Scan

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In this issue

- **dip into e-resources**
- **multimodal reading experiences**
- **reading the pictures with Jeannie Baker**
- **sharing Aboriginal stories to create greater knowledge**
- **enjoying, reading, analysing and critiquing graphic novels**

NSW GOVERNMENT | Education & Training

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From the Editor

Another year has raced by and this issue of *Scan* is the final for the year. Reading, in its many guises and formats, is the theme that runs through each of the articles in this issue. From Jeannie Baker's latest picture book to graphic novels and from student created interactive digital stories to engaging with e-resources, the range of articles will inspire lovers of the written word, the visual narrative and the oral storytelling tradition. Enjoy the read!

Scan subscriptions forms for 2011 are in the mail or you can download a subscription form at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan/subscribe/index.htm> to join us in 2011.

Thank you to our authors, reviewers, advertisers and readers of *Scan* this year. We look forward to sharing more articles, reviews, school stories and updates in 2011.

Please contact me on (02) 9886 7501 or by email <cath.keane @det.nsw.edu.au> if you wish to contribute to *Scan*.

Have a wonderful Christmas and a restful holiday. See you in 2011.

Cath Keane
Editor

We are the mirror of each other: an interview with Jeannie Baker

Responding to questions about *Mirror*, author and artist Jeannie Baker provides insights into the creation of her amazing parallel wordless text.

Going graphic: reading in the gutters

Cathy Sly gives practical advice for analysing and critiquing graphic novels in the classroom. A guide for unpacking meaning, and explicit examples of using graphic novels with students, is sure to benefit primary and high school teachers.

Engaging students with *Kahootz 3*

Read how a teacher librarian has enthused her colleagues and their students to create animated movies as a challenging yet engaging way to demonstrate evidence of learning.

Technology supports reading
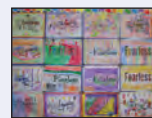
Creating word clouds, note making and organising information using free digital tools are just some of the ways that teacher librarian Fran integrates 21 century teaching and learning.

i-tune, e-book, u-learn with laptops

Find out about the ways students and teachers are using the DET laptops to access and use free e-books.

Research columns four, 2010: The culture of silence: why local stories matter

Kathy Rushton explores the importance of local stories in the teaching of reading in the early years. Read how Aboriginal voices matter to all Australians.

e-resources: a taster of possibilities and issues

What's the latest news on accessing and using e-resources? Read about potential issues, access to quality resources and SCIS FAQs. A selection of e-books, online journals and databases were reviewed for their usefulness in schools – read the reviewers' reflections.

New look *Resource reviews*

Resourcing curriculum through a balanced collection

- *e-resources* section replaces *Internet sites* section
- e-resources reviews include digital authoring tools, e-books, e-journals, learning objects, slide shows, videos, websites
- reviews specify if resources have a fee, need registration, or need a reading device
- all words e.g. e-book, are searchable terms in *Resource reviews* database <www.schools.nsw.edu.au/resourcereviews/>
- scan the SCIS barcodes to select e-resources for your collection – some will need to be purchased & ⓢ = must purchase
- N.B. SCIS *Special order files* for *Scan* e-resources only include freely available online resources
- N.B. e-resources in *Special order files* do not include resources needing registration or payment or special reader devices e.g. Kobo and Kindle
- see FAQs for downloading & accessioning e-resources in this issue p. 32 and in updated FAQs online at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/faqs/>
- icons signify type of e-resource (see p. 50)

🔧	**digital authoring tool; learning platform software**	🖥 **media presentation e.g. podcast; slide show; digital story; video**
💻	**e-book; e-journal; online database**	🌐 **website**
✋	**interactive e.g. game; learning object**	▭ **scan sites straight into SCIS *Create orders* or use SCIS *Special order files***

Tell us what you think about the e-resources reviews. Contact: <scan.editor.det.nsw.esu.au>.

Currents

Colleen Foley

is Leader, School Libraries and Information Literacy Unit (SCIS/Scan).

<colleen.foley@det.nsw.edu.au>

Resourcing curriculum in a digital age

*T*here has been much recent discussion among teachers and teacher librarians regarding emerging e-resources, such as e-books, along with related devices and software. In this issue, *e-resources: a taster of possibilities and issues*, captures some of the exciting issues and potential resources, including personal reflections from reviewers involved with a focus as part of the Resource Review Program. Some FAQs related to library system management issues are provided. Our NSW SCIS Agency is supporting the reviewing and cataloguing adventures as we explore quality e-resources.

Further advice and information will be provided by School Libraries and Information Literacy as issues and solutions for NSW Government schools are confirmed. This will include aspects of the copyright associated with managing e-books. Some school libraries may be exploring e-books subscriptions. We look forward to more news from Australian suppliers in this rapidly evolving landscape.

Supporting the connected learning environment

Departmental initiatives such as the Connected Classrooms Program, with related technologies and tools such as *blogED* and videoconferencing facilities,

have provided many ongoing opportunities for teacher librarians partnering teachers. Relevant digital resources and tools, engaging ideas for their use, and inspiring school stories continue to be included in every issue of *Scan*. If you have not yet explored all the related support documentation, the following links may assist teachers in NSW Government schools.

- *Digital Education Revolution – NSW Policy* <https://detwww.det.nsw.edu.au/policies/technology/computers/l4l/PD20090395_i.shtml?level=> includes *Related information*, such as *Laptop use OH&S fact sheets* for students, parents and teachers.
- *Interactive classrooms* offers user guides and downloads <https://detwww.det.nsw.edu.au/it/learnsys-support/ic/resources/userguides.htm> for IWBs and video conferencing, for example, tips about Video conferencing etiquette.

Action research and evidence

Teacher librarians can be challenged by the need to incorporate an evidence based practice approach to provide explicit feedback about learning outcomes. School Libraries and Information Literacy is committed to providing more support and strategies to assist an evidence based practice approach through *Scan* and online. Helpful information and a booklet about action research is also available at <www.det.nsw.edu.au/proflearn/research/actres.htm>.

Interested in support for action research?

Are you a teacher librarian wanting to explore more ways of providing evidence? Want to try some simple action research? Support is available. Read on!

What: want to get into the action and produce an example of evidence for your school library?

How: participate in a simple action research project of your choosing.

Support for teacher librarians available by expression of interest:
- relief days and planning support; details available on request
- support and guidance through the process.

Possibilities

Participants:
- choose a simple action research project related to learning in their school library/with the teacher librarian
- complete the action research over two terms
- at the conclusion of the research, provide a brief abstract and report to be shared.

Some options for supported action research focuses:

Invitation to join our:
- *e-books action research project*: create/share online e-books to engage readers and writers
- *U create a laptop wrap project*: design focus questions for a research task and create a laptop wrap to support learners
- *Using blogED for action learning*.

Other possible topics or questions:
- increasing the range of reading experiences through the school library
- engaging less enthusiastic readers
- enhancing literacy support through the school library
- an example of increasing information literacy in digital age
- evaluating website(s) for assignment work
- note making or summaries supporting research/information gathering for homework/assignments
- aspects of visual literacy
- how can I enhance motivation & support gifted students?

Departmental teacher librarians who would like support to undertake some simple action research on one of these topics in their school are invited to contact <colleen.foley@det.nsw.edu.au>.

Scan subscription rates

For 2011 we are able to keep subscription rates at the current level. Rates are likely to increase for the 2012 subscription year.

It has been a pleasure to work with so many teacher librarians and colleagues during 2010. I wish you well for the coming Christmas and New Year period. ■

We are the mirror of each other: an interview with Jeannie Baker
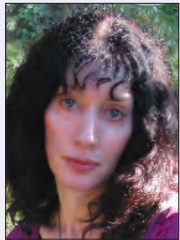
Jeannie Baker, *Australian artist, author and film maker, has just launched her latest picture book,* Mirror. **Cath Keane**, Scan *Editor, interviewed Jeannie at the Mirror launch at the Museum of Sydney on 18 August, 2010. Jeannie's responses follow the introduction by **Judith Ridge**, the development officer for the Western Sydney Young People's Literature Project, and author of the Teaching notes for* Mirror, *who also attended the launch.*

Introduction by Judith Ridge

A long time ago — perhaps almost 20 years ago — I was privy to a conversation with a mathematics teacher and picture book artist Jeannie Baker. The mathematics teacher, who had been reading a lot of popular science at the time, enthusiastically explained to Jeannie how her collages were, in addition to being exquisite pieces of art, perfect examples of fractals. I knew Jeannie a little at the time of this conversation, but I had no clue as to how she might react. Would she be horrified and offended by this scientific reduction of her work? My memory of it is that she was both fascinated and delighted by the comparison.

Fractals, for the scientifically illiterate such as myself, are described as

a rough or fragmented geometric shape that can be split into parts, each of which is (at least approximately) a reduced-size copy of the whole.

Mandlebrot (1983) in, *Wikipedia* <en.wikipedia.org/wiki/Fractal>

And those of us who know and love Jeannie's remarkable artworks will immediately recognise that indeed, her use of tiny fragments of plants, fabrics, soil and a myriad of other materials are exactly that — tiny representations of a greater, larger whole — just as her stories themselves are a small slice of a larger, greater truth about the world and the people who live in it.

I have been lucky to get to know Jeannie a whole lot better since that long ago conversation. Over several months in 2009–2010, Jeannie and I worked closely together, with a team of educators from across Australia, to develop a teaching kit to accompany her most recent picture book *Mirror*, a book that many reviewers are already suggesting is her master work.

In the following interview, Jeannie shares with us the physical and creative journeys she took on the road to making *Mirror*, a book that is not merely an exquisite collection of artworks, but is also a most timely reminder that the smallest and apparently most insignificant slices of life can reveal greater and deeply important truths about humankind.

Scan: What was the inspiration for *Mirror*?

Jeannie: The initial inspiration was the visually exciting and dramatic landscape and environment of Southern Morocco, but also my dismay at the prejudice of foreigners being displayed by our Australian Government at the time.

And the friendliness, generosity and delight I found in the Moroccan people.

Copyright © 2010 Jeannie Baker. Reproduced by permission of Walker Books Australia

Scan: The moon features on the cover and in many pages. Is this used as a unifying symbol or to show the passage of time? Is this meant to be one day in the life of the boy and his father in each setting and, if this is so, why did you include the *Magic Carpet* shop owner in each setting?

Jeannie: The full moon is used as a unifying symbol.

Yes, I show one day in the life of the boy and his family in each setting, but not the same day.

Scan: The similarities and differences of the featured families are obvious themes to explore with students. Each reading provides even more glimpses of their lifestyles and daily rituals, such as, sharing breakfast. How much of this was planned, and did you adjust your images as you worked?

Jeannie: Before starting on any of the collage artworks I prepare a detailed layout of the book and in this I resolve most of the ideas and design before starting on any of the artwork. This is similar to preparing a storyboard for a movie. However, I am fine tuning the ideas and details right until the very last, when it is photographed for reproduction.

Scan: The physical reading experience of *Mirror* is unusual. In the beginning, the reader must consciously focus on

the page turning and reading directions. As one progresses through the pages, this becomes automatic. Did you envisage the format of the books early in the development of the stories?

Jeannie: I did envisage the format of the book early in its development. The format was resolved before the artwork was started. Walker Books, my publisher, agreed to this format and then prepared binding mockups to resolve the final page size, before I started on the final art.

Scan: **Colour has a powerful effect on the reading experience. Would you explain how you have used colour to enhance the meaning of the visual text?**

Jeannie: It is important to have each character wearing the same coloured garments throughout, so they can easily be identified: particularly as I often show just hands and arms and each character's colour is the only thing that identifies them.

The Moroccan desert landscape is often very pink, as is the colour of the plaster or mud of their dwellings. Especially as this is a lovely soft, warm pink, I chose to reflect this same soft pink in the background colour of the pages throughout.
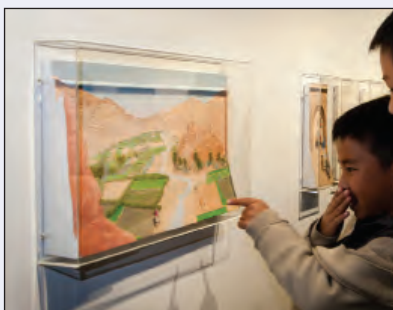
Where there is water in the Moroccan landscape (close to the rivers) there is life. And here I feature rich luminously green fields of food crops which dramatically contrast with the arid pink desert

landscape elsewhere. I also use a lot of deep blue, a colour I strongly associate with both Sydney and Morocco, as it reflects the beautiful deep blue of their skies. The rich blue endpapers, titlepage and binding also help pull the two parts of the book together.

Scan: **What contrasts and similarities were you hoping to highlight? Would you choose five items which are highly symbolic in the unfolding of this story and explain them?**

Jeannie: Especially with *Mirror* being a book with no text, I see it as a good thing that I, the author, to whatever extent I am able, do not define the work in words.

Scan: **What are the main messages that you hope students will get from reading *Mirror?***

Jeannie: We have our political leaders stirring up our anxiety and xenophobia of boat people. But what I see is the sheer richness of different nationalities and cultures, and a richness that will, no doubt, diminish with

time as our western culture spreads into these countries. We really need to celebrate these differences and diversities while we can.

I hope to encourage children to be enriched and curious, rather than fearful of cultural difference and to see the *stranger* as most probably, in the ways that really matter, not a stranger at all. These worlds, as depicted in my project, couldn't be further apart, yet with the showing of the parallel lives of the two families, we see a simple truth.

We see that in the context of strikingly different lifestyles, remotely different countries, landscapes, and differences of clothing, the families are essentially the same. They care for each other, they need to belong, to be loved by their loved ones and be a part of their community. The simple truth is that even with all these differences, in the ways that really matter, we are the same. We are the mirror of each other.

Scan: **Would you choose one of your double page spreads and walk through the details which you have included and their symbolism?**

Jeannie: One of the beauties of working purely with images is that things can be interpreted differently. To explain the images is counter to what I am about. The images speak for themselves and I want to keep as much as possible for people to work out for themselves. It's important to me to minimise what words of mine are out there defining the images and diminishing the scope for different interpretations. When people work it out for themselves there is a pleasure and a delight in that which is so much more rewarding.

Visit Jeannie's website <www.jeanniebaker.com/> for information about her techniques, picture books and films. ■

References and further reading

Baker, J. (2010) *Mirror = Mira't*, Walker, London. SCIS 1469836

Jeannie Baker: artist, author, film maker: welcome to my web site, J. Baker, Australia. Viewed 29 September, 2010. <www.jeanniebaker.com>. SCIS 1062500

Mandelbrot, B.B. (1983) *The fractal geometry of nature*, (updated ed.), Freeman, New York. SCIS 1077729

Going graphic: reading in the gutters

Cathy Sly, *Literacy researcher, explains how to read and critique graphic novels K–12 and provides ideas for extended analyses of them. She hopes to enthuse teachers and students to include these visual and multimodal forms of literature in their reading for pleasure and information.*

Telling stories

Twenty-first century technology has greatly diversified the conveyance of stories, offering a truly exciting array of vehicles in which to travel on narrative journeys. Digital technology presents stories in written form, visual form, visual-verbal form, animated form, and aural form. Teachers and teacher librarians who still feel circumspect about the conquest of the narrative by digital technology may be encouraged by the following anecdote.

> Several of the animal figures in the collection in the Chauvet-Pont-d'Arc cave (around 30 000 years old) were drawn with a figure moving on a thin film of clay. In French the term for such drawing is tracé digital, or digital drawing. We are at once linked from the twenty-first century digital images to the digital images of our ancestors, reminded that the computer-based use of the term is anchored in our very physical nature and reminded that construction of images is a purposeful act.
>
> Greisdorf & O'Connor (2008) p.1

So in this sense, the digital age is *back to the future* for narrative.

On the issue of different modes of storytelling, it was inspiring to be in an audience of 2000 people in the Concert Hall of the Sydney Opera House listening to Neil Gaiman reading his new unpublished novella, *The truth is a cave in the Black Mountains*. This extraordinary return to the oral tradition was accompanied by Australian string quartet, FourPlay, and supported by still projections of illustrations by artist Eddie Campbell. For 78 minutes, a packed hall was spellbound by the wondrous tale of an enigmatic journey to *a certain cave on the Misty Isle*. This performance was part of the inaugural Graphic Festival at the Sydney Opera House, in August 2010.

Graphic novels, also known as comics, sequential art, manga, graphic narratives, and graphic literature, are gaining legitimacy in the academic world.

> The notion that comics are unworthy of serious investigation has given way to a widening curiosity about comics as artifacts, commodities, codes, devices, mirrors, polemics, puzzles, and pedagogical tools. Comics are no longer a byword for banality; they have captured the interest of growing numbers of scholars working across the humanities and historically orientated social sciences.
>
> Heer & Worcester (2009) p. xi

Why focus on graphic novels?

Visual and visual-verbal narratives such as Art Spiegelman's *Maus*, Alan Moore's *Watchmen*, Shaun Tan's *The arrival*, and Matt Ottley's *Requiem for a beast*, have attracted coveted book awards in recent years and have highlighted the literary merits of the graphic medium. Such qualitative visual and multimodal literature is worthy of study in primary and secondary classrooms.

Reasons for focusing on graphic novels are multifold. They are enjoyable reading in their own right and they can cross age and cultural boundaries. The most qualitative examples of this style have depth and are readable and re-readable on different levels. They use a range of visual techniques to relay their messages, and these techniques can be isolated, interrogated, and applied to other forms of visual communication. They are products of the era we live in and contain a vast array of sociocultural discourses that are well worth considering. Finally, they indicate the importance of being able to read and comprehend pictures equally as well as words, an ability that can be applied to a variety of media, multimedia and multimodal means of communication. Graphic novels provide a valuable link between hard copy books and electronic books.

How to read and critique graphic novels

Graphic novels employ a unique and fascinating format. Rocco Versaci (2007, p.13) claims that they are a *sophisticated representational form* and that their *graphic language operates with a unique poetics*.

Learning to read and critique graphic novels can be especially rewarding. Comics and graphic novels utilise the format of a sequential layout of picture units, with or without words, to convey a narrative. If words are used there is a necessary interaction between the linguistic and pictorial elements.

The use of words and pictures as a means of communication is not unique to comics and graphic novels. It is evident in newspapers and magazines, children's picture books, film and television, and internet websites. However, there are devices and techniques

employed by creators of comics and graphic novels that are unique to this medium. In order to critique works in this vein, it is important to have an understanding of these distinctive techniques and devices along with an ability to read pictures and words in their iconic and symbolic sense. Some of the fundamental devices employed in sequential art narratives are outlined below. Readers can use these to evaluate and critique comics and graphic novels.

General characteristics of comics and graphic novels:

Traditionally, these publications are printed as hard copy in thin comic book style or larger spined book form. e-books, in all styles, are becoming increasingly popular, and sequential art narratives are now being made available in digital form. Characteristics of comics and graphic novels (Figure 1) include the use of the following.
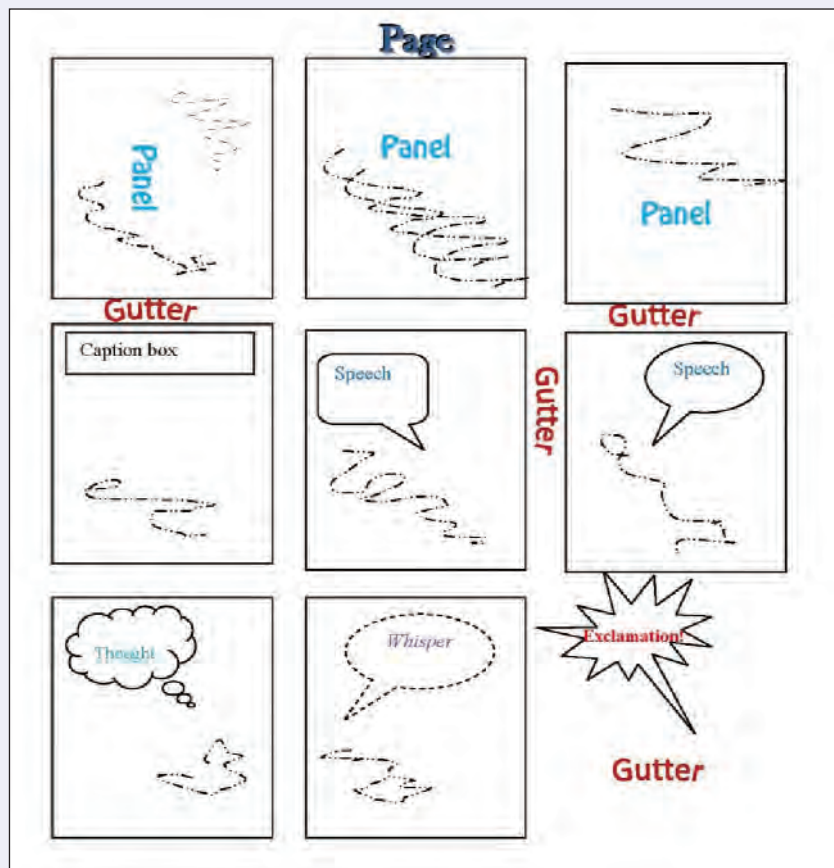
Panels – the divisions within a page displaying a sequence of individual moments that make up the narrative. These panels can vary in size, shape, number to a page, layout, and whether they are bordered or borderless. The type of transition or movement of scene from one panel to another is also highly significant.

Gutters – the blank spaces between the panels. This is the place where a good deal of reader interaction takes place. Within the mind of the reader the actions between one panel and the next are created – thus the idea of reading in the gutter!

Bubbles or balloons – the symbols readily associated with the comic format, these deliver the direct utterances of the represented characters. Their tails represent where the voice is coming from. A tail of smaller bubbles often indicates that the words are the character's thoughts.

Captions – the word boxes that indicate movement in time and space. They may contain the narrator's voice.

Reading words and pictures

In comic format, the words and pictures need to be read simultaneously. Just as diegetic and non-diegetic sound in film and television unite with the visual images to become an integral part of the experience, so too, in comics and graphic novels pictures and words together constitute the nature of the text. Words themselves are symbols. A particular arrangement of letters, spaces

Figure 1 Fundamental aspects of the comic format

and punctuation marks stand for something that can be deciphered. Where and how verbal symbols are placed creates the tone and intent of these utterances. In the comic format, the division between word and image becomes blurred, and as Charles Hatfield (2005, p. 36) suggests, *in comics word and image approach each other: words can become visually inflected, reading as pictures, while pictures can become as abstract and symbolic as words.*

Pictorial elements are encoded. Backgrounds, foregrounds, icons, and characters deliver narrative messages. Recognisable visual symbols, facial expressions, *emanata*, and positioning of these visual elements contribute to the language of comics. Panels operate like sentences in written prose, with a series of panels needing to be strung together in order to develop the meaning of the text. Connections between panels can be direct or indirect with repetition often being used to maintain continuity. As with reading of the written word, readers of comics and

graphic novels must make inferences and supply the missing pieces in order to construct meaning. The many pieces of information, in sequence, lead to the reconstruction of a story as a whole in the mind of a reader.

As in prose, voices may be conveyed through direct or indirect speech. In sequential art narratives, speech and thought bubbles operate like quotation marks to contain the direct utterances of a character. Caption boxes, on the other, hand contain indirect speech and often the voice of the narrator.

Unpacking meaning

Table 1 offers ideas for extended analysis of graphic narratives. Once students familiarise themselves with these components, they will be able to unpack a wealth of meaning in more complex graphic literature. A reader needs to consider how these techniques are used to make meaning, and evaluate the extent to which they are effective in conveying the narrative and its embedded discourses.

Panels	Narrative voice
a. regular panels (5 to 9 per page) b. panels presented in tiers on a page c. diagonal panels d. splash page (full page; opening page with title, credits, etc.) e. floating panels over a background (designating outside/inside ideas) f. depth and size of panels – represents significance or pace g. overlapping panels h. borderless panels i. images that bleed off the page or beyond a panel j. 2 page spread k. zooming – in / out / crops l. panorama m. size of panels create the viewing pace, e.g. wider panels slow the pace n. panels give POV (point of view) shots – long, medium, close up – as used in film o. placement of panels creates the rhythm, flow, and mood of the story p. layout of panels also operates to punctuate the story.	First person a. first person (point of view) usually involves the main character as the narrator b. an observer as first person narrator takes the role of a story teller c. recollections involve first person inner monologue. Second person a. second person is rarely used but engages the reader in terms of *you* e.g. *You take a holiday and discover things you never knew existed …* Third person a. an author tells the story b. an omniscient author exposes what characters think and feel.
Framing devices	**Line**

a. frames used to draw attention – different sizes, angles, outlined, not outlined
b. architectural panels
c. picture composition drawing the eye to focal points – vectors
d. asides (presented as an insert within a panel)
e. gutters (spaces between the panels)
f. closure – observing parts but seeing the whole is called *closure*. The spaces between panels are the gutters – the human imagination transforms separate images into a single idea. Closure allows us to connect the movements.
g. transitions – readers make panel to panel transitions which include:
  – moment to moment
  – action to action
  – subject to subject
  – scene to scene
  – aspect to aspect
  – non-sequitur.
 McCloud (1994)
	a. quality – may be thick or thin, heavy or light
	b. direction:
	  – horizontal suggests peace; distance; monotony; submission
	  – vertical suggests strength; power; uprightness; conviction
	  – angular suggests movement; action; conflict
	  – jagged suggests anger; madness; turmoil
	  – curved suggests gentleness; light movement; comfort
	  – motion lines suggest the movement of a character or an object.

Colour	**Written text**
a. black & white or colour b. symbolic significance of colours or tones c. use of lighting d. light, dark, shadows, silhouettes, colour – used to create the mood, atmosphere, drama.	a. wording is also part of the overall visual production and operates to support (or when required, subvert) the visual text b. font style and font size – represents stress, volume, accents, emotions, etc. c. *emanata* are symbols that are used to depict feelings d. amount of written text is significant e. use of focusing on written letters or documents allows the reader of the of the story to see what the character is reading f. representations of volume, intonation, and stress in speech.
Background/landscape	**Speech bubbles/balloons**
a. create a believable/convincing world b. backgrounds can be simple or ornate c. indicate movement of characters d. offer a sense of place and time e. create atmosphere. Iconic figures are often combined with realistic backgrounds encouraging readers to identify with the abstracted characters because they are set against realistic backgrounds.	a. regular speech bubbles b. thought bubbles c. dream bubbles d. bursts e. whisper bubbles (using broken lines) f. caption boxes.
Characterisation	**Sound effects**
a. use of photo realism b. body language c. facial expressions d. dress e. accessories f. abstracted or iconic figures allow for a wider audience, particularly cross cultural.	a. word emphasis is created by fonts, e.g. bold, capitals, italics, etc. b. sound effects use onomatopoeic words represented in picture writing.
Narrative structure	
The construction of the narrative may include: a. traditional narrative structure – Introduction (or spark), Development (or escalation), Climax, Outcome (or denouement) b. circular story (ending where it began) c. regressive in terms of time d. dream logic (irrational, non-linear).	

Table 1 Ideas for extended analysis of graphic narratives

8

NEALS

Graphic novels for different user levels

There are many titles in graphic novel format to enthuse, excite and stimulate primary and secondary school readers. The following tables indicate valuable issues, techniques and devices that can be discovered in graphic narratives for different learning Stages (Table 2, Table 3 & Table 4).

Otto's orange day: a toon book			
Graphic novel genre	**Issues**	**Techniques**	**Comments**

• fantasy
• humour
• cautionary tale.
 	
User Level:
Stage 1
Stage 2
 	
Cammuso, Frank & Lynch, Jay (2008) *Otto's orange day: a toon book* Cover used by permission ©RAW Junior [See also <www.toon-books.com/lp_otto.php>.]
	• colours
	• wishes
	• importance of difference
	• asking for help
	• problem solving.
		• sequential art
		• bright visual text
		• boldly outlined characters
		• colour changes relevant to the story (monochromatic versus multicoloured)
		• clear speech balloons and caption boxes
		• excitement conveyed through rhyming dialogue in the orange world
		• varied panels indicating rhythm and pace of the story
		• symbolism
		• intertextual links.
			• simple graphic text
			• fusion of everyday world and fantasy
			• introduction to many graphic novel techniques including:
			  – facial expressions and body language
			  – use of speech balloons and caption boxes
			  – onomatopoeic sound words – in clear alternate font
			  – variable panel segments (framed and non-framed)
			  – motion lines
			  – emanata
			• intertextual reference to Aladdin's genie in the lamp.

Table 2 Examples of issues, techniques and devices found in Cammuso, Frank & Lynch, Jay (2008) Otto's orange day: a toon book

Coraline			
Graphic novel genre	**Issues**	**Techniques**	**Comments**
• horror • supernatural • fairytale • cautionary tale • adventure. User Level: Stage 3 Stage 4 Gaiman, Neil & Russell, P. Craig (2008) *Coraline*. Cover reproduced with permission of the publisher: Bloomsbury	• growing up • individual strengths • bravery • making the best of what you have • respecting difference • importance of names.	• sequential art • bright colours in Coraline's real world • dark murky colours in the *other* world • different frame patterns on pages direct the pace and rhythm of the tale • use of various speech balloons for direct speech, thoughts, *other parents'* voices, telephone voice, voices off, ghost children, animal voices • sound imagery delivered through onomatopoeic words • intertextuality.	• different framing layout on pages allows readers to experience variations of pace, rhythm and mood. It also conveys external conflict, internal reflection and decisive moments. • light muted colours and dark muted colours give a dream-like quality to the entire narrative • settings are significant in creating the atmosphere and shifts between the two worlds • economic use of written text necessitates reading the pictures closely • several intertextual links including links with other fiction such as *Alice in Wonderland*, the *Narnia* series, and Shakespearean quotations.

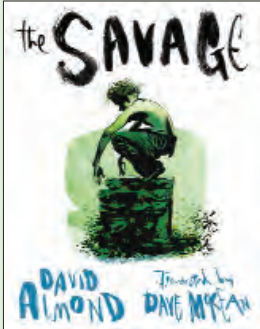Table 3 Examples of issues, techniques and devices found in Gaiman, Neil & Russell, P. Craig (2008) Coraline

The savage			
Graphic fiction genre	**Application critical theories**	**Issues**	**Techniques**
• magical realism • reality/fiction blur. User Level: Stage 4 Stage 5 Stage 6 Illustration © 2008 Dave McKean Cover from *The savage by* David Almond & illustrated by Dave McKean Reproduced by permission of Walker Books Australia on behalf of Walker Books Ltd, London	• postmodernism • psychoanalytic.	• grief • family support • growing up • family relations • reality/fiction blur • storytelling & writing as therapy • memoir.	• story within a story • prose fiction/ graphic novel crossover • use of childlike, wild crude font and misspelt words • monochromatic illustrations – ink washes in greens or blues • bold black outlines • illustrations represent the internal 'savage' story • fluid brushstrokes outline characters – blurred edge of reality • wash backgrounds – blurred worlds • boundary lines dissolve drawing the reader into the semi- & un-conscious realms • occasional use of frames (to contain the savage).

Comments
- *The savage* uses the device of setting a story within a story. The inner story of the savage is framed by the story of Blue Baker. This metafictive technique has many literary precedents through the ages including: *One thousand and one nights*, Chaucer's *Canterbury tales*, Mary Shelley's *Frankenstein*, and Margaret Atwood's *The blind assassin*.
- The narrative explores the idea that the pain of some tragedies, like the death of a loved one, can be beyond words.
- *The savage* melds highly emotional written and visual text to the point of catharsis.
- Representations of conscious and unconscious worlds, the ego and id, are conveyed through the use of predominantly blue illustrations or predominantly green illustrations, and later the fusing of the two.
- *The savage* is neither prose fiction nor graphic novel, but is a fusion of both, again expressing notions of conscious and unconscious realms of a young boy.

Table 4 Examples of issues, techniques and devices found in Almond, David & McKean, Dave (2009) The savage

Suggestions for the school library collection

Reviews of the following titles, and many more graphic novels, are available in the *Resources reviews database* <www.schools.nsw.edu.au/resourcereviews/> which is accessed from the home page of the *School Libraries and Information Literacy* website <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>. Enter *graphic novel* in the Description/Keyword field in the Advanced search option.

Graphic novels for Years K–6
Cammuso, F. & Lynch, J. (2008) *Otto's orange day: a toon book*, Little Lit Library, N.Y. SCIS 1453691 *Eoin Colfer's Artemis Fowl: the graphic novel*, (2007) / adapted by E. Colfer & A. Donkin, art by G. Rigano, Puffin, London. SCIS 1339713 Gaiman, N. & Russell, P.C. (2008) *Coraline*, adapted and illustrated by P. Craig Russell, Bloomsbury Children's Books, London. SCIS 1368849 Kibuishi, K. (2008) *Amulet. Book one, The stonekeeper*, Graphix, N.Y. SCIS 1350738 Shan, D. & Arai, T. (2009) *Cirque du Freak*, The saga of Darren Shan; v.1 [series], HarperCollins Children's Books, London. SCIS 1428008 Starke, R. & Holfeld, G. (2009) *Captain Congo and the Maharaja's monkey*, Working Title Press, Kingswood, S.A. SCIS 1421886 Whatley, B. & Smith, R. (2007) *The giant horse of Milan*, Danny da Vinci; 1 [series], ABC Books, Sydney. SCIS 1313071

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Comic books and graphic novels, ABC, Sydney. Viewed 17 September 2010. <www.abc.net.au/rollercoaster/splatt/features/comics.html>.

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Queenie Chan, Q. Chan, Australia. Viewed 17 September 2010. <www.queeniechan.com/>. SCIS 1340654

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Engaging students with *Kahootz 3*

***Antonella Albini**, teacher librarian at Canley Vale Public School, shares her enthusiasm for integrating* Kahootz 3, *an animated movie program, in a variety of teaching and learning programs.*

Background

As teacher librarian, my role involves collaboration with class teachers to plan and program teaching and learning experiences in the library. In preparation for the Year 6 classes' study of the Stage 3 COGs unit (A): *Living land* (Figure 1), I met with class teachers to read and discuss the unit's:
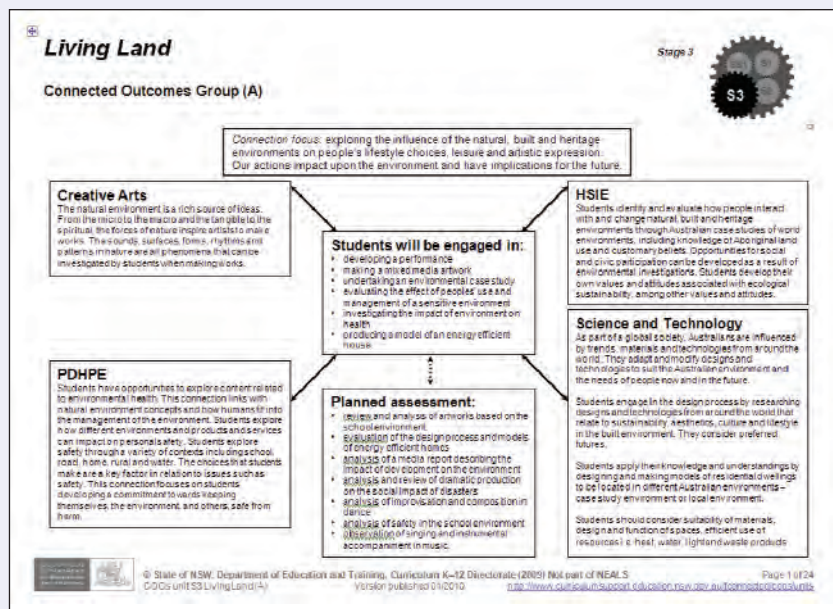
- connection focus
- key learning area content

Figure 1 Stage 3 COGs unit (A): Living land *<www.curriculumsupport.education.nsw.gov.au/connected/cogs/units/s3/units_s3/s3_land.htm>*

Unpacking the COGs units <www.curriculumsupport.education.nsw.gov.au/support_cogs/schoolstories/unpack. htm> has advice, handy hints and links to key ideas within a unit, for teachers to understand the unit and link it to resources.

- key learning experiences
- planned assessment opportunities.

First, we gained an overview of the teaching and learning activities for each KLA. Then we decided which parts of the teaching experiences would be most suitable for teaching and learning in the library, a sequence of learning activities and possible resources to use. The connection focus for the *Living land* unit is

> exploring the natural, built and heritage environments as they impact upon people's lifestyle choices, leisure and artistic expression. Our actions impact upon the environment and have implications for the future.

The last sentence in the connection focus was deemed central to Year 6 lessons in the library, and specific programming for the term began. We decided that students, in groups, would participate in a case study of a natural environment of their choosing and use *Kahootz 3* software (Figure 2) to present their findings to the class. Of course, much explicit teaching and scaffolding would be needed for this to eventuate.

Figure 2 Kahootz 3 <www.kahootz.com>

Pre unit assessment

When asked to respond to the research topic question, *How do we impact on our planet?*, most students' responded that they did not know or did not understand the question. It was obvious that we needed to plan appropriate teaching and learning experiences and assessment strategies to enable students to achieve outcomes embedded in the unit of work, and lift the students to the next level of understanding. The collection and analysis of student work samples at the selecting and organising phases

of the *Information skills process* would inform our direction and identify students who needed extra support.

A case study of a natural environment

Students were given the research topic:

> How do we impact on our planet?
>
> In groups, research an Australian ecosystem of your choice. From your findings, you will produce a movie that shows the features of this environment in the past, in the present and what it may look like in the future. You will share your responses to environmental issues to the class and present your movie.

The options for the environmental case studies included Kosciuszko National Park (alpine region), the Great Barrier Reef (coral reef), Uluru National Park (desert), Kakadu National Park (wetlands) and the Greater Blue Mountains (temperate forest/woodlands). Students researched the geographical features, climate, flora, fauna and environmental issues of their chosen ecosystem.

The learning task was explained to the students and background information built through modeled reading and shared discussions using preselected websites, a variety of recent media releases (BP oil spill and the Palm Oil petition) and books, such as *Uno's garden*.

I used *iweb* to create a WebQuest, located on our school's intranet, to assist students to locate information from selected websites. Using *Google* to customise internet searches is another option to ensure that students develop their skills in using key words and phrases while accessing appropriate resources (See p. 48 in this issue of *Scan*). I then modeled how to locate and select information from these websites. We discussed key issues and supporting evidence, and students were shown how to use notemaking scaffolds to gather and organise information.

Team teaching and group research

Students skimmed and scanned information and made notes on their chosen ecosystem. Having the class teacher and, on several occasions, a student teacher to assist me during these learning experiences in the library, provided the students with ongoing opportunities for guidance and feedback on their learning.

As improved reading and comprehension are school targets, I also wanted to be sure that the students understood the information they were reading. I chose movie production as the presentation format for the research task so that students could demonstrate their ability to analyse and synthesise information to gain new understanding.

Enter *Kahootz 3*

Created by the Australian Children's Television Foundation, *Kahootz 3* is an educational interactive program, which allows students to create and invent in 3D. Students create scenes combining *Kahootz* characters, animals and objects with enhanced animation, sound tracks and special effects. Purchased through Software Time, the price ranges from $70 for an individual copy to $1200 for a large school site licence. *Kahootz* software is Mac and PC compatible and on the website <www.kahootz.com>, teachers will find a community where schools can post their *Kahootz 3* creations and even collaborate with other schools in designing a project. Every school in NSW, regardless of having purchased the software yet, has a home page within this website. The website's *Help guide* has FAQs about activating the school account.

The design process

Scaffolds were provided for students to organise their ideas and design their frames. Students were asked to complete a storyboard to reflect their ecosystem prior to human activity and in the present, and to reflect on

possible implications of human impact on the future (Figure 3). The storyboard scaffold is a modified version of the one available on the *Kahootz 3* website. On completion of their storyboards, the students were ready to begin the digital design process.
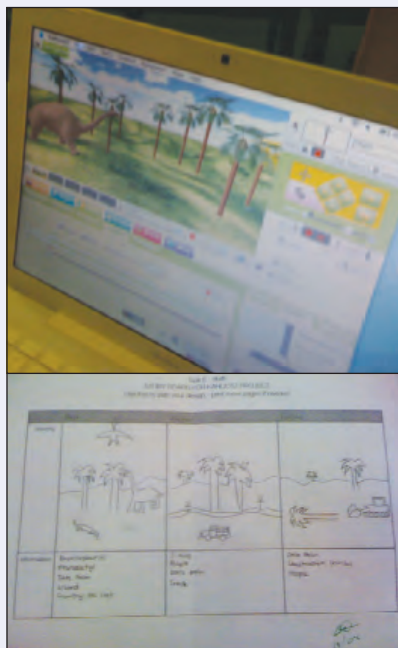

Figure 3 The first scene of the movie is based on the storyboard scaffold that reflects student understandings about the environmental issue of tree logging and land clearing

Let's make movies

With their storyboards ready, the students were eager to search *Kahootz's* online library of backgrounds, called worlds, and the library of objects. The backgrounds and objects were *swathed* – students inserted a world that resembled their researched natural environment (Figure 4) and then

inserted objects to construct, change and create an ecosystem that matched the information gleaned from their investigations (Figure 5).

Figure 4 Students choose and insert a world

Figure 5 Students select and insert objects and text into their world

Sharing their learning

Student groups are now in the process of presenting their movies to the class and beyond. They will then complete a thinker challenge, individually, on how they can lessen their environmental footprint. Finally, they will provide answers to the initial query: *How do we impact on our planet?*

Assessment of learning

Students completed group assessments, based on rubrics which had been introduced earlier in the unit to inform them of the performance based criteria that describes skills, work habits and results of learning.

At the conclusion of the unit, students responded to the question: *How do we impact on our planet?*, which was

asked before they investigated the topic. Examples of their responses (Figure 6) show evidence of learning.

Teachers involved in team teaching this unit all commented on the high level of student engagement. Elements of the *Quality Teaching* framework and higher order components of Bloom's taxonomy were evident as students integrated knowledge from their research into their animations which displayed deep understanding and connectedness to real world issues. Engagement in a high quality learning environment allowed them to self regulate their learning and encouraged them to achieve the expected criteria, which was previously discussed and available in rubrics. Furthermore, class and group discussions demonstrated their developed skills in using appropriate metalanguage for the design components, cine literacy and visual literacy, as well as a growth in their understanding of contemporary issues and the technology they were using (Figure 7).

As a result of the success in integrating *Kahootz 3* with the *Living land* unit, I have used the software to support other learning activities.

