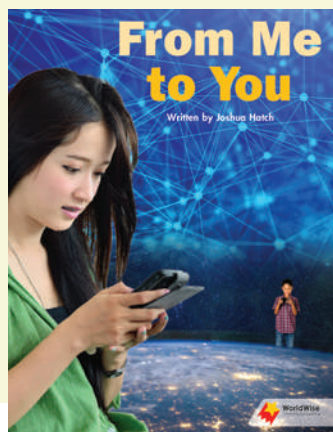


Lesson Plan

Fluent Plus
reading stage
Level P (29–30)



From Me to You explores why and how people have gained access to and used personal communication processes and technologies over time.

Informative text types:

Explanation/Historical recount/Report

Science Curriculum links

Australia

- **CS (ACSSU074)** Uses of materials based on their properties
- **DT (ACTDEK013)** Suitability of materials, systems, components, tools and equipment for particular purposes
- **UIS (ACSHE062)** Science knowledge helps people to understand the effect of their actions

New Zealand

- **NTTK:** Technological development expands human possibilities and draws on knowledge from a wide range of disciplines
- **NTTK:** Technological systems are represented by symbolic language tools and understand the role played by the “black box” in technological systems

Key concepts

- Technology continues to influence and expand the ways people access information and communicate
- Technology influences the quality of people’s lives and the ways they act and interact
- Social needs, attitudes and values influence the direction of technological development

Content vocabulary

body language, century, continents, cyber bullying, data, decade, dial, emoji, emoticons, facial expressions, hieroglyphics, images, Internet, media, messengers, modems, Morse code, Pony Express, radio waves, scammers, sequence, spam, symbols, technology, telegram, telegraph, telephone, transmit, virus

Text features

- Text boxes, graph, illustrations, photographs, glossary

Reading strategy

- Connecting personal experiences to the text and building on prior knowledge

First reading session

Getting started

Introducing the book

Give each student a copy of the book *From Me to You*. Have the students browse through the book. Say: *As you browse through the book, think about what you already know about the ways that people communicate with each other, in the past as well as today.* Ask: *How do you know about this topic?* Have the students discuss their thinking with the group.

Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about communication?* Students work with a partner and record their words down the left-hand side of a piece of paper. Say: *When you are finished, write the numbers 1–10 next to the words you most expect to see in the book – with 1 being the most likely.*

If some words or phrases are not known, have the student who recorded the word explain what it means. Compare the students' vocabulary words with the words in the glossary.

Introducing the reading strategy focus

Say: *Connecting what you know about a topic to what you are reading about that topic can help you to better understand what you are reading. Prior knowledge can help you make sense of the new information you are reading. As you read, think about what you know about communication from your own experiences – what you have read and what you have seen.*

Reading with teacher support

Say: *Before you read, think about what you already know about communication.* Guide the students in filling out the first column on the Graphic Organiser.

Say: *Read chapter 1 to yourself. As you read think about the new information you are learning. When you have finished reading, be ready to discuss your thinking with your partner.* Monitor the students as they read and support them where necessary. Have students share their thinking with the group. Ask: *What new information do you now have about face-to-face and written communication?*

Guide the students in filling out their Graphic Organiser. Say: *This Graphic Organiser will help you with your thinking. First revisit what you already knew about communication, and then build on this by thinking about the new information you have learned.*

Second reading session

Building understanding

Reading with teacher support

Have the students read chapter 2 to themselves. Say: *Get yourself ready to read by thinking about what you have already read about communication.* Invite the students to ask questions about what they have read.

Say: *Read chapter 2 to yourself. When you have finished, discuss your thinking with your partner.* Ask: *What did you find out about communicating over long distances? How did your personal experiences with communication help you understand new information? What new information surprised you about communication?*

Have the students add to their Graphic Organiser. Say: *Talk with your partner about what new information you now know.*

Independent and partner work

Have the students read chapter 3 and the conclusion without your support.

Say: *When you have finished reading, talk about your thinking with your partner, and then add to your Graphic Organiser.* Share your Graphic Organiser with your partner. On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Ask: *How did your prior knowledge about the ways people communicate help you understand the new information that you read?*

Final reading session

Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

What are hieroglyphics? How is this form of communication similar to our written form? How is it different? How was a telegram sent? How did telegrams change the way people communicated? How are today's mobile phones different to the first phones that were invented in 1876? (Literal)

What are the advantages of face-to-face communication? What are the limitations? How does face-to-face communication compare with communication online? (Inferential)

What things are needed to communicate effectively with another person? Which forms of communication do you think are best for communicating thoughts and feelings? Why do you think this is the case? (Synthesising)

Would it be a good idea if technology was to develop a way for mind-to-mind communication? Why? What is your preferred means of communication? (Critical)

Invite students to ask their own questions.

Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

Speaking and listening

Have students work with a partner. One student says a type of communication form (e.g. Morse code) and their partner thinks of one upside and one downside of this type of communication. Students then change roles. Have students continue until they have discussed most of the communication types outlined in the book.

Vocabulary

Have students add to the word list they prepared before reading by referring to the book for additional words. Students could then select groups of words to write in sentences.

Visual literacy

Have students complete the “Cracking the code” activity on page 13. Then have them work in pairs to write their own messages using Morse code on page 12, for each other to decode. Discuss how the table works and ways it can be read.

Writing

Have the students write about their point of view, using the prompt: *The Internet is the most effective form of communication.* Provide the students with a template detailing how to plan and write an argument. Remind them to clearly express their point of view and to take into account alternative points of view, explaining why they think these are incorrect.

Planning to write an argument

Name: _____

Getting started

What is my argument about? _____

Who am I writing for? _____

Where will I find evidence? _____

Planning my argument

1. Introduction

What is my opinion? (for or against) _____

2. Evidence to support my opinion

Point 1 _____

Point 2 _____

Point 3 _____

3. Summary

A statement that repeats my opinion _____

 **Hint:** Arguments use persuasive language such as *must* and *should*. Are there other arguments about this issue? Where will I find evidence?

Additional features I could use

- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support the text
- ☐ Captions and labels to explain photographs and diagrams

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Encourage the students to talk about their ideas with a partner. Have the students share their ideas with a partner. Use the template to remind the students about the structure of an argument. Say: *You will need to begin by deciding what you think of the statement. Why do you think this? What arguments can you make to support your point of view?*

Alternatively, the students could choose to create a ranking ladder – placing the communication methods discussed in the book from most to least effective and listing their reasons for their decisions.

Graphic Organiser: Prior knowledge plus new knowledge

Name/s: _____

Work with a partner to discuss the information in *From Me to You*. Talk about what you already know about each type of communication. What new information have you learned about each type of communication? Fill in the table to record your ideas.

	Prior knowledge What do you already know?	New knowledge What have you learned?
Ch 1: Ways of communicating <i>Speaking, writing</i>		
Ch 2: Making connections <i>Morse code, telegrams, telephones</i>		
Ch 3: Riding the Internet wave <i>email, cyberbullying, social media</i>		

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