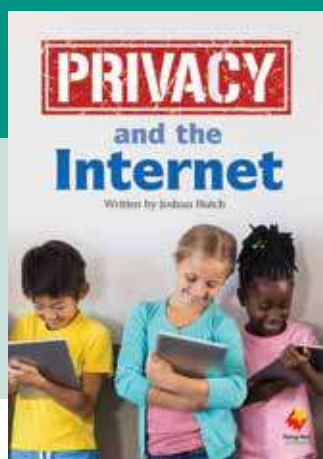


Lesson Plans

Advanced Fluent
reading stage

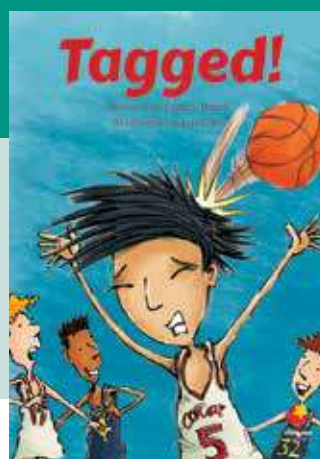
Level V



Imagine if every move you made was recorded. You don't have to imagine it, just go online – because that's exactly what's happening on the Internet. What does privacy mean in the digital age and what can you do to protect yourself?

Running words: 1832

Text type: Report



When an embarrassing video is posted online, Eric learns that the Internet never forgets. Can the video be taken down? How does he face his friends at school? It's not easy to leave your past behind when it lives online.

Running words: 2532

Text type: Narrative

Content vocabulary

anonymity anonymous browsers
digital technology facial recognition
identity theft Internet invasion location
mobile phone monitor permission
posted privacy profile sites social
networks tag upload website

Literary language

Figurative language: felt my stomach tighten
grew red with anger

Text connectives to indicate time: Just then
The next morning Throughout the day
two hours earlier When school ended

Abstract verbs: embarrassed figured forgotten
invaded named pretended remember wish wonder

Reading strategies

Privacy and the Internet

- Asking and answering questions about the text

Tagged!

- Linking character development to events in the plot

Curriculum links

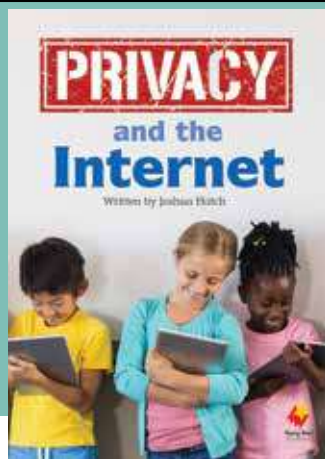
Privacy and the Internet

- Technologies: Engineering principles and systems

Tagged!

- Technologies: Engineering principles and systems

Lesson Plan Privacy and the Internet



Key concepts

- The meaning of “privacy” has changed with the development of technology.
- Once information is uploaded to the Internet it is no longer private.
- There is a balance between privacy and safety when considering what information should be made public.

Before reading

Exploring vocabulary

Give each student a copy of *Privacy and the Internet*. Say: *This book is about the Internet and the issues surrounding privacy when using it. What words might be in this book?* Have students talk with a partner and then discuss as a group.

★ Ask: *What is the Internet? What things can we do on the Internet?* Draw out that we use the Internet in many ways, such as social media, email, etc. Ask: *What do you expect to learn about the Internet and privacy by reading this book?* Discuss as a group.

Establishing the strategy focus

Say: *Asking and answering questions can help you to engage with the text, understand your prior knowledge, clarify your understandings, reflect on what you have learnt and inquire further about a topic. We can ask and answer questions before, during and after reading.*

During reading

Reading with teacher support

Introduce Graphic Organiser 1: Asking and answering questions. Say: *Talk with your partner about the Internet and the issues surrounding privacy when you use it.*

Have pairs fill in the “Before reading” section of their graphic organisers, then share what they wrote.

Have students read the introduction and Chapter 1 independently. Monitor and support them where appropriate.

Check for understanding

Say: *Work with your partner to fill in the Chapter 1 section on your graphic organiser.* Have students meet to discuss their learnings and wonderings.

★ Support students by discussing what they learnt in Chapter 1. Ask: *How has privacy changed? How has technology changed? What do you wonder about privacy?*

★ These activities are also suitable for English Language Learners (ELL).

Working with a partner

Have students read Chapter 2 independently. Ask: *What surprised you most about the information in this chapter? How do you feel about what you have read?* Discuss as a group.

Have pairs fill in the Chapter 2 section on their graphic organisers. Repeat this process for Chapters 3 and 4.

Quick write

Have students reflect on the text. Say: *Talk with your partner about your new understandings about the Internet and privacy.*

Ask: *What would you like to learn more about?* Discuss as a group. Have students complete the “After reading” section on their graphic organisers, then share in a small group.

After reading

Talking about the book

Have the students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why is it dangerous to share too much private information online?* (Inferential)

What laws do you think there should be about privacy and the Internet? (Synthesising)

What do you think is the author’s point of view about privacy on the Internet? (Critical)

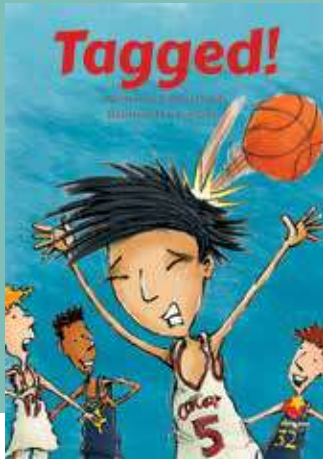
Invite students to ask their own questions.

