

Coundon Primary School



Year 5 English - Home Learning
W.B: 4.5.20

Year 5 English

'Balanced Argument'



Lesson 1 -



- For today's spelling lesson, explore Oxford Owl by using our Year 5 login <https://www.oxfordowl.co.uk/>
- **Username:** coundoneyear5
- **Password:** spellings
- Click on the 'Extra Practice Zone'
- Choose Year 5 and try the activity 'Swap, Double or Drop?'
- You can check your answers as you go along to see how you are doing.
- If you find the Year 5 a bit tricky, try another year group activity 😊



Swap, Double or Drop?

Year 5/ Primary 6

Lesson 1 -



- Clouds – Choose 5 words from the Year 3 and 4 list that you find tricky and 5 from the Oxford Owl spelling activity.
- Moons – Choose 5 words from the Year 3 and 4 or the Year 5 and 6 list that you find tricky to spell and 5 words from the Oxford Owl spelling activity.
- Stars – Choose 5 words from the Year 5 and 6 list and then use your reading book, a dictionary or words that interest you or choose another 5 words from the Oxford Owl spelling activity. You could really challenge yourself and pick 15 words to practice this week!

Lesson 1 - Spelling practise task

- Use the techniques suggested in 'Spellings Practise ideas' to help you remember these spellings.
- Use this lesson to practise spelling your selected words.
- Practice these spellings each day and ask a parent or carer to test you on Friday.
- Good luck! 😊



- How many did you get correct?
- Are there any words you would like to add to your list for next week?

Lesson 2

What does the word 'balance' mean?

KS: To identify the features of a balanced argument

What is a balanced argument?



A balanced argument needs the same amount of reasons for and against to make it balanced.

REMEMBER

At the end of this unit, we are going to need to write to Mrs Ellis and explain both sides of the argument discussing whether children should be allowed mobile phones in school. This is called a balanced argument.

Lesson 2

KS: To identify the features of a balanced argument

Here are the 'features' of a balanced argument

Structural Features

Introduce the topic
in general terms.

Arguments for with
evidence.

Arguments against with
evidence

Conclusion - summary with
phrasing of personal opinion.

Language Features

Modal verbs - show
possibility
e.g. could, should, would

Formal language of debate

Evidence e.g. statistics to
support argument.

Rhetorical questions.

Connecting words/phrases

To revise what modal
verbs are, click the
link below

<https://www.bbc.co.uk/bitesize/topics/zwpp8mn/articles/zps4pbk>

Modal verb word mat

Modal Verbs

can cannot

must must not

could could not

may may not

shall shall not

might might not

will will not

should should not

would would not

Lesson 2

Let's look at this example of a 'Balanced Argument.' The features have been colour coded to help you. This will help you understand how to write your own balanced argument for Mrs Ellis.

KS: To identify the features of a balanced argument

Should children be allowed to eat chocolate for breakfast?

Breakfast is known as the most important meal of the day; it gives you energy and fuel and therefore powers you for the morning. A decent breakfast **should** allow you to wake up properly and allow you to function fully in the morning. In supermarkets these days, there are many different options for breakfast. Cereal, toast, yogurts, fruit- all of these items are popular choices for children to start the day with. **Having said this**, there are some children who **would** choose a less conventional start to their day- a bar of chocolate. **There are arguments for and against** the eating of chocolate for breakfast and this balanced argument **will** examine the opinions for both sides.

Structural features

Introduce the topic in general terms.

Arguments for - with evidence.

Arguments against - with evidence

Conclusion - summary with phrasing of personal opinion

Language Features

Modal verbs - show possibility e.g. could, should, would

Formal language of debate

Evidence e.g. statistics to support argument.

Rhetorical questions.

Connecting words/phrases

Lesson 2

Look at this example 'Balanced Argument.' The features have been colour coded to help you.

KS: To identify the features of a balanced argument

Some people would say that the notion of eating chocolate for breakfast is ludicrous. One of the main reasons for this is due to how unhealthy it is. Chocolate, although it is delicious, is full of artificial sugars, colours and preservatives. As well as this, chocolate is high in saturated fats too- a food group of which the intake should be limited. If children are eating this high calorie, sugar-filled treat to start their day, they are not filling their bodies with the good nutrients they require. To add to this, dentists would also agree that beginning the day with such a sugary delight can cause tooth decay. This could lead to multiple trips to the dentist and money having to be spent from the NHS budget- money, which could be spent elsewhere. People of this opinion would also argue that starting the day with a high sugar snack means that children might struggle to concentrate at school. Sugar and E numbers (chemicals added to some food to make them taste better) can cause hyperactivity and therefore concentration becomes harder to sustain. Being able to focus and work hard at school- particularly in the mornings when most children are studying maths and English- is vital. Chocolate for breakfast could hinder this all-important focus and have a knock on effect on children's educations.

