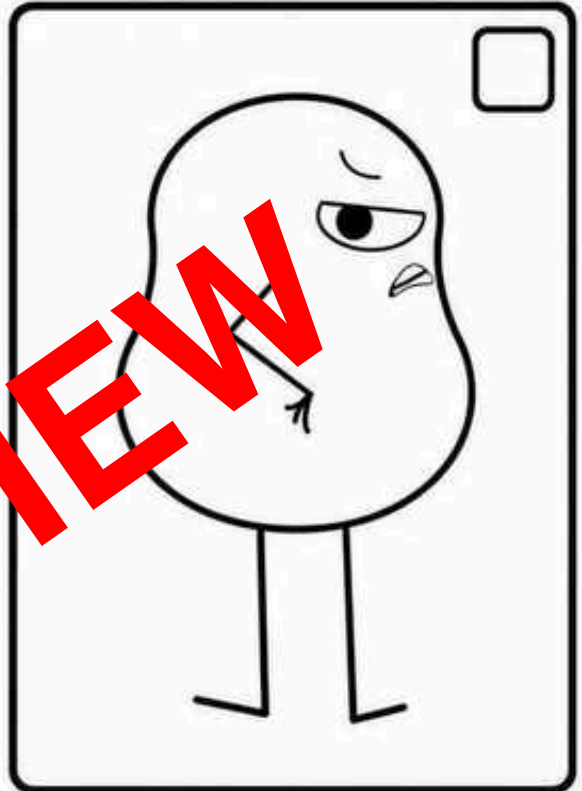
Author's Perspective & Reader Engagement

Talking to the Reader

This activity helps you notice when the book talks to you.

Instructions:

1. Look at the words and pictures.
2. Tick the picture where the character talks to you.
3. Cross the picture where the character is not talking to you.



Fast Finishers: Using the boxes...

- Draw a picture of the character talking to you.
- Draw a picture of the character not talking to you.

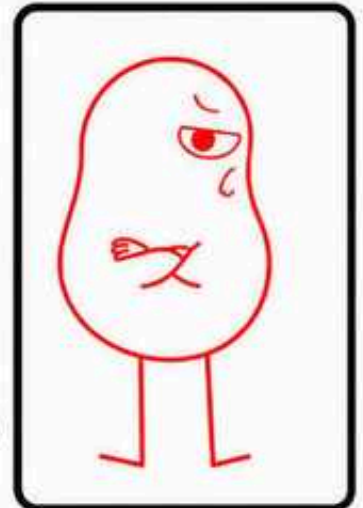
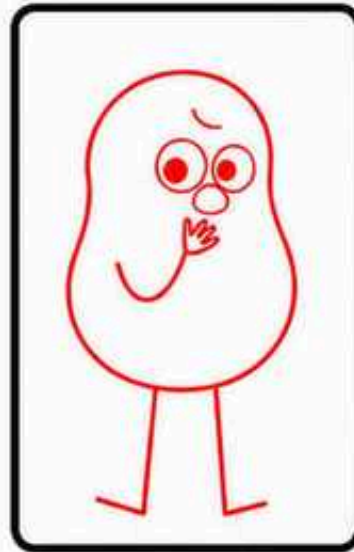
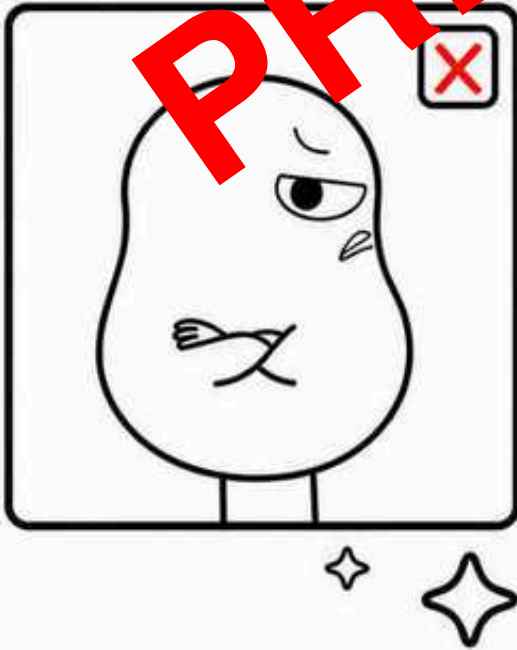
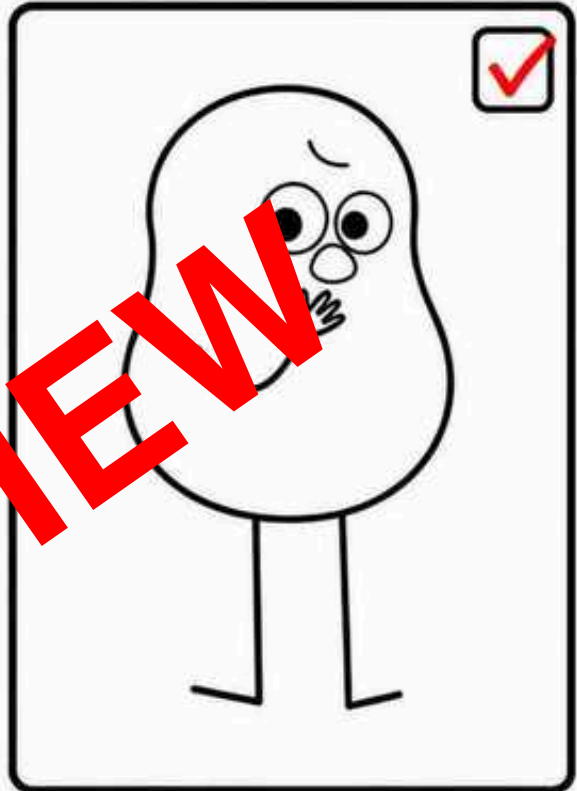
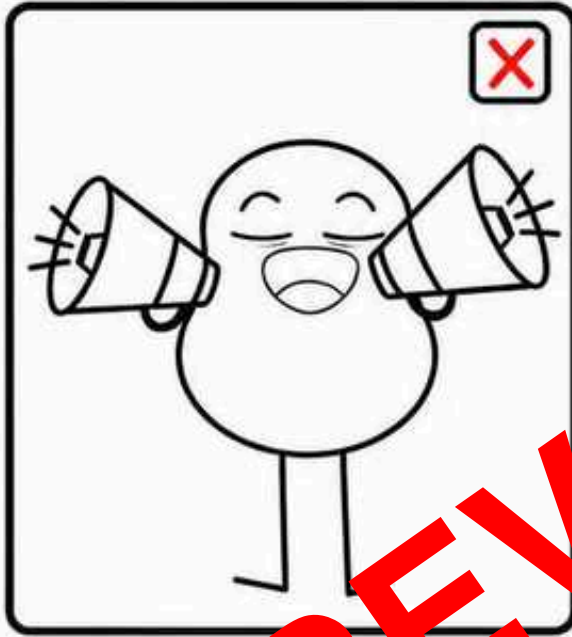
Name: _____

Talking to the Reader

This activity helps you notice when the book talks to you.

Instructions:

1. Look at the words and pictures.
2. Tick the picture where the character talks to you.
3. Cross the picture where the character is not talking to you.



Fast Finishers: Using the boxes...

- Draw a picture of the character talking to you.
- Draw a picture of the character not talking to you.

ANSWERS: _____

Talking to the Reader

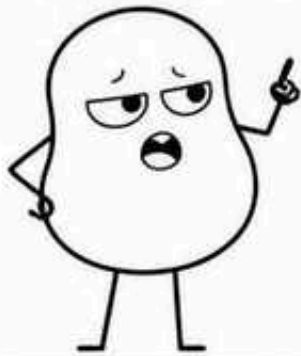
This activity helps you explain how the author makes the book fun to read.

Instructions:

1. Look at the pictures and words.
2. Tick the boxes that show how the author makes the book funny.
3. Complete the sentence.

Name:

The character **tells the reader what to do.**



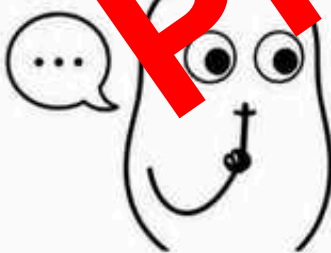
PLEASE
DON'T
TURN
THE PAGE

☐

The character looks **angry or silly.**

☐

The character stays **quiet**

☐

The character **talks to the reader.**

☐

The book is funny because _____

Fast Finishers:

Draw one picture from the book that makes you laugh.

Talking to the Reader

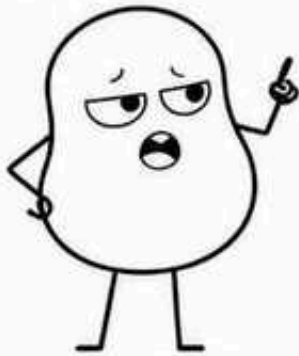
This activity helps you explain how the author makes the book fun to read.

Instructions:

1. Look at the pictures and words.
2. Tick the boxes that show how the author makes the book funny.
3. Complete the sentence.

ANSWERS

The character **tells the reader what to do.**



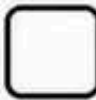
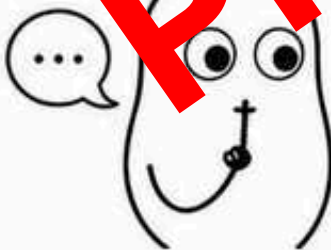
PLEASE
DON'T
TURN
THE PAGE



The character looks **angry or silly.**



The character stays **quiet**



The character **talks to the reader.**



The book is funny because _____

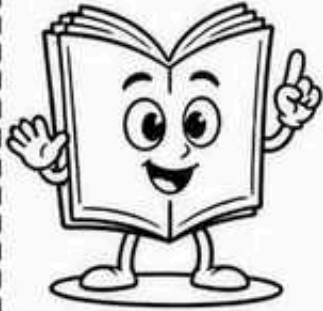
the character talks to me and tells me what to do

Fast Finishers:

Draw one picture from the book that makes you laugh.



Talking to the Reader



This worksheet explores how the author talks directly to the reader and why this is effective.

Instructions:

Answer the questions below in full sentences.



Name: _____

1. What does the character do to talk directly to the reader?

2. How does this make the reader feel?

3. Why does breaking the fourth wall make the story more engaging?

4. How would the story change if the character did not talk to the reader?

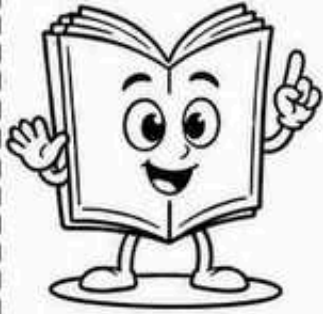


Fast Finishers:

Write one sentence explaining how the reader becomes part of the story.