Figure 7 students engaged in the creating process

How do we impact on our planet?	
Pre unit response	**Post unit response**
Student A: *I don't know.*	**Student A:** *We litter and we don't care about the environment because we continue to spill things into the oceans and waterways.*
Student B: *I don't understand the question.*	**Student B:** *The impact we have on our planet is bad and will continue to worsen if we don't stop our harmful actions. Factories and exhaust fumes from vehicles produce pollution that contains gases which cause global warming. Logging of trees for farming and housing purposes means there are less trees to inhale the carbon dioxide in the air, which assists with the global warming problem.*
Student C: *I do not have an opinion and I do not understand.*	**Student C:** *Pollution! We impact on the planet by polluting it. By driving cars that pollute the air which affects global warming and then impacts on the rising sea levels. Also people are cutting down trees and this is bad for the environment because the animals that live in those forests become endangered without food or shelter. We need trees to balance the oxygen in the air.*

Figure 6 Sample student responses to a pre and post unit question provide evidence of learning

Year 4 students visually interpret a poem

As part of a poetry unit in Year 4, students chose a poem to be the subject of an animated movie created with *Kahootz* software. A vibrant discussion involved their reflections on a visual interpretation of the poem using the software. Each of the four classes jointly created the poem on the IWB as the students learnt how to insert objects, animate, add sound and problem solve as they identified objects which were relevant and reflected what the poem conveyed. Sound and sound effects here were crucial as Year 4 tried to match them to the actions, a lot of editing was involved which students then reflected as being an important component of creative text. An environment that encouraged risk taking had surged, students were more willing to give it a go and accept that through trial and error one can learn (Figure 8).

At the end of the unit, the four classes gathered together for a viewing and showcased their animated movie (Figure 9).

A Strict English Teacher

Figure 9 shows a visual interpretation of a poem. This is a snapshot, as Kahootz *is an animated movie program*

Once again the teachers involved have embraced this software as an effective teaching and learning tool and are now exposing their students to *Kahootz* during their class time.

Fantasy narrative animations

I created a fantasy narrative unit integrating *Kahootz 3*. Students read a book in the fantasy genre and made notes on the fantastic world (e.g. castle), fantastic characters (e.g. magician), fantastic creatures (e.g. goblins), fantastic things (e.g. wand) and fantastic ideas (e.g. search for lost jewel). From their notes, students created story-boards, and then used *Kahootz* software to create their own fantastic place with their own fantastic creatures, characters

and objects. These were the settings for their creative writing. The visual objects and characters provided the stimulus for more detailed written descriptions and the hands on approach consolidated the structure of a narrative text.

Where to next?

During Term 4, I will be demonstrating how I have used this software to integrate technology into my teaching and learning program with colleagues from my school and neighbouring schools. Approximately 25 colleagues will attend this workshop to find out about *Kahootz 3* and share ideas about integrating the software into their teaching and learning programs. I look forward to sharing my students' success with *Kahootz* and, most of all, how a few students have come to realise that this can actually be pursued as a future career in film and animation. I hope to extend these students by participating in the multiple award categories offered by the Centre for Learning Innovation. ∎

[Editor's note: Performance based rubrics for the Stage 3 *Living land* unit will be available in *Scan* contents <www.curriculumsupport.education.nsw. gov.au/schoollibraries/scan/content/index.htm>.]

Figure 8 Examples of student assessment for Year 4 poetry unit

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Peer tutoring: strategies for improving literacy

Ingrid Simpson, teacher librarian and Peer Tutor Program coordinator at Kellyville High School, describes the implementation of the program and subsequent opportunities for collaboration and the use of digital storytelling to enhance student learning.

Figure 1 The Peer Tutor Program *description and resource materials are available at* <www.curriculumsupport.education.nsw.gov.au/middleyears/students/>

Peer tutoring at Kellyville High School

The peer tutoring model for learning has been successfully implemented as various initiatives in schools and tertiary institutions. The *Peer Tutor Program* (Figure 1), introduced to Kellyville High School several years ago, is implemented as part of the whole school literacy program. Each year, approximately twenty student volunteers from Year 10 act as tutors on a one to one basis for Year 7 students who are identified as having a low reading age. The peer tutoring literacy program has been so successful at Kellyville, that the mathematics faculty have developed an in-house peer numeracy program this year, based on the same principles, but using Year 8 tutees.

TAFE qualification for tutors

Peer tutors may enrol in TAFE and gain a certificate in Literacy Volunteer Tutoring (Schools) Theory and Fieldwork. Accreditation requires

- participation in a number of theory modules offered by TAFE
- completion of 29 hours fieldwork, undertaken during roll call throughout the year
- completion of weekly assessment tasks.

Reading resources

Year 7 students work with their Year 10 tutors to develop reading fluency, comprehension, practice spelling and improve vocabulary. The reading material required for the peer tutoring program is authentic text. Authentic text is the actual material that the students will encounter in class. This includes worksheets, assignment tasks, books, electronic resources, readings, and textbook references (Figure 2). When students encounter the text later in class, they are familiar with the vocabulary and content and encounter fewer literacy problems. This enables them to have more success engaging with the class work. Obtaining, scanning, photocopying or adapting the reading material requires planning so that resources are ready for use during roll call, with one item for each peer tutoring pair of students. All reproduction of materials complies with copyright requirements.

Collaboration

Opportunities for collaboration with members of staff arise on a regular basis when preparing the reading resources for peer tutoring sessions. Selecting authentic texts requires

Figure 2 Students familiarise themselves with the diverse range of materials that they will use in class

meeting with colleagues to discuss upcoming topics in all KLAs for Year 7 students. Liaising with staff provides a good overview of the Year 7 curriculum and where cooperative planning and programming may occur for library and resource based units of work. Additionally, this communication helps to identify any areas of the collection which may need to be developed. Collaboration does not involve just the work for students in the peer tutoring program. Take the opportunity as a time when discussion may also occur about work for the teacher's other classes for potential resource based units of work taught in collaboration with the teacher librarian in the library.

Extension and diversity

Students require a variety of reading tasks. Just as class lessons need to be varied, the peer tutoring sessions need to have diversity, with different reading activities to maintain student engagement. Additional reading materials are prepared for students who finish their set text, for the more able readers, to cater for varied learning styles and for a change from the same routine for the entire year. Some literacy-based activities developed around the authentic text include:

- worksheets to match the word, shape or picture with the definition
- crosswords with key terminology from their current topic using *Crossword wizard*
- vocabulary bingo (although time consuming to make word bingo cards, again using terminology from their topic, students have enjoyed the activity where the clues are varied and the game may be used again in future years)
- counters with letters on to make words, practise spelling and play word games (particularly appealing to the kinaesthetic learners)
- laminated paragraphs from a page of text for students to re-assemble the text. This is good for getting tutors to frame questions for their students to examine text cues.

CarbonKids

Last year, Kellyville High School was selected as a pilot school to implement and evaluate the Australia-wide CSIRO developed *CarbonKids* program materials. For peer tutoring, the curriculum materials were adapted as interactive literacy based activities focusing on living sustainably.

Digital story telling

Attending the School Libraries and Information Literacy's one day workshop, *Teacher librarians supporting connected learning*, provided inspiration and ideas for even further opportunities for collaboration and
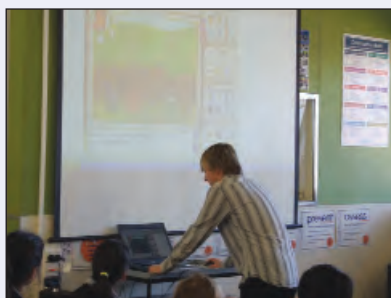

Figure 3 A University of Western Sydney student prepares a collaborative story with My storymaker *at the start of the writing activity*

literacy development. University of Western Sydney students are doing tuition in our school for their professional experience component of their Masters course. Some interested students were approached and they

Figure 4 Instruction sheets for My storymaker *for each pair of peer tutoring students*

Figure 5 Students are involved in story writing and can achieve a great deal in a relatively short time

were happy to be involved in these peer tutoring sessions. They used the IWB to demonstrate the features of the *My storymaker* software and then collaborated with the group to write a story (Figure 3).

As well as participating in a demonstration presented to the whole class, each peer pair was given a laminated sheet, prepared with step-by-step instructions for how to use *My storymaker* on one side and the structure and scaffold guide for narrative text type on the other (Figure 4). Students were also to work on using punctuation such as exclamation marks and apostrophes.

My storymaker was a wonderful interactive story creation tool to use during roll call as results may be achieved in this short time. Students were so involved in their story writing (Figure 5). Some even came in their own time to write – quite something
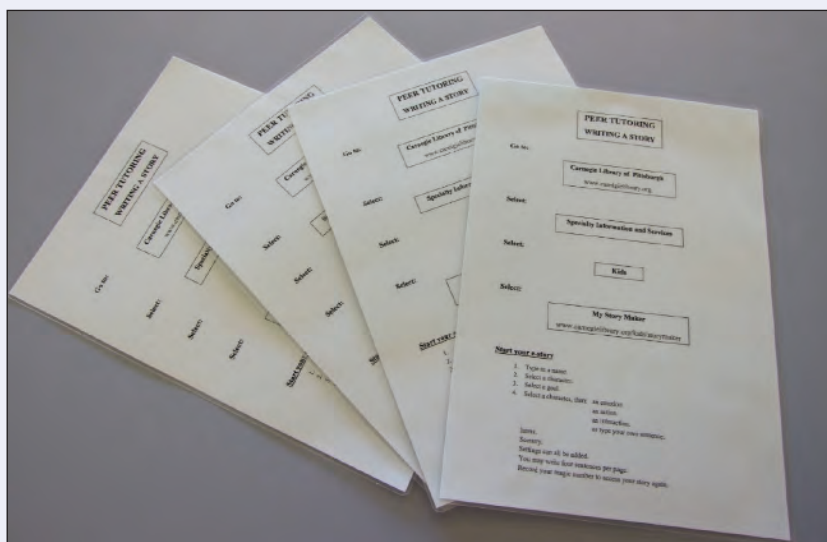
for readers and writers who usually need assistance! Evaluation comments were all positive and both tutors and tutees really enjoyed the experience. Students' comments included:

It was fun and different!

I liked it because all the little figures were cool and I want to do it again.

I liked the animals and people and how they interacted. I didn't like how they didn't have names.

We created a digital story. It was fun to play around with, although we didn't have enough time to complete the story.

There was a limited choice of characters, emotions and settings.

I liked that your story could come to life and you could change the items and backgrounds.

I liked that it was different to reading for a change, creative and fun.

When the Year 10 tutors leave at the end of the year, the peer tutoring time will allow Year 7 student to spend more time on digital storytelling. Students will be shown the *Storybird*

site as well. This digital authoring tool will be used as well so that the students are able to edit their stories over a number of sessions.

Now, to get them back to reading authentic text! ■

[Editor's note: Check *Technology tips* <www.schools.nsw.edu.au/raps/fearless10/technopage.htm> for models of and instructions for using digital authoring tools. *Teachers' digital toolkit* in *Links4Learning* in *My library* has a great selection of online tools for resource creation.]

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Technology supports reading

Fran Mead, teacher librarian at Eastern Creek Public School, shares her experiences of integrating technology to enhance student learning during The Children's Book Council of Australia's (CBCA) Book Week activities. Three different approaches to using digital tools, outlined in this article, were inspired by new skills and strategies developed at a one-day workshop, Teacher librarians supporting connected learning K–12, *presented by the School Libraries and Information Literacy team in Semester 1, 2010.*

Figure 1 The Year 2 students' Fearless *word clouds*

Y ear 2 students enjoyed reading and discussing the CBCA 2010 shortlisted book, *Fearless*, by Colin Thompson and Sarah Davies. As they were familiar with the story, they were totally engaged when viewing the *Fearless*

book trailer on Sarah Davis's website <www.sarahdavisillustration.com/fearless>.

Creating word clouds

The students studied the double page spread showing the dogs in the pet shop window and discussed the suitability of their names. They suggested more appropriate names for each dog and explained why they chose them. We then brainstormed names of pets we own or we would like to own. Instead of producing a mind map, I typed the names into a word document. I then modelled how to copy and paste the words into the *Paste in a bunch of text* box in *Wordle*

<www.wordle.net>. The students were amazed by the automatically generated word cloud and the myriad of word images generated just by clicking *Randomize*. We then continued to explore the features of *Wordle*, taking delight in the dramatic changes that occurred by altering the font, colour and layout.

Once upon a time I would have created and printed the word cloud at this point but I recalled a workshop activity about manipulating word lists for different effects as an activity supporting reading. Using the *Wordle* tool, the more times a word is used in the list, the larger it is in the final product. Text manipulation is a great

strategy to discuss with students about using persuasive text, point of view and positioning the reader. The students discussed how to show their most important words by size, and then demonstrated their use of higher-order thinking skills by using the *Wordle* menu options to make judgements about the impact of colour, font and layout. More strategies for using word clouds in teaching and learning are available in the *Book Week 2010: across the story bridge with Fearless rap* <www.schools.nsw.edu.au/raps/fearless10/index.htm>. *Technology tips* <www.schools.nsw.edu.au/raps/fearless10/technopage.htm> provides models and instructions, and student work samples are accessible in the *Raps gallery* <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/notebook.htm>

…students were engaged and had lots of fun experimenting with the different formats.

The students were engaged and had lots of fun experimenting with the different formats before choosing six of their favourites. The final choices were copied into a Word document to enable the text to be enlarged to a full A4 document for printing. Finally, they were coloured to attract viewers and enhance the effects of the different sizes in the text. Have a look at the wonderful results from our Year 2 students (Figure 1).

Notemaking with *OneNote*

My second approach arose from the need to introduce senior students to *Microsoft OneNote* prior to moving to high school, and my own interest in investigating the use of this program in my lessons supporting reading, and integrating ICTs and information skills.

Year 4 students were examining the CBCA 2010 shortlisted picture book

To the top end: our trip across Australia by Roland Harvey. My usual approach would have been to have the students work in groups to research, on paper or in a Word document, the specific locations mentioned in the story, and then present their findings to the class. This approach often found some students off task and not working as part of a team, losing their paper notes and often not completing the final published product. As I wanted student outcomes to reflect their notemaking skills, their ability to maintain a bibliographic record of research, and their skills in using *OneNote* to organise their information, I created a structured *OneNote* file with the tabs in place (Figure 2).

After reading *To the top end: our trip across Australia*, I introduced the students to the *OneNote* program I had created by demonstrating how to add text and pictures to a page, and showing them how the reference comes across from the web page automatically so they only needed to cut and paste the reference into the bibliography tab at the end of their research. Students were organised into groups of four, with each member allocated to a specific research task: internet, books, encyclopaedias, and scribe. Students rotated between these tasks each week, ensuring biblio-

graphic references were also kept from books and encyclopedias. I found the students were quick to accept *OneNote* as a viable program to use for organising research activities. It was great to be able to have the whole class working on different sections of the file because it kept all the notes together (Figure 3). Nothing was lost and all students were focused and engaged in the activities. Students synthesised the information to create postcards using *Microsoft Publisher*. The students were more organised and most completed their work within the timeframe. It was a very successful introduction to using *OneNote* with Year 4 students.

OneNote organisation with Stage 3

I read another CBCA 2010 shortlisted book, *Running with the horses* by Alison Lester, with Stage 3 students. After we discussed the story and the illustrations, I introduced students to *OneNote* and demonstrated the basic features of the program, such as moving between tabs, adding, moving and renaming tabs, pasting information and pictures keeping the bibliographic reference. I created a *OneNote* file with instructions for students to follow to complete each tab task (Figure 4). Students were able to work
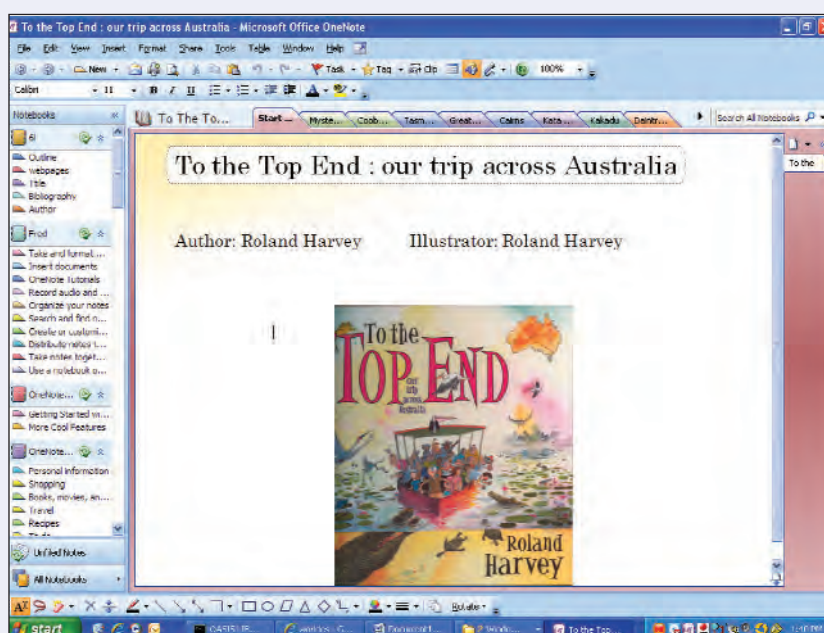

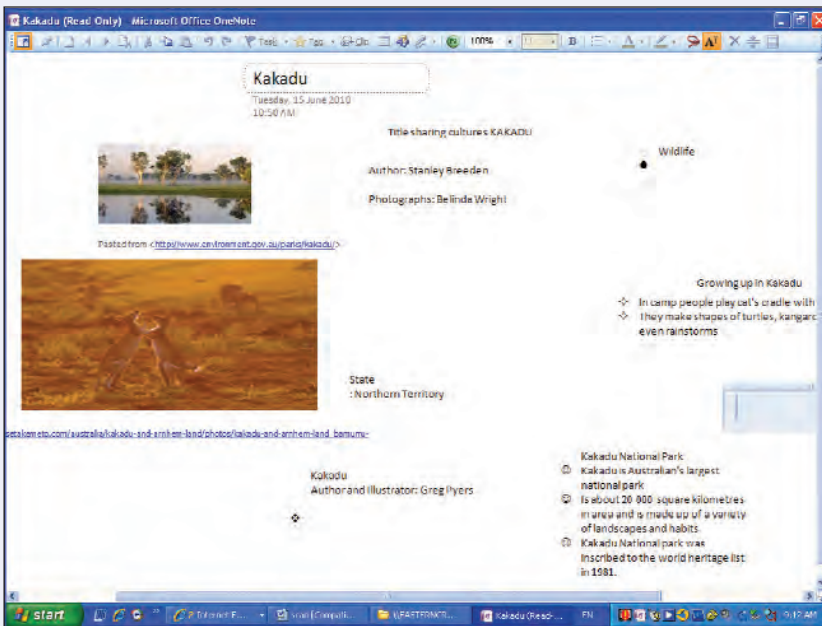*Figure 2 The* OneNote *file as presented to the Year 4 students*

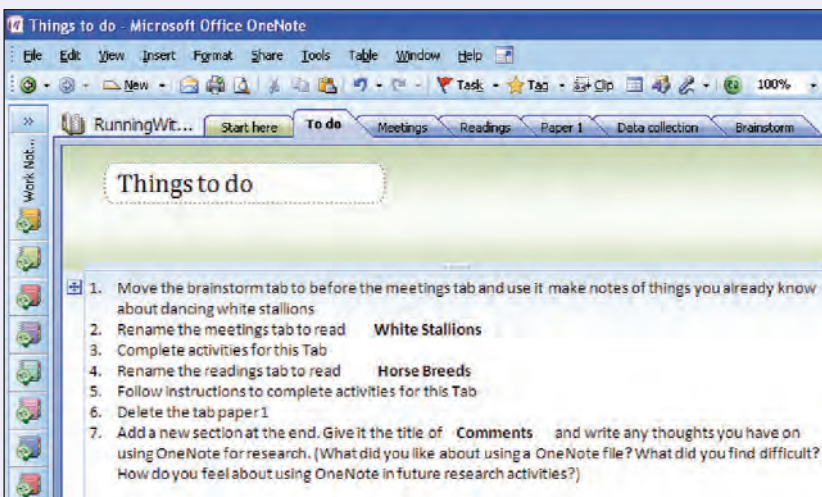Figure 3 Example of Year 4 student notemaking using OneNote

Figure 4 OneNote template for Stage 3 students

in pairs. While the students adapted to using the program quickly, some students were willing to sit in the background and not engage with the activities. This may have been due to a lack of interest in the topic of horses as much as the program. The positives I found from working with *OneNote* were that notes were organised for the students, bibliographic records were kept accurately, and it did not matter if students were absent because the file was always accessible and notes were not lost. As with any unit of work, maintaining student interest and engagement was essential.

From a teaching point of view, *OneNote* eliminated the lost work and unavailable work generally associated

with excuses such as *My partner is away* or *I left it at home*. I also found it easier to mark and check on student progress because students kept pace with each other, all the files were in their individual home folder on the server for easy access at my convenience and, overall, the majority

of students were engaged and enthusiastic to complete their research. An unexpected and great outcome was that students automatically became peer tutors as classmates searched for answers and learnt how to use *OneNote*.

Students comment on *OneNote*

Using OneNote *is easy because you can divide sections into one page.*

It was easy to complete the work because with one click you were on the page.

It is very clear and easy to understand.

It is easy to erase mistakes.

It was great having a good system at your fingertips.

I will definitely use it in high school.

It helped me by keeping my info together and not lost all over the computer.

I found it very helpful……it could be a day-to-day diary.

I will use OneNote *again because it was interesting and fun.*

It was a bit of a challenge at first but once you got used to it, it became easy.

It's good because I don't need to remember to save as it saves automatically.

Stage 1 and Stage 2 students used *Wordle* and *OneNote* successfully to achieve expected outcomes. I will use these digital tools again in my teaching and learning activities. ■

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Beyond the review: *The terrible plop* e-book by Ursula Dubosarsky and Andrew Joyner

Beyond the review...

The Resource review program supports teacher librarians and teachers in the selection and effective use of resources. Lizzie Chase, Review Coordinator, School Libraries and Information Literacy, suggests teaching and learning ideas for a resource which is reviewed in this issue.

*T*he terrible plop e-book by Ursula Dubosarsky and Andrew Joyner (Figure 1) is a wonderful example of the ways in which high quality e-books can create a rich, multimodal reading experience that ideally complements the reading of a book in its print form. This free book is available online at the The *Little Big Book Club*, a partnership between the Australian government, the Australia Council and *The Daily Telegraph*, which provides reading resources for parents of children up to five years of age. [Shortlisted for the 2010 CBCA awards, *The terrible plop* is in Challenge level: K–2 in the Premier's Reading Challenge.]
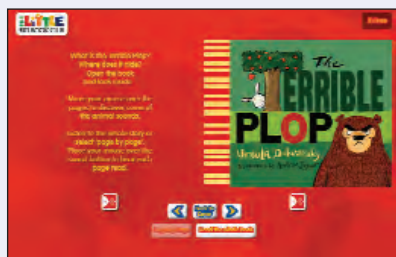
Figure 1 The terrible plop *e-book* <thelittlebigbookclub.com.au/theterribleplop/ebook/ebook_english_len.html>

The online experience of *The terrible plop* e-book enables readers to follow as the pages turn, while different narrators read the whole story in English, Cantonese, Arabic, Vietnamese and Indonesian. Individual pages can be revisited at any time and moving the mouse over the pages will uncover animal sounds. The *Special version* is a function which incorporates the sort of running commentary remarks that teachers insert to explain any puzzling events as they unfold.

Students are welcome to send comments by email, using the *Speech bubble* function, and *Fun time* provides follow up craft activities.

A varied reading experience

Experiencing this e-book can be nested within a multimodal teaching and learning sequence which has been captured in a *SMART Notebook* called *Imaginary creatures – Early Stage 1 COGS (B): Me* (Figure 2), which is available on the *School Libraries and Information Literacy* website <www.curriculumsupport.education. nsw.gov.au/schoollibraries/>. Table 1 provides the programming proforma for the following teaching and learning sequences.

Figure 2 Imaginary creatures – Early Stage 1 COGS (B): Me <www.curriculumsupport. education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/notebook.htm>

To begin, students can listen to Ursula Dubosarsky's reading of the first few pages of the book. They can predict what will happen next in the story. They can watch and listen to Dubosarsky reading the whole story. Following this, students can listen to their teacher reading the book and enjoy it on their own. Finally, students can experience the story as an audio e-book.

Following readings of *The terrible plop*, students, as a class, can explore imaginary monsters in a number of picture book. This may include reading *Where the wild things are* by Maurice Sendak and responding to an animation of this story available on *YouTube*. In this process, the students are discussing whether picture book monsters are frightening. They will learn that these creatures are imaginary. Referring back to *The terrible plop*, students may reflect that imaginary fears can be very powerful indeed.

Figure 3 Build your wild self

Following on these discussions, which have involved analysis and reflection, students are now able to synthesise their understandings about imaginary creatures by creating two monsters of their own. *Build your wild self* (Figure 3) and *ArtPad digital canvas* are handy digital tools which allow students to express creatively what they have learned about imaginary monsters in this teaching and learning sequence.

Me: Connected Outcomes Groups (B): developing an understanding of who we are by exploring what we have in common with others, and what is unique. How we express ourselves and communicate with others is part of our identity.

Focus questions: Are some people frightened of monsters in picture books? Are they real? Or imaginary? What can we do so that we do not feel frightened of picture book monsters?

***Quality Teaching* elements:**
Narrative, Connectedness, Engagement, Problematic knowledge, Substantive communication.

Resources:
- Arnold, T. (2009) *Green Wilma: frog in space*, Dial, N.Y. SCIS 1417092
- *ArtPad digital canvas*, <artpad.art.com/artpad/painter/>
- Baynton, M. (2009) *Welcome to the wonderful world of the WotWots*, HarperCollins, NSW. SCIS 1426563
- *Build your wild self*,
- Dubosarsky, U. & Joyner, A. (2009) *The terrible plop*, Viking/Penguin Group, Australia SCIS 1399183
- *How to draw a bear (from The terrible plop)* – video by Andrew Joyner, plus Ursula reading beginning, <www.penguin.com.au/ products/ 9780670071418/terrible-plop>
- *Imaginary monsters*, Early Stage 1 *SMART Notebook*
- Noll, A. & McWilliam, H. (2009) *I need my monster*, Flash Light, Brooklyn, N.Y. SCIS 1409966
- *The terrible plop* e-book by Ursula Dubosarsky and Andrew Joyner, <thelittlebigbookclub.com.au/theterribleplop/flash.html#/main/ homePage/>
- *The terrible plop – complete reading*, <www.youtube.com/watch?v=YbnOCTN23o4>
- *Where the wild things are* by Maurice Sendak, <www.youtube.com/watch?v=fSkHA6IjrIY>.

Pre-unit assessment to gauge current level of understanding: such as,. pre-test, teacher judgement, brainstorm, discussion questions prior to unit of study, e.g. What is a terrible plop?

Evidence based practice: Gather student work samples/comments at the beginning of the unit. Later, gather work samples which show the progress made by students through explicit teaching and scaffolding. Provide feedback on specific learning.

Syllabus outcomes:	**Suggested teaching and learning activities/strategies**
Creative Arts **VAES1.1** makes simple pictures and other kinds of art works about things and experiences **VAES1.2** experiments with a range of media in selected forms **HSIE** **CUES1** communicates some common characteristics that all people share as well as some of the differences **English** **RES1.5** demonstrates developing reading skills to read short, predictable written texts on familiar topics – participates in the shared and guided reading of visual and written texts. **Related computer competencies focus:** Students use an online art tool to create their own monster. Requires Flash Player and Java. **Related information skills focus area:** **Analysing, evaluating and synthesising information:** Students analyse, evaluate and synthesise ideas about the fictional nature of monsters and how to face their fears.	Introductory learning sequence: Teacher shows the video clip of Dubosarsky reading the first part of *The terrible plop* (*Imaginary creatures SMART Notebook*). Students predict and talk about what the terrible plop might be. Teacher reads the story again. Alternatively, students may watch Ursula read the complete story on *YouTube*. Discuss the story and rhyming words. Talk about why the animals are frightened, and discuss whether picture book monsters are frightening, and whether they are real. Students re-read *The terrible plop* e-book along with the narrator [as class, group or as individuals. There are Indonesian, Cantonese, Vietnamese and Arabic versions as well as English.] • Teacher reads a range of picture books which feature imaginary creatures, such as *Where the wild things are* by Maurice Sendak; *I need my monster* by Amanda Noll; *Green Wilma: frog in space* by Tedd Arnold, and *Welcome to the wonderful world of the WotWots* by Martin Baynton. • Teacher shows the *YouTube* animated version of *Where the wild things* are. Teacher introduces the word imaginary. Students discuss *imaginary* creatures and objects in books, TV shows and films that they have seen. Teacher emphasises that stories are NOT real. • Students create online picture book monsters using *Build your wild self* software. They print and share with the class, describing the monster's special characteristics. Class members ask questions and make comments, e.g. *Is it magic? Does it have special powers? Is it an alien?* • Teacher explains that students are going to draw their own imaginary creatures freehand. The class watches Andrew Joyner's video, *How to draw a bear* (from *The terrible plop)*. Move from modelled teaching, to guided teaching, to independent student practice on paper, using Joyner's tips. • Students talk about and sketch their imaginary monsters. This plan will assist them when they draw and share an online imaginary monster. • Teacher models how to use *ArtPad digital canvas* and there is guided practice before students work individually.

Post unit assessment to determine progress towards stated outcomes
Students individually create then share their own picture book monster, using *ArtPad digital canvas.*
The class revisits the focus questions about picture book monsters and makes anecdotal records of selected students' changed understandings about fear of imaginary creatures and understandings about the terrible plop.

Table 1

i-tune, e-book, u-learn with laptops

Martin Gray, *part time teacher librarian at Singleton High School, offers some possible ways in which copyright free e-books and the laptops could be used by students and teachers in learning situations.*

T he Connected Learning Secondary Schools Laptop program is well underway to providing a wireless laptop and supportive environment for students in Years 9 to 12 by 2012. A range of online teaching resources have been created by the Curriculum K–12 Directorate and *TaLe* to engage, support and challenge students. One of many examples, available at Digital Education Revolution NSW – English, is *Digitally yours*. This two week unit of work introduces Year 9 students to some uses of the notebook in the context of the English curriculum. The rationale (Figure 1) highlights opportunities for teachers and students to integrate ICT in the English classroom.

The e-book experience

It is important for teacher librarians to encourage and support students to move beyond traditional resources in their investigations of given topics. While the printed book still has a place in teaching and learning, providing multimodal reading experiences through access to high quality e-books will complement and extend their experiences.

Every student laptop is capable of downloading and displaying e-books. Furthermore, using familiar applications, such as *Microsoft* Word, teachers and students will be able to use their existing knowledge to work with e-books in new ways. Year 12 student Caitlin enjoys the convenience of e-books (Figure 2) and shares an example:

> The convenience and efficiency of the e-book has recently proved itself invaluable to me. During my study of Mary Shelley's Frankenstein, I used the program's features to help with my assessments, as well as to fall back on when I lost my actual book. Copying quotes from the e-book to essays, locating relevant parts in the text using keywords and creating your own footnotes and hyperlinks are just a few of the benefits I have discovered an e-book possesses over a hard copy.
>
> Caitlin
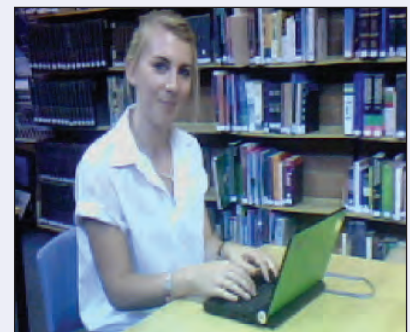
Figure 2 Caitlin accesses e-books with her laptop

Read online or download

The e-books available from *Project Gutenberg: fine literature digitally published* <www.gutenberg.org/> are usually provided in txt or html format. Each book can be read online or downloaded. An FAQ provides information for downloading free e-books to read on an iPad, Kindle, Nook, Sony Reader, iPhone, iPod Touch, Android or other mobile devices.

Rationale

Technology in the English classroom provides the opportunity for teachers and students to

- enhance the art of communication in the real world
- engage with an expansive variety of texts
- respond, compose, produce, manipulate and evaluate
- explore and negotiate
- discover and expose perspective
- reflect, seek and consider feedback
- enjoy learning in new and innovative ways

This small unit of work, designed for students of Year 9 when they are first presented with the departmental notebooks, provides an introduction into some of the uses of the notebook within the subject of English. Teachers are encouraged to allow their students to experiment with software and negotiate learning experiences. This enables teachers to ascertain levels of expertise and connectivity within their classes, and experimenting provides an engaging and flexible learning environment for students.

Figure 1 Digitally yours *rationale* <www.curriculumsupport.education.nsw.gov.au /digital_ rev/english/stage5/index.htm>
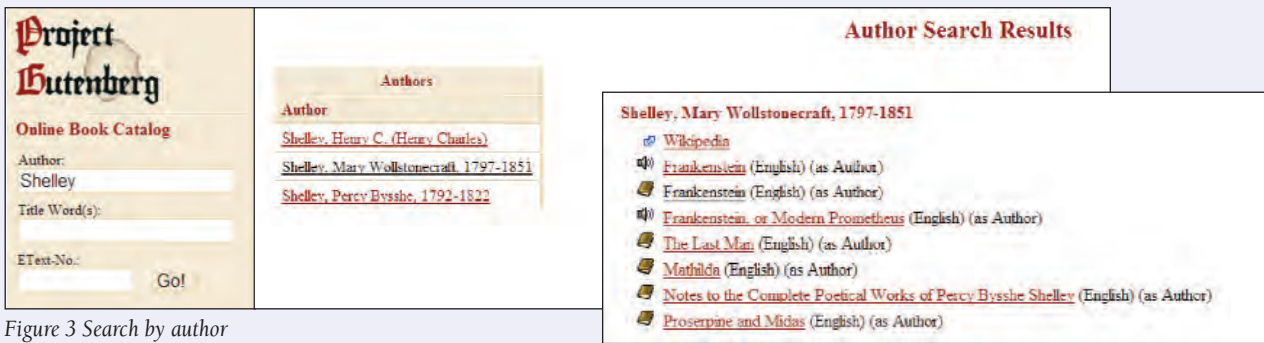
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NEALS

Figure 3 Search by author

To locate *Frankenstein*, mentioned by Caitlin earlier, search by author or title. The screen grabs (Figure 3) show the steps in an author search.

Once the title is found and clicked, a linked bibliographic record for the title appears (Figure 4). Options for reading the text online or on a mobile device are found at the top of the webpage, and a variety of download format options are at the bottom of the screen. The *Format* ❓ button links to explanations of the download formats.

Downloading to student laptops

In my previous article (*Scan* 28 Vol. 3), I compiled a list of freely available online books from the HSC prescribed reading list. This year I have done the same for Stage 4 and Stage 5 e-books, and have included links to each title rather than to the author page. Each title has been checked against the web filter to make sure they are not blocked for students. The reading lists are available on the *Scan contents* webpage <www.curriculumsupport. education.nsw.gov.au/schoollibraries/ scan/content/index.htm> with the annotation of this article.

I recommend downloading books in HTML or RTF form. Open the book online and then save the text into *OneNote* or Word so that links to chapters are live. Copying and pasting the entire text into a word document is another option. Copying and pasting *Frankenstein* (Figure 3) into Word creates a document with 151 pages. Students may only need to copy a few chapters for a specific purpose. Students are already familiar with this technique and use it if they wish to manipulate the text. Using PDF format is useful if you do not want the students to edit the texts. However, as most students and teachers need to develop editing skills, saving the text as a Word document provides a real ICT learning experience as well as a literary one.

Using Word tools to manipulate text

- **B**, *I*, U
  - First of all, the ability to use **bold**, underline, *italics*, highlighting or even changing colour of text provides a range of opportunities. Text could be highlighted or underlined to show important passages, just

as students have done in paper books for years. But the colour changing feature, and the ability to undo, redo and delete, allow much greater flexibility. For example, a student could be asked to colour a passage for individual characters in a story, for periods of time, or even mood.

- Footnote annotations
  - Along with underline and highlight, students could use endnotes or footnotes to add their own notes at important parts of the story. This would also provide practise for using these features to add citations to essays later on in their education.

- Find feature
  - The find feature <Ctrl+F> allows students to search a text for a specific word or phrase. This has a number of possible uses. Firstly, use it like a bookmark. If a student needs to find where an action takes place, they type a phrase or location name to can skip ahead to that page.

Figure 4 Bibliographic record and reading options for Mary Shelley's Frankenstein *<www.gutenberg.org/ebooks/84>*

Advantage of e-books	Disadvantage of e-books
e-books • allow readers to do most of the things that are done with book, e.g. read, make annotations and bookmark • links can be emailed to teachers and students • are cheaper per book • do not require physical storage space • can provide an extensive reading collection in one device • can be read on e-readers that have voice applications enabling a visual and audio experience • often have extra features, such as search for text, and links to works by the same author or on the same subject • are backlit so they can be read without the need for extra lighting • may be interactive in future.	**e-books** • need batteries • are read on devices that are more fragile than books • can be lost if the reading device fails, and a complete collection will need replacement • are often accessed via expensive e-book readers which can be heavy to hold for long periods • do not have a standard format yet, so navigating text can be awkward • study with e-reading devices found that 40% of college students did less study and preferred printed textbooks (Young, 2009) • are hard to read, resulting in eye-strain, slower reading and less information retention (Follett, 2006).

– Secondly, the find feature can be used to search for specific messages or attitudes within a text. For instance, in *Frankenstein* a teacher could ask to count how many times the word *monster* is used, or even where the word is first used.

• Definitions
  – Each Departmental Lenovo laptop has a built in dictionary, allowing students to search for definitions of unknown or confusing words. Students can also access online dictionaries and thesauruses via *Links4 Learning* in *My library*.

How can teachers use e-books in the classroom context

Teachers can download an out of copyright book, modify it themselves and then mail it to the class. At its simplest, this could involve placing comprehension questions at the end of each chapter, to which students could respond by email. Further modifications can be made by including pictures and hypertext links. For example, a student studying *Frankenstein* may ask the location of Mont Blanc. The teacher can include a picture of Mont Blanc linked to an appropriate website, enabling students to undertake their own investigation.

Teachers may decide to introduce their students to *OneNote* as a tool for organising information, publishing work, collaborating with peers for group assignments and for assessment. Students could be asked to make a *OneNote* folder for a class text with a link to the e-book online as well as hyperlinks to relevant pages on parts of the books which they have found. The flexible nature of *OneNote* allows students to add their own observations, pictures, questions and answers, sticky notes and website links.

What is capable with e-books on the student laptops is limited to what the teacher knows about Microsoft Word. Teacher librarians can model ways of integrating e-books into a unit of work, and collaborate with teachers to engage their students using 21st century technology.

How to find free e-books

Any online search for free e-books will result in hits for a range of websites that allow free downloads of texts in PDF or doc. formats, e.g. <www.getfreeebooks.com>, or in MP3 audio format, e.g. <www.audiobooks. org/>.

Therese Kenny, teacher librarian & ICT integrator at Loreto Normanhurst, has created a customised free e-book *Google* search engine. Regularly updated, this *Free e-book* Google search <www.google. com/cse/ home? cx=002403045271818 400446:i6v00bk0j7u> can be linked to a webpage and a blog. ■

[Editors note: For further information on using e-books and e-resources in schools, see 'e-resources: a taster of possibilities and issues' (pp. 30–43) in this issue of *Scan*.]

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Scan's Research columns *values research as a process which:*

- *strengthens the theoretical basis for the practice of teacher librarianship*
- *informs practice, through the application of findings, questioning of assumptions, and identification and analysis of practical problems*
- *is informed by practice as part of an essential professional practice cycle.*

In this issue, Kathy Rushton explores the importance of local stories in the teaching of reading in the early years, and how Aboriginal voices matter to all Australians.

The culture of silence:
why local stories matter

***Kathy Rushton**,*

Associate Lecturer,

Faculty of

Education & Social

Work, University

of Sydney, is currently researching the

significance of text in the teaching of reading, with a focus on Indigenous communities. This paper explores the importance of local stories in the teaching of reading in the early years, especially as local stories can provide a bridge between the language of the home and the school. The project discussed in this paper was developed collaboratively with schools and the sectors from which they were drawn, and with consultation and advice from Elders, community members and Indigenous organisations in each community.

The role of story in traditional Australian contexts

A nation chants, but we know your story already.

A. Wright (2006, p.1)

*T*here is much to be gained from *listening carefully* to this award winning Indigenous author's story and to the stories of all Indigenous people. This is especially true in education, where engagement and self direction are important aspects of the learning process. If we decide to listen, maybe Aboriginal voices will finally be heard in all our schools, and, by listening, we may find ways to build bridges over the cultural divisions that have arisen. New Aboriginal voices are emerging, with new stories which reflect their lives in contemporary settings. Artists and writers are building on their cultural heritage, and are maintaining and enriching it. These voices do matter to all Australians and they need to be heard in our schools.

The audience

Johnny Mundrugmundrug's song poem (Figure 1) is in Gijingarli, one of the dialects of Burrara, the language

Goyulan	Morning star
Garkatununa gurrey-gurrey	Morning Star comes and confronts the dawn,
Garkatununa dumbal-mirrey,	A cluster of morning star
Garkatununa gurra-gurrey	Confronts the dawn,
Gagalwuro marranyaley,	Coming from red ochre country,
Kartanuna Bornumbirrey,	Morning Star, bornumbirr.
Kartan watama gagalwuro,	Morning Star is coming,
Goyulan ngaraka karnuro,	True bone, true substance of bornumbirr,
Mirlmardanwey ngarkey,	Orange and white feathered string
Kuromota burlpurlwey,	Bound around her body,
Garkatununa wuloloyoney gagalwurem	Around the morning star pole.

Figure 1 Mundrugmundrug, J. (1982) Goyulan, in RMW. Dixon & M. Duwell (1990) The honey-ant men's love song and other Aboriginal song poems, pp. 100–101

…conveys complex spiritual and cultural knowledge at several levels.

of the Anbarra people from North Arnhem land. His poem, like Aboriginal visual art, is part of a cultural heritage which precedes the book. It is conceptual – a semiotic system which conveys complex spiritual and cultural knowledge at several levels – depending on the knowledge of the viewer. In his poem, Johnny Mundrugmundrug personifies the morning star and then conflates the story of the morning star with the ceremony and the cultural artefact, the feathered string around the pole, which will be used in ceremony (Dixon & Duwell, 1990). As with a visual representation on canvas or in the artefacts (the string and the pole), the intended audience is expected to know the ceremony, which moiety the Morning Star represents, and the many Dreaming stories, ceremonies, dances and clan lands that are associated with it. It is also inferred that the audience will, according to their place in the Kinship system and their seniority, have understandings about the subject matter symbolised in the story. Furthermore, it is understood that these understandings will vary if the ceremony is public, because within an audience there may be men, women, children and perhaps outsiders, all of whom will have different levels of understanding.

Sharing stories

The stories are related to the local community. They are shared and agreed upon. The telling, or hearing, of a story is a community matter and remains so to this day. For instance, over the last two decades Margaret Cossey, a non-Aboriginal woman, has worked with communities to support local authors to write their own books which reflect the lives and languages of the contemporary Indigenous

people in their own communities. Her work supporting Aboriginal Education Officers to publish their stories grew into a multi-site project (Ewing & Rushton, 2007), which focused on culturally relevant story development, and was undertaken through consultation with the local Elders and their communities. The interviews presented in this article were part of that project which incorporated schools in Glenroy and Thornbury in Victoria, and Dareton and Doonside in NSW

…before the book, there were stories and they were rich, complex and meaningful.

