

Level 4 – Integrated Literacy – Term 1, Week 5

Tuesday 2 March	Wednesday 3 March	Thursday 4 March	Friday 5 March
Integrated Literacy Focus: Reading L.I: Reading to organise ideas and information for learning.	Integrated Literacy Focus: Writing L.I: develop your own perspective in your writing on whether social media is addictive	Integrated Literacy Focus: Social Science L.I Understand what it means to be a good citizen in different communities.	Integrated Literacy Focus: 3-2-1 reflection L.I Reflect on our learning. (Complete any of the other tasks from the week)

Note: You might need more or less time. Please use time indication as a guide. If you do not finish in the time given, please turn in what you have done.

Tuesday 2 March

Integrated Literacy Focus: Reading

L.I: Learning Intention: Reading to organise ideas and information for learning.

Skills used: Retrieval, vocabulary & inferencing.

This requires you to watch a video or if you are doing the paper version then the script of the video is given below.

A: DEFINITIONS:

Read the information. The words and phrases in **bold** appear in the video/passage. Fill in the blanks to complete the definitions.

Matt Sweeny is the founder of a drone company called Flirtey. This little **startup** is competing with technology giants like Amazon and Google to provide a delivery service, **at a premium**, using drones that can **autonomously** deliver **over-the-counter** medicines and other products to customers' homes. Flirtey currently has a **head start** in the market, but whether it can succeed in the delivery business is yet to be seen.

1. A..... is a small, new company.
2. If a company or product has a....., it has an early lead over its rivals.
3. A machine that works, does things automatically and on its own.....
4. -----Medicine can be bought without needing approval from a doctor.
5. If something is sold, it is quite expensive.....

B:PREDICTING:

When can drone delivery be beneficial to people in New Zealand?

.....

NOW CLICK ON THE LINK TO WATCH THE VIDEO OR READ THE PASSGE.

<http://wowzahttp.cengage.com/natgeo/ngl/readingexplorer3e/Student%20Level%203/Unit%209%20Drone%20Delivery.mp4>

Drone Delivery Script

Matt Sweeny: There's already more than half a million drones that have been registered in the US. There's nothing quite like a flying robot delivering a package into your hands within minutes of placing an order. That is a magical experience.

Narrator: That magical experience isn't as far away as you might think. Flirtey is the first company to get government approval to make deliveries by drone, beating out Amazon and Google.

Operator: Uh- D.Z. IP. Are you ready to go? Ok, we are clear and ready for you to deliver.

Narrator: We're in the desert outside of Reno Nevada, at a secret site where this small startup regularly tests its delivery drones.

Spencer Soper: And what is this scenario we're thinking about today, tell us about that, what the customer application of this would be?

Matt Sweeny: So, the customer application is simple. You open your smart phone, you push a button in order to order over the counter medicine. We load up a package, they take off vertically, they fly based on pre-defined GPS coordinates to the customer's home location or smart phone location. And then when the customer is ready to receive the delivery, the drone hovers at about fifty feet, which is above trees, above buildings, and above power line.

So, it was at about hundred feet, it paused, and now it's coming down to 45 feet to hover and lower the package to us. We've designed custom packaging

to ensure that cold food stays cold, hot food stays hot, and delicate foods stay unbroken.

So, Spencer, another Flirtey drone delivery.

Spencer Soper: Chili dog here. Pink bismuth here.

Matt Sweeny: Exactly.

We then fly back and land autonomously where we took off from, reload the drone, and conduct that delivery again.

Narrator: All that testing in the desert is paying off. Flirtey drones are already delivering Domino's pizza in New Zealand. And, in July, Flirtey teamed up with 7-11 to make the first drone delivery of over the counter medicine to a customer's home in the United States.

Matt Sweeny: When we're operating in a neighborhood near you, we'll be able to deliver to you within ten minutes of you placing an order. We've designed and built our drones to carry up to five and a half pounds for up to ten miles. The hexacopter is powered by lithium polymer batteries so they're electrically powered green aircraft.

Narrator: Right now, Flirtey is beating the tech goliaths in drone delivery. The next step is turning that head-start into profit. To do that, Matt Sweeny will have to convince a lot of shoppers that a magical experience of a box dropped from the sky, is worth a premium delivery fee.

Matt Sweeny: Why does society need drone delivery? If you're hungry, would you want your pizza delivered by drone or by cars during peak hour traffic?

And if your kids are sick, would you want the over the counter medicine, delivered from 7-11 within ten minutes by Flirtey or would you prefer to load your kids into the car at night and take them down into the store? And within several years, drone delivery will be as common as seeing a truck delivering packages on the street today.

C: SEQUENCE:

How do you think a Flirtey drone completes a delivery?

Order the steps (1-7). Then watch the video to check your ideas.

Step : The drone lowers its package.

Step : The package is loaded onto the drone.

