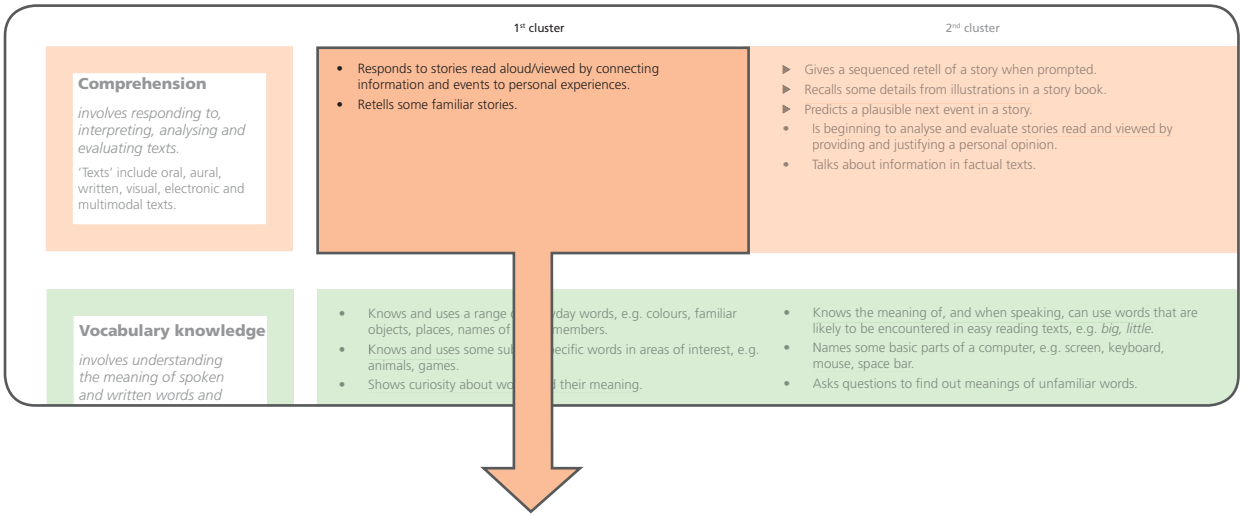
Literacy Continuum K-6
Literacy Teaching Ideas: Comprehension

NSW GOVERNMENT Education & Communities
NSW Curriculum and Learning Innovation Centre



First cluster of markers:

- Responds to stories read aloud/viewed by connecting information and events to personal experiences.
- Retells some familiar stories.

Making inferences #1

Provide a set of cards with illustrations of everyday situations and some possible choices to go with them. For example, a child looking out the window at a rainy scene and a selection of clothes the child might choose to wear. Students work in pairs to discuss the options and decide which choice fits the scenario.

Making inferences #2

Provide a set of faces on sticky notes to indicate different emotions (happy, sad, etc). Students choose pages from a familiar picture book and put a sticky note on the characters' faces to show how they might be feeling at that point in the story.

Retelling stories #1

Select a familiar picture book and cover the words with strips of paper. In pairs or small groups, students turn the pages one at a time and use the illustrations as prompts to 'tell' what's happening on that page.

Retelling stories #2

Provide a set of picture cards of the main events of a familiar story. In pairs, students sequence the cards and then use the pictures to provide a retelling of the story.

Reading and rereading stories

Provide opportunities for students to revisit stories more than once so the stories and details about characters, setting and events become very familiar.

Students can listen to stories on audiotapes or on a listening post, view the story on the computer or on an Interactive Whiteboard and read/browse different published versions of stories.

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Illustrations

Write out a familiar story or rhyme on separate large sheets of paper, leaving plenty of room on each sheet for illustrations. Students illustrate pages with relevant drawings or paintings, then the 'big book' is stapled together.

Later, students can read the text in pairs, choose their favourite page and discuss how the illustration matches the print.

Making predictions

After modelling how to make predictions about what might happen next with a range of familiar texts, make up sets of cards with *What might happen next?* written on them and clip to a selection of familiar picture books.

In pairs or small groups, students browse through a book together and take turns to stop on a page and practise asking and answering the *What might happen next?* question. (Students will probably remember what happens next so, at this point, they are 'rehearsing' the prediction skill.) Then students turn to the end of the book and ask and answer the same question.

When students are ready, do the same with unfamiliar picture books.

Responding and relating to texts

After viewing a short video, text or a visual image that includes a familiar experience, ask students to turn to a partner and tell about a time something happened to them which was similar to the familiar experience in the video, text or visual image.

Students then draw a picture about their experience and talk about it with their partner.

Students could also take turns to act out their experience for their partner.

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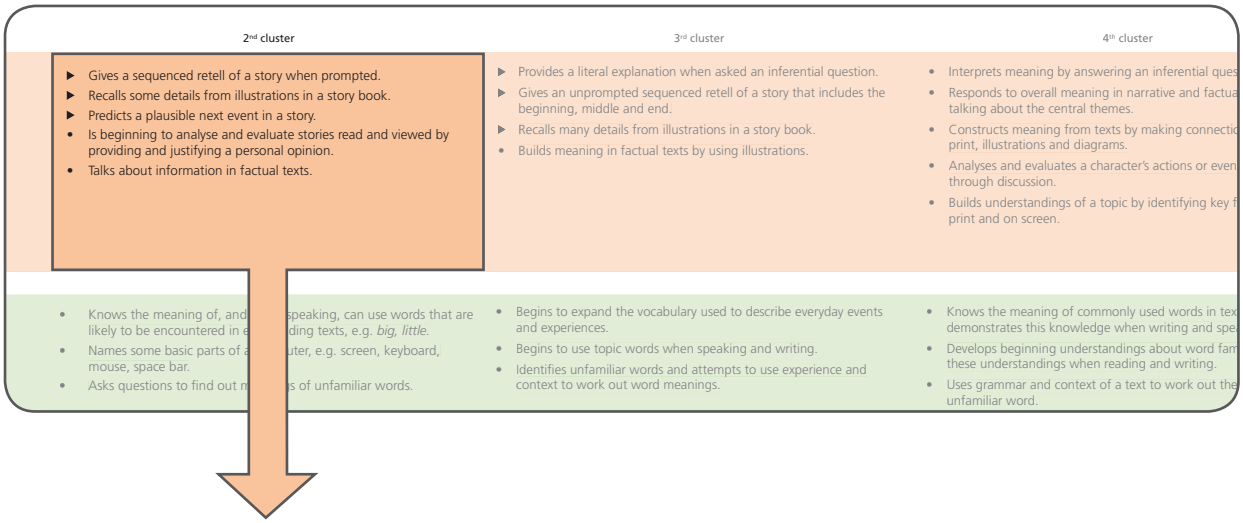

Second cluster of markers:

- **Gives a sequenced retell of a story when prompted.**
- **Recalls some details from illustrations in a story book.**
- **Predicts a plausible next event in a story.**
- Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion.
- Talks about information in factual texts.

Retelling stories

Provide a set of picture cards of the main events of a familiar story with the last event missing. Provide a blank card. In pairs, students sequence the cards then identify what is missing. They draw the last event before using the cards to retell the story.

Drawing details from stories

After reading or viewing a story, provide (or jointly construct) a written retelling of the story. Print the retelling over several pages in the form of a small book and provide a copy for each student. Students draw a picture for each page and read the story to a partner, explaining how their illustrations fit the text. Place these retellings in the class library for others to read.

Making predictions about stories

Students form pairs or small groups and select some unfamiliar texts. Provide some sentence starter prompt cards, e.g.:

- I think this book will tell a story about …
- I think the main character in this story is …
- I think this story is set in …
- I think this story will be funny, happy, scary because …

Each student takes a text and examines its cover, front and back, then takes a prompt card and makes a prediction, giving reasons for their prediction.

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Predict next event

Read a story aloud to the class or a group, showing illustrations as you go, but stop before the end (at a key point such as just before the resolution). Students individually draw what they think will happen next. Pairs or groups compare their drawings and discuss. Later read aloud the ending and compare with students' drawings.

What's your opinion?

Provide a small group of students with 3 or 4 familiar texts that have previously been read and discussed as a class. Provide sticky notes of smiley, frowning and neutral faces. Students select one text and each student places a sticky note on the book to represent their opinion of the book, at the same time saying, *I like this book because …, I don't like this book because …,* etc. Finally, look at the number of smiley faces each book has in order to find the group's favourite book.

Information in factual texts

Gather a selection of information texts about a current classroom topic. In pairs, students read/view a text together, discussing as they go. Using sticky notes, they write something they have learnt from the text (in the print and/or the illustrations) and stick the note onto the relevant page.

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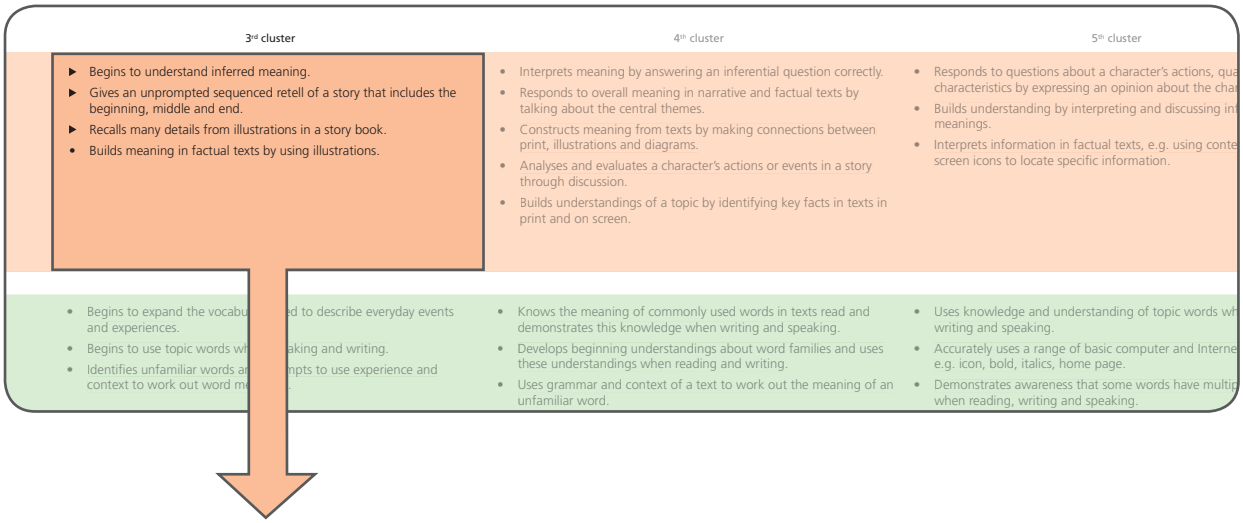

Third cluster of markers:

- ▶ **Begins to understand inferred meaning.**
- ▶ **Gives an unprompted sequenced retell of a story that includes the beginning, middle and end.**
- ▶ **Recalls many details from illustrations in a story book.**
- • Builds meaning in factual texts by using illustrations.