Talking to the Reader



This worksheet explores how the author talks directly to the reader and why this is effective.

Instructions:

Answer the questions below in full sentences.



ANSWERS

1. What does the character do to talk directly to the reader?

The character speaks straight to the reader and gives instructions.

2. How does this make the reader feel?

The reader feels involved, curious and amused.

3. Why does breaking the fourth wall make the story more engaging?

The reader becomes part of the story and helps affect what happens next.

4. How would the story change if the character did not talk to the reader?

The story would feel less interactive and less engaging.



Fast Finishers:

The reader joins in by choosing whether to follow or ignore the instructions.



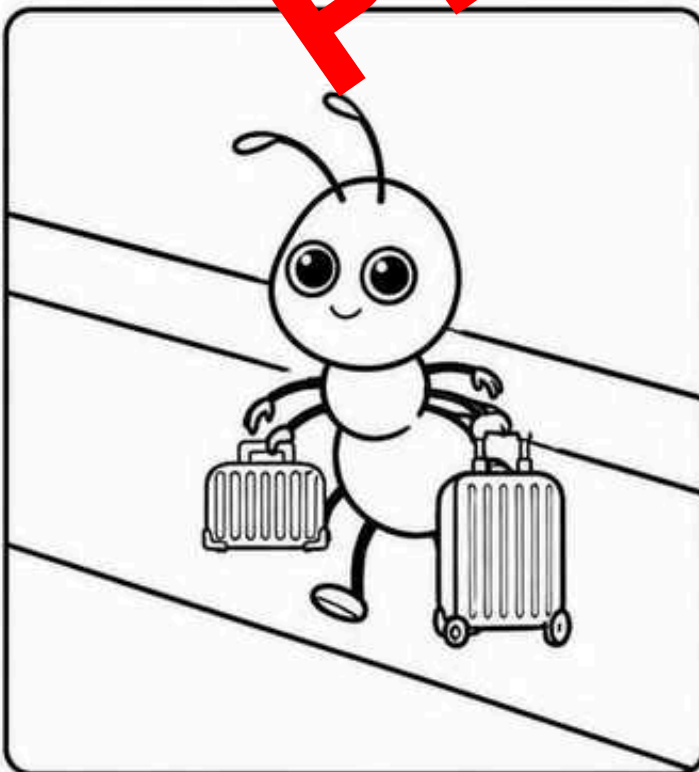
Two Sides to the Story

This activity helps you notice what each character wants.

Instructions:

1. Look at the pictures.
2. Talk about what the boy wants and what the ant wants.
3. Point to the character you feel sorry for. Explain why.

Name:



Fast Finishers: Draw the ant or boy showing how they feel.

Two Sides to the Story

This activity helps you notice what each character wants.

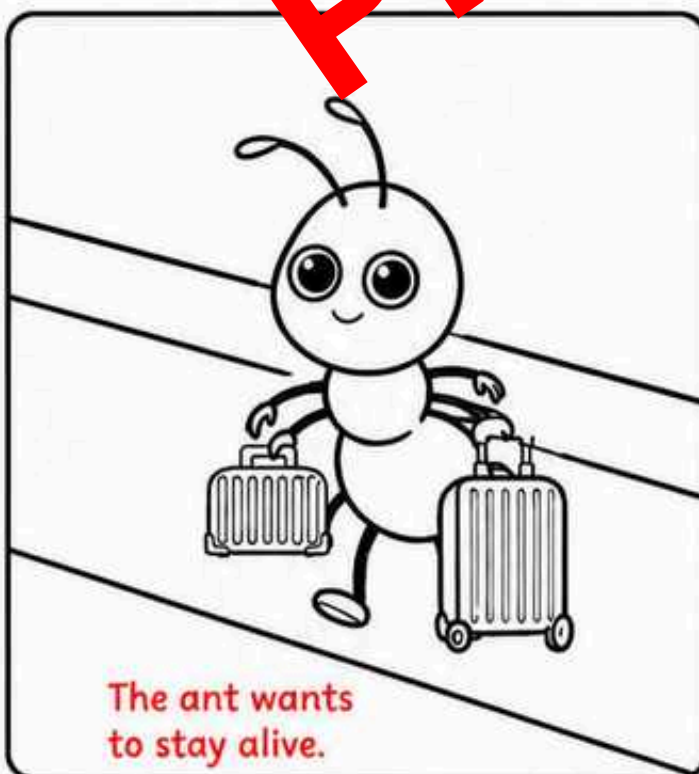
Instructions:

1. Look at the pictures.
2. Talk about what the boy wants and what the ant wants.
3. Point to the character you feel sorry for. Explain why.

ANSWERS



The boy wants to squish the ant.



The ant wants to stay alive.

Fast Finishers: Draw the ant or boy showing how they feel.





Two Sides to the Story



This activity helps you think about reasons for different choices.

Instructions:

1. Write one reason to squish the ant.
2. Write one reason to let the ant live.

The boy might squish
the ant because



The boy should not
squish the ant because



PREVIEW

Fast Finishers:

Circle the reason you agree with most.

Name: _____



Two Sides to the Story



This activity helps you think about reasons for different choices.

Instructions:

1. Write one reason to squish the ant.
2. Write one reason to let the ant live.

The boy might squish the ant because



Ants can steal food from a picnic.

The boy should not squish the ant because



The ant has a family and wants to live.

PREVIEW

Fast Finishers:

Circle the reason you agree with most.

ANSWERS



Two Sides to the Story

This worksheet helps you write an argument about a right and wrong choice.

Instructions:

Choose one side. Write a persuasive argument.

- ☐ The boy should squish the ant
- ☐ The boy should not squish the ant



- What is your opinion?
- What reasons support it?
- What does the other side think?

PREVIEW

Fast Finishers:

Add one counterargument and explain why you disagree.

Name:



Two Sides to the Story

This worksheet helps you write an argument about a right and wrong choice.

Instructions:

Choose one side. Write a persuasive argument.

- ☐ The boy should squish the ant
- ☒ The boy should not squish the ant



- What is your opinion?
- What reasons support it?
- What does the other side think?

The boy should not squish the ant. The ant has a home and a family, and ants help feed other ants. One ant cannot harm the boy. Some people may say ants steal food, but a small creature still deserves care.

PREVIEW

Fast Finishers:

Add one counterargument and explain why you disagree.

Even small creatures matter, so being bigger does not make squishing them right.

ANSWERS

Wanting Something Silly



This activity helps you create a story about a character who wants something silly.

Name:

Instructions:

1. Draw a new character.
2. Draw the silly or unusual thing that the character wants.



PREVIEW

Fast Finishers:

Say the silly thing that your character wants.

Creative Writing Task

Wanting Something Silly



This activity helps you create a story about a character who wants something silly.

ANSWERS

Instructions:

1. Draw a new character.
2. Draw the silly or unusual thing that the character wants.



Fast Finishers:

Say the silly thing that your character wants.

A pet dinosaur.

Creative Writing Task

Wanting Something Silly



This activity helps you write a letter as a character who really wants something silly.

Name:

Instructions:

1. Write a short letter as the character.
2. Say what you want.
3. Give one reason to try to convince the reader.

Dear _____

I really want _____

I want it because _____

From _____

Fast Finishers:

Draw the character holding the silly thing.

Wanting Something Silly



This activity helps you write a letter as a character who really wants something silly.

ANSWERS

Instructions:

1. Write a short letter as the character.
2. Say what you want.
3. Give one reason to try to convince the reader.

Dear Mum,

I really want a pet dinosaur.

I want it because it will protect our house.

From Sam

Fast Finishers:

Draw the character holding the silly thing.



Wanting Something Silly



This worksheet helps you write a persuasive story about wanting something silly.

Name:

Instructions:

Write a short story about a character who wants something unusual. Include reasons and an ending.

- What does the character want?
- Why do they want it?
- What promises do they make?
- What happens in the end?



PREVIEW

Wanting Something Silly



ANSWERS

This worksheet helps you write a persuasive story about wanting something silly.

Instructions:

Write a short story about a character who wants something unusual. Include reasons and an ending.

- What does the character want?
- Why do they want it?
- What promises do they make?
- What happens in the end?



A little boy wanted a real bear to sleep with at bedtime. He felt scared at night and wanted the bear to help him feel safe. He said the bear could protect him from bad dreams, keep him warm and make him feel brave. He promised the bear would wear pyjamas, sleep quietly and never growl.

Wanting Something Silly



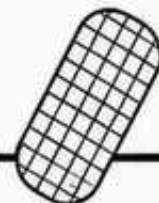
PREVIEW

Fast Finishers:

Add one reason someone might say no.

Name:

Wanting Something Silly



At first, his mum said no because real bears
are too big and messy.

The boy promised to clean his room and
read to the bear every night.

In the end, his mum offered a teddy bear
instead.

The boy agreed because it was cuddly and
still helped him feel safe.

PREVIEW

Fast Finishers:

A real bear is not safe or realistic.

ANSWERS

Wanting Something Weird



This activity helps you create a story about a character who wants something unusual.

Name:

Instructions:

1. Draw a new character.
2. Draw what the character wants.



PREVIEW

Fast Finishers:

Say what your character wants.

Wanting Something Weird



This activity helps you create a story about a character who wants something unusual.

ANSWERS

Instructions:

1. Draw a new character.
2. Draw what the character wants.



Fast Finishers:

Say what your character wants.

The character wants the moon.

Wanting Something Weird



This activity helps you write a persuasive letter from a character's point of view.

Name: _____

Instructions:

Write a letter as the character asking for what they want.



Dear _____

I really want _____

PREVIEW

Please _____

From _____

Fast Finishers:

Draw a picture to match your letter.

Wanting Something Weird



This activity helps you write a persuasive letter from a character's point of view.

ANSWERS

Instructions:

Write a letter as the character asking for what they want.



Dear **Reader,**

I really want **a pet dinosaur that can sleep in my bed.**

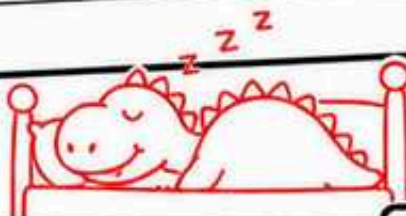
PREVIEW

Please **let me have one because I will feed it broccoli and keep it very quiet.**

From **Max the Monster**

Fast Finishers:

Draw a picture to match your letter.



Wanting Something Weird



This worksheet helps you write a story where a character wants something unusual.

Name: _____

Instructions:

Write a story about a character who wants an unusual item and tries to convince someone to say yes.

- Pick one weird thing your character wants.
- Think about who needs to say yes.
- Give at least two good reasons or promises.
- Think about why someone might say no.
- Decide how the story will end.

