



## TOPIC: EXPOSING MORE ABOUT VEGETABLES

**National Curriculum area/s:** English

**Title:** *Exposition Writing*

**Year level(s):** 5

### Strands

- Language – Language for interaction
- Language – Expressing and developing ideas
- Literature – Responding to Literature
- Literacy – Creating texts
- Literacy – Texts in context

### Understanding Goals

- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)
- Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)
- Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas (ACELA1507)
- Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)
- Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)
- Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

### Possible links to other curriculum areas

- Mathematics – Measurement and Number: operations of problems based on the growth/measurements recorded of the plants; graphing of measurements etc.
- Art – still line drawings.
- Writing – weekly journal entries of observations and changes.
- T&E – planning and making an appropriate vegetable pot for growing the vegetable plant.
- For more suggestions see the 'Vegetables' Cross Curriculum Plan on the Smarty Plants website.

## ACTIVITY LESSON PLAN

1. Introduce or review the Exposition Writing Framework with the children. (Example below).
2. Discuss two or three different vegetable themed statements with the group. Some examples of this could include:

*“Vegetables are the best food for us to eat”.*

*“Only healthy foods like vegetables should be sold at recess through the Canteen”.*

3. Model first and then brainstorm ideas ‘For’ and ‘Against’. Model writing the opening statement, the arguments for and against, and the conclusion for the chosen example.
4. Allow children to plan, draft, edit and publish their own independent piece on a chosen statement.

## MODIFICATIONS FOR OTHER YEAR LEVELS:

### Junior Primary:

For younger students model the process as a whole class discussion and guided/shared writing time. Repeat this several times before expecting them to put their own ideas into points.

### Upper Primary:

Older students would be expected to follow the Exposition Framework independently and recognise the language and structure needs to reflect the framework to express the ideas/arguments for their selected statement.

## EXPOSITION FRAMEWORK

**Introductory Paragraph** – This is the opening statement to capture the main idea to be ‘argued’ throughout the text. The first paragraph sets the reader up for what is going to be discussed and summarises the content of the next three paragraphs. This paragraph should be no more than five or six sentences long.

**The Main Body** - The next three paragraphs should expose more detail on the main ideas in the first paragraph. For example, the second paragraph could give the points “for” the argument and paragraph three could give the points “against” the argument. Each paragraph should contain five or six sentences and maintain a link the first paragraph. It is important that the children are exact in their writing.

**The Conclusion** - In the conclusion, paragraph five, the child should restate the main idea, summarising their comments in brief. In essence, the writer reminds the reader about what they have already been told and, if possible, states a clear resolution for the topic.