(Rushton, unpublished). The authors and illustrators included very young students like Liam Mitchell who told the story of his bird *Fat head* to Elders like Aunty Jan Brown who depicted the process of developing a book in a beautiful painting.

The importance of local stories can be further exemplified by the Ngarinyin Elder, Mowaljarlai, who was questioned by Hannah Bell (2009) about the gender of the sun and moon. He did not explain why the moon was male in his culture, other than by agreeing with her that the moon relates strongly to women. She realised that he assumed she had knowledge of the many local stories which together explain the reason for the moon's masculine gender in his culture. In the process she came to better understand how knowledge is developed and understood in traditional Aboriginal cultures.

> *The language for abstract conceptualization and intellectual discussion is virtually non-existent in Ngarinyin. Knowledge is acquired by observation and participation, reinforced in story, dance, song and painting.*
>
> Bell (2009, p. 88)

It is because the stories, ceremonies, dances and the country itself are seen conceptually through Aboriginal eyes that there is no need for other words

to explain the significance. The story, as told in the features of the land, in artefacts, songs, dances and ceremonies, signifies more than the literal interpretation indicates. This use of story as signifier, repeated in many cultural practices and developing an enriched meaning over a person's lifetime, is at odds with the contemporary commonsense understanding of the purpose of story. It does share a place with the enduring cultural narratives of myth and religion in many non-indigenous cultures. So, before the book, there were stories and they were rich, complex and meaningful, lasting a lifetime and able to be understood at deeper levels as understanding and responsibility developed.

Some changes

Today however, some things have changed. The local stories may be told at home, but most of the stories told at school now no longer belong to or reflect the local community. Two decades ago Margaret Cossey, who was a Reading Recovery teacher at a school in country NSW, was working with a large number of Aboriginal students. She could not find enough books which reflected the contemporary lives of her Aboriginal students, so she started to make books with them. This was the beginning of the work to support local communities to produce their own stories.

> *You have to have books for the kids and I couldn't find enough books for little Josh…so we just started making books, he'd tell me about his goin' fishin' with his Pop and all of that and we'd just make books about that.*
>
> Rushton, *Interview with Margaret Cossey* (2006)

In many ways, the school has now replaced the community as the main site for the primary education of Aboriginal children. However, the

books do not often reflect local Aboriginal stories and, for Aboriginal students, education focused on books is gradually gaining a precedence over local cultural traditions — a process which is contributing to the silencing of Indigenous communities.

Defining a culture as either oral or literate is problematic (Smith, 1999; van Toorn, 2006), especially when oral cultures are seen to precede written cultures or to be eradicated by them, as commonly assumed in the Australian context. Van Toorn (2006) states:

> On the one hand, non-Indigenous people have failed to perceive the extent of Indigenous cultural loss and understand its dire ramifications. On the other, it is sometimes the case that 'losses are actually adaptations or transformation of traditional Indigenous practices – transformations that are not recognized as such by non-Indigenous people, who underestimate the normal dynamism and exposure to otherness that so-called 'traditional' cultures are accustomed to.
>
> Van Toorn (2006, p. 11)

Loss of voice

Why aren't Aboriginal voices being heard in schools?

Colin Tatz (2008) very succinctly summarises the main issue in the Indigenous education debate today: the exclusion and silencing of Aboriginal voices in the debate.

> In close on 50 years of watching all this, I have yet to see anyone sit down, seriously, for a month, or a fortnight at least, and allow local people, in language or through interpreters, to express what **they** expect or want from this 'school business'. Until then, we go on gilding our endeavours, and lamenting the results.
>
> Tatz (2008, p.96)

Freire (1985) suggests that it is the relationship between the dominated and the dominating cultures that creates a culture of silence or loss of voice. The poor are silenced by the oppressive social conditions under which they live. Freire and Connell, while not condemning teachers and their personal efforts to support disadvantaged students, do identify education systems as part of the apparatus of the state (Connell, 1994) and, therefore, the dominant culture which supports systems that work to their own advantage.

Unfortunately, education has been used as a tool for directly destroying Indigenous cultures from the earliest days of the colony. In 1814, Governor Macquarie began his annual feasts (van Toorn, 2006) at which he attempted to recruit enrolments. In 1815, he established the Native Institution. The idea was to break the cycle noted by missionaries who saw that their educated recruits were returning to their families when they were ready to marry. The failure of this strategy, which was followed by many policies with the same purpose, clearly demonstrated the enduring qualities of the Indigenous cultures which have continually adapted to the changes forced on them in the last 200 years.

For instance, Tatz argues that there has only ever been token acknowledgement of Indigenous culture, as demonstrated in the 20th century programs meant for remote communities, which were developed in urban settings and just transferred.

> Some pathetic concessions to reality were made: Bush Books told the story of Nari and Jangala, who went up the hill to fetch a pail of water, despite the absence of buckets and water in Central Australia; **T** *is for* **train** *and* **S** *is for* **sea** *were other jewels in the primers for those who would most likely never see either.*
>
> Tatz (2008, p. 93)

Many years on, some aspects of this situation have not changed. While it is acknowledged that there are problems with the education of Indigenous students, there is still a lack of acknowledgement of Indigenous perspectives about these problems. As Freebody notes:

> It is now common practice to acknowledge Indigenous custodianship of Australian land, but there has been almost no acknowledgement of the Indigenous Australian heritage of language and literacy practices.
>
> Freebody (2007, p. 1)

Tatz and Freebody attribute this situation to an ongoing attitude towards Indigenous Australians and their cultures and languages that has, as its base, at least ignorance and a lack of respect, if not outright racist contempt. Margaret Cossey's initial attempts to provide contemporary stories for her Aboriginal students reflect understandings about how reading develops but also the importance of respecting and recognising the child's understandings about the world which they bring to a text. During an interview in 2006 she discusses the teaching of reading to Aboriginal children in the light of Marie Clay's work (1991) which focused on the teaching of reading:

> Marie Clay says, you can only read what you know, what you know about… If I put a bit of quantum physics down in front of you you'd revert to sounding out letters …not reading for meaning, you'd try to decode. And so it works with little kids learning to read, like it's so screaming obvious that if they aren't reading about stuff they've got the concept of…about their own experiences…they haven't got a mindset for what they're reading. So of course they're not going to read for comprehension they're just going to decode words, that's a waste of time...
>
> Rushton (2006) *Interview with Margaret Cossey*

Rich, resilient oral traditions

The rich cultural heritage of every Indigenous child has been maintained through millennia by oral traditions. Since the invasion of Australia, and the implementation of policies which

included the removal of children from their families, this inheritance has been threatened by the extinction of languages (Schmidt, 1990) and the physical displacement of many people from the traditional lands to which their stories belonged. This has resulted in social and economic disadvantage (Connell, 2007) as well as the alienation and disenfranchisement of many individuals. It has also mediated the way in which Indigenous people interact with the dominant cultural groups in our contemporary society (Goodall & Cadzow, 2009).

…the continuing resilience of their cultures.

The use of English as the medium of instruction in the school was enforced (Schmidt, 1990) and has often resulted in the loss of Aboriginal languages. However, Aboriginal people have also responded in ways that testify to the continuing resilience of their cultures. For instance, Shnukal (2002) points out that Cape York Creole (CYP) developed as a direct consequence of this policy *and within a generation or two, had gained speakers at the expense of the traditional languages* (p. 8). Indigenous people have used literate practices from the very earliest contact with the invaders but, for some communities, the whole concept of teaching and learning at school is at odds with the traditional one (Bernstein, 1990).

Kelly McIntosh, an Aboriginal woman who developed resources as part of a project with her local school community in Thornbury Victoria, is now helping other communities to do the same. Kelly views the development of literacy as part of cultural maintenance. She stated:

> *It's not about Indigenous people getting language acquisition but it's about us using our language as a platform to say well we're goin' to make sure our kids read and write in terms of who we are as Indigenous people and our culture….*
>
> Rushton (2007) *Interview with Kelly McIntosh*

Loss of voice for an individual or a group is related to social and economic power. Indigenous communities in Australia are defined by their social and economic disadvantage and alienation from the dominant culture. It is therefore not surprising to find that this has resulted in a loss of voice at a personal level. What is inspiring is to find that there are still strong Aboriginal voices like Kelly's in Indigenous communities and that they are making themselves heard in the wider Australian society.

Why local stories matter

The oppression suffered by Indigenous people has not silenced them nor resulted in an eradication of their culture (Goodall & Cadzow, 2009; Martin & Rose, 2008; van Toorn, 2006) but it has, since the time of invasion, resulted in a struggle to be heard. This restriction or loss of an individual's power and voice in a modern society is clearly outlined by Bernstein's theory of elaborated and restricted codes (Bernstein, 1990). Bernstein's theory supports the conclusions, drawn by Connell and Freire, that the power and success of some social groups is supported by barriers which protect their privileges and prevent disadvantaged groups from participating equally in society and, especially, in educational institutions. Students from a range of linguistic backgrounds might therefore find school a *natural setting* in which to learn because their primary socialisation has provided them with understandings about language and education which in turn predispose them to learning in such an environment. Bernstein identifies this group of students as those who are oriented towards the use of elaborated codes (Bernstein, 1990). He suggests that the important factor is not the language spoken by the child at home

but rather the socio-cultural language resources the student has for using language in the context of the school.

Many Indigenous students have rich linguistic backgrounds.

Many Indigenous students have rich linguistic backgrounds and speak one or more Aboriginal languages or a creole or other non-standard variety of English at home, but, all are expected to learn using the medium of Standard Australian English (SAE). While it may be argued that English is itself an Aboriginal language (Eades, 1985) or that the non-standard varieties should be viewed with the same respect as any language (Shnukal, 2002), there will still be a disjunction between the language of the home and school if they are not able to use language in a way that is oriented towards the use of elaborated codes.

The role of language in education and the related educational failure of particular individuals is a complex issue. However, in many instances, the individual student's ability to achieve can be linked to the education system's lack of understanding in meeting the needs of particular communities. As the individual develops within their cultural group, their linguistic resources also develop. For educators, understanding the relationship of speech communities to school communities is vital. It is also necessary for educators to understand the differences and complementary nature of spoken and written language.

Currently, more than half of all Aboriginal people live in New South Wales and Queensland and around one third of those people live in cities, or in regional areas (Australian Bureau of Statistics <www.abs.gov.au>). So Aboriginal people have both adapted and survived, and their voices echo the concerns and interests of all

> **It is respect for Aboriginal people, their languages and their cultures which is at the heart of the issue.**

contemporary Australians. An Aboriginal voice is no less authentic if it is heard in a city, on a radio or television, or through a book or other digital media. As David Rose (2008) in his comparison and analysis of a traditional Aboriginal with a European story states, European myths are *studied for their archetypal insights into human nature* (p. 73) while *dreaming stories* are treated as just so stories (p. 74), a genre invented by Rudyard Kipling which reflected an imperialist view of colonised peoples as childlike and incapable of complex thought (Smith, 1999). It is respect for Aboriginal people, their languages and their cultures which is at the heart of the issue.

Indigenous communities have been, and to some extent are still being, assaulted by policies which have oppressed and disadvantaged them in every way. Nevertheless, communities have been able to maintain and pass on their culture in rural areas, in cities, and in suburbs. Some community members from rural NSW, who were working with Margaret Cossey to produce books about their local area, were asked if local stories would support their children to be

better readers. They stated that *stories about local people – the kids can identify with them*, and contended that children would be *more likely to want to read about people and places they know*, and that *it's a good way for them to get to know their own community*.

<div align="right">(Rushton, Interview with community members, 2007).</div>

A living contemporary culture: rights and responsibilities

The oral traditions which depended on a relationship to land and language have been damaged, and in some cases destroyed, as have the languages that were used to maintain them. However, the resilience of Aboriginal people and their cultures have resulted in new ways of sharing their cultures, from painting their stories on school doors or on canvas, to the development of creoles, the annexation of English as an Aboriginal language, and the resurrection and teaching of languages that were thought to be lost but are considered by Aboriginal people to have just been *sleeping* (Aboriginal Languages Resource and Research Centre <www.alrrc.nsw.gov.au/>). New Aboriginal voices are emerging, with new stories which reflect their lives in contemporary settings. Artists and writers are building on their cultural heritage, and are maintaining and enriching it.

These voices do matter to all Australians and they need to be heard in our schools. The continued discrep-

ancy between the educational outcomes of Indigenous and non-Indigenous Australians is the responsibility of all educators. If young students are reading about a world they know described in familiar language (Clay, 1991) it is more likely that they will engage with both the reading process and the school context (Hayes, Mills, Christie & Lingard, 2006). As Lokan (2001) has noted, in *The Programme for International Student Assessment* (PISA) report (2000) there is a correlation between engagement in reading and literacy achievement:

> *The engagement with reading scale was significantly related to reading literacy achievement. With a measure of attitudes, it is usually not possible to disentangle whether positive attitudes lead to better performance, or the other way around, or a mixture of both. Efforts to raise students' appreciation of books and motivation to spend time reading should surely be of benefit, irrespective of which of them causes the other.*

<div align="right">(p. xi.)</div>

It is the right of every Aboriginal child in Australia to achieve the very best educational outcomes they can, and the responsibility of every educator to support them to do it. By engaging young students in the reading process and listening to the voices of their Elders, communities and families, bridges can be built, and crossed. ■

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e-resources: a taster of possibilities and issues

What e-resources are available for schools? What can teacher librarians provide to enhance resourcing curriculum? This article gives some background information regarding issues, potential resources, and sample SCIS FAQs. Personal reflections from reviewers involved in targeting e-resources and e-books for review as part of the Resource Review Program, and a sample of their reviews are included. Additional articles will be provided on the School Libraries and Information Literacy *website and in future issues of* Scan.

The team at School Libraries and Information Literacy recently embarked on a focused exploration of e-resources, including e-books, to overview available resources, emerging trends, and inform ongoing review program focuses to ensure continued quality support for teacher librarians and teachers selecting resources for teaching and learning. This article provides some relevant background information, and sample SCIS FAQs as we explore related library system access and cataloguing issues. Personal reflections and selected reviews from those recently involved in reviewing e-resources follow. Additional reviews are included in the *Resource reviews*. More detailed articles will be made available in *Scan* and on the *School Libraries and Information Literacy* website <www.curriculumsupport.education. nsw.gov.au/schoollibraries/>.

Resourcing curriculum 21C

Recent activities around envisioning school libraries 21C, including the online discussion hosted by School Libraries and Information Literacy Unit, related background reading, the

report of the discussion (Hay & Todd, 2010), and the Australian House of Representatives Inquiry into school libraries and teacher librarians in Australian schools, raised important issues about resourcing curriculum in the digital environment, and the important role of school libraries.

Current emphases on digital literacy and digital citizenship add to the mix as we consider 21st century pedagogy and skills, including information literacy, and their place in the forthcoming Australian Curriculum and for contemporary lifelong learning.

Balanced library collections 21C

Relevant, engaging resourcing is required for authentic teaching and learning support in the complex digital environment. This is in keeping with resource management and selection principles and guidelines outlined in the *Handbook for school libraries* (2nd edn).

There is much freely available on the internet.

There is much freely available on the internet. Support is also provided for NSW government schools through a range of programs and initiatives. Teachers and students wish to make the most of the best resources in the online world. They can be unsure how to access or appraise the quality of the plethora of resources available. Teacher librarians utilise teaching strategies and selection tools such as resource reviews and *Links4Learning* in *My library* to support their needs.

What is a balanced school library collection in this context? In the current digital learning and information environment, a balanced collection includes access to information in online and multimedia formats, and support for using online and

digital information and texts. This includes a clear imperative to provide diverse texts and reading experiences to support student reading and literacy.

Enquiry browsers, such as that available in *My library* via staff and student portals for NSW government schools, allow easy access to a range of resources. *Links4Learning* in *My library*, and online in conjunction with Digital Education – NSW and *Connected learning in my primary classroom* materials, enhance support in the wireless and internet environment. SCIS records and some special orders, for websites and electronic resources such as Clickview digital videos and selected learning objects, have been available for library catalogues to assist balanced collections for some time. The Resource Review Program, in conjunction with the NSW SCIS Agency, will continue to support a balanced approach to resourcing curriculum as quality e-resources continue to expand and become more available.

e-resources and e-books

The recent Resource Review Program focus on e-resources and e-books helped:
- explore emerging trends
- explore available e-resources including e-books for
  – potential educational value, needs and preferences for schools/teachers/students
  – free and at cost/subscription resources
- inform ongoing Resource Review Program priorities.

What resources have been explored? For the purpose of this review focus:
- e-resources includes e-subscriptions e.g. databases, journals, encyclopedias, e-books etc
- e-books are defined as texts which are accessed electronically, and which contain printed text.

Pedagogical implications

The e-book is rapidly evolving and changing. Many e-books are electronic versions of traditional print books. Other e-books have a digital life only. There are e-books that include interactives and value added technology enabled enhancements, dynamic visual elements, and versions of graphic novels. Some e-books have no text. There are also some definitions that refer to e-books in terms of the reading devices, in particular, portable devices.

The potential of digital and interactive experiences for students is exciting.

The potential of digital and interactive experiences for students is exciting. What is clear, is the necessity to provide quality e-resources to ensure:
- engaging experiences of multi-modal texts to support authentic teaching and learning needs
- a diverse range of reading experiences are provided for students to support literacy and reading
- access to a balanced range of resources for students and teachers.

The process of exploring e-resources and the e-resource environment seeking quality resources worthy of review, recognised that the e-resources environment and market is rapidly emerging and changing. Related considerations include:
- Schools wish to select quality e-resources to support curriculum and pedagogy.
- Quality advice, such as that provided in reviews, helps inform school decision making and selection.
- e-resources need to be made accessible in the school environment to students and teachers, for example through the library catalogue.

- Related information gathering and sharing about potential resources and related standards among stakeholders is vital.

General issues

There is a range of issues that arises when considering e-resources. Some of the concerns that impacted on the e-resources review process, or emerged as issues needing further exploration in order to provide quality advice and helpful strategies, included:

- the significant issue of digital rights management in the changing environment
- publishing options
- positioning and involvement of Australian publishers
- varieties of reading devices, software and file formats
- visual and multifunctional approaches
- stakeholder interests and implications for schools and libraries
- cost effective approaches to subscription and other at cost resources.

These issues will be summed up or explored in additional reports and papers, which will be made available online and discussed in future *Scan* issues as indicated. Such publications will include additional advice and solutions as they emerge.

New look *Resource reviews* section in *Scan*

From this issue, the previous *Internet* sites section is renamed *e-resources*, to reflect the changing electronic resource environment. It includes a range of electronic resources, such as e-books, websites, databases, at cost and cost free or subscription e-resources. The section introduction and descriptions are updated accordingly.

The word *e-book* is in bold to help readers easily identify e-books in the reviews in *Scan*, and the term will also

Icons are used in *Scan* to assist reading reviews in the *e-resources* section.

assist searches in the online database of resource reviews. In the online database, users will also be able to search within an e-resources collection.

Icons are used in *Scan* to assist reading reviews in the *e-resources* section.

FAQs

Additional FAQs are available to support teacher librarians and school libraries ensure a balanced approach to resourcing curriculum <www. curriculumsupport.education. nsw.gov.au/schoollibraries/faqs/ index.htm>.

Sample FAQs

Are there SCIS records for e-resources?

There have been SCIS records, and some special orders, available for websites and electronic resources, such as Clickview digital videos and selected learning objects, available for a while. Standards for cataloguing e-books are being finalised. SCIS records for selected e-books and subscription databases are available. If you have enquiries about e-resources you wish to include in the catalogue, for which you cannot find a SCIS record, NSW schools can contact the NSW SCIS Agency, <Judy.Engall@det.nsw.edu.au> or by phone (02) 9886 7503.

Why add SCIS records for e-books to the library catalogue?

In the current digital learning and information environment, a balanced collection includes:
- access to information in online and multimedia formats
- support for using online and digital information and texts.

Providing ready access to a range of resources, including those freely available on the web, ensures an engaging, contemporary collection to resource curriculum.

Windows or web enabled enquiry browsers, e.g. *OASIS Web Enquiry*, allow easy, clickable access to online resources through *My library* in the portal for teachers and students. When SCIS records for online resources are added to the catalogue, users undertaking a search for information will quickly see options for both online and other physical resources, such as books, in order to select the most relevant for their needs. Where clickable access is not yet an option, other strategies will assist access at this stage. See related FAQ: *How can access to e-books be provided through the library catalogue?*

How can access to e-books be provided through the library catalogue?

For websites, URLs are downloaded with the SCIS catalogue record, for clickable access using an enquiry browser. For selected other resources such as e-books, where clickable access is not yet an option or because access to the database subscribed to involves a local URL, a statement in the notes field can clearly indicate choices for users. Sample statements might include:
- Collect the e-book reader and e-book at the circulation desk.
- See our library user guide for the database password.

Reviewing e-resources and e-books

Included here are some personal reflections from reviewers and Lizzie Chase, Review Coordinator, who led the focused e-resources reviewing adventure. Additional reviews are included in the Resource reviews. Information and reports will be made available in Scan *and on the* School Libraries and Information Literacy *website* <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

A selection of e-books, online journals and databases were reviewed for their usefulness in schools. The reviewers are Heather Gardiner, HT English, and teacher librarians Victor Davidson, Amanda Frost, Liz Maxwell, Fran Mead, Rhonda Parnis, Jane Pretty and Jan Stevens. The following conversations with Lizzie Chase capture some of their impressions of the resources they reviewed, and personal reflections on some related issues. The views expressed are not necessarily those of the Editor or the NSW Department of Education and Training.

> **Victor Davidson's brief:** To read and review a range of books using an iPad, a Kindle and a Kobo e-reader. (See e-resource reviews in this issue of *Scan*.)

Lizzie: Do you think that e-books and e-reading devices will change the face of reading as we know it?

Victor: I believe that they will have an impact – this is very much an evolving space. What I am certain of, is that reading is at the heart of the matter. People will continue to love their printed books and to read them enthusiastically. Another mode has been added now – sometimes people will read using a device. I believe that the iPad will bring a host of new people to the pleasures of reading, while devices such as the Kindle will be useful for travellers. Reading can be multimodal and we will see this more and more. My main questions to my colleagues and students are: *What are you reading right now? Which books grab you? Why do you love this book? How does it speak to you?*

Lizzie: Do people have to purchase e-reading devices to read e-books?

Victor: Free e-reader software is available as a download for PCs and Macs. People can try out an e-reading experience before they buy. One nifty example of free e-reader software for home computers is Calibre, which allows reading in multiple file formats. Another useful example of free software is Adobe Digital Editions. Using this free software on their computers, people can read e-books in the commonly occurring EPUB and PDF formats available from many online stores.

Students can read e-books using a computer. However, Amazon, which is the biggest e-book seller, requires purchasers to buy a Kindle first. Similarly, people buying apps from the online Apple store have to purchase an iPad. In an ideal world, where cost is no barrier, I think it would be a more relaxed reading experience for students if they could use a device, such as a Kindle, Kobo, or iPad, which they can carry anywhere to read in comfort.

Lizzie: How did you get started finding some high quality e-books?

Victor: There are endless free resources out there and I am always trawling new sites and getting unexpected treasures. Project Gutenberg has always been a favourite and offers downloads of digitised classics in a variety of formats. Recently, The Book Depository has been promoting 11 000 free classics and I have grabbed some there. Of course, the PDF format does not suit everyone or every device. Once you have a device, such as a Kindle or a *Kobo*, you have access to a lot of free classics that are in the parcel. On Kindle you just type in free books and the Whispernet wifi store will bring up plenty of options from all the out of copyright classic 19th century novels to other more obscure nonfiction titles. Kobo Books has a *Free eBooks* tab on the top of its home page and a *Top free classics* site. It is good to be given options for formats such as web or mobile. Of course many mobile phones also have free apps which offer free e-books too. Experimenting is soon rewarded!

Editor: From a purchasing perspective, many consumers will seek e-book versions of earlier works by their favourite authors to ensure a high quality read. These are often offered at a heavily discounted price at the time that a new paperback by the same author is being launched. Discounted prices also encourage consumers to purchase books sight unseen by authors who come with a strong word of mouth recommendation from friends. Informal book review blogs and forums, bestseller lists and journals which feature e-book reviews will continue to be an important part of a quality assurance process as e-book consumers go hunting for a good read.

Lizzie: What are your highlights of using an iPad? What is the reading experience like?

Victor: I think graphic novels and manga are definitely worth discovering on iPad, particularly the titles which zoom along fascinating reading paths, rather than just flicking to the next page. The apps that really appealed to me got my fingers exploring all the icons that might link to other pages or MP3s or other dimensions. I absolutely loved reading *Three little pigs* in the French version, with all its options for learning vocabulary, grammar and pronunciation. I wanted to feel pushed and, after an hour on this, I felt both rewarded and exhausted! There were some traditional narratives that I enjoyed rediscover-

ing, and some manga with tie-ins that had me exploring. I didn't want to be a traditional text-based reader on the iPad so my attention would wander if I was forced into that reading style. The iPad definitely appeals most where books are interactive, multimodal and highly visual. In these cases, reading becomes a multilayered and playful experience.

Lizzie: What would you choose to read on a Kindle device? What is the reading experience like?

Victor: Though I read some fiction on the Kindle it has become my preferred option for those hard to find nonfiction titles. Reading on the Kindle takes more energy and involves more decision making than a Kobo. Kindle made me work harder at navigation precisely because it offered me more choices. The keyboard options allowed me to make notes and references as I read, and to access *Wikipedia*. The Whispernet wifi meant I could search the Kindle store in Amazon at any time and that was useful when I had certain novels or nonfiction titles that I really wanted to add to my collection.

The Kindle software fired up my curiosity to explore genres and to consider their recommended titles. I find I spend more time deciding on font sizes and using the reference making software. The software is constantly updating so when I recently found it providing *Twitter* and *Facebook* links I became more involved at that social media level. The *Wikipedia* access has always been a boon ... Kindle as a software application is going to keep me on a learning curve and keep me reading laterally as it brings out updates [which could be distracting for students].

Lizzie: What would you choose to read on a Kobo device? What is the reading experience like?

Victor: The lightness of Kobo and one simple rubber navigator on the bottom right hand corner made it my preferred device for reading traditional text-based fiction. After getting lost in a good story, my reading became so automatic and involved that I forgot I needed to press the next button with my thumb. It just seemed to happen without thinking! I soon settled down to a preferred font size and no longer thought about varying it except when reading a PDF. Of course, I had to synch with a computer to get books onto the Kobo but, once done, I became an absorbed reader who let the story take over. Kobo is my preferred device for all the free offerings available online, though I do realise that online pricing is fluid.

Lizzie: How are you managing loans of your e-books?

Victor: I'm starting out on a small scale until copyright issues for e-book lending are clarified. I'm downloading Calibre e-reading software onto my computers so students can read any free e-books. I'm loading purchased e-books onto Kobos for borrowers to read within the library at lunchtimes and in free periods, in a closed reserve context. I'm promoting e-books in the library catalogue and I'm getting SCIS records for titles from the NSW SCIS Agency. A notation within my catalogue records refers staff and students to me to access the e-resource.

Editor: Consider how teacher librarians might celebrate and promote the e-books they make with their students, using Web 2.0 e-book community platforms such as *Mixbook*, *StoryJumper*, *PhotoPeach*, *Myebook* or the reading group discussions they may hold in *ReadCloud*. The recent *Book Week 2010: across the story bridge with Fearless* rap, <www.schools.nsw.edu. au/raps/fearless10/>, has activities and resources for students to create digital stories. The *Technology tips* section <www.schools.nsw.edu.au/raps/fearless10/technopage.htm> provides examples and instructions for using digital authoring tools. The *Teachers' digital toolkit* in *Links4Learning* in *My library* contains a wide selection of online tools for creating e-resources.

> **Rhonda Parnis's brief:** To read and review a range of online e-books which can be read on a computer without using a device. (See Table 1 for reviews.)

Lizzie: What did you review and how could these be accessed in the classroom?

Rhonda: I reviewed four websites. *Capstone interactive library* and *SearchLIT.org* contain modern readers and classical literature aimed at children. *Turning the pages* lists original manuscripts of historical books including religious books and classics. Ashton's *The stacks* aims at student readers who like the modern titles that are currently being published, such as Harry Potter. I was pleasantly surprised by what is online and amazed at what is available to everyone – *Leonardo da Vinci's notebook* or the hand written *Alice's underground adventure*, for example.

These resources can add so much to a lesson. Using an IWB can make the texts available to the whole class and not limit reading to a few shared copies. Access via computers can assist activities to develop comprehension and enjoyment of books. The audio aspect of some of the e-books helps those with limited reading ability to follow the story and improve their reading and confidence. Texts can be analysed with the tools available in IWB software to reinvigorate learning for many students.

Editor: Some outstanding e-resources, including digital tools, will be added to the *Links4Learning* in *My library*.

Lizzie: What is your opinion of simple online e-picture books with no audio or flash animation effects? What trends did you notice?

Jane: This has been an interesting reviewing activity and I have spent far too long exploring beyond my list to see what is out there! It is great to see so much free access to books for all ages. While there is a wide range, there is also a lack of quality, particularly on the self publishing sites.

Scholastic's *BookFlix* site requires a subscription for schools. I wonder how many students would relish the older sites that just have a page turning text without animations, narrator, read along text or sound effects these days. Online readers, even young children, are more demanding now.

One interesting change is the download applications for iPhones and iPads. There are a number of children's story apps now. The *Wiener dog magnet story* that I reviewed is on a number of free e-book sites and is also an iPhone application. The author, Hayes Roberts, seems to be very successful here. He is quoted as saying the traditional book form of his story sold less than 100 copies but has had 2500 iPhone downloads. There are glowing reviews of his e-books on line yet, while his stories are quirky and cutely illustrated, the writing is fairly pedestrian and sometimes poor. There is obviously a need for reviewing, and a place to recommend e-books that have literary merit.

An audio narration is not only useful for beginning readers. My older [primary] students enjoyed reading *The terrible plop* e-book on the *The Little Big Book Club* site with a choice of story teller, then listened to Ursula Dubosarsky on the Penguin site. They then went on to record their own voices as story tellers.

Lizzie: How did you find the reviewing experience?

Fran: It has been a very interesting journey. I did not anticipate how challenging I would find it to keep the reviews relevant for readers, and keep to the word limit. It has been great to see a small part of what is out in the world of digital media. I can see how useful having stories in a foreign language will be for ESL and Languages teachers. I am always inspired, as a teacher librarian, when I see what great resources there are at our finger tips – now we just have to use them effectively to meet the learning needs of our students. Reviews will be invaluable to classroom teachers and teacher librarians.

Lizzie: How can the classics sites you reviewed be used in the classroom?

Jan: With the exception of School Download Library, the global sites I reviewed mainly gave access to versions of the classics. The interactive nature of the e-resources could hardly fail to excite interest, and teachers would find them useful to engage primary and high school students in parallel and extended reading experiences. They would be very much enjoyed as an introductory feature of a unit of work.

They could be used very effectively for group work where students compare the same texts from different global sites as a way of identifying and exploring the nature of the text and features significant to its meaning. This lends itself very well to comparing the text in different versions of print and media with some thinking about how the value of a text is maintained across different periods of time.

In this way, the e-books would be a very effective way of modelling imaginative responses and critical engagement with text. When reading frames are most effective, the online version of a text certainly provides an additional lens for thinking about meaning. This can be seen in Open Library's *Romeo and Juliet* where the beautiful quality of the graphics so aptly comple-ments the text and provides a different and possibly more accessible reading experience. Users of this resource would certainly enjoy accessing this edition from the turn of the century and would relish the sense of being taken back to a different era. The site demonstrates how effective the e-resource format is, in facilitating the transition to the imaginary world established in the text. In this way, e-resources have the potential to establish very attentive *readers* and the form lends itself to a comparative critical analysis of this version and Shakespeare's *Romeo and Juliet*.

An example of the way specific texts could be used is with Open Library's *Wind in the willows*. I plan to use this resource with a Year 7 English unit of work about animals in literature. This e-book uses a gracious turn of the century edition which

will be very useful for exploring the idea of text as a *classic*. Certainly, the easily searchable features, where quotes from main characters can be identified within the text, will make this resource an ideal introduction to examining various levels of meaning within the text. Exploration of the collaborative nature of the site as a wiki and its use of other social networking features for sharing meaning will complement a contemporary understanding of this rich text as classic.

> **Liz Maxwell's brief:** To describe JSTOR and to review some journals available through JSTOR. (See Table 3 for reviews.)

Lizzie: Can you tell us about JSTOR and which student groups may find it useful?

Liz: Founded in 1995, JSTOR is a digital archive of over a thousand academic journals, monographs and other publications or special collections. In 2002, JSTOR and others launched Portico, an archiving service delivered through the collaboration of publishers and libraries, of over 14 000 electronically published journals and books. In 2009, JSTOR merged with ITHAKA, a not-for-profit organisation dedicated to preserving scholarly publications in digital format. Therefore, schools subscribing to JSTOR benefit from an extensive and ever-increasing range of high quality international scholarly publications that support curricula in all faculties, particularly the humanities, social sciences and sciences. Despite a predominance of American titles, these resources are invaluable in supporting the needs of students, especially Stage 6 students, undertaking individual research topics and in providing extension research opportunities for gifted and talented students in Stages 4 and 5.

The focus of JSTOR's collection is academic rigour with optimal availability and currency. The integrity and quality of the resources held in the archive help to ensure that students are accessing materials that enable them to engage in higher-order analysis and synthesis of a broad scope of content. The research and perspectives available in predominantly full-text articles enhance just-in-time learning.

Subscription to this database is expensive, and schools will need to consider the benefits it will bring to their senior and gifted students. Usage statistics are available and can be monitored by the coordinator to analyse syllabus areas best utilising the database or where promotion may be necessary.

> **Amanda Frost's brief:** To review the William Bligh e-resource, titles from Project Gutenberg Australia and the World Digital Library. To review selected journals from the State Library which are free for home access to NSW residents. (See Table 4 for reviews.)

Lizzie: What stands out as a highlight for you?

Amanda: The highlight for me has been reviewing the journals available through the State Library. It has been fantastic to see what is on offer for our Stage 6 students. I would urge every secondary teacher and teacher librarian to inform their colleagues and senior students, so that they can access these amazing resources as individuals from home. In fact, it is worth spending time online as a group, with each person signing up at <www.sl.nsw.gov.au/system/forms/ selfreg.html>. Within two to three weeks, students and teachers will receive their reader's card, entitling them to access numerous databases through the State Library.

> **Heather Gardiner's brief:** To review *Questia, Obooko* and the *Skeleton creek is real* videos which accompany the book series. (See Table 5 for reviews.)

Lizzie: What additional capacities to support reading did you discover?

Heather: One of the great experiences of participating in this review process was to access materials that are so suitable for use in the classroom. I have to admit I love to keep an eye out for anything that allows me to create interesting lessons that support the learning of my students.

As many students are quite technologically savvy, they would find the fabulous *Skeleton Creek is real* site as an ideal entry point into reading literature. It is simple to navigate, and allows for student interaction through such activities as blogging. I really thought this site could be used in so many ways. I'm sure that my Year 7 English class would love the materials offered on this site, therefore, I plan to use it as part of a novel study. I've also shown my teacher-librarian who has now purchased the Scholastic titles that accompany the site. It is ideal for pre-reading of the actual novel, or it can be read in conjunction with the novel as a way to confirm students' predictions. The *YouTube* videos are extremely convincing and stimulate higher order thinking skills.

As an English teacher, I'm always on the lookout for reading materials for young adults. The *Obooko* site permits users to upload their own texts or to download PDF e-books free. I found some great novels that can be printed for classroom use. One of these was Cory Doctorow's *Little brother*. Subsequently, I then discovered it on the shelves of my school's library. Many of the authors encourage feedback from readers. What a great way for students to begin a discussion with the writer. Also, I can see teachers being able to use the downloaded PDF e-books on the IWB, on student laptops, or on a data projector.

NEALS

For senior students, the *Questia* online library provides a wealth of academic journal articles on a wide range of subjects. For a subscription fee, schools can have access to some amazing resources that supplement the study of Stage 6 English.

The only downside of the experience was that I wasn't able to expand on the word limit in my reviews! There were so many features that could be mentioned, I hope I've just provided a taster. I'd encourage everyone to dive in and experience what e-resources have to offer teachers.

The following reviews offer a taste of e-books available by subscription through *Capstone interactive library*.

Blast to the past [electronic resource]

In this e-book graphic novel, David and Ben decide to use a time machine to travel back in time to retake a test. A mishap occurs and they arrive in the time of dinosaurs. The book looks at the themes of friendship, responsibility for one's actions, the scientific possibility of time travel. There is also information on dinosaurs. The e-book could be used in the Stage 1 COGs unit (D): *Getting along*, looking at the relationship between the boys and also their attitude to school work. It could also be used to discuss what it would be like living in prehistoric times. The IWB would be a great tool to involve everyone in the reading and subsequent discussion before individual writing activities. R. Parnis

USER LEVEL:	Stage 1
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6

Understanding global warming with Max Axiom, super scientist [electronic resource]

Divided into four chapters, this graphic novel **e-book** looks at the greenhouse effect, carbon dioxide, global changes and a climatologically influenced future. With a futuristic reading frame and sound effects, the reader is led through the colourful pages by highlighted words, with the option of a narrator to read the story. Found in the science section of the Capstone site, the book is reminiscent of a television cartoon, making it an attractive lesson stimulus when used with an IWB. An index is included for further activities such as using the e-book in research lessons. A detailed glossary, further reading suggestions and links to the *Facthound* search site are provided. This e-book could be used in the Stage 3 COGS unit (E): *Global and social issues* looking at the effects of humans on the environment. R. Parnis

USER LEVEL:	Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6

Lions [electronic resource]

Found in the K–2 science section of the Capstone site, this **e-book** about lions has interactive links that can be used on an IWB to open up extra information bubbles, videos and audio files. The e-book opens up in a user friendly frame with the options of auto play or page by page viewing. Narration can be turned off and the words are highlighted for the younger reader to follow the text. Clear photographs and simple language make this e-book a good example of an information report or description that could be used in writing lessons as well as science lessons. There are links to quizzes and information, as well as a detailed glossary for the book. The site supports the study of animal life cycles in the Stage 1 COGS unit (C): *Growing and changing* , as well as the Early Stage 1 COGS unit (C): *Changes*. R. Parnis

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English; SciTech
SYLLABUS:	English K–6; Science & Technology K–6

Table 1

The following reviews offer a taste of e-books available through the subscription based *TumbleBookLibrary* at <tumblebooks.com>.

BANG, Molly

The paper crane [electronic resource]

A delightful folktale about generosity and kindness being rewarded, this **e-book** has an animated dancing crane that will delight young readers following the highlighted text. The site is a great introduction to Japanese folktales, food and cultural beliefs. The full colour single page spread with animated characters is engaging and could be used when studying fables or picture book comparisons about white cranes, such as *The white crane* by Junko Morimoto. Teachers will find this story useful with Stage 3 students to begin discussions of the significance of cranes in Japanese culture. The sound can be turned off and pages can be repeated. An online quiz offers

one way to test comprehension skills and a report card marks the answers. Lesson plans give clear objectives and activities which could complement reading support. A book report creator provides a template for modelled writing. A subscription is required to access this e-book. F. Mead

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE; Languages
SYLLABUS: English K–6; HSIE K–6; Japanese K–10

LUNDE, Darrin & WYNNE, Patricia J.

Meet the meerkat [electronic resource]

Animated meerkats mimic the text as it is read in this **e-book**. Each sentence is highlighted as it is read and students will find the clear information in categories of description, habitat, habits, food and enemies to be excellent for note making and information reports. Further facts are given at the end of the story; material does not include information on reproduction. The sound can be turned off to allow students to read at their own pace and pages can be repeated. An online quiz which tests comprehension skills is available; a report card marks the answers but does not give the correct answers. Downloadable lesson plans give clear objectives and activities which could complement reading support. A book report creator provides a template for modelled writing. Accelerated reader information and time required to read the story are handy additions to this site. A subscription is required to access this e-book. F. Mead

USER LEVEL: Stage 1 Stage 2
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6

MOSS, Ellen F. & TEBBUTT, Susan

Block the sun, not the fun

Children will engage with UVA and UVB as they learn about sun safety on this **e-book** site. The rhyming text is catchy and it offers practical solutions for keeping sun protected outdoors. The text covers the usual sun safe message of applying sunscreen, wearing a hat and sunglasses and sitting in the shade, and it also discusses the effect of sun through car windows and reflecting off snow. The full colour single page spread with animated characters makes it easy for students to follow. Sure to spark classroom discussions and inspire poetry writing, the **e-book** is a great read-aloud for shared reading. The site includes online match the sentence, word catch, and word search games. There is accelerated reader information, and author and illustrator information. A subscription is required to access this **e-book**. F. Mead

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; SciTech
SYLLABUS: English K–6; Science & Technology K–6

MOSS, Ellen F. & FUNKHOUSER, Kristen

Why libraries matter: a story long overdue [electronic resource]

This is a terrific story about libraries and the many and varied ways people use them. Teacher librarians will love using this story to promote libraries as a resource and their changing role in information literacy teaching and learning. The site's poetic content supports HSIE K–6 studies of working and living in a community. The sound can be turned off to allow readers to go along at their own pace, and pages can be repeated by clicking the manual button. An online quiz is available which tests comprehension skills. A report card marks the answers but does not give the correct answers. Downloadable lesson plans give clear objectives and activities which could complement reading support. A book report creator provides a template which teachers could use for modelled writing. It also allows the story to be printed for students to complete offline; children will enjoy printing a certificate after reading. Accelerated reader information, author and illustrator information, and time required to read the story are handy additions to this site. A subscription is required to access this **e-book**. F. Mead

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6

MUNSCH, Robert A. & MARTCHENKO, Michael

Stephanie's ponytail [electronic resource]

Students will love the expression and gusto that Munsch uses when he reads his story. Stephanie wears a ponytail to school one day and her classmates call it ugly. The next day all the girls have a ponytail so Stephanie changes her hairstyle. The story offers a way to explore the areas of self-confidence, peer pressure and individuality, especially as a read aloud or act out activity. It includes an online word catch game. The sound can be turned off to allow readers to go along at their own pace, and pages can be repeated by clicking the manual button. F. Mead

USER LEVEL: Stage 1 Stage 2
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6

REYNOLDS, Peter

Ish [electronic resource]

Suitable to support a HSIE K–6 study of identity this is a wonderful story about individuality, passion and frustration. Ramon's sister helps him to understand that perfect is not always the way, and that it can be alright for things to look ish-ly. Beauty is in the eye of the beholder and this story shows us that creativity is to be nurtured and explored rather than always aiming for perfection. The site could be used for entertaining art and language lessons. The sound can be turned off to allow readers to go along at their own pace, and pages can be repeated by clicking the manual button. An online quiz which helps test comprehension skills is available. A report card marks the answers but does not give the correct answers. Downloadable lesson plans give clear objectives and activities which could complement reading support. A book report creator provides a template which teachers could use for modelled writing. It also allows the story to be printed for students to complete offline; children will enjoy printing a certificate after reading. Accelerated reader information, author and illustrator information, and time required to read the story are handy additions to this site. A subscription is required to access this **e-book**. F. Mead

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6

SNEED, Collard B. & PLANT, Andrew

Platypus, probably [electronic resource]

Excellent information text about the platypus and its unique biological structure is provided in this **e-book**. The narration is from the viewpoint of an overseas visitor so it offers in-depth information, expecting no previous knowledge of the platypus or its habitat. The book follows the female platypus through her birth cycle and clearly explains the qualities of a monotreme. It includes information on the Gondwanaland origins of the platypus, and brings the story of this animal up to the present day. Excellent full colour illustrations and animations will engage students. F. Mead

USER LEVEL:	Stage 1 Stage 2
KLA:	English; SciTech
SYLLABUS:	English K–6; SciTech K–6

TILDES, Phyllis Limbacher

Animals in camouflage [electronic resource]

Great illustrations and a poetry format introduce readers to animals in camouflage in this **e-book**. There are clues to seven well hidden animals and on the following page all is revealed. Presented in an interesting *who am I* format, the story will delight children, and keep them engaged guessing what animal will be next. Information about these remarkable animals, habitats and behaviours is provided in the back of the book; measurements are imperial. F. Mead

USER LEVEL:	Stage 1 Stage 2
KLA:	English; SciTech
SYLLABUS:	English K–6; Science & Technology K–6

VAN DUSEN, Chris

Down to the sea with Mr Magee [electronic resource]

Mr Magee and his dog Dee plan a day on the sea in this amusing story written in rhyme. A chance encounter with a little whale leads to an adventure and a whale of a rescue. Lots of laughs and the full colour single page spread with animated characters will engage readers. Teachers will find the word helper function very useful as it enables highlighted words to be sounded out, making it a useful way to support readers. This is a great story to read aloud and it could be a springboard for poetry writing. F. Mead

USER LEVEL:	Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K–6

Table 2

The following reviews offer a taste of selected resources available by subscription from JSTOR. A review of the main site is located within the Reviews section of this issue of *Scan*.