Tip



PREVIEW



Wanting Something Weird

This worksheet helps you write a story where a character wants something unusual.

ANSWERS

Instructions:

Write a story about a character who wants an unusual item and tries to convince someone to say yes.

- Pick one weird thing your character wants.
- Think about who needs to say yes.
- Give at least two good reasons or promises.
- Think about why someone might say no.
- Decide how the story will end.

Tip



Max wanted a dinosaur that could sleep in his bed.

He told Mum it would guard the room and make bedtime exciting.

Max promised to feed it broccoli, keep it quiet and

teach it not to roar at night.

Mum worried that a dinosaur would be too large and messy.

Wanting Something Weird



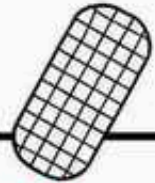
PREVIEW

Fast Finishers:

Add one more promise your character could make.

Name:

Wanting Something Weird



Max offered to clean the room every day and build
a cosy bed in the garden. Mum still said a real
dinosaur was not safe. They agreed on a toy
dinosaur that could glow softly at night.
Max felt happy because it made bedtime fun.

PREVIEW

Fast Finishers:

Add one more promise your character could make.

I promise to do every job before bedtime.

ANSWERS

What is the Story Telling Us?

This activity helps you find things people do that hurt the ocean.

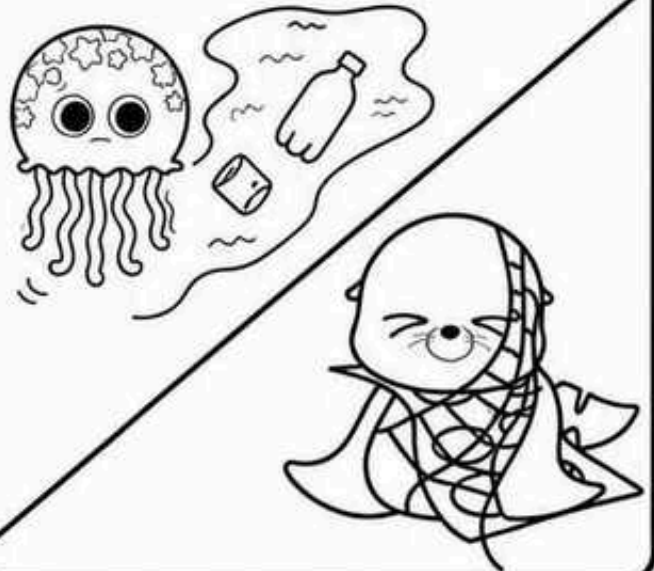
Name: _____

Instructions:

1. Listen as your teacher reads the words.
2. Look at the pictures.
3. Match what people do to what happens in the ocean.

drop a plastic bag on the ground

throw rubbish in water ways



Fast Finishers:

Draw one action that hurts the ocean.

What is the Story Telling Us?

This activity helps you find things people do that hurt the ocean.

ANSWERS

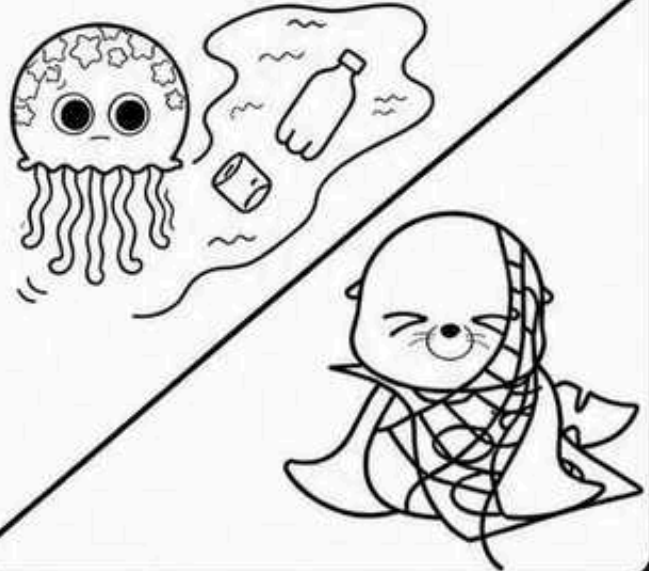
Instructions:

1. Listen as your teacher reads the words.
2. Look at the pictures.
3. Match what people do to what happens in the ocean.

drop a plastic bag on the ground



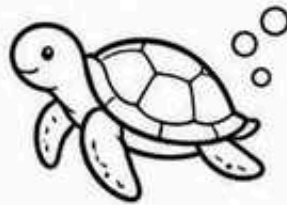
throw rubbish in water ways



Fast Finishers:

Draw one action that hurts the ocean.

What is the Story Telling Us?



This activity helps you notice how the story tries to make you care about the ocean.



Name: _____

Instructions:

1. Tick the boxes that show how the story makes pollution feel serious.
2. Complete the sentences using ideas from the story.



The story uses strong words.

☐

The story shows animals getting hurt.

☐

The story says plastic is helpful.

☐

The story makes pollution feel scary.

☐

The story shows pollution is bad because

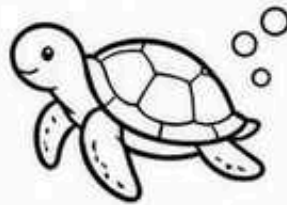


Fast Finishers:

Draw the part of the story that made you care the most.



What is the Story Telling Us?



This activity helps you notice how the story tries to make you care about the ocean.



ANSWERS

Instructions:

1. Tick the boxes that show how the story makes pollution feel serious.
2. Complete the sentences using ideas from the story.



The story uses strong words.



The story shows animals getting hurt.



The story says plastic is helpful.



The story makes pollution feel scary.



The story shows pollution is bad because

animals get trapped and the mess keeps getting bigger

Fast Finishers:

Draw the part of the story that made you care the most.



What is the Story Telling Us?



This worksheet helps you think about how stories can change people's minds.

Name: _____

Instructions:

Answer the questions in full sentences.

1. How does Jelly-Boy use a story to show why plastic pollution is harmful?

2. What emotions does the story create for the reader?

3. Why can storytelling be more persuasive than facts alone?



Fast Finishers:

Write one sentence explaining who the story is trying to persuade.



What is the Story Telling Us?



This worksheet helps you think about how stories can change people's minds.

ANSWERS

Instructions:

Answer the questions in full sentences.

1. How does Jelly-Boy use a story to show why plastic pollution is harmful?

Plastic is shown as dangerous through a character, and the jellyfish is described like a friend who is harmed.

2. What emotions does the story create for the reader?

The story creates sadness, fear and empathy.

3. Why can storytelling be more persuasive than facts alone?

Readers connect emotionally and imagine the consequences, so the message can feel stronger than facts alone.



Fast Finishers:

Write one sentence explaining who the story is trying to persuade.

The story is trying to persuade people to reduce plastic use and protect the ocean.

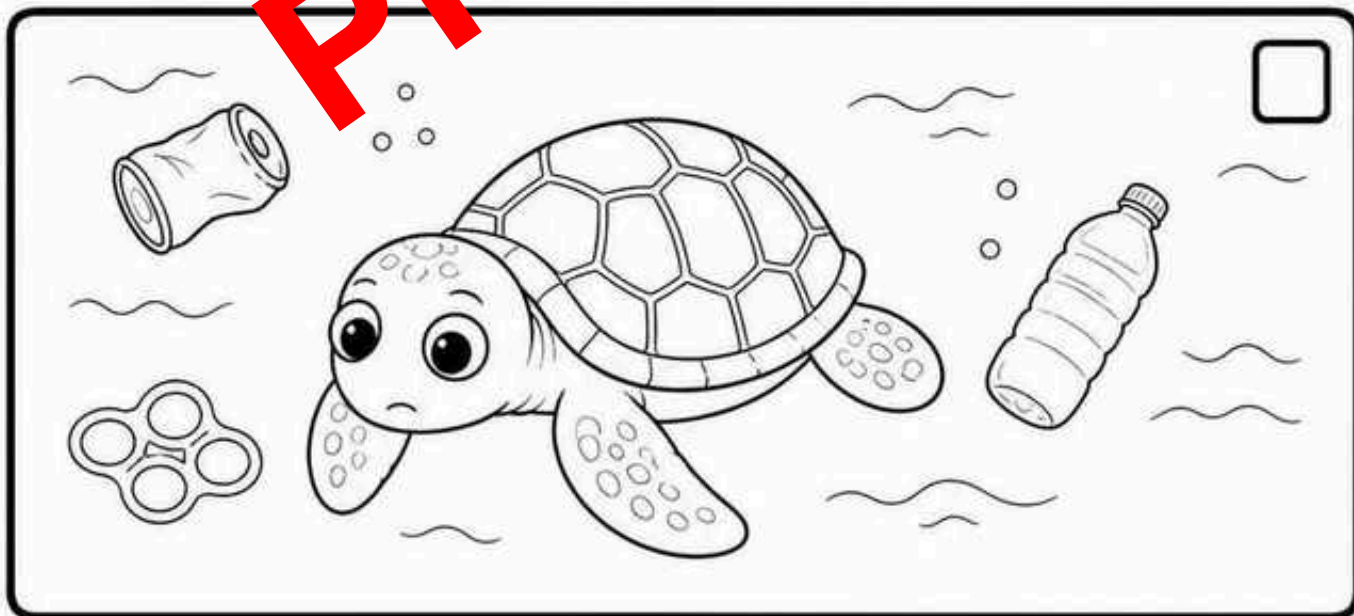
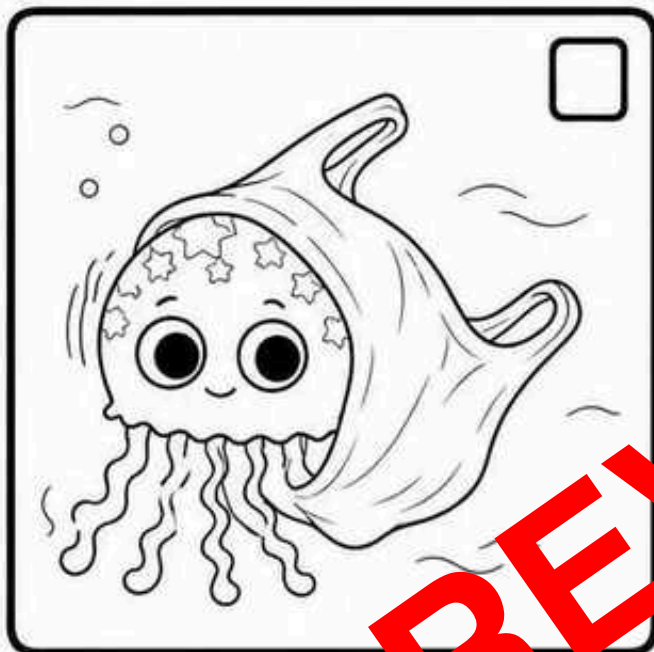


Who Hurt the Jellyfish?

