

### Score 1

Students at this level demonstrated correct spelling of most common words and words with commonly seen spelling patterns. For example, words ending in *-tch*, *-ight*; words with simple endings such as *-ed*, *-ing*, *-ly* added to base words; frequently used words that end in *-ould*; common words with silent letters, common homophones and high frequency compound words.

First the **beans** are **picked** from **Pods** that grow on **cocoa** trees. Next they are taken to a **factory**. After **cleaning** and **roasting** the beans are **roasted** in an **oven**.

modelled words from stimulus

word building onto modelled words

### Score 2

Students at this level demonstrated correct spelling of most common words with less commonly seen patterns. For example, words that end in *-y* and *-ey* or *-ough*, *-ture*, *-tion*, *-sion*; words where rules apply such as doubling letters or dropping 'e' for *-ing* and *-ed* or changing 'y' to 'i' before adding endings; less common homophones such as *there/their*, *to/too*, *breaks/brakes*, *plain/plane*, *your/you're*, *wear/where*, *hole/whole*; common compound words and common words with two or three syllables.

**Chocolate** that we get in the **supermarket** has to go **through** many stages before it is put on **shelves** and **bought** by **consumers**. **Quantities** of cocoa, milk and sugar are **transformed** into a treat that is **enjoyed** **everywhere**.

modelled words from stimulus

rule governed spelling

common compound words

less common spelling patterns

two syllable base words plus ending

### Score 3

Students at this level demonstrated correct spelling of most words with less commonly seen letter patterns and words that are less frequently used. For example, words that end with *e*, *c*, *l* with suffixes added; multi-syllabic words ending with *-age*, *-dge*, *-lly*, *-tion*, *-ies*; words where 's' and 'c' can be confused; more complex words with *l/l*, *s/ss*; words with suffixes *-ful*, *-ent*, *-ant*, *-ible*, *-able*; words with less common silent letters and compound words.

The chocolate-making **process** involves a **combination** of **ingredients**, **carefully** roasted, mixed and **moulded** to make the **unique** and **delicious** treat we all enjoy.

multi-syllabic words

less frequently used words

word where 's' and 'c' can be confused

word building onto modelled words

### Score 4

Students at this level demonstrated correct spelling of most uncommon words or words that have difficult or unusual patterns or are exceptions to spelling rules. For example, foreign or highly technical words; difficult forms of words; words in which several rules apply or that are exceptions to rules; or uncommon words with unusual patterns.

Chocolate is an **exceptional** **dessert** that has **fascinated** children and **connoisseurs** alike. It is a favourite which even the most **discerning** **palate** finds **irresistible**.

multi-syllabic words

less frequently used words

words of foreign origin

uncommon words or words with unusual patterns

technical word

### Must–Should–Could spelling strategy

To help teachers monitor the teaching of spelling skills, it is helpful to adopt the *Must–Should–Could* process. The aim of this process is to assist teachers in recognising vocabulary where there are new terms to be learned in a unit of work.

When designing a unit of work or before the unit of work commences:

- list the words you think will cause difficulty for learners.
- tick the words you have already taught or that the students already know. They only need revising.
- categorise the remaining words as: **MUST**, **SHOULD** and **COULD**.
  - **MUST** words are essential to learning the topic or concept and need to be taught systematically so that students can recognise them on sight.
  - **SHOULD** words are highly significant to learning and students should know them.
  - **COULD** words are not essential for basic understanding of the topic or concept. They will still need to be taught but with less emphasis and revision.
- Decide how to teach the **MUST** and **SHOULD** words. The example below is for a PDHPE topic “Respectful Relationships”.

| Word        | Revise | Must | Should | Could | Strategy               |
|-------------|--------|------|--------|-------|------------------------|
| positive    | ✓      |      |        |       | context clues          |
| negative    | ✓      |      |        |       | context clues          |
| maintain    |        |      | ✓      |       | context clues/glossary |
| respectful  |        | ✓    |        |       | context clues/glossary |
| negotiation |        | ✓    |        |       | context clues/glossary |
| peers       | ✓      |      |        |       | group explanation      |
| pressure    | ✓      |      |        |       | group explanation      |
| compromise  |        |      |        | ✓     | group explanation      |
| abusive     |        | ✓    |        |       | words on wall/glossary |

Source: Miller, T and Player, S. (1998). *Secondary literacy across curricula* (SLAC)

## Technology

### Word bank

Students become more proficient spellers when they understand the meanings of words and can use the words in context. Teachers need to identify the spelling demands a topic will create and highlight any difficult words or new technical language.

- Provide students with a worksheet (or have students set up a database on the computer) to create a word bank. Included the highlighted words and add other words as the unit of work progresses.
- Ask students to predict the meaning of the words in one column of the worksheet/database and then determine the exact meaning of the word by using the dictionary. Record this definition in another column. See example below.

| Word       | Predicted Meaning | Dictionary Definition |
|------------|-------------------|-----------------------|
| design     |                   |                       |
| technology |                   |                       |
| creative   |                   |                       |

## Meaning match

**Purpose:** to become familiar with the spelling of technical terms and learn their meanings.

**Process:** This game is similar to “Concentration”. There are two packs of cards – a sentence pack and a word pack. Each card in the sentence pack has a sentence written on it with one technical word omitted. A line indicates the position of the omitted word. The cards in the word pack contain the technical terms omitted from each sentence. See example below.

**word card:**

**mantle**

**sentence card:**

The \_\_\_\_\_ is the thick layer between the crust and the core of the earth.

- The object of the game is to match the correctly spelt term with each sentence and accumulate as many matching pairs as possible.
- To play, place sentence cards in a pile face up.
- Spread out word cards face down on the table.
- Tell students to take turns by drawing a sentence card from the top and turning over a word card.
- If the technical word makes sense in the sentence, the student can keep the matching pair. If there is no match, the sentence card goes to the bottom of the pack and the word card is turned back over.
- Tell the next student to continue, and the next etc. until all the terms and sentences are matched.

## Misspelling passage with clue box

- Give students a short passage related to their current topic that has spelling and/or punctuation errors. Ask students to circle the mistakes and rewrite the passage correctly. The passage could be accompanied by a clue box to assist the students to correct the errors. See example below.

**HINT: In this passage you need to change**

8 capital letters

8 missing full stops

15 spelling mistakes

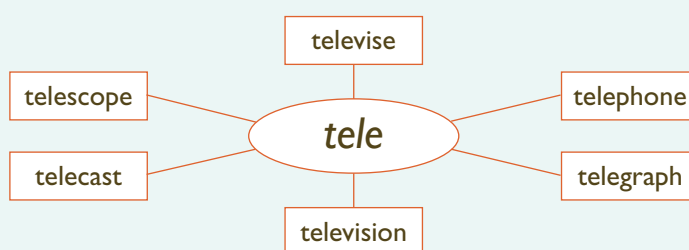
2 missing commas

## Word web

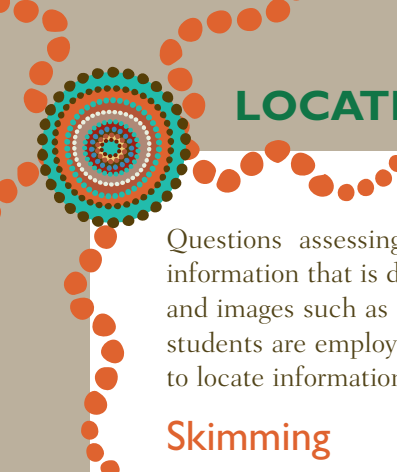
**Purpose:** To assist students with words more easily spelled if their etymology is understood.

- Write a word segment like *tele* in the centre of a graphic organiser to construct a word web. Ask students to think of words that come from *tele*, like *television*, *telescope*, *telephone*. Add further examples to the word web as words are encountered in reading and writing. See example below.

**Etymology – From the Greek “tele” meaning far**



(Source: adapted from page 115, *Programming and Strategies Handbook*, Student Services and Equity Programs: Disability and Learning Difficulties Unit)



## LOCATING INFORMATION

Questions assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. Material may be presented in a variety of formats (such as written text and images such as illustrations, graphs etc) but if little or no interpretation is required to locate the information, students are employing literal comprehension skills. Skim reading and scanning are skills that will assist students to locate information efficiently.

### Skimming

Skimming is reading quickly through a text to get the gist or main idea of what it is about. Students can skim read by looking at headings and sub-headings, pictures, diagrams, captions, any italicised or bold words and the first and last paragraphs of the text.

### Scanning

Scanning is reading to quickly locate particular elements or specific details in a text, such as key concepts, names, dates or certain information in answer to a question. Students can scan by looking through the text to locate key words to find the specific information quickly.