Vocabulary reflection

★ Choose two words at a time from the content vocabulary. Have students take turns saying the two words in a sentence to their partner. Say: *Make sure your sentence makes sense, and make it interesting.*

Strategy reflection

Say: *We have been practising asking and answering questions. Good readers do this constantly: they gather new information as they read and ask themselves questions to clarify their understandings. As they learn, they wonder further about the topic and ask more questions.*



Key concepts

- Being tagged or tagging someone online has consequences.
- Characters can experience a range of emotions throughout a story.

Before reading

Exploring vocabulary

Give each student a copy of *Tagged!* Have students browse through the book. Ask: *What words relating to technology would you expect to find in this book?* Discuss students' ideas and create a group list.

★ Say: *The main character, Eric, is tagged in an online video. What does this mean?* Discuss as a group. Ask: *How might someone feel if they are tagged?* Have students talk with a partner and then discuss as a group.

Establishing the strategy focus

Say: *Eric goes through a range of emotions as the story unfolds. His actions show us what he learns from these challenges and what his personality is like. As you read, take note of these things.*

During reading

Reading with teacher support

Have students read Chapter 1 independently. Monitor and support them where appropriate. Ask: *How did Eric respond to being tagged? What emotions did he feel?* Discuss as a group. Have students read Chapter 2 independently. Ask: *How did Eric feel when he discovered he was on the Internet in a baby blog? Why was Phillip's text so shocking to Eric?* Discuss as a group.

Check for understanding

Say: *In the next chapter, Eric goes to school for the first time since the video was posted. How might he be feeling? What might he say to Phillip?* Discuss.

★ Support students by talking about personal experiences that relate to the text. Ask: *Have you ever been embarrassed by a friend?* Discuss.

Working with a partner

Have students read Chapter 3 independently. Ask: *What did Eric learn from Phillip's story? Why did this strategy work?* Have students talk about this with their partner.

Reading with teacher support

Have students read Chapter 4 independently. Ask: *Why do you think Eric changed his mind about deleting all of the baby blog?* *What does this tell you about him?* Discuss as a group.

Have students read Chapter 5 independently. Ask: *Do you think the video should have been removed? Why?* Discuss as a group.

Check for understanding

Ask: *What did Eric learn from the challenging events that happened to him?* Have partners discuss this, using examples from the text to justify their opinions. Have them share their ideas with the group.

Working with a partner

Introduce Graphic Organiser 2: Eric's events. Say: *Think about the events in the story and Eric's reaction to them.* Have pairs complete the graphic organiser.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *Why was Eric so angry about the video being posted?* (Inferential) *Would you ask your mum or dad to remove an embarrassing baby blog about you?* (Synthesising) *What messages do you get from this story?* (Critical) Invite students to ask their own questions.

Vocabulary reflection

★ Revisit the group list made during the Exploring Vocabulary stage. Ask: *What words can we delete or add to this list?* Use students' suggestions to amend the word list. Discuss the meaning of each word as appropriate.

Strategy reflection

Say: *How a character responds to a challenge tells us about their personality. As a reader, you will better understand a character if you take note of how they react to problems.*

Synthesising: Talk about the pair

Say: *Think about Privacy and the Internet and Tagged!*
What have you learnt about the Internet? How is the Internet helpful? How can it be dangerous? Encourage students to refer to evidence from the books to justify their opinions.

Have students read each statement below and place a mark on the line to show their opinion. Students then write the reasons for their opinion.
Have students discuss their completed opinion continuums with a partner. Invite students to share their thinking with the whole group.

Name/s: _____

Social media is a good thing.



Strongly disagree

Strongly agree

Why?

We should not tag people in photos or videos.



Strongly disagree

Strongly agree

Why?

Digital technology makes us safer.



Strongly disagree

Strongly agree

Why?

Assessment

Can students form opinions about a topic? Can they justify their opinions with reasonable arguments?

Graphic Organiser 1: Asking and answering questions

Name/s: _____

Before reading

Recall prior knowledge: *What do you already know about the Internet and privacy?*

Engage: *What questions would you like to ask about the Internet and privacy?*

During reading – Clarifying understandings

For each chapter, record one new thing you learnt and one question you have.

Chapter 1

Chapter 2

Chapter 3

Chapter 4

After reading

Reflect: *What was the most interesting or surprising thing you learnt?*

Inquire: *What do you still wonder about?*

Graphic Organiser 2: Eric's events

Name: _____

Think about the events in the story and how they affected Eric.

Event	How did Eric feel? What did he do?	What did Eric learn? What does this tell you about Eric's personality?
Eric finds out he's been tagged in a video ... and he's on a baby blog!		
Eric finds out that his friend Phillip posted the video		
Phillip shares his story with Eric about how he reacted when Tasha teased him		
Eric and his mum look into removing the basketball video		

Flying Start to Literacy Lesson Plans *Privacy and the Internet/Tagged!* © 2021 EC Licensing Pty Ltd.

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