Lesson 2

Look at this example 'Balanced Argument.' The features have been colour coded to help you.

KS: To identify the features of a balanced argument

On the other hand, there are some people who would claim that chocolate for breakfast is not a bad thing at all; in fact, they could argue that there are actually benefits to it. Enjoyed globally, chocolate is a treat which many people love: its creamy, smooth and silky nature means that it is very popular. Many young people struggle to get out of the bed in the morning and so the thought of a delicious chocolate bar could be enough to tempt them from their beds and therefore get to school on time. To add to this argument, just because children are having a less than healthy breakfast, does not mean that they will not get the nutrients they need later on in the day. Lunch, dinner and other healthy snacks could provide the vitamins and minerals they require and so a chocolate bar for breakfast would not damage their health. As long as children are still having healthy foods throughout the rest of the day, where is the harm in chocolate for breakfast? Further to this, most people would admit that they enjoy a sweet treat at some point in the day. It could be argued that there is no difference between having that sweet treat first thing on the morning and later on in the afternoon.

Lesson 2

Look at this example 'Balanced Argument.' The features have been colour coded to help you.

KS: To identify the features of a balanced argument

Having considered both sides of the argument, there are several reasons as to why children should and should not be allowed to eat chocolate for breakfast. Having said this, the potential negative impact on children's health, teeth and education could be seen to significantly outweigh the benefits of simply having something tasty to start the day. So, should children be allowed to eat chocolate for breakfast? It would seem wise to answer the question with no- children should not be allowed to eat chocolate for breakfast.

Structural features

Introduce the topic in general terms.

Arguments for - with evidence.

Arguments against - with evidence

Conclusion - summary with phrasing of personal opinion

Language Features

Modal verbs - show possibility e.g. could, should, would

Formal language of debate

Evidence e.g. statistics to support argument.

Rhetorical questions.

Connecting words/phrases

Lesson 2 - Task

Now it's your turn.....

KS: To identify the features of a balanced argument

Clouds 	Moons/Stars 	Extension challenge
Read the text – 'Should children be allowed to keep animals as pets?' Complete the 'features' activity.	Read the text – 'Should children be allowed to stay in at break times?' Complete the 'features' activity.	After reading the balanced argument, what is your opinion? Write a conclusion stating your opinion now you have read both sides of the argument. Remember to use formal language of debate.

Use lesson 2 resources from the blog. Also, remember you can create subheadings in your work book if you do not have a printer.

Lesson 3

KS: To use conjunctions to link ideas

To make our argument interesting we will need to include a variety of sentence structures using different conjunctions to link our ideas,

- What is a main clause? What does a main clause HAVE to contain?

A main clause is a group of words that expresses one complete thought. Every main clause must contain a **subject** and a **verb**. They can also be called a **simple sentence**.

Can you spot the subjects and the verbs in these main clauses?

Have a go.....Answers are on the next slide!

- Samira likes football.
- Ben loves basketball.
- They all jumped into the car and sat down.
- The excited boys danced all night to the song.

Lesson 3

KS: To use conjunctions to link ideas

To make our argument interesting we will need to include a variety of sentence structures, using different conjunctions to link our ideas,

- What is a main clause? What does a main clause HAVE to contain?

A main clause is a group of words that expresses one complete thought. Every main clause must contain a **subject** and a **verb**. They can also be called a **simple sentence**.

Can you spot the subjects and the verbs in these main clauses?