This activity helps you notice what hurts animals in the ocean.

Instructions:

1. Look at the pictures.
2. Tick the pictures that show something hurting ocean animals.



Fast Finishers:

Draw one more thing that might hurt an ocean animal.

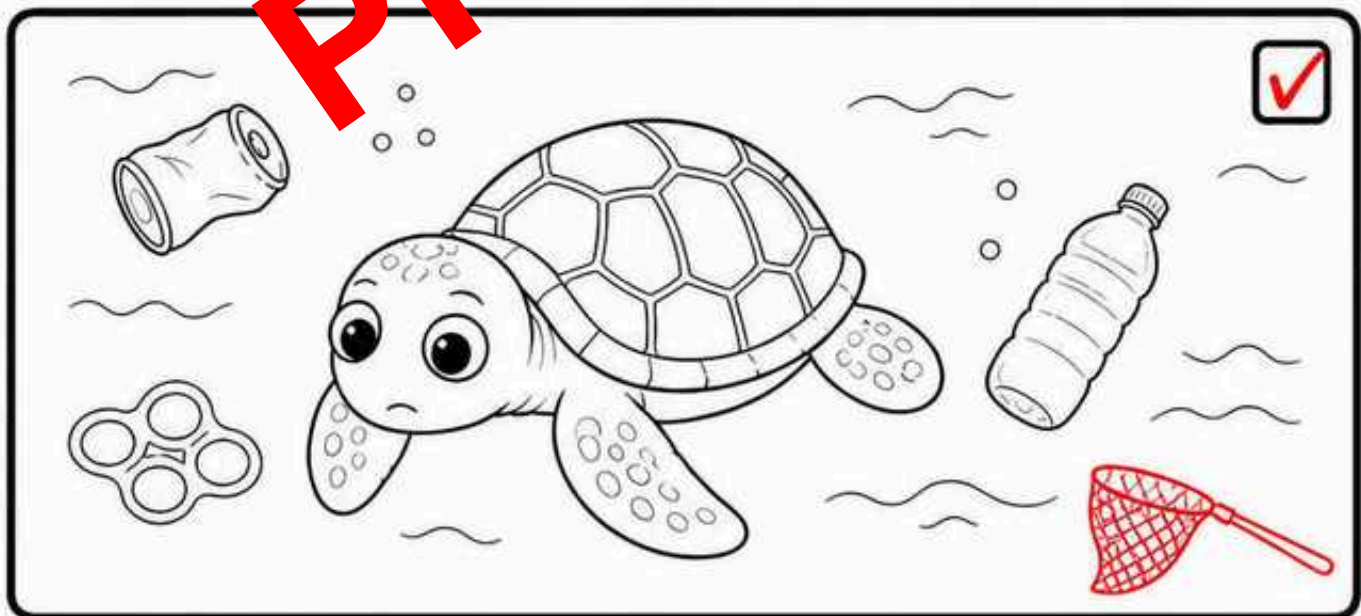
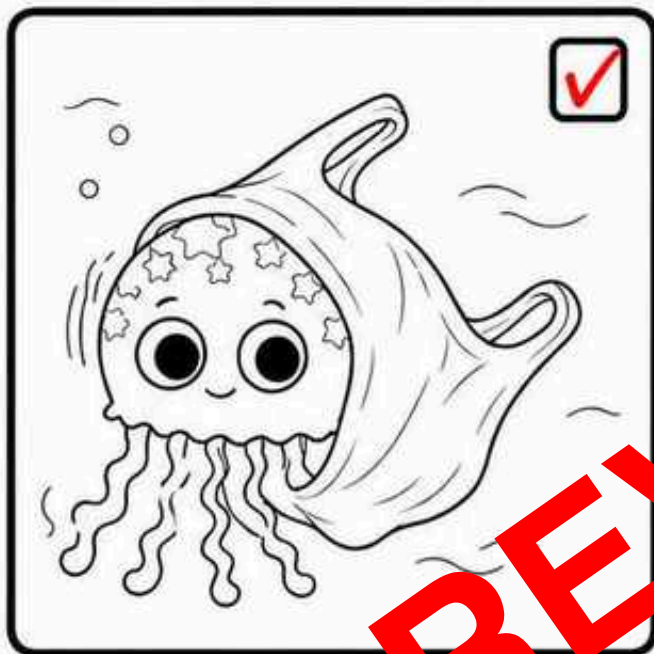
Name: _____

Who Hurt the Jellyfish?

This activity helps you notice what hurts animals in the ocean.

Instructions:

1. Look at the pictures.
2. Tick the pictures that show something hurting ocean animals.



Fast Finishers:

Draw one more thing that might hurt an ocean animal.

ANSWERS _____

Who Hurt the Jellyfish?

This activity helps you explain how people affect the ocean.

Instructions:

Write how the plastic bag changes the ocean.

The plastic bag...

This hurts the ocean because...

PREVIEW

Fast Finishers:

Draw the ocean when humans make a mess.

Name: _____

Who Hurt the Jellyfish?

This activity helps you explain how people affect the ocean.

Instructions:

Write how the plastic bag changes the ocean.

The plastic bag...

The plastic bag floats in the ocean.

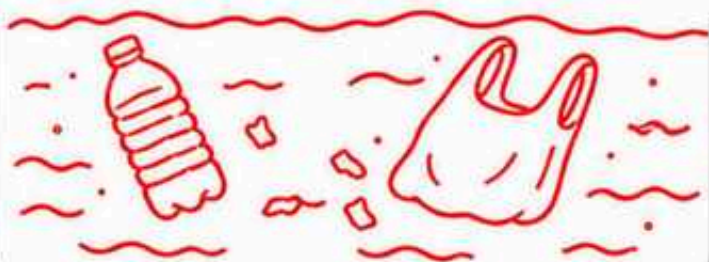
This hurts the ocean because...

This hurts the ocean because
animals may think it is food
and can get trapped.

PREVIEW

Fast Finishers:

Draw the ocean when humans make a mess.



ANSWERS

Who Hurt the Jellyfish?



This worksheet helps you compare how people and ocean animals experience plastic pollution.



Instructions:

Compare the human perspective and the ocean creature's perspective.

1. How do humans use plastic in the story?

2. How does the ocean creature experience plastic pollution?

3. Why should humans change what they do?

Fast Finishers:

Write one sentence explaining what people should stop doing.

Name: _____



Who Hurt the Jellyfish?



This worksheet helps you compare how people and ocean animals experience plastic pollution.



Instructions:

Compare the human perspective and the ocean creature's perspective.

1. How do humans use plastic in the story?

People use plastic bags because they are convenient, often for only a short time.

2. How does the ocean creature experience plastic pollution?

Plastic can look like food, so ocean animals may eat it, become trapped or die.

3. Why should humans change what they do?

People should change because plastic harms animals and they cannot escape it.

Fast Finishers:

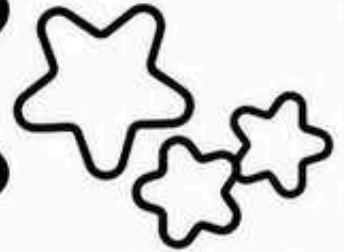
Write one sentence explaining what people should stop doing.

People should stop letting plastic bags enter the ocean.

ANSWERS:



Why They Say It

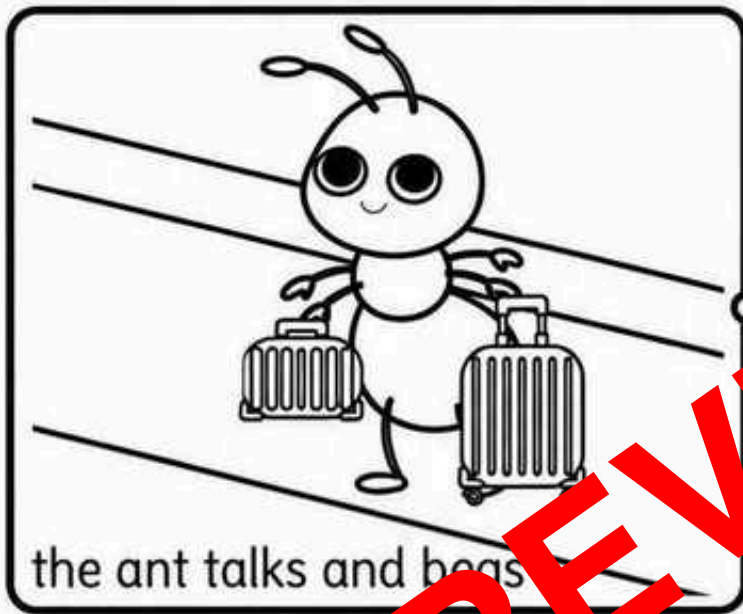


This activity helps you think about why the boy and the ant act the way they do.

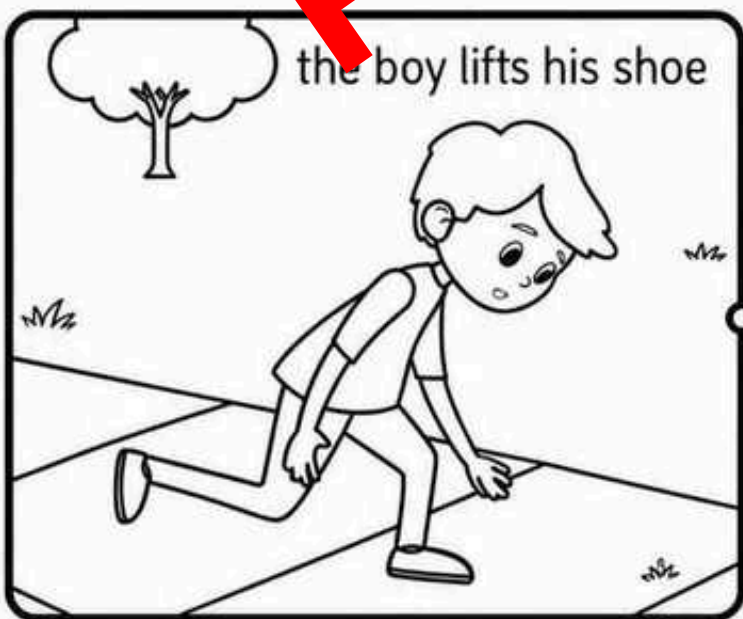
Name: _____

Instructions:

Draw a line to match what the character does to why they do it.



wants to
squish the ant



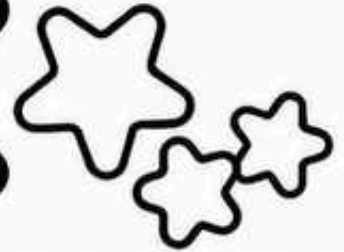
wants to
stay alive

Fast Finishers:

Point to the character who is scared.