Making inferences #1

After reading a story, provide students with a copy of the text. With a partner, students select a page and discuss how they think the character is feeling about what is happening to them. They then write a word or short sentence on a sticky note and place in onto the picture, before moving to another page to do the same.

Making inferences #2

After reading a factual text about a topic being studied, e.g., a farm, provide a copy of the text to a group or pair of students. Ask students to write what they think they would be able to hear or smell if they were there.

Retelling familiar stories #1

After jointly constructing a retelling of a familiar story, provide a photocopied version for each student with the events out of order. Students work individually or in pairs to cut up and reorder the events, before pasting down the statements in their correct order and illustrating one of the events.

Retelling familiar stories #2

Provide each student with a blank comic strip-like sequence of small frames (about 4 or 5 depending on the story). Students use the frames to illustrate the main events of a familiar story in sequence; then use the drawings to provide an oral retelling to a group or the class. They can also be asked to write a caption for each frame or to add a speech bubble to each frame.

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Interpreting images

Provide each pair of students with a factual text about a familiar topic. Provide sticky notes with statements about the text, some of which refer to the print, others to the illustrations (include the page number on each sticky note). Students look at each of the numbered pages and identify where the information is to be found (print or illustration) and place the sticky note accordingly. They continue until all notes have been placed.

Creating images

After jointly constructing a factual text about a topic being studied, make a copy for each student. Ask them to illustrate the text to show something important about the topic that is not in the print. Compare with a partner and explain what their illustration shows.

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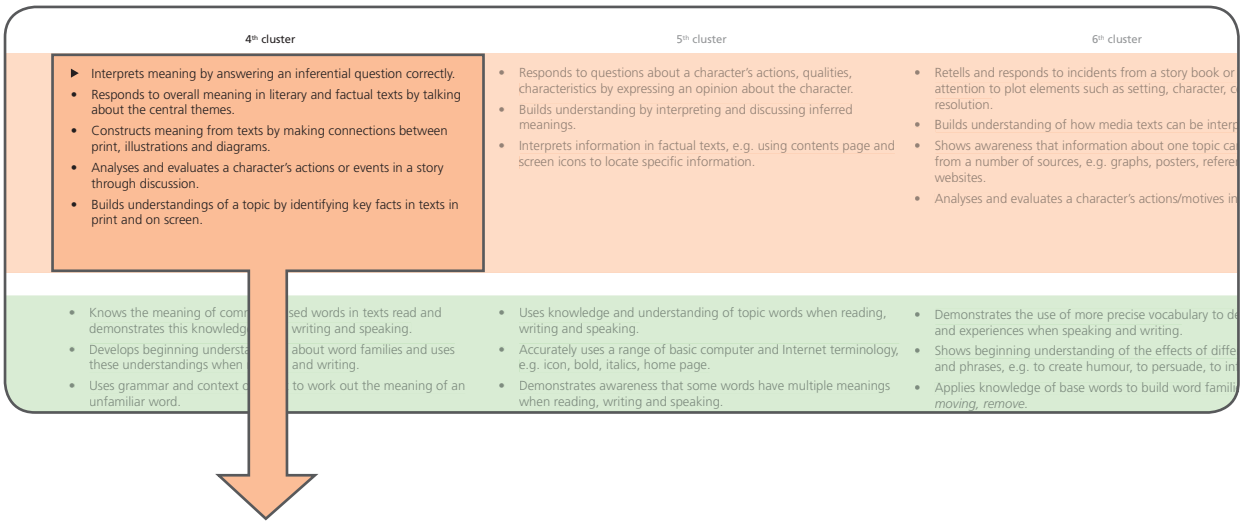

Fourth cluster of markers:

- ▶ Interprets meaning by answering an inferential question correctly.
- Responds to overall meaning in literary and factual texts by talking about the central themes.
- Constructs meaning from texts by making connections between print, illustrations and diagrams.
- Analyses and evaluates a character's actions or events in a story through discussion.
- Builds understandings of a topic by identifying key facts in texts in print and on screen.

Answering inferential questions #1

Provide a range of familiar texts for students to read/view. Construct some inferential questions about the events, characters or information, e.g. *Why did …? How did … feel when …? What might have happened if …?*

Students work in pairs to select a story and a set of questions. Students then discuss and perhaps write an answer to each question.

Answering inferential questions #2

Provide students with a copy of a familiar story and a question card about a character's feelings or motivations, e.g. *How might Goldilocks be feeling now?*

In pairs, students look through the text, page by page, and ask the question on each page. They can use sticky labels to record their discussion.

What's the theme?

Provide students with several familiar books and a set of cards with statements about their themes, such as *This book is about everyone's first day at school. This book is about how to be kind to your friends.*

Students work in pairs or small groups to discuss the statements and decide which one refers to which book. Do this task with both narrative and factual texts, writing 'theme' cards for factual texts that go beyond the topic, e.g. *This book says we should protect native animals.*

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Connecting words and pictures

Provide copies of a page of text with visual information (photographs, illustrations) related to a current topic. Provide a record sheet with two columns labelled as: 'The print tells me' and 'The picture tells me'. Students work in pairs to discuss and record the information provided in both the text and the visual information.

Characters

Provide a table for students to use when discussing characters in a story, with columns labelled: *What is their name? What do they look like? What did they do?*

Students discuss a familiar story and fill in the columns for each character. The questions can later be extended to include: *What are they like? What do they want? What happens to them in the end? Why?*

Identifying key facts #1

Provide a factual text for each group or pair of students on a current topic. Students read/view the text and write any facts they can from the text.

Identifying key facts #2

Show a brief excerpt from a DVD on a current topic. Ask students to write and/or draw something they remember form the DVD. Then form pairs or groups and share information recorded.

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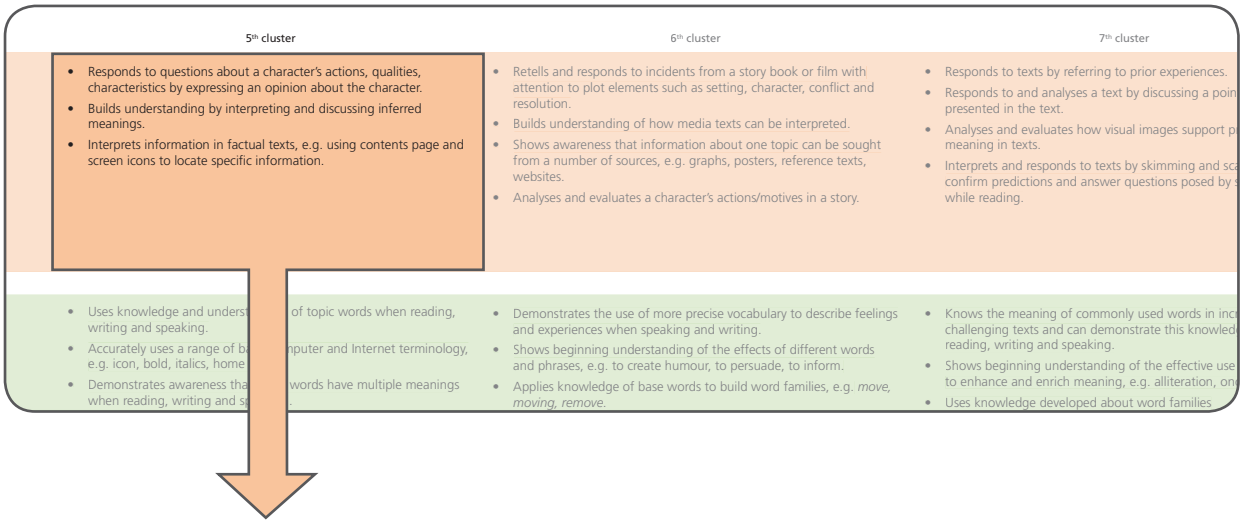

Fifth cluster of markers:

- Responds to questions about a character's actions, qualities, characteristics by expressing an opinion about the character.
- Builds understanding by interpreting and discussing inferred meanings.
- Interprets information in factual texts, e.g. using contents page and screen icons to locate specific information.

Character discussions

Provide students with a worksheet with a square at the top and some questions below it. (Possible questions: *Do you like this character? Why? Why not? What are they like? What is one thing they did? Was this a good or bad thing to do?*)

In pairs, students take a familiar text and each chooses a different character from the text. After drawing a picture of 'their' character in the square, students then answer the questions. (If necessary, provide some prompt words at the bottom of the worksheet.) After completing their questions, students compare their characters and discuss how they are alike or different.

