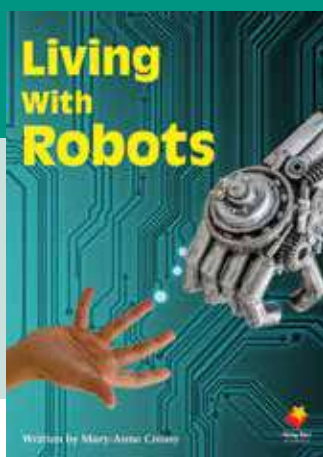


Lesson Plans

Advanced Fluent
reading stage

Level U



Find out how technology has improved our everyday lives and changed or eliminated jobs. Artificial intelligence is explored through the many ways it has impacted our world, from art and entertainment to industry and transport.

Running words: 2259

Text type: Report



Seb and Amy's life in a futuristic city is connected to technology and robots. When a surprise gift leads them to their eccentric uncle, who lives a rural lifestyle, they face danger and discovery in a technology-free world.

Running words: 2914

Text type: Narrative

Content vocabulary

artificial intelligence assembly lines automated chatbot computer data digital technology files invented machinery machines manufacturing mechanical mechanised processing programmed radars robot robotic sensors technology touch screen voice command

Literary language

Literary adverbs: anxiously enviously excitedly frantically gradually happily nervously obediently with alarm

Proper nouns: Amy E-Scoots Go-car Milo Mum Seb Tracklet Uncle Nick

Words related to setting: E-Scoots face scanner Go-car quiet robo-pets sync Tracklet village

Reading strategies

Living With Robots

- Identifying important points

Milo and the Robots

- Identifying language that describes setting (time and place)

Curriculum links

Living With Robots

- Technologies: Engineering principles and systems

Milo and the Robots

- Technologies: Engineering principles and systems

Lesson Plan Living With Robots



Key concepts

- Computers and robots perform many jobs and tasks that people once had to do.
- People use computers, robots and artificial intelligence (AI) at home, at work and for fun.
- AI technology will continue to develop, but it is limited to the information that people program into it.

Before reading

Exploring vocabulary

Give each student a copy of *Living With Robots*. Say: *This book is about computers, robots and artificial intelligence.*

Have students browse through the book. Ask: *What words might be in this book?*

★ Create a list of key words from the book (refer to the content vocabulary) and talk through the meaning of each word.

Establishing the strategy focus

Say: *This book is about technology and its role in our lives. As you read, think about what the most important points in each section are.*

Introduce Graphic Organiser 1: Very Important Points (VIPs).

Say: *After you read each chapter, reflect on the very important points (VIPs), discuss them with your partner and fill in the chart.*

During reading

Reading with teacher support

Have students read the introduction independently. Ask: *What have you learnt about the differences between computers, robots and AI?* Discuss as a group, and record a shared definition for each term on a chart.

Have students read Chapter 1 independently. Say: *As you read, think about what the VIPs are.* After reading, have pairs discuss the VIPs for Chapter 1 and record them on the graphic organiser.

Check for understanding

Invite students to share the VIPs they recorded on their graphic organisers. Ask: *Why are these points important?*

★ Support students by talking through each section in the chapter. Ask: *What information was important in that paragraph/section/page?* Encourage students to ask questions if they are unsure of the meaning of specific terms.

Working with a partner

Have students read Chapter 2 independently and then meet with their partner to discuss their understandings.

Say: *Talk with your partner and come to an agreement on what the VIPs are.* Have students record these points on their graphic organisers. Repeat this process with Chapters 3, 4 and 5.

Quick write

Say: *Now that you have identified the VIPs in each chapter, think about which of these points are the most important overall.*

Allow five minutes for students to do a quick write. Say: *Explain which point(s) you consider to be the most important and why.* Have partners share their quick writes with each other.

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 do people rely on computers, robots and AI? What might AI look like in the future?* (Inferential)

What are the good things that have happened because of the development of computers, robots and AI? Are there things that concern you about this development? If so, what are they? (Synthesising)

What do you think is the author's opinion on robots and AI? What makes you think this? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Return to the vocabulary chart, and have students add words that they think are important and delete words that are of lesser importance.