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Locating information was assessed in Reading Questions 1, 2, 4, 14, 27, 37, 38, 44 and 46.

## Teaching LOCATING INFORMATION

### Technology

#### Scanning practice

- Provide students with **reference material** you want them to use for a particular project.
- Explain what students need to scan for. Help students to **frame a question** in order to focus their scanning.
- Discuss with students **the importance of visual clues** such as headings, symbols, font variations (bold, underlining, capital letters, italics) and key words to locate specific information.
- The task can be made more difficult by **increasing the length of the text**, shortening the time provided to locate the information or by seeking **multiple pieces of information**.
- Over time, provide **a variety of materials for students to scan** including pamphlets, CD ROMS, journals, websites and advertisements. Compare the materials and discuss with students how different forms can provide different visual cues for scanning.

### HSIE

#### Using structural features to locate information

- Teach students terms to help them identify the structural features of a variety of texts such as:
  - *introduction*                      – *footnote*                      – *conclusion*                      – *index*
  - *topic sentence*                      – *glossary*                      – *heading/sub-heading*                      – *table of contents*
- Demonstrate how texts are organised by asking students to give a suitable heading to each paragraph in a text. Model how to use skimming and scanning techniques to locate information by using the structural features of a text and locating key words.
- Cut up a well-structured text into paragraphs and help students reassemble it. Ask students to mark the reassembled text according to prescribed criteria, for example: “*Underline only those words which tell you about what Roman soldiers wore.*”
- Use the selected information to perform a related task, for example: “*Offer an opinion on a soldier’s life.*”
- Assist students to turn written information into a chart, table or other suitable diagram (a pro forma would be useful for this). This allows students to locate information and explore the relationship between the parts of a text.

## Technology

## Scanning technical diagrams to locate information

- Using an overhead or an A3 copy of a **complex technical diagram**, model for students how to scan the different parts of the text for information. Colour each part with a different coloured highlighter as you treat it. Ask students to make a list of the features as you identify them. The list might include:

*Main heading, Introductory statement, Captions to arrowed parts, Side texts – magnified parts and cross-sections*

- Present students with a list of technical words and phrases from the above labelled diagram. Demonstrate how to scan text systematically for a specific word or phrase. Ask students to locate the words from the list on their own copies of the text and highlight them.

## PDHPE

## Using topic sentences to locate information

- Provide students with a text about an area of the syllabus you are exploring. Explain that each paragraph deals with a different aspect of the topic. Ask students to underline the **first sentence of each paragraph** and discuss how each sentence previews the information that follows. Tell students that these sentences are known as **topic sentences**.
- Give students another text that has been cut up with topic sentences separated from the rest of the paragraphs. Working in pairs, students reconstruct each paragraph then organise the paragraphs to form a complete text. Afterwards, ask students to share strategies they used to complete the task.

## Aboriginal English

## Building a word web

A word web graphically summarises related concepts and an X-chart groups ideas from the text into different categories. The extract from *Girl With No Name* by Pat Lowe (Penguin, 1994) can be used to model strategies for reading literary texts.

“Eat ‘im!” No-name told him. Matthew hesitated, so she picked up a second opened fruit and tossed the contents into her mouth. “Good one!” she said, smiling a challenge. Matthew mustered his courage, threw back his head and opened his mouth. He shook out the pink substance and swallowed it. Not delicious, but not bad.

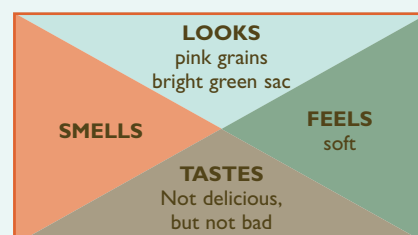
It was only when the old lady opened a nut in which the contents had further matured that Matthew realised what they actually were. The new nut was filled with a swarm of minute winged insects, of which the soft pink grains he had just eaten must have been larvae. As if to confirm Matthew’s deduction, No-name showed him the inside of one of the fruits – firmly attached to the fleshy white inside the shell hung a bright green sac that looked suspiciously like a legless grub. No-name pulled it off between thumb and finger, offered it to Matthew; who shook his head, then swallowed it herself.

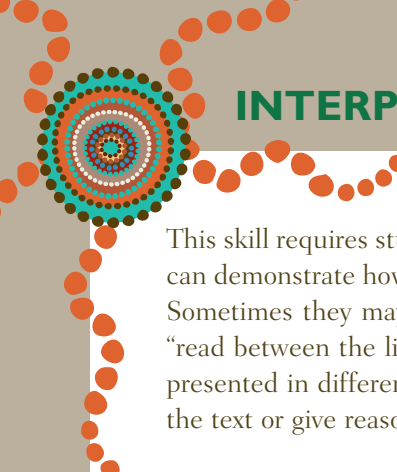
- Direct students to read the extract then construct a **word web** with the words “bush tucker” in the centre (of paper or on chalkboard). Tell students to add bush tucker food words around the central idea, drawing on their existing knowledge of the topic and from what they have read in the text. See example below.



## Using X-chart summaries

- Construct an X on a class chart. Label each sector as *looks like*, *feels like*, *tastes like*, *smells like*. Encourage students to add words from the text according to the relevant sector, eg the description in the text “Not delicious, but not bad” belongs in the **TASTES** sector. See example.





## INTERPRETING INFORMATION

This skill requires students to read and interpret information presented in different types of written text. Students can demonstrate how well they have understood a text by sequencing its events or key concepts in a logical order. Sometimes they may need to interpret images such as diagrams, tables and graphs. Students may be asked to “read between the lines” to clarify their understanding of a text, make connections between related information presented in different parts of a text (such as linking ideas in graphics and text), make predictions supported by the text or give reasons to explain their interpretation of a text.

Interpreting information was assessed in Reading Questions 5, 6, 12, 15 and 21. Sequencing information was assessed in Reading Questions 20 and 32. Interpreting images was assessed in Reading Questions 3, 8, 13, 17, 23, 25 and 40.

### Teaching INTERPRETING INFORMATION

HSIE

#### General strategies to encourage interpretation

- **Questioning technique:** Ask **open rather than closed questions**, eg “What made him a good king?” rather than, “Was he a good king?” Other examples of good question stems include:
  - **Why** do you think ...?
  - **How** were ... and ... alike (or different)?
  - **What** do you think would have happened if ...?
  - **What** other solution can you think of for the problem?
  - **What** might have prevented the problem of ... from happening?
  - **What** are the strengths (or weaknesses) of ...?
- Use a **three level reading guide** which focuses first on the literal then on the more interpretive and inferential aspects of a text. Allow students to discuss and justify their answers.
- **Fact and opinion:** Ask students to differentiate between facts and opinions presented in a text.
- Use **cloze passages** to focus on particular words in context. Delete those words and ask them to provide an appropriate word to fill the space. Compare with the original and discuss.
- **Supporting generalisations:** Give students a generalisation based on information in a text and ask them to find evidence in the text that could support the claim.
- **Making predictions:** Give some information and ask students to predict what will happen next. Encourage them to provide evidence for their prediction from the information they already have.
- **Pair work:** Encourage students to share their interpretations with others, either in pairs or in groups before sharing with the whole class.

## Deconstructing texts

Provide students with a brochure and ask them to read through it. Discuss with the class the content of the brochure. Direct students to the table below.

| Source used                                 | Information provided in that part of the source                                                                                                                                     |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title</b>                                | eg Future Ecological Sustainability                                                                                                                                                 |
| <b>Facts and features found in the text</b> | Students write detailed points relating to text they may have read, eg the loss of specific species of flora and fauna including the green and golden bellfrog.                     |
| <b>Tables/Graphs/Photographs</b>            | Students provide additional information found in graph, table or photographic form, eg the number and proportion of endangered green and golden bellfrogs still inhabiting an area. |

Ask students to combine all sources of information to produce a report or discussion of an issue, such as ecological sustainability.

## Using information in a table to pose questions

Give students information contained in a table and a set of answers which they use to pose suitable questions.

- Give small groups of students a table and a set of five answers relating to the table. The example below uses a table produced from a survey of smokers.
- Distribute two different sets of answers so that half of the groups receive one set and the rest receive the other set.
- Tell each group to collaboratively **write a question for each answer**, taking care with the accuracy of grammar, spelling and structure of the question. When the groups are satisfied they have a quality product, ask them to exchange questions with another group for them to answer. The two groups compare results and comment regarding the standard of the questions.