Inferring

In pairs, students reread a familiar story. They select one page and discuss what is happening on that page. They then use some sentence starter cards to prompt inferential thinking, such as, *I think this happened because…, When this happened I think the character felt …, I would feel … if this happened to me.*

Locating key facts

Collect a variety of factual texts about a topic being studied, e.g. Australian animals. Prepare and display an enlarged copy of a table such as the one below and make a copy for each student to use:

Australian animal:

What does it look like?	Where does it live?	What does it eat?

Model how to use the text to find the required information.

Students search the text and draw or write answers to the questions.

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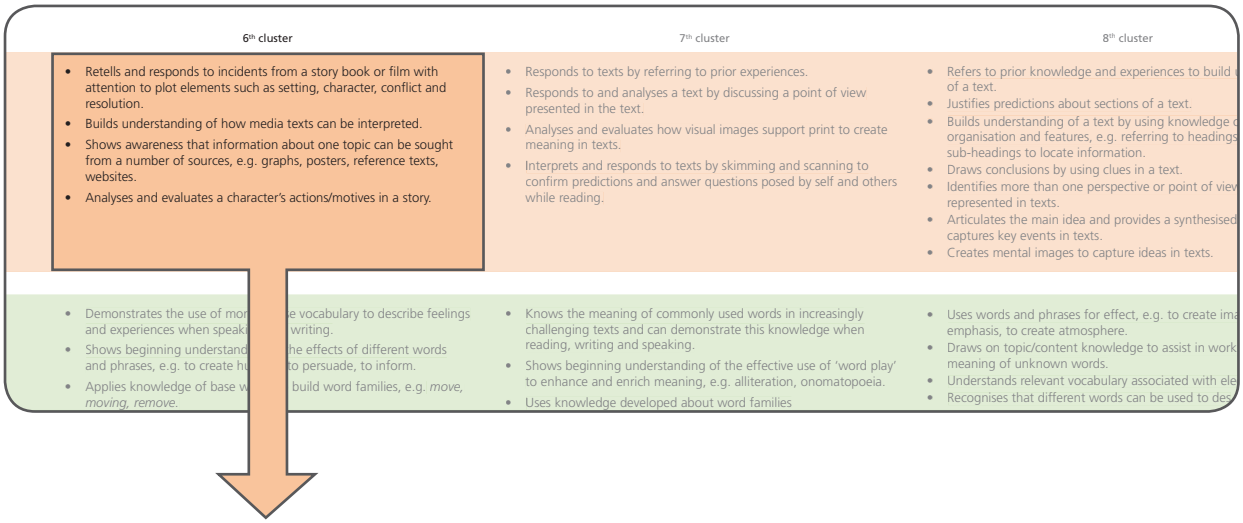

Sixth cluster of markers:

- Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.
- Builds understanding of how media texts can be interpreted.
- Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites.
- Analyses and evaluates a character's actions/motives in a story.

Retelling and responding to texts

Prepare plastic bags with one copy of a familiar text and some discussion questions. Devise the questions so they relate specifically to the text and provide a focus for thinking about and discussing a particular text feature such as plot, setting, character.

Frame the questions in the terminology that students are beginning to learn in their focus on texts, e.g. *Who are the characters in this text? How are the characters related to each other, e.g. sisters, friends? Which character is the most important in this text? What are some of the things they do? What type of character are they? Does anything bad happen to them? How do they work this problem out?*

Also use this strategy after students have watched a film.

Interpreting texts

After reading a text, students form pairs to retell the text. Looking at the pictures, page-by-page, they construct an oral retelling. Then, selecting one of the characters, they go back to the beginning of the text and retell the story from this character's point of view. Give some sentences starters, such as: *I am …, When I saw …, Now I feel ….*

Interpreting texts

After rereading a text, students discuss different characters' reactions to the events. On a worksheet, provide a table with page numbers down the lefthand column and characters' names across the top. In pairs, students turn to the numbered pages, one at a time, and consider the characters and actions on this page. Asking themselves the question *How does … feel?*, they insert a response for each character into the appropriate cell in the table, then continue to the next numbered page. Their responses can be written or students could be given faces showing different emotions to use.

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Understanding media texts

As a class, read a narrative text and then watch a film of the same story. Discuss the way the book and the film present the story, including how characters are portrayed and the way settings are shown. In pairs, students divide a sheet of paper into two sections, which they label 'The film' and 'The book'. Using the class discussions as a guide, they enter their ideas about how the story was told in each medium, for example, in 'The film' column, they might write: *You can see what the characters look like.*

Finding information

As part of learning about a topic, ask students to work in pairs to find information. Provide each pair with copies of a page of text as well as one other text related to a current topic, such as an illustration, a poster, a website. Also give each pair some sticky notes. Provide a large class record sheet with columns labelled with the types of texts, e.g. Print text, Picture, Website. Students use their information source to find one or more facts about the topic and write/copy it onto their sticky note, then stick the note in the relevant column. After the independent session, gather the class together and discuss the combined information, looking for similarities and differences.

Analysing characters

Prepare sets of three emoticon cards for groups of students to indicate agree, not sure, disagree, e.g.

Prepare cards or worksheets with some key actions of a character from a familiar story.

Provide groups of students with a set of cards to use. Students each select one of the character action cards/ worksheets.

They take turns to select the emoticon which represents their opinion of the action of their character and explain to the group their reason for this opinion. The other students in the group agree or not agree with this opinion and give reasons why.

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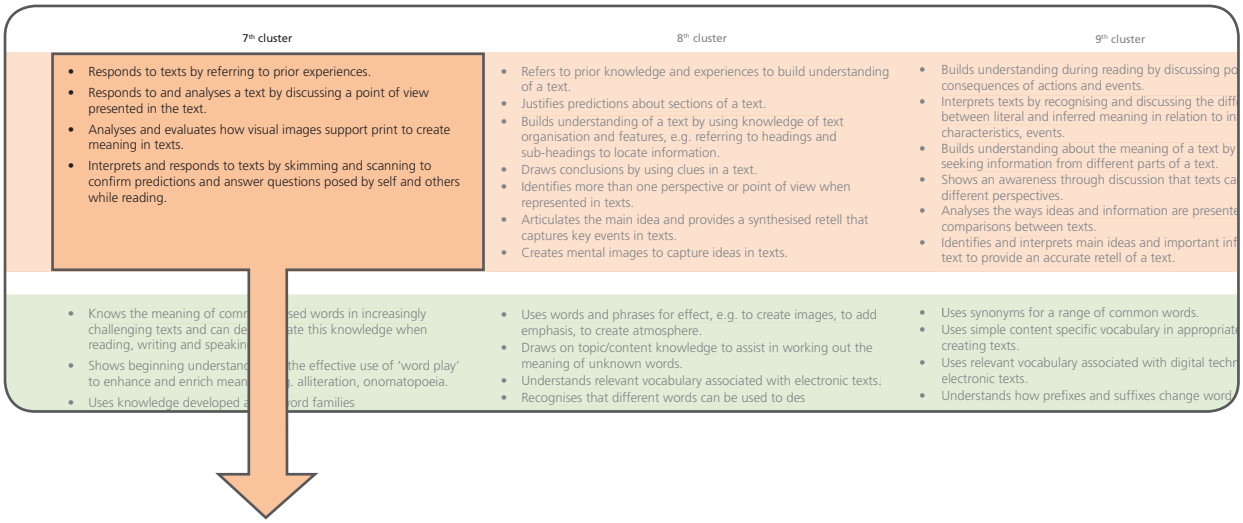

Seventh cluster of markers:

- Responds to texts by referring to prior experiences.
- Responds to and analyses a text by discussing a point of view presented in the text.
- Analyses and evaluates how visual images support print to create meaning in texts.
- Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.

Accessing prior experiences

After shared, guided or independent reading, students create two columns with the two headings *Book* and *Me* in their workbook. They record an event from the text under *Book* and something similar from their own life under *Me*. Students can share these details with others.

Point of view #1

Remind students that stories can be told from the point of view of one character by using a narrator or the first person pronoun. Provide students with a story told from the first person point of view. After reading the story, students discuss from whose point of view the story is told (i.e. *Who is 'I'?*). Students then select another character to be 'I' and retell the story orally, or in writing, from the point of view of another character.

As a group, discuss how the different point of view changes to story, e.g. *What did the second character know that the first one didn't?*

This strategy can also be used for texts told by a narrator, where students select one of the characters to 'tell' the story form their point of view.

Discussing visual images

Provide two or three short texts with visual images to each group (e.g. photographs, diagrams, drawings, graphs). Display the questions below and copies for groups of students to use: Whom/What do you see? What information does the image give you that the text doesn't? What other sort of image would help support the text?

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Skimming and scanning to find information

Prepare and display the Skimming and Scanning charts below for students to refer to:

Skimming happens when:

the reader is unfamiliar with a text and skims to find out what type of text it is to get the general idea.

Strategies to use:

- read the first and last paragraphs
- look for general information
- use headlines, page layout, graphs, diagrams and charts, pictures, highlights.

Scanning happens when:

the reader knows something about what the text is about but wants to find out more and scans to find specific information and key words.

Strategies to use:

- look over the text quickly to locate words and sentences that link to what you need to find out
- use contents pages, first and last sentences in a paragraph, subheadings, captions, bold key words, hyperlinks.

Remind students that skimming and scanning are both ways of quickly gathering information about a text to decide if the reader wants to read further.

Skimming activity

Gather a selection of unfamiliar books or bookmark website pages about different topics. Organise texts around about six topics for groups of students to use. Provide each group with a topic and a selection of texts.

Students select a text (print or screen) each and quickly skim it to determine the topic. Students then take it in turns to explain what they noticed from scanning their text.

Then students go onto the *Scanning activity* below.

Scanning activity

Allocate different coloured sticky notes for different aspects of the selected six topics, e.g. yellow for information about appearance; green for information about habitat.

Each student in the group then individually scans their texts for more of their allocated information about the topic. Students share the information they have found with their group. Students looking at bookmarked websites could highlight key words and sentences to indicate the type of information they have found.