The American Biology Teacher

The journal disseminates recent research in biology and features a professional forum for discussions and exchanging teaching ideas. There are varied topics in each issue, such as integrating critical thinking and problem solving strategies into the biology classroom,

and approaches to dealing with multiple choice science questions. Inquiries and investigations report the research with differing degrees of literacy and scientific complexity within published papers, and this may encourage junior level interactions with the journal. There are outlines of experiments and lessons for teachers to replicate. Information addresses ethical and social implications for teaching biology and other current issues pertinent to a Science 7–10 program. Some articles could be selected for student review to develop scientific literacy or to enable students to understand scientific viewpoints. The journal's book reviews cover a range of topics, from texts about the pedagogy of science education and children's early reader science books, to more complex texts. E. Maxwell

USER LEVEL:	Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science 7–10

The Athenian Agora

The journal will be invaluable to Ancient History Stage 6 students studying the Topic: *Athenian society in the time of Pericles*. Frequently, entire issues are dedicated to finds of inscriptions, coins, pottery, art and sculpture — all of which are elements within this topic. Each volume updates the ongoing excavations undertaken for specific chronological periods, buildings or classes of cultural material. The breadth of information and illustrations would also be appropriate for extending Stage 4 students interested in Greece as part of their History 7–10 course. Other uses include Visual Arts syllabuses: historical studies in Stage 4 art making, and senior students completing a case study in art history. The stratigraphical dating and recording of these artefacts could foster students' deep knowledge and understanding of the geography and contents of this archaeological site. The currency of the archaeological evidence adds authenticity to students' study. E. Maxwell

USER LEVEL:	Stage 4 Stage 6 Professional
KLA:	CA; HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10; Visual Arts 7–10; Visual Arts Stage 6

Cinema Journal

Dating from 1966, the full text online content of this journal has a moving wall of three years. The majority of American films on the prescribed text list for English Stage 6 are well supported. The journal covers a broad range of individual international texts and genre reviews, discussions and essays on cinematic techniques. There is research that will extend the understanding of senior students seeking comparative comment and perspectives, plus information on textual forms and critiques of related texts. For junior students developing expertise in responding to film texts, the wide range of responses provides an excellent basis for constructing the metalanguage of, and a connectivity with, the medium. A professional notes section enables teachers to monitor aspects of societal commentary and future directions of the industry. E. Maxwell

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama 7–10; Drama Stage 6; English 7–10; English Stage 6: *Advanced*

French Historical Studies

The JSTOR full text holding of this journal covers the years 1958–1999. It is mainly in English, searchable, and it provides external links to online access of more current issues. The history of France from the middle ages to the present is contained in articles, review essays, forums and research information. Bibliographies of recent research, events and book publications are included, and upcoming resources will include the impact of the arts in recording French history, which may also extend the value of this database. This is a rich resource for the Modern History Case Studies: *The Reign of Terror in France 1792-95*; *The Paris Commune 1871*; and *Decolonisation in Indochina 1945-1954*. E. Maxwell

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6

Theatre Journal

A renowned and authoritative print journal for over half a century, this collaborative American publication provides articles by practitioners and scholars. Varied contexts of the performing arts include theoretical, historical and social perspectives, and reviews of performances and texts. Students seeking support materials for almost all texts in Drama Stage 6 will appreciate the wealth of articles here, and how they reflect changing perspectives and interpretations over time. Junior students will be able to engage with a wide scope of materials that enhance deep knowledge and deep understanding about dramatic forms and performance styles. Junior Drama studies and contexts in English syllabuses are also well supported by this journal. Online availability is from 1979 to the present; this title has a moving wall of five years. E. Maxwell

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English
SYLLABUS:	Drama 7–10; Drama Stage 6; English 7–10; English Stage 6

Victorian Studies

First published in 1956, this journal is dedicated to the study of British culture in the Victorian era. Its content extends from comparative literature, to social and political history of the period, science and philosophy. A book review section is included. As such, it is invaluable to English Stage 6 students extending their studies of prescribed texts written at this time. History students looking at 19th century imperialism will be rewarded with a number of relevant articles to support and extend their understanding of the topic. Articles may present challenges for junior students, but for GAT students reading Dickens for example, there are opportunities to investigate social contexts and writers of the era. E. Maxwell

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	English 7–10; English Stage 6: *Advanced*; HSC History Stage 6: *Extension*

Table 3

The following reviews offer a taste of selected online databases and journals available through the State Library to residents of NSW for access at home. A review of the main site is located within the Reviews section of this issue of *Scan*.

Applied science full text

A distinct reading frame assists users to search and browse this database, with a basic and advanced search option available using Boolean phrases. Academic articles can be accessed as HTML or PDF, saved, emailed and printed. Simple and clear instructions assist use of articles. The font, diagrams and photographs of articles are clear and easy to read. Downloading using HTML enables users to translate the article to a number of languages or listen to a clearly audible audio file. A citation generator facilitates research. Alerts and RSS feeds can be developed based on searches. The language, style and format is suitable as a professional resource or for senior Science students studying and undertaking research. A help function assists understanding of how to research using the database. A. Frost

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Senior Science Stage 6

AustLit

This section contains a plethora of Australian books, poems, articles, short stories and reviews from 1880 to the present. There are comprehensive records from 1988. The database is easy to navigate, with clear instructions and font. Searches can be undertaken by title, author, genre or award. An advanced search function facilitates research, as does sorting and limiting records using a number of criteria. Users can scroll through the records and identify relevant records to be placed in a condensed list. Records may be exported, emailed or printed as brief or full texts. The resource would be useful when teaching and studying Australian literary texts and authors in English syllabuses. The language, style and format of each record varies, with most suitable for secondary students. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6

Historical abstracts

Using over 2000 key journals this powerful database provides detailed world history resources from 1450 to the present, with comprehensive abstracts from 1954. Easily navigated, searches are undertaken by key terms and may be narrowed using Boolean phrases, search terms, or smart-text searching. Searches can be limited by full text articles, peer review, publications, publication types, language, and specific historical periods. CLIO notes enable searching via geographical areas and historical periods. A visual search history enhances research results. Articles may be added to folders to facilitate research, translated or converted to speech, and full text articles are available as PDF documents. The written and visual text of the articles is clear; language, style and format of most articles is suited to senior school students. The resource would be useful for teaching how to research history, including the assessment of primary and secondary sources. A. Frost

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10; HSC History Stage 6: *Extension*; Modern History Stage 6

Macquarie dictionary online

Comprehensive and interactive searches may be undertaken here, using words and phrases within the dictionary and the Macquarie thesaurus. A fuzzy search option is available and the clear font assists understanding of defined words. Users may zoom in or out of the

interactive flip-style pages, and audio pronunciation and cross referencing is available. The website is also mobile friendly, to iPhone and iPod Touch. Advertising for other products may distract some students. This is an excellent site for defining words and concepts, checking the latest definitions in our changing language, and for teaching dictionary and thesaurus skills, particularly in English K–6. This is an outstanding tool with multimodal uses across KLAs. A. Frost

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional

Oxford art online

Outstanding images, plates, and diagrams comprise this virtual art reference library, with access to multiple Oxford art resources, including the *Oxford companion to western art*, the *Concise Oxford dictionary of art terms*, and the *Encyclopedia of aesthetics*. Searching may be undertaken by subject, biography, alphabetically arranged images, and then refined by source. Thematic timelines provide users with an outline of major movements in art, and thematic guides highlight essays and biographies of popular art topics. Context sensitive help pages facilitate research. The resource suits IWB use, and images may productively be explored to explain art concepts, techniques and themes. It is a superb resource when teaching and learning about the creative arts, particularly for middle and senior school students. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Ceramics CEC Stage 6; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging
     CEC Stage 6; Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6

Oxford music online

An easily navigated and comprehensive virtual reference library, the resource provides access to *Grove music online*, the *Encyclopedia of popular music*, the *Oxford companion to music*, and the *Oxford dictionary of music*. A guided tour enhances use of the site, with useful resources for teacher librarians. Searches may be undertaken by content, biographies, and subject. An advanced search function, thematic timelines, topical guides, an essential reading list, an index of opera roles, and research resources all facilitate research. Clear audio complements the easy to read written text and outstanding visuals. The site may be useful within the classroom for research and to discuss music genres, themes and musicians. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Music 7–10; Music Stage 6

Library PressDisplay

An exciting front page will engage students investigating this resource, with a banner identifying news items, and key stories briefly introduced using clear headings, font, colour images, and audio. A simple interface and easy to use navigation tools facilitate research. News may be searched by key terms, the front page and various sections of a newspaper. Titles may be searched by country, with resources and translation tools from 89 countries. Newspapers and magazines are listed alphabetically. Favourite searches may be saved, and newspapers and magazines bookmarked. Pages can be viewed as single or double, and pages can be virtually turned. Articles may be easily printed and emailed, with blogging and RSS feeds available. Very useful when teaching newspaper information skills in English K–6, using newspapers in English 7–10, and encouraging student awareness of current issues across all KLAs. The resource would be an excellent resource for investigating how the same story is reported in different newspapers, and for comparing newspaper crops of the same photographs. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: CA; English
SYLLABUS: English K–6; English 7–10; Visual Design 7–10

Literary Reference Centre

Through the NSW State Library's EBSCO resources, offsite users have free access to a database of literary works, plot summaries, synopses, essays, biographies, journals, poems, short stories and texts from many major online resources. Searches may be undertaken using the basic search function, and by browsing authors or works. An advanced search function facilitates research and limits results as defined by the user, including by review, criticism, plot summary, interview, full text, poem and image. Search results include citations, and citations and articles may be added to a folder for easy access later. Full text articles are available as HTML and are easily printed, emailed or saved. A literary glossary assists understanding. A reference shelf provides a literary-historical timeline, an encyclopaedia of literature, a dictionary, citation help, and a research guide. Focussing on American and English literature, this database would be very useful as a professional resource for English and Drama studies. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10; English Stage 6

World Book

This outstanding website has three sections. **World Book for kids** will engage younger students with colourful pictures, video clips and diagrams complementing the easy to read text. Searches can be undertaken using specific terms or broad subjects. Activities encourage students to develop deeper thinking skills, with strategies for teaching provided. A dictionary facilitates understanding. The language, style and format of **World Book student** is suitable for middle and senior school students. A search and advanced search facility facilitates use of the site, enabling users to search by subject, title of images, and by using an atlas. Popular articles, news headlines, quizzes, activities, images and videos are available on many topics. Encyclopaedia articles are clear and concise, with links to further information. Articles can be printed, emailed, and saved to **My research** folder. Site users can create a free account to develop and condense research. **World Book advanced** has a number of research tools. Students can create and share **My research**, and build citations. **E-books** are available. Easy to navigate, the clear and concise information is very useful for undertaking research across all KLAs. A. Frost

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional

Table 4

The following reviews offer a taste of selected resources available by subscription from *Questia*. A review of the main site is located within the Reviews section of this issue of *Scan*.

JAMES, Frank & FIELD, J. V.

Frankenstein and the spark of being

Suitable for English students who are studying Mary Shelley's *Frankenstein*, this comprehensive journal article provides the reader with insight to the novel's historical and social context. Specifically, the authors explore how the scientific and philosophical ideas prevalent in the 19th century are realised in Shelley's novel. Written in a clear and thorough manner, the text does not contain problematic jargon. The article appears in a highly effective reading frame that is well supported by a designated toolbar. Free from distracting graphics and animations, the linear pages appear as the original published form. Help is given for students to cite the work, and this could be of great assistance in the research process. This outstanding article should be a valuable classroom resource. H. Gardiner

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced*

SCORGIE, Glen C. & EVANS JONES, Claire F.

Human life is not sheep: an ethical perspective on cloning

Providing contextual information for Mary Shelley's *Frankenstein* and Ridley Scott's *Blade runner* in English Stage 6: *Advanced*, this fascinating article reflects on the ethical aspects of human cloning from a Christian perspective. Commencing with a discussion of bioethics in the light of recent scientific developments, the composers focus on the moral and ethical debate surrounding genetic engineering. Written in a clear manner, the article is easily read within its reading frame. Perfect for building subject knowledge or as the focus for group discussion, this comprehensive yet concise article is an absorbing read. H. Gardiner

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced*

SHARP, Patrick R.

From yellow peril to Japanese wasteland: John Hersey's 'Hiroshima'

Sixty five years after the dropping of the atomic bombs on Hiroshima and Nagasaki, the content of this superb journal article remains timely and relevant. With a focus on Hersey's seminal work, *Hiroshima*, the article chronicles the representation of Asian people and cultures in American literature during the Cold War. The article investigates the manner in which Hersey's text subverts many of the official narratives about the atomic bomb that were sanctioned or published by the United States government. The reading frame mirrors the original pagination to the fullest extent possible. Detailed and informative, the article is fine supplementary material for the Elective: *After the bomb* in English Stage 6: *Extension 1*. H. Gardiner

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Extension 1*

Table 5

Be informed — save time — ask ETIS

Marjan McKeough, *Manager of ETIS, takes us on a tour of the new look ETIS website.*

Figure 1 ETIS *website <etis.cli.det.nsw.edu.au/cli/etis/index.shtm>*

ETIS, the Education and Training Information Service for the NSW Department of Education and Training (DET), has just launched its newly designed website (Figure 1). It is our service hub and the new colourful site enables our clients to more easily find our services and communicate with us.

Our expert team of research librarians support the research needs of DET staff. Requests for searches can be done quickly and easily with the use of an electronic form <etis.cli.det.nsw.edu.au/cli/etis/services/make_request.shtm>, which guides clients through a series of questions so ETIS staff get a clear picture of the research need.

Some examples of recent searches:

- day to day classroom and curriculum support searches such as *teaching students with Asperger's syndrome* and *best practice anti-bullying strategies*
- policy and planning searches such as *marketing methodologies* and *effective parent school partnerships*
- DET research support, with topics such as *anxiety in adolescence* and *pedagogical value of longer vs shorter lessons*
- speech writing searches, with a focus on quotations and newspaper articles.

Information services and databases

We subscribe to a range of Australian and international information services and databases such as Australian databases from Informit, Proquest Education, Ebsco's Academic Search Premier, PsycINFO, Wilson Education and Factiva news database. The Ebsco databases <etis.cli.det.nsw.edu.au/cli/etis/resources/databases.shtm> – Academic Search Elite, Primary Search, GreenFILE, Teacher Reference Centre and Business Source Elite, as well as Proquest Education can be accessed and searched by clients themselves, from work or home, via our website.

The more popular research topics are featured on our website as research spotlights <etis.cli.det.nsw.edu.au/cli/etis/research/research_spotlight.shtm>. These research spotlights cover topical education subjects with links to the most recent research, reports and articles, and can be used to get a quick update on a topic. Some recent examples are cyberbullying, sustainability and social media.

ETIS publishes a monthly *What's new* <etis.cli.det.nsw.edu.au/cli/etis/news/news_index.shtm> page which lists the latest education reports and research including links to the full text. It is an easy way to keep up-to-date with important issues and teachers can subscribe via an RSS feed.

Principals and teachers like the regular ETIS contributions to the online DET publication *Side by Side* <https://detwww.det.nsw.edu.au/news/sbs/index.htm>. Research undertaken by Corporate Communication identified that school based staff wanted access to full text research articles easily and regularly. ETIS evaluates and selects the best full text articles on a featured topic and these are published on the research webpage <https://detwww.det.nsw.edu.au/news/sbs/research/index.htm>.

NEALS

Keeping up-to-date is made easy via the ETIS *Alert services* <etis.cli.det.nsw.edu.au/cli/etis/services/alert_services.shtm>. These popular email updates are heavily subscribed to and cover a wide range of topics, such as:

- *Technology news* – news and reports on educational technology, business and innovation from Australian and international journals, magazines, newspapers and research organisations (published fortnightly).
- *UK and US News* – a selection of articles on current educational issues and developments appearing in the UK and US press (published weekly).
- *ABC Education podcasts* – a mix of education stories, from early childhood to the end of secondary school in podcast format. The podcasts examines new education ideas, and asks whether things could or should be done differently (published monthly).
- *School education news* – a daily alert with Australian news items about school education.

You can also subscribe to a wide range of *Journal alerts* <etis.cli.det.nsw.edu.au/cli/etis/services/journal_alerts.shtm> via our interactive alerts page. A specific article or book can easily be requested using the online forms.

ETIS also provides an *Historical information* service <etis.cli.det.nsw.edu.au/cli/etis/resources/history.shtm> for both schools and TAFE. We have a large collection of school history documents, historical DET reports, publications and statistics. We also have a large digitised photographic collection and some of these photographs are published in the photogallery of the *Government schools*

of New South Wales from 1848 website <www.governmentschools.det.nsw.edu.au/cli/govt_schools/index.shtm>. This website also contains a database with the operational dates of all NSW government schools from 1848, including details of name changes and classification as well as a large amount of facts and figures about the history of public education in NSW. The school history reports and photographs can be used for school anniversaries and events.

We are planning new services with the inclusion of a blog and a Web 2.0 social networking tools information bar on our website. ■

The ETIS website can be accessed through the *DET intranet* <https://detwww.det.nsw.edu.au/welcome.htm>, the *DET portal* <https://portal.det.nsw.edu.au/> and via *TaLe* <www.tale.edu.au>.

Please contact the manager Marjan McKeough (02) 9715 8357 for more information or some of our postcards to share with your colleagues.

Contact details ETIS:
Ph: (02) 9715 8357
Fax: (02) 9715 8292
Email: <etis.strathfield@det.nsw.edu.au>

It's a rap!

Students create word clouds digital stories and book trailers, and share their experiences on *blogED*.

The tale of Sandy and Rusty by The Fearless 2 Seals

confused funny curious polite friendly

Tabby
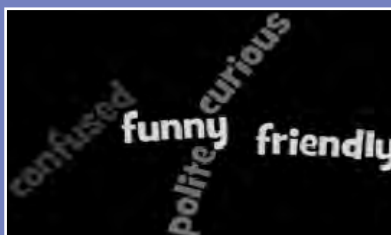
Book Week 2010: across the story bridge with *Fearless* rap www.schools.nsw.edu.au/raps /fearless10/index.htm

Fearless goes to Coolamon Central by Year 2 Garnet

Fearless K-2 rap blog
Hosted by Wiley Park PS Library with School Libraries & Information Literacy Unit

Fearless goes for a walk

Fearless 3-6 rap blog
Hosted by Wiley Park PS Library with School Libraries & Information Literacy Unit

Enjoy students' word clouds, SMART Notebooks, slideshows, movies and animations in the *Raps gallery* <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/notebook.htm>.

Quick bytes Quick bytes Quick bytes

Children's Book of the Year Awards 2010

The awards were announced by the Children's Book Council of Australia (CBCA) on Friday 21st August, 2010.

PICTURE BOOK OF THE YEAR

(Some of these books may be for mature readers; arranged alphabetically by illustrator)

Winner: ROGERS, Gregory (2009) *The hero of Little Street*, Allen & Unwin. SCIS 1404467, reviewed *Scan* 28(3)

Honour: COOL, Rebecca & MILLARD, Glenda (2009) *Isabella's garden*, Walker. SCIS 1427138, reviewed *Scan* 29(2)

Honour: OLIVER, Narelle (2009) *Fox and fine feathers*, Omnibus. SCIS 1422863, reviewed *Scan* 29(3)

BOOK OF THE YEAR: EARLY CHILDHOOD

Winner: SHANAHAN, Lisa & QUAY, Emma (2009) *Bear and Chook by the sea*, Lothian Children's. SCIS 1425022, reviewed *Scan* 29(3)

Honour: BOOTH, Christina (2009) *Kip*, Windy Hollow. SCIS 1453047, reviewed *Scan* 29(3)

Honour: GLEESON, Libby & BLACKWOOD, Freya (2009) *Clancy and Millie and the very fine house*, Little Hare. SCIS 1429471 reviewed *Scan* 29(2)

BOOK OF THE YEAR: YOUNGER READERS

Winner: HIRSCH, Odo (2009) *Darius Bell and the glitter pool*, Allen & Unwin. SCIS 1400214, reviewed *Scan* 28(4)

Honour: LESTER, Alison (2009) *Running with horses*, Viking/ Penguin Group (Australia). SCIS 1430852, reviewed *Scan* 29(2)

Honour: MURPHY, Sally & POTTER, Heather (2009) *Pearl verses the world*, Walker. SCIS 1410916, reviewed *Scan* 28(4)

BOOK OF THE YEAR: OLDER READERS

(These books are for mature readers)

Winner: METZENTHEN, David (2009) *Jarvis 24*, Penguin Group (Australia). SCIS 1404702, reviewed *Scan* 29(3)

Honour: CLARKE, Judith (2009) *The winds of heaven*, Allen & Unwin. SCIS 1404414, reviewed *Scan* 29(1)

Honour: MILLARD, Glenda (2009) *A small free kiss in the dark*, Allen & Unwin. SCIS 1398162, reviewed *Scan* 29(3)

EVE POWNALL AWARD FOR INFORMATION BOOK OF THE YEAR

(Some of these books are for mature readers)

Winner: MacINNIS, Peter (2009) *Australian backyard explorer*, National Library of Australia. SCIS 1420539, reviewed *Scan* 29(2)

Honour: PATRICK, Tanya & HUTCHESON, Nicholas (2009) *Polar eyes: a journey to Antarctica*, CSIRO. SCIS 1440203, reviewed *Scan* 29(3)

Honour: YALATA & OAK VALLEY COMMUNITIES, with MATTINGLEY, Christobel (2009) *Maralinga*: the *Anangu story*, Allen & Unwin. SCIS 1399515, reviewed *Scan* 29(3)

CRICHTON AWARD FOR CHILDREN'S BOOK ILLUSTRATION

Winner: GEPPERT, Andy & BROWN, Tim (2009) *Little big tree*, Kidiki Publishing

Winner: JOYNER, Andrew & DUBOSARSKY, Ursula (2009) *The terrible plop*, Viking/ Penguin Group (Australia). SCIS 1399183, reviewed *Scan* 28(2)

Reviews of the above resources are available online at
<www.curriculumsupport.education.nsw.gov.au/schoollibraries/resrev/index.htm>.

Teacher librarians follow the BOOKtrail

Sue Atkins, teacher librarian at Jannali East Public School, reflects on a wonderful weekend for bibliophiles.

The township of Bowral proved to be an irresistible lure for a group of teacher librarians for a weekend getaway. We are all from schools in the Sutherland Shire and chose Bowral as our destination as it is the heart of the Southern Highlands' BOOKtrail and the home of Australia's first booktown project <www.booktown.com.au>.

The district can also lay claim to over 20 book shops and book related enterprises. It was also home to both Charlotte Barton, author of the first book for children published in Australia, *A mother's offspring to her children* (1841) and her daughter, Caroline Louisa Atkinson, author of *Gertrude the immigrant* (1857), the first work of fiction written by an Australian born woman.

After checking into Pepper's Craigieburn Resort, the teacher librarians met for lunch at the *Elephant Boy Cafe*, aptly decorated with walls lined with old books, where we indulged our senses with the aromas and feel of colonial British India.

Fuelled with heavily-laden stomachs and caffeine, we hit the many bookshops and other lovely shops of Bowral. After hours of fossicking for books, clothes and home wares, the weary group met at Berkelouw's for a coffee and cake.

Over the weekend, the group had opportunity to network and take a break from a very busy Term 3. Conversations flowed with topics such as Education and Book Week activities (character parades and book fairs) to the new BER libraries to the merits of Dewey and finally... what should the collective noun for a group of librarians be called? A collection of librarians? A whisper? A shush?

On Sunday, we finished with a final catch up and a browse at Berkelouw's Book Barn at Berrima before making our way back to Sydney, our bags bulging with books. A fantastic weekend was had by all, and we hope to do it again next year! ■

The Sutherland Shire Teacher Librarians Network meets once each term for a professional development and networking day. Teacher librarians interested in joining the Sutherland Shire Teacher Librarian Network can contact Sue Atkins on 0414 66 14 10

My space, their space, a shared space

Cate Mitchell, teacher librarian, shares the Year 12 experience in the school library at Merrylands High School. Cate, and library assistant Kerry Johnson, enjoy the weeks of transformation before and after the HSC.

I'm sure many teacher librarians witness the transformation of Year 12 students as they progress through their final year from relaxed and comfortable (where have I heard that before!) to extremely motivated, even manic, as outlined in Dahlia's recent article.

The month of the trials meant a significant transformation in the habits of Year 12 students. Phones disappeared, iPods were stashed away and Facebook accounts were deactivated... It does seem a grim state of affairs for any 21st century teenager, but these pastimes had to be put aside – for a while at least. The positive side was that the library membership cards got a good workout. Pens replaced keyboards, books replaced computer screens.

Dahlia Jovic,(2010) 'Facebook, phones gave way to library cards, study', *The Sydney Morning Herald*, 20 September, 2010, p. 19.

As the year draws to a close, total attention is given by Year 12 to attending the library to complete essays, attend the after-school homework centre, collect additional information or resources, finesse essays and bibliographies, and borrow that essential book for revision.

Often you can feel the electricity in the air as groups of students confer and prepare for the HSC. It is a pleasing and welcome sight (although sometimes exhausting) for the library staff at Merrylands High to witness this transformation before the HSC. It is also wonderful to debrief with Year 12 students after the exams, and share their plans and expectations for the future. ■

2011 ALIA Information Online Conference & Exhibition

The 15th ALIA Information Online Conference & Exhibition, 1–3 February 2011, is being held at the Conference & Exhibition Centre at Darling Harbour, Sydney. For information and registration details, go to <www.information-online.com.au/>.

Complementary paperback and e-book packages may be the future for reading in Australia

John Elder's article, 'Is this the final chapter for paper books?', *smh.com.au*, 26 September, 2010, includes comments by Joel Becker, CEO of the Australian Booksellers Association and by Stephen May, president of the Australian Publishers Association, regarding the complex issues facing the future of publishing and connections between publishers and bookstores. Read the article at

Have you heard...

<www.smh.com.au/entertainment/books/is-this-the-final-chapter-for-paper-books-20100925-15roe.html>.

Customise web searches for students

Creating customised web searches enables teachers to select quality websites to develop student skills in locating and selecting resources without the distraction of finding hundreds and sometimes thousands, of irrelevant sites.

Teacher librarians can collaborate with classroom teachers to create *Google* custom search engines for specific units of work. The video, *Creating a custom search engine* (Figure 1), has step-by-step instructions.

Of course, creating pathfinders in a SMART Notebook will achieve the similar results. The *Imaginary creatures – Early Stage 1 COGS (B): Me*

Figure 1 Google custom search engine <www.youtube.com/watch?v=iyTiVDpSAzY&feature=related>

notebook mentioned in Beyond the review in this issue of *Scan* (p. 20), is a good example. Another good place to start is with the updated *COGs resource lists* <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/cogsresources.htm>.

Library Lovers Day

Mark 14 February 2011 in your calendar as Library Lovers Day. Special programs and competitions will be held at public libraries to celebrate the day. See <www.librarylovers.org.au/> for great ideas. ■

New look *Resource reviews*

Resourcing curriculum through a balanced collection

- *e-resources* section replaces *Internet sites* section
- e-resources reviews include digital authoring tools, e-books, e-journals, learning objects, slide shows, videos, websites
- reviews specify if resources have a fee, need registration, or need a reading device
- all words e.g. e-book, are searchable terms in *Resource reviews* database <www.schools.nsw.edu.au/resourcereviews/>
- scan the SCIS barcodes to select e-resources for your collection – some will need to be purchased & ⑤ = must purchase
- N.B. SCIS *Special order files* for *Scan* e-resources only include freely available online resources
- N.B. e-resources in *Special order files* do not include resources needing registration or payment or special reader devices e.g. Kobo and Kindle
- see FAQs for downloading & accessioning e-resources in this issue p. 32 and in updated FAQs online at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/faqs/>
- icons signify type of e-resource (see p. 50)

🔧	**digital authoring tool; learning platform software**	💻	**media presentation e.g. podcast; slide show; digital story; video**
📖	**e-book; e-journal; online database**	🌐	**website**
🎮	**interactive e.g. game; learning object**	▦	**scan sites straight into SCIS *Create orders* or use SCIS *Special order files***

Tell us what you think about the e-resources reviews. Contact: <scan.editor.det.nsw.esu.au>.

The Book Depository <www.bookdepository. co.uk/live > has a real time global map that shows who is buying what resources. It's just for fun and interesting, if you have a few spare minutes.

GRAPHIC: 'The arrival' by Shaun Tan <www.smh. com.au/photogallery/ entertainment/sydney-opera-house/ graphicthe-arrival-by-shaun-tan/ 20100712-107i1.html> features a slideshow with 11 images from Tan's book.

Jungle drums by Graeme Base iPhones talkie book <www.youtube.com/ watch?v=xBg0NYmurVU&NR=1>. Created for iPhones applications, the auto play function shows full page illustrations and then overlays the screen with the text.

LearningReviews.com: educational websites that help kids learn <www. learningreviews.com/jreviews/> is a directory of mostly free interactive websites that have been highly rated by parents and educators.

Manifesto for 21st century school librarians, a recent article by Joyce Kasman Valenza in VOYA at <www.voya.com/

Have you seen...

2010/09/15/tag-team-tech-october-2010/>. Re-imagine your school library as a physical and digitally connected learning space. Valenza's article includes links to great resources.

NLNW Literacy and Numeracy videos <www.nlnw.nsw.edu.au/ events10.htm> is the home of a diverse range of videos to support teaching and learning in Literacy and Numeracy. Some examples are: *NOW literacies - everyday classrooms reading, viewing and creating multimodal texts* by Dr Jon Callow, and *Teaching writing with Christopher Cheng*.

Raps gallery 1 and Raps gallery 2 at <www.curricu-lumsupport.e ducation. nsw.gov.au/schoollibraries/teachingide as/isp/k_6/notebook.htm> for student created e-books, book trailers and word clouds using a variety of digital authoring tools.

Shrieking Violet book trailer YouTube.wmv <www.youtube.com/ watch?v=XvKJN0nOf-o>. Students

will love Emma Quay's book trailer for *Shrieking Violet*. What a wonderful activity to introduce them to the book reading experience.

Sydney Opera House: *The arrival by Shaun Tan*. Hosted by the Sydney Opera House, watch a video of highlights of Shaun Tan's *The arrival*. It features a live score by Ben Walsh and the Orkestra of the Underground, at <play.sydneyoperahouse.com/ index.php/graphic/shaun-tan-the-arrival.html>.

The terrible plop e-book <thelittlebigbookclub. com.au/theterribleplop/ flash.html#/main/homePage/> comple-ments a reading of the shortlisted book for the CBCA 2010 Book Awards.

NLNW Literacy and Numeracy videos <www. nlnw.nsw.edu.au/ events10.htm> is the home of a diverse range of videos to support teaching and learning in Literacy and Numeracy. Some examples are: *NOW literacies - everyday classrooms reading, viewing and creating multimodal texts* by Dr Jon Callow, and *Teaching writing with Christopher Cheng*. ■

Do you have a great idea
for a future *Scan* article?

Please ring the Editor on
02 9886 7501 or email
<editor.scan@det.nsw.edu.au>

Resource reviews

Lizzie Chase *is Review*

Coordinator, School Libraries and

Information Literacy Unit

<elizabeth.chase@det.nsw.edu.au>

The following resources have been reviewed by a panel of teacher librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 22nd may be specified. Many more reviews than we publish in *Scan* go onto the DET website <www.curriculum-support.education.nsw.gov.au/schoollibraries/>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online at <hsc.csu.edu.au>.

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact <colleen.foley@det.nsw.edu.au>.

USER LEVELS *are given in Stages as follows:*

Early Stage 1	*(for preschool/early childhood)*
Stage 1	*(for lower primary)*
Stage 2	*(for middle primary)*
Stage 3	*(for upper primary)*
Stage 4	*(for lower secondary)*
Stage 5	*(for middle secondary)*
Stage 6	*(for upper secondary)*
Community	*(for community/parent/adult)*
Professional	*(for teachers)*

The category **KLA** is intended to provide a guide as to which key learning area the resource supports. These, and the **USER LEVEL**, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the key learning area:

CA	*Creative Arts*
English	*English*
HSIE	*Human Society & Its Environment*
Languages	*Languages*
Mathematics	*Mathematics*
PDHPE	*Personal Development/Health/Physical Education*
Science	*Science*
SciTech	*Science & Technology*
TAS	*Technology & Applied Studies*
and	
VET	*Vocational Education and Training*
CEC	*after a syllabus denotes that it is a Content Endorsed Course*
COGs	*indicates the Connected Outcomes Groups from the Planning and programming framework.*

The subheading ABSTRACT indicates this resource is described rather than evaluated.

Images for internet sites are from Microsoft clip art and media <office.microsoft.com/en-us/clipart/default.aspx?lc=en-us>.

e-resources

Resources are listed in Dewey order.

Changes happen daily on the internet. Sites may not be permanent or structured as they were when reviewed. Reviews indicate fees, registration or devices as needed. Icons used:

	digital authoring tool; learning platform software
	e-book; e-journal; online database
	interactive e.g. game; learning object
	media presentation e.g. podcast; slide show; digital story; video; audio
	website
	must be purchased
	scan selected e-resources into SCIS *Create orders* or check SCIS *Special order files*

Alice in Wonderland [electronic resource]

itunes.apple.com/au/app/alice-for-the-ipad-lite/id364746811?mt=8

This iPad lite e-book for download for registered users within iTunes has been meticulously constructed to take advantage of the touch screen and the potential for hyperlinking. New graphics, Lewis Carroll's words and John Tenniel's original illustrations have been adapted to an aged paper patina: fob watches can be grabbed and flicked, marmalade jars respond to gravity, and mushrooms can be tossed into the air. This site has two **e-books**, an abridged edition and the *Original 249 page classic edition*. Independent readers will find plenty to interest and motivate them with these bold graphics. The resource has just the right balance of gimmicks to attract readers to the full text version. As an excellent example of interactive book design, the site's bold graphics could be productively explored by Visual Design students. Four pages can be freely viewed on a computer, a larger sample can be freely downloaded onto an iPad, and the full versions of both editions can be downloaded for a fee. V. Davidson

USER LEVEL:	Stage 3 Stage 4
KLA:	CA; English
SYLLABUS:	English K–6; English 7–10; Visual Design 7–10
SCIS SUBJECTS:	Adventure stories; Dreams – Fiction; Fantasy
PUBLISHER:	Atomic Antelope, USA
REVIEW DATE:	12/09/10 [F]

SCIS 1477668

NEALS

AUSTEN, Jane

Pride and prejudice [electronic resource]

kobobooks.com/ebook/Pride-And-Prejudice/book-ktBN3ytXPE2sID4gla5Zlg/page1.html

The popular *Pride and prejudice* is a simple and readable free **e-book** for registered users on the *Kobo* site and it ties in with novels and television productions. Elizabeth Bennet is talented and intelligent, but she makes judgements too easily which then entrap her and her friends. The reserved and aloof Darcy is also establishing his position in the community. The novel's transcendent appeal has held the attention of generations of female and male readers. On Kobo, in the smallest font and with serif on, the layout is immaculate and the reading experience flows smoothly. As a related text in a support of the English Stage 6: *Extension 1* Elective: *Romanticism*, or for a text that could be read in junior English with ease, this version is an excellent addition to students' personal libraries. V. Davidson

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6: *Extension 1*
SCIS SUBJECTS:	Brothers and sisters – Fiction; Dating (Social) – Fiction; England – Social life and customs – 19th century – Fiction; Family relations – Fiction; Love stories; Social classes – Fiction; Women in England – Fiction
PUBLISHER:	Project Gutenberg, USA
REVIEW DATE:	10/09/10 [F]

SCIS 1477381

CARROLL, Lewis

Alice's adventures underground

[electronic resource]

www.bl.uk/collections/treasures/alice/alice_broadband.htm?top

By clicking the link to this free **e-book** a digitally scanned image of the original book appears. Images of handwritten text and black and white illustrations are found in the leather bound book. A typewritten copy of the page can be opened in a smaller window and a magnifying rectangle can also be opened to view the pages more closely. Audio narration of the text is also available for each page and can be combined with the magnifying tool to allow the viewer to read the clear hand printed text. Pages can be turned by sliding a button along a bar, clicking the arrows or by using the computer mouse to guide a hand shaped cursor over the pages. This **e-book** could be used for a group reading session in primary schools, as well as for an academic study of the book by English Stage 6: *Extension 2* students. The narrator's voice is clear and pleasant and the use of an IWB to display the illustrations would enhance the experience. R. Parnis

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
SYLLABUS:	English K–6; English 7–10; English Stage 6: *Extension 2*
SCIS SUBJECTS:	Adventure stories; Dreams – Fiction; Fantasy
PUBLISHER:	British Library Board, UK
REVIEW DATE:	01/10/10 [F]

SCIS 1474866

Scan the SCIS barcodes to select e-resources for your collection.

($) **= must be purchased.**

DAVIS, Shelby

This is not the end

www.obooko.com/obooko_shorts/bookpages/collections/shortc0034_thisisnottheend_davis.php

A fascinating anthology of 10 short stories told from a variety of viewpoints, this free **e-book** requires registration and download and is an ideal resource for exploring and analysing the short story form. Students can read the **e-book** on their computer using free e-reader software, such as Calibre or Adobe Digital Editions. Each story presents a vignette of everyday existence, such as memories of a mother obsessed with shopping lists, and filling a city with billboards of classical art works. Thematic concerns such as death, life's memories and purpose, and fractured relationships can be examined. As a PDF **e-book**, the reading frame contains the easy to use Acrobat toolbar that provides flexibility and adaptability. For example, readers can click the marquee zoom tool to enlarge the entire page. Specific points of interest within the document can be located. Consideration of Americanised spelling and adult themes may be required. With its unpretentious layout, this easily navigated **e-book** could form the basis of numerous engaging learning experiences. H. Gardiner

USER LEVEL:	Stage 5
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	American short stories
PUBLISHER:	S. Davis, USA
REVIEW DATE:	10/09/10 [F]

SCIS 1476844

DOCTOROW, Cory

Little brother

www.obooko.com/obooko_teenya/bookpages/tya0023_little-brother_doctorow.php

In the aftermath of a devastating terrorist attack, San Francisco becomes a surveillance state. The movement of every citizen is monitored, with the slightest deviation leading to interrogation. Computer whiz Marcus is caught up in the ensuing hysteria and wrongly accused of being a terrorist. To avenge his wrongful imprisonment, Marcus becomes entangled in a strategic game with the bureaucratic authorities who are making his life miserable. With its intriguing, fast paced plot, this free **e-book** requiring registration draws the reader into a tumultuous world where technology is the predominant weapon. Students can read the **e-book** on their computer using free e-reader software, such as Calibre or Adobe Digital Editions. As a PDF, navigating the novel is uncomplicated. A reader can choose to use the scroll bar or the arrow button to read each page. The overall layout is similar to that of a traditional print novel, although each chapter commences with a sponsor's endorsement. However, such inclusions should not detract from the compelling read that this **e-book** offers. H. Gardiner

USER LEVEL:	Stage 5
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	Adolescents – Fiction; Civil rights – Fiction; Computer hacking – Fiction; Counter culture – Fiction; Terrorism – Fiction
PUBLISHER:	C. Doctorow, USA
REVIEW DATE:	10/09/10 [F]

SCIS 1476273

EDWARDS, Hazel & PETROPOULOS, John

Plato the platypus plumber (part-time) [electronic resource]

tiny.cc/w4b8j

Available for purchase as a Kindle **e-book**, for reading using free ePUB and PDF compatible software such as Calibre or Adobe Digital Editions, this picture book features Plato the platypus plumber and his friendship with a young neighbour, Zanzibar. Zanzibar's family are renovating a house by the creek and Plato solves their plumbing problems when Zanzibar floods the bath and the toilet becomes blocked. Delightful and vigorous pictures illustrate Plato's helpful and energetic personality and bring the bush family's context to life. Providing an ideal opportunity to discuss drought in rural Australia and also to explore the uniqueness of the platypus, the book is a fictional springboard to considering issues of water and habitat conservation. A book trailer can be viewed on YouTube and teachers' notes and a script are available from <www.ipoz.biz/Titles/Plato.htm>. E. Chase

USER LEVEL:	Stage 1 Stage 2
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
SCIS SUBJECTS:	Platypus – Fiction; Plumbing – Fiction
PUBLISHER:	Interactive, USA
REVIEW DATE:	01/09/10 [F] $9.99

SCIS 1477704

GRAHAME, Kenneth

The wind in the willows [electronic version]

www.archive.org/stream/windinwillows00grah#page/n9/mode/2up

The immediate appeal of this delightful early edition of Grahame's classic tale of adventure, friendship and self reflection could be used to extend readers to become immersed in the rich world of literature. A beautifully designed cover resonates some of the book's main concerns, presenting the grace of the natural world and the harmony of relationships explored by the main characters. This free **e-book** uses Paul Bransom's illustrations and depiction on an IWB would facilitate class discussion to compare styles, techniques and meaning. Elegant graphics, including the delicate sepia endplates, complement the writing and make it an ideal resource to encourage critical and imaginative thinking. English and Visual Arts students could use the resource to analyse the transformation of ideas into graphic representations. A reading frame assists focus on the novel and users can set an automatic page turner to browse the entire book, manually turn each page, or select page numbers. A search box enables quotations from major characters to be identified and a zoom function facilitates appreciation of detail. J. Stevens

USER LEVEL:	Stage 5 Professional
KLA:	CA; English
SYLLABUS:	English 7–10; Visual Design 7–10
SCIS SUBJECTS:	Animals – Fiction; Country life – England – Fiction; Friendship – Fiction
PUBLISHER:	Scribner, USA
REVIEW DATE:	30/09/10 [F]

SCIS 1474277

HATHORN, Libby & UNGER, Doris

Zahara's rose [electronic resource]

tiny.cc/khx26

Available for purchase as a Kindle **e-book**, for reading using free ePUB and PDF compatible software on an e-reader or computer, such as Calibre or Adobe Digital Editions, this detailed picture book relates the journey of Zahara and her family as they endeavour to take the first rose to the Queen of Babylonia for her precious garden. The rose symbolises something wonderfully surprising that can grow from nothing, with some patience and faith. The moving language and illustrations combine to make Zahara's emotions of anticipation, disappointment, awe and pride tangible to the reader. This visual tale transports its audience to another time and place. Themes of family relationships and loyalty may be a source of classroom exploration, perhaps focussing on traditions and the special bonds that form between family members. L. Doyle

USER LEVEL:	Stage 2
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Babylon (Extinct city) – Fiction; Gardens – Fiction; Historical fiction; Roses – fiction
PUBLISHER:	Interactive, USA
REVIEW DATE:	01/09/10 [F] $10.99

SCIS 1477703

HUSEINOVIC, Andrea Petrlik

The blue sky

en.childrenslibrary.org/

Accessible online within the International Children's Digital Library, this free **e-book** is an unusual story about a sad and lonely little girl who dreams of seeing her mother again. Blue and grey hues complement the theme of grief that follows the death of a loved one. Teachers are advised to share the reading with students and guide discussion about the girl's disengagement from reality as she retreats into her own world. An IWB would assist the guided reading experience as pages turn with a simple click of the mouse and the text can be enlarged on each double page spread. After the reading, teachers may use the full screen of thumb nail images to recall the narrative and support discussion. Translated from Croatian, this picture book can be read in nine languages and is easily located by a keyword, title or author search in **Read books**. The end pages will arouse thoughtful readers to appreciate the author's experiences with, and insights about, grief. F. Mead

USER LEVEL:	Stage 3
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Bereavement – Fiction; Mothers – Fiction; Parent and child – Fiction
PUBLISHER:	Kasmir Promet, Croatia
REVIEW DATE:	01/10/10 [F]

SCIS 1476034

LEWIS, C. S.