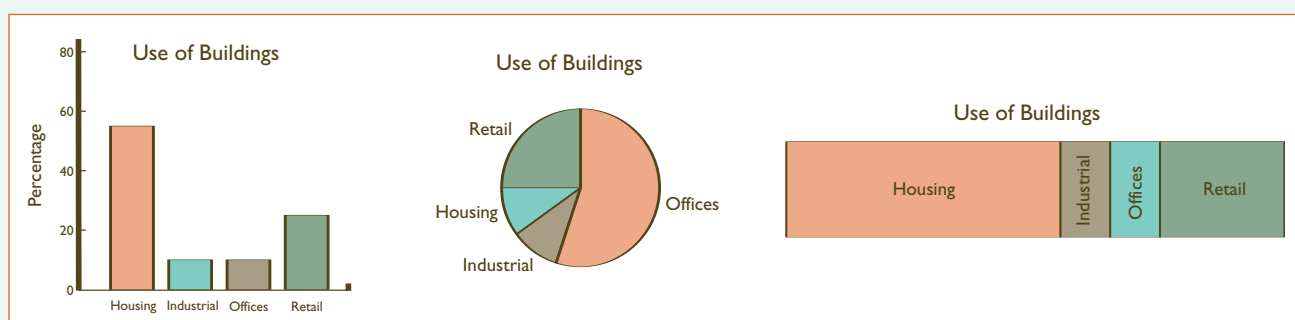
| Survey of smokers                               |      |        |       |         |     |
|-------------------------------------------------|------|--------|-------|---------|-----|
| A recent survey produced the following results. |      |        |       |         |     |
|                                                 | Male | Female | Total |         |     |
| Smoker                                          | 45   | 75     | 120   |         |     |
| Non-smoker                                      | 95   | 85     | 180   |         |     |
| Total                                           | 140  | 160    | 300   |         |     |
| Group A answers                                 | 75   | 140    | 95    | 20 more | 25% |
| Group B answers                                 | 120  | 300    | 60%   | 60 less | 10% |

### Interpreting information presented in a variety of ways

Graphs can provide students with the opportunity to read and interpret a variety of data displays. This skill can be used beyond the classroom in a range of situations such as interpreting information provided by the media.

- Set your class the task of interpreting information from a series of three graphs. Students work in pairs or small groups, discussing information provided by the graphs.
- Give students the cards with statements on them. Tell them to match the statement cards with the appropriate graph. Ask each pair or group to compare their work with another group.

Students may match a statement to more than one graph, creating the need for discussion and justification of its placement. Blank cards can be included for students to write an additional statement for each graph.



|                                                             |                                                                       |                                                                  |
|-------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------|
| This graph is likely to display data from a suburb.         | A greater number of buildings are used for offices than for industry. | There are fewer offices than houses.                             |
| This graph is likely to display data from a city.           | There are not as many factories as shops.                             | More buildings are used for retail than for housing.             |
| This graph is likely to display data from a country town.   | Most buildings are used for offices.                                  | This is a sector graph.                                          |
| Not many people are employed in the same area as they live. | Very few people live here.                                            | Retail use is lower than housing.                                |
| There are more shops than houses.                           | There are less shops than offices.                                    | The same number of buildings are used for factories and offices. |
| Approximately half the buildings are used for housing.      | This is a column graph.                                               | This is a bar graph.                                             |

### Interpreting newspaper articles

Have students read a newspaper article (eg regarding drought) and identify the following features:

| Key Questions                      | Response |
|------------------------------------|----------|
| <b>What is it about?</b>           | Drought  |
| <b>Where did it occur?</b>         |          |
| <b>When did it occur?</b>          |          |
| <b>Why did the drought occur?</b>  |          |
| <b>Should it be like this?</b>     |          |
| <b>What should we do about it?</b> |          |

- Direct students towards related issues such as purpose and bias:  
What is the purpose of the article? Who wrote the article and what is their point of view on the issue? Who do they represent?

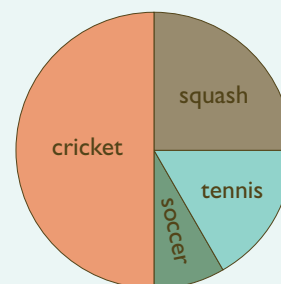
## Mathematics

## Interpreting a sector graph

Prepare a series of statements about a graph that can be categorised as true or false. The example below uses statements and a graph about students' favourite sports.

240 students were surveyed about their favourite sport.

This sector graph was drawn showing the results. Interpret this graph to sort the following statements under the headings **TRUE** and **FALSE**.



| STATEMENTS                                                  |                                                             |
|-------------------------------------------------------------|-------------------------------------------------------------|
| Half of the students prefer cricket.                        | Tennis is preferred more than squash but less than soccer.  |
| 60 students prefer squash.                                  | Cricket is the favourite sport.                             |
| One third of the students prefer tennis.                    | Squash is preferred more than tennis but less than cricket. |
| 25% of students prefer squash.                              | Soccer is the least favourite sport.                        |
| Squash is preferred more than cricket but less than soccer. | More students prefer tennis to squash.                      |
| 20 students preferred soccer.                               | 75% of the students do not prefer squash.                   |

## Mathematics

## Connecting information using a cooperative jigsaw

In cooperative jigsaw activities, the information needed to solve a problem is distributed among members of a group. Students need to discuss the problem to come to a solution.

- **Process:** Provide students with clue cards containing information about a block pattern to be built. Clues include: the colour of the blocks, the number of blocks, position of the blocks from the front view, top view and side view. One clue is distributed to each student but no single student has sufficient information to solve the problem.
- **Example of clue cards**

**Build it**

**Front**

**Build it**

**Left side**

**Build it**

**Top**

**Build it**

12 cubes are used and four different colours

- **Connecting text and diagrams**

Have students develop problem cards for the previous activity to support their skills in interpreting and connecting information in texts and diagrams.

- Ask pairs of students to create a set of four clues to build a structure from cubes.
- Combine pairs into groups of four and share clues to test the clarity of instructions. You might like to have students construct and conceal the answer or to draw it on isometric paper.

## Interpreting information not directly stated

Provide students with an explanation of a real-world observation and an experimental design that investigates this phenomenon.

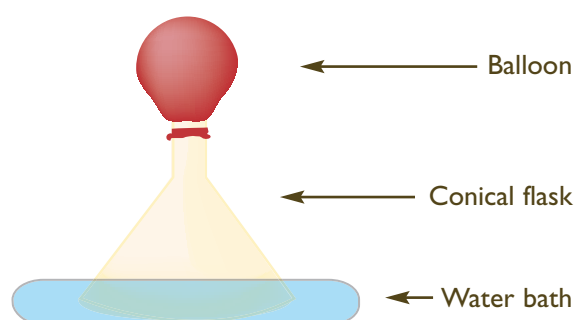
### Explanation of a real-world phenomenon

Heat can cause substances to change state and expand. If an unopened tin of food is dropped into a camp fire, the heat will cause the contents of the tin to change state and expand, resulting in a build-up of pressure inside the tin. The effect is that the tin may explode.

### Experimental design that investigates this phenomenon

#### Procedure

1. Place a blown-up balloon over a conical flask (one student holds the flask while the other stretches the balloon over the top).
2. Place the conical flask into a cool water bath.
3. Record the temperature of the water bath.
4. Measure the circumference of the balloon.
5. Repeat steps 1–4 four more times, placing the conical flask into water baths at room temperature, 40°C, 60°C and 80°C.
6. Tabulate your results.



### Ask students to write a generalisation that predicts the results of the experiment.

A generalisation identifies a relationship between two or more concepts. An example of a generalisation that predicts the result of the above experiment is: The hotter the water bath, the larger the circumference of the balloon.

### Ask students to use their prediction of the results of the experiment to modify the procedure to include appropriate safety equipment and procedures.

Assist students to identify links between their prediction and safety equipment and procedures. Ask students to assess the risk posed to themselves and to other students if the balloon bursts as it continues to expand, when placed into a hot water bath, and the risks involved when working with hot water.

Assist students to identify procedures that reduce the risk. Students may add the following points to the above procedure:

- Do not fully inflate the balloon.
- Ensure that the water bath is away from the edge of the bench.
- Wear goggles.

## Teaching SEQUENCING INFORMATION

LOTE

### Sequencing a visual text

In this activity, students are required to organise a visual text into a meaningful sequence.

- Provide students with a comic strip in the target language or a series of photographs that have been cut up into individual frames. Working in pairs, students are required to sequence the images into the correct order. Discuss with students the language and visual clues within the text which enabled them to determine the correct sequence.

Technology

### Skeleton framework

In this activity, students are assisted to produce a written text that is organised into the correct sequence.

- Provide the students with a “skeleton” outline of the design process used by the class to complete the first design project for the course. This could be presented on a handout for students to fill in the missing text and, when complete, it could be included in the design folio. See example below.

The design brief for this project was ...

In order for the final solution to be considered successful it should ...

Initial research included ...

Ideas were generated and explored by ...

The resources used included ...

Experimenting and testing took place in the form of ...