Why They Say It

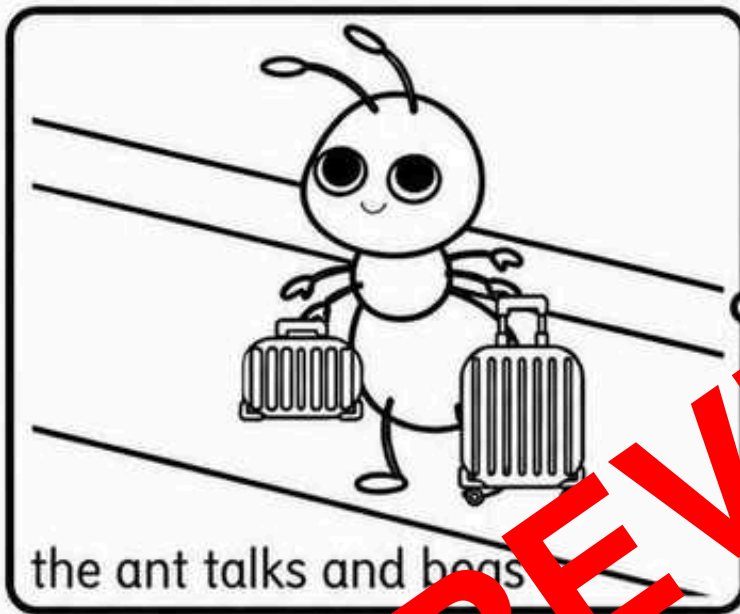


This activity helps you think about why the boy and the ant act the way they do.

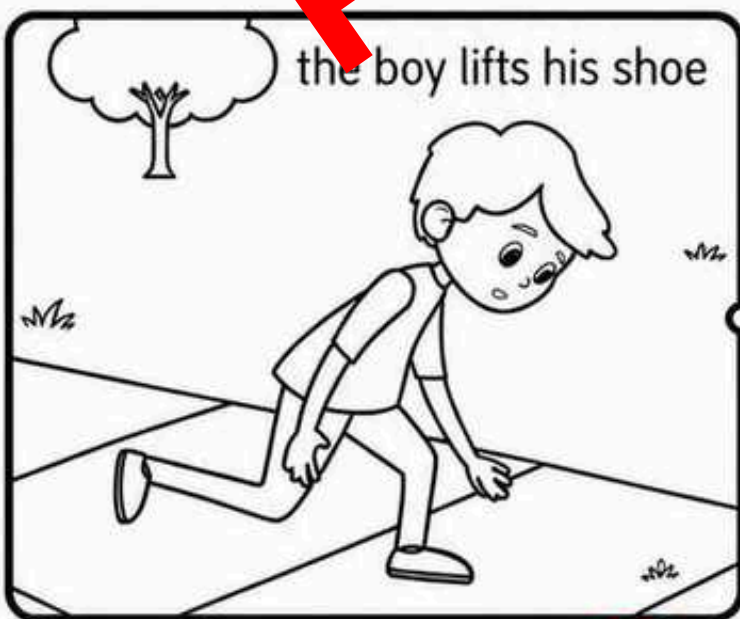
Instructions:

Draw a line to match what the character does to why they do it.

ANSWERS



wants to
squish the ant



wants to
stay alive

Fast Finishers:

Point to the character who is scared.



Why They Say It



This activity helps you explain why the ant speaks up.

Instructions:

Write why the ant is trying to persuade the boy.

Name: _____

The ant tries to persuade the
boy because

The ant does not want to

PREVIEW

Fast Finishers:

Draw what might happen if the ant does not persuade the boy.

Why They Say It



This activity helps you explain why the ant speaks up.

Instructions:

Write why the ant is trying to persuade the boy.

ANSWERS

The ant tries to persuade the

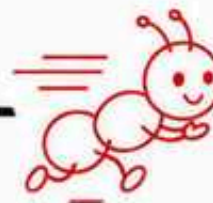
boy because

because it wants to live. The
ant has a family and is
bringing food home.

The ant does not want to

be squished.

PREVIEW



Fast Finishers:

Draw what might happen if the ant does not persuade the boy.

Why They Say It



This worksheet helps you think about how feelings affect choices.

Instructions:

Answer the questions in full sentences.

Name: _____

1. What emotions does the ant show in the story?

2. What emotions influence the boy's thinking?

3. How do these emotions affect the decision about squishing the ant?

Fast Finishers:

Explain how the decision might change if emotions were removed.

Why They Say It



ANSWERS

This worksheet helps you think about how feelings affect choices.

Instructions:

Answer the questions in full sentences.

1. What emotions does the ant show in the story?

The ant shows fear, worry and hope.

2. What emotions influence the boy's thinking?

The boy feels powerful but also confused and pressured by friends.

3. How do these emotions affect the decision about squishing the ant?

The ant's fear encourages empathy, while peer pressure makes the boy's choice harder.

Fast Finishers:

Explain how the decision might change if emotions were removed.

Without emotions, the decision would be based only on rules or facts.

Words That



Try to



Convince



This worksheet helps you notice words that try to make people agree.

Name:

Instructions:

1. Look at the words below.
2. Point to each word and repeat after your teacher.
3. Match the word to what it means.
4. Talk about how the word makes you feel.



must

it is a good idea



please

you have to



should

it is important to have

need

asking nicely

Fast Finishers:

- Point to the strongest word
- Say why it is strong



Words That Try to Convince



This worksheet
helps you notice
words that try to
make people agree.

Name: **ANSWERS**

Instructions:

1. Look at the words below.
2. Point to each word and repeat after your teacher.
3. Match the word to what it means.
4. Talk about how the word makes you feel.



must



1

it is a good idea



please

you have to



should

3

it is important to have

need

4

asking nicely

Fast Finishers:

- Point to the strongest word
- Say why it is strong



Words That Try to Convince

This activity will
help you find
words that try to
make you agree.

Name: _____

Instructions:

1. Read the classroom rules with your teacher.
2. Listen for words that sound strong.
3. Circle the persuasive words.

CLASSROOM RULES:

Please line up quietly.

We should walk inside.

We must listen to the teacher.

We need to keep everyone safe.



Activity:

- Look at the persuasive words you circled.
- Circle the word you think is the strongest.
- Draw a star next to it.
- Tell a partner why you chose that word.

Fast Finishers:

Colour the picture.

Words That Try to Convince

This activity will
help you find
words that try to
make you agree.

ANSWERS

Instructions:

1. Read the classroom rules with your teacher.
2. Listen for words that sound strong.
3. Circle the persuasive words.

CLASSROOM RULES:

Please line up quietly.

We should walk inside.

We must listen to the teacher.

We need to keep everyone safe.



Activity:

- Look at the persuasive words you circled.
- Circle the word you think is the strongest.
- Draw a star next to it.
- Tell a partner why you chose that word.

Fast Finishers:

Colour the picture.

Answers will vary.

Words That Try to Convince

Persuasive language can influence what people think or choose.

Name: _____

Instructions:

1. Read the paragraph.
2. Underline the persuasive words.
3. Answer the questions in full sentences.

Playtime

I believe we should have more playtime at school. Playtime is important because it helps us learn and feel happy. More playtime would make school better for everyone.

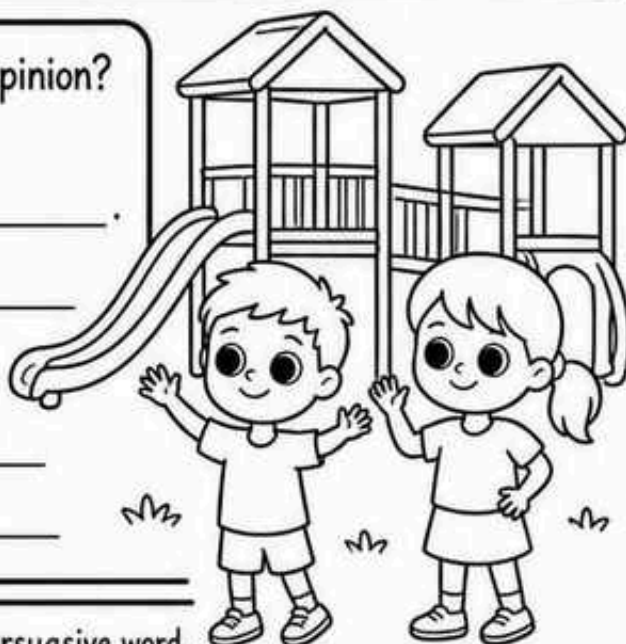
1. Which words try to convince the reader?

The word _____ tries to persuade the reader.

Another persuasive word is _____.

2. How do these words influence the reader's opinion?

These words make the reader think _____.



Fast Finisher: Rewrite one sentence using a stronger persuasive word.

Words That Try to Convince

Persuasive language can influence what people think or choose.

Name: ANSWERS

Instructions:

1. Read the paragraph.
2. Underline the persuasive words.
3. Answer the questions in full sentences.

Playtime

I believe we should have more playtime at school.
Playtime is important because it helps us learn and feel happy.
More playtime would make school better for everyone.

1. Which words try to convince the reader?

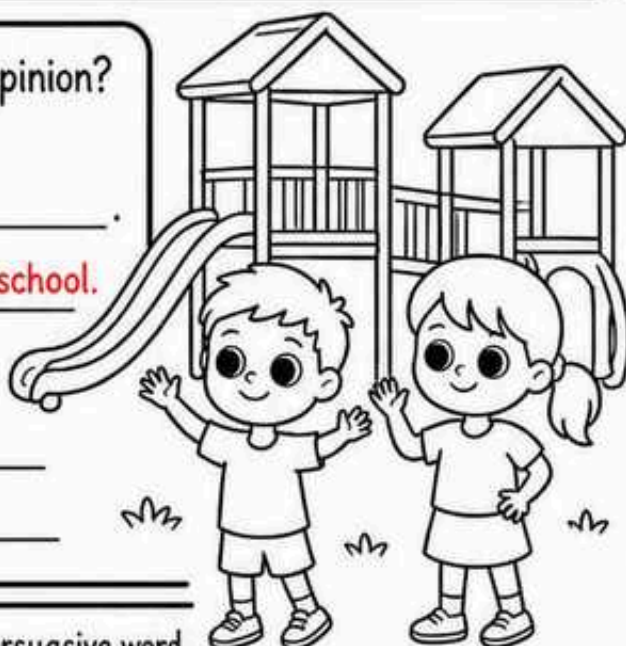
The word believe tries to persuade the reader.

Another persuasive word is should.

2. How do these words influence the reader's opinion?

These words make the reader think _____.

playtime matters and more playtime would improve school.



Fast Finisher: Rewrite one sentence using a stronger persuasive word.