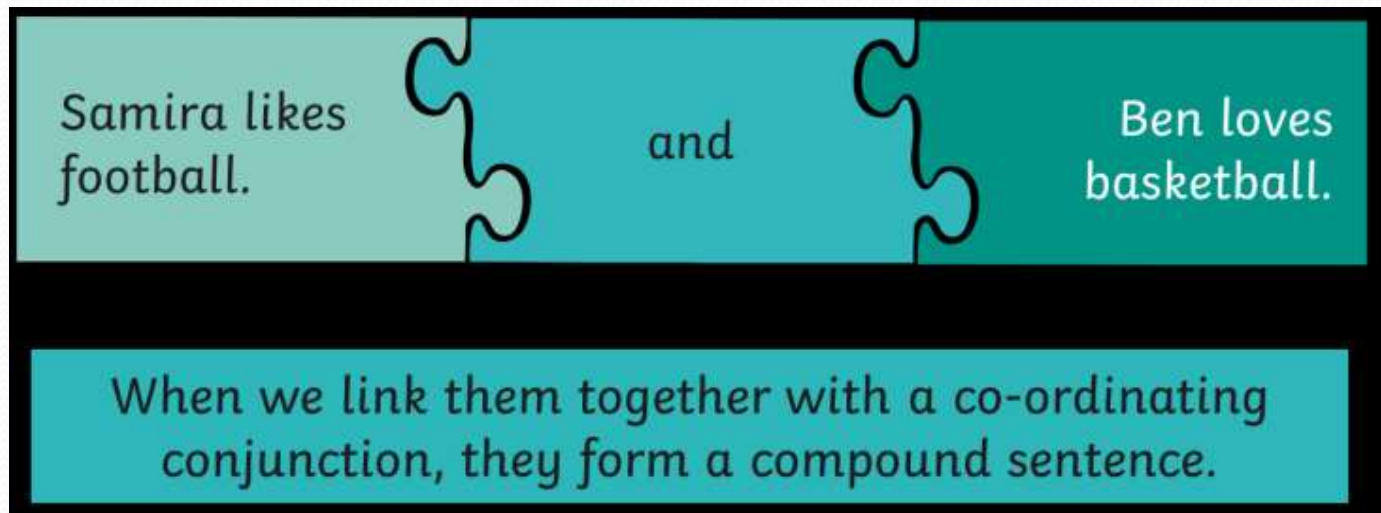
- **Samira** **likes** football.
- **Ben** **loves** basketball.
- **They** all **jumped** into the car and sat down.
- **The excited boys** **danced** all night to the song.

Lesson 3

KS: To use conjunctions to link ideas

There are two main types of conjunction we can use to link words/phrases/clauses together in a sentence.

The first one we will look at is 'Co-ordinating conjunctions.'



Lesson 3

KS: To use conjunctions to link ideas

Co-ordinating Conjunctions FANBOYS

for

and

nor

but

or

yet

so

These can be used instead of a full stop between two main clauses.

Samira loves football. Ben loves basketball.

Samira loves football and Ben loves basketball.

Lesson 3

KS: To use conjunctions to link ideas

Co-ordinating Conjunctions FANBOYS

for and nor but or yet so

It was time
for maths.

?

My pencil
broke.

Which co-ordinating conjunctions could be used to link these two main/independent clauses to create a compound sentence?

Is there one that fits best?

Are some co-ordinating conjunctions easier to use than others?

Lesson 3

KS: To use conjunctions to link ideas

Co-ordinating Conjunctions FANBOYS

for and nor but or yet so

Luke had lots
of friends.

?

He was a
friendly boy.

Which co-ordinating conjunctions could be used to link these two main/independent clauses to create a compound sentence?

Is there one that fits best?

Are some co-ordinating conjunctions easier to use than others?

Lesson 3

KS: To use conjunctions to link ideas

Subordinating Conjunctions

These are used to introduce a subordinate clause. Remember to make sense a sentence has to have a main clause as well. Here is one good way to remember them:

I Saw a Wabub...

...is an acronym to help you remember the first letters of some of the most important subordinating conjunctions.

If

Since

As

When

Although

While

After

Before

Until

Because

I SAW A WABUB!



Lesson 3

KS: To use conjunctions to link ideas

Subordinating Conjunctions

So, how do we use subordinating conjunctions?

Subordinating conjunctions are the first words within a subordinate clause. Subordinate clauses do not make sense on their own but when they are used with a main clause, they create a complex (multi-clause) sentence.

Subordinate clauses will always have a subject and verb within them, e.g.

after she smiled

↑ ↙ ↑
subordinating subject verb
conjunction

is a subordinate clause

after Christmas

↑
Here 'after' is being
used as a preposition.

is not a subordinate clause

Lesson 3

KS: To use conjunctions to link ideas



Subordinating Conjunctions

I SAW A WABUB

Can you spot the subordinate clause and the subordinating conjunction in this sentence?

Have a
go.....Answers are
on the next slide!

The eager pupils sped into school
when the bell rang.

Whales give birth to live young as
they are mammals.

Lesson 3

KS: To use conjunctions to link ideas



Subordinating Conjunctions

I SAW A WABUB

Can you spot the subordinate clause and the subordinating conjunction in this sentence?

The eager pupils sped into school
when the bell rang.

Whales give birth to live young as
they are mammals.

Lesson 3

KS: To use conjunctions to link ideas



Subordinating Conjunctions I SAW A WABUB

Now, it's your turn.

Which subordinating conjunction would fit best
at the start of this subordinate clause?

Is there more than one possibility?