KWL

Prepare and display a copy of a *KWL* chart and copies for groups of students to use:

K What we know	W What we want to know	L What we learned

Collect a range of texts (print or screen) related to a current topic. Provide groups of students with several texts to read/view.

Prior to reading/viewing the texts ask students to discuss and complete the first two columns of the KWL chart about the topic. Remind students that this thinking assists them to understand new content in unfamiliar texts.

Students read the texts and discuss the information that they have located. They then record new information in the **What we have learned (L)** column.

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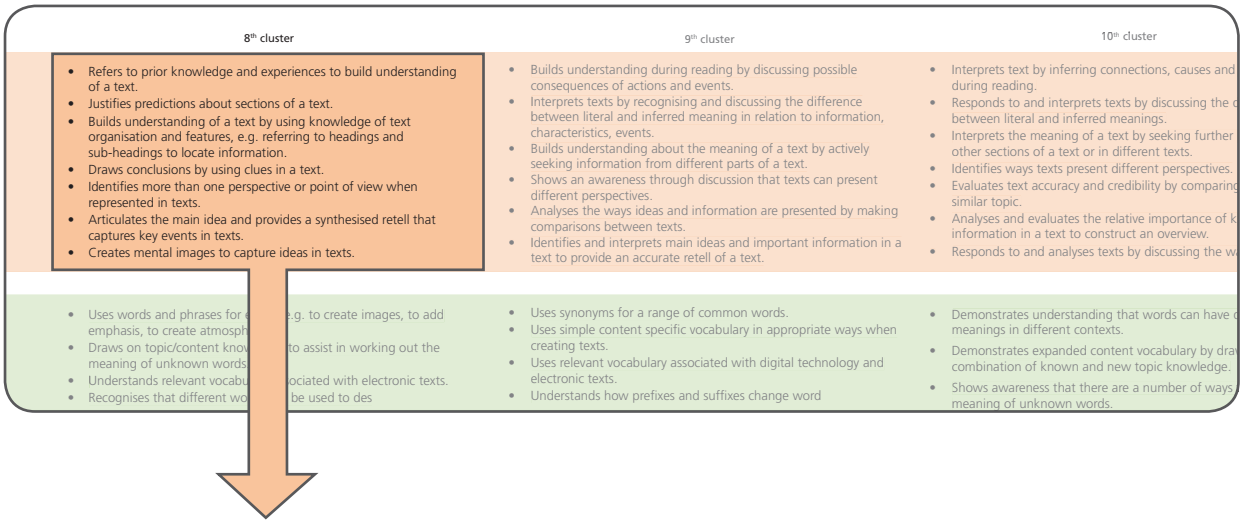

Eighth cluster of markers:

- Refers to prior knowledge and experiences to build understanding of a text.
- Justifies predictions about sections of a text.
- Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information.
- Draws conclusions by using clues in a text.
- Identifies more than one perspective or point of view when represented in texts.
- Articulates the main idea and provides a synthesised retell that captures key events in texts.
- Creates mental images to capture ideas in texts.

Responding to text

Provide meaningful opportunities for students to respond to and reflect on texts to enhance understanding.

Activities that ask students to respond by referring to their personal experiences include:

- writing, drawing or talking about a personal experience similar to one in the story
- rewriting or drawing an event as if it took place in the student's neighbourhood
- talking, writing or drawing something about the story or an event as if the student were there
- talking about how it would feel if the student were one of the main characters
- writing about a part of the story that they know more about.

Justifying predictions

Select a section of a text for students to read/view and make predictions about. Create a table with two columns with the headings: I predict … and because ….

Provide copies for students to use. Explain to students that they will read a section of text and then make a prediction about it. Remind students that being correct is not the most important thing – being able to justify predictions with reference to the text is important.

Students read/view the section of text and then write a prediction, giving reasons for their predictions in the second column. Provide time for students to share and justify their prediction with a small group.

An additional column can be added for students to revisit their predictions and reflect on how accurate their predictions were.

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Using text features

Revisit a factual text (either print or screen) about a current topic and revise the text features that help students to locate information. Prepare and display a checklist about text features and copies for students to use:

Text features:

- title page
- menu bar
- contents page
- home page
- page layout: headings, paragraphs, diagrams, photographs.

Provide copies of the text and a copy of the checklist to pairs of students. Students choose a page and tick off the text features they find on that page. Then ask them to read the page and make notes on the checklist about the information that each feature provided about the topic.

Drawing conclusions

Prepare sets of interesting pictures and images, e.g. online, from story books, photo albums, magazines, newspapers for students to discuss and draw conclusions from.

Remind students that drawing conclusions about a picture or an image can help to build a better understanding of what is happening in the picture or image/how it makes accompanying text clearer.

For example, students might draw conclusions about the relationships of the people in the pictures, the emotions that each person is showing or the setting in the picture.

In pairs, students discuss each picture and draw conclusions based on what is happening in the pictures. They identify the clue or clues from the text the used to draw each conclusion.

Point of view

Provide students with factual texts in which the point of view is apparent, such as texts about the environment or endangered animals. Provide students with a set of discussion questions to prompt them to think about the writer's point of view such as: *What is this text about? What is some information the text gives? What does the writer think about this topic? What does the writer want YOU to think about this topic? How do you know?* Students read the text and answer the questions, orally or in writing.

Questions can be changed and texts with a more subtle point of view can be used. Other types of texts which are also excellent for this activity include product packaging, such as cereal boxes and advertising, particularly magazine and TV advertising directed at children.

Retell books

Students can create small books to write a retell of a familiar story. On the first page of the book, ask students to use the sentence starter: 'The main idea of this story is …' to record a statement about their understanding of the main idea. Students then write a retelling of the story in their own words and illustrate each page. Students can share their retelling with other students.

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Cluster 8

What do the illustrations show?

Provide groups of students with copies of the text only from a picture story book. Ask students to read and discuss the text. Remind students to think about what the characters might look like, where the events might be happening, the sequence of events and what might happen next.

Each student in the group draws a picture of an event or a sequence of events from the story. Then provide the group of students with a copy of the picture story book that the text was taken from to read and discuss. Encourage students to talk about differences between their interpretations and the book's illustrations.

As a variation, provide students with an illustrated factual text on a topic they are learning about, with the print masked with paper. Ask pairs of students to construct the text to go with one page, using heading, subheading and information they have learned about the topic. Place the new text on the pages and read the book together, then remove the new text and compare it with the original text.

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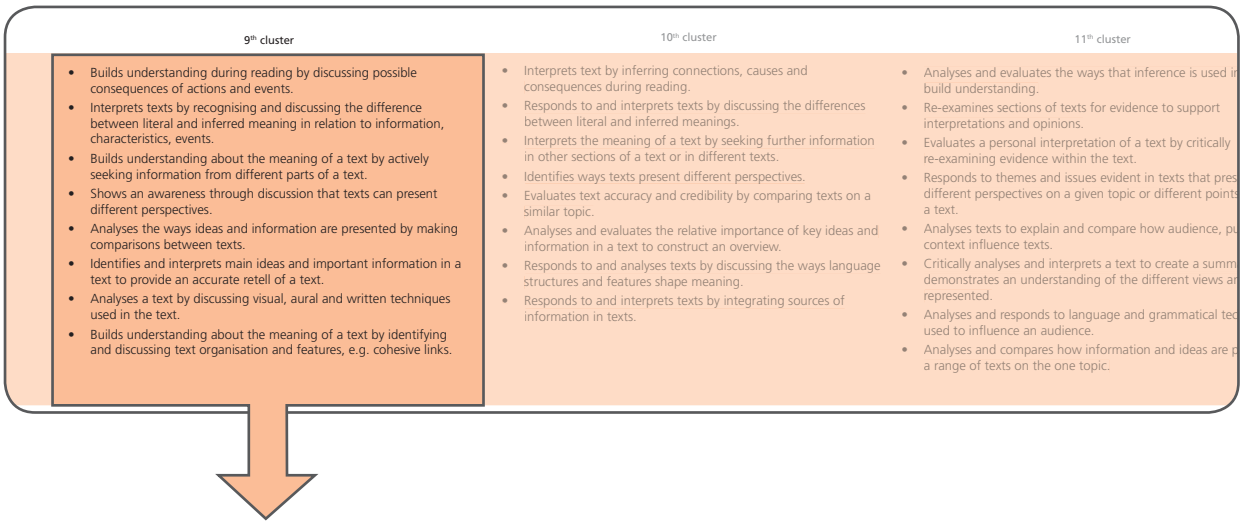

Ninth cluster of markers:

- Builds understanding during reading by discussing possible consequences of actions and events.
- Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events.
- Builds understanding about the meaning of a text by actively seeking information from different parts of a text.
- Shows an awareness through discussion that texts can present different perspectives.
- Analyses the ways ideas and information are presented by making comparisons between texts.
- Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text.
- Analyses a text by discussing visual, aural and written techniques used in the text.
- Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.

Causal event equations

Select several texts that allow students to think about causal events, such as explanations, narratives or fairytales. Indicate stopping points in these texts for students to pause then discuss and predict.

Prepare copies of marked up texts and causal event equation pro formas (as below).

Develop some causal event equations with students on the interactive whiteboard, e.g., after discussing a familiar fairytale, such as *Sleeping Beauty*, place scrambled events on the whiteboard and brainstorm cause and effect sequences with the students.

First string of events:

King invites fairies to the princess's party	+	Did not invite evil fairy	=	Evil fairy curses the princess

Second string of events:

Good fairy adjusts the curse	+	Prince finds princess in castle	=	Curse is lifted

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Ask the students to choose a partner and provide them with copies of texts and blank causal equation pro formas.

Remind the students to: read the texts, pause at the stopping points, fill in the equation boxes individually and then share their ideas with a partner.

Ask several pairs of students to share their findings with the class.

NB: Minus signs can be substituted for plus signs to reflect different causal relationships.