The lion, the witch and the wardrobe [electronic resource]

tiny.cc/ba72i

Available for purchase as a Kindle **e-book**, this story follows the adventures of four children who have been sent to a huge English country house where they expect to run wild. A wardrobe in an empty room becomes a portal to a parallel universe which is stuck in eternal winter and tyrannised by a white witch. The **e-book** reads smoothly in the default resolution within Kindle; the programmers have taken time to get it right. The **Go to** function gives access to the cover, table of contents, and any specified location. With the recent movie adaptation, the novel is increas-

NEALS

ingly popular as recreational reading. As an **e-book** it will definitely find a wider audience. V. Davidson

USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Creation – Fiction; Fantasy; Good and evil – Fiction; Voyages and travels – Fiction
PUBLISHER:	HarperCollins, USA
REVIEW DATE:	09/09/10 [F] $11.99

SCIS 1477447

LICHTENBERG, Tom

Raisinheart

www.obooko.com/obooko_teenya/.../tya0056_raisinheart_lichtenberg.php

Accessible as a free online **e-book** within the *Obooko* site, reading this does require registration and free PDF compatible software such as Calibre or Adobe Digital Editions. Twelve year old Jimmy Kruzel is the protagonist and narrator of the three bittersweet short stories in this fabulous **e-book**. Jimmy is an awkward adolescent trying to cope with the complexities of growing up. Each narrative focuses on a variety of issues such as alienation, bullying and friendship. As the **e-book** is downloaded as a PDF document, the reading frame contains the Adobe Acrobat functions. It is possible to fit the page to the screen using the zoom or preset magnification tool. Readers can also choose to display one page at a time or fill the window with each page and scroll through the text. The ability to access a specific page is achieved by clicking on the relevant thumbnail image. The inclusion of coarse language would need to be considered before exposing junior secondary students to these stories. Best suited to older readers, the **e-book** is ideal for exploring the structures and features of the short story form, and as a supplementary text for the English Stage 6 Area of Study: *Belonging*. H. Gardiner

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Bullying – Fiction; Coming of age – Fiction
PUBLISHER:	T. Lichtenberg, USA
REVIEW DATE:	23/08/10 [F]

SCIS 1476850

MONTGOMERY, L. M.

Anne of Green Gables [electronic resource]

kobobooks.com/ebook/Anne-Of-Green-Gables/book-dUM2GbhtgkGJ45XjEwTBZw/page1.html

Kobo provides a straightforward display for a straightforward story. This free **e-book** from Project Gutenberg does require registration for download purposes. Students will need the free Kobo e-reader software on their computers or they can use a Kobo e-reader. On the verge of old age, Marilla Cuthbert and her brother Matthew surprise their staid country community by embarking on adoption. Anne arrives: an 11 year old girl with flaming red hair, pale skin, and an attitude ready to take on the world. In spite of temper outbursts, Anne proves she has character and determination. She finds she can belong to this conservative community and she finds a family with the Cuthberts. Choices of five font sizes and serif or non serif make the **e-book** an easy read. A hundred years after it was written is still a model of skill in using multiple character

perspectives and a writing model in the postcard description of Prince Edward Island in Canada. For students of either gender coming to terms with adolescent identity, the novel is a classic. V. Davidson

USER LEVEL:	Stage 4 Stage 5
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	Country life – Canada – fiction; Family life – fiction; Family sagas; Friendship – Fiction; Orphans and orphanages – Fiction
PUBLISHER:	Project Gutenberg, USA
REVIEW DATE:	10/09/10 [F]

SCIS 1477297

NESBITT, E.

Five children and It [electronic resource]

tiny.cc/pplx2

Beauty, wealth, desire, flight, class structure, and how a group of children can defend a castle, are themes explored within this marvellous Kindle **e-book** for purchase. Nesbitt got the balance just right in this classic of children's literature. There is character development, serious problems are resolved and all is narrated with a light humorous touch. Nesbitt plays with concepts in a way that children will respond to and assimilate on their own level. Fifty years later, C.S. Lewis would explore a similar comparative paradigm. On Kindle, the text is clear, simple and well formatted for easy reading. In a collaborative learning session it would be very feasible to base small group work around this **e-book**. V. Davidson

USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Brothers and sisters – Fiction; Country children – Fiction Family relations – Fiction; Fairies – Fiction; Magic – Fiction; Wishes – Fiction
PUBLISHER:	Penguin, USA
REVIEW DATE:	09/09/10 [F] $6.75

SCIS 1477450

OBHRAI, Mani

False memory: 15 stories that I think are actually true

www.scribd.com/doc/2058280/False-Memory-15-Stories-That-I-Think-Are-Actually-True

Available to read online as a free title for teacher or students who register with *Scribd*, this is an impressive PDF **e-book** of short stories and a versatile resource for students. The composer takes seemingly mundane events and adds quirky twists to each narrative. In a broad range of subjects, each story is told from the first person perspective. The examination of character development and narrative structure may be of particular interest, especially in the shortest of these stories. The relatively sparse language also allows for exploration of appropriate word choice. **Endnotes** provide charming anecdotes and snippets on particular elements of the stories. It is a simple process to navigate through the text using the Adobe Acrobat toolbar. Due to its practical format, this wonderful collection would be of interest to teachers of junior English. H. Gardiner

PUNT, Steve

Rockford's rock opera. [Part one]

www.rockfordsrockopera.com

Scripted by and featuring writer and performer Steve Punt, this adventure **e-book** relates how a boy and his dog arrive on the mystical Island of Infinity. *Rockford's rock opera* was launched online in 2009 and has, according to the website, already been downloaded by 10 000 schools. It is a musical ecological story, most suitable for K–6 students. The Island of Infinity is home to the last of every extinct species on Earth. There is a strong sustainability message. The music is catchy, though more pop than rock, and could easily be performed by children. Part one is a free 52 minute download conveniently divided into six chapters. It is a wonderful mixture of media: picture, video, written text, spoken word, sound effects and drama. The website offers a wealth of material and is easy to navigate. Performance is encouraged and scripts can be purchased, as can the opera on CD-ROM. J. Pretty

RIORDAN, Rick

Percy Jackson and the last Olympian [electronic resource]

tiny.cc/trxze

When Percy discovers he is part of the panoply of the Greek gods, his ordinary New York family, with his bullying stepfather and his ever suffering mother, struggle to keep their meaning for him. With a recently released movie and the close parallels with Greek mythology, this is a tempting Kindle **e-book** for purchase to consider for joint lessons and assignment work. This resource could productively support Year 7 class combinations of English and HSIE, where the class is studying ancient Greece in History 7–10. The Kindle has options for choosing which chapter to jump to, plus a cover reproduction, a descriptive table of contents, and 353 locations. V. Davidson

SHELLEY, Mary

Frankenstein [electronic resource]

kobobooks.com/ebook/Frankenstein/book-Q9TzXDLcW0W1y Btt26r_wQ/page1.html

This classic has all the freshness of a contemporary science fiction blockbuster. The framing narrative of letters from Captain Walton to his sister is written from his ship in the Arctic. Walton sees a giant figure bounding over the snowy wastes and later he comes across the near dead scientist Victor Frankenstein who retells his passion to create life. In crystal clear English, the narrative weaves across early 19th century Europe, intertwining natural philosophy with ancient alchemy. English Stage 6: *Extension 1* students who are undertaking the Elective: *Romanticism* or the Elective: *Science fiction* may appreciate this free **e-book** from Project Gutenberg as a supplementary text of their own choosing. Students downloading the text from Kobo will need to sign up for free registration and have the free Kobo e-reader software installed on their PCs, or free software such as Adobe Digital Editions or Calibre if they do not own a Kobo e-reader device. V. Davidson

SOORIYARACHCHI, Janaki

The witch's daughter

en.childrenslibrary.org/

Accessible within the International Children's Digital Library website, this free **e-book** involves a rebellious daughter, an ugly witch, and spells with fabulous illustrations which will hold children's attention. Readers will soon discover the story deals with vanity, anger, obsession and inner beauty — all very relevant issues in today's world. Broccolina learns that there are consequences for being mean and angry towards others and that true beauty comes from the inside. Teachers are sure to find this a very useful story for teaching about feelings, responsibility and respect, consequences, accepting who we are and being kind to others. F. Mead

STOKER, Bram

Dracula [electronic resource]

kobobooks.com/ebook/Dracula/book-j_LSajjtcUORkfo0gP_7Ug/page1.html

A work of great precision, this free **e-book** keeps the reader in wonder. Simultaneously visceral and philosophic, the original vampire story has had many imitators but few with a similar ability to hold the reader. The fertility of the countryside's blossoms and

fruit is contrasted with the cold forbidding castle and the forceful and hungry personalities that seem set on devouring our innocent narrator. Shades of modern gothic and all things vampiric, as seen in the *Twilight* series, are set in foundation in this novel. The Kobo version is as enthralling as any paperback edition, and English Stage 6: *Extension 1* students undertaking the Elective: *Romanticism* may appreciate the **e-book** as a supplementary text of their own choosing. Students downloading the text from Kobo will need to sign up for free registration and have the free Kobo e-reader software installed on their PCs, or free software such as Adobe Digital Editions or Calibre, if they do not own a Kobo e-reader device. V. Davidson

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6: *Extension 1*
SCIS SUBJECTS:	Gothic fiction; Supernatural stories; Vampires – fiction
PUBLISHER:	Project Gutenberg, USA
REVIEW DATE:	10/09/10 [F]

SCIS 1477311

Tribes: the dog years

www.soulcraftcomics.com/main/comics/tribes-the-dog-years/ tribes-pages/tribes-prologue-webcomic-preview-0/

More than 30 pages of a graphic novel are presented digitally on this site. The science fiction tale, with its many intertextual links, is set on a post-apocalyptic Earth. It is an action packed futuristic narrative that highlights the importance of living in harmony with nature. This idea is conveyed predominantly through exquisite, complex artwork, including the use of irregular panels, panels within panels, transformations, colour, symbolism, caption boxes, varied speech bubbles, and onomatopoeic devices. Using this **e-book** resource on laptops or an IWB will provide a valuable multimodal text for teaching a range of graphic narrative devices and cultivating evaluative skills through individual analysis and class discussion. C. Sly

USER LEVEL:	Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	English 7–10; English Stage 6; Visual Design CEC Stage 6
SCIS SUBJECTS:	Adventure stories; Dystopian fiction; Graphic novels; Science fiction
PUBLISHER:	SoulCraft Comics, USA
REVIEW DATE:	21/09/10 [F]

SCIS 1470429

VLADIC-MASTRUKO, Manuela

Otto the spider

en.childrenslibrary.org/

Accessible online as a free title within the International Childrens Digital Library site, this great **e-book** about Otto the spider's adventures in an old house is sure to spark discussion about the past, old places, hidden treasures, and spiders. Using an IWB, teachers can model a simple search for this resource by entering the keyword, Otto or spider, in **Read books**. Click on the cover for catalogue details, and then click the cover again for a screen of thumb nail images of the complete text. Enlarge each image by rolling the mouse over it to stimulate students' predictions and then click to begin the full screen, page turning reading experience. Readers will love the wonderfully quirky illustrations and the micro details of weaving a spider web. F. Mead

USER LEVEL:	Stage 2
KLA:	CA; English; HSIE; SciTech
SYLLABUS:	Creative Arts K–6; English K–6; HSIE K–6; Science & Technology K–6
SCIS SUBJECTS:	Spiders – Fiction
PUBLISHER:	Naklada Haid, Croatia
REVIEW DATE:	01/10/10 [F]

SCIS 1476014

WILDE, Oscar

The importance of being earnest

kobobooks.com/ebook/The-Importance-Of-Being-Earnest/book-IpGsJkVOq0WuJE3J_AZUNg/page1.html

The works of Oscar Wilde continue to be popular and worthy of critical study in senior English and Drama. In Drama Stage 6, the individual project centred on a monologue requires students to undertake a solo performance based on a script excerpt. This free **e-book** from Project Gutenberg is a fine resource for that purpose, providing a clear and simple screen read. As a reference text for teacher use or for use by a student, it fills a niche. Students downloading the text from Kobo will need to sign up for free registration and have the free Kobo e-reader software installed on their PCs, or free software such as Adobe Digital Editions or Calibre, if they do not own a Kobo e-reader device. V. Davidson

USER LEVEL:	Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	Drama 7–10; Drama Stage 6; English 7–10
SCIS SUBJECTS:	Comedy; English drama
PUBLISHER:	Project Gutenberg, USA
REVIEW DATE:	10/09/10 [F]

SCIS 1477315

WILHELM, Hans

A new home, a new friend

en.childrenslibrary.org/

Accessible online within the International Children's Digital Library, young readers will enjoy this delightful free **e-book** about moving to a new house and making new friends. When Michael finds the courage to explore his new house and garden alone, he finds a dog living in the backyard. His new friend helps him find the joy in a new home in a story which celebrates friendship. F. Mead

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Dogs – Fiction; Moving, Household – Fiction
PUBLISHER:	Random, USA
REVIEW DATE:	01/10/10 [F]

SCIS 1476012

WILHELM, Hans

The big boasting battle

en.childrenslibrary.org/

Accessible online within the International Children's Digital Library, children will enjoy the competition between unlikely friends in this enjoyable free **e-book**. Horace the lion and Sylvester the snake get into an argument over who is better, and as a result they fall into a trap. They get out by cooperating, and decide that

each is perfect in their own way. The resource would be useful for classroom work on friendship, teamwork, personal differences and strengths. The story is also available in other languages, including a simplified Chinese version. F. Mead

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	English; Languages
SYLLABUS:	Chinese K–10; English K–6
SCIS SUBJECTS:	Cooperation – Fiction; Lions – Fiction; Snakes – Fiction
PUBLISHER:	Scholastic, USA
REVIEW DATE:	01/10/10 [F]

SCIS 1475941

Go! Animate

goanimate.com/

Creating animations is an entertaining and easy exercise on this site. Most of the tools are free. Site users are initially prompted to view a tutorial, and this is a good idea as it quickly conveys how to use each aspect of the animation. The tabs at the top of the site allow users to create and view others' animations. Students will very quickly become adept at choosing backgrounds, creating actions for their characters, and adding music and speech bubbles. Up to seven scenes can be created in an animation, with characters and dialogue added as a process. In addition to the basic scenes and characters, users can create characters and choose from different themes, such as cartoon classics. There are several other walled versions, such as *Domo animate*, but the basic site provides more features. A new education version is currently being developed. Teachers are reminded to examine gallery contributions, the Terms of Use and the **Privacy Policy** for this site. K. Cuthbert

USER LEVEL:	Stage 5 Professional
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	Classroom activities; Computer animation; Computer graphics
PUBLISHER:	GoAnimate, USA
REVIEW DATE:	01/10/10 [006.6]

SCIS 1473862

Vuvox

www.vuvox.com

The site supplies a selection of digital authoring tools for creating visually interesting and dynamic presentations which incorporate videos, photographs, writing, music, and hyperlinks. A digital storytelling project is completed in three stages: collecting resources, arrangement of the design elements elements, and sharing of the presentation. The finished professional looking slideshows can be embedded by students on a blog or website with a few simple clicks. There are three main tools and basic editing modes. **Express** is fast and easy, after choosing from a number of formats the program will automatically generate the show. **Collage** lets users create a panoramic slide show with interactive text, photographs and videos. A very appealing aspect of this format is a tool to cut out elements of the images, so students can use parts of an image as a frame or mask, and overlap and superimpose layers and elements to create surprising and creative effects. **Studio** allows the most creative control, providing the ability to create a number of different types of presentations. The platform is internet based and uses very straightforward and intuitive drag and drop editing. Uncluttered pages load quickly and it is easy to move around within the stages of a project. The site has much potential as an education tool for teachers, as can be seen in the blogED

examples at <bit.ly/leavesks> and <bit.ly/nswag>. Teachers are reminded to examine gallery contributions, the **Terms of Use**, **Privacy** and **Community Guidelines** for this site. B. Schaffer

USER LEVEL:	Stage 5 Professional
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	Multimedia systems
PUBLISHER:	Vuvox, USA
REVIEW DATE:	1/10/10 [006.7] 01/10/10 [006.7]
	SCIS 1476259

SCIS 1476259

Storynory: free audio stories for kids

storynory.com/

Storynory provides audio **e-books** for beginning readers and primary students. **Fairytales**, **Classic** and original stories, poems and myths for children are available for download. **Educational** stories include Greek myths, Arthurian tales, stories of Robin Hood, and tongue twister narratives. The site is easy to use, bright and colourful with clear directions and written text available for all stories. There is information about the creators, along with free downloads for running audio books. S. Pollard

USER LEVEL:	Stage 1 Stage 2 Professional
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Talking books
PUBLISHER:	Storynory, UK
REVIEW DATE:	21/09/10 [011]

SCIS 1461773

Open library

openlibrary.org/

As a wiki, the interactive nature of this extensive site offers many ways to support and develop an understanding of how texts create meaning in different contexts. The site links users with the texts and graphics of a rich selection of e-resources and it invites critical engagement, creativity and collaboration — activities central to English syllabuses. Well designed and easy to navigate, the site has a range of search functions from the home page that includes subject, author and **e-book** options. Good support for engaging with the site can be found in **Lists**, **Open an account**, the onsite blog, and the **Problem?** icon displayed at the end of each page. With teacher guidance, the site suits outcomes in English 7–10, and senior students will find much enjoyable material to facilitate their understanding of specific syllabus notions such as representation. J. Stevens

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Catalogues (Libraries)
PUBLISHER:	Internet Archive, USA
REVIEW DATE:	30/09/10 [025.3]

SCIS 1474201

State Library, New South Wales. eResources. Access to databases from home

www2.sl.nsw.gov.au/databases/athome.cfm

This is a sensational **e-resource** for NSW residents providing access at home to the databases available through the NSW State

Library, including **EBSCO** databases, online services and CD-ROMs. Users can register for a free reader's card online, and, after receiving their card, access the databases at home. Databases are listed alphabetically and include a range of newspaper collections, **Academic search complete**, biographical anthologies, **Applied Science full text, Consumer health complete, Education full text, Humanities full text, INFOMIT online, Legal periodicals full text, Macquarie dictionary, Oxford music online**, the **Shakespeare collection**, and the **World Book**. Electronic journals may be searched by title, ISSN, subject or keywords. Links to search engines are available. **Search engines** are located by categories, such as *Australian*. Easy to navigate, this resource is an excellent multimodal teaching, learning and research tool for all teachers and senior high school students. A. Frost

USER LEVEL:	Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Databases
PUBLISHER:	NSW State Library, Australia
REVIEW DATE:	13/09/10 [025.5]

SCIS 1477029

eBooks, digital images & more

www.nypl.org/ebooks

The site's **Digital gallery** contains over 700 000 digital images from the library collection, including manuscripts, historical maps and photographs, and 1000+ Australian images. Each image's data includes title, publication date, date digitised, origin, medium, physical description and location. Image search is fast and efficient, and **Subjects A–Z** is an extensive list. The site is a fine resource for teachers seeking illustrative material as it has an extremely wide scope. Very useful for History students, the site can be used to research visual material for almost every topic in History syllabuses, from early NSW militia to Greek gods. Visual Arts and Visual Design students will also find some interesting material in design examples and art works. The majority of images are in the public domain. F. Mead

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; HSIE
SYLLABUS:	Ancient History Stage 6; History 7–10; HSC History Stage 6: Extension; Modern History Stage 6; Visual Arts 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS:	Audiovisual materials
PUBLISHER:	New York Public Library, USA
REVIEW DATE:	01/10/10 [070.5]

SCIS 1474387

Discovery box

discoverybox.e2bn.org/

The site is an online presentation tool that enables students to describe an historical event, person or period, or build an argument by placing items in a virtual box. It is easy to use, supports the upload of a wide range of file types, including sound and video, and it has an extensive image and sound gallery. By registering their school, teachers are able to access an account management feature, which allows projects to be marked and returned to students online. Students register so identities are protected when work is displayed in the gallery. The site is primarily designed for use in History studies but students could use this multimedia tool to describe an event or build a biographical profile across several KLAs. The resource is perfect for GAT students as a digital authoring tool in an independent learning project. For teacher librarians looking for evidence of learning, this is an ideal vehicle. M. McEwan

USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	English; HSIE
SYLLABUS:	English K–6; English 7–10; History 7–10; HSIE K–6
SCIS SUBJECTS:	Classroom activities; Multimedia systems – Problems, exercises, etc; Reasoning – Problems, exercises, etc; Sequencing activities
PUBLISHER:	East of England Broadband Consortium, UK
REVIEW DATE:	01/10/10 [153.4]

SCIS 1469931

Holy Bible [electronic resource]

tiny.cc/gxc3k

The King James Bible is beautifully poetic. This Kindle version is available for purchase through Amazon. These inspiring narratives are the magnificent epics of the Old Testament and they show the beginnings of Christianity in the New Testament. The **e-book** has potential for ESL and vision impaired students. The text to speech synthesiser is clunky but it has a place. The synthesiser reads all numerals as well as text so it can interrupt the fluency of the narrative. Studies of Religion students need to navigate and search the Bible and to use this resource the hyperlink functions of the Kindle take some time to get used to. The **Go to** function takes the user to the furthest page read, or a named book of the Bible, or to any of 35 508 locations. The cursor to the left of any noun will bring up a highlighted definition. A search can identify a list of locations for any specified word wherever it is found. Supplementary functions allow the user to add bookmarks, notes and highlights. V. Davidson

USER LEVEL:	Stage 5 Stage 6
KLA:	English; HSIE
SYLLABUS:	English 7–10; Studies of Religion 7–10; Studies of Religion Stage 6
SCIS SUBJECTS:	Bible
PUBLISHER:	Fair Price Classics, USA
REVIEW DATE:	09/09/10 [220.5]	$2.99

SCIS 1477398

The Qur'an [electronic resource]

tiny.cc/br9th

Drawn from the same wellspring of inspiration as Judaism, the Qur'an (also Koran) comprises invocations to submit to the will of a universal creator. Studies of Religion students need to navigate and search the Qur'an and this can be done with this **e-book**, using the hyperlink functions of the Kindle. The **Go to** function allows the user go to any of 7402 locations. The dictionary function will bring up definitions, but this is a Kindle function not a Qur'an function, so at times similar but unrelated terms give a nonsensical result. A search will identify a list of locations for any specified word. Supplementary functions allow the user to add bookmarks, notes and highlights, as well as allowing later viewing. This Kindle version is available for purchase through Amazon. V. Davidson

USER LEVEL:	Stage 5 Stage 6
KLA:	English; HSIE
SYLLABUS:	English 7–10; Studies of Religion 7–10; Studies of Religion Stage 6
SCIS SUBJECTS:	Koran
PUBLISHER:	Mobile Reference, USA
REVIEW DATE:	09/09/10 [297.1]

SCIS 1477403

TED: ideas worth spreading

www.ted.com

A source of many fascinating short and provocative video presentations from influential innovators, the site shares big ideas across a wide range of topics. TED is a small nonprofit group dedicated to leading discussion at the forefront of **Technology**, **Entertainment** and **Design**. Its scope includes work by futurists on **Science**, **Business**, and **Global issues**. Video talks on this site can be accessed by **Themes**, **Speakers**, **Translations**, **Newest releases** and **Rated jaw-dropping**. Viewers can also take a look at videos under categories such as **Courageous**, **Funny** and **Informative** to see riveting and contentious expert opinions on possible ways forward for humanity in regard to the environment, technology, ethics, happiness and social justice. This site will be useful for senior students undertaking research, especially in HSIE and TAS syllabuses. E. Chase

USER LEVEL:	Stage 6 Professional
KLA:	HSIE; TAS
SYLLABUS:	Design & Technology Stage 6; Geography Stage 6; Society & Culture Stage 6
SCIS SUBJECTS:	Arts – Social aspects; Social change; Technology – Social aspects
PUBLISHER:	TED Conferences, USA
REVIEW DATE:	01/09/10 [303.48]

SCIS 1400956

Japanese fairy tales [electronic resource]

kobobooks.com/ebook/Japanese-Fairy-Tales/book-5jXD7 J48B0az YREy0G3Z8A/page1.html

In this 1908 collection, modernised as an **e-book**, famous selections include *Fisher lad*, a story about the gentle and curious Urashima Taro, who through his kindness to sea creatures is taken to a fairy palace in the ocean, and *Momotaro*, the story of the boy born from a giant peach. These works are adaptations rather than literal translations. They allowed the compiler, Yei Theodora Ozaki, to foreground certain Buddhist moral values that she believed represented the best of Japanese culture. The reverence for nature as part of the Shinto tradition, the respect for parents and family as part of the Confucian tradition, and above all the tradition of the story teller, are all on display in this **e-book**. It has appeal for Japanese teachers backgrounding culture. Students downloading the text from Kobo will need to sign up for free registration and have the free Kobo e-reader software installed on their PCs, or free software such as Adobe Digital Editions or Calibre, if they do not own a Kobo e-reader device. V. Davidson

USER LEVEL:	Stage 3 Stage 4
KLA:	English; HSIE; Languages
SYLLABUS:	English 7–10; HSIE K–6; Japanese K–10
SCIS SUBJECTS:	Folklore, Japanese
PUBLISHER:	Project Gutenberg, USA
REVIEW DATE:	10/09/10 [398.2]

SCIS 1477385

The Arabian nights entertainments

[electronic resource]

kobobooks.com/ebook/The-Arabian-Nights-Entertainments/book-bayp6FfTs0m7qBhkY2cwTA/page1.html

Selected in 1898 by Andrew Lang, these free **e-book** stories traditionally originated in the reign of the great Caliph, Haroun al Raschid, who lived in Bagdad around 800 CE. Lang introduced

and contextualised the tales that had been circulating for centuries, and readers can view that material here. The device common to all versions is the framing of the stories as salvation for the girl Sheherazade, who every night must enchant the cruel king with her stories. Lang was a great populariser of fairytales and his craft is at its best in these retellings that include tales of Aladdin, Sinbad, and Ali Baba. The stories work well on this site, in the simple light machine with the usual font and serif variations choices of five font sizes and serif or non serif. Selected passages from the Kobo version could effectively be used in English. Students downloading the text from Kobo will need to sign up for free registration and have the free Kobo e-reader software installed on their PCs, or free software such as Adobe Digital Editions or Calibre, if they do not own a Kobo e-reader device. V. Davidson

USER LEVEL:	Stage 4 Stage 5
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	Folklore, Arabian
PUBLISHER:	Project Gutenberg, USA
REVIEW DATE:	10/09/10 [398.22]

SCIS 1477305

Build your wild self

www.buildyourwildself.com

Students can create imaginary creatures and share them with others using this free interactive resource. It provides a wonderful appetiser for the study of creatures and habitats. The process is appealing as no sign up or registration is involved; students select **Body**, **Hair**, **Eyes**, **Mouth**, **Clothes** and **Backgrounds** to create a quirky hybrid creature made up of parts from real animals. At the end, amusing variations can be generated with **Go random**. When a user decides **I'm done**, they discover fascinating facts about the animals which they used to build their wild self. Users can email the link to their creature via **Send to a friend**, print out an image or **Get a wild desktop**. **Visit the New York Zoo and Aquarium** links users to the work of these institutions. This would provide an ideal introductory activity for use with an IWB, in an English picture book unit featuring imaginary creatures or a Science and Technology study of living things. E. Chase

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; SciTech
SYLLABUS:	English K–6; Science & Technology K–6
SCIS SUBJECTS:	Animals – Problems, exercises, etc; Educational games
PUBLISHER:	Wildlife Conservation Society, USA
REVIEW DATE:	01/09/10 [590.76]

SCIS 1477710

Diary of a website

bkflix.grolier.com/p/node-32748/bk0008pr

Doreen Cronin's and Harry Bliss's amusing *Diary of a spider* comes to life in a filmed version on this subscription based site. Paired with the picture **e-book** is Pam Zollman's non-fiction **e-book**, *A spiderling grows up*. The latter features page turning and highlighted words as a glossary. In the **Puzzler** section are three easily navigated activities to accompany the books, word matching, sequencing and a quiz on fact or fiction statements. There are links to author information and further discovery on the internet. This is a valuable resource for independent readers. J. Pretty

USER LEVEL:	Stage 1
KLA:	English; SciTech

Click, clack, moo: cows that type

bkflix.grolier.com

The picture book by Doreen Cronin and Betsy Lewin is faithfully reproduced as an animated film in this subscription based library title, paired with a related nonfiction **e-book**, *Let's visit a dairy farm* by Alyse Sweeney. Narrated at a leisurely pace by an appropriately laconic voice, the book imagines what cows would say if they were literate and had access to a typewriter. When Farmer Brown ignores their demands the cows decide to strike and not give any milk. It is up to Duck to start negotiations. This consistently amusing and clever picture **e-book** demonstrates the power of the written word. Descriptive words and onomatopoeia create teaching opportunities for descriptive writing. Read along text can assist beginning readers, and the story plays as a video with the opportunity to pause. *Let's visit a dairy farm* is accessed by selecting the book cover; it has a double page spread and turning pages. Like the video, it comes with the option of read along text and highlighted words act as a glossary. There are games and activities for both books. Teachers will appreciate the **Resources** and **Lesson plan** links. J. Pretty

What makes me

www.whatmakesme.com.au

Focussing on the notion that art is accessible to all, this innovative digital storytelling tool enables students to create an art cube to tell their stories, experiences, or express knowledge. There is an emphasis on music, painting and sculpture on the site. Over time, the cubes will combine to create Australia's biggest shared digital story. Students can view cubes already made. The site provides unambiguous instructions for creating art cubes using videos, images, audio, written text, and other content to each side of the cube. The stories of prominent Australian identities are told in articulate audio segments, accompanied by great photographs, images and video. Cubes may be easily edited, and they may be embedded within other sites or emailed. An outstanding multi-modal tool, the site may be used when storytelling, using art to explore understanding and experiences, and as a collaborative device authenticating higher-order thinking and the building of knowledge in all curriculum areas. Teachers could use the cubes to highlight key concepts or images. The site requires creativity and is ideal for encouraging these characteristics in students. Teachers are reminded to examine gallery contributions, the **Terms & conditions**, **Privacy** and **Copyright information** on this site. A. Frost

DA VINCI, Leonardo

The Leonardo notebook [electronic resource]

www.bl.uk/collections/treasures/leonardo/leonardo_broadband. htm?top

This free online **e-book** provides a fascinating insight into the mind of Leonardo da Vinci. His notes in mirror writing and the sketches of his various ideas are there for readers of all ages to ponder. The text option provides an English summary of what appears on each page and the magnifying option helps site users look closely at the sepia sketches and fascinating script. This would be well suited to use on an IWB to promote discussion of Leonardo's ideas and of the era in which he lived. Pages can be turned by cursor on the page, by arrow or by sliding along a bar. Copies of this **e-book** are only available in electronic form, so this is an amazing resource for teachers. R. Parnis

Mixbook

www.mixbook.com

Mixbook is an online platform which requires registration and allows students and teachers to create online **e-books** which combine images, text and digital scrapbooking materials. Mixbook picture books can include combinations of artworks, scanned drawings and photographs. These stories are free to create and share online. What sets this tool apart from other digital authoring tools is the way the finished product mimics the look and feel of a real book. Mixbook's rich textural and graphic qualities and virtual page turning interface make it a very appealing format for younger students. The application has a large number of layouts and themes while allowing great scope for personalisation and creativity. **Educators** provides a secure online environment in which classes can create and edit stories. The straightforward, intuitive user interface makes it easy for teachers to incorporate the resource into a teaching program. Possible classroom applications include diaries, comic books, reports, yearbooks and short stories. Collaboration tools allow authors to create a book and invite others to contribute images, text or edit the layout; a teacher could create a mixbook and allocate a page to each student. The following sites can be perused as examples of how this tool has been used in conjunction with blogED: <bit.ly/fairytaleks>; <bit.ly/busydays>; <bit.ly/ourexcursion>. Teachers are reminded to examine gallery contributions, **Terms of use** and **Privacy** information on this site. B. Schaffer

Photo peach: fresh slideshows to go!

www.photopeach.com

Dynamic, zooming slideshows, digital stories and interactive multiple choice quizzes can be generated using this free online application which requires registration. The program guides users through each step of the production process. Students upload images and choose music, then *Photo peach* will automatically create a professional looking video. Customisation is straightforward and intuitive. Image order can be changed though a simple drag and drop procedure and text is added by typing into an attached caption box. The site has been used by teachers to showcase students' work, document and share school events and activities, create digital stories, and augment teaching and learning with visually rich slideshows. Examples of how this digital authoring tool has been used in conjunction with blogED are: <bit.ly/animalquiz>; <bit.ly/blogks> and <bit.ly/bushwalk>. Teachers are reminded to examine gallery contributions, **Terms** of use and **Privacy** information on this site. B. Schaffer

USER LEVEL:	Stage 5 Professional
SCIS SUBJECTS:	Computer graphics; Digital photography; Photographs – Data processing
PUBLISHER:	Nota, USA
REVIEW DATE:	01/10/10 [778.2]

SCIS 1476253

Xtranormal

www.xtranormal.com/

A user friendly online facility for designing, creating, editing and storing digital stories and audiovisual animations, *Xtranormal* is available as a subscription service and a more limited, free of charge, movie making program. Short, animated cartoons can be created within seconds of logging into the site, using an imaginative array of colourful science fiction, workplace and domestic backgrounds, and quirky, appealing caricatures with synthetic voices. Selection buttons are marked with obvious symbols for changing camera angles, adding music cues and sound effects. Dialogue is added by typing into text boxes. Teachers and students familiar with traditional storyboarding terminology will recognise its adaptation here. The strength of the site is the ease with which stories can be edited, previewed and re-edited, until the creator is satisfied that components are working effectively. The resource is appropriate for students over 13, and educators need to be aware that examples of mini movies include adult references, such as scathing parodies of recent news events. With care, and diligent previewing, teachers of primary students can make excellent use of the site in joint construction sessions with an IWB, particularly with the superhero genre in *Superzeroz*, the science fiction genre in *Robotz*, and the entertaining animal characters in *Pawz*. Teachers are reminded to examine gallery contributions, **Terms of use** and **Privacy** information on this site. I. McLean

USER LEVEL:	Stage 5 Professional
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6; English 7–10; Visual Design 7–10
SCIS SUBJECTS:	Computer animation; Film making
PUBLISHER:	Xtranormal Technology, Canada
REVIEW DATE:	21/09/10 [791.43]

SCIS 1462169

Spore creature creator 2D

www.spore2d.com

An entertaining and free interactive, this resource allows teachers to jointly construct an imaginary creature with their class, using an IWB. It is presented as a taster for the 3D game version which is for sale. First, users **Build** or **Paint** a creature of varying **Complexity** to feature in a simple **Creature trainer** game. Much discussion will be generated as students click and drag from an array of **Mouths**, **Senses**, **Limbs**, **Graspers**, **Feet**, **Details** and **Weapons** to create a creature which will resemble a fascinating cross between a prehistoric creature and an alien. Some combinations of body parts are rejected by the interactive, so teachers will be rewarded by playing the game beforehand. Students can also undertake this game as a homework activity and **E-mail creature** to the teacher. The game will be a useful stimulus for building characters and descriptive writing at the introductory stage of a unit of work featuring fantasy or science fiction. E. Chase

USER LEVEL:	Stage 4 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Computer games; Monsters – problems, exercises, etc
PUBLISHER:	Electronic Arts, USA
REVIEW DATE:	01/09/10 [794.8]

SCIS 1477725

Children's literature

gutenberg.net.au/children.html

The site is a portal to 21 examples of children's literature, including some Grimm tales and works by Lewis Carroll, Mark Twain and Beatrix Potter. Part of the *Project Gutenberg Australia* website series, users may access full text illustrated **e-books** via this page. HTML files may be navigated using the table of contents or illustrations. Clear, black and white or colour illustrations complement the simple font of the written text. Users must scroll down the story and this may become tedious for students. This is a useful alternate platform for reading and investigating texts in English. The site would be useful for projecting a work onto an IWB to illustrate key concepts of plot, theme and character. A. Frost

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Children's literature
PUBLISHER:	Project Gutenberg Australia
REVIEW DATE:	08/09/10 [808]

SCIS 1477272

TOLISANO, Silvia Rosenthal

Digital storytelling tools for educators

www.lulu.com/items/volume_67/6918000/6918515/2/print/6918515.pdf

Readers will find this free downloadable 120 page PDF **e-book** by searching within the Lulu site, after registering. A useful resource to boost professional learning, the **e-book** begins with a rationale for storytelling. The bulk of the resource provides detailed, step-by-step instructions for using a number of tools to tell a story digitally. The tools discussed include Audacity, Google maps, Mixbook, Windows Movie Maker, Voicethread and Wordle. For each tool, images enhance written instructions of the relevant web page. The **e-book** is a good resource for students writing digital stories and for researching techniques of digital storytelling. It can

be read on a computer using free e-reader software, such as Calibre or Adobe Digital Editions. M. Davis

USER LEVEL:	Stage 6 Professional
KLA:	English; TAS
SYLLABUS:	Design & Technology Stage 6; English 7–10; English Stage 6; Information & Software Technology Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
SCIS SUBJECTS:	Multimedia systems; Storytelling
PUBLISHER:	Lulu, USA
REVIEW DATE:	22/09/10 [808]

SCIS 1463141

Obooko

www.obooko.com

The site's aim is to allow new and established writers to self publish and promote their work free of charge. For students, tracking down a wide variety of fiction and nonfiction texts is straightforward when using this excellent site. Users are required to register to view or download the PDF **e-books**. With its attractive layout and unpretentious graphics, each section of the site can be easily accessed from the home page. Genre choices include **Books for children 2–12**, **Teen and young adults**, **Action and adventure**, and **Memoir and biography**. Some categories have minimal content but the quality of the texts is good. Downloading texts is as simple as clicking on the specific thumbnail. **Feedback** lets users contact the authors to rate books, suggest ideas and draw attention to errors. For aspiring authors, information relating to the printing and binding of PDF **e-books** is presented. Teachers are reminded to examine the **e-book** contributions, **Join** and **Copyright** information on this site. H. Gardiner

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Elearning; Electronic publishing; Literature – Collections
PUBLISHER:	Obooko, UK
REVIEW DATE:	10/09/10 [808]

SCIS 1476269

Project Gutenberg Australia: a treasure-trove of literature

gutenberg.net.au/

This site contains a huge selection of public domain fiction and nonfiction **e-books** and e-texts that may be viewed on a PC using a simple text editor or viewer in txt, zip or HTML format. E-resources in HTML format include the use of coloured written text and images. Browsing the list of free e-books is simplified through the use of author surname searches. Free **e-books** for **Australia**, **Special interest** categories and **Other information** are highlighted using their own text box. Australian **e-books** include exciting virtual libraries of authors and resources relating to Australian history that would be useful for teachers collecting material for outcomes relating to Australian identity and history in HSIE K–6. Advertising may distract some students and the site is most suitable for secondary school students. This could be a useful site as an alternate platform for reading or investigating texts in English syllabuses. A. Frost

USER LEVEL:	Stage 3 Stage 4 Professional
KLA:	English; HSIE

SYLLABUS:	English K–6; English 7–10; HSIE K–6
SCIS SUBJECTS:	Literature – Collections
PUBLISHER:	Project Gutenberg Australia
REVIEW DATE:	01/10/10 [808]

SCIS 1084955

Read print

www.readprint.com/

Flexible and free access to many classic works of literature make this comprehensive **e-book** site both useful and appealing. While the site celebrates mainly American and well known English writers of fiction, poems, plays and stories, other modern writers and identities significant to modern culture are included. Teachers and students will find its scope useful for English Stage 6, particularly in genre studies. The site is well laid out and easy to navigate. From the initial page there is a useful **Author index** available within **Authors**, and **Top authors** and **Top books** lead to writers' biographies and quotations. Feedback is invited in **Quotes** and from **Volunteer** there are links to social networking and social bookmarking sites. These would be useful for higher-order thinking activities and are particularly suitable for outcomes within English 7–10. **Launch reading mode** assists reading of the selected work. Useful references and teaching resources are available by links from the site. J. Stevens

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6: *Extension 1*
SCIS SUBJECTS:	Elearning
PUBLISHER:	Read Print, USA
REVIEW DATE:	10/09/10 [808]