Producing the design solution involved ...

Evaluation took place at several stages including ...

My thoughts on the project are ...

Technology

### Reconstructing text: ordering paragraphs

This activity assists students to develop the skill of organising text into a sequential order.

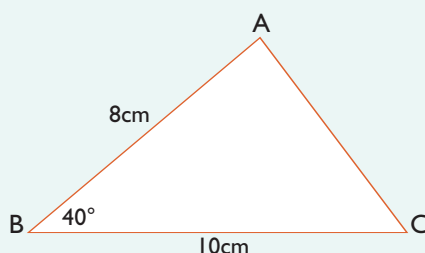
- Explain to students that they will be working with a text on a topic such as the safe use of tools, materials and/or techniques in relation to the essential technologies-specific content for the design project being addressed (for example, plant production technologies).
- Explain this text has been cut up into separate paragraphs and that students will need to reorder the paragraphs into their correct sequence, justifying their choices.
- This could be followed by a class discussion on the purpose of the introduction, the body and the conclusion in written text.

### Procedural recount letter

- Provide students with a factual or procedural recount, for example the steps involved in the design and production of a product or system. Cut the text into paragraphs, jumble them and ask students to reassemble the paragraphs into the correct order. Discuss how the students decided upon the final sequence.
- In groups, have students jointly construct a “recount ladder” as a step towards writing a recount of a procedure or the steps that led to an event or a result. Tell students to first research information, read stimulus material or recall a process or procedure that they observed or took part in.
- Ask students to orally retell the main events or issues then record each one on a strip of paper. Tell them to sequence the loose strips of paper in chronological order, like the rungs of a “recount ladder”, and then to read through the ladder and add any missing steps. Once each group reaches a consensus, tell them to glue the strips onto paper to resemble a ladder and display them on a wall. From this activity students can then prepare a complete written recount either individually or in groups.

### Constructing a geometric figure

- In pairs, give students a labelled diagram of a triangle and a set of instructions which have been written on cards. See example below.



- Ask one student in each pair to arrange their cards in the correct sequence to draw the figure. See below.

Draw a line  
10cm long and  
label it BC

From B  
measure and  
mark an angle  
of  $40^\circ$

From B  
draw BA  
8cm long with  
 $\angle ABC = 40^\circ$

Join AC

- Tell the other student in each pair to then use the instructions to construct the diagram.

### Barrier activity

This activity requires students to give a sequence of instructions using appropriate mathematical language.

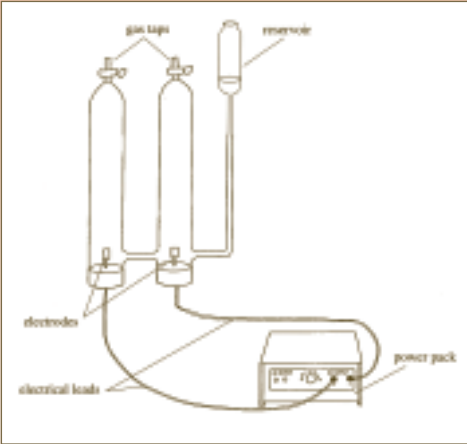
- Have pairs of students sit either back to back or facing each other with a barrier in between them and tell them to take turns to give instructions or ask questions to complete a task. For example, direct one student with a picture of a solid made from blocks to describe it to the second student who must attempt to build the solid. All the information is given verbally.
- Direct students to then reverse roles and repeat the process for another solid.
- A follow-up activity could involve the students drawing the solids on isometric paper from different perspectives.

## Reorganising jumbled text using a scaffold

- Give students a jumbled report and ask them to reorganise the text into the appropriate format.
- Provide the following scaffold to assist students in this task:

1. Aim
2. Equipment
3. Method (and Diagram if appropriate)
4. Result
5. Conclusions

First, have students sort chunks of text that belong under each heading. This task can be made more difficult by dividing the text into smaller parts and having the students sort, order and reconstruct the text under the appropriate headings.



**Part B: Testing the gases**

1. Collect each gas in a separate test tube and seal the test tubes with a stopper.
2. Test for hydrogen by holding a burning wooden splint near the top of each tube and then removing the stopper. Hydrogen will produce a "pop".
3. Collect more gas in each test tube.
4. Test for oxygen by holding a glowing wooden splint near the top of each tube and then removing the stopper. Oxygen will relight the splint.
5. Record your observations.

When water is decomposed, it produces two gases: *oxygen*..... and *hydrogen*.....

To find which substances make up water:

**Part A:**

*Bubbles of gas appeared on the electrode and rose to the top of the test tubes. As the gases accumulated, the water in the reservoir rose.*

**Part B:**

*The tube with the most gas produced a 'pop'. The gas in the other made the splint relight.*

**Equipment**

voltmeter  
2 x stoppered test tubes  
wooden splint  
electrical leads  
power pack  
dilute acid

**Part A: Decomposing the water**

1. Set up the equipment as shown in the diagram.
2. Turn on the electrical current for several minutes.
3. Record your observations.

(Example taken from page 73, *Teaching Literacy in Science in Year 7*)

### Using a key

Have students collect a plan of a museum, art gallery, theme park or zoo (often contained in pamphlets advertising the venue) to be used as stimulus material. Ask students to devise three questions that can only be answered using the key from the plan. Create a display of the plans and questions. Challenge another class to answer the questions by reading the texts and diagrams and using the keys. The example below uses a plan and key for the National Museum of Australia.

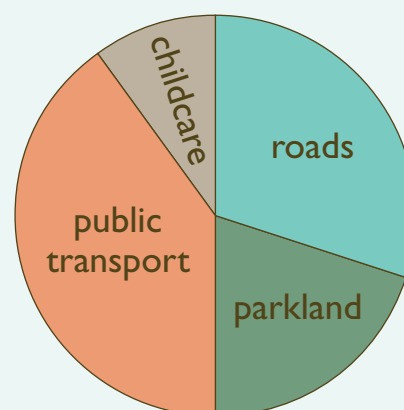
#### KEY FOR MAP OF THE NATIONAL MUSEUM OF AUSTRALIA



- How many toilets accessible to disabled people are there at the National Museum of Australia?
- What does this symbol stand for?
- What area of the Museum is two floors directly above the Peninsula Room?
- On which floor of the National Museum of Australia is the Bunyip/Biami Room located?

### Interpreting pie graphs

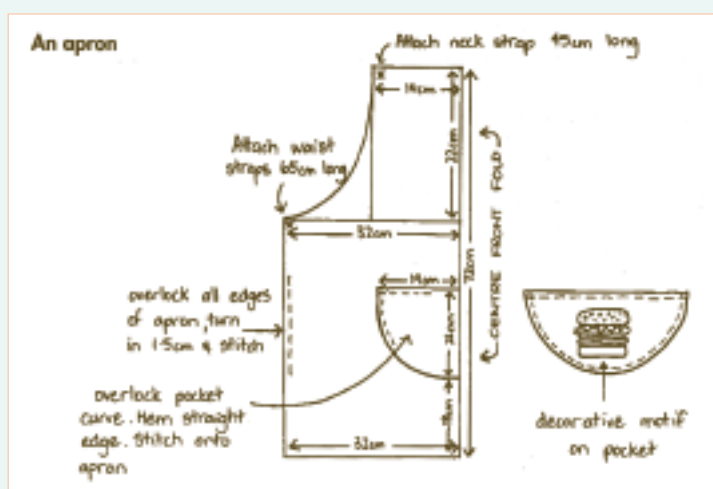
- **Purpose:** To enable students to interpret information in a pie graph and its legend.
- **Process:** Direct students to survey 30 residents about concerns in their local area. The identification of concerns can be predetermined or left open. The concerns are tallied and placed into a table. These responses are then converted to percentages. Show students how to construct a pie graph by converting the percentages to degrees by multiplying by 3.6 eg 50% :  $50 \times 3.6 = 180$ . Students will need protractors to construct the graph. Show students how this gives the angle for each segment. When each group has formulated its pie graph with an appropriate key, copy them onto one sheet. Ask students to compare the differing concerns of residents over the feeder area of the school from the range of pie graphs.



## Technology

## Labelling diagrams

- Give students a technical illustration from a manual for a common household appliance. Ask students to read and identify various component parts then sketch and label one of these parts.
- Give students a pattern for the construction of a garment. The example below shows a pattern for an apron. Ask students to sketch one of the pieces. Students read the method for joining this item to the rest of the garment then label the sketch appropriately.



## LOTE

## Reconstructing a comic strip

- Give students a set of speech bubbles in the target language and a set of pictures. Ask students to match the pictures to the correct speech bubbles in order to complete the comic strip. The students can use the reconstructed text as a model to construct their own using the target vocabulary.

