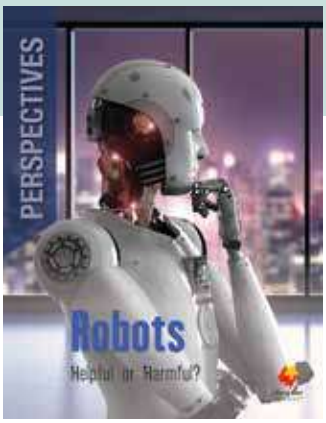
Flying Start to Literacy®

Lesson Plan

Advanced Fluent reading stage

Levels T–V

PERSPECTIVES



Robots: What is our shared future?

List of articles

- Pet robots
- Interview with a robot
- Robot rebellion
- Robo-workers
- Send robots, not people!

Paired connected texts

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.

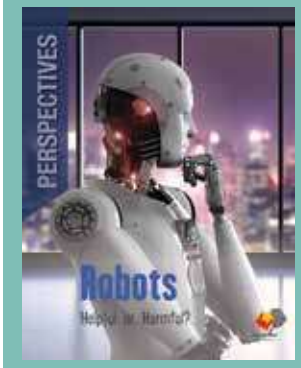
Seb and Amy's life in a futuristic city is connected to technology and robots. When a surprise gift leads them to their eccentric uncle, who lives a rural lifestyle, they face danger and discovery in a technology-free world.

Content vocabulary

algorithm artificial intelligence automated computer programs data database machines memory programmed/er/ing robo-pet robots SmokeBot SnakeBot system technicians terrain VolcanoBot

Key concepts

- Many people believe it is good to have robots that perform repetitive or dangerous jobs.
- Robots are capable of doing only things that people program them to do.
- People have different perspectives on the impact of robots and how they should be programmed.



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Robots: Helpful or Harmful?* 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:* Robots: What is our shared future? *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

Introduce the Graphic Organiser: PMI (Plus, Minus, Interesting). Say: *It is important to "wonder" together. Think about the issues surrounding robots: What are the positive things? What are the negative aspects? What do you find interesting?* Students discuss their ideas with a partner and record one or two statements in each column on the graphic organiser.

Thinking and talking circle

Bring the group together to share their ideas. Record students' "plus", "minus" and "interesting" points about robots on a chart. While the group engages in a discussion about 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 robots. 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 robots.*

Independent partner work

Students read "Pet robots", "Interview with a robot" and "Robot rebellion" 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, "Robo-workers" and "Send robots, not people!". Say: *As you read, think about the question:* Robots: What is our shared future? *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 by adding comments in each column.*

Thinking and talking circle

Students discuss their completed graphic organisers with the group.

Say: *Now that you have read and discussed all of the articles, 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 point of view of the author. What is their perspective? What is their message? Record examples that show what the author believes.*

Independent partner work

Students reread their chosen article and make notes about the language that reveals the author's point of view. They then discuss the author's perspective on the issue and how they know this.

Thinking and talking circle

Students meet as a group and share their notes. 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 Robots: Helpful or Harmful?*, 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: PMI (Plus, Minus, Interesting)

Robots	
Plus	
Minus	
Interesting	

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 ...	
Imperatives/commands People **should** do something about this issue.	
Short sentences/ paragraphs: We can stop this.	

Task cards

Choose one of the activities from this menu.

1 Robots

Research the latest robots

- With a partner, use research skills to find out about the latest robots that are being developed. Consider the purpose of the robot and how it might help us.
- Record what you find out.
- Present an oral or written report.

2 Robots

Design a robot

- Design a futuristic robot that can perform a task usually done by humans.
- Include a drawing of the robot with labels that explain its features.
- Give your robot a name and write a paragraph about it.

3 Robots

Present a TV interview

- Work in a group of three to plan and present a mock TV interview.
- Allocate the following roles: a TV host, a robot inventor and a person whose job has been taken over by a robot.
- Practise the interview and present it to the class.

4 Robots

Create a job advertisement

- Write a job advertisement for a computer programmer.
- Include details of what the job entails. What things will the person do as a computer programmer?
- Include information about the type of person you are looking for. What skills do they need? What values should they have?

Flying Start to Literacy®

ELEANOR CURTAIN PUBLISHING

Developed by Eleanor Curtain Publishing

Text: Kerrie Shanahan
Consultant: Linda Hoyt
Designed by Derek Schneider
Printed in China through Colorcraft Ltd, Hong Kong

Distribution details:
www.ecpublishing.com.au/contact-us

More information:
www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN: 978-1-76107-362-5

9 781761 073625