

Lesson Plan

Advanced Fluent
reading stage

Levels Q–S

PERSPECTIVES

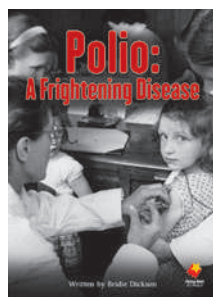


Is vaccination important?

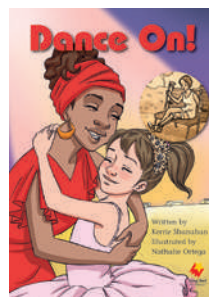
Contents

- A world without polio
- Measles keep Kelcey away from school
- What's the risk?
- The question of rights
- Going, going, gone!

Paired connected texts



Polio: A Frightening Disease outlines the history of polio. It explains what polio is and how it is caught, treated and prevented.



Tessa is injured and might miss her dance concert. But Tessa's battle is nothing compared to her grandma's tragic story.

Content vocabulary

allergic reaction antibiotics bacterial disease cholera contagious diagnosed diphtheria encephalitis herd immunity immunisation infectious outbreak pertussis rubella scarlet fever tuberculosis typhoid fever unvaccinated vaccination virus

Key concepts

- People have rights and responsibilities concerning their health.
- Individuals are part of the global community.
- People's choices about their health can impact on others.

PERSPECTIVES Preventing Diseases: What Are the Issues?



Introduce the book

Setting the task

Give each student in the group a copy of the book
PERSPECTIVES: Preventing Diseases: What Are the Issues?

Say: *Work with a partner. Look closely at the images and talk about what you notice. Record at least two of your comments on sticky notes and attach them to the images.* Invite students to share their comments with the whole group.

Draw attention to the question posed in the introduction:
Is vaccination important? Ask: *What do you think? Before you respond, think about your answer to this question and the reasons for your perspective. Why do you hold this opinion?* Facilitate a discussion, reinforcing everyone's right to share their opinion.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic, and record them on sticky notes.* Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add to the chart.

Independent partner work

Introduce the Graphic Organiser: RAN (Reading and Analysing Non-fiction). Say: *It is also really important to "wonder" together. Think about what you already know about preventing diseases and vaccination, and what things you wonder about this issue. Record these on the graphic organiser.* Students work with their partner to fill in the first two columns of the graphic organiser.

Thinking and talking circle

Call the group together to share their knowledge and discuss the things they wonder about vaccination. While the group discusses the questions surrounding the issues, assess their prior knowledge and the content-specific vocabulary they use.

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about preventing diseases and vaccination. Each article attempts to persuade you to think about the issue in a particular way.* Have students browse through the book.

Say: *You are going to read the first two articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about preventing diseases and vaccination.*

Independent partner work

Students read "A world without polio" and "Measles keep Kelcey away from school" to themselves, using sticky notes to record key points, comments and questions. They then discuss their thinking with their partner. Students write two or three facts they learnt about vaccination onto sticky notes.

Thinking and talking circle

Select two or three of the discussion stems below to encourage and extend students' discussion. (These can be prepared on index cards or on a chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

Further reading

Setting the task

Say: Now read the articles, “What’s the risk?”, “The question of rights” and “Going, going, gone!” As you read, think about the question: Is vaccination important? Share with your partner any new ideas you have after reading these articles.

Independent partner work

Students revisit the graphic organiser. Say: With your partner, complete your graphic organiser.

Thinking and talking circle

Students share their completed graphic organisers in a group discussion.

Ask: What is your response now to the question: Is vaccination important? Invite students to share their ideas.

Reading closely

Setting the task

In pairs, students choose one article to read closely. Say: As you reread the article, imagine that you are leaning in close with a magnifying glass – notice more and think deeply. Think about what is most important and record key words or phrases. Do not write a sentence.

Students organise the key words and phrases in rank order, placing the most important idea at the top. They should be prepared to defend these choices during the next thinking and talking circle.

Independent partner work

Students reread their chosen article, this time capturing key words and phrases on sticky notes, and decide how to rank them.

Thinking and talking circle

Students meet as a group to share their key words and phrases, and justify how they have ranked them. They should come to the meeting prepared to discuss, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: Authors of persuasive texts use a range of devices to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.

Introduce the Graphic Organiser: Persuasive text devices.

Discuss the persuasive text devices on the graphic organiser.

Say: Revisit the articles in the book and record examples of persuasive text devices that the authors have used.

Students share the features of persuasive texts they have identified.

Independent partner work

Say: Use the information you have gathered, plus your own personal opinions, to write a persuasive argument that answers the question: Is vaccination important? Remember to support your argument with facts. Highlight your opinions so the reader knows exactly what you think.

Present the graphic organiser What is your opinion?: How to write a persuasive argument (see *PERSPECTIVES: Preventing Diseases: What Are the Issues?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind the students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.

The task cards can be completed independently, in pairs or in small groups.

Graphic Organiser: RAN (Reading and Analysing Non-fiction)

What “I think” I know	Confirmed or misconception
New learning	Ongoing questions

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Alliteration The b arren and b roken landscape ...	
Anecdotes When I was a child ...	
Cluster of three Cold, hungry and vulnerable ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Rhetorical question So why don't we stop eating so much sugar?	
Statistics 80 per cent of children under five ...	

Task cards

Choose one of the following activities from this menu.

1 Preventing Diseases

Research the issue

- With a partner, research the issue: What is herd immunity? Why is it important? How is it achieved?
- Find out specific information about preventable diseases and the levels of herd immunity in various countries around the world.

2 Preventing Diseases

Conduct an interview

- Work with a partner to write and present a mock interview between a reporter and an expert on immunisation.
- Write interesting questions for the reporter and detailed answers from the expert that include information and opinions.
- Practise your interview and present it to the class.

3 Preventing Diseases

Write an information booklet

- Write an information booklet or brochure about vaccination, for people deciding whether or not to be vaccinated.
- Present clear, factual information.
- Include facts and statistics.

4 Preventing Diseases

Create a radio advertisement

- Write a script for a radio advertisement (about 80 words for a 30-second ad) that encourages people to get vaccinated.
- Make it simple and engaging. Think about the use of emotive language to persuade the listeners.
- Record your advertisement with an audio-recording device.

Flying Start to Literacy Lesson Plan *PERSPECTIVES Preventing Diseases: What Are the Issues?* © 2018 EC Licensing Pty Ltd.

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