SCIS 1470132

SearchLIT

www.searchlit.org/

Free to access, this website contains **e-books**, teaching resources and online reference material such as almanacs, all easily searched under clear organisational heading tabs on a simple to navigate, visually appealing homepage. In **eLibrary** users can search for public domain e-texts and download e-texts as PDFs. Texts, most of which are fictional classics, are sorted by author, readers' ability and subject. Books can be downloaded chapter by chapter or as complete zipped files. Most **e-books** need the reader to scroll down the pages. Character overviews, quotations, plot and theme discussion pages are available for some fiction texts. These features would be particularly useful for novel studies; classes could read some introductory pages as a group and discuss characterisation using onsite notes to develop their own ideas. There are reference tools and calendars. **Students** separate the search into grade and ability levels, allowing the younger reader to browse suitable e-texts. Lesson plans and quizzes with **e-books**, plus research and parental information is found in **Educators**. Teachers are reminded to check the **Terms of use** section of the site. R. Parnis

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Elearning; Literature collections
PUBLISHER:	Good Karma, USA
REVIEW DATE:	01/10/10 [808]

SCIS 1474141

Bibliomania

www.bibliomania.com

A vibrant homepage invites interest with an extensive range of well known classic texts and analysis. This attractive site of free online resources would be valuable to support wide reading units and outcomes in English 7–10. Students and teachers will find helpful guides to reading on the site. While the reading experience of an **e-book** may be compromised by the lack of a separate reading frame, the value of the site is its variety of resources. In **Read**, a guide advises what is new and site users can access a drop down menu of **Fiction**, **Poetry**, **Short stories**, **Drama**, **Interviews** and **Articles**. A message board is available through **Discuss**. After registration, **Study** offers access to study guides, help with homework and a forum for teaching resources. Understanding the creative and interpretive transformation of ideas is well supported by the site. It is ideal for junior English outcomes and various aspects of English Stage 6. J. Stevens

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	Literature – Collections
PUBLISHER:	Biblomania.com, UK
REVIEW DATE:	10/09/10 [808.8]

SCIS 1007665

The stacks

www.scholastic.com/kids/stacks/?lnkid=stacks/nav/home/main

The website incorporates many online tools to excite children about literature. A **Blog** has discussions about various books and some interesting **Writing prompts**. There are online **Games** based on books, **Videos** and events about books, author and illustrator links, and message boards about the latest book series. Students can create a profile on the site to access all of these features. This is a necessary step as traffic on the site can then be monitored for suitability and safety. Safety tips on creating a username are provided, as well as information for parents on the use of the website. The homepage is bright and colourful with animations and easy navigation tabs. The homepage is continuously changing, providing positive challenges for readers. Students in Stage 2 and above who are computer literate will have little trouble using the website. R. Parnis

USER LEVEL:	Stage 2 Stage 3 Stage 4 Community Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10
SCIS SUBJECTS:	Authors; Children's literature
PUBLISHER:	Scholastic, USA
REVIEW DATE:	01/09/10 [809]

SCIS 1475009

Emily Dickinson

openlibrary.org/authors/OL19512A/Emily_Dickinson

This **e-book** site has a selection of Dickinson's poems and letters available online. Using the **Read** icon, site users can access choices from the list of resources. Particularly enjoyable is the 1890 edition of **Poems**. This has a preface edited by the poet's friends, and it gives a useful introduction to the poetry, and also the process of appreciation. A succinct biographical introduction to the poet can be pursued through the *Wikipedia* link. J. Stevens

USER LEVEL:	Stage 5 Stage 6

KLA:	English
SYLLABUS:	English 7–10; English Stage 6
SCIS SUBJECTS:	American poetry; Poets, American
PUBLISHER:	Internet Archive, USA
REVIEW DATE:	22/09/10 [811]

SCIS 1474206

KESTNER, Caleb Alan

Ink

www.scribd.com/doc/15067968/Ink-A-Weaving-of-Words-Part-the-I

Beautiful photographs and paintings accompany the enchanting poems contained in this appealing **e-book**. Downloadable in PDF or text format, and suitable for reading on a PC using free e-reader software such as Calibre or Adobe Digital Editions, this collection is the first instalment of a series of poems. Dealing with topics such as the natural environment and the human spirit, each poem offers an uplifting experience for the reader. Many language features can be studied, including rhyme patterns, scansion, metaphor and personification. Different forms of poetry can also be analysed, especially concrete poems. Americanised spelling should not detract from meaning. The reading frame is served by a convenient toolbar that allows for a number of functions. **Search** lets the reader locate specific parts of the document quickly and efficiently. Each page can be viewed separately. Alternatively, by holding the spacebar, the reader can change to the Hand tool that allows for continuous scrolling of the text. Holding broad appeal for secondary students, this exquisitely presented anthology could be used in a variety of ways in English lessons. H. Gardiner

USER LEVEL:	Stage 5
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	American poetry
PUBLISHER:	Scribd, USA
REVIEW DATE:	10/08/10 [811]

SCIS 1476867

POLISAR, Barry Louis & CLARK, David

Insect soup: bug poems

en.childrenslibrary.org/

Accessible within the International Children's Digital Library, this collection of 15 humorous insect poems is a free illustrated online **e-book**. It will be useful as a poetry starter kit and creative arts inspiration. There is information about each insect and the resource includes some unusual insects, like the chigger and the oriental cockroach. Author and illustrator biographies are available, as well as a list of other titles by them in the story database. F. Mead

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	English; SciTech
SYLLABUS:	English K–6; Science & Technology K–6
SCIS SUBJECTS:	American poetry; Insects – Poetry
PUBLISHER:	Rainbow Morning Music, USA
REVIEW DATE:	01/10/10 [811]

SCIS 1476002

The 39 clues

www.scholastic.com/kids/39clues/?lnkid=stacks/nav/b_and_a/titles/39clues

The 39 clues series links the two siblings Dan and Amy Cahill to many famous figures in history. They find out how connected their

family really is as they search for clues to become the most powerful people in the world. Each of the books is listed with plot outlines, narrative hints, blog posts, videos and message boards. It also has a countdown to when the next book will be released, plus biographies of the various authors of the series and ideas on how to solve the mystery clues. The website is colourful, bright and very interactive. *Play the game* asks the reader to log in and compete with the characters in the books and with other readers to be the first to find all the clues. This could be an interesting way to engage students in joint English HSIE lessons. R. Parnis

USER LEVEL:	Stage 3 Stage 4
KLA:	English; HSIE
SYLLABUS:	English K–6; English 7–10; History 7–10
SCIS SUBJECTS:	American fiction – History and criticism; American fiction – Problems, exercises, etc
PUBLISHER:	Scholastic, USA
REVIEW DATE:	01/09/10 [813]

SCIS 1475022

GRAHAM, Sarah

J.D. Salinger's The catcher in the rye [electronic resource]

tiny.cc/76fhc

Graham's study guide **e-book** is a Kindle book for purchase which tracks the ongoing re-configuration of an iconic character in American fiction. She identifies why Holden Caulfield is still a great antihero and a haunting presence on the literary landscape. She explores the nature of the hero and antihero, the essence of trauma, and the transcendence of narrative. Graham tracks Salinger's life from his sudden success into his seclusion and silence, and her critique of the author's ability to manipulate dialogue reminds us how much the spoken word plays into the paradigm of power. Hyperlinks to the meaningful table of contents is a bonus. More a set of essays than a formal monograph, the Kindle version is a resource that is not readily available as a hard copy. For senior students developing an original work about the novel in English Stage 6: *Extension 2*, Kindle has the navigation and annotation options to deliver this excellent reference in style. V. Davidson

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6: *Extension 2*
SCIS SUBJECTS:	American fiction – History and criticism
PUBLISHER:	T & F, USA
REVIEW DATE:	09/09/10 [813] $17.90

SCIS 1477445

Skeleton Creek is real

www.skeletoncreekisreal.com

Are the events of Patrick Carman's *Skeleton Creek* series real or fictitious? This fascinating, highly engaging site purportedly contains files that prove the mysterious incidents recounted in the novel actually occurred. An unknown narrator encourages users to access all sections of this visually appealing site in order to draw their own conclusions. By clicking on the relevant thumbnails, 14 home style video clips can be viewed via *YouTube*. Each video contains a set of questions that can form the basis of pre-reading prediction activities. **Walkthrough** provides a series of offsite links, allowing the

user to explore material that supports the idea that there is something more sinister about the Sumpter Valley gold dredge. The comprehensive **Photo gallery** contains images that bring into question some of the novel's assertions, and the **Daily blog** and **Theories** encourage users to post comments about new discoveries and hypotheses. Each section of the site is easily accessible and navigable. With flexibility of use prior to and after reading the novel, this addictive site should be popular in English lessons. H. Gardiner

USER LEVEL:	Stage 4 Stage 5
KLA:	English
SYLLABUS:	English 7–10
SCIS SUBJECTS:	American fiction – History and criticism
PUBLISHER:	Wordpress, USA
REVIEW DATE:	01/09/10 [813]

SCIS 1476891

CUMMINGS, Phil & RYCROFT, Nina

Boom bah!

www.thelittlebigbookclub.com.au/boombah/flash.html#/main/homePage/

The sheer pleasure of joining in and making music is celebrated in this happy, noisy picture free online **e-book**. Starting with a tiny *ting* the noise and procession of animals and instruments grows until the final, exultant *tah-dah!*. The young reader will recognise the first instruments as familiar household items. Animals join with a band, move to the music and march across the pages. The simple story is written in rhyming text with an array of sound words. Soft watercolours are full of action and humour and enhance the joyful mood. It is an enjoyable and lively read aloud in English by the author and it is also narrated in Cantonese, Vietnamese, Italian, Arabic and Indonesian. **Fun time** offers craft activities. The **e-book** will be useful for individual students to use in tandem with the printed book version, as part of an enjoyable multimodal reading experience. J. Foster

USER LEVEL:	Early Stage 1 Stage 1
KLA:	CA; English
SYLLABUS:	Creative Arts K–6; English K–6
SCIS SUBJECTS:	Bands (Music) – Poetry; Music – Poetry; Noise – Poetry
PUBLISHER:	Working Title, Australia
REVIEW DATE:	01/09/10 [821]

SCIS 1477786

DUBOSARSKY, Ursula & JOYNER, Andrew

The terrible plop [electronic resource]

thelittlebigbookclub.com.au/theterribleplop/flash.html#/main/homePage/

Accessible online through the Little Big Book Club, this is a free **e-book** version of Dubosarsky's delightful rhyming picture book about the small rabbit who begins a stampede of animals as they flee from the mysterious terrible plop. Ideal for use with an IWB, **Reading time** in this e-resource offers an enjoyable book-like experience with the look and sound of pages turning. Readers read the story aloud in English, Indonesian, Cantonese, Arabic and Vietnamese, with additional bilingual presentations in these languages. It is a pleasure to hear Australian storytelling, in a context where many **e-books** originate from the USA, as we **Read the whole book** or listen **Page by page**. A **Special version** includes the asides that teachers and parents give as they read, to provide a running commentary on the action. The story's humour

and excitement is enhanced by extras, such as animal sounds, follow up **Fun time** craft activities and the option to send email feedback in the **Speech bubble** section. The **e-book** will be useful for individual students to use in tandem with the printed book version, as part of an enjoyable multimodal reading experience. E. Chase

USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K–6
SCIS SUBJECTS:	Animal stories; Australian poetry; Fear – Poetry; Stories in rhyme
PUBLISHER:	Penguin Group, Australia
REVIEW DATE:	18/09/10 [821]

SCIS 1474472

Samuel Taylor Coleridge

www.readprint.com/author-22/Samuel-Taylor-Coleridge-books

Easy access to poems and criticisms of Coleridge's work make this free **e-books** site a useful starting point to understand his work and its significance in relation to and beyond romanticism. **Launch reading mode** to access a reading frame once a poem is selected, or read the text by scrolling down the screen. Biographical information is detailed in **More…** and **Biography**. Read in conjunction with Coleridge's nonfiction work *Biographia literaria*, available in **Books**, this information is useful in suggesting Coleridge's associations with other writers and the development of his creative philosophy. The poem, *On Donne's poetry*, is useful to support a study of this concept, as are the ideas available in **Quotes**. The information about Coleridge's contemporary context will be particularly useful for students of the Module: *Texts and ways of thinking* in English Stage 6: *Extension 1*, in developing an understanding of how contemporary values and associated paradigms inform our readings of literature. All the poems for the *Extension 1* course are available and they could also be used for English 7–10 to extend reading experiences. J. Stevens

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6: Extension 1
SCIS SUBJECTS:	English poetry; Poets, English
PUBLISHER:	Read Print, USA
REVIEW DATE:	01/10/10 [821]

SCIS 1475027

William Blake

www.readprint.com/author-8/William-Blake-books

Blake's work can be appreciated from a range of historical and contemporary contexts through this useful free **e-book** site. In this way, the site is ideal to support the English Stage 6 Standard Elective: *Into the world*. An introduction to Blake's context, creative achievements and ideology is supported by biographical information supplemented by **More…**and **Biography**. In here are useful links to information about associated poets Wordsworth and Yeats, which, combined with **Quotes** and **Research William Blake** are helpful in understanding how Blake's poems communicate both values and context. A good selection of Blake's work is available from **Books**. **Launch reading mode** offers a distinct reading frame and clear, good sized font, although the reading experience is compromised by competing unrelated information. Here are opportunities to address outcomes in English Stage 6: *Standard*, which are further supported by links to social networking sites.

With these, students are invited to contribute ideas and access feedback about their writing. Information available from the site supports flexible, critical thinking and as such will be valued by teachers creating study materials for William Blake. J. Stevens

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6: Standard
SCIS SUBJECTS:	Artists, English; English poetry; Poets, English
PUBLISHER:	Read Print, USA
REVIEW DATE:	01/10/10 [821]

SCIS 1475026

SHAKESPEARE, William

Hamlet

www.readprint.com/work-1303/Hamlet-William-Shakespeare

Providing easy access to the play, with links to useful sites, this free **e-book** site is a good introduction to understanding *Hamlet* in its historical and other contexts. There is a succinct overview of the play's structure, with straightforward navigation between scenes. **William Shakespeare books** gives access to other available works, and **Quotes** takes users to Shakespeare quotations. These choices will be helpful for students to appreciate connections between texts and this is further supplemented with clear information about the poet's context from **Biography**. Access to social networking sites is available and could be used to further explore and synthesise ideas. The site assists the appreciation of context in HSC English Shakespearean studies. J. Stevens

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6: Advanced
SCIS SUBJECTS:	English drama; Murder – Drama; Princes and princesses – Drama; Revenge – Drama; Tragedy – Drama
PUBLISHER:	Read Print, USA
REVIEW DATE:	10/09/10 [822.3]

SCIS 1475911

Romeo and Juliet [electronic resource]

www.archive.org/stream/romeojuliet01shak#page/n11/mode/2up

Demonstrating the engaging lure of e-resources at their most effective, an elegant reading experience is offered by this beautiful, turn of the 19th century edition of Shakespeare's play. This free **e-book** promises a satisfying reading experience, with the visual appeal of photographs, tasteful illustrations, and the facsimile of a production program from the time of publication. Reading quality is enhanced by a unique reading frame, options to view the page and simulate page turning, and a zoom feature to examine text and graphics. Particularly useful is a search feature which enables the location of characters and associated quotations within the text. The **e-book** particularly supports an exploration of how notions are developed by close examination of text, graphics and their interplay. It could be used to illustrate the discernment required by senior English students in developing understandings of these concepts. J. Stevens

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6: Advanced; Extension 1

NEALS

SCIS SUBJECTS: English drama; Family – Drama; Love – Drama; Revenge – Drama; Tragedy
PUBLISHER: Caldwell, USA
REVIEW DATE: 01/10/10 [822.3]

SCIS 1474280

Harry Potter

harrypotter.scholastic.com/?lnkid=stacks/nav/b_and_a/titles/harrypotter

Magic themed music and a challenge to **Create magical effects** — for each of the years at Hogwarts — greet students opening this engaging website. All seven books are covered, with each book having its own web page and a lot of animation, such as wands waving and orbs floating. On each book's web page there is a synopsis of the plot, a trivia challenge, glossary, poll, pronunciation guide and a magical test. The cover can be examined, and, as the examples shown are not the Australian editions, this provides some good teaching material for comparative lessons in book design. The site would present very well on an IWB, and lessons could be visually enhanced by the site's content. R. Parnis

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English
SYLLABUS: English K–6; English 7–10; Visual Design 7–10
SCIS SUBJECTS: English fiction – History and criticism; Fantasy – History and criticism; Magic in literature; Potter, Harry (Fictional character); Witches and warlocks in literature
PUBLISHER: Scholastic, USA
REVIEW DATE: 01/09/10 [823]

SCIS 1475019

World Digital Library

www.wdl.org/en

Containing noteworthy primary source materials from around the world, this easily navigated site is valuable when teaching and studying within a number of outcomes in History syllabuses. Easily navigated, searching is facilitated by choices within a browse function, or through an interactive world map. A range of primary resources are available including prints, photographs, maps, books, journals, manuscripts, motion pictures and sound recordings. Clearly scanned documents may be downloaded in PDF format. An arrow enables users to move between pages, and a brief description of each resource is available, along with bibliographic information. The clarity of visual and audio resources is high and devices to view resources are provided within the site. Within the classroom, these resources may be incorporated into quality teaching and learning as teachers illustrate, discuss and analyse primary resources within History syllabuses, and for students to view primary sources that would otherwise not be available. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10; Modern History Stage 6
SCIS SUBJECTS: Historiography; World history
PUBLISHER: Library of Congress, USA
REVIEW DATE: 06/09/10 [909]

SCIS 1410027

The world factbook: Central Intelligence Agency

https://www.cia.gov/library/publications/the-world-factbook/index.html

Recently renovated, this website it is now easier to use and it allows quick access to information on each country in the world. The home page now has an interactive scroll over map for country selections and a regional approach. Country profiles are extensive, and they include geographic, demographic, economic, military, transportation and communication features, along with up-to-date data. Accompanying this information are downloadable maps and flags in high resolution. The site is updated at least every two weeks with data collected from a range of USA government and international agencies, making this a reliable source of information for both student and teacher research. With its updated features and comprehensive coverage of the world, the site continues to be a good starting point for learning about global geography. J. White

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: Geography; Yearbooks
PUBLISHER: CIA, USA
REVIEW DATE: 01/09/10 [910]

SCIS 1074456

William Bligh: an interactive novel

www.abc.net.au/bligh

Stunning colour graphics will engage students in this exciting interactive graphic novel of the story of William Bligh. Each chapter in the **e-book** focuses on a different time of his life. Beginning in Georgian Britain, readers follow his career in the navy, through becoming Master, the *Bounty* mutiny and subsequent longboat voyage, the battles of Camperdown and Copenhagen, and the Bligh government in NSW. Events are retold using descriptive language. Chapter information, illustrations, music, maps and a timeline complement the clear written text. Pop-up windows provide additional information, and resources for teachers are included. A superb resource for examining early Australian history, Captain Cook and William Bligh in HSIE K–6 outcomes and for Life Skills students in Stage 5 History, teachers could use this site with an IWB to explore Bligh's story or suggest it as a student resource for self-paced learning. A. Frost

USER LEVEL: Stage 3 Stage 5
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Australia – History, 1788-1851; Bligh, William; Explorers, British – Biography
PUBLISHER: ABC, Australia
REVIEW DATE: 21/09/10 [910.92]

SCIS 1454912

AUSTEN, Jane

Jane Austen's History of England

[electronic resource]

www.bl.uk/collections/treasures/austen/austen_broadband.htm?top

Austen's humorous parody, *The history of England from the reign of Henry 4th to the death of Charles 1st*, can be explored on this site. Hand written, it gives an amazing insight into Austen's interests

and her intelligence. Small colour illustrations are included. The text is more a narrative than an historical recount and is reminiscent of Austen's romantic novels. This **e-book** would be an excellent resource for Austen aficionados, especially for English Stage 6: *Extension 2* students pursuing a line of research into the novelist. Features include a narrative in an appropriate English accent, typed versions of the text for each page and a magnifying window to look more closely at the detail on each page. R. Parnis

USER LEVEL:	Stage 5 Stage 6
KLA:	English
SYLLABUS:	English 7–10; English Stage 6: *Extension 2*
SCIS SUBJECTS:	Great Britain – History – Humour; Great Britain – Kings, queens and rulers – Humour; Parodies
PUBLISHER:	British Library Board, UK
REVIEW DATE:	01/10/10 [942]

SCIS 1474989

Sunny California

www.wdl.org/en/item/207

The site features an interesting audio recording of a woman outlining her journey from Texas to California in search of employment during the Great Depression. Illustrating Roosevelt's New Deal, the five minute recount includes a catchy song which focuses on Mary Sullivan's personal experiences as to why she left the dust bowl, family reactions, poor weather, and lack of accommodation and work available on the journey. Details of the Farm Security Administration migrant work camps in central California are provided, underpinned by the optimism of being in *sunny California*. Sullivan's song will engage students in her recount of the journey, and it is accompanied by a brief audio interview and a paragraph of written background. Although scratchy, the audio can be clearly heard. Within the classroom, Modern History teachers may use this evocative audio recording to summarise a personal experience and personalise the events of the time. A. Frost

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Agricultural workers; Great Depression, 1929-1941 – Personal accounts; Great Depression, 1929-1941 – Social aspects; Migration, Internal; United States – Social conditions – 1919-1933
PUBLISHER:	Library of Congress, USA
REVIEW DATE:	15/09/10 [973.917]

SCIS 1478013

Australian history

gutenberg.net.au/aust-history.html

A compendium of e-resources pertaining to Australian history, this material has been gathered from the *Project Gutenberg Australia* site and other American websites. Divided into general Australian history resources by date range and other links, users must scroll down the web page to review sites and resources. Clearly written text is complemented with images in some resources. Links to other Project Gutenberg sites are included within the text. Timelines are presented in table format and are easy to understand. The site would be useful as a research tool when investigating Australian history in HSIE K–6 and History 7–10. The language, style and format is suitable for middle school students. Within the

classroom, teachers may use the site to teach research and information skills, and to discuss key periods, persons and events in Australian history. A. Frost

USER LEVEL:	Stage 3 Stage 5
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
SCIS SUBJECTS:	Australia – History
PUBLISHER:	Project Gutenberg Australia
REVIEW DATE:	07/09/10 [994]

SCIS 1477275

Dictionary of Australian biography

gutenberg.net.au/dictbiog/00-dict-biogindex.html

Containing biographies of people significant in the development of Australia, including prominent explorers, artists and politicians, the site covers personalities who died prior to 1942. Biographies may be searched by surname and they are listed alphabetically. Users must scroll down the page to read the biography. Sources are provided. Drawings and photographs of the person complement the easy to read font. There are links to more information within the site, although advertising may distract some students. This is an interesting collection of biographies that would be useful when studying and researching significant Australians in HSIE. A. Frost

USER LEVEL:	Stage 3 Stage 5
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
SCIS SUBJECTS:	Australia – Biography – Dictionaries; Australia – History – Biography
PUBLISHER:	Project Gutenberg Australia
REVIEW DATE:	05/09/10 [994.009]

SCIS 1477276

Professional reading

Resources are in Dewey order.

Calibre: ebook management

calibre-ebook.com

A free and open source **e-book** management application that will be very useful for working with **e-books**, Calibre is free to download for Windows, Mac OS X and Linux systems. Many formats for e-readers are managed; files can be synchronised with different devices and converted between **e-book** formats. Easy to install with simple instructions, the **e-books** are sorted within the library using numerous searchable metadata including title, author, series, format and publisher. They include tags and comments. Colour icons provide simple and easy functions to import, manage, export and read **e-books**. Online news may be downloaded and converted into an **e-book**. Formats may be easily converted, with font sizes rescaled appropriately and the book structure maintaining its integrity. The collection may be exported in an easily navigated structure and online demonstrations are available. This is a great resource for viewing **e-book** collections, and for organising current affairs and news stories across syllabuses. A. Frost

USER LEVEL:	Professional

Drupal

drupal.org

Drupal is an open source content management system, which offers educators a flexible web framework to build secure, interactive, multiuser websites. Easily set up on internet hosts and Linux based servers, this digital authoring tool offers an environment that can easily be customised to a multiuser blog or multipage school website. An example of the latter, which teachers may want to view as an example of Drupal in action, is <www.ssps.nsw.edu.au>. Climbing the learning curve of Drupal offers rewards for all educators to discover a vibrant community of module developers. Modules offer flexible content types and layout, and these include **Panels**, **Views**, and **CCK**, which makes scaffold responses and multimedia possible. **Organic groups** offers the possibility of students working on collaborative content as wiki type nodes. Drupal is a growing community with active support available. It is now in its 6th version with version 7 currently in beta. N. Lavitt

Questia

www.questia.com

Particularly of benefit to teachers and Stage 6 students, this comprehensive online subscription library provides access to academic books and journals. A one-day trial provides a brief taster of the site's contents, but subscription is required to view documents. Site users can access material from *Subject categories* including **Education**, **History**, **Literature**, and **Science and technology**. The ability to add notes, highlight sections of text, bookmark documents and cite work is offered on a separate toolbar. The advanced search assists in the locating of specific documents. After viewing material, users can easily return to the original result query by using the **Toolbar**. *Library areas* contains **Book profiles** that supply additional information for particular titles. *Research topics* lists topic ideas such as **Top Shakespeare topics** and **Top economics topics**, which could be useful for schools. Articles appear in reading frames that are free from distracting graphics and fonts. By scrolling down the page or using the accompanying toolbar, users can read the selected text with ease. Beta versions of each document do not permit text to be copied directly, however, documents can be shared with iPhone, iPad and iPod devices. With the ability to locate plenty of appropriate documents in a simple process, this site is a worthwhile resource. H. Gardiner

JSTOR

www.jstor.org/

This subscription site has holdings of almost 2000 international scholarly journals across all disciplines, plus access to conference proceedings, pamphlets, monographs, manuscripts and images. Student friendly video tutorials, such as how to access and use *JSTOR*, and how to differentiate between primary and secondary sources, are available for downloading. Appealingly for students, the site has a *Facebook* page and additional tutorials through *YouTube*. The entire collection may be browsed by **Discipline**, **Title** or **Publisher**. Search options include **Basic**, **Advanced** and **Citation locator,** however, with such a vast resource to search, students are best advised to begin with the default option of **Advanced search.** In addition to Boolean operators, searchers are able to specify **Full-text**, **Author**, **Title**, **Abstract** and **Captions**. Limits can be placed on formats, language, discipline and date ranges. The latter is particularly useful when seeking published materials that demonstrate changing perspectives over a broad period of time. A most useful and well utilised facility is **MyJSTOR**. This enables citation results to be recorded. Incomplete searches may be saved for future access or exported to facilitate the accurate and timely construction of a bibliography of the student's research. E. Maxwell

ReadCloud

readcloud.com

This social **e-book** platform allows teachers to form online reading groups whose members can discuss and respond to texts in real time. Aimed at students and teachers who are studying classic out of copyright fiction, it is also intended that teachers will upload their own **e-books** for study. This free e-reading software is simple to operate whether using the online or downloadable version. Still in development, the downloadable version can be tested at <demo.readcloud.com>. Readers bring books into their *ReadCloud* library in **Online eReader > Add more books**. They then search by title or author to access online resources. Alternatively, readers can import a book into a personal **Online eReader** library from **Best loved novels**. Text sits in the centre of the screen and navigation buttons are on the top right hand of the screen. Students highlight words in the text to create notations and bookmarks, or to carry out a dictionary, *Wikipedia* or *Google* search. Multimedia notations can contribute to a discussion seen by group members in real time and can include embedded videos, images or maps. *ReadCloud* may be suitable for reading class sets of classic fiction on computers and for teachers wishing to form online book clubs. V. Davidson

Read how you want

www.readhowyouwant.com

An exciting online bookstore providing books in print, **e-book**, audio and Braille formats, the site will be especially useful for teacher librarians looking for resources for students with a visual impairment who require large print. The site is easily navigated with browsing categories, basic and advanced search functions facilitating use. Users may also search by vision format, from normal to super large type. A brief summary of each resource is provided, along with basic bibliographic details, editorial reviews, cost, format selection guide, and easy instructions for purchasing and receiving the resource. Format samples may be downloaded. **E-books** use a reading frame that enables users to scroll through the book. Fiction and non-fiction resources would be useful for all high school KLAs. Teachers need to be aware that some resources listed are not available in Australia and that the site has links to erotica. A. Frost

USER LEVEL:	Professional
SCIS SUBJECTS:	Large print books; Publishers and publishing
PUBLISHER:	Accessible Publishing Systems, Australia
REVIEW DATE:	08/09/2010 [070.5]

SCIS 1477904

FULLAN, Michael

All systems go: the change imperative for whole system reform

Thousand Oaks, USA, 2010
ISBN 9781412978736   [371.2]

Collective capacity is a central concept in this guide to whole school improvement. Collective capacity generates the emotional commitment and the technical expertise needed. What this looks like when it works is discussed in practical and strategic terms. Fullan's work is pivotal in guiding systems thinking to recreate and transform the collaborative efforts in schools and systems that harness the capacity for sustained high level improvement. The chapter on collective capacity at the school and district level provides practical insights into the characteristics needed to make reform happen, the roles leaders play, and the resources required to align support to the core work of teaching and learning. These characteristics are enhanced with case studies from a range of settings and scales of change. F. Plummer

USER LEVEL:	Professional
	Paper $37.95 SCIS 1449491

Inquiry-based lessons

www.emints.org/xmodres/links/inquirybased.shtml

Provided as resources for professional development sessions, the examples on this section of a much larger site outline some aspects of inquiry based learning. Links are provided to reputable educational sites that explore topics such as *Defining and designing essential questions, Tools for promoting inquiry* and *What does an inquiry based lesson look like?*. The practicalities of changing teaching practice and assessment strategies to accommodate inquiry based lessons are explained in readable articles and videos. Overwhelming evidence in these linked sites shows that this type of instruction, using appropriate planning, questioning and technology, enhances student engagement and achievement in an information skills approach. S. Rasaiah

USER LEVEL:	Professional
SCIS SUBJECTS:	Information skills – Study and teaching; Teaching methods; Thought and thinking – Study and teaching
PUBLISHER:	eMINTS National Centre, USA
REVIEW DATE:	01/08/10 [371.3]

SCIS 1466774

KWL research guide

www.emints.org/xmodres/activities/inquirybased/researchguide.htm

The site is a research guide consisting of resources related to inquiry based lessons which could suport an information skills approach. Following aspects of inquiry based lessons, the table consists of links answering such questions as *What is inquiry based learning?*, *What are the characteristics of an essential question?* and *How are Bloom's taxonomy and higher level thinking related to inquiry based lessons?*. **Sample rubric for inquiry** is particularly valuable for all teachers seeking to integrate technology and the information skills process into lessons across the curriculum. In the *Evaluation* section, **Assessment in the inquiry classroom** discusses the importance of formative assessment and the gathering of evidence to guide student practice. The information on this clearly constructed site is fruitful reading for all educators. S. Rasaiah

USER LEVEL:	Professional
SCIS SUBJECTS:	Information skills – Study and teaching; Teaching methods; Thought and thinking – Study and teaching
PUBLISHER:	eMINTS National Centre, USA
REVIEW DATE:	01/08/10 [371.3]

SCIS 1466768

Moodle

moodle.org

Moodle is a free software package for creating websites and other internet based material. Offering a password protected online community, it is a digital authoring tool with much potential in education. It needs to be installed on a school web server or on a web hosting server. The site offers immense practical assistance to first time users via its **Support**, **Community**, **Downloads** and **Development** sections. **About** explains **What is Moodle?**, with examples and a **Demonstration site**. In the latter, teachers and students can play in sample Moodle to explore its capacities. Before exploring Moodle in depth, teachers may want to see a sample home page using standard Moodle, at <newcastlehigh-school.hccweb2.org>. Teachers at Newcastle HS use the school Moodle to provide resources for students, display student work, post assessment tasks, create quizzes, show surveys and count-downs to school dates, and to indicate websites and videos of interest. It is also used as a place where students can upload their tasks. With plenty of support in forums and manuals, the site is a treasure trove for school leaders interested in establishing a virtual learning environment in their school. K. Morton

USER LEVEL:	Professional
SCIS SUBJECTS:	Educational technology; Elearning; Teaching – Aids and devices
PUBLISHER:	Moodle, USA
REVIEW DATE:	07/09/10 [371.33]

SCIS 1424541

Scholastic BookFlix

teacher.scholastic.com/products/bookflixfreetrial

For K–3 students, this resource pairs short films of picture books with related nonfiction **e-books** from Scholastic. There is a helpful technical checklist to establish computer compatibility. Eighty five pairs are grouped in categories including **Family and community**, **People and places** and **Celebrations**. Lesson plans are available for each pairing. Many of the picture books on film are children's classics which will be familiar to teachers, such as *Possum magic*, read by Mem Fox. Nonfiction texts are **e-books** with simple page turns. Both books come with read along options and highlighted words act as a glossary. Each paired reading includes a **Puzzler** section with word matching or sequencing activities. In addition there are **Meet the author** and **Explore the web** options. Teachers will find the site useful for a range of reading abilities, whole class lessons, and as an introduction to information texts. The site requires a subscription but a one month's free trial is available. J. Pretty

USER LEVEL:	Professional
KLA:	English; HSIE; SciTech
SYLLABUS:	English K–6; HSIE K–6; Science & Technology K–6
SCIS SUBJECTS:	Elearning; Teaching – Aids and devices
PUBLISHER:	Scholastic, USA
REVIEW DATE:	01/10/10 [371.33] $POA

SCIS 1368331

Edte.ch: inspire, connect, engage, create

edte.ch/blog

A blog about 21st century teaching, this site has a wealth of practical ideas for teachers wanting to know more about the purpose and uses of digital tools in the classroom. Of particular interest is the **Interesting ways** section which contains numerous useful *Google* docs **Slide presentations** about teaching ideas for digital tools, including wikis, *Wordle*, *Voicethread*, *Prezi* and *Google Earth*. Although Barrett works in England, his ideas about web conferencing, how to use IWBs effectively and how to support writing are also useful in the Australian context. **Maths maps** are online map based activities to which teachers contribute questions. **Curriculum catalyst** allows teachers to contribute websites to Barrett's crowd sourcing initiative. So far, teachers have provided useful sites for the study of **Sealife**, I**maginary creatures**, **Endangered species**, **Survival** and **Castles**. E. Chase

USER LEVEL:	Professional
SCIS SUBJECTS:	Computer-assisted instruction; Educational technology; Teaching – Aids and devices
PUBLISHER:	T. Barrett, UK
REVIEW DATE:	01/09/10 [371.33]

SCIS 1477814

i-speak English now pronunciation course : English language learning system [electronic resource]

Rabeck International, Qld, 2009
ISBN none   [428.0071]

This is a comprehensive pronunciation course based on a colour coded phonetic system called the DD-code. Presented on CD-ROM with printed support materials, the course provides interactive activities, immediate feedback on activities, record and playback features to encourage self correction, audio examples of pronunciation, and audio-visual imaging to show pronunciation related facial movement. The system uses colours and numbers to change words into phonetics, enabling students to sound out the words. A product support manual and printable resources book accompany the DVD, but mastering the code may take teachers quite a bit of time. The program may be a useful resource for teachers of English as a second language. J. Patterson

USER LEVEL:	Professional
	$POA SCIS 1437402

Capstone Interactive Library

www.mycapstonelibrary.com/index.html

The site contains levelled **e-books** for K–8 students. Tabs across the top of the homepage take users to **Training** resources, **Titles**, information about the **Publishers** used and information **About the format**, including how to use the **e-books**. Subsections are grouped in curriculum relevant batches, including science, social studies, fiction, graphic novels, and Spanish titles. These allow the subscriber to search for an award winning title to match needs. The **e-books** use animations and Flash 9 and there is an audio file for read along lessons for emergent or ESL students. The voice has an American accent and style. The audio glossary is an interesting feature. The display is bold and colourful and titles appear in a reading frame with options. **Special features** gives more information about fictional characters, related websites, writing activities and author and illustrator details. These titles would be useful on an IWB as features of the text can be discussed and highlighted. Capstone offers a trial subscription for schools to evaluate the site's breadth and worthiness. R. Parnis

USER LEVEL:	Professional
KLA:	English; HSIE; Languages; SciTech
SYLLABUS:	English K–6; English 7–10; HSIE K–6; Science & Technology K–6; Spanish K–10
SCIS SUBJECTS:	Elearning; Literature – Collections; Reading materials
PUBLISHER:	Capstone, USA
REVIEW DATE:	01/10/10 [428.6]

SCIS 1474863

Celebrating science for secondary

tiny.cc/pqpt3

ABSTRACT

This Centre for Learning Innovation (CLI) *Sites 2 see* resource covers science happenings, with a focus on Australia. The *Science talk* series is onsite with talks including: Chris Smith on the best naked science; Tim Jarvis on exploration and environmental science; Matthew Peters on the effects of nicotine on the brain, and Juergen Goetz and Lars Ittner on their incipient cure for Alzheimer's disease. There is information on National Science Week 2010, with a theme of **Australian biodiversity**, plus science surveys, festivals, competitions, workshops, teaching and learning resources, and links to science websites.

USER LEVEL:	Professional
KLA:	Science; SciTech
SYLLABUS:	Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science 7–10; Science & Technology K–6; Senior Science Stage 6
SCIS SUBJECTS:	Science; Education, Secondary
PUBLISHER:	CLI, Australia
REVIEW DATE:	11/01/2011 [500]

SCIS 1477089

School download library

www.overdrive.com/products/sdl/

A flexible and appealing service to engage with texts beyond school is offered by subscription to this library site. In **LNOCA's school download library**, there are well known fiction classics with some current titles and texts to support a range of KLAs; these can be downloaded as **e-books** and audio books. Users are able to transfer their selection to a range of portable devices including laptops. The download process is well supported at several points with **Download digital media guided tour**, **Getting started**, and **Free required software**. Access to the e-resources is well organised. Easy navigation is achieved by users being able to browse by grade, subject, format, collection and popular titles. Details of grade level and device compatibility accompany each item description. The site will be useful for English Stage 6, particularly to support the notion of valuing texts in English. While American content may compromise its usability, being able to upload content will enhance the appeal of the site for teachers. J. Stevens

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	English; HSIE
SYLLABUS:	English 7–10; English Stage 6: *Extension 1*; Modern History Stage 6
SCIS SUBJECTS:	Elearning
PUBLISHER:	OverDrive, USA
REVIEW DATE:	10/09/10 [808] $POA

SCIS 1470125

TumbleBook library

www.tumblebooks.com/library/asp/home_tumble-books.asp

A subscription collection of animated **e-books**, this site has stories read in English, French and Spanish. Animation and sound has been added to existing picture books, and the site includes short fiction and some nonfiction. **About TumbleBooks** is a good place to start to see what the site offers. Bright and easy to navigate, the site is a good resource for beginning readers, ESL students and those needing extra support. Narrated sentences are highlighted, allowing students to easily follow the text. Pages turn automatically or manually and students can choose to repeat a page. Some titles have a button which sounds out the highlighted word in full and in syllables. Titles can be searched by category, title and author, plus there is author and illustrator information, titles at the same reading level, and accelerated reader information. Teachers can create a favourites list or playlist, and the site has plenty of help and support. There is a site tour and a useful free trial. F. Mead

USER LEVEL:	Stage 1 Stage 2 Stage 3 Professional
KLA:	English; Languages
SYLLABUS:	English K–6; French K–10; Spanish K–10
SCIS SUBJECTS:	Books and reading; Childrens literature – Collections; Elearning; teaching – Aids and devices
PUBLISHER:	TumbleBooks, Canada
REVIEW DATE:	10/09/10 [808.8] $POA

SCIS 1221097

ZooBurst

www.zooburst.com

In this digital authoring application, students can write and read **e-books**. Digital storybooks appear as virtual 3D pop-ups. Students access public domain clip art images or upload scanned drawings, photographs or images they have created in a graphics program.

Pop-up images can be moved forward and backward, scaled and rotated in 3D space. The angle, delay and speed at which each pop-up component is displayed can also be controlled by the author. A caption can be added to each page and individual characters can be given dialogue which appears in the **e-book** as a clickable speech bubble. Another engaging feature is artificial reality mode which enables a webcam to place the book virtually in a site user's hands. Once editing is complete, students can watch their creations in 3D, email stories and embed stories on a class blog. This tool has great potential to engage students in a range of curriculum areas, for example: creating number stories, fairytales, personal narratives, greeting cards, and information reports. It will be valuable in a connected environment and could be useful to create social stories for Life Skills students, for vocabulary enrichment resources with ESL students, and for pop-up flashcards displayed on an IWB. The following are some examples of how this tool has been used in conjunction with blogEd: <bit.ly/counting-gon> and <bit.ly/popsup>. B. Schaffer

USER LEVEL:	Professional
SCIS SUBJECTS:	Multimedia systems; Storytelling
PUBLISHER:	ZooBurst, USA
REVIEW DATE:	01/10/10 [808]

SCIS 1476262

Literacy and Numeracy resources

Resources are in Dewey order.

The *Office of Schools Plan 2009-2011*

<www.curriculumsupport.education.nsw.gov.au/policies/literacy/guidelines/> articulates what is needed to best support every learner in NSW government schools. Literacy and Numeracy are priority areas. Reviewers include literacy and numeracy experts to show how resources might support these priorities.

The new literacies: multiple perspectives on research and practice

/ edited by Elizabeth A. Baker. Guilford, USA, 2010
ISBN 9781606236048 [428.007]

The digital world is the new tool in classrooms and the challenge for teachers is how to use this technology to greatest advantage. This expert handbook is substantial in its diverse coverage of topics, ranging from feminist perspectives through to reading proficiency and the struggling reader. It examines the different technologies commonly available within classrooms and details how they are being used by students, and how they could be used, both in and out of the classroom. It is academic in tone and content; contributors are educationalists and most chapters are clear and understandable. This is a worthwhile text to help the educator become proactive in this rapidly evolving and exciting field. J. Adnum

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K–6; English 7–10; English Stage 6
	Paper $54.95 SCIS 1458481

NEALS

Picture books

Picture books are arranged alphabetically by author.

Some books in this section are nonfiction or have relevance to a particular KLA.