Use this method to create an adapted or modernised version of a familiar tale.

See: **http://www.creativejuicesbooks.com/fairy-tales.html** for various story prompts told from another protagonist's point of view.

Hypothesising

Draw up a STW chart on the board with the following headings over each column: *What do I See? What do I Think? What do I Wonder?*

Tell the students you want them to plan an experiment which will test a hypothesis, e.g.: *That smaller balls bounce higher than larger balls.* Display the hypothesis and ensure that all words are understood by the students.

Either show visuals of the items that the students will be thinking about when they plan their experiment (such as two balls, e.g. tennis and basketball) or, if practical, display the actual items.

Divide students into groups of three and provide each student with two small sticky notes. Each student writes on their sticky notes:

- one important idea that we talked about.
- one difficulty that we were wondering about.

Students then share their selected words in small groups.

Each group then selects the best 6–8 words and places them in the appropriate column on the board.

Footnote: With practice, this activity can be done individually on a STW column chart, skipping the sticky note step.

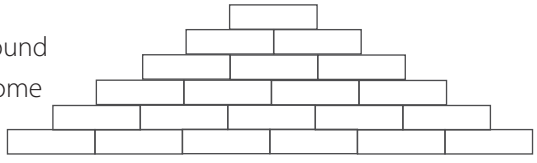
Bio-pyramids

Select two very similar biographies at a comfortable reading level for the students in each group.

Before displaying the text, select some key words from the first text.

Explain the format for Bio-pyramids by drawing up a pro forma on the board:

- Line 1 – person's name
- Line 2 – two words describing the person
- Line 3 – three words describing the person's childhood or background
- Line 4 – four words indicating a problem the person had to overcome
- Line 5 – five words stating one of his/her accomplishments
- Line 6 – six words stating a second accomplishment.



Display the text and circle the key words.

Model how to write these words onto the Bio-Pyramid.

Provide students with the second text.

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Ask students to work in small groups or pairs to select relevant details and create their Bio-Pyramid.

NB: Bio-pyramids can also be used to create cinquain poems, for example:

Bats
Small, black
Flapping, zipping, feeding
Little claws, nectar, bugs
Nocturnal

Visit: **http://www.tooter4kids.com/Bats/Our%20Bat%20Poems.htm**

Twisted tales

Prepare and display a copy of the chart below and copies of question sheets for discussion.

Read two examples of a narrative told from different viewpoints, e.g. a traditional version of the fairytale *Three little pigs* versus *The true story of the three little pigs* by A. Wolf, by Jon Scieszka, (told from the point of view of the wolf).*

Use the chart below to compare different representations of the same character.

<table>
<tr><td colspan="4">How has the author represented the character?</td></tr>
<tr><td colspan="2">Choose a sentence that shows how the author wants us to <u>feel</u> about the character.

Find examples (using page numbers)</td><td colspan="2">What does the author want us to <u>think</u> about this character?

Find examples (using page numbers)</td></tr>
<tr><td>Text 1</td><td>Text 2</td><td>Text 3</td><td>Text 4</td></tr>
<tr><td colspan="4">How has the illustrator represented the character?</td></tr>
<tr><td colspan="2">Text 1</td><td colspan="2">Text 2</td></tr>
</table>

Model filling in the chart for one character and ask students to work in pairs to fill in the details for another character.

Ask the students to discuss in small groups: *What do we learn from <u>reading between the lines</u> about this character?*

* For more teaching ideas around Jon Scieszka's text, see **http://teacher.scholastic.com/writewit/mff/fracturedfairytrue.htm**

Telling shorter tales

Prepare two, very similar texts, e.g. two that deal with a succession of calamities.

Use one text to model the retelling process.

Provide copies of the other text for students to use.

Prepare a set of display cards from the first text containing a succession of calamites and a chart that contains a list of familiar connectives.

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Read the text to the students.

Display and read the calamity word cards with the students, e.g.:

Woken up – by brother	TV broke down	Lost wallet	New bike wrecked
Woken up – by father	Homework ruined	Fight with friend	Bedroom trashed

Decide whether the most important event in the story is going to be first or the last and arrange in order on the board.

Collaboratively rank the events in terms of greatest to least calamity. NB: It is important to eliminate at least half of the items.

Circle words from the displayed chart of familiar connectives.

Model retelling the tale using these connectives.

Issue students with copies of the second text.

Working in pairs, students should read the text provided and decide on the key events in the story.

Students map the events chronologically and rank them.

Students can practise retelling a summarised version of the story to their partner.

Encourage students to use a selection of connectives from the chart.

Discussing visual images

Provide two or three short texts with visual images to each group (e.g. photographs, diagrams, drawings, graphs) from factual or informational texts.

Display the questions below and copies for groups of students to use:

- Who/What do you see?
- What information does the image give you that the text doesn't?
- What other sort of image would help support the text?

Divide students into small groups and provide each group with one or two factual texts.

Ask them to go through their texts and use the questions to discuss the different visual images.

Ask several groups to share their findings.

Scrambled texts

Use cut up procedural texts from Maths, Science and PDHPE.

Ask students to form small groups and give each group a set of text segments.

Students distribute shuffled segments of texts amongst the group and sequence the text together.

Encourage students to indicate the cohesive markers that help them to sequence the text correctly.

Finally the group can check the results against the master sheet or re-group as a whole class to this.

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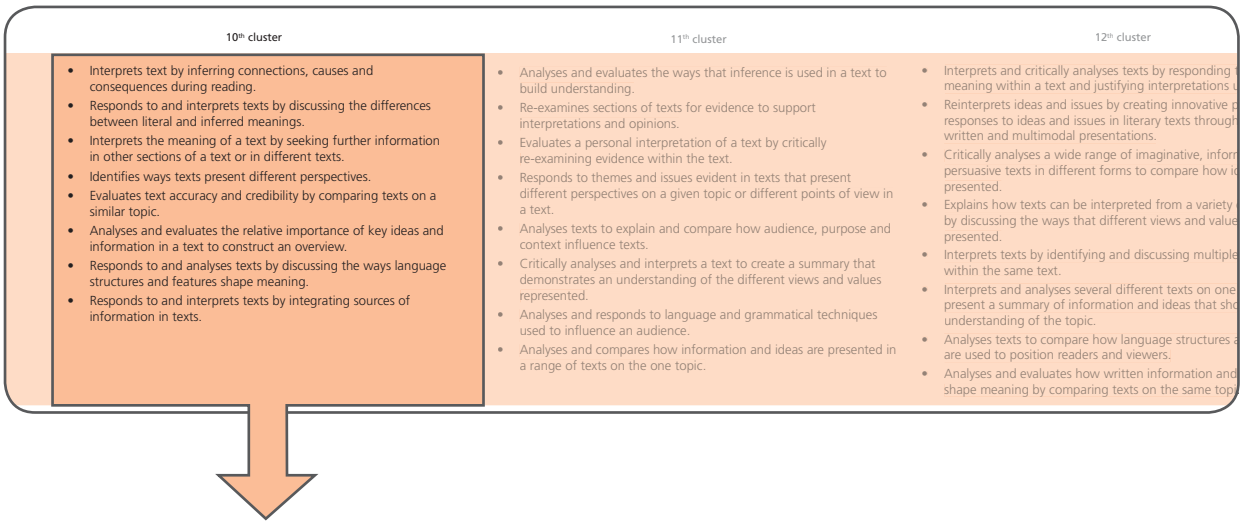

Tenth cluster of markers:

- Interprets text by inferring connections, causes and consequences during reading.
- Responds to and interprets texts by discussing the differences between literal and inferred meanings.
- Interprets the meaning of a text by seeking further information in other sections of a text or in different texts.
- Identifies ways texts present different perspectives.
- Evaluates text accuracy and credibility by comparing texts on a similar topic.
- Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview.
- Responds to and analyses texts by discussing the ways language structures and features shape meaning.
- Responds to and interprets texts by integrating sources of information in texts.

Consequences

Select a text with a strong plotline and provide the students with several stopping points either indicated by sticky notes or page and paragraph numbers.

Draw the four quadrants on the board and model for students how to use the formula (right) with a familiar text, e.g.:

1. **Somebody** (The wicked stepmother)
2. **wanted to** (get rid of Snow White)
3. **so** (she asked the woodsman to murder Snow White)
4. **but** (the woodsman let Snow White escape into the forest).

(1) **Somebody**	(2) **wanted to**
(3) **so**	
(4) **but**	

The formula for this exercise is: 1+2+3+4

(1) **Somebody** + (2) **wanted to** + (3) **so** + (4) **but**

Issue blank sheets to the students and model how to divide it into four quadrants and label each quadrant with the numbers 1–4 and the words in the formula.

Provide students with copies of the selected text, marked up with the stopping points.

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Using the selected text, model what to do at a stopping point:

a) Record what has just happened.

b) How do things look for this character now?

c) Discuss what might happen next.

NB: If appropriate, model flipping forward, sampling the text to get clues from visual features.

Think-pair-share: Students should work in pairs to complete their A4 sheets and then combine with another pair to share their thoughts.

Reading between the lines

Select two scenes from a familiar narrative. As preparation, fill in the table below with shared knowledge about the characters and/or the setting relevant to the first passage. For example:

<table>
<tr><td colspan="2">What's happening?
The boy wants to ask his mother if they can get a puppy.</td></tr>
<tr><td>What we know about setting:
Morning routines in busy households. (BK)</td><td>What we can see/hear:
In this story, the mother is rushing.
Evidence: illustration of mother. (TC)</td></tr>
<tr><td>(BK) = Background knowledge</td><td>(TC) = Text clues</td></tr>
<tr><td colspan="2">Inference:
This is not a good time to ask, if you want her to say 'Yes'.</td></tr>
</table>

Explain that this <u>combined</u> information results in the way in which the text is read, whether it is in our heads or out loud.

