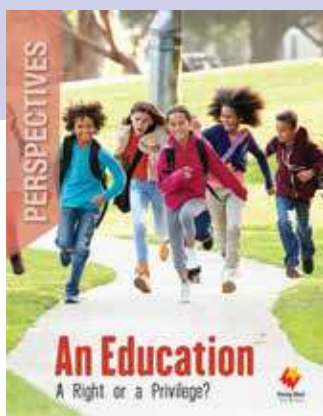


Lesson Plan

Advanced Fluent
reading stage

Levels Q–S

PERSPECTIVES



What makes an education more than just learning?

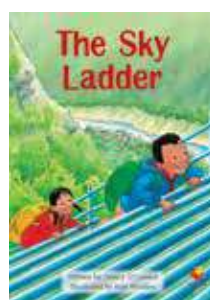
List of articles

- My views about school
- Inspiring educators
- Ready to learn
- What's a library?
- The right to an education

Paired connected texts



Discover some of the unusual places children around the world go to school and learn about the amazing ways they travel to get there.



Mei Li and her friend have attended boarding school in the valley for four years. They no longer worry about the dangerous kilometre-high “sky ladder” they must climb to reach their village on the mountaintop. But Chen is only five and he is terrified.

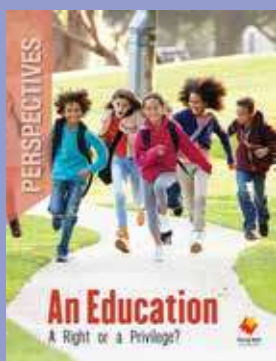
Content vocabulary

activities bilingual biographies development education/ing/ors
excursions friendship homeschooling/ed inspiring learning library/ies/rian
philanthropy primary school program students teacher tests

Key concepts

- Every child has the right to an education.
- Getting an education doesn't only happen in a classroom.
- Schools allow students the opportunity to acquire more than just academic skills and knowledge.

PERSPECTIVES An Education: A Right or a Privilege?



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES An Education: A Right or a Privilege?* Turn to page 4 and read the introduction aloud. Say: *Work with a partner. Look closely at the images on pages 4 and 5 and talk about what you notice. Discuss the question posed: What makes an education more than just learning? Write down at least two of your comments and attach them to the images.*

Invite students to share their comments with the group. Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic, and make a list of them.* 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 these to the chart.

Independent partner work

Say: *It is important to “wonder” together. What do you value about your education? What is important to you?* Have students talk about this with a partner.

Introduce the Graphic Organiser: Think, feel, wonder, conclude. Say: *Before reading the book, reflect on what getting an education means to you. What do you think about education? How do you feel about education? What do you wonder about education?* Students work with their partner to fill in the Think, Feel, Wonder Y-chart on the graphic organiser.

Thinking and talking circle

Bring the group together to share their thoughts, feelings and wonderings about the topic. While the group discusses 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 education, what people value about it and why it is important. 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 three articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about education.*

Independent partner work

Students read “My views about school”, “Inspiring educators” and “Ready to learn” to themselves, making notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Students come together as a group. Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on an anchor 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

Students read the last two articles, “What’s a library?” and “The right to an education”.

Say: *As you read, think about the question: What makes an education more than just learning? 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 the graphic organiser by writing about your conclusions – what you believe and why. Think about everything you have read about education, and use the questions on the graphic organiser to inspire your thinking.*

Thinking and talking circle

Students discuss their completed graphic organisers with the group.

Say: *Reflect on how your ideas and opinions may have changed.*

Invite students to share their thinking.

Reading closely

Setting the task

In pairs, students choose one article to read closely. Say: *As you reread the article, imagine you are leaning in close with a magnifying glass – notice more and think deeply. Think about the structure of the article, for example: Is the introduction engaging? Are the arguments clear? Is the conclusion strong?*

Independent partner work

Students reread their chosen article and record what they notice about its structure. They talk with their partner as they make notes.

Thinking and talking circle

Students meet as a group to share their notes about the structure of their chosen article. 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. With the students, 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. Remember to support your argument with evidence. 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 An Education: A Right or a Privilege?*, page 24).

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

Remind 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: Think, feel, wonder, conclude

Education

What does getting an education mean to you?

Feel

Think

Wonder

Conclude

*Why is getting an education considered a “right”?
What makes an education more than just learning? What do you value about education?*

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
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.	
Inclusive language (Personal pronouns) We need to take care of our environment.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Statistics 80 per cent of children under five ...	
Short sentences/ paragraphs We can stop this.	

Task cards

Choose one of the activities from this menu.

1 An Education

Research your school's history

- With a partner, use research skills to find out interesting facts about the history of your school.
- Questions to think about: How old is your school? Has it always been on the same site? What has been the greatest/least number of students?
- Present your findings in written or oral form.

2 An Education

Design a school of the future

- Design a school or classroom of the future. Be creative!
- Include labels that explain the features of your futuristic school.
- Write a paragraph explaining what makes your futuristic school a great place to get an education.

3 An Education

Write a personal recount

- Think of a time you felt really good about an aspect of your education.
- Write a personal recount of this experience.
- Include details about what made this a special moment, how you felt and why.

4 An Education

Create a radio announcement

- Write a script for a community service announcement (about 80 words for a 30-second message) that explains the importance of education.
- Make it informative and engaging; think about the use of emotive language to persuade listeners.
- Record your message with an audio-recording device.

Flying Start to Literacy Lesson Plan *PERSPECTIVES An Education: A Right or a Privilege?* © 2021 EC Licensing Pty Ltd.

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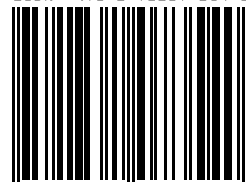
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