

# Scan

the journal for educators

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## In this issue

picture books numeracy  
dynamic literature  
learning in the Asian Century  
interactive literacy continuum  
apps for learning

Scan

Published by NSW Department of Education and Communities (NSW DEC), *Scan* is a quarterly refereed journal that focuses on the interaction between information in a digital age and effective student learning. *Scan's* articles and reviews explore the use of curriculum resources in the learning environment.

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# from the editor

Welcome to the May issue of *Scan*.

Are you are looking for ideas to invigorate your mathematics lessons or wondering about how to provide learning opportunities for our students to acquire the skills needed to participate fully in the Asian Century? Are you aware of the explicit text and content requirements in the new *English K-10* syllabus for NSW schools and in the Australian Curriculum? The interesting range of articles in this issue of *Scan* will answer your questions and inform your teaching and learning.

*Scan* readers have asked about scanning barcodes to create orders for websites. Here are some tips:


- use the barcode reader to scan directly from the screen (100% zoom setting)

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- download the PDF  of this issue (for a full page hyperlinked view) and scan the barcodes for the the required resources
- go to *SCIS special order files* in [MySCISWeb](#) and create an order for all the free eresources and websites reviewed in this and recent issues of *Scan* with one click of the mouse
- follow the instructions for [downloading SCIS records for eresources and websites](#).

Enjoy May *Scan*.

Cath Keane, Editor



## 6

### Picture books: engaging students in numeracy

How can you add variety to mathematics lessons while ensuring that students are developing problem solving skills and an understanding of mathematical concepts and processes? Jennifer McCredie provides programming ideas, scaffolds and student work samples for exploring picture books with a *mathematical eye*. Each learning experience provides strong links between literacy and numeracy.



## 12

### Comic serials: dynamic literature

Comic serials tick the boxes for quality children's literature. Sue Murray explains how these dynamic and innovative literary forms, featured in each issue of *The School Magazine*, engage students in imaginative worlds as they learn.



## 24

### Learning in the Asian Century

Why do our Asian neighbours continue to excel in PISA rankings for mathematical literacy? Peter Gould suggests that the capacity for deductive reasoning is part of the explanation. Read about the roles of symbols and language, and the focus on valuing mathematical reasoning in the new *Mathematics K-10* syllabus. This is compelling reading for educators with high expectations for our future.



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### The Literacy continuum K-10: a vital tool for all teachers

Program with a strong literacy focus. The interactive *Literacy continuum K-10* assists teachers to integrate literacy into all key learning areas. Michael Murray explains how the continuum can be used to support teaching in conjunction with syllabus documents.



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### Google Apps in the NSW DEC

Students and teachers in NSW government schools collaborate, research, create and present in the online