Strategy reflection

Ask: *How did identifying the VIPs after reading each chapter help you as a reader? Did it affect your understanding of this text?*

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

Lesson Plan Milo and the Robots



Key concepts

- Computers, robots and AI have changed the way people live.
- In the future, people will use computers, robots and AI more and more.
- Computers, robots and AI are helpful, but not all people regard them as essential.

Before reading

Exploring vocabulary

Say: Authors use words and phrases to indicate the setting of the story – where and when it takes place.

Give each student a copy of *Milo and the Robots*. Say: *This story is set in the future. What words or phrases might be used to show this?* Have students talk with a partner and then discuss as a group.

★ Support students by listing words used in the book related to the futuristic setting (see Literary language – Words related to setting). Discuss what each word means.

Establishing the strategy focus

Say: *The story begins in a city in the future. Later, it is set somewhere different. As you read, think about the words and phrases the author uses to indicate the setting.*

During reading

Reading with teacher support

Have students read Chapters 1 and 2 independently. Ask: *What words and phrases does the author use to show that the story is set in the future?* Discuss as a group, and list students' ideas on a chart.

Check for understanding

Say: *The next chapter is called "A visit to Uncle Nick". Where do you think Uncle Nick lives? What do you predict will happen?* Discuss students' ideas.

★ Discuss the words and phrases on the chart to clarify students' understanding.

Working with a partner

Say: *The setting changes in Chapter 3. As you read, think about the differences between the two settings, and what words and phrases the author uses to show this.* Have students read Chapter 3 independently, and then work with a partner to identify these words and phrases. Have pairs share their ideas and add these words to the group chart.

Reading with teacher support

Have students read Chapters 4 and 5 independently. Say: *After reading, meet with your partner and list the words and phrases that show what the village is like.* Have partners share their lists and add these words and phrases to the group chart.

Check for understanding

Read the words and phrases on the group chart. Ask: *Why are these words and phrases important? What do they tell us about the places in the story?* Draw out that they describe the city and village lifestyles and highlight the differences between them.

Working with a partner

Introduce Graphic Organiser 2: City and village. Say: *How are the story's two settings different?* Discuss as a group, then have partners complete their graphic organisers.

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. *How did Amy and Seb's view on technology change after their visit to Uncle Nick?* (Inferential)

What aspects of Amy and Seb's city life can you relate to?

(Synthesising)

How accurate do you think the author's predictions about technology are? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Refer to the list of words created during the Exploring Vocabulary stage. Have students take turns saying one or two of the words in a sentence.

Strategy reflection

Ask: *Why is it important to know when and where a story is set? Why was this particularly important in this story?* Draw out the importance of understanding the futuristic setting and of being able to compare the city and village settings.

Synthesising: Talk about the pair

Say: You have read a report and a narrative about the impact that computers, robots and AI are having on our lives now and in the future. Think about what you now know about the topic.

Think about how this information makes you feel. Finally, reflect on what you would still like to know about this topic – what you wonder about.

Name/s: _____

Computers, robots and AI – Know, Feel, Wonder

What do you **know** about computers, robots and AI? How do computers, robots and AI make you **feel**? What do you still **wonder** about computers, robots and AI?

KNOW

WONDER

FEEL

Assessment

Can students reflect on what they have read and learnt?

Graphic Organiser 1: Very Important Points (VIPs)

Name/s: _____

Find the most important points as you read.

Very Important Points	
Chapter 1	
Chapter 2	
Chapter 3	
Chapter 4	
Chapter 5	

Graphic Organiser 2: City and village

Name/s: _____

Compare and contrast the two settings – the city (where Amy and Seb live) and the village (where Uncle Nick lives).

	City	Village
Food		
Shopping		
Transport		
Pets		
Overall		

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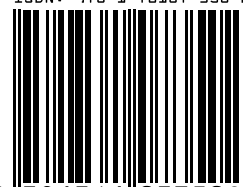
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