Step : The drone flies back to its headquarters.

Step 1: A customer makes an order with a smartphone.

Step : The drone takes off from Flirtey's headquarters.

Step : The drone uses GPS to fly to the customer's location.

Step : The drone hovers about 15 meters in the air.

D: TRUE, FALSE, NOT GIVEN

Watch the video again. Are the following statements true or false, or is the information given?

Highlight T (true), F (false), or NG (not given)

1. The Flirtey delivery service is still waiting for government approval.
2. The company has tested several different drone models.
3. The drones can deliver hot food such as pizza.
4. The company hopes to complete local deliveries within 10 minutes.
5. The drones are powered by solar panels.

Total points = /18

READING 2: THE TITANIC

What happened to the Titanic?

The Titanic was a very famous ship, but do you know why? The sinking of the “Practically Unsinkable” Titanic in 1912 was one of the worst shipping disasters in history.

The building of the Titanic

The Titanic was built at the Harland and Wolff shipyard in Belfast, Ireland. The shipyard had been upgraded to accommodate the construction of Olympic-class liners such as the Titanic. Construction began on the 31st of March 1909 and took nearly three years to complete. About 15,000 men were employed during the construction.

Eight workers were killed while working on the ship and two hundred and forty-six injuries were recorded. During this time deaths and injuries would have been expected during the construction of a ship, and in fact these figures are low in comparison to other ships built at

the time!

The largest ship ever seen.

The ship was built for the White Star Line company. Bruce Ismay, managing director of the company, wanted to build the largest, most

luxurious ship ever seen. When completed, the Titanic was 269 metres long and 53 metres high. The White Star Line said the ship was

“practically unsinkable” because of the way it was constructed. They were so

The Titanic sets sail

The Titanic set sail on the 10th of April 1912 from Southampton, bound for New York. She stopped at Cherbourg, France and Queenstown in Ireland before heading out into the Atlantic with over 2200 passengers and crew aboard. Some of the passengers were extremely rich, others were less affluent and were hoping to make a new life for themselves in America.

The Titanic strikes the iceberg.

On the morning of the 14th of April 1912, the crew began to receive warnings about icebergs in the area they were sailing into. As a result of these, later in the day the ship changed course in an attempt to avoid the icebergs.

Unfortunately, the weather conditions that night were very clear, with no moon and a very flat sea. That made it extremely difficult for the lookouts to spot icebergs. By the time sailor Frederick Fleet saw the iceberg at 11.39 pm that night, the ship was only about 100 metres away. It was impossible to avoid a collision - there was not enough time to divert the massive ship onto a new course.

How many people survived?

Once the Titanic had struck the iceberg, it took 2 and a half hours to sink, during which time about 700 people managed to get into lifeboats. They were rescued by the RMS Carpathia, a steamship, which had to travel for 4 hours to reach the scene of the sinking. Around 1500 people were believed to be lost at sea. Bruce Ismay sailed on the Titanic himself and survived the disaster.

The loss of the Titanic forced immediate improvements to the way ships travelled in iceberg regions. Another consequence was that

<p>confident about this, they did not put on enough lifeboats for everyone on board, because they believed they would never be needed. This proved to be a catastrophic mistake.</p>	<p>lifeboats were based on the number of people on a ship.</p>
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INSTRUCTIONS: ANSWER THE QUESTIONS BELOW:

Highlight where possible.

1 What was the Titanic?

- a. A disaster
- b. A famous ship
- c. A mountain

2. When did the Titanic sink?

- a. 31st of March, 1909
- b. 10th April, 1912
- c. 14th April, 1912

3. How long did the Titanic take to build? Highlight the correct answer:

- a. Two years
- b. Three years
- c. Eight years

4. Complete the sentence:

The Titanic was built to be the _____ ship ever.

5. Why were there not enough lifeboats on board the Titanic?

6. Where was the Titanic sailing to?

7. Why did the ship change direction on the morning of 14th April 1912?

8. Why was it difficult to spot icebergs?

9. How might Frederick Fleet have felt at 11.39 pm that night?

10. List two ways that the sinking of the Titanic affected ships in the future.

11. True or False? (Highlight the correct answer) Most of the passengers and crew survived the sinking of the Titanic.

Explain your answer, giving evidence from the text.

Total points = /12

Wednesday 3 March

Integrated Literacy focus: Writing

L.I: develop your own perspective in your writing on whether social media is addictive.

Writing Activity: Is Social Media Addictive?

WALT: select words that best support your ideas about whether you think social media is addictive and harmful.

To do this you will:

1. Read the article ‘Social Media is Addictive and Harmful’ (below).
2. Afterwards, decide on whether or not you agree with the writer that social media is addictive and harmful.
3. Write an information report to convince the reader of your point of view.
4. Include words from the article’s glossary in your writing.