More playtime is very important for everyone.

Words That Win

This activity helps you hear how words can sound polite, bossy or strong.

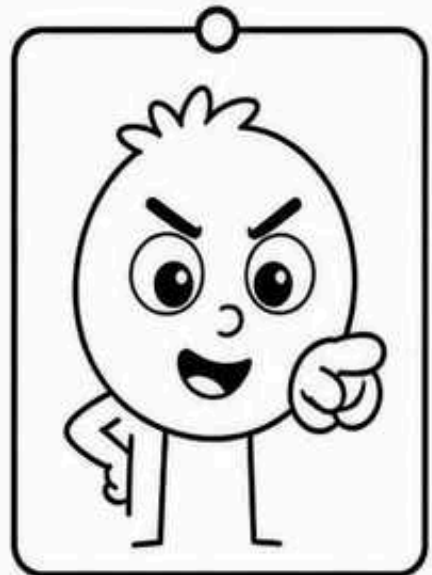
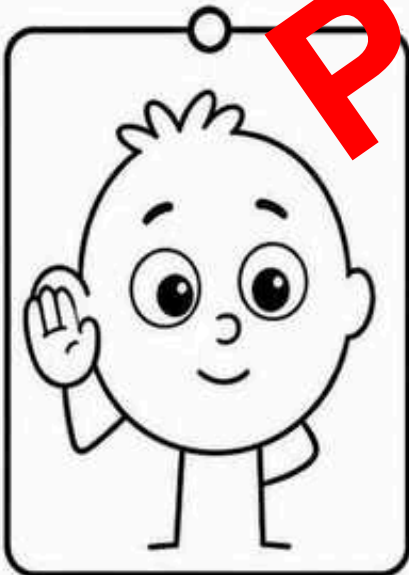
Instructions:

1. Match each word to the face.
2. Talk about how each word sounds.

look

please

stop



Fast Finishers:

- Circle the word that sounds polite.
- Underline the word that sounds forceful.

Name: _____

Words That Win

This activity helps you hear how words can sound polite, bossy or strong.

Instructions:

1. Match each word to the face.
2. Talk about how each word sounds.

look

3

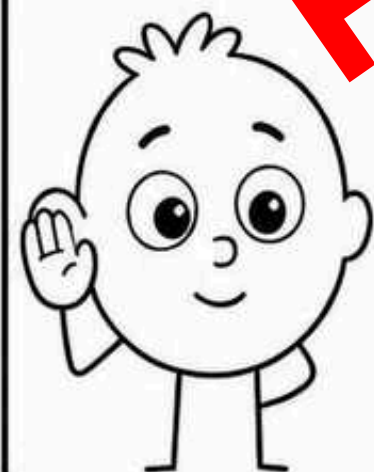
please

1

stop

2

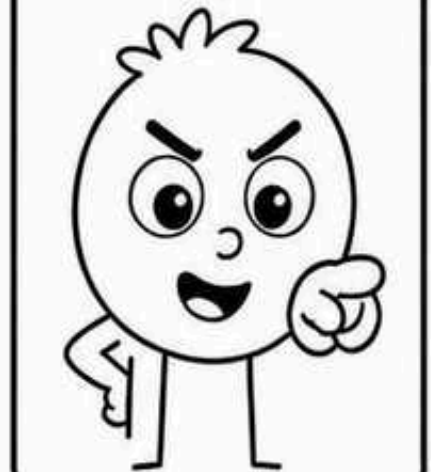
1



2



3



Fast Finishers:

- Circle the word that sounds polite.
- Underline the word that sounds forceful.

Name: **ANSWERS**



Words That Win



This activity helps you notice how a character tries to convince the reader.

Instructions:

1. Think about the words and actions in the story.
2. List examples in the table.



polite words	
bossy commands	
asking again and again	
strong feelings	

PREVIEW



Fast Finishers:

Circle the persuasive technique you think works best.

Name: _____



Words That Win



This activity helps you notice how a character tries to convince the reader.

Instructions:

1. Think about the words and actions in the story.
2. List examples in the table.



polite words	please; please do not turn the page
bossy commands	do not turn the page
asking again and again	the character repeats the same message
strong feelings	the character gets angry, upset or worried



Fast Finishers:

Circle the persuasive technique you think works best.
Example: asking again and again.

Name: ANSWERS

Words That Win



This worksheet helps you compare which persuasive strategies work best on the reader.

Instructions:

Answer in full sentences.

1. What persuasive strategies does the book character use?

2. Which strategy is used the most?

3. Which strategy is the most effective and why?

4. Which strategy is the least effective and why?

Fast Finishers:

Rank the persuasive strategies from most effective to least effective.



Name: _____

Words That Win



This worksheet helps you compare which persuasive strategies work best on the reader.

Instructions:

Answer in full sentences.

1. What persuasive strategies does the book character use?

The character uses direct commands, warnings, exaggeration, repetition and strong feelings.

2. Which strategy is used the most?

The character repeats the command not to turn the page.

3. Which strategy is the most effective and why?

Repetition is most effective because it makes the reader curious.

4. Which strategy is the least effective and why?

Polite requests are least effective because the reader keeps turning the page.

Fast Finishers:

Rank the persuasive strategies from most effective to least effective.

1 repetition, 2 warnings, 3 exaggeration, 4 strong feelings, 5 polite requests



Name: **ANSWERS**

Words That Try to Win

This activity helps you listen for words a character uses to try to get their way.



Instructions:

1. Listen as your teacher reads the book.
2. Look at the pictures.
3. Match the words to how they sound.

Please?

I'll be
careful.

I never get
to do
anything!



Fast Finishers:

- Circle the words that sound polite.
- Underline the words that sound forceful or cranky.

Name: _____

Words That Try to Win

This activity helps you listen for words a character uses to try to get their way.



Instructions:

1. Listen as your teacher reads the book.
2. Look at the pictures.
3. Match the words to how they sound.

Please?

1

I'll be
careful

2

I never get
to do
anything!

3

1



2



3



Fast Finishers:

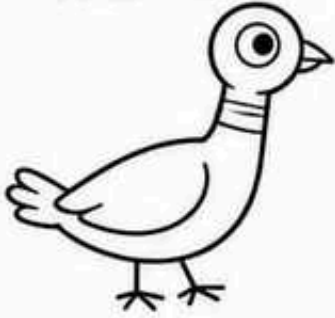
- Circle the words that sound polite.
- Underline the words that sound forceful or cranky.

Polite: Please?

Forceful/cranky: I never get to do anything!

Name: **ANSWERS**

Words That Try to Win



This activity helps you list ways
the pigeon tries to convince the reader.



Instructions:

List the ways the pigeon tries to get you to say yes.

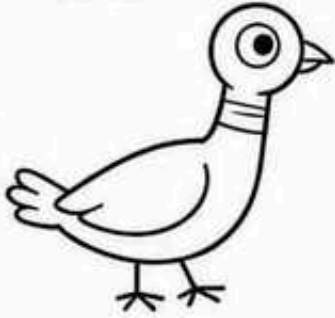
Name:

polite words	
begging	
asking again and again	
strong feelings	

Fast Finishers:

Circle the persuasive technique you think works best.

Words That Try to Win



This activity helps you list ways
the pigeon tries to convince the reader.



Instructions:

List the ways the pigeon tries to get you to say yes.

Name: **ANSWERS**

polite words	please; please let me drive the bus
begging	the pigeon begs and says how much it wants to drive
asking again and again	the pigeon keeps asking and does not give up
strong feelings	the pigeon gets angry, upset or sad

Fast Finishers:

Circle the persuasive technique you think works best.

Example: asking again and again.

Words That Try to Win

This worksheet helps you compare how effective the pigeon's persuasive strategies are.

Instructions:

Answer in full sentences.



1. What persuasive strategies does the pigeon use?

2. Which strategy does the pigeon use the most?

3. Which strategy is the most effective and why?

4. Which strategy is the least effective and why?

Fast Finishers:

Rank the persuasive strategies from most effective to least effective.

Name: _____

Words That Try to Win

This worksheet helps you compare how effective the pigeon's persuasive strategies are.



Instructions:

Answer in full sentences.

1. What persuasive strategies does the pigeon use?

- The pigeon uses polite requests, —
- promises, minimising risk, —
- bribery, emotional appeals —
- and repetition. —

2. Which strategy does the pigeon use the most?

- The pigeon uses asking again —
- and again the most. —

3. Which strategy is the most effective and why?

- Emotional appeals are most —
- effective because they make —
- the reader feel sorry for —
- the pigeon. —

4. Which strategy is the least effective and why?

- Bribery is least effective —
- because offering money does —
- not change the reader's —
- decision. —

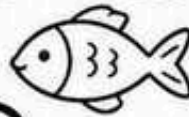
Fast Finishers:

Rank the persuasive strategies from most effective to least effective.

- 1 repetition, 2 emotional appeal, —
- 3 promise, 4 polite request, 5 bribery —

Name: **ANSWERS**

Writing to Make a Difference



This activity
helps you tell
someone how to
look after the ocean.

Name: _____

Instructions:

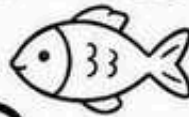
1. Tell an adult one thing people should do to help the ocean.
2. Draw a picture to match your idea.

PREVIEW

Please _____
to help the ocean.

Fast Finishers:

Point to something in your picture that helps the ocean.



Writing to Make a Difference

This activity
helps you tell
someone how to
look after the ocean.

Name: **ANSWERS**

Instructions:

1. Tell an adult one thing people should do to help the ocean.
2. Draw a picture to match your idea.



Please **throw rubbish away**
to help the ocean.

Fast Finishers:

Point to something in your picture that helps the ocean.

Writing to Make a Difference

This activity helps you write a letter asking people to protect the ocean.

Instructions:

1. Write a short letter to people in your community.
2. Explain what the problem is and what people can do.

Dear _____,

We are making a mess by _____

This is a problem because _____

Please help by _____

From _____

Fast Finishers:

Draw a sign that could go with your letter.

Name: _____

Writing to Make a Difference

This activity helps you write a letter asking people to protect the ocean.

Instructions:

1. Write a short letter to people in your community.
2. Explain what the problem is and what people can do.

Dear Neighbours,

We are making a mess by throwing plastic into the sea.

This is a problem because rubbish
reaches the ocean and can trap animals.

Please help by recycling and using
less plastic.

From A caring student

Fast Finishers:

Draw a sign that could go with your letter.



Name: ANSWERS

Writing to Make a Difference

This worksheet
helps you write a
persuasive letter
using clear
reasons and
solutions.

Instructions:

Write a formal letter asking a leader to help reduce ocean pollution.

Dear Leader,

PREVIEW

From _____

Fast Finishers:

Add one sentence explaining what will happen if nothing changes.