Using different tones of voice, read aloud some dialogue that the character says in the scene, e.g. *What do you <u>want</u>, Eli? What do <u>you</u> want, Eli? <u>What</u> do you want, Eli?*

Ask students to justify their choice.

Ask students to divide a piece of paper into sections to represent BK and TC and IN, as in the example below:

BK:	+	TC:

=	INFERENCE:

Issue the second text to pairs of students.

Ask students to see if they can find examples of the BK + TC = IN formula in their text.

Ask students to fill in the boxes for the first tier, BK + TC and talk to their partner about what they think this means.

Remind students that they should only fill in the inference box only <u>after</u> discussion.

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Questioning the author

Encourage students to look for connections within a text by posing questions for them to explore and discuss during their reading.

What is the author trying to convey to the reader in this passage?	
Why is the author telling the reader that?	
Is the message conveyed clearly?	
What would you have said/wanted to say instead?	

Model filling in the above table for a brief example, such as:

Students must wash their hands thoroughly with water and soap after each visit to the toilet and before beginning work.

To further assist the students, design questions appropriate to the text and allocate stopping points.

Establish stopping points in the text where students can check their understanding of the passage and make annotations.

NB: These questions are not designed to assess comprehension, rather to guide students in constructing meaning while reading.

Examining visuals

Prepare a list of secure websites on a familiar topic and a list of sample discussion questions for students to use.

Discussion questions	Checklist clues
1. Is this website useful (a–d)?	a) title of website b) language is not too difficult c) has useful pictures/images d) is up-to-date.
2. What images can you see on the page?	Where are the images positioned? What are the salient* objects?
3. Why do you think the author chose those images?	How do the images support the website?
4. What is the purpose of the website?	Is the purpose to inform, persuade or entertain? Is it persuasive or unbiased? Who is the target audience?
5. What features tell you this?	Language:..... Images:..... Author: ..... Other:.....

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**Salience* – the elements that attract the viewer's attention most on the page/screen either by way of placement, size, colour or lighting.

Organise students into pairs.

Ensure that students understand what the discussion questions (1–5 above) are asking.

Encourage students to scan the website's features and note down any other supportive aspects, e.g. navigation menu, banners, hyperlinks.

Viewpoints

Select articles taken from two very different perspectives to discuss with students.

For example, an article complaining about the impact of bats in built-up areas or on orchards compared to a website devoted to the conservation of bats.

Explain to the students that they are going to examine two texts about the same topic that present different points of view.

Display an enlarged copy of Text 1 (below) and read through it with the students.

Preview some of the language used: *plunging entire towns into darkness/ the colony exploded/ "black out the sky"/ roosting on powerlines / 'vulnerable'.*

Following the reading, point out and discuss examples of emotive language used in the text.

Discuss any other text features that might influence the reader, such as an accompanying image of lots of bats and the word choice in the title.

Text 1

NSW fruit bats out of hell

More than 10,500 homes and businesses from Maclean, Yamba and Iluka were left without power after a colony of flying foxes shorted a high-voltage supply line on the North Coast.

Fuelled by abundant food supplies, the colony exploded to an estimated 250,000 – enough, to "black out the sky", Clarence Valley Mayor Richie Williamson said.

A Country Energy spokesman said they did more than that on Tuesday when thousands of bats roosting on powerlines east of the Maclean Bridge took off simultaneously about 8.30pm. The sudden move caused the power line to trip, blacking out three townships and cutting power for more than three hours.

The outage caused chaos for restaurants, hotels and resorts.

But Mr Williamson said his hands were tied. Until 1999, the Council and the Department of Education had a licence to disperse the colony using noise.

He said the licence was not renewed after the grey-headed flying fox was listed as '*vulnerable*'.

Divide students into small groups and provide them with a copy of the second text.

Explain that the author has an opposing point of view.

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Text 2

Bats and Electrocution*

The vast majority of bats found electrocuted on powerlines are mothers carrying their babies.

Adult victims rarely survive their injuries – a 99.9% mortality rate.

Bats and possums die publicly every night across our suburbs due to old wiring or from branches which grow through or are too close to overhead powerlines. Old overhead electrical wiring is costing the community millions of dollars every year through power outages caused by the electrocution of wildlife.

It is important that the public report each electrocution. Please check for baby animals during the months of October to January. Small babies can survive the electrocution of their mothers and, if reported in time, they can be saved.

Don't grow native fruit/flower plants under electrical powerlines.

Never attempt to remove wildlife from overhead powerlines yourself.

For more information, visit: **www.bats.org**

Ask each group of students to read the article and talk about:

- who might have written these articles
- for whom they might have been written
- the writer's purpose (what they think the writer most wanted the reader to learn).

Re-group as a whole class to compare and contrast the language and text features used in the two articles.

*NB: *Bats and Electrocution*
http://www.bats.org.au/wp-content/uploads/batcarebrisbane_electrocution1.pdf
http://www.dailytelegraph.com.au/property/nsw-fruit-bats-out-of-hell/story-e6frezt0-1225816724265

Differing perspectives

Provide a text on a current topic which contains two main characters with differing perspectives about a complication in the story, e.g. show the students the scene in the film *Finding Nemo* when Nemo is ready to start his first day at school, but his father, Marlin, is not.

Allow time for students to plan, rehearse and act out these scenes. Later, discuss as a class how the characters' perspectives differed and how their word choice and actions supported their attitudes.

Hunting for e-facts

Establish a scenario where students have been hired by the local council to become 'fact busters'.

Prepare a list of websites with differences in facts about a current topic, e.g. population numbers of koalas.

Review how students can check for accuracy and credibility of website content, e.g. Who was the author? When was it published?

Organise students into pairs.

Ask students to 'bust a fact' by searching for the real fact, e.g. The koala population in Australia is 4000, true or false?

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Provide a guide (sample below) for students to follow during their fact hunt:

Fact buster			
Website address (URL)	Facts found on the website	Clues from website (author, date of publication, working hyperlinks)	Website ranking 1–5 (1 = most accurate facts)
Website 1			
Website 2			
Website 3			

Comic newsflash

Use local newspapers to select and copy class sets of several pages that feature short human interest stories.

Staple the pages together to create a set of stories.

Give each student a set of newspaper stories and a piece of unlined white paper. Ask them to browse through the set of stories and select a story to read.

Ask students to divide their piece of paper into six to eight numbered sections.

Ask them to retell the story in the article by creating a sequenced set of drawings.

When they are finished, have them swap their sequenced set of drawings with another student.

Based on the sequence, their partner should be able to find the story in the set.

Then students work together to select the story from the set that interests them the most. Students can be rostered to re-tell this story to the class.

Learning the 'lingo'

Select a text that exemplifies literary devices such as alliteration, similes, puns and use of slang words. The text, *Yakka, Yip and the Yahoos*, taken from the *School Magazine*, (available in the link below) demonstrates the use of literary devices.

Use chapter one to model the process and organise copies of chapter two for students to use.

Prepare a large copy of the chart below to display and copies for students to use:

Most interesting sentence/word:
Most confusing sentence/word:
Need to talk about why the author chose these words:

Read and discuss chapter one of *Yakka, Yip and the Yahoos.*

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Cluster 10

Model for students how to complete the chart with chapter one.

Ask students to choose a partner and take a copy of chapter two of *Yakka, Yip and the Yahoos* and a chart.

Firstly, ask students to look at the illustrations in chapter two and share any connections to the text.

Students then independently read chapter two silently, complete their chart and compare their findings with their partner.

Several pairs of students can share their findings with the whole class.

Any interesting words can be recorded on a classroom word wall.

NB: Build on students' knowledge by examining Australian idioms and rhyming slang.

Most classroom dictionaries will include common slang words.

See also:
http://www.anu.edu.au/ANDC/res/aus_words/aewords/aewords_cg.php#c

Readings taken from:
http://www.curriculumsupport.education.nsw.gov.au/services/schoolmagazine/assets/pdf/samplestoryandteachingunityyy.pdf

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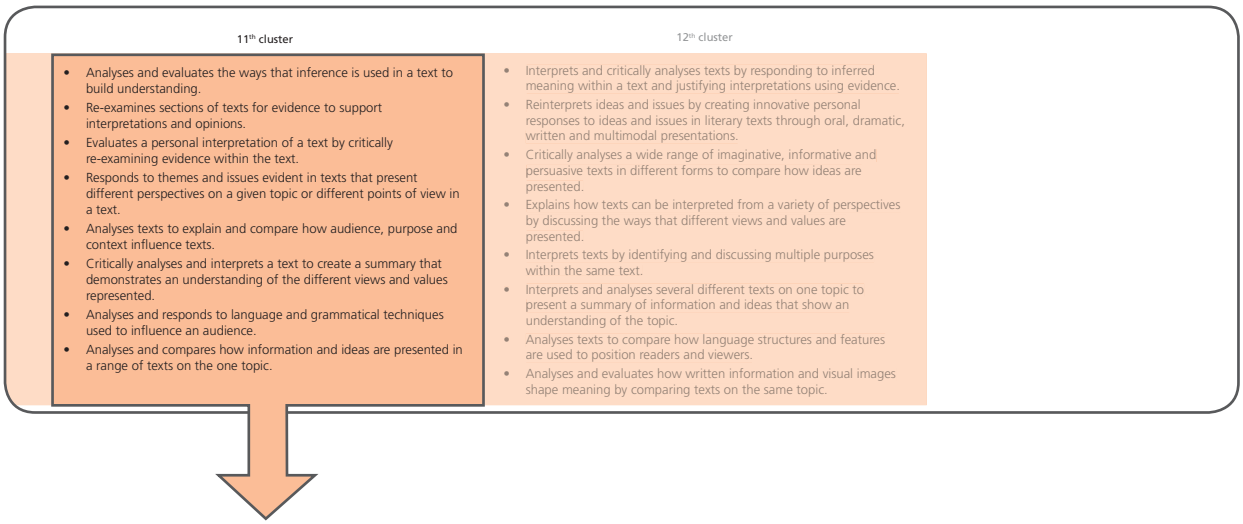

Eleventh cluster of markers:

- Analyses and evaluates the ways that inference is used in a text to build understanding.
- Re-examines sections of texts for evidence to support interpretations and opinions.
- Evaluates a personal interpretation of a text by critically re-examining evidence within the text.
- Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text.
- Analyses texts to explain and compare how audience, purpose and context influence texts.
- Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented.
- Analyses and responds to language and grammatical techniques used to influence an audience.
- Analyses and compares how information and ideas are presented in a range of texts on the one topic.