Marking Rubric – This is what we are looking for in your information report.

Years 3-4	Year 5-6	Year 7	Year 8	Year 9
- I can write a lot of simple everyday ideas in the report - Glossary	I can write a lot of simple everyday words and a few precise words to add detail in my information report.	I use a variety of simple everyday words and precise words to support my ideas in my information report.	I select a variety of words to make the meaning of my ideas in my writing really clear.	I always select precise words to make the meaning of my ideas in my writing really clear.

NOTE on words:

Simple everyday words: words that are related to the personal world of the writer or words that are used frequently.

Precise words: words that are subject specific, descriptive, expressive, academic, or technical.

For those who want EXTENSION:

Include one or more features of an information report such as:

- Photos with captions
- Timelines and graphs
- Maps

- Text boxes that provide an 'information dump' for readers about possible unfamiliar ideas in the report
- Glossary

These can help the reader understand your ideas in a visual way.

300 Words MAX

Social Media Addictive and Harmful

Now and then, you might hear adults saying that people used to meet more in person to talk, but these days, everyone is lost in their own worlds with their smartphones. While that is an [exaggeration](#), it's true that we have more technology at our fingertips to meet online with others than ever before.

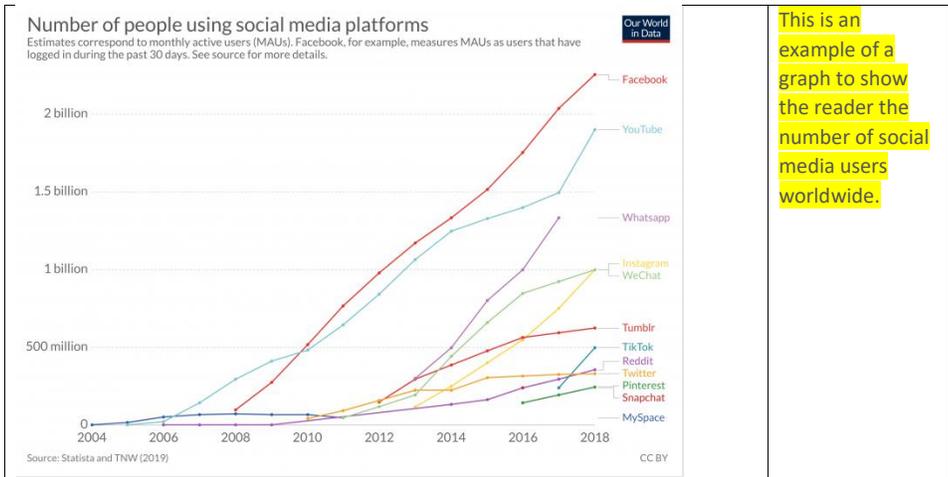
What is social media?

Social media are sites such as Facebook, Twitter, Instagram, Tumblr, or Pinterest. Social media sites allow users to interact with others in a variety of ways such as by, sharing their thoughts, pictures, opinions, music, videos, ideas, to name a few.

This is an example of a text box to provide the reader with an understanding of what social media is.

People who complain about smartphones and our obsession with social media sites might have a point: researchers now believe that using social media can be addictive. Neuroscientists (brain specialists) who have studied online [dependency](#) believe it can be led to an addiction for some people. For example, researchers now believe that social media sites can [trigger](#) certain pleasure centres in the brain. This is what can lead to people developing behaviours, such as checking their smartphones constantly.

There are some social media users who [repeatedly](#) return to the same sites, looking for the latest posts, tweets, pictures, and videos. These users do this to satisfy their desire to stay on top of the latest news, trends, and actions of their friends and the others they follow. Social media sites can **allure users by always providing something new to look at.**



This is an example of a graph to show the reader the number of social media users worldwide.

Experts believe it can have harmful effects on users physical and mental health, relationships, and even finances. Studies suggest that nearly three-quarters of adults online use social media sites. Of those users, the average user spends about 23 hours per week on social media. That's almost an entire day of each week spent on social media! Spending that much time on social media robs people of valuable time that they could be spending with family or doing other important things, like exercising. Unfortunately, people can get so worried that they'll miss something important on social media that they end up returning to it over and over again. This can also cause people's self-esteem to suffer because they're constantly comparing themselves to others online instead of spending time with people offline.

Glossary

Word	Meaning
exaggeration	A statement that represents something as better or worse than it really is.
smart phones	A mobile phone which functions like a computer.
user	A person who uses something.
dependency	Needing something or someone.
trigger	Something that can cause something else to happen.
repeatedly	Happening again and again.
allure	The power to entice or attract.
online	Connected to the internet.
sites	Websites
social media	Websites (and applications) that are used to create and share information or involve people in online social networking.
social network	A group of people who talk or work together.
addiction	Certain behaviour that makes people want to do something regularly.
complain	To protest strongly.