Name: _____

Writing to Make a Difference

This worksheet helps you write a persuasive letter using clear reasons and solutions.

Instructions:

Write a formal letter asking a leader to help reduce ocean pollution.

Dear Leader,

People are creating a mess that harms the ocean and its animals. Plastic waste reaches the sea and can trap turtles and seals. Please support recycling programs and help our community use less single-use plastic. If nothing changes, more animals will be harmed and the ocean will become more polluted. Thank you for helping us protect the ocean.

From A concerned student

Fast Finishers:

Add one sentence explaining what will happen if nothing changes.

Name: ANSWERS

Yes or No?

Name: _____

This activity helps you think about why the pigeon wants to drive the bus.

Instructions:

1. Look at the pictures.
2. Tick the pictures that show why the pigeon wants to drive the bus.
3. Talk about each picture you ticked.

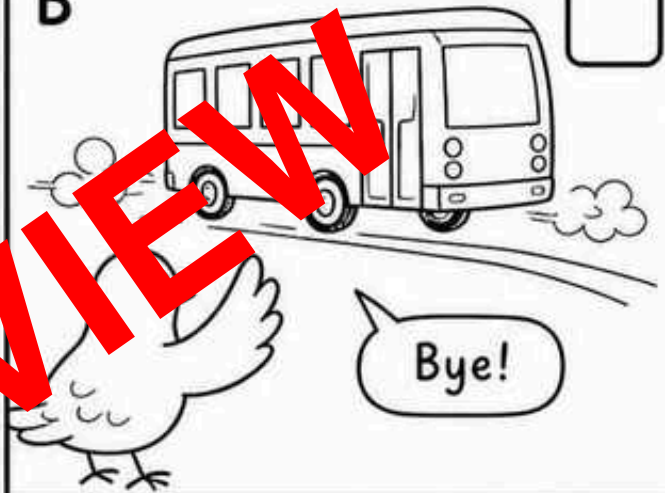
A

I have dreams,
you know!

☐

the pigeon really wants it

B

☐

the bus is driving away

C

What's the
big deal?

☐

the pigeon thinks it is easy

D

I never get to
do anything!

☐

the pigeon feels left out

Fast Finishers:

Draw the pigeon showing how he feels.

Yes or No?

Name: _____

ANSWERS

This activity helps you think about why the pigeon wants to drive the bus.

Instructions:

1. Look at the pictures.
2. Tick the pictures that show why the pigeon wants to drive the bus.
3. Talk about each picture you ticked.

A

I have dreams,
you know!



the pigeon really wants it

B



the bus is driving away

C

What's the
big deal?



the pigeon thinks it is easy

D

I never get to
do anything!



the pigeon feels left out

Fast Finishers:

Draw the pigeon showing how he feels.





Yes or No?



This activity helps you think about reasons for and against an idea.

Instructions:

1. Write one reason to say yes.
2. Write one reason to say no.

Name: _____

We could say yes
because...



We could say no
because...



PREVIEW

Fast Finishers:

Circle the reason you agree with most.



Yes or No?



This activity helps you think about reasons for and against an idea.

Instructions:

1. Write one reason to say yes.
2. Write one reason to say no.

Name: **ANSWERS**

We could say yes
because...



The pigeon really wants to
drive and promises to be careful.

We could say no
because...

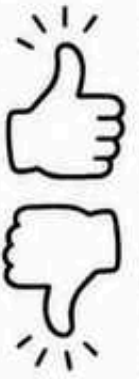
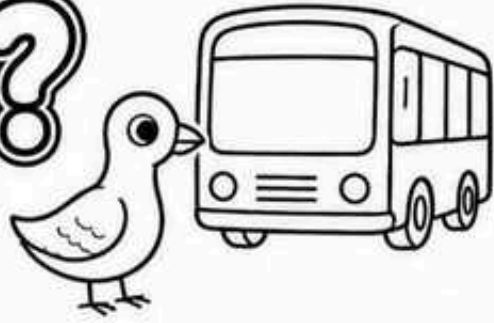


The pigeon is not a trained
bus driver, so it might not
be safe.

Fast Finishers:

Circle the reason you agree with most.

Yes or No?



This worksheet helps you compare arguments for and against letting the pigeon drive the bus.

Name:

Instructions:

Answer in full sentences.

What reasons does the pigeon give for wanting to drive the bus?

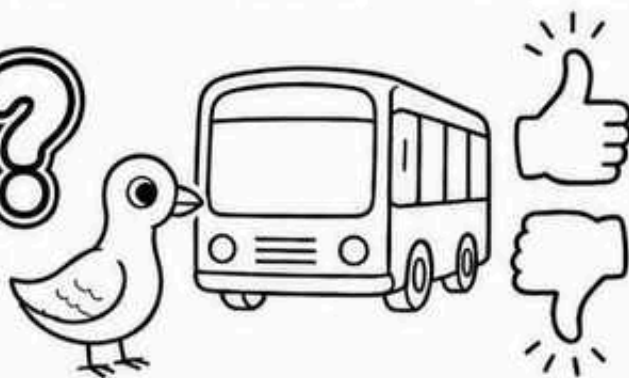
What reasons are there for saying no to the pigeon?

Which side has the stronger argument and why?

Fast Finishers:

Write one counterargument to the side you did not choose.

Yes or No?



This worksheet helps you compare arguments for and against letting the pigeon drive the bus.

Name:

ANSWERS

Instructions:

Answer in full sentences.

What reasons does the pigeon give for wanting to drive the bus?

The pigeon says please, promises to be careful, says others drive buses and argues it is only a bus.

What reasons are there for saying no to the pigeon?

The pigeon is not trained, the bus driver said no, and driving could be unsafe.

Which side has the stronger argument and why?

The no side is stronger because safety rules protect everyone.

Fast Finishers:

Write one counterargument to the side you did not choose.

Counterargument: The pigeon could learn safely with an adult.

Point-of-View Match-Up

Instructions and Sorting Mat



GOAL — Match two perspectives about the same situation.

HOW TO PLAY

- 1 Cut out the scenario cards.
- 2 Find the two cards with the same symbol.
- 3 Place one card on each side of the mat.
- 4 Tell what each person says, thinks, feels and wants.
- 5 Explain one reason for each perspective.



PERSPECTIVE A



SAYS



THINKS



FEELS



WANTS

PERSPECTIVE B



SAYS



THINKS



FEELS



WANTS

PREVIEW



SAME SITUATION • DIFFERENT VIEWPOINTS



Talk it out: What is the same? What is different?

Point-of-View Match-Up – Scenario Cards



Ava: The swing is fun. I want one more turn.

What does this person say, think, feel or want?



Leo: I have waited. It is my turn now.

What does this person say, think, feel or want?



Mia: Rain will help the garden grow.

What does this person say, think, feel or want?



Noah: Rain will cancel our picnic.

What does this person say, think, feel or want?



Sam: A class pet would teach us responsibility.

What does this person say, think, feel or want?



Ivy: A class pet might make allergies worse.

What does this person say, think, feel or want?



Kai: A beach clean-up keeps animals safe.

What does this person say, think, feel or want?



Ruby: We should also use less rubbish.

What does this person say, think, feel or want?

Point-of-View Match-Up – Perspective Cards & Self-Check



SAYS –

What words
would they use?



THINKS –

What idea is in
their mind?



FEELS –

What emotion
might they have?



DOES –

What action
might they take?



NOTICES –

What detail
stands out to them?



WANTS –

What outcome
do they hope for?

SELF-CHECK

- ☐ Both cards show the same situation.
- ☐ The two viewpoints are different.
- ☐ I explained a feeling or want for each person.
- ☐ I gave a reason that fits each perspective.



CHALLENGE: Swap roles and argue the other perspective respectfully.

Claim and Reason Builders

Instructions and Sentence-Frame Mat



GOAL — Build a clear claim with a reason that truly supports it.

HOW TO PLAY

- 1 Draw a claim card.
- 2 Find the reason that supports it.
- 3 Choose an audience card.
- 4 Say or write the full argument.
- 5 Add a respectful call to action.



MY CLAIM — *I think...*

MY REASON — *because...*

MY AUDIENCE — *I am speaking to...*

MY CALL TO ACTION — *Please...*

BUILD IT:

I think _____ because _____.
Please _____.



A strong reason explains **WHY** the claim matters.

Claim and Reason Builders – Claim & Reason Cards



CLAIM

Our class should have a quiet reading corner.



MATCHING REASON

It helps everyone focus and enjoy books.



CLAIM

We should use less plastic at lunch.



MATCHING REASON

Less rubbish can reach the ocean.



CLAIM

The playground needs more shade.



MATCHING REASON

Shade helps children stay cool and safe.



CLAIM

Students should take turns with popular equipment.



MATCHING REASON

Fair turns give everyone a chance.



CLAIM

We should plant native flowers.



MATCHING REASON

They provide food for bees and butterflies.



CLAIM

Our class should care for a small garden.



MATCHING REASON

Gardening teaches responsibility and where food comes from.

Claim and Reason Builders – Audience, Challenge & Self-Check

PAGE
3

1 AUDIENCE CARDS

CLASSMATES



TEACHER



PRINCIPAL



FAMILY



LOCAL COUNCIL



YOUNGER STUDENTS



2 CHALLENGE CARDS



Add a second reason.



Make it respectful.



Include a feeling word.



Say what might happen.



Start with 'Please'.



Respond to another perspective.



SELF-CHECK



- ☐ My claim is clear.
- ☐ My reason explains why.
- ☐ My words suit my audience.
- ☐ My tone is respectful.
- ☐ I included a call to action.



Possible matches: reading corner—focus; less plastic—clean ocean; shade—stay safe; turns—fairness; flowers—pollinators; garden—responsibility.

The Playground Shade Debate

Assessment • Page 1 of 4

Name:



THE SITUATION:

The climbing frame and slide become very hot in the afternoon.

The school can choose one shade solution.



Mila, a student:
We should put
shade over the
climbing frame
because it can give
children shade soon.



**Mr Lee, the
groundskeeper:**
We should plant
two shade trees
beside the
playground because
trees cool the area
and help wildlife.

1. Read both perspectives.
2. Circle the claim in each speech bubble.
3. Write what each person wants.

Mila's perspective —

Mila wants _____.

Mr Lee's perspective —

Mr Lee wants _____.

Remember: A claim tells what someone thinks should happen.

The Playground Shade Debate

Assessment • Page 1 of 4

Name:

ANSWERS



THE SITUATION:

The climbing frame and slide become very hot in the afternoon.

The school can choose one shade solution.



Mila, a student:

We should put
a shade sail over the
climbing frame
because it can give
children shade soon.



Mr Lee, the
groundskeeper:

We should plant
two shade trees
beside the
playground because
trees cool the area
and help wildlife.