## HSIE

## Reading captions

- Give students a number of clear and detailed diagrams relating to the structure of the earth. Ask students to identify differences between the diagrams and speculate about the reasons for these differences. Give students a list of questions which require them to read the captions and interpret the diagrams. Include questions which require students to draw in information from more than one diagram to interpret related information.

## Writing captions

Students may be required to examine visual texts or interpret diagrams and graphics. Alternatively, students may be asked to develop their own visual texts to demonstrate their knowledge and understanding of particular issues.

- Give students a visual text related to their current topic (such as safety devices and protective equipment in sport, risk factors for lifestyle diseases, emergency first aid, risk-taking and road safety). The examples below refer to a picture showing a skateboard rider about to collide with a motor vehicle on a suburban street. Tell students they are to develop captions for the picture which explain why the accident happened or how injuries occurred (ie cause and effect statements). Indicate that the target audience of the text is both skateboard riders and motor vehicle drivers. Explain to students that this means the caption they write must identify how both of these groups have contributed to the accident or injuries. Sample captions might include:

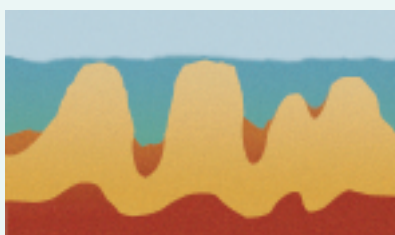
The driver is not giving his/her full attention to the road ahead. As a result, s/he did not have much time to stop before hitting the skateboard rider.

The skateboard rider is not wearing protective gear and therefore s/he is more likely to be seriously injured.

- Ask students to draw an arrow or line to the action/s in the picture and write the matching text beside it.
- In pairs, ask students to develop a second set of captions listing strategies to prevent such accidents occurring in the future

## Converting photographs into symbols

- Give students a series of photographic images showing an experimental procedure or a natural phenomenon or process (for example, the formation of limestone caves, the formation of a coral reef, digital photographs taken during the last class experiment). Ask students to convert the images into stylised symbols.
- Talk about the main ideas that are condensed into the symbolic graphics.
- Sequence a series of diagrams (with or without accompanying text) so that they present a logical progression of events.



## Designing a promotion poster

- Discuss standard visual features used in poster design (such as use of certain colours, font size and style, layout, placement and size of graphics, logos and symbols).
- Design a poster promoting safe practices. The example below is for safe practice in the dance classroom.
- Structure a warm-up that focuses on safe dance practice and includes verbal explanations for safe dance procedures. The warm-up should have a specific purpose such as a general warm-up preliminary to a technique class, or a personalised warm-up in preparation for a composition class.
- Allow students to use a digital camera to photograph each other to record particular shapes and positions that demonstrate the practice of safe dance.
- Provide additional written information about safe dance practice to complement what has been demonstrated in the practical session. Ask students to identify key points from this material.
- Give students a task in which they write and present a poster on safe dance practice. For example:

**TASK: Design a promotional poster to be displayed in a dance studio to promote safe dance practice.**

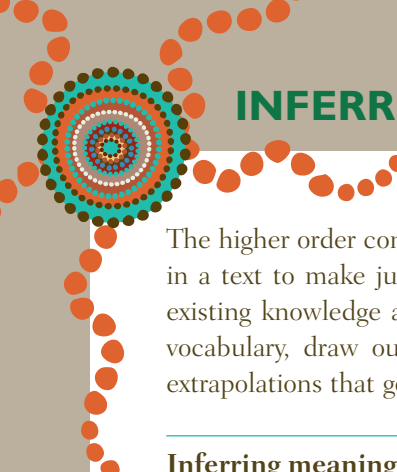
**Include:**

- a flow chart that will suggest an appropriate sequence for warming up
- a combination of images (such as photographs taken during class or drawings) and instructional text relating to the images
- tips for execution of safe dance positions
- and details of resources for further information.

**Consider:**

- who the intended audience for the poster will be and the ways in which this will influence how the text is written and presented
- the visual design elements appropriate for communication through a poster.





## INFERRING MEANING

The higher order comprehension skill of inference requires students to go beyond information explicitly presented in a text to make judgements or draw conclusions. Students may be asked to make connections between their existing knowledge and information presented in a text, use context clues to deduce the meaning of unfamiliar vocabulary, draw out underlying themes and determine the intended audience and purpose of a text, make extrapolations that go beyond what they have read or offer justifications for their understanding of a text.

Inferring meaning was assessed in Reading Questions 10, 16, 19, 26, 34, 41, 43, 47 and 50. Inferring word meaning is assessed in Reading Questions 28, 36, 48 and 49 and Language Question 49.

### Teaching INFERENCE

#### Three level guides

This activity requires students to read a text then judge the accuracy of a series of teacher-constructed statements about the text to measure how well they have understood what they have read. Each of the statements requires students to employ one of three different levels of comprehension:

##### Level 1 “Reading ON the lines”

These statements require literal comprehension of information directly stated in the text. The wording might vary slightly from the language used in the text but these statements reflect what is clearly presented by the author.

##### Level 2 “Reading BETWEEN the lines”

These statements require some interpretation of information in the text. Students need to see relationships between different pieces of information presented in the text or to think further and search for answers.

##### Level 3 “Reading BEYOND the lines”

These statements require students to make inferences, to apply and evaluate information by relating it to their own background knowledge. Students need to make judgments or generalisations that go beyond the text, draw out major concepts or identify the main idea in a text.

PDHPE

#### Three level guide – analysing advertisements

- Prior to the lesson, select a text and determine the specific teaching points, ie What do you want students to learn from this text? Formulate statements about the text to address the three different levels of comprehension. The examples below show statements which refer to a range of advertising texts related to dieting and weight loss.

##### Example of level 1 statement – locate

The diet involves restricting the amount and type of food eaten.

##### Example of level 2 statement – interpret

The diet meets the recommendations of the Australian Guide to Healthy Eating.

##### Example of level 3 statement – infer

The diet will result in weight loss.

- Divide students into small groups. Ask the groups to read the selected advertising texts individually then as a group.
- Ask groups to read the statements and decide whether each one is **TRUE** or **FALSE** according to their understanding of the advertising texts. Ask students to record the group's decisions and give **REASONS** from the text and their own ideas used to support their decisions.

## 3H strategy – here, hidden, head

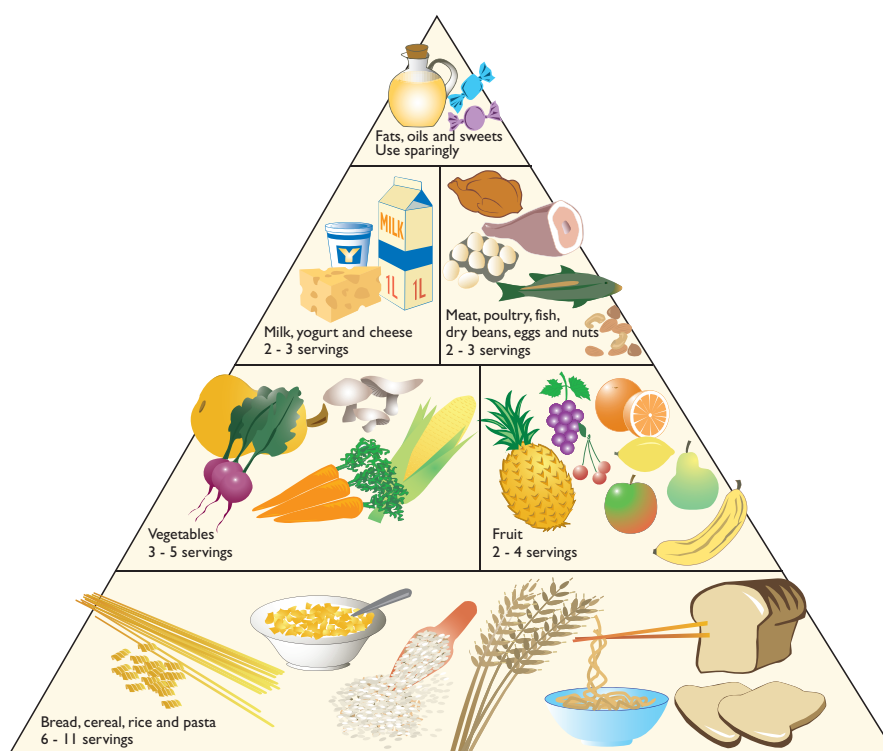
This strategy encourages students to be more aware of where required information might be found.