BAKER, Jeannie

Mirror = Mira't

Walker, UK, 2010
ISBN 9781406309140

Every picture tells a story in this innovative two-in-one wordless picture book. Two families from diverse cultures emphasise lifestyle similarities in a southern Moroccan village and a suburb of Sydney. Yet the differences are great. The book opens in a parallel format and daily rituals are seen in a simultaneous reading. Baker's meticulously detailed collages capture the pink mountains of Morocco and the concrete, sign laden streets of a western city, with patches of green vegetation breaking the harshness of both landscapes. In very different locations, two boys accompany their fathers for a shopping adventure, with the moon providing a unifying symbol, and a woven carpet as another tantalising connection. The physical reading experiences — left to right for the English version and right to left for the Arabic version — becomes easier to manage as the story unfolds. The final pages provide stimulus for philosophical discussions about many issues, including future directions and climate change. This resource would be suitable for the Stage 2 COGs unit (H): *Understanding each other*. C. Keane

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	$39.95 SCIS 1469836

CALI, Davide & FOLI, Gianluca

The bear with the sword

Wilkins Farago, Vic, 2010
ISBN 9780980607048

An understanding of the importance of environmental protection and stewardship results when a powerful bear discovers he is the ignorant protagonist of an environmental disaster that destroys his home. Employing animal characters and a repetitive narrative reminiscent of folktales, this picture book demonstrates how we damage the environment at our peril. The lesson from this parable emerges through the bear's awareness of the domino effect of his actions and their consequences to himself and his neighbours, and then the understanding, cooperation and patience required to restore the damage he has caused. An assorted array of stylised images, with an economy of detail, support and extend the wordy narrative. N. Chaffey

USER LEVEL:	Stage 2 Stage 3
	$24.99 SCIS 1448082

CARMODY, Isobelle & SPUDVILAS, Anne

Night school

Penguin Group (Australia), 2010 (Viking)
ISBN 9780670072071

A haunting picture book, this tale immerses readers in the eerie setting of an abandoned school at night. A group of children visiting the school are challenged by their teacher to write their names in three rooms of the deserted school. Candlelight protects the children from being devoured by the looming shadows. A mysterious encounter with a man during their journey becomes the ambiguous secret of the Night School. Emotive language is coupled with illustrations that evoke a sense of uneasiness and fear. This would be a wonderful resource for English students studying visual literacy or the horror genre. E. Sly

USER LEVEL:	Stage 4 Stage 5
KLA:	English
SYLLABUS:	English 7–10
	$29.95 SCIS 1444033

COTTIN, Menena & FARIA, Rosana

The black book of colours

Walker, UK, 2010
ISBN 9781406322187

Artistic and unique qualities set this picture book apart from others in which the illustrations dominate the story. In this book, raised glossy black illustrations are accessible by touch. Thomas is blind and he sees the world through his other senses — hence colours are perceived in terms of smell, taste, sound and touch. Each page tells what a colour means to Thomas and that colour is illustrated via black impressions. A parallel text in Braille is repeated above the white poetic sentences, making each double page a sensory experience. The Braille alphabet is available at the end of the book. Shared for its simplicity and imagination, this book should raise awareness of blindness and how the heightened use of other senses acts to compensate for lack of vision. Teachers will be struck by the creative way that the concepts in this book are revealed to students in a totally black book devoid of all embellishments except raised drawings. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2 Stage 3
	$19.95 SCIS 1449333

EDWARDS, Hazel & PETROPOULOS, John

Plato the platypus plumber (part-time)

IP Kidz, Qld, 2010
ISBN 9781921479373

Plato the eco-warrior platypus is the narrator of this Australian picture book with its theme about water. Plato is actually the imaginative friend of a boy called Zanzibar who lives with his family in a house that is in need of repair. The plumbing in particular requires attention and Plato is summoned by Zanzibar to help. The fact that Plato is an imaginative friend may have to be explained to a young audience as it is not immediately obvious. The story is a little disjointed, but children will love Plato with his special toolkit that includes a jar of Happy and a bottle of Smile spray. Although fictitious, the issues of water recycling, drought, water pollution, and water conservation are a focus and so the book could be a useful introduction to an environmental unit for young children. A book

trailer can be viewed on *Youtube* and teachers' notes and a script are available from <www.ipoz.biz/Titles/Plato.htm>. G. Maugle

USER LEVEL: Stage 1 Stage 2
$26.95 SCIS 1451521

FOX, M. & RAWSON, O. & ARGENT, K.

A giraffe in the bath

Penguin Group (Australia), 2010 (Viking)
ISBN 9780670072132 [821]

Posing situations about animals — such as seeing a centipede in socks or a walrus with a wiggle — the authors invite us to laugh at their weird cast of animal characters in this collection of whimsical rhymes. They deliver humour in one sentence, but it is the illustrations that are truly amusing. Argent's quaint, softly coloured graphics add wonderfully to the entertainment in this picture book. There is indeed a giraffe in the bath, piranhas in pyjamas, and an emu on the swings. The employment of alliteration and excellent rhythm ensures readers can scan and read the rhymes aloud in a most satisfying manner. A. Beedles

USER LEVEL: Early Stage 1 Stage 1 Stage 2
$24.95 SCIS 1449805

GREDER, Armin

The city

Allen & Unwin, NSW, 2010
ISBN 9781742371429

There is a strong interplay between visual and verbal communication in this picture book for mature readers. Exploring the impact that a loving but fearful and overprotective mother has on her son, this thought provoking book raises many issues for discussion. An atmosphere of anxiety is conveyed through the monotone oil pastel artwork and powerful visual symbolism. Integrated sequential images are astutely employed to express the moment that the boy unburdens himself of the past and forges his independence. This visual narrative works with short sentences of poetic language in a well conceived and superbly presented tale. Sensitively conveying a challenging physical and psychological journey, the book is worthy of close study by secondary students. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
$29.99 SCIS 1450093

HOY, Catriona & PLANT, Andrew

Puggle

Working Title, SA, 2010
ISBN 9781921504013

This informative picture book weaves details of animal rescue work into a narrative of a baby echidna, rescued and later released as an adult. Puggle's journey is paralleled with that of other animals in the shelter. He is very carefully looked after, and the book highlights the importance of preparing rescued animals for release back into their habitat. Numerous opportunities exist for discussion and prediction as to how different animals will be released and what might follow. The combination of vibrant colour images and an economic use of words simply explain the life cycle and needs of echidnas as they grow and change. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 2
$24.95 SCIS 1447442

KANE, Kim & deGENNARO, Sue

The vegetable ark: a tale of two brothers

Allen & Unwin, NSW, 2010
ISBN 9781741759969

Two brothers with different talents and interests grow up in different directions, although they are held together by the family bond. Neil is the vegetarian and a peaceful hippie, while Noah is the wealthy and ambitious businessman. When Noah learns of an impending 40 day flood he builds an expensive boat to house the beasts he intends to eat when the flood subsides. Neil, on the other hand, considers the plants and takes with him many seedlings and plants from his garden in his own boat. He finds contentment after the deluge in tending his plants without the interference of animals such as snails. The narrative demonstrates the acceptance of differences. Complex illustrations will reward close inspection, and the fable-like story has possibilities for a picture book study in English 7–10. R. Higginbottom

USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7–10
$29.99 SCIS 1458492

McKIMMIE, Christopher

Two peas in a pod

Allen & Unwin, NSW, 2010
ISBN 9781742373041

A quirky picture book, this story is about two friends, Violet and Marvin. When Violet moves away Marvin is left to deal with the loneliness. Childlike colour illustrations, in the style of McKimmie's previous texts, show Marvin's changing feelings throughout the story, including his happiness when he visits Violet in her new home. While the arty presentation of the story may not appeal to every reader, the story is well written and touches on an experience that many young children will have. This positive story may help them cope when a friend moves away. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
$29.99 SCIS 1450088

MITCHELL, Simon & WOOD, Ben

Louie, the pirate chef

Working Title, SA, 2010
ISBN 9781921504051

Although registered by his parents to join a fearsome band of pirates, Louie's heart is set on being a chef. He is constantly discouraged by the uncouth pirates, until they become hungry on a deserted island. After venturing out to explore, he returns with an array of natural ingredients which he transforms into a delicious feast. When later given the option of being rescued, the pirates prefer to stay with their skilful chef who provides tasty treats for them and other visiting pirate crews. This wonderful picture book is enhanced by quirky illustrations. Apart from being an enjoyable narrative, the book also offers an opportunity for discussion about eating healthy foods. D. Johnston

USER LEVEL: Stage 1 Stage 2
$24.95 SCIS 1457894

NEALS

MORGAN, S. & KWAYMULLINA, E. & BANCROFT, B.

Sam's bush journey

Little Hare, NSW, 2010
ISBN 9781921541728

Co-written by renowned Aboriginal author Sally Morgan, this is an exceptional example of sharing Aboriginal culture. Even though Sam does not appreciate the bush for all that it can provide, when he finds himself alone in the environment he must remember all of the skills his grandmother taught him. Text boxes and a clear font aid in separating the writing from bold, foreboding illustrations which are presented in an Aboriginal art style. This narrative picture book, for newly independent readers, emphasises the connections of Aboriginal culture with nature and lends itself to being an excellent resource for the Stage 2 COGs unit (B): *Being Australian*. It highlights differing attitudes towards the bush and natural environments, and prompts students to look at the world around them. K. McDonell

USER LEVEL:	Stage 1 Stage 2
KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	Paper $14.99 SCIS 1456900

RUDD, K. & MULDOON, R. & ZAPEL, C.

Jasper & Abbey and the great Australia Day kerfuffle

Allen & Unwin, NSW, 2010
ISBN 9781742373294

Clear, colourful illustrations accompany the written text of this picture book. Alliteration interweaves with Australian icons in this tale of a near disaster at the prime minister's home on Australia Day. Food comes from all over the country and international visitors arrive. Written as a fundraiser for Community Child Health, this somewhat trite tale involves Mr Rudd's dog and cat, Jasper and Abbey, who save the day when an unwanted visitor invades the Lodge. The language is clear and well sized and the illustrations use many of the earthy tones so emotively associated with Australia. Drawings of the animals are particularly well defined. G. Cale
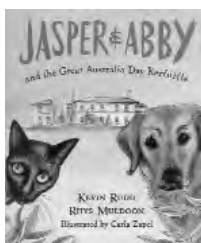
USER LEVEL:	Stage 1 Stage 2
	$24.95 SCIS 1448548

SPAULDING, Norma & GRANTFORD, Jacqui

Molly's memory jar

New Frontier, NSW, 2010
ISBN 9781921042355

Addressing the sensitive issues of death and grief, this picture book is ideal for reading aloud to prompt and encourage discussion on a difficult topic. After Molly's dog passes away she is overcome with sadness and does not know what to do. Seeing how lonely his daughter is after losing her best friend, Molly's dad decides to help her make a memory jar. Every time she has a happy memory of her dog, Molly puts a coloured ball into the jar. Initially, dark gloomy illustrations reflect Molly's mood, but as she remembers more happy memories, the pictures become flooded with amazing colours and her mood shifts. The book imparts a reassuring message that those who have passed away will stay with us forever in our hearts through happy memories. K. McDonell

USER LEVEL:	Early Stage 1 Stage 1
	$24.95 SCIS 1448223

WILD, Margaret & HUXLEY, Dee

The miracle of the little wooden duck

Working Title, SA, 2010
ISBN 9781921504129

Lauded as a modern fairytale, this picture book certainly has the elements of wishes, magic and miracles common to fairytales. Annie loves to talk to the little wooden duck who sits on her bedroom window sill, wishing it were alive so it could love her back. Then one day a gust of wind blows the duck away and something magical happens. Beautifully illustrated by Huxley, the pages seem to move with the wind and water that take the wooden duck on its journey. Young readers or listeners will anxiously hang on each word to see what happens next and they will enjoy the fairytale ending. R. Parnis
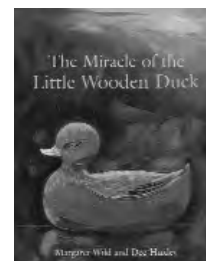
USER LEVEL:	Early Stage 1 Stage 1
	$24.95 SCIS 1455137

Fiction for younger readers

Resources are arranged alphabetically by author. See also e-resources.

Some of these books are also suitable for lower secondary students.

BADGER, H.

The big freeze

Hardie Grant Egmont, Vic, 2010 (Space scout)
ISBN 9781921564833

The first book of a new series, this title follows Kip Kirby on his first space mission in the year 2354. Kip and co-pilot Finbar are on a mission to find a new planet for Earth dwellers to inhabit. The fast paced storyline has many twists and turns and will engage readers from beginning to end. The title stands alone, and will be relevant to both emergent and independent readers. Aimed specifically at boys, it will engage them immediately with an exciting plot that develops quickly via well spaced print in easy to read chapters. The writing has plenty of science fiction jargon and is well supported by drawings and diagrams. G. Cale

USER LEVEL:	Stage 2 Stage 3
	Paper $11.95 SCIS 1455796

BENTON, Jim

That's what friends aren't for

Scholastic, USA, 2010 (Dear dumb diary)
ISBN 9780545116121

Jamie Kelly is an enthusiastic diary writer with a friend problem. Those familiar with this series will know that Isabella is her BFF (best friend forever) and Angelina is definitely not. When Jamie's aunt marries Angelina's uncle it makes these girls automatically friends, much to Jamie's despair. She tries to find a way to deal with this and maintain her friendship with Isabella. Since two is company and three a crowd, Jamie's solution is to add a fourth friend. The friendship auditions begin. Humorous diary entries are interspersed with quirky pictures and are sure to appeal to the intended audience. The supporting website <www.scholastic.com/titles/deardumbdiary/game/diary.htm> is worth visiting and it offers the opportunity for students to make their own diaries. G. Maugle

USER LEVEL: Stage 2 Stage 3
Paper $9.99   SCIS1453663

GILES, Stephen M.

The vulture of Sommerset

Pan Macmillan, NSW, 2010 (W)
ISBN 9780330425643

A sequel to *Silas and the Winterbottoms*, this stand alone title is full of ghosts, secrets and adventures — all the elements that make a wonderful tale for accomplished independent readers. Evil uncle Silas's spirit returns to Sommerset and makes life very difficult for the Winterbottoms. Aunt Rosemary disappears, and Adele and Isabella come to her rescue. The dense narrative is appropriately interspersed with clever diary entries, black and white illustrations and newspaper clippings, all of which enhance the plot. The language is more sophisticated than most novels for primary aged readers, but it is totally relevant to the story with characters larger than life and most believable. This is a great book for adept readers. G. Cale
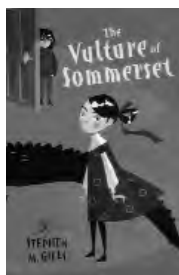
USER LEVEL: Stage 2 Stage 3
Paper $14.99   SCIS 1447560

HARVEY, Damian

The Mudcrusts [series]

A & C Black, UK, 2010

The Mudcrusts are an ice age family living with all the dramas of modern families in this new series. The stubborn father, Lowbrow, likes things as they have always been, and the mother, Flora, wants to have the nice things her sister has. Brothers Bogweed and Fungus argue and tease each other, but they really care for one another. The series begins with *Dirty deeds,* in which Flora plots with her younger, smarter son Bogweed to trick Fungus into having a wash. In *Sabre-toothed terrors*, the Mudcrusts need to evict a family of tigers from a cave they want for their home. Young readers will enjoy these narratives and relate to the characters as they read about the comic adventures that result from family rivalries and disputes. R. Parnis

USER LEVEL: Stage 1 Stage 2
Paper $12.99 each

Reviewed titles in this series:
Dirty deeds   SCIS 1450083
Sabre-toothed terrors   SCIS 1450071

MATTER, Maritgen & JUTTE, Jan

Sheep with boots

Gecko Press, NZ, 2009
ISBN 9781877467424

A beguiling fable, this is beautifully translated from the Dutch. It features a debonair Wolf who finds friendship for a night with a sheep he plans to eat. Naive Sheep is delighted by Wolf's elegant, artistic nature, and his suggestion of a journey to the wonderful glittering town of Experience. Ironically, Wolf rediscovers childhood innocence as Sheep encourages him to skip and enjoy the simple pleasures of life. The illustrations are endearing and help to convey the nature of the quirky characters. Both author and illustrator portray Sheep and Wolf with insight and tenderness in this thought provoking little tale. M. Davis

USER LEVEL: Stage 2 Stage 3 Stage 4
$19.99   SCIS 1434806

McKINLAY, Meg

Duck for a day

Walker, NSW, 2010
ISBN 9781921529283

Imagine a savvy substitute teacher bringing an engaging, innovative project to her young students. Mrs Melvino has such a task in mind when she arrives at Abby's classroom and her bag literally quacks. Of course, everyone in the class would like to take Max the pet duck home for a few days. As they discover Max's requirements and reassure Mrs Melvino that their home can meet them, there is much resourceful learning and a certain amount of rivalry between students competing for Max's affections. The book is an entertaining read aloud experience. A. Beedles
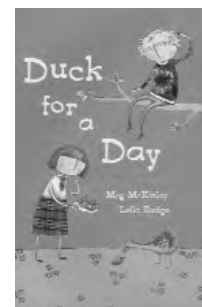
USER LEVEL: Early Stage 1 Stage 1
Paper $14.95   SCIS 1456218

MELLON, Luscheyne & DIXON, Steve

Born to race

Red Umbrella, NSW, 2009 (The terribly tall tales of EnzoB)
ISBN 9780980762051

The first book in this adventure series introduces EnzoB, a dwarf beagle dog who is too short for the show ring but who has a passion for speed. The story of EnzoB's participation in an outback road rally is told with an overabundance of adjectives, pithy dialogue, invented words, and clues for the reader. The book has plenty of words, with some challenging vocabulary. The well spaced writing is interspersed with enthusiastic cartoon illustrations that vary in size from cameos to double page spreads. The style and plot may appeal to readers needing support to branch into reading chapter books. S. Rasaiah

USER LEVEL: Stage 2
Paper $34.95   SCIS 1450568

> Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

NEALS

MURPHY, Sally

Toppling

Walker, NSW, 2010
ISBN 9781921529429

This emotive novel in verse deals with the subject of childhood cancer and its ripple effect on the people in contact with the patient. When Year Six student John learns that his best friend Dominic has kidney cancer, he struggles with a range of emotions. While John has support from his family and a small group of classmates, he still feels alone in grasping the possibility that Dominic may die. When the school bully reveals his own experience with cancer, he finds acceptance, understanding and the friendship for which he yearns. Cleverly interwoven into the story is John's hobby of domino toppling, and the book uses the analogy of individual worlds toppling. In a satisfying and realistic conclusion that is not yet a neat and happy ending, Dominic returns to school to find that John has organised their friends into a bald support group. R. Higginbottom

USER LEVEL: Stage 2 Stage 3
Paper $15.95   SCIS 1447507

NIX, Garth

Lord Sunday

Allen & Unwin, NSW, 2010 (The keys to the kingdom)
ISBN 9781741145915

The fantasy adventure reaches an exciting conclusion in the seventh book in the series. Arthur, Leaf and Suzy Blue are all in various life threatening situations in different parts of their fanciful world. As the plot unfolds, the three characters are slowly drawn together until the final battle when mysteries are solved. While the house is slowly absorbed by Nothing, Arthur has to battle Lord Sunday for the all important seventh key. Central to this excellent novel are strong themes of loyalty, friendship, and good and evil. Loyal readers of the series will not be disappointed with this final offering and are sure to be absorbed in the story right up to its thrilling end, where Arthur has to make a momentous decision which will have important ramifications for the whole world. J. Eade

USER LEVEL: Stage 3 Stage 4
Paper $15.95   SCIS 144031

SMITH, Jeff & SNIEGOSKI, Tom

Tall tales

Graphix, USA, 2010 (Bone)
ISBN 9780545140966

A companion to the acclaimed *Bone* series, this graphic novel sees Smiley Bone telling his scout troop a series of tall tales around a campfire. The zany, improbable anecdotes introduce readers to narrative and its origin in the oral tradition. The graphic novel format lends itself to this style of storytelling as it offers visual keys, brief verbal delivery, and a good deal of exciting onomatopoeic utterances. As a way into reading and appreciating stories, young readers will find this publication engaging. It presents stock characters and themes such as good vs. evil and the importance of alliances, friendships and loyalty. It foregrounds notions of the narrative and allows readers to understand why some stories are labelled as tall tales. C. Sly

USER LEVEL: Stage 2 Stage 3
Paper $16.61   SCIS 1474069

SPILLMAN, Ken & NIXON, Chris

Jake's monster mess

Fremantle Arts Centre Press, WA, 2010
ISBN 9781921696039

Written in simple sentences accompanied by humorous black and white sketch illustrations, this book is ideal for beginning readers. Jake's father asks him to tidy his room, and, although his room is only slightly messy, one thing leads to another until eventually the cleanup involves a wardrobe full of toys and a mattress against the door. Although Jake works hard at tidying up, the mess seems to be expanding rather than getting smaller. The book has lots of graphics and a happy family interacting. J. Eade

USER LEVEL: Stage 1 Stage 2
Paper $10.95   SCIS 1446846

Totally stylin′ [series]

Allen & Unwin, NSW, 2010

The stories in this new series follow a group of friends who have passion for fashion. Each of the books reviewed stars one of the group and it relates her story and her achievements in the fashion world, as either a style file editor, model or fashion blogger. The stories start in Year 6 and continue as the friends go to different high schools, face new challenges and make new friends. Full of besties, faves, OMGs and threads, the books uncover the world of fashion and fashion publishing, with the friends using their strengths and valuing the friendship of their group. With well spaced text, short chapters and contemporary content, the novels will have strong appeal to young female readers. J. Foster

USER LEVEL: Stage 2 Stage 3
Paper $9.99 each

Reviewed titles in this series:
Cover girl   SCIS 1448110
Sista fashionista   SCIS 1456445
Style files   SCIS 1448111

Waarda series for young readers [series]

Fremantle Arts Centre Press, WA, 2010

Slim, bright and attractive, this series of little chapter books decorated in Indigenous art will capture students' interest. *Lilli and her shadow* presents the story of a family moving from the country to the city; it focuses on the home environment and the difficulties of saying goodbye to close family. Lilli has to confront her fears of the unknown and a new school, but her grandmother gives her a special friend to help her — a whimsical, imaginary dingo cat. In *Beach sports car*, Annie loves the beach and her father creates an admirable sports car out of an old VW. These easy to read and enjoyable books show the integration of Aboriginal beliefs and the modern world. Each has a biography of the author with short notes about how they came to write their story. D. Johnston

USER LEVEL: Stage 2
Paper $9.95 each

Reviewed titles in this series:
Beach sports car   SCIS 1146503
Lilli and her shadow   SCIS 1446495

Fiction for older readers

Resources are arranged alphabetically by author. See also e-resources.

Some of these items are also suitable for upper primary students.

BAVATI, Robyn

Dancing in the dark

Penguin Group (Australia), 2010
ISBN 9780143202363

Issues confronting children as they move into adolescence are tackled in this fascinating book. We are introduced to 12 year old Ditty and her lifestyle of Orthodox Judaism, as she faces her first moral dilemma — defying her parents and her religion to take ballet lessons, a passion she has just discovered. As her love of and commitment to ballet grows, so does Ditty's questioning of her religion, and therefore the need to deceive her family. The mental and emotional growth of Ditty and the development of relationships with those she loves is beautifully described. The strength of character she exhibits to follow her dream, despite the consequences, is a powerful motivator. A partially happy ending brings this novel to a satisfactory and realistic conclusion. S. Morton

USER LEVEL:	Stage 5 Stage 6	
	Paper $17.95	SCIS 1445314

BENN, Ken

Lethal deliveries

Penguin Group (NZ), 2010
ISBN 9780143305477

Despite the hard edged descriptive realism, there are several positives in this novel about the main characters' attempts to escape the entrapment of their circumstances. The plot reflects their turmoil in trying to overcome a depressing inner city life that involves poverty, gangs, violence and drugs. Through the well developed characters, readers can gain a valuable perspective on these challenging issues and the importance of friendship, making the right choices, and using your strengths to strive for better things. In terms of content, it is aimed at an older audience, but the language is simple and readily accessible. B. Kervin

USER LEVEL:	Stage 4 Stage 5	
	Paper $19.95	SCIS 1452094

BENSON, M. & GLASS, A. & MARTINBROUGH, S.

Luke Cage noir

Marvel Worldwide, USA, 2010
ISBN 9780785135456

As an interesting element of creativity, Marvel Comics employs the use of known superhero protagonists who are placed in the crime noir setting of New York's Harlem district during prohibition. The graphic novel centres on Luke Cage, an African American who is released from prison, caught up in a sinister crime scene, hunted by enemies and betrayed by friends as he tries to unravel the murder of a white woman. The cleverly executed artwork creates the smoke and shadows noir atmosphere with a cinematographic richness in its irregular panels and varied transitions. Predominantly blue and amber colour tones exude an atmosphere of menace. The brief verbal captions and dialogue capture the vernacular and underworld slang of the 1930s. It is an excellent example of the crime fiction genre in graphic novel style. C. Sly

USER LEVEL:	Stage 5 Stage 6	
	Paper $17.30	SCIS 1474001

CHRISTOPHER, Lucy

Flyaway

Chicken House, UK, 2010
ISBN 9781905294763

Set in England, this is a novel for nature lovers. Teenager Isla shares a passion for the outdoors and birds with her father, but while they are watching the annual migration of swans her father suffers cardiac arrest and is hospitalised. The book explores the very contemporary conflict of Earth's natural rhythms and the built environment: Isla and her father were trying to save the swans from flying into power lines, recently installed near the lake where they usually landed. Isla has to deal with the emotions of her father needing surgery, a lost swan and her grandfather who will not visit the hospital. Then she meets long term cancer patient Harry. Despite a roller coaster of emotions, this novel has a positive ending. R. Higginbottom

USER LEVEL:	Stage 3 Stage 4	
	Paper $16.99	SCIS 1446253

CLINTON, Cathryn

A stone in my hand

Candlewick, USA, 2010
ISBN 9780763647728

A dark story of loss, fear and deep grief, this novel is set in Gaza city 1988–1989. It begins with the death of Malaak's father in a bus bombing as he seeks work in Israel, and ends with her cocky young brother, Hamid, in a coma after he is shot throwing stones at an Israeli soldier. Malaak is *wounded into silence* on both occasions, looking for a safe place where there are no words to tell of horrible things. Themes include building strength in unbearable situations, friendship, and different kinds of courage. The daily expectation of death is lightened by the continuation of daily routines and relationships. M. Davis

USER LEVEL:	Stage 4	
	Paper $14.95	SCIS 1449421

CRAIGIE, Emma

Chocolate cake with Hitler

Short, UK, 2010
ISBN 9781906021894

Fascinating and horrific, this work of historical fiction is told from the perspective of 12 year old Helga Goebbels, daughter of the Nazi Party's head of propaganda. The young narrator innocently recounts her experiences in Hitler's bunker in Berlin during the last 10 days of the occupants' lives. Throughout the narrative, Helga shares memories of her past and

some historical comments, while sharing chocolate cake and tea with Hitler. As her parents attempt to protect the children from the atrocities of war, Helga senses growing concern as the Russians encroach. The final suicides are explained in a factual postscript, and there is a glossary of real life characters. Students will appreciate this novel's unique and personal view of Hitler, Goebbels and the end of the war in Europe. E. Sly

USER LEVEL:	Stage 4 Stage 5 Stage 6
	Paper $16.99 SCIS 1450063

DAVID, Keren

When I was Joe

Frances Lincoln Children's, UK, 2010
ISBN 9781847801005

Knife crime is a frightening reality in East London where this well written, often very realistic and harrowing novel is set. Ty witnesses a graphic stabbing that puts his life in danger from the criminals he names. In a fascinating insight into witness protection, Ty and his family are provided with new names and relocated. Ty has a cool new image that develops via athletics stardom as he makes new friends. However, his mother's journey is sadder and the family live with constant fear. Ty is a strong protagonist who is instantly likeable as readers connect with his frustration from the situation. The weaving plot explores the concept of belonging and not belonging, and the novel complements the English Stage 6 Area of Study: *Belonging*. This is a very moving story about how innocent lives can be changed forever. A. Frost

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6
	Paper $16.90 SCIS 1448141

DESBORDES, Astrid & MARTIN, Pauline

Reflections of a solitary hamster

Gecko, NZ, 2009
ISBN 9781877467455

An egocentric hamster organises his own birthday party. Despite his blatant attempts not to invite a certain guest, and his bold demands regarding the gifts he expects, his forest friends still manage to enjoy themselves while pleasing the arrogant hamster. Translated from the French, this is a graphic novel told in comic strip style and its layout and content allow it to be appreciated on several levels. Bold illustrations and messages about friendship and loyalty have humour and depth. Mature readers will enjoy the thoughtful and reflective writings composed, ironically, by the short sighted mole. Philosophical ideas and anxiety about selfhood are portrayed by the quirky characters. This fascinating book has plenty to ponder in language and graphics, and it would make an interesting study as a picture book in Stage 4 English. E. Sly

USER LEVEL:	Stage 4
KLA:	English
SYLLABUS:	English 7–10
	Paper $19.99 SCIS 1435628

FITZPATRICK, Deb

90 packets of instant noodles

Fremantle Arts Centre Press, WA, 2010
ISBN 9781921361999

The main character of this novel, Joel, has done some foolish things, and to avoid juvenile detention he agrees to spend 90 days in an isolated bush hut. Without the modern conveniences of teenage life — phone, music, computer games — Joel is forced to reflect on his decisions. He must come to terms with the fact that actions have consequences. Despite the story's rural setting, plenty happens, especially when Joel's violent friend finds him. The novel achieves its level of street cred through some profanity and drug usage. However, this is definitely a good read, offering powerful lessons of resilience and self reliance that will engage the type of audience who would most benefit from the more reflective aspects of the novel. P. Gilchrist

USER LEVEL:	Stage 5 Stage 6
	Paper $17.95 SCIS 1456389

FUSSELL, Sandy

Jaguar warrior

Walker, NSW, 2010
ISBN 9781921529290

In an Aztec city, Atl, a slave boy, is imprisoned in a box waiting to be sacrificed to the serpent sun god. Freed by the high priest to fetch help to save the city from a Spanish attack, Atl is pursued by the captain of the temple guard, who believes he must be sacrificed in order to please the gods and save the city. Helped by the jaguar spirit and his friends, Atl's journey becomes one of survival, growth and change. This informative and well crafted plot is interlaced with historical facts. There is clever use of two narratives, by Atl and by the captain of the temple guard, which makes the storyline captivating and suspenseful. K. Martin

USER LEVEL:	Stage 3 Stage 4
	Paper $14.95 SCIS 1447463

GARCIA, Kami & STOHL, Margaret

Beautiful creatures

Penguin Books Ltd, UK, 2010 (Puffin) (Spine breakers)
ISBN 9780141326085

In small town southern USA nothing has changed for generations. The lassitude of oppressive humidity creeps from the farms and towns into the social climate. Families have been typecast for generations and teenagers are caught in the same cycle of fatalistic boredom. Ethan has lost his mother, and his father is distracted with grief. When a strange song appears on his iPod and he starts hearing voices the link seems to be to Lena, an outsider with pride and integrity. Perhaps she is also part of the Civil War heritage. This is the supernatural genre at its contemporary best: the characterisations of old aunts, the subtle portrayal of superstition, the careful dialogue to communicate thought processes and ESP, the burning of the old mansions, and a deeper disturbance on the American dream. We can anticipate more brilliant craft from these writers in the forthcoming follow-up. V. Davidson

USER LEVEL:	Stage 5 Stage 6
	Paper $19.95 SCIS 1444537

GIGLIOTTI, Giulietta

Love defines us all

Little Steps, NSW, 2010
ISBN 9780980575071

Nora Winchester's adolescence is likened to a fairytale. The overlooked Cinderella spends her high school days trying to avoid

her wicked rival, the bully Monica Collins. However, when Nora's Prince Charming, the popular Toby Evans, finally notices her, life seems to be perfect. Their relationship and the happily ever after narrative take a dramatic turn when Nora is diagnosed with cancer. Written by a Year 10 student, the content may be frustrating for discerning readers as many scenes are reminiscent of a soap opera. While the author creates some authentic teenage voices through her characters' dialogue, there are moments that become rather trite. However, this coming of age story is an interesting model for student writers, and it is an enjoyable easy read. E. Sly

USER LEVEL: Stage 4 Stage 5
Paper $14.95   SCIS 1451600

HEALEY, Karen

Guardian of the dead

Allen & Unwin, NSW, 2010
ISBN 9781741758801

Ellie is finding her feet in a top ranked high school in NZ. Adolescent personalities and popularity contests are playing in the background and while Ellie seems secure in her relationship with Kevin, the ethereal Mark has arrived with some mystic powers. Contemporary Kiwi culture plays against a subtext of *A midsummer's night's dream*, Homer, an ancient Maori myth, and a set of gruesome murders. Carefully balanced ingredients work well; the novel is an attractive package for readers looking for more than vampire stories. The grounding in NZ culture is precise and clear, and the sublime horror is reminiscent of Margaret Mahy's touch. In this contemporary retelling of myth, an elemental human drama is played out with unique personal traits. V. Davidson

USER LEVEL: Stage 5
Paper $19.99   SCIS 1451460

HOFFMAN, Paul

The left hand of God

Penguin Group (Australia), 2010 (Michael Joseph)
ISBN 9780718155193

Thomas Cale is a tough and fit teenager living in the Sanctuary of the Redeemers, where cruel masters oversee the training of youths into warrior monks to serve the One True Faith. This unhappy community is a merciless and desolate stone prison, where opportunities are carefully weighed and life and death decisions must be made. Cale escapes with two friends and is thrust into a war as the Redeemers desperately try to find him. Utterly engrossing and effective as both a story about the personal quest of an individual and the struggle of cultures for autonomy and ascendancy, this could develop into a cult classic. The sophistication and suspense of high fantasy will thrill mature readers. V. Davidson

USER LEVEL: Stage 6
Paper $32.95   SCIS 1445758

HUNTER, Kate

The Parfizz pitch

UQP, Qld, 2010 (Mosquito Advertising)
ISBN 9780702237713

Concepts of growing up, family and friends are explored in this well written, engaging and often amusing tale of Katie Crisp, as she opens the Mosquito Advertising Agency and launches a campaign to save her mother's job. Middle school students will relate to 14 year old Katie's experiences of adolescence and the lengths she goes to in hiding a bad school report. The well written prose draws some outstanding imagery of the Brisbane landscape, a massive decaying house, sleazy businessmen, and the true nature of family and friendship. The often amusing narrative stylishly deals with individuality, community, and corporate responsibility. Katie empowers those around her, and female students in particular will connect with this strong protagonist. A. Frost

USER LEVEL: Stage 3 Stage 4
Paper $16.95   SCIS 1455572

JINKS, Catherine

The reformed vampire support group

Allen & Unwin, NSW, 2010
ISBN 9781742373225

Nina Harris is not your typical vampire heroine. She was changed at 15 and although she has not aged in the last 35 years, her life as a vampire is not glamorous. Nina lives with her aging mother, earns a living writing vampire fiction, and attends support meetings for reformed vampires. After the mysterious death of one of the members of the support group, Nina and some of her group embark on a road trip, but they enter a werewolf lair and the adventure unfolds. The plot, not typical of the genre, is a humorous mystery story with a touch of romance. K. Martin

USER LEVEL: Stage 4 Stage 5
Paper $16.99   SCIS 1448098

KHAN, Rukhsana

Jameela

Allen & Unwin, NSW, 2010
ISBN 9781742372594

Afghanistan at war provides the backdrop for the turbulent events of this heart-rending novel. After her mother's unexpected death, Jameela and her father leave their rural village to seek a new life in Kabul. However, Jameela's father soon remarries, and she is left alone and abandoned on the streets of this strange and dangerous city. Without money or an education, Jameela must draw on every bit of her strength to survive. In a fascinating plot, the resilience and fortitude of the young protagonist shines through. The descriptive writing brings the streets of Kabul to life, and strong characterisation establishes a potent sense of Jameela's plight. The glimmer of hope that permeates this poignant novel ensures a satisfying reading experience. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper $15.99   SCIS 1448174

LANAGAN, Margo

Tender morsels

Allen & Unwin, NSW, 2010
ISBN 9781741758160

The transcendent narrator interweaves two stories: a girl discovering motherhood and the confusion of boys in transition between humanity and beasthood, through a mystic portal in the sky. In

exquisite poetic detail, the love of a nurturing mother is contrasted to the vicious subconscious of the male animal, be it bear or confused male peasant. The medieval context is perfect for fantasy, and the power of description and the evolving narrative recall Alan Garner and Odo Hirsch. Lanagan calls on folktale traditions and infuses her own creation with eternal truths. The sparkle of water, the miracle of nature, the awe of the stars — this disturbing yet majestic story is not an easy read. Patient readers will be rewarded. V. Davidson

USER LEVEL: Stage 6
Paper $19.99   SCIS 1448099

LLEWELLYN, Sam

Dark solstice

Scholastic, UK, 2010
ISBN 9781407102832

The follow up to *The well between the worlds* sends Idris on a quest to rescue his sister Morgan from slavery in Aegypt and, ultimately, to regain his throne in Lyonesse. To overturn the forces of the evil regent, Fisheagle, Idris rallies a band of unlikely knights who overcome wave after wave of death defying situations. This Arthurian tale will appeal to readers who enjoy fast paced fantasy novels and it may give rise to imaginative ideas as students immerse themselves in this saga of good versus evil. S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper $18.99   SCIS 1457582

MALLEY, Gemma

The returners

Bloomsbury, UK, 2010
ISBN 9781408800904

Will's life has not been the same since his mother's apparent suicide. He is trying to grieve as best he can, however disturbing nightmares leave him anxious and frightened. In addition, Will is convinced that voiceless strangers are following him. His paranoid behaviour only encourages others to consider him a freak. This perception intensifies when Will's friend is arrested for stabbing a local businessman, and Will becomes a witness. The unusual plot leads the reader into a murky world of alternate realities, deceit and racism. Although moments of sporadic violence may disturb some readers, this extraordinary novel is both challenging and gratifying. H. Gardiner

USER LEVEL: Stage 5
Paper $17.99   SCIS 1445540

MARCHETTA, Melina

The piper's son

Penguin Group (Australia), 2010
ISBN 9780670074235

A sequel to *Saving Francesca*, this publication focuses on Tom Mackee and his aunt Georgie. Strained family relationships have recently been exacerbated by the death of Tom's much loved uncle Joe, in the 2005 bombing of the London Underground. The complexity of dealing with grief and loss is expressed through the narrative, as characters with individual problems haphazardly attempt to support one another. It is an intense, mature novel

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about people trying to cope with the unexpected difficulties of life. Pride, alienation, and regret gradually give way to forgiveness and hope. This is another carefully crafted novel by Marchetta that will be greatly appreciated by readers, especially those who have followed the development of this writer's work. C. Sly

USER LEVEL: Stage 6
Paper $24.95   SCIS 1446788

MARSHALL, Felicity

The star

Ford St, Vic, 2010
ISBN 9781876462925

Through a metaphorical exploration using marionettes and puppets, Marshall highlights the magnetic lure of stardom on the impressionable. As the reader progresses through this fantasy, a harsh reality unfolds. By utilising complex visuals that will be attractive to adolescents, topical issues of fame and friendship are explored. The star forgets her harlequin styled friends, but they do not forget her; when her time of stardom is suddenly over, they are there. Beautifully illustrated and magnificently laid out, this story has much for students to discuss, from its poignant and multidimensional artworks to its language and themes. It would make a fine class set for the study of picture books in English 7–10. J. Adnum

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
$26.95   SCIS 1447023

McCAFFREY, Kate

Beautiful monster

Fremantle Arts Centre Press, WA, 2010
ISBN 9781921361982
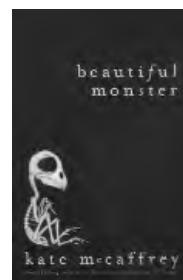
Fifteen year old Tess is haunted by the death of her beautiful brother, snatched away by a car accident. Grief falls upon her family and each member is internalising their pain differently. Tess's self image is being constantly assessed by Ned, who comforts her but also drives her to perfectionism. Ned is the voice of a best friend but he begins to sound sinister. Is Tess growing into a balanced teenager or is an eating disorder obsession going to devour her? Simple and effective writing takes the reader straight into issues affecting the health of the teenage mind and the complexity of aiming for perfection. V. Davidson

USER LEVEL: Stage 5
Paper $19.95   SCIS 1453682

MEASDAY, Stephen

Send Simon Savage

Little Hare, Vic, 2010
ISBN 9781921541339

In this adventure story, Simon's father has mysteriously drowned. Two men from an organisation called the Time Bureau arrive and invite 13 year old Simon and his family to join an elite group of teenagers who are trained to travel to other times. On these explorations they must gather information from the past and try not to alter time. Simon uses his new found skills to attempt to find out what happened the day his father drowned, but instead he finds out that his father had secrets,

and so does the Time Bureau. The book has an underlying theme of conservation and the possible consequences for Earth if we fail to look after our natural resources. K. Martin

USER LEVEL: Stage 3 Stage 4
Paper $16.99   SCIS 1457712

MICHAELS, Chrissie

In Lonnie's shadow

Ford Street, Vic, 2010
ISBN 9781876462918

In this gripping story that brings mid 19th century Melbourne to life, protagonist Lonnie seems to be trapped by circumstances bigger than he can cope with, in the social upheavals of a fast growing colony after the gold rush. He is a resourceful boy, ready to adapt to any situation, pursued by vengeful enemies, and full of sharp observations of the sluttish women around him trying to get by as best they can. The narrative partially uses a report style. From samples at <museumvictoria.com.au/littlelons/selobj.html>, Michaels fleshes out marvellous stories from the dry bones of concise and pedantic archaeological language. The book can be read on a number of levels and it would make an excellent class set for English 7–10. V. Davidson

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
Paper $19.95   SCIS 1455169

NESS, Patrick

Monsters of men

Walker, UK, 2010 (Chaos walking)
ISBN 9781406328233

The final instalment in this science fiction series does not disappoint. Ness keeps the device of the two young heroes' alternating narrations, and he adds the complex new voice of the indigenous Spackle. This fresh perspective and subsequent thematic developments have interesting parallels with the film *Avatar*. Cutting between narrators with short, almost stream of consciousness sections that often end in a cliffhanger, the novel has a style that matches its fast moving plot. There is plenty of dialogue and lots of action, with the opening war lasting more than 300 pages and fire used extensively as a nasty weapon. Characters develop and change, with some psychological explorations that extend the novel's depth. The book's impact depends on readers making connections with the award winning prequels, and students who have read those two books will get much more meaning and enjoyment from this excellent novel. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
$34.99   SCIS 1456072

QUINN, K.A.S.