Layering

Select a familiar text with strong, definable characters.

Create and display a large chart with a bull's-eye target to use for modelling the activity and copies for students to use.

Read the selected text to students.

Model the use of a bull's-eye target chart on the board.

Choose one of the main characters from the text and write that character's name in the centre of the bull's-eye.

Demonstrate how to fill the innermost circle with written observations about the physical features of the character, e.g. *hunched over.*

Fill in the next circle with observations about the emotional aspects of the character, e.g. a bit depressed.

Then fill in the outer layer with inferences about the meaning of the story.

Provide students with a copy of the text, a bull's-eye target chart and select another character from the text.

Ask students to work with a partner to complete the process with the selected character.

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Then write questions for pairs of students to reflect on and discuss, such as:

- What is the main message the author wants you to realise?
- What clues did the author or illustrator give that led to your conclusion?

Bring students together and compile a class version of the bull's-eye target for the character.

Collating evidence

Prepare a section of an exposition on a current topic into a document editor, e.g. climate change.

Remind students how arguments in effective exposition are supported with credible evidence.

Organise students into pairs.

Divide the class into two sections.

One half of the class will seek evidence for the positive (highlight in green) and the other half will seek evidence for the negative (highlight in red).

Students use the document editor highlighter tool to search for evidence within the section of the text.

Bring the class together to discuss findings.

D.I.A.S.

Select a familiar story to model the DIAS process.

Prepare a large chart (as below) to guide students' research.

Using the text, prepare a list of key adjectives pertaining to two of the main characters from the story.

Model how to examine implicit and explicit information about one of the main characters using the following formula:

Character	
D = Description	What do the descriptive words and verbs that the author has used make us think about the character?
I = Illustrations	Draw what you think she/he would look like.
A = Actions	What does this person do?
S = Say	How does this person speak?

Examine the first character with the students.

Firstly, examine the front and back covers then any other illustrations within the text for any information/ideas about the character.*

Brainstorm several adjectives that apply to this character.

Record these adjectives in a mind map format around the character's name.

Work with the students to find evidence within the text for some of the adjectives, e.g., *sloppy*.

Read out exactly where in the text this evidence is found, e.g. *Her blouse had bits of breakfast all over it.*

Next to the adjective, record where these details are found in the text, e.g. p. 17, para 2.

Complete the mind map by filling in details as to where evidence in the text can be found for the other adjectives.

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Provide a second set of selected adjectives for the other main character to pairs of students.

Ask students to examine the text for evidence of these attributes, making reference to the DIAS chart.

Several pairs of students can share their findings.

During this sharing time, contributions which show evidence of inferential thinking can be reinforced.

*See **http://wwwfp.education.tas.gov.au/english/covers.htm**

Perspective poems

Use short poems to practise identifying what a character's viewpoint is and to analyse how that perspective is usually different from the other characters in the text.

Prepare two poems on the same topic and display on the board.

Compare the language used, placement of words, the rhythm and the themes in each poem.

Example 1:	*Example 2:*
A bug sat in a silver flower thinking silver thoughts. A bigger bug out for a walk climbed up that silver flower stalk and snapped the small bug down his jaws without a pause without a care for all the bug's small silver thoughts. It isn't right, it isn't fair that big bug ate that little bug just because it was there.	Buggity buggity bug Wandering aimlessly Buggishly smug. When all of a sudden Along came a shoe Out with another shoe Wandering too. The shoes went on wandering Left, Right, Left, SPLAT. Bugs very frequently perish like that.

Ask students work in pairs to discuss the main idea that the poets wanted the reader to reflect on in each poem.

Then ask students to respond to the poem they preferred by creating a drawing from the bug's perspective.

Students then work in pairs to improvise an exchange between the characters in the poem.

Provide time for some class sharing of the improvisations.

NB: Poems taken from the work of Karla Kuskin: Kuskin, K. (1998) *The sky is always in the sky*, Harper Collins, New York.

Rants and raves

Provide a range of texts from magazines featuring familiar topics. Ideally, these texts should contain headings, photographs and graphics.

Prepare two short texts in enlarged double-spaced script for modelling this activity with students.

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For example:

Text 1

Our native bush is being destroyed - destroyed by the wilful dumping of unwanted domesticated cats by careless and cruel people. Our native flora and fauna are being rapidly destroyed by these people who always put their own desires ahead of the good of this community.

Wilful dumping of kittens is a crime. It must be stopped. And it is you who must stop it!

From tonight, you will patrol the local bush areas with torches and you will arrest any offenders who continue to put our precious heritage at risk.

Text 2

Ladies and gentlemen, we seem to have something of a problem in our local community.

It would appear that the numbers of feral cats in our bushland areas are on the increase.

Perhaps this is due to a greater number of unwanted domesticated cats being let loose in these areas.

Perhaps it is simply the result of those already there reproducing offspring.

Whatever the cause, it does seem that the time has come to explore possible solutions to the problem. I'm not here to provide the answers, but rather to explore with you whether there are any solutions to this problem. You may all have ideas that could perhaps help us.

Read the texts through once and circle the persuasive words.

Model for students how to compare the texts in terms of their purpose and their intended audience.

Using the chart below to record differences:

Take notes and discuss with your partner:	Text 1	Text 2
Who do you think would write a text like this?		
Why would they write this?		
Who do you think would agree with this viewpoint?		

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Summarising

Select a non-fiction text to model the process with students and prepare copies of another non-fiction text on a familiar topic.

Prepare and display a summary sheet chart as in the example below:

Things to do when summarising	Comments
1. Read text features – predict the main idea.	
2. Read the text features and think how they relate to the main idea.	
3. Notice **boldface** and *italicised* words and think how they relate to the main idea.	
4. Re-read to verify important details.	
5. Reflect on prediction to confirm or revise it.	
6. Re-read to choose supporting details and facts.	
7. Cross out unimportant facts in your notes.	

Complete the chart, using an interactive reading and think aloud as you work through the text with the students.

Review the findings in the table above and think aloud to generate three broad questions.

NB: Look for repeated ideas in the text you have selected.

Use well-constructed questions to focus attention on the purpose of the text, e.g.:

- *Question 1:* How many oceans are there in the world?
- *Question 2:* What are some ways in which humans have caused harm to the oceans?
- *Question 3:* Which organisations are working to counteract this?

Provide students with a copy of the selected text and a summary sheet.

Ask students to read their text and complete their summary sheet.

Students then work in pairs to generate three broad questions covering the most important information in the text.

Initially, assign mixed ability pairs to generate the questions.

Re-group for class feedback about the most important ideas.

Reflect on the students' questions which would be most useful in producing accurate summaries.

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Cluster 11

Sum it up

Display on the interactive whiteboard a text (print, audio or video, etc) on a current topic.

Provide students with a summarising guide of 'do's and don'ts' (sample below):

Summarising don'ts	Summarising do's
☐ Write down everything	☐ Find out main ideas
☐ Write down next to nothing	☐ Focus on key details
☐ Copy down complete sentences	☐ Use key words and phrases to break down the larger ideas
☐ Write way too much	☐ Write only enough to convey the message
☐ Copy word for word	☐ Take succinct but complete notes

Revise with students the strategies for summarising a text.

Provide three sample summaries of the text differing quality (low, medium, high).

Organise students into pairs.

Students to use the summarising guide to check off which strategy was used in each of the summaries to determine the best summary.

Influencing an audience

Prepare an electronic exposition on a current topic for students to view/hear/read, e.g. audio, video, poster, brochure.

Review how expositions use various techniques to persuade the audience, e.g. language, visuals, audio.

Prepare an online survey, e.g. **Surveymonkey.com** to collect student responses.

See below for sample questions of the survey for students to record their analysis of the exposition:

Techniques to influence an audience			
Type of persuasive technique	Used in text (✔)	Where was it evident in the text? How did it make you feel?	Was it effective? Why?
Language – rhetorical questions/ statements			Yes/No (circle) because …
Language – repetition			Yes/No (circle) because …
Language – modality			Yes/No (circle) because …

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Type of persuasive technique	Used in text (✔)	Where was it evident in the text? How did it make you feel?	Was it effective? Why?
Language – metaphor			Yes/No (circle) because …
Visual – images			Yes/No (circle) because …
Visual – colours			Yes/No (circle) because …
Audio – music			Yes/No (circle) because …
Other –			

Organise students into pairs. Ask students to complete the online survey.

Request that students view the exposition on the computer while focusing on one particular persuasive technique.

Repeat this for each persuasive technique.

As a class, share survey responses.

Building word pictures

Display a text on the interactive whiteboard from the link below.*

Prepare copies of a similar text for students to use.

Read the text to the students.

Examine with students how sets of words can relate to one another, as in the example below.

Use a coloured highlighter to track the words the author has used to build up a visual image of the character:

> Alfie was waiting, his hair uncombed, shirt untucked and shoelaces untied. That was how he was. The fringe he had unsuccessfully been trying to grow was sticking up in the air as though invisible hands were pulling it up.
>
> Alfie always wanted to have something to hide behind, to mask himself from the rest of the world. He was so unnoticed and silent that he could have entered and left a room without anybody realising at all. Alfie was gifted, no doubt, but hardly anyone realised his potential.