- Teach students to analyse a question before answering it. Tell them to determine whether the information needed to answer the question is likely to be found **“HERE”** (ie explicitly stated in the text), **“HIDDEN”** (presented implicitly in the text or found by linking information from different parts of the text) or **“HEAD”** (ie the answer is found in the student’s background knowledge, something they already know).
- Present students with a text on overhead. Ask a question that requires students to infer information that is not directly stated. Ask how they found the answer to the question. For example, a student might infer the temperature from the clothing that is pictured or described.
- Demonstrate the use of the 3H strategy with the remaining inferential questions.

(Source: *Follow Up to BST: Programming and Strategies Handbook: Assisting Year 3 and Year 5 students who need additional support in literacy*, pages 166–167)

## Characters in the hot seat

- Ask students to choose one character from a novel extract or a newspaper report and develop several questions they would like to ask that character, based on what they have read in the extract.
- Ask four students to volunteer to assume the role of each of the members of the four characters in a “hot seat” activity. The other students take turns to ask their questions. The student in the “hot seat” must answer in character and may improvise the answer based on inferring from what they have read in the extract.
- Ask students to evaluate the answers in class discussion, noting direct links to the extract or plausible inferences made by the role-playing students.



## Three level guide – film review

## Schematic structure

- A** Orientation (introduces film, director, context, brief judgement/opinion)  
**B** Description (introduction of characters, plot)  
**C** Description (themes, character/acting performance)  
**D** Final judgement/comment

M u l l e t

**A** 5 Small towns and their inhabitants are so often an easy butt of film-makers' jokes that it is incredibly refreshing to find such an honest and restrained portrait as David Caesar paints in his follow up to *Idiot Box*, *Mullet*. Although it deals with an 'ordinary' family in an 'ordinary' town, nothing in the film is depicted with black-and-white straightforwardness.

**B** 10 In fact, *Mullet* bubbles like water in a kettle, the steam slowly rising until an inevitable boiling point is reached. The simmering emotions belong to the various members of the Maloney family in the fictional NSW fishing town of Coollawarra who would rather keep things unspoken instead of facing any slightly challenging issues in their lives.

15 Col (Tony Barry) and his wife Gwen (Kris McQuade), for example, aren't talking to each other when their son, Eddie (Ben Mendelsohn), nicknamed Mullet, unexpectedly arrives home after a three-year absence.

20 His return is as abrupt as his departure which was so sudden that he left behind his long-time girlfriend, Tully (Susie Porter), without saying a word. In the meantime Tully has married his brother, Pete (Andrew S. Gilbert), an upright if

25 slightly passionless policeman.

30 *Mullet* explores questions of identity and the tensions underlying families and



communities with a heartfelt script and beautifully paced, subtle performances. 35 Mendelsohn, fresh from the big-budget *Vertical Limit*, comes right back down to earth as the confused title character who finds it difficult to articulate his emotions but who's also the only member of the family who has aspirations outside Coollawarra. His return acts as a catalyst for everyone around him to start thinking about their own lives, especially Tully (the excellent Porter, tough and fragile in equal measure). 40 In particular, Gilbert stands out as Pete, whose silent passivity sums up the suppressed emotions of the entire Maloney family.

45

50 A fresh, witty and unpretentious small film, this mullet is well worth catching.

**C**

**D**

## Language features

- action verbs (boxed)
- verbs in the present tense (underlined)
- descriptive/emotive words (circled)

- Ask students to read the review of the film, *Mullet*, then complete the 3-level reading guide individually.
- Ask students in groups to discuss, give reasons for and reach a consensus about their choices.
- Elicit responses from each group and discuss answers as a class.

**Level 1: Literal level**

Tick the statements which agree with what is said in the review text.

- ☐ The family and setting in the film are interesting.
- ☐ Eddie's return forces all those close to him to ignore what they are doing with their lives.
- ☐ The reviewer finds the film refreshing.

**Level 2: Interpretive level**

Tick the statements that can be inferred from the text.

- ☐ The film is very ordinary.
- ☐ The film deals with who people are and how they relate to each other.
- ☐ The reviewer thinks this film should not be missed by anyone.

**Level 3: Applied level**

Tick the statements which can be agreed upon based on the information given in the text.

- ☐ Most films are depicted with black-and-white straightforwardness.
- ☐ All individuals experience problems with themselves, their families and friends. These problems can affect everyone around them.
- ☐ Individuals attend films that are given great reviews.

Comprehension and correct spelling of subject-specific vocabulary can be developed using a variety of strategies. Ideally, vocabulary should be taught in its topic-related context rather than in isolation.

## Technology

### Word meaning checklist

- Prior to reading a topic-related text or researching a topic, ask students to rate their understanding of a list of terms prepared in advance by the teacher by using a checklist such as the one below. Such a checklist helps students become aware of when they do and do not understand the meaning of certain words.

| Topic – springs |                |                    |                             |                        |
|-----------------|----------------|--------------------|-----------------------------|------------------------|
| WORDS           | I know it well | I know it a little | I've seen it or heard of it | I've never heard of it |
| elastic         |                |                    | ✓                           |                        |
| energy          | ✓              |                    |                             |                        |

## HSIE

### Definition bingo

- Write twenty geographical terms on the board.
- Ask students to copy ten of these words into their books.
- Explain that you will randomly define each of the twenty words and if students have the matching word they are to cross it out. The first student to cross out all ten of their words correctly wins.

## HSIE & Science

### Floorstorming – technical and everyday language

- Collect pictures relating to a particular topic (for example rainforests, mangroves, nutrition, mining). Paste the pictures onto cardboard, making enough to cater for a number of groups.
- Place pictures on the floor for each group to look at.
- Provide each student with a sheet with two headings – *Everyday language* and *Technical language*.
- Ask students to view their pictures and record words and phrases that describe the pictures and any concepts, ideas or broader issues raised by the selection of images. This is floorstorming – a variation of brainstorming.
- Have the class share the language generated by the picture stimuli. Discuss the alternative technical terms which can be used in place of some of the everyday words they have written. Ask students to write these into the technical language column.

| Everyday language            | Technical language |
|------------------------------|--------------------|
| thick covering of tree tops  | canopy             |
| lots of leaves on the ground | leaf litter        |
| slightly salty water         | brackish           |
|                              | epiphytes          |
|                              | drip tips          |
|                              | emergents          |

## Science

**“Talking out” unfamiliar vocabulary**

- Prepare a written text which includes technical terms in bold face type.
- Ask students to read the text through.
- Assist students to “talk out” the meaning of the technical terms using existing knowledge or contextual clues to guess what they might mean.
- Next, ask students to construct a table listing the technical words or phrases that have been discussed and finally use a glossary or dictionary to clarify the meaning of these terms.

| Technical words/phrases | Meaning                                                                         |
|-------------------------|---------------------------------------------------------------------------------|
| crustaceans             | a group of marine animals that have a hard outer covering (eg crabs, barnacles) |
| fluke                   | tail                                                                            |
|                         |                                                                                 |
|                         |                                                                                 |
|                         |                                                                                 |

## HSIE

**Completing a written cloze passage**

Cloze passages are short texts from which certain words or phrases have been deleted. In constructing a cloze, leave the first and last sentences intact to give some understanding of the entire text. Indicate whether one word or more than one word is missing from each space.

- Prepare a written cloze passage on the current topic, leaving out the types of words which you wish students to focus on. To focus on topic content, remove technical terms only. To focus attention on structural elements leave these out of the text in a systematic way. For example, remove only sequential conjunctions or pronouns or verbs.
- Ask students to read the whole text through to get a general idea of what it is about.
- Direct them to complete the text so that it makes sense and is cohesive. (This may be done individually or in pairs.) Encourage students to use context clues (readings both forwards and backwards from the blank spaces) to help them fill in the missing text.
- To make the task simpler, include the deleted terms in a word list box at the end of the cloze passage and direct students to use these words to fill in the blanks. To make the task more complex, include distracter words in the word list box or remove the box altogether.

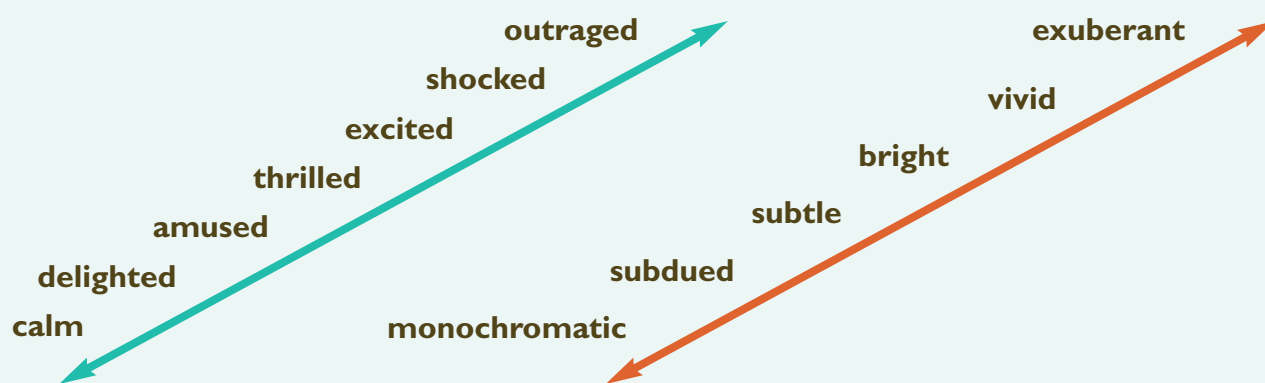
## HSIE

**Predicting word meanings**

- Ask students to predict the meaning of key vocabulary given to them in a list.
- Next, give students a prepared text using the key words in context and ask students to confirm or self-correct their predictions.
- Alternatively, give a vocabulary list to students and ask pairs to work out possible sentences using the words and use the prepared text to confirm their predictions.