1. Read both perspectives.
2. Circle the claim in each speech bubble.
3. Write what each person wants.

Mila's perspective —

Mila wants a shade sail over the
climbing frame.

Mr Lee's perspective —

Mr Lee wants two shade trees
beside the playground.

Remember: A claim tells what someone thinks should happen.



The Playground Shade Debate

Assessment • Page 2 of 4



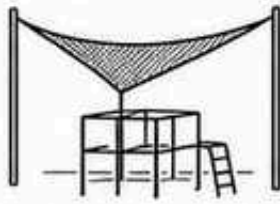
Name: _____

≧ Use the situation and evidence bank. ≦

EVIDENCE BANK



The metal slide is hot after lunchtime.



A shade sail could cover the climbing frame this year.



Young trees take time to grow.



Trees provide food and shelter for wildlife.

1. Write one **FACT**.

2. Write one **OPINION** or **FEELING**.

3. Write one **REASON** a speaker gives.

This reason belongs to: Mila / Mr Lee

Fact = can be checked. Opinion or feeling = what someone thinks or feels.
Reason = explains why.



The Playground Shade Debate

Assessment • Page 2 of 4



Name:

ANSWERS

≧ Use the situation and evidence bank. ≦

EVIDENCE BANK



The metal slide is hot after lunchtime.



A shade sail could cover the climbing frame this year.



Young trees take time to grow.



Trees provide food and shelter for wildlife.

1. Write one **FACT**.

The metal slide is hot after lunchtime.

2. Write one **OPINION** or **FEELING**.

Mila thinks a shade sail is the best choice.

3. Write one **REASON** a speaker gives.

Trees cool the area and help wildlife.

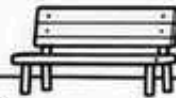
This reason belongs to: Mila / Mr Lee

Fact = can be checked. Opinion or feeling = what someone thinks or feels.
Reason = explains why.

The Playground Shade Debate

Assessment • Page 3 of 4

Name: _____



Instruction: Choose the shade solution you support. Write a clear argument.

1. MY CLAIM — I think the school should _____.

2. REASON 1 — One reason is _____. This matters because _____.

3. REASON 2 — Another reason is _____. This matters because _____.

4. RESPECTFUL CALL TO ACTION — Please _____.

STUDENT CHECKLIST

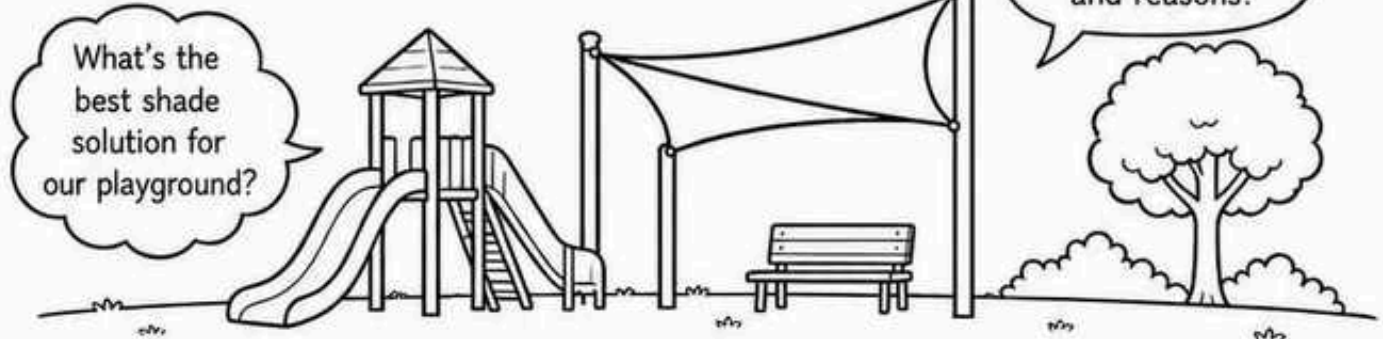
- ☐ I stated a claim.
- ☐ I gave two connected reasons.
- ☐ I used information from the scenario.
- ☐ I considered another perspective.
- ☐ I used respectful words.

The Playground Shade Debate

Assessment • Page 3 of 4

Name:

ANSWERS



Instruction: Choose the shade solution you support. Write a clear argument.

1. **MY CLAIM** — I think the school should put a shade sail over the climbing frame.

2. **REASON 1** — One reason is it can provide shade now. This matters because children need a cooler place to play.

3. **REASON 2** — Another reason is trees help wildlife, but a shade sail covers the hottest equipment this year. This matters because children need shade now.

4. **RESPECTFUL CALL TO ACTION** — Please choose the shade sail this year.

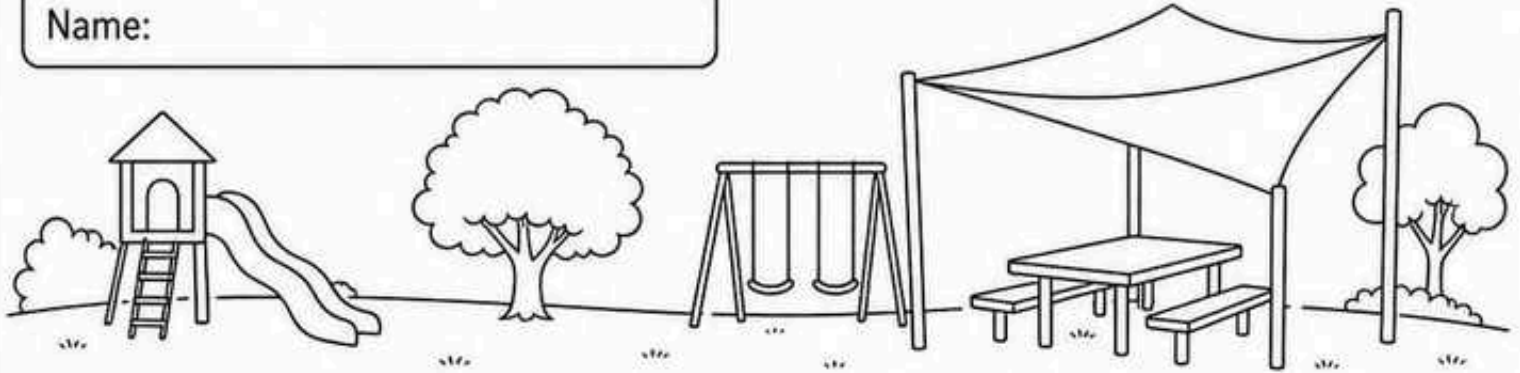
STUDENT CHECKLIST

- ☒ I stated a claim.
- ☒ I gave two connected reasons.
- ☒ I used information from the scenario.
- ☒ I considered another perspective.
- ☒ I used respectful words.

The Playground Shade Debate

Assessment • Page 4 of 4 • Drawing & Speaking Support

Name: _____



1. Draw the shade solution you think the school should choose.
2. Tell your teacher what you think and why.

MY SHADE SOLUTION

PREVIEW

I think we should _____ because _____.

TEACHER SCRIBING — Record the student's exact words.

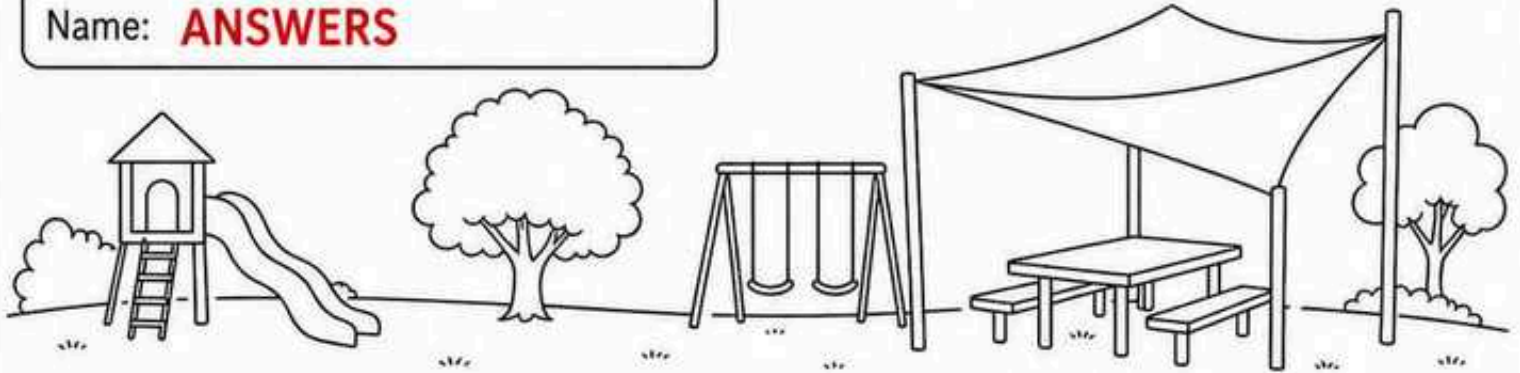
Ask: What do you want? Why?

How will it help? What might someone else think?

The Playground Shade Debate

Assessment • Page 4 of 4 • Drawing & Speaking Support

Name: **ANSWERS**



1. Draw the shade solution you think the school should choose.
2. Tell your teacher what you think and why.

MY SHADE SOLUTION



I think we should put up a shade sail because children need shade soon.

TEACHER SCRIBING – Record the student's exact words.

The shade sail should go over the climbing frame.

It will make the equipment cooler and give children a safer place to play.

Ask: What do you want? Why?

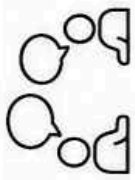
How will it help? What might someone else think?

Perspective and Argument Assessment Rubric

Student: _____

Date: _____

Task: The Playground Shade Debate

CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
 1. Identifies perspective	Needs support to name a viewpoint.	Identifies one viewpoint.	Identifies two different viewpoints.	Explains how the viewpoints differ.	Compares viewpoints and links them to the situation.
 2. Distinguishes fact, opinion and feeling	Sorts examples with support.	Identifies some examples.	Correctly distinguishes all three.	Explains the difference using the scenario.	Selects and justifies evidence precisely.
 3. States a claim	A clear claim is not yet stated.	Gives a simple preference.	States a clear claim.	States a specific claim suited to the issue.	Shapes a precise claim for audience and perspective.
 4. Gives connected reasons	A supporting reason is not yet given.	Gives one loosely related reason.	Gives two reasons connected to the claim.	Develops two reasons using evidence.	Sequences strong reasons and responds to a counterargument.
 5. Communicates respectfully	Needs support to listen and respond.	Uses some respectful words.	Uses respectful language and listens.	Acknowledges another perspective.	Balances viewpoints and responds thoughtfully.

Overall judgement: _____

Teacher comment: _____

Perspective and Argument



Perspective and Argument Quiz