Discuss with the students the effect the highlighted words have on the reader and the way the word choices help the reader to visualise the character.

Provide students with a text.

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Cluster 11

Ask them to read the text and then circle the words that build a visual image of the new character, e.g.:

> Juliet uses her fingers as a comb in the morning and her socks are always at odd heights to each other. Her face is quite beautiful, but she hides this with thick-rimmed, nerdy glasses that serve as a mask. Her mumbly voice is barely audible, even in complete silence and her hair hangs across her face like a flouncy stage curtain, hiding talent behind it.
>
> Juliet is the girl you will always find shying away from the spotlight and sitting in the back of the class, gazing nonchalantly at the world beyond.

After working on their own, ask students to form small groups to complete a graphic organiser about the character, e.g.:

Clothing	Gestures/posture
Face/hair/eyes	Any revealing behaviours

Provide time for several groups to share their responses.

*NB: More of these texts can be found in the blog on *Fiction with a twist* book raps at: **http://rapblog8.edublogs.org/voice/**

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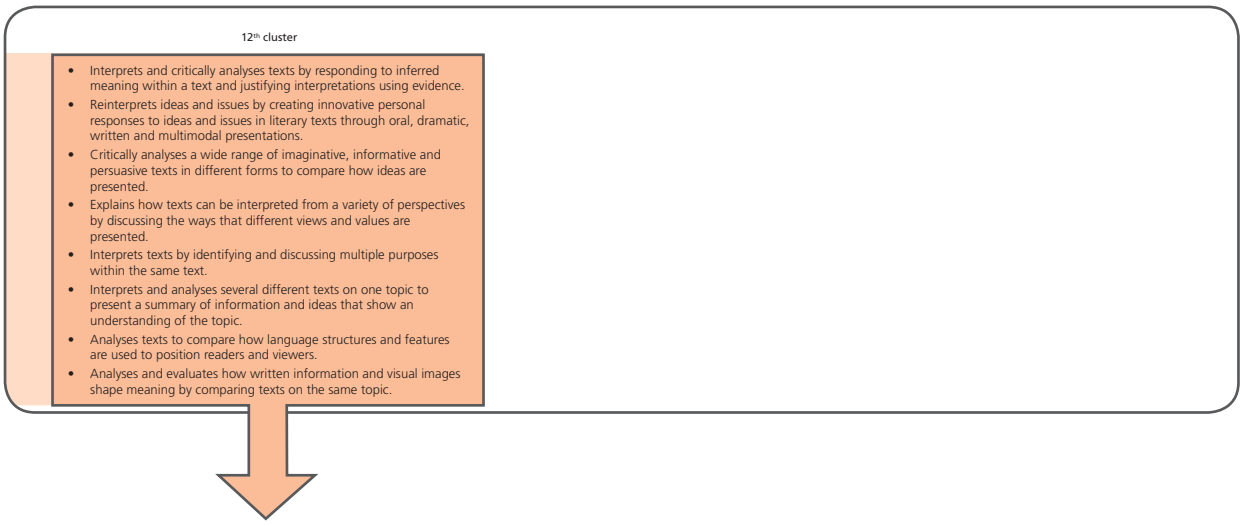

Twelfth cluster of markers:

- Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence.
- Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations.
- Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented.
- Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented.
- Interprets texts by identifying and discussing multiple purposes within the same text.
- Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic.
- Analyses texts to compare how language structures and features are used to position readers and viewers.
- Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic.

Examining texts

Make individual copies of two short texts on the same topic.

Prepare a table to display (as in the example below).

Choose texts that exemplify the same use of literary devices, e.g. the way inverted commas are used in the text below:

> The British side of the story about the 'discovery' of Australia goes something like this: When Captain James Cook and his men landed at Botany Bay in 1770, they were amazed and quite proud of themselves.
>
> According to the British, they had just 'discovered' an enormous, vacant land, just as Christopher Columbus had 'discovered' the 'vacant land' of America in 1492. Sure, there were a few 'natives' around, but no evidence of European occupation (in Australia).
>
> The British saw no fences, no buildings, no churches and no farms. It was easy for them to believe that no one owned the land.
>
> They did not recognise the complex and ancient land management practices which are an integral part of the society of many Aboriginal nations.

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Engage students in discussion about the topic before reading the text.

Provide students with a copy of the text.

Read the text aloud with the students, emphasising the words in inverted commas.

Discuss the effect of this reading with the students.

Re-examine the text once more, modelling *think aloud* for students and filling in the table below.

Talk about what the author does to influence the reader's opinion and record findings in the table, e.g.:

What I see	What this makes me think	Why I think this
The author has put inverted commas around the word *'discovered'.*	This makes me think the author is questioning this, suggesting that this is not a fact.	We have learnt that the land was occupied at this time and that Aboriginal people call this event in 1770 an 'invasion', not a discovery.

*Excerpt adapted from *Belief in action 16 Terra Nullius and Aboriginal peoples*.

Distribute the second text for students to work on in pairs.

Ask students to make notes on:

What I see	What this makes me think	Why I think this

NB: For longer texts, ask students to note down the location of the quotes/facts so that the written evidence may be easily examined during the feedback session.

NB: 'Double entry journals' can be used for this exercise.

Students should divide their page into two columns noting the direct quotation from the text on the left and their reaction to it on the right.

Responding to graphic novels

Review the structure and features of a graphic novel/comic, e.g. use of speech/thought bubbles.

Prepare an electronic folder with images/photos on a current topic.

Review the main ideas and issues in a few literary texts on a current topic.

	Text 1	Text 2	Text 3
Idea/Issue 1			
Idea/Issue 2			
Idea/Issue 3			

Revise how to use an electronic graphic novel/comic creating tool, e.g. *Comic Life*.

Organise students into pairs.

Ask students to create a response to one of the main ideas or issues identified in the form of a graphic novel/comic.

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Responding: Glyphs

A *glyph* is an example of visual art that students construct to convey information about themselves or characters in texts they have studied. In this activity, students respond by creating an eye-catching glyph.

As a response to literature, students may select and use a range of symbols to represent ideas and issues that the text has provoked. Examples of glyphs can be found at:
http://s5jaudc.edu.glogster.com/romeo/
http://r0300628.edu.glogster.com/pandas-extinct/

Project one of the glyphs above onto the wall and discuss with the students what elements make an impact on the viewer. Consider how linguistic structures and features are used to position readers and viewers. Discuss how multiple images within the one text cumulate to build a strong impression of the character/text/topic.

Ask students to work in pairs to analyse another example of glyph from **http://edu.glogster.com/glogpedia/**

Ask students in pairs to create their own glyph of character/text/topic.

Responding variation: Collage

After viewing video footage of news stories accompanying current events, issue pages from current and past newspapers and magazines. Students can use these to create collages.

Students should then view other groups' collages and respond by writing words on blank paper next to the visuals.

These words may be made into word 'clouds' using *Wordle* at**: www.wordle.net**

KWL

Select two texts on a topic that represent two different points in time (some examples are included below).

Prepare one enlarged copy of both texts, copies of the second text for students to use, KWL chart and the table to guide note-taking.

Research vocabulary from both texts that might be likely to feature in the *'I wonder box'* (see table below).

Before examining the first text, discuss what students know about the topic and what they think they might learn by comparing texts from two different eras.

Make notes in the first <u>two</u> lines of a KWL chart:

K	What I already **know**
W	What I **want** to learn
L	

Text 1
1788

To cultivation of the ground they are utter strangers and wholly depend for food on the few fruits they gather: the roots they dig up in the swamps and the fish they pick along the shore or contrive to strike from their canoes with spears. (Taken from the diary of Captain Watkin Trench who arrived with the First Fleet in 1788.)

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Think aloud about the main ideas and the repeated themes in the text with students and make notes on the following:

Ideas that were repeated most often were:	I wonder box: (Research & discuss confusing/interesting words)
I think the important issues in this text were:	

Display this excerpt from the website below:

Text 2
2010

Explorers, such as Edmund Kennedy and Burke and Wills, preferred to kill and eat their own pack animals rather than hunt game or fish to supplement their supplies. Only when their provisions had dwindled to the point that the party was facing starvation, scurvy and dysentery did they hunt and gather food or accept the generous gifts of food presented by the friendly Aboriginals they met.

Taken from:
http://www.cultureandrecreation.gov.au/articles/foodanddrink/

Distribute individual copies of the second text.

Ask students to work in pairs to read the text and make notes using the structure provided.

Ideas that were repeated most often were:	I wonder box: (Research & discuss confusing/interesting words)
I think the important issues in this text were:	

Re-group to share findings and complete the last section of the KWL chart collaboratively.

Students may also respond by composing a book cover or a glyph.

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Podcast summary

Prepare a collection of electronic newspaper articles with visuals on a current topic.

Remind students how to determine the main idea from an article (sample below).

Reading strategy	Prompt
Before reading: Scan the text to predict main point.	What do you think the text is going to be about?
While reading the text: Who, What, Where, When, Why, How?	Did you find evidence to support prediction?
After reading: Think about what you have read.	What did you learn from the reading?

Organise students into pairs.

Establish a scenario where each pair has been employed as news reporters for the local radio station.

Students are to use an audio recorder (e.g. *Audacity*) to record their summary from the newspaper article.

Prepare a collection of different texts on a current topic for students to browse. The texts may be in the form of print, audio, video, visual.

Repeat the above activity with students, providing more resources to access in order to create a summary of one topic.

Analyse this

Locate an electronic text, e.g. website, on a current topic that uses print and visual texts.

Prepare two sets of resources. One set will contain only the visual images from the source and the other will contain only print text from the source.

Organise students into pairs.

Give half the class the visual resources and the other half the print resources.

Ask students to discuss what meaning they can gather and infer from the resource.

After the activity, discuss as a class which set of resources was more effective and why.

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