### Using vocabulary clines in visual arts

- Give students a review text that gives a description and personal response to a movie, book, CD or an artwork or exhibition. This will be used to help Visual Arts students structure their own review of an exhibition.
- Examine the review written and discuss the type of information that is included in the review. Highlight sections of the review that demonstrate descriptive language and language that demonstrates a personal response. Identify effective nouns, adjectives, adverbs and verbs (for example *brilliant soundtrack*, *deep emotion conveyed*, *courageous*, *humorous*, *cleverly escaping*).
- Ask students to select a work that they have created that could contribute to an exhibition on a given theme.
- Ask students what aspects or qualities of the work are most successful and to brainstorm adjectives.
- Jointly construct a series of clines using descriptive language. A cline involves ordering words on a continuum or scale from one extreme to another such as dark to light tones, sharp to blurred lines. For example, a cline could be created using language which describes possible audience reactions to the artworks in an exhibition or the artist's use of colour, light, texture etc.



- Ask students to talk about their work and to then formulate a written statement about their work, using descriptive language.
- Ask students to curate the works submitted by all the students in the class into smaller clusters of complementary works. Ensure that each artist's statement remains with the work.
- Give the students a task in which they write a review for one of the small groups of work. Ask them to also complete a checklist of the elements they should have included in their review. An example task and checklist are given on the next page.



**TASK:**

Imagine that a regional gallery has asked the class to submit a small group of works to be exhibited in their gallery space. Use the artists' statements as well as your own personal judgements to write a review of the collection of works that you have been allocated.

**CHECKLIST:**

- An **INTRODUCTION** that outlines the reasons behind the selection of work (ie what gives the collection unity)
- A **DESCRIPTION** of some of the works using the conceptual framework
- A **PERSONAL RESPONSE** about some of the works in the collection
- The use of **PERSUASIVE LANGUAGE** to encourage the gallery to use your selection
- A conclusion that gives a **RECOMMENDATION** or **JUDGEMENT** backed up by evidence
- Identify the **INTENDED AUDIENCE** for the review
- A list of **APPROPRIATE VISUAL ARTS TERMINOLOGY** to be used in the review.



## PURPOSE

The purposes of a text are the reason why it was created and the functions it serves. A text's purpose is closely related to the context in which it was created and its intended audience and will be reflected in the way a text is organised and the type of language used. Some purposes for texts include:

- to inform
- to instruct
- to persuade
- to explain
- to recount
- to narrate
- to describe
- to amuse
- to entertain

A text may have several purposes and the structure and language choices of the text may fulfil different functions in order to achieve these. For example, a review text both describes and persuades. A good review will include a description of the text being reviewed (eg the cast, crew and plot of a film) and subjective judgements and recommendations intended to persuade the audience of the credibility of the reviewer's opinions.

In ELLA, purpose is examined at a number of different levels – whole text, parts of a text and parts of a sentence. At the level of **overall purpose of a text** the aspects which are considered include: *“What is the author's intention for the text as a whole? What is its main purpose? Who is the intended audience? What is the theme/main idea of the text?”*

When identifying the **purpose or function of different parts of a text** students might consider: *“Why has a certain structural element (a particular paragraph/footnote/graphic/sub-heading etc) been included in this text? What sort of information has been presented in the first paragraph? What is the purpose of the concluding paragraph?”*

When looking at the **grammatical function of a word in a sentence** students can ask: *“What job is the word doing?”* For example, *Is it naming something (noun), identifying an action (verb), describing something (adjectives and adverbs), linking ideas within a sentence or between sentences (conjunctions and connectives) etc?”*

---

**Analysing the Purpose of whole texts and the function of parts of a text were assessed in Reading Questions 18, 35, 39 and 42. Identifying the grammatical function of words in a sentence is assessed in Language Questions 11, 26, 27, 34, 46 and 48.**

## Teaching PURPOSE

English

### Using topic sentences to predict audience and purpose

- Select a variety of topic sentences from newspaper reports or other factual reports.
- Ask students to predict the substance of each paragraph, state the purpose and anticipate an audience. Discuss what language changes might be necessary if the audience and purpose were altered.
- After discussion and modelling, ask students to choose a text and transform it according to a change in audience or purpose.



## English

## How structure reflects the purpose of a text

- Review how different structural elements, such as dot points, sub-headings, diagrams, charts and tables, can be used by writers to draw attention to certain information according to the purpose of a text.
- Select a variety of topic-related texts to identify and list the techniques used and comment on their impact on the reader.
- Provide students with unstructured topic-related information and ask them to work in small groups to organise the information using the most appropriate structural or graphic techniques according to a stated audience and purpose for the text. Some possible audiences and purposes include:
  - *a factual report to inform primary school students*
  - *a poster to persuade teenagers or*
  - *a pamphlet to inform parents.*
- Ask students to justify their language and layout choices within and between groups.

## Mathematics

## Recognising redundant information

By recognising the purpose of a text, students can distinguish between what information is needed to solve a problem and that which has no bearing on the solution.

- Use a simple problem with inconsistent information to model the process of determining the purpose of the text. For example:
 

*A rooster sits on the top of a barn. The sun has just risen and the rooster is facing west. The wind is blowing at 10km/h from the east. If the rooster lays an egg, in which direction will it roll?*
- The critical material is embedded in inconsistent or redundant information. Ask students:
  - *What is the question asking you to find?*
  - *What do you need to know to be able to work this out?*
  - *Has enough information been provided or is some information inconsistent with the task?*
- Have students rewrite the problem in their own words using only the necessary information.

## Mathematics

## Making maps for different purposes

- Photocopy a detailed map of the Sydney CBD from Central Station to Circular Quay.
- Lead a class discussion on why such a map has so much crowded information presented and how the map might differ if the purpose was to guide the stranger around a series of Sydney tourist spots.
- Ask students to reproduce the map but this time providing only the necessary information to show a stranger to the city how to walk from Central Station to the Law Courts (at Queens Square between Phillip and Macquarie Streets). Ask them to include features that will help the stranger but not so many so as to confuse.
- Ask students to discuss how their map would need to change if the stranger was to drive rather than walk.
- Have the students copy a street map of their own area and adjust it to give information for a visitor to take a scenic tour of the area.



## Relating language, audience and purpose

- Collect different types of expositions or persuasive texts relating to health or physical activity issues and aimed at different audiences, such as public health promotional material, magazine articles, newspaper reports, journal articles and television, newspaper and magazine advertisements.
- Divide students into small groups and provide each group with several texts. Ask the groups to analyse each of the texts to identify the following:

purpose  
intended audience  
effective language features  
techniques used to convey the key message/s

- Tell groups to swap texts with another group and repeat the process.
- Join two groups together to discuss the responses they recorded for each text analysis. Discuss similarities and differences and possible reasons for different interpretations

## Purpose and features of a review text

Review texts describe and persuade and their structure and language features reflect this.

- Provide students with a variety of reviews and ask them to identify the purpose, organisational features and intended audiences of each text.
- Ask students to create a bank of “loaded” adjectives appropriate for reviews using these sample texts. Include objective descriptive words as well as words expressing positive and negative opinions.
- **Scaffolding:** Provide students with a scaffold to assist them in writing their own review.

|                                                                                               |
|-----------------------------------------------------------------------------------------------|
| <b>INTRODUCTION</b><br>What is being reviewed? Title, composer/author.                        |
| <b>FIRST PARAGRAPH</b><br>Give a summary of the contents or plot of the text being reviewed.  |
| <b>SECOND PARAGRAPH</b><br>Use descriptive language to provide opinions on the reviewed text. |
| <b>CONCLUSION</b>                                                                             |

Offer a recommendation about the reviewed text.