Writing Task

<p style="text-align: center;">CREATING AN INFORMATION REPORT</p> <p>PURPOSE OF AN INFORMATION REPORT: An information report is a FACTUAL text that informs the reader about something. It is a way for someone to better understand something. It uses FACTS to explain, and gives DETAILS to aid reader understanding</p> <p>STRUCTURE OF AN INFORMATION REPORT:</p> <p>INTRODUCTION: Classification - outline what the thing is. Give an overview of it.</p> <p>PARAGRAPH 1: Topic sentence - what this paragraph is about. Sentences that contain facts and details about this topic</p> <p>PARAGRAPH 2: Topic sentence - what this paragraph is about. Sentences that contain facts and details about this topic</p> <p>PARAGRAPH 3: Topic sentence - what this paragraph is about. Sentences that contain facts and details about this topic</p> <p>CONCLUDING PARAGRAPH: There may or may not be a concluding statement.</p> <p>LANGUAGE FEATURES:</p> <ul style="list-style-type: none">• TECHNICAL LANGUAGE e.g. athlete• PRESENT TENSE e.g. The athletes compete for medals. (past tense would be competed)• LINKING VERBS e.g. made up of, caused by.• VISUALS - photographs, diagrams, graphs and pictures are all used in information reports to provide information for the reader.• There may be a GLOSSARY included at the end of the information report.	<p>Remember good writers use:</p> <ul style="list-style-type: none">- paragraphs to organise their ideas.
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You can use the 'creating an information report help sheet' above to help organise your writing.

Is Social Media Addictive?

Thursday 4 March

Integrated Literacy focus: Social Science

L1: Understand what it means to be a good citizen in different communities.

This Term the topic we are learning about is Citizenship. There are many types of communities that we are a part of. One community is your neighbourhood, another community is your school. We are citizens of these communities.

TASK ONE: Answer the two questions below.

1. What does the word 'citizen' mean?
2. What does it mean to be a 'good citizen'?

TASK TWO: Read the quote below and answer the three questions that follow. Think about what you see in your neighbourhood and school communities and what you do to show examples of good citizenship. A sentence starter has been added to help you answer the questions.

Read the quote below:

"All people have roles/responsibilities in their neighbourhood. There are different reasons why people live in a neighbourhood. There are different ways that people can be good neighbours. Neighbourhoods change."

Back 2 Back Project, Auckland Council, 2011

1. What do you think are **3 examples** of the roles/responsibilities people have in their neighbourhood? Does this make them a 'good citizen'? Why/Why not?
2. What are **3 examples** of how you **participate** as a 'good citizen' at our school? OR you can write **3 examples** of what you have seen other people who have shown themselves to be a 'good citizen'.
3. How might you **contribute** (by giving something, such as time, service, or coming up with a solution to a problem you have identified) within your school community to help **make it a better place?** (This could be for everyone or specific groups).

Commented [JC1]: @Christina Mahakitau did you decide against contribution question?

Commented [CM2R1]: @Jeni Cartwright no it's there. It's the first part. There may be students who actually don't show this at school, so they can either the answer the first part OR the second part of the question. I'll reword the first part to include 'participate.' :)

Commented [CM3R1]: @Jeni Cartwright participate or contribute?

Commented [JC4R1]: I added this because I wanted them to think specifically about that "making it better" part (this is what I meant when we were discussing but I was probably unclear, sorry!)

Commented [JC5R1]: Or I can leave this for during class time discussion - because this is what I want my classes to focus on - problem/solution

Commented [CM6R1]: @Jeni Cartwright looks good :) Let's leave as you've adjusted. Are we all good with L 2 and L3? I added sentence starters for L2 and L3 to help them get started.

Commented [JC7R1]: Yep though I thought that L3 could complete the table as well. only because I know that they seem to like building lists rather than writing sentences, if we give them both there will be a better chance of one of them being finished!

Commented [JC8R1]: Actually I've just looked at them I think they're all good!

Commented [CM9R1]: @Nadine Hoskins I did that on purpose. If students are completing L4 they should be able to start the sentence independently and know how to do that already :)

Friday 5 March

Integrated Literacy focus: 3-2-1 Reflection

L.I: Reflect on our learning.

TASK: Complete the 3-2-1 reflection below. The reflection should be specific to your Integrated Literacy assignments this week. Once you have completed the reflection, go back and complete any of the other tasks you haven't finished.

3-2-1 Reflection

The purpose of a 3-2-1 reflection is to reflect/think and write about your learning for Integrated Literacy this week. Reflections help us to organise your thoughts about the learning and what you may have found confusing.

3 things you learned this week...	<ul style="list-style-type: none">•••
2 things that challenged you from your learning this week...	<ul style="list-style-type: none">••
1 question you have or that you are confused about...	<ul style="list-style-type: none">•