



	<p>First Paragraph - Introduction</p> <p>Have you ever seen a dog?</p> <p>They are everywhere and they are so friendly!</p> <p>They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.</p>	<p>When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.</p>	<p>Don't students deserve to spend an extra hour a day at school? Students already spend a great deal of their free time at school. It is not fair that students must spend extra time at home or during school hours.</p>
	<p>Second Paragraph - Argument 1</p> <p>Dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens.</p>	<p>Finally, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens.</p>	<p>Finally, students need to know that school work is what they come to school for. They should be allowed to spend time playing with friends, spending time with the family and just relaxing.</p>
	<p>Third Paragraph - Argument 2</p> <p>Dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can.</p>	<p>Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can.</p>	<p>Secondly, students should know that school is what they come to school for. They should be allowed to spend time playing with friends, spending time with the family and just relaxing.</p>
	<p>Fourth Paragraph - Argument 3</p> <p>Dogs are very active. This means that you can always keep fit and healthy, taking your dog for walks and playing games together.</p>	<p>Thirdly, dogs are very active. This means that you can always keep fit and healthy, taking your dog for walks and playing games together.</p>	<p>Thirdly, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework.</p>
	<p>Fifth Paragraph - Conclusion</p> <p>For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all.</p>	<p>For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all.</p>	<p>In conclusion, schools should not be sending homework. There are much better ways that students could be using this time after school, such as exercising, learning new skills and helping their families.</p>

Examples Of Persuasive Paragraphs For Kids

Clare Bartholomaeus, Nicola Yelland



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Children's Lifeworlds in a Global City: Melbourne Clare Bartholomaeus, Nicola Yelland, 2023-05-05 This book examines the connections between policy school experiences and everyday activities of children growing up in the global city of Melbourne Australia It provides an in depth consideration of Melbourne primary school children's lifeworlds exploring everyday stories and practices inside and outside of school This includes consideration of the diverse ways that educational success may be understood in the context of Melbourne productively moving beyond a narrow focus only on academic achievement Situated alongside policy and curriculum analysis the book draws on research in Melbourne Year 4 primary

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Literacy and Learning Thomas E. Scruggs,Margo A. Mastropieri,2010-03-04 Among the most commonly reported characteristics of individuals with learning and behavioral disabilities are significant and persistent problems with literacy acquisition This volume addresses important issues in the conceptualizing assessing and treating problems in literacy It is of interest to clinicians teachers and researchers

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Time for Kids: Almanac 2006 Editors of TIME For Kids Magazine,2005-06-28 A compilation of charts and facts on miscellaneous topics from animals and art to math and space Also includes word searches and mazes and maps and flags of each country

Internationalizing the Academic Standards Indiana University, Bloomington. Center for the Study of Global Change,2011

Children's Magazine Guide ,2002

Sentence Power Jean Reynolds,1991

Ways of Writing with Young Kids Sharon A. Edwards,Robert W. Maloy,Ruth-Ellen Verock-O'Loughlin,2003 Ways of Writing with Young Kids presents ideas and strategies for teaching children how to write creatively in fiction nonfiction and poetry conventionally using standard spelling punctuation and sentence structures and confidently as they learn the roles and rules of written language Ways of Writing with Young Kids is

uniquely organized in twenty three ways of writing that expand beyond one particular area Giving readers a new perspective the authors adhere to a unique and easy to follow system The Five C s of Children s Writing Coaching Creativity Conventions Choice and Confidence Written in an easy to read format the book explains writing ideas and strategies clearly and concisely in an open ended easy to do and engaging style that offers readers lots of flexibility of how to use the activities with their children Elementary school teacher Theme Exploration Joel Chaston, Constance Weaver, Scott Peterson, 1993

Prentice Hall Literature: The American Experience ,1991 **Te Gr3-1 Theme 3 Coll00** HSP,2000 Adopted by Rowan Salisbury Schools Creative Teaching Strategies Marjorie J. Wynn,1996 This new book includes more than 200 specific instructional strategies to actively involve and motivate students It is a single quick reference for student teachers and professionals teaching grades K 8 In the Middle Nancie Atwell,1987 Relates the experiences of an eighth grade teacher and her students who abandoned skill drill approaches and became collaborating readers and writers **Positive Behavior Interventions & Supports** Council for Exceptional Children,2010 **Urban Teacher's Beliefs and Knowledge about Literacy Teaching and Learning** Dannelle Diane Stevens,1992

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