The queen must die

Atlantic, UK, 2010 (Chronicles of the Tempus)
ISBN 9781848873704

Katie, the robust heroine of this time travel story, finds herself in Buckingham Palace befriending Alice, daughter of Queen Victoria. She is caught up in a world of secret passages and moustachioed anarchist villains, galloping horses and midnight rescues, neglectful parents and beings from another world. With Alice, and a young man fascinated by science and appalled by emotion, Katie finds a deep friendship and loyalty she has not known in New York. Readers who enjoy this fast paced
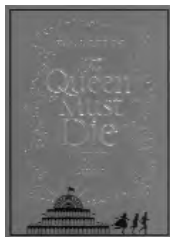
supernatural fantasy will be pleased to know it is the first of a new trilogy. M. Davis

USER LEVEL: Stage 4
Paper $18.99   SCIS 1456500

SAID, Aimee

Finding Freia Lockhart

Walker, NSW, 2010
ISBN 9781921529153

Freia Lockhart has two problems — she has to hang out with the popular group of the school because her best friend has joined them, and she has been roped into doing the lighting in the school musical. Freia's dilemma in dealing with new and old friends, those she has to remain loyal with and her relationship with her parents, is well illuminated, giving an insight into older couples as parents. Torn between conflicting issues of group popularity and self identity, Freia successfully deals with the dilemma she faces in this story about changing loyalties for the right reasons. F. Campbell

USER LEVEL: Stage 4 Stage 5
Paper $16.95   SCIS 1445854

SCARROW, Alex

TimeRiders

Penguin Books Ltd, UK, 2010 (Puffin)
ISBN 9780141326924

Liam, Maddy and Sal have been plucked from certain death and transported in time to a momentary haven where they must work together to save the Earth from destruction. In scenes drawn with the atmosphere and tension, there are careful descriptions of the sinking of the *Titanic*, 9/11 events in New York, and an alternate history for the USA in 1956. An ambitious science fiction fantasy that draws on turning points in 20th century history, the book has the right level of suspense to engage the adventurous reader. It suggests the best elements of computer games in which the participant strains to solve each level to proceed armed with new knowledge. The accompanying website at <www.timeriders.co.uk/pages/the-book> is superb, with a blog, forum and download page. V. Davidson

USER LEVEL: Stage 4 Stage 5
Paper $16.95   SCIS 1443672

WAGNER, Michael

Destiny's right hand

Penguin Group (Australia), 2010
ISBN 9780143304210

When Eddie rescues Destiny from prosecution for stealing a doughnut, the reader's interest is piqued as we discover, with Eddie, why Destiny is shoplifting. Life has not been easy for either of the teenagers. Destiny has had a hand transplant, while Eddie is coping with depression and the grief of losing his mother. Eddie is articulate and resourceful and the two work together to solve the mystery of the hand that seems to control its owner. They are aided by Noah, who has Asperger's and who works with Eddie on a school journalist team. Noah is a beautifully crafted character and his traits are depicted accurately, as are others' reactions to him. This is a thoughtful and engaging novel. S. Morton

USER LEVEL: Stage 4
Paper $14.95   SCIS 1454686

WILKINSON, Carole

Sugar, sugar

Black Dog, Vic, 2010
ISBN 9781742031200

An amusing and well told romp through Europe and the Middle East, this readable novel has a detailed plot and interesting characters. Jackie is an Australian girl who travels to London to break into the world of fashion. When she spends a weekend in Paris, hoping to show her portfolio to her fashion design idol, things go wrong and she sets out on the backpacker trail with an international and odd collection of new friends. These are adult characters doing adult things. The book is just on the edge of YA fiction, with some sex encounters and drug references, characters in their twenties, and a time setting of the 1970s. Jackie ends up in Afghanistan, and the book has some interesting insights into countries that 21st century teenagers only know as war zones. C. Thomas

USER LEVEL:	Stage 6	
	Paper $18.99	SCIS 1452080

Information, poetry and drama

Resources are in Dewey order.

SANDEL, Michael. J.

Justice: what's the right thing to do?

Penguin Books Ltd, UK, 2010
ISBN 9780141041339 [172]

Complex and morally challenging, the book explores theories of justice and civic obligation and their influence on the common good. Questions are posed about the privileges and responsibilities of citizenship, such as jury duty and national service, and how these should be allocated and shared. It discusses the nature of choice and consent in regards to freedom and society. It will be a useful text for Legal Studies and an excellent reference for discussions of civics and citizenship. It will extend and challenge students interested in politics, law, philosophy and the creation of an engaged public discourse on social issues. D. Giorgi

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6; Society & Culture Stage 6
	Paper $21.95 SCIS 1457900

Sharing our stories [series]

Pearson Library, Vic, 2010

Splendidly produced, these books offer a detailed look at five Aboriginal communities. Each book begins by locating and describing the community with the help of superb photographs, and introducing the community storytellers who are guardians of the story. A Dreaming story follows, told in engaging colloquial language and illustrated by wonderful children's drawings which are strong in design and detail. A double page spread introduces the children of the community who reflect on the story, and another spread introduces the Elders. At the end of the book, the story is repeated in the community's language, through collaboration between linguists and storytellers. A useful glossary at the bottom of each page provides support for the reader entering an unfamiliar world. These books provide rich resources for the study of identity, cultural diversity, and relationships with places. M. Davis

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; HSIE; Languages
SYLLABUS:	Aboriginal Languages K–10; English K–6; HSIE K–6
	$24.95 each

Reviewed titles in this series:

The devil-devil from Warlok: a story from Jikminggan	
Community	SCIS 1443368
The frog and the brolga: a story from Purnululu	
Community	SCIS 1443362
The mermaid and the serpent: a story from	
Wugularr Community	SCIS 1443366
Turtle dreaming: a story from Maningrida community	SCIS 1443367
Woonyoomboo: a story from Jarlmadangah	
Community	SCIS 1443364

HEINRICHS, Jay

Winning arguments: from Aristotle to Obama: everything you need to know about the art of persuasion

Penguin Books Ltd, UK, 2010
ISBN 9780141032580 [303.3]

Well researched, erudite and amusing, this is an excellent manual for the study of rhetoric and persuasion. Using personal and historical anecdotes, quotations, stories and rhetorical tricks, each chapter models the techniques discussed with a useful summary at the end. Most appropriate for teachers and senior students in debating teams and public speaking competitions, the book cites a wealth of detailed and thoughtful content, from Julius Caesar to *The Simpsons*. English teachers will find much of interest in this excellent book. D. Giorgi

USER LEVEL:	Stage 6 Professional
KLA:	English
SYLLABUS:	English 7–10; English Stage 6
	Paper $27.95 SCIS 1457936

HARRIS, Robie H. & EMBERLEY, Michael

Let's talk about sex: a book about changing bodies, growing up, sex and sexual health

Walker, UK, 2010
ISBN 9781406324204 [306.7]

An updated edition, now with a chapter on internet safety, this informative, amusing and easy to read book can be used for multiple ages when teaching and learning about sex and the human body. The book appeals to students through the clever design of cartoon characters, including a bird and a bee who add their thoughts about the information being provided on the page. Readers will be engaged in the journey of learning about their bodies, and how to accept and understand the changes that occur during puberty. The information is suitable for high school students doing their own reading or, in Stage 3, as an engaging resource led by teacher discussion. Teachers will find some sections useful and others inappropriate for classroom work, but the book is designed more for student reading than teaching. S. Williams

USER LEVEL:	Stage 3 Stage 4
KLA:	PDHPE
SYLLABUS:	PDHPE K–6; PDHPE 7–10
	Paper $24.95 SCIS 1449408

PARK, Louise

Ourselves and others [series]

Pearson Library, Vic, 2009

The series outlines the values of friendship and honesty as well as focusing on how to understand feelings and being helpful. The books are structured in an easy to follow manner, with big photographs, outlines of the fundamentals of each topic, stimulus questions and a story reinforcement of what the value looks like in real life. They could be used as stimulus reading materials for Stage 3 PDHPE lessons on relationships, and they would be a useful tool in literacy based PDHPE lessons focusing on interpersonal relationships and personal health choices. Good content and scenarios provide students with a great succession of learning, using thorough yet easy to read material for student understanding. S. Williams

USER LEVEL:	Stage 2 Stage 3
KLA:	PDHPE
SYLLABUS:	PDHPE K–6
	$29.95 each

Reviewed titles in this series:
Being helpful	SCIS 1415316
Following rules	SCIS 1415302
Making friends	SCIS 1415312
Understanding feelings	SCIS 1415315

CLARKE, Duncan

The rough guide to green living

Rough Guides, UK, 2009 (Rough guides)
ISBN 9781848361072   [333.72]

Filled with hundreds of simple green facts, this user friendly guide provides an overview of contemporary global environmental issues including climate change and carbon footprints. Focusing on the choices of individuals, strategies are suggested to assist people reduce their impact on the environment. Low carbon and eco living, and green consumerism are discussed, with an abundance of choices outlined. Green politics are also reviewed. Clearly written text is complemented by black and white photographs, graphs, tables and diagrams, with text boxes reinforcing key concepts. The book will be useful for teachers of HSIE K–6 and for Geography 7–10 students researching environmental sustainability. A. Frost

USER LEVEL:	Stage 4 Stage 5 Professional	
KLA:	HSIE	
SYLLABUS:	Geography 7–10; HSIE K–6	
	Paper $19.95	SCIS 1447997

Green matters. Disc 1 [DVD]

World Wide Entertainment, Vic, 2009 (92 min.)
ISBN none   [333.72]

When looking for succinct video clips about common environmental topics, teachers will really appreciate the episodes on these DVDs. Each episode has short videos featuring a diverse range of common environmental issues about conservation of natural resources, sustainability and renewable energy. Videos cover issues from many different countries. Science 7–10 students will find the sections on offshore wind power (Disc 1), biodiesel buses, dung power and coconut fuel (all Disc 2), to be very useful when completing outcome 4.11 on renewable and non-renewable sources of energy. As each clip is only several minutes long they are perfect for visually introducing a concept, but they do not provide a deep understanding or deep knowledge on the topics covered.

Each disc has several 23 minute episodes and teachers should check the SCIS record of Disc 1 to see the topics covered in the entire resource. I. Mavin

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
	$POA (available from <www.pipeline-media.com.au/greenmatters>)
	SCIS 1457769

Other reviewed titles:
Disc 2	SCIS 1457780
Disc 3	SCIS 1457784
Disc 4	SCIS 1457788
Disc 5	SCIS 1457792
Disc 6	SCIS 1457795
Disc 7	SCIS 1457800

GRIFFITHS, Jill & KING, Deborah

Wool

Kondinin Group, WA, 2010 (The workboot series)
ISBN 9781876068578   [338.1]

The familiar style and layout of this series, including the cartoon character Blunnie the Workboot, assure readers that there will be the same quality in this publication as in other books in this series. Applicable to a range of syllabuses and study topics, including the Stage 2 COGs unit (E): *Products, services and systems*, this in-depth insight into the wool industry provides information on farming, wool as a consumer product, and the environment. The attractive design and perceptive text features allow readers to dip into a pertinent section and research content required by the syllabus, or enjoy reading the many fascinating facts about this significant Australian agricultural industry. S. Rasaiah

USER LEVEL:	Stage 2 Stage 4	
KLA:	HSIE; SciTech; TAS	
SYLLABUS:	Agricultural Technology 7–10; HSIE K–6; Science & Technology K–6; Textiles & Design 7–10	
	$24.50	SCIS 1452745

SCOTT, Maryanne

A day in child care

Publishing Queen, NSW, 2009
ISBN 9781921673108   [362.71]

Brief and informative, this booklet offers very valuable insights into structures and happenings in a child care centre. Well targeted, the book uses photographs of real situations that reinforce the key messages. Graphics and words give a clear and positive description of what occurs daily in child care centres. The book does not address discipline and welfare strategies and policies, or child safety protocols. Written as a guide for parents, it is also a fine introduction to practical work within the Exploring Early Childhood syllabus. R. Cox

USER LEVEL:	Stage 6	
KLA:	TAS	
SYLLABUS:	Exploring Early Childhood CEC Stage 6	
	Paper $19.95	SCIS 1456087

HUNT, Paula

Outlaw son: the story of Ned Kelly

Black Dog, Vic, 2009
ISBN 9781742030784 [364.15]

A biographical history of the bushranger Ned Kelly, the book uses a scrapbook style to show his life, family, the country he lived in and the time that he lived in. It explores why Kelly became a bushranger. A timeline of his life includes important historical events in Australia's history at this time. The book is written in simple, easy to read language with primary and secondary document reproductions, including photographs, drawings and maps. Younger students will gain a lot of information from this resource. P. Johnson

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	Paper $16.99 SCIS 1402939

WANG, G. & RIPPIN, S. & ABOS, R.

The race for the Chinese zodiac

Black Dog Books, Vic, 2010
ISBN 9781742031231 [398.20951]

This picture book uses a narrative to explain the origins and order of the 12 animals in the Chinese zodiac. Emperor Jade declares a race across the river to see which animals will have a year named after them. As the animals attempt the challenge their individual characteristics are revealed. The appealing illustrations are a pleasant mix of traditional Chinese elements and modern painting techniques. They add authenticity to the written text which moves steadily along with the race. An appendix gives an overview of the Chinese zodiac where students can check their year of birth against the zodiac, plus general descriptions of the characteristics of people born under each sign. The books suits exploration of symbols within the Stage 3 COGs unit (H): *Symbol systems*. R. Higginbottom

USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	$24.99 SCIS 1446605

GRAINGER, Lisa

Stories Gogo told me

Penguin Group (South Africa), 2007
ISBN 9780143025283 [398.2096]

Recounting traditional tales of African folklore, told to children to enrich their family and cultural understanding, this collection is unique. Communicated to the author in various African dialects, these myths, legends and anecdotes are presented in written form and accompanied by enchanting illustrations. Stories such as *The hen's safari*, *The curse of the chameleon* and *How Giraffe got his long neck* give cultural meaning to the animals of the jungle. *When the Earth was young* is a creation story from Botswana. It could be compared and contrasted with similar tales from other cultures. This is an engaging storybook that will equip students with an insight into and appreciation of other cultures. D. Johnston

USER LEVEL:	Stage 3

KLA:	English; HSIE
SYLLABUS:	English K–6; HSIE K–6
	Paper $19.95 SCIS 1455143

HARPER, James

Mythical creatures

Allen & Unwin, NSW, 2010
ISBN 9781742371092 [398.24]

The book's intricately detailed illustrations bring to life the mythical creatures of folk lore, legend and history, supporting and extending the written text. Laid out in sections of type of creature — for example giants and trolls and deadly serpents — as well as geographical area, the book has vivid and bewitching images. Each creature has an explanation and often a quotation from an historical work giving the creatures a context in literature. It would have benefitted from an index or contents list, however, it is an ideal book for dipping into at leisure. R. Higginbottom

USER LEVEL:	Stage 3 Stage 4
KLA:	English
SYLLABUS:	English K–6; English 7–10
	Paper $14.99 SCIS 1445551

DUBOSARSKY, Ursula

The return of the word spy

Penguin Group (Australia), 2010 (Viking)
ISBN 9780670073542 [420]

Learning about language and grammar is rarely so entertaining. In this wonderful book, the Word Spy leads the reader on an amazing journey into the weird and wonderful intricacies of words. Written in a delightful style, complex concepts are explained in a clear manner. An eye catching layout enhances the book's charm and quirky graphics add humour. Chapters cover a range of language features, from dialects to etymology to neologisms. Relevant examples help consolidate understanding of each feature. Readers are encouraged to find secret words to help crack the code that appears in the final pages. This brilliant book will have special appeal for lovers of language and English GAT students. H. Gardiner

USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	English
SYLLABUS:	English K–6; English 7–10
	$24.95 SCIS 1450029

The number one Aussie alphabet book

Black Dog, Vic, 2010
ISBN 9781742031477 [421]

Instantly engaging for a number of reasons, vibrant colours fill this book and humorously cute animals pop out of each page. Every letter is displayed in upper and lower case, and large size. The one line ditty that accompanies each letter introduces an animal in an engaging and quirky way. Some words may be challenging for emergent readers so it is definitely a book to be read with the class. J. Adnum
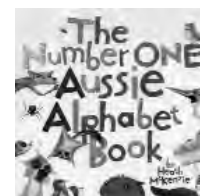
USER LEVEL:	Early Stage 1 Stage 1
KLA:	English
SYLLABUS:	English K–6
	Paper $14.99 SCIS 1447955

DE KLERK-COUGAR, Judith

Maths dictionary

Dorling Kindersley, Vic, 2010
ISBN 9781740337571 [510.3]

Concise, colourful and well presented, this dictionary contains a comprehensive list of terms from all junior Mathematics strands. Most are accompanied by an illustration and an example of the term in use. Definitions are accurate and uncomplicated, and the dictionary does not compromise mathematical integrity by over simplifying. The examples have clear, colourful illustrations that aid understanding and help develop each concept. There is a quick reference section at the back with such things as measurement conversions and symbols. The book is attractively presented with terms in bold sans-serif font and there is effective use of white space and colour. The dictionary is ideal for Stage 3 and Stage 4 students, but it could also be accessed by others looking for a quick, concise explanation of mathematical terms. P. Hannan

USER LEVEL:	Stage 3 Stage 4
KLA:	Mathematics
SYLLABUS:	Mathematics K–6; Mathematics 7–10
	Paper $19.95 SCIS 1442694

ZOELLNER, Tom

Uranium: war, energy, and the rock that shaped the world

Penguin Group (USA), 2010
ISBN 9780143116721 [546]

The story of uranium is one of the best examples of how science, history, politics and cultural beliefs are often connected. The early chapters in this addictive book beautifully link the work of Curie, Thomson, Nobel, Dalton, Rutherford and Chadwick in an engaging and thrilling story. This version of uranium's discovery is perfect for Science 7–10 students covering outcome 5.1 on how social factors influence the development and acceptance of scientific ideas. The book details Australia's recent uranium discoveries and explores the fact that, although we have 40% of the world's reserves, we do not use uranium to any large extent. It is a totally fascinating book for teachers, and it will help Science teachers illustrate science's connections to the wider world. I. Mavin

USER LEVEL:	Stage 5 Professional
KLA:	Science
SYLLABUS:	Science 7–10
	Paper $27.95 SCIS 1457903

WHITAKER, Richard

The complete book of Australian weather

Allen & Unwin, NSW, 2010
ISBN 978174175347 [551.6]

An outstanding resource, this supports studies on weather and climate. Its user friendly format is enhanced by an extensive range of visual material. Issues such as the importance of weather and climate, changing patterns, and historical information are explored. The inclusion of an Indigenous perspective, linking the past with current measurement tools and future issues, provides a unique overview of the relationship between climate, history and development. Clear chapters explore a number of aspects including climate change, global warming, green energy, and examples of natural disasters in Australia's more recent past. Relevant and current in content, this is a valuable resource for students. B. Kervin

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE; Science
SYLLABUS:	Geography 7–10; Science 7–10
	$39.99 SCIS 1450025

MASH, Robert & MARTIN, Stuart

Extreme dinosaurs

Allen & Unwin, NSW, 2009
ISBN 9781742371108 [567.9]

Full of fascinating facts and figures of dinosaur extremes, the book answers popular questions about the heaviest, toughest, brightest and most oddball dinosaurs. Each double spaced spread is packed with data and colourful collages of realistic graphics. Notes and text boxes are sure to have readers scanning each page for detail and information, or browsing the variety and ferocity of the dinosaurs. The book has detailed information which uses and explains the scientific jargon of the topic, and this is supported by an extensive glossary. J. Foster

USER LEVEL:	Stage 3 Stage 4
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
	Paper $14.99 SCIS 1445555

WOODWARD, John

Dinosaurs eye to eye: zoom in on the world's most incredible dinosaurs

Dorling Kindersley, UK, 2010
ISBN 9781405347693 [567.9]

The fascinating world of dinosaurs is captured brilliantly in this attractive book that describes over 30 species. The dinosaurs are dramatically presented in scientific groups, according to the Triassic, Jurassic and Cretaceous periods. Each species is showcased over a double page, with the stunning pictures guaranteed to seize the interest and imagination of students. While most of the information is easy to understand, students will appreciate the glossary. Most dinosaurs have a useful fast facts section, outlining size, diet and location of countries where fossils have been located. Although not having any firm curriculum links, the content has strong interest value and visual appeal for students. I. Mavin

USER LEVEL:	Stage 3 Stage 4
KLA:	Science; SciTech
SYLLABUS:	Science 7–10; Science & Technology K–6
	$29.95 SCIS 1448285

HIGGINS, David

Our time: living on Earth

Alto, Vic, 2009
ISBN 9781921526008 [577]

Large, colourful drawings of animals feature boldly in this book. It looks at the relationships between our planet and the animals, with one paragraph of information on each of the animals. Illustrations use multiple styles and materials and they are realistically striking and evocative. Although scant on words, the writing uses scientific

language in describing the animals' appearance and behaviour, with brief information on habitat and the symbiotic relationships of animal life and landscape. Latin names are given and a world map shows location. The book is a positive and visually appealing resource for nature studies. P. Johnson

USER LEVEL:	Stage 2 Stage 3
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	$24.95 SCIS 1415727

Australian habitats [series]

Pearson Library, Vic 2010

Providing an accurate and current view of Earth's contrasting biomes, these well designed books present a wide variety of thoughtfully selected information. The chapters in each volume include clues to the past, a case study, changes, visiting the locations, Aboriginal peoples and history, as well as the impact of people and activities like tourism, mining, and pollution. *A day in the life…* contrasts varying occurrences at dawn, during the day and in the evening. The interaction of native and endangered animals and plants, as well as introduced species and their country of origin, are presented in stunning photographs with full page colour food webs. This exceptionally well conceived series supports the Stage 2 COGs unit (A): *Local environments*, and the Stage 3 COGs unit (A): *Living land*, by providing background knowledge which students can use in higher order thinking activities. D. Johnston

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; SciTech
SYLLABUS:	HSIE K–6; Science & Technology K–6
	$29.95 each

Reviewed titles in this series:

Deserts	SCIS 1450108
Oceans	SCIS 1450097
Rainforests	SCIS 1450112
Wetlands	SCIS 1450110

Aussie minibeasts

E&R, NSW, 2010 (What's that?)
ISBN 9781864943139   [595.7]

A useful Australian teaching resource on little creatures, this book provides information and cross curricula activities in short sentences, labelled diagrams, worksheets, pages to photocopy, and A4 posters of a redback spider, cricket, ant, snail, wasp and bee. Activities include poetry, procedure writing and graphing. The back of each poster provides a clear, labelled diagram of the mini beast, interesting facts, issues and focus questions. Material ranges over simple statements and graphic tasks; more challenging material delves into classification terms and scientific language. The resource has a professional tone and user friendly approach. It is a useful tool for planning work on mini beasts, especially within the Stage 1 COGs unit (A): *Local places*. J. Foster

USER LEVEL:	Stage 1
KLA:	HSIE
SYLLABUS:	HSIE K–6
	Paper $9.95 SCIS 1457591

KIRKWOOD, Roger

The Emperor's kingdom: penguins on ice

Blackdog, Vic, 2010
ISBN 9781742031262   [598.47]

Students will be intrigued by this visually stunning book. Students will find great photographs spanning each double page spread. The written text is divided into months of the year by the use of headings and a contents page. As readers proceed through the book they will note the changing habitat of the penguins in Antarctica as the year progresses. The lifecycle of these admirable creatures is the major focus and it would be an intriguing study for students completing the Stage 3 COGs unit (A): *Living land*. A 10 minute DVD accompanies the book and provides brief chapters of visually stimulating footage. While the DVD does not have any audio commentary it would be a wonderful resource to focus discussion and test students' knowledge before or after completing the topic. K. McDonell

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K–6
	$29.99 SCIS 1447983

NORMAN, Mark

Koalas: the real story

Blackdog, Vic, 2010
ISBN 9781742031309   [599.2]

An informative book about koalas with glossy colour photographs on every page, this resource will appeal to young students. It offers fascinating details about these furry native Australian mammals. Each double page spread provides headings, small and large blocks of text written in easy to read fonts, and smaller caption bubbles containing additional snippets of information. The language is easy to understand; words that are difficult to pronounce are written phonetically in brackets and complicated terms are presented in a bold font, leading the reader to a glossary. The book is an excellent resource for teachers of the Stage 1 COGs unit (C): *Growing and changing*. K. McDonell

USER LEVEL:	Stage 1 Stage 2
KLA:	SciTech
SYLLABUS:	Science & Technology K–6
	Paper $16.99 SCIS 1447924

STOYLES, Pennie & PENTLAND, Peter

The A-Z of inventions and inventors

Macmillan Education, Vic, 2010
ISBN 9781420278989   [609]

Arranged alphabetically by invention title, this outstanding resource provides information about everyday inventions that will fascinate students. Each invention is outlined on a double page, with colourful photographs and diagrams complementing the clearly written text. Good use is made of headings and captions, and the language, style and format will work well with younger readers. There are insights into interesting, often amusing and intriguing inventions. Text boxes reinforce key facts. Language, style and format are suitable for junior and middle school students investigating inventions related to science and technology learning. A. Frost

USER LEVEL:	Stage 3 Stage 4
KLA:	Science; SciTech; TAS
SYLLABUS:	Science 7–10; Science & Technology K–6; Technology (Mandatory) 7–8
	$39.95 SCIS 1457613

FLAHERTY, Liz

Sustainability [series]

Pearson Library, Vic, 2010

Seeking to empower readers with achievable, useful and insightful activities, these books use bites of information to enhance understandings. The overall message and tone of the series is that the sustainability of Earth's environment and natural resources for all living things is necessary, achievable and something each of us can contribute to daily. Each title includes a related activity in a procedural format, along with a series of topics which give breadth and depth to everyday aspects of sustainability. Colour backgrounds, textboxes and photographic images show young children actively and positively engaged in activities contributing to sustainability. N. Chaffey

USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; SciTech
SYLLABUS:	HSIE K–6; Science & Technology K–6
	$32.95 each

Reviewed titles in this series:

Growing things	SCIS 1454683
Minibeasts	SCIS 1454689
Reduce, reuse and recycle	SCIS 1454696
Saving water	SCIS 1454694

SPARROW, Rebecca

Find your tribe

University of Queensland Press, 2010
ISBN 9780702237720   [646.7]

Offering advice to teenage girls about a wide range of issues, this resource sets itself a difficult task. Success is varied, with important issues such as bullying, achievement, drinking and self-esteem being handled very well. Some messages become secondary to the confidant delivery style. The inclusion of support material, such as websites and reading lists, encourages a reader to seek professional support. The book provides a non-judgmental perspective on the issues affecting teenage adolescents, and girls in particular. This lighthearted approach to the issues surrounding growing up could be used as a useful stimulus for classroom discussions. B. Kervin
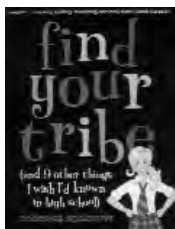
USER LEVEL:	Stage 4 Stage 5
KLA:	PDHPE
SYLLABUS:	PDHPE 7–10
	Paper $14.95 SCIS 1447036

WALKER, Kathy

Parenting: a practical guide to raising preschool and primary-school children

Penguin Group (Australia), 2010 (Viking)
ISBN 9780670074228   [649]

A very easy to read and informative parenting manual, the book is very comprehensive in providing information around the behaviours, issues and experiences that parents will encounter with young children. Proactive parenting is a feature of the content, and the book's information on behavioural strategies, personalities, rights and responsibilities, communication, and its case studies, will also be interesting reading for primary teachers. It has a sensible tone, is very well written and covers a wide range of resources, techniques and information. S. Williams

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Exploring Early Childhood CEC Stage 6
	Paper $32.95 SCIS 1447025

The beauty of distance: songs of survival in a precious age – 17th Biennale of Sydney

/ edited by David Elliot. Thames & Hudson, NSW, 2010
ISBN 9780646527949   [709.05]

One of the most visited and much anticipated annual exhibitions in Sydney is the Biennale. This commemorative publication for 2010 features a wide cross section of the works selected. Essays meld diverse elements including historical documents, diagrams, and song lyrics, and they are presented in an antiquated newspaper style. Artworks included showcase a range of different mediums and themes. Teacher explanation, further research, and discussion may be required for some of the artworks. Artists' biographies and brief commentaries on their works are included. This a useful resource for senior students needing to extend their knowledge and appreciation of contemporary local artists. N. French

USER LEVEL:	Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Visual Arts 7–10; Visual Arts Stage 6
	Paper $45.00 SCIS 1457730

EDWARDS, Deborah & PEEL, Rose

Margaret Preston

Thames & Hudson, Vic, 2010
ISBN 9780500500224   [709.2]

Margaret Preston is one of the most celebrated Australian female modernist artists of the 20th century. This publication includes all of Preston's renowned artworks, demonstrating her expertise in painting, ceramics, and various forms of printmaking. Large, glossy reproductions of her artworks adorn the pages. Information is presented chronologically. In discussing her artistic intentions and analysing her artworks, the text is clear, concise, and at times includes comments by and photographs of the artist. A CD-ROM of information and pictures is included, allowing the flexibility of IWB interaction in the classroom. N. French

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA
SYLLABUS:	Creative Arts K–6; Visual Arts 7–10;
	Visual Arts Stage 6
	Paper $69.95 SCIS 1456677

DAY, C. & TUTTON, S. & CURTIN, P.

Before and after science: 2010 Adelaide Biennial of Australian Art

Art Gallery of South Australia, SA, 2010
ISBN 9781921668005   [709.94]

A diverse range of contemporary artists is featured in this publication. The book opens with four essays, including one on the 2010 Adelaide Biennale, and two discussing Indigenous Australian art. A short summary on each artist is provided, detailing individual concepts, themes, and material practices. At least one full page reproduction of each artist's work supports the written text. Although the content of the artwork will, at times, require further explanation for students, this is a good resource for looking at contemporary artists, and it would be especially useful for senior Visual Arts students. N. French

| USER LEVEL: | Stage 5 Stage 6 Professional |

NEALS

MORRIS, Bethan

Fashion illustrator

Laurence King, UK, 2010 (Portfolio)
ISBN 9781856696548   [741.6]

This updated edition will inspire readers with its glossy pages, eye catching artistic photographs and figure sketching application. Comprehensive guidance is given for fashion figure drawing, selecting graphic design equipment, building ideas and developing the visual diary. Using collected inspirations, the designer is guided through the process of turning ideas into illustrations — creating body proportion, developing facial expressions and detailing hand and feet sketches. The book looks at drawing media, including water-colour and oil pastels, and there is a chapter of tutorials to work through. The fashion design presentation section contains interviews with designers and career pathway information. M. Timperley

UNKA, Vasanti

Weird wabbit & friends: how to make cool stuff from felt

Penguin Books (NZ), 2010   [746]

Very simple handicrafts and toy making skills are depicted in these two ring bound books. The quaint items will appeal to very young children and instructions are written in a procedural text type format. Some have patterns that children can trace, scan or photocopy. There are helpful hints as well as a guide to the stitches and how to finish the items. To make the items, creators are encouraged to use recycled or leftover materials, such as odd socks or buttons. These books promote fine motor coordination. R. Higginbottom

Other reviewed title:
Star boy & friends: how to make cool stuff from socks and gloves
SCIS 1457905

BOUTAN, Mila

Renoir and me

A&C Black, UK, 2010
ISBN 9781408123843   [759.4]

Some of the artworks created by the famous impressionist painter, Pierre Auguste Renoir, are featured in this introductory reference book. It discusses his work critically and historically, using clear, precise language directed towards a primary school audience. The page layout offers an engaging mixture of large, glossy reproductions of his artworks and concise written information. Questions encourage the reader to view the artworks closely and formulate opinions. This is a fine resource to introduce art related discussions into the primary classroom. N. French

LOUIS, Yvonne

A brush with Mondrian: uncovering secrets of art and family

Pier 9, NSW, 2010
ISBN 9781741964226   [759.9492]

Family heirlooms trigger memories and initiate an investigative journey into the past for this writer. The daughter of a Dutch post-war migrant family, Louis is stirred to discover the subject of a portrait in her possession, and her own heritage. The interesting, well told tale of her quest is supported by photographs that add a sense of the historical and social contexts. Moving away from the notion of the grand narrative, this memoir captures the significance of ancestry to individuals. Many children of the baby boomer generation were the offspring of families dislocated by political and social change and this autobiography is an endearing example of one person's endeavour to understand her past. It could be a useful nonfiction title to support the English Stage 6 Area of Study: *Belonging*. C. Sly

MARIEN, Mary Warner

Photography: a cultural history

Laurence King, UK, 2010
ISBN 9781856696661   [770.9]

Packed with interesting images illustrating the social and cultural importance of photography in human history, this revised edition discusses specific images, turning points in photography, art themes and styles, historical moments, the age of mass media, and the work of contemporary photographers. Famous images mingle with the lesser known, forming an impressive collection for teaching photography, from its origins in drawing to digital imaging. The book's language ranges from anecdotal to academic, but the images will sustain interest. Photography students with an appreciation of cultural connections in art, society and history will really enjoy this book. C. Thomas

MOLLINSON, Martha

Producing videos: a complete guide

Allen & Unwin, NSW, 2010
ISBN 9781742370569   [778.59]

Updated to include technological develop-ments, this is a comprehensive reference for video production. Every aspect of produc-tion is covered in an easily navigated and structured way, from the most basic princi-ples of video production to professional production levels. It includes image control, composition, framing, vision mixing, studio layout and shooting on location. Written in

no nonsense practical terms, the resource speaks directly to young film makers. Plenty of photographs, diagrams and visual explanations aid understanding. This is an excellent resource for a faculty and it would make a fine textbook for Stage 5 and 6 students. C. Bennett

USER LEVEL: Stage 5 Stage 6 Professional
Paper $49.99   SCIS 1456515

RAYNOR, Kate

Bombora: the story of Australian surfing: a study guide

ATOM, Vic, 2009
ISBN none   [791.43]

The guide supports a DVD and website which provide a thorough history and explanation of Australian surfing culture and how that culture is evident in Australia through the ages. The resources' manual provides some good activities to develop students' knowledge of the Australian surfing culture. There is a focus on metalanguage development, yet deep knowledge and extension are not highly evident. The DVD is well structured and the inclusion of past and current world champions adds excitement to the story, but the M rating — due to drug references and the linking of drug and surfing cultures — will restrict its use in classrooms. These texts support the English Stage 6 Area of Study: *Belonging*, especially for the ESL electives on Australia. They offer a definitive tour of the Australian surfing story, with culture and passion in abundance, with material from many of the famous names of the Australian surfing family. S. Williams

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *ESL*
$125.00 (DVD & guide) SCIS 1418382

DEMPSTER, Stuart & HAY, Dennis

101 youth hockey drills

A & C Black, UK, 2009
ISBN 9781408109823   [796.355]

An extensive and easily read` holistic guide to the essential skills and drills needed to develop greater skills in the game of hockey, this updated text now includes chapters on fitness and player development. It provides a thorough guide for coaches and teachers to assist in the improvement of youth hockey skills. The book is structured in an easy to read style that will assist all players, coaches and teachers in developing skills at many different levels. The many and varied structured diagrams with efficient descriptions, and the wide range of experiences and drills, provide a thorough base of skills. S. Williams
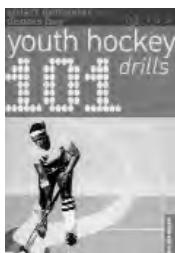
USER LEVEL: Stage 4 Stage 5 Professional
KLA: PDHPE
SYLLABUS: Physical Activity & Sports Studies 7–10
Paper $35.00   SCIS 1409737

HARBURG, E. Y.

Over the rainbow

Koala, NSW, 2010
ISBN 9780864619341   [811]

Beautifully crafted, this picture book and CD will transport readers to the dream filled Land of Oz with the poetic verses of this famous tune. Harburg's lyrics are supported by Eric Puybaret's paintings

and Harold Arlen's music in a quality, multilayered resource that will appeal to readers on many levels. Judy Collins' lovely rendition of the song and the accompanying tracks on the CD are a very special treat. Vibrant, colourful artwork stimulates the imagination and adds depth to the minimal written text. Fantasy for fantasy's sake, this title will delight readers as they are enveloped in its dreamlike qualities. G. Cale

USER LEVEL: Early Stage 1 Stage 1 Stage 2
$26.99   SCIS 1446922

My cat is in love with the goldfish: and other loopy love poems

/ chosen by Graham Denton. A & C Black, UK, 2010
ISBN 9781408115596   [821]

These quirky and amusing love poems will provide enjoyment for youngsters and an interesting aside to a Stage 1 study of fairytales and fractured fairytales. The poems are illustrated and arranged in themes such as animal magnetism, monster love, and the food of love. While this is essentially a collection by English authors, Australian poet Bill Condon makes an appearance with *Hunger pains*. Material is fairly standard; it does not play with form but it would read well aloud. A. Beedles

USER LEVEL: Stage 1 Stage 2
Paper $9.99   SCIS 1450967

STILLS, Caroline & McKENZIE, Heath

An ABC of pirates

Little Hare, NSW, 2010
ISBN 9781921272776   [821]

Set sail on an adventure with a ship full of cheeky pirates in this delightful Australian poetry book overflowing with surprises and hidden treasures. Captivating rhymes invite readers and listeners to participate while learning pirate jargon. Entrancing, whimsical illustrations will bring a smile to young faces, and children will delight in discovering other objects that begin with the same letter. Nautical words are bolded so that they are easily recognisable. An alphabetical list of all the hidden objects and a glossary is included at the end. Fans of the *I spy* books will enjoy this absolute treasure of a book. G. Maugle

USER LEVEL: Early Stage 1 Stage 1 Stage 2
$24.99   SCIS 1451500

MATYSZAK, Philip

Philip Matyszak's classical compendium

Thames & Hudson, UK, 2009
ISBN 9780500051627   [930]

Miscellanea of weird and wacky factual trivia are presented in this high interest book. A broad gamut of topics, including love, gossip, jobs, beliefs, and crimes, provides insights into historical events and people, both famous and infamous. Gleanings from poetry, graffiti, superstitions, recipes and histories include such things as how cats and snakes were employed in battles. Statistical tables record aspects of classical Greece and Rome, including life expectancy and the fates of Roman emperors. The book is an engaging exposition of ancient life that can be enjoyed by students of history and curious readers. B. Hull

CAMP, John M.

Exploring the world of the ancient Greeks

Thames & Hudson, UK, 2010
ISBN 9780500288740   [938]

An overview of ancient Greek society and history is provided in this well illustrated book. The sophisticated written text offers a summary of the period, including such topics as the polis, architecture, Greek expansion, and Alexander the Great. Rich in pictorial resources it includes examples of statues, pottery and other artefacts. There are also excerpts from written sources, such as Strabo and Aristotle. Maps, including those of battles such as Marathon and Plataia, are clearly presented. The comparative timeline of civilisations provides an accessible snapshot of concurrent events. This book is a useful starting point for the study of aspects of ancient Greek civilisation. The illustrations could be incorporated into source analysis work. Students of Ancient History Stage 6 who are completing the Greek society components will find this book valuable. B. Hull

First Australians, plenty stories [series]

Pearson Library, Vic, 2010

These visually appealing and word-dense texts use a range of sources, graphics and artwork to explore historical and contemporary Indigenous stories. The books are detailed and there are plenty of options for students to locate information. A point of difference is the orientation for each chapter, and the extensive visual cues in vibrant photographs and interesting quotations. *Making a difference* looks at social context and Reconciliation, with interesting information on the Bangarra dance company. *Unsung hero* retells the life of WWII soldier Eddie Albert. The books are definitely appropriate for junior secondary students studying Indigenous issues. They are authentic, vibrant and engaging texts which share relevant Indigenous stories. J. Adnum & C. Keane

PRESTWICH, Michael

Knight: the medieval warrior's (unofficial) manual

Thames & Hudson, UK 2010
ISBN 9780500251607   [940.1]

This book offers an interesting overview of knights, including the training, battles, piety and lifestyle, but the language used is quite sophisticated. The publication is information dense, with many names, places and events that may need further research. Written sources within the book include excerpts from poetry, contracts, and chronicles. There are many black and white illustrations and colour plates that add vibrancy. Students undertaking the Stage 4 History Topic: *Societies and civilisations of the past* may find this book of use. Those with an interest in the mediaeval world will enjoy the depth of the information offered, as well as the insights and advice to would-be knights. B. Hull

FISHER, Joan & BAYFIELD, Pam

Come with me: the untold story of Joan Fisher

P. Bayfield, NSW, 2009
ISBN 9780957976054   [940.54]

By presenting Joan Fisher's oral history in writing, Pam Bayfield has created a fascinating historical memoir that can be enjoyed by a wide audience. Joan recounts her experiences as a nurse during WWII. Her experiences in treating wounded soldiers included time on the Australian hospital ship *Oranje*, in a hospital on the Atherton Tablelands, and in post-war Borneo nursing victims of the Japanese POW camps in Kuching and Changi. Her tales are eye opening and her delivery is positive and heart warming. This very individual historical perspective is testament to the great importance of the nurses who made an important contribution to their country during this troubled period. Written in an engaging and accessible manner, this is a wonderful, personal account of a past era. C. Sly

KRENSKY, Stephen

Barack Obama

DK, UK, 2010
ISBN 9781405348416   [973.932]

The biography spans the life of the American president, from his childhood in Hawaii and Indonesia to his first few months in office, and provides insight for younger readers. Obama's education, his social upbringing and his ground breaking achievements are highlighted. While the book focuses on Obama's life, it also provides a brief overview into the turbulent social and racial changes of America in the second half of the 20th century. The book's layout will work well for student readers, with traditional photographic content, a timeline, sidebars of information and easy to read content. K. Martin

Who reviews?

Reviewers for Scan and the DET website are selected from teachers and teacher librarians across the state.

Judy Adnum, Consultant, Literacy
Aveen Beedles, Flinders PS
Carolyn Bennett, Granville South HS
Gayle Cale, teacher
Francie Campbell, teacher
Narelle Chaffey, teacher
Lizzie Chase, School Libraries and Information Literacy Unit
Robert Cox, Henry Kendall HS
Victor Davidson, Birrong GHS
Meg Davis, teacher
Lee Doyle, Matthew Pearce PS
Jan Eade, Macquarie ICT
Jenny Foster, Warrimoo PS
Nicole French, Singleton HS
Amanda Frost, The Hills Sports HS
Heather Gardiner, Bulli HS
Paul Gilchrist, teacher
Danielle Giorgi, NSW Parliament House
Patrick Hannan, Chifley College Bidwill Campus

Ruth Higginbottom, Tomaree PS
Bronwyn Hull, Goulburn HS
Pamela Johnson, St Clair HS
Di Johnston, Fairfield Heights PS
Cath Keane, School Libraries and Information Literacy
Bede Kervin, Bowral HS
Neil Lavitt, Strathfield North PS
Karen McDonell, Lethbridge Park PS
Margaret McEwan, Figtree HS
Ian McLean, Penrith PS
Karen Martin, PTT Fitness, Bathurst Campus
Kylie Martin, Bulli HS
Gillian Maugle, Wiley Park PS
Ian Mavin, Jamison HS
Liz Maxwell, Sydney GHS
Fran Mead, Eastern Creek PS
Sue Morton, Ermington PS
Rhonda Parnis, Sherwood Grange PS
Frances Plummer, A/State Coordinator NPA on Literacy and Numeracy
Shauna Pollard, Rooty Hill HS
Jane Pretty, Waniora PS
Sally Rasaiah, Cammeray PS
Barbara Schaffer, Canterbury South PS
Cathy Sly, School Libraries and Information Literacy
Eleana Sly, Davidson HS
Alison Soutter, Project Officer, DOCS
Jan Stevens, Asquith GHS
Carol Thomas, School Libraries and Information Literacy
Michelle Timperley, Tuggerah Lakes Secondary College
Jason White, Chifley College Bidwill Campus
Merryn Whitfield, Bald Face PS
Shane Williams, Consultant, Port Macquarie Office
Karran Williamson, Figtree HS

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