I am sending you a letter _____
I am your biggest fan.

_____ I eat lunch, I am going
to an important meeting.

Lesson 3

KS: To use conjunctions to link ideas



Subordinating Conjunctions I SAW A WABUB

Complete these sentences using a **subordinating conjunction**:

Heavy snow poured from the sky.

The greenhouse got smashed.

If

Since

As

When

Although

While

After

Before

Until

Because

Lesson 3 - Task

KS: To use conjunctions to link ideas

Remember:

Co-ordinating conjunctions link two main clauses together (FANBOYS)

Subordinating conjunctions start a subordinate clause (I SAW A WABUB)

They can go at the start of a sentence but need a comma after!

Task: Choose either Clouds, Moons or Stars from 'Lesson 3 Conjunction activity.'

Complete in your workbooks.

Lesson 4

How can you tell which part is arguing for and which part is arguing against the idea?

KS: To use the language of a balanced argument

There is no doubt that traffic fumes are a major cause of pollution throughout the developed world, and are a particular problem in large towns and cities. In a small country like the UK, cities are close enough together to cause high levels of traffic fume pollution in the air over large areas of the land. Consequently, health problems are created such as asthma, which has rapidly increased as the number of cars on the road has risen. An additional problem in urban areas is congestion, which wastes time and adds to costs. The average speed of traffic in central London is now only 12 miles per hour, the same as it was in Victorian times. A ban on cars in the centre of large towns and cities would therefore seem sensible as it would cut pollution thereby improving health. It would also reduce congestion, allowing buses, emergency vehicles and delivery trucks to be more efficient.

On the other hand, it could be argued that such a ban would create other problems. Public transport in this country is expensive and sometimes unreliable. Would there be enough trains and buses to cope with the numbers needing them? Furthermore, there is also the issue of personal freedom. Is it right to prevent people from choosing the mode of transport they prefer? Many people feel safer in their cars when travelling at night than they do on a bus or a train.

Lesson 4

KS: To use the language of a balanced argument

- A balanced argument uses specific types of vocabulary to show the arguments on one side of the arguments compared to the other side.
- Watch this video to see how a balance argument can be structured and some of the language that can be used.

How to write a balanced argument

Part of English | Non-fiction

Duration 05:16



More



All KS2

Lesson 4

KS: To use the language of a balanced argument

Discussion Openers

Some people believe
It could be argued that
Those in favour of..... argue
Critics of often claim that
Many people argue
Supporters argue
..... point out that
It is claimed that
Others argue that...

Show that there are two sides
to the arguments.




Opposing Adverbs

However
In contrast
Conversely
On the contrary
On the other hand
Despite this
Nevertheless
Although
Alternatively

Move the argument to the
other side.

Lesson 4 - Task

KS: To use the language of a balanced argument

Clouds 	Moons 	Stars 
Use the statements 'for' and 'against' school uniform. Rewrite these sentences using formal language of debate. Use the word banks for support.	Choose either debate – 'school uniform' or 'zoos'. Look at the 'for' and 'against' statements. Create 2 paragraphs using formal language of debate, which clearly show both sides of the argument. Use the word banks to help you.	Choose a topic of discussion (tourists at Snowdon, home learning, use of ipads) and use formal language of debate to create 2 paragraphs. These need to clearly state reasons 'for' and reasons 'against'. Use the word bank for support. Extension – Add an introduction and conclusion to your balanced argument.

The resources for this lesson are included in the blog – see Lesson 4 Debate Language activity

Lesson 5

KS: To orally use language of debate



Use this time to reflect about what you have learnt this week.

In your workbook, jot down all of the things a balanced argument needs to include. Look back over the slides if you would like to check what you have written.

Talk to somebody about some of the topics that you have read about or listened to over the past few lessons.

- What were your views/opinions?
- What are their views/opinions?
- Do they agree with what you say? Disagree?

Lesson 5



KS: To orally use language of debate

- Choose one of the topics from the list.
- Ask a family member about their thoughts/opinions.
- Listen to what they say.....did they use any of the language features you have looked at this week?
- Write down a list of 'for' and 'against'
- **TASK:** Create a balanced argument using the formal language of debate.
- Maybe you could video it and send it to your class email for us to see.
- I wonder whether we would agree or disagree?



- Should zoos be banned?
- Should smoking be banned in public?
- Should dogs be banned from parks?
- Is it better to be a child or an adult?
- Should we have school uniform?

Spelling test time!

Remember – Don't forget to ask somebody if they could test you on your spellings!

- Good Luck! 😊
- How many did you get correct?
- Add any tricky words to your spelling list to practise for next week.