- **Writing – Joint construction of a review:** View a movie or listen to a CD in the language other than English. As a class, use the scaffold to prepare a review of the chosen text. This could be written directly onto an overhead transparency.
- **Two versions of this class-constructed text could be written:** one for an audience that only speaks English and another for an audience that understands the language other than English.
- **Writing – Individual construction of a review:** Ask students to write a review of a film, CD or book in the target language. Direct them to use the scaffolding, word bank and model prepared by the class to assist them.

## Purpose, structure and grammar in a visual arts text

After making their own lino print or viewing some examples, students will construct a text that includes a procedure for making the work and an explanation of how particular effects can be achieved. Although the example of linoblock printing is used, teachers could use any relevant process.

### Purpose and structure of the text

- The text should include:
  - the procedure for making linoblock prints
  - a description of different effects that can be achieved
  - identification of some of the design principles and explanations of how they effect the final work
- Provide students with a scaffold or model for their text, such as the example below.



|                                                                                               |
|-----------------------------------------------------------------------------------------------|
| heading (goal to be achieved)                                                                 |
| materials list                                                                                |
| procedure for making a linoblock print                                                        |
| description of effects created by specific cutting tools and techniques                       |
| explanation of design principles<br>(eg the use of negative and positive spaces, line, shape) |

### Purpose and grammatical features

- Review for students the typical grammatical features of texts that instruct, describe and explain.

#### Procedure

Ask students to consider the stages involved in the process of making a linoblock print. For example:

- What words are used to indicate what needs to be done? (*put, cut, take, carve, scrape, gouge*)
- What type of words are they? (action verbs)
- What type of sentences are used to describe the process? (commands: “*Put the linoblock on a surface which ...; Make sure the blades are ...*”)

#### Description

Demonstrate that descriptions may often include diagrams and therefore the text may not be dense. Explain that the purpose of descriptions is to identify, to classify (group) and to describe. Ask students to first verbally describe the effects created by different tools and different techniques in lino printing. Show students how their descriptions could be conveyed using diagrams and captions. For example, students could draw an effect and note the tool used to achieve that effect.

#### Explanation

Ask students to consider the following stages:

- What words are used to show consequences? (linking words such as *so, therefore, in effect, because, so that, in order to*)
- What words are used to make comparison and contrast? (*but, however, alternatively, on the other hand, elsewhere, in spite of this*)
- What words are used to exemplify? (*for example, such as, including, for instance*)

Students can be supported to write an explanation by providing them with a text from which the conjunctions and connectives have been omitted. Demonstrate how the linking words make connections between the different events in the explanation.

## THEME AND MAIN IDEA

The main idea of a text is what it is primarily focusing on, its topic or subject matter. Students can identify the main idea in a whole text or part of a text by asking “*What is this text mostly about?*” The theme is often related to the main idea of a text because it is the underlying message or important concept the author wants to convey through the subject matter. Students can identify the theme by asking “*What messages/ideas are being communicated in this text?*”

Identifying the theme and main idea of a text are higher level comprehension skills which require an understanding of the whole text and how the language choices reflect the author’s intentions and the intended audience of a text.

### Note-making to record main ideas

Note-making is a skill which requires extensive explicit teaching. It involves extracting and recording the main ideas in a text in an organised and systematic way. Its purpose could be to assist understanding, to identify key concepts, to plan spoken or written responses, to assist recall of information or to express ideas clearly and succinctly.

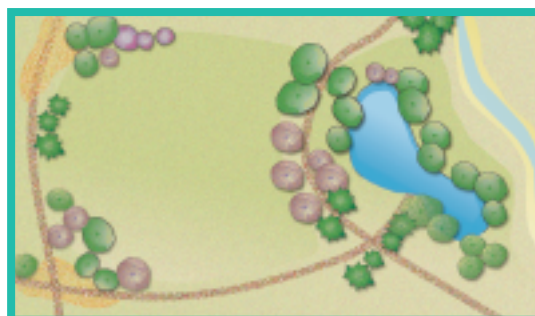
Use the following strategies to develop note-making skills.

- Ensure students are clear about the purpose of the note-making.
- Pose key questions in order to focus students on the topic area. Students can then move to identifying focus questions themselves.
- Demonstrate skimming and scanning techniques and ask students to highlight or circle key words.
- Provide a structure or scaffold to assist the students with their note-making. Use the scaffold to model the process of extracting information and recording ideas in clear and succinct language rather than a haphazard way.
- As students become more proficient with note-taking assist them to become more independent by getting them to plan scaffolds for note-making.

### Using databases to record main ideas

A database is a collection of information organised into categories and is commonly produced using database software. A database enables students to organise, retrieve, interpret and analyse information. In designing a database, students need to be shown how to divide their information into categories or “fields”. Each item described on the database is called a “record”. A record contains a number of different fields containing a specific piece of information. Students can examine existing databases to look at examples of categories of fields used.

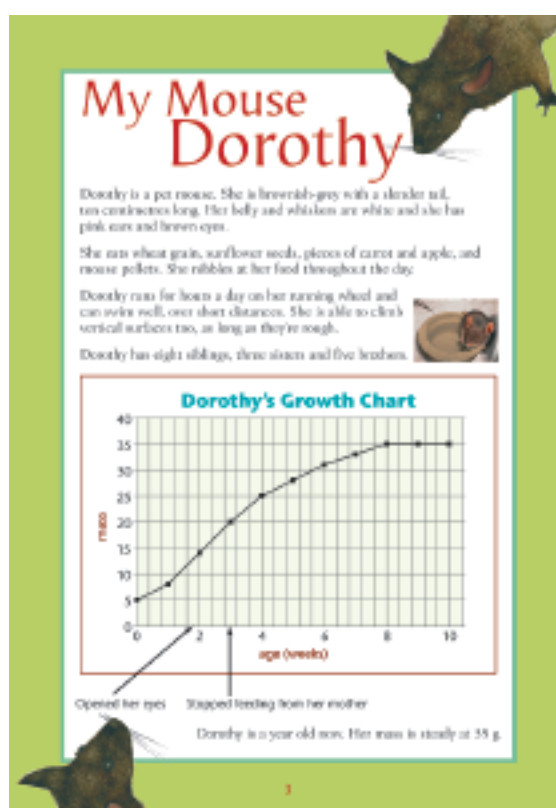
Databases can assist students to organise information when they are researching and analysing material. For example, Design and Technology students undertaking a landscaping project may use a database to classify possible plants according to their appearance, sun tolerance, size, climatic and water requirements, disease resistance etc so they can determine which plants would best meet the needs of a particular situation.



## Skim reading for main ideas

By previewing texts students can already discover a great deal about theme and main idea.

- Read titles and sub-titles and say what they mean.
- Note any graphics (photographs, diagrams, tables) and think how they may relate to the text.
- Read the entire introductory paragraph.
- Read and highlight/underline the first sentence (topic sentence) of each subsequent paragraph.
- Read the entire concluding paragraph.
- State the main idea or the “gist” of the whole text.



Theme and main idea were assessed in Reading Questions 7 and 22.

### Dictagloss – listening, note-taking, summarising

Dictagloss is a collaborative talking and listening task which requires the identification of key words and ideas from an oral reading of a topic-related text.

- Ask students to listen carefully as you read a short text. Tell them to listen for key words and meaning in the text. Read aloud the text at normal speed.
- Next, tell students you will read the text a second time, pausing at appropriate places so they can write down key words and ideas.
- Ask students to compare their notes with a partner, adding or clarifying information. Ask each pair to join another pair and pool their information to reconstruct the text.
- Share recreated versions with the class and discuss which facts were most often recalled, which details were left out and why this was the case.

### Matching content with titles

- Provide students with a number of short topic-related texts and a list of titles.
- Ask them to read the texts and match each one with an appropriate title from the list.

### Identifying themes of tables

- Collect different examples of tables from newspapers. Remove titles and headings. Photocopy the tables for groups of students to examine.
- Direct students to discuss the table formats and the information that is presented. Ask each group to write three pieces of information from each table and select a suitable title for each table and suitable headings for each column.
- Alternatively, ask students to construct a table relevant to their own experience and create a suitable title and column headings.

### Jigsaw reading

- Collect four or five brief texts about discrete aspects of a topic being studied. For example, for Visual Arts students examining a particular artist, you might find short, stand-alone texts on sub-topics such as: the artist's early life (Group A); different media or techniques used by the artist (Group B); the artist's best known works (Group C); the ongoing legacy/influence of the artist (Group D) etc.
- Assign students to one of the groups (A, B, C or D). Tell students they will need to become the "expert" on this sub-topic by reading the text, highlighting key points and discussing the main ideas with the other members of their "expert" group.
- Break class into new groups made up of at least one student from each expert group.
- Students take turns to share their expert knowledge with the new group. Tell the groups to write a summary of the topic incorporating important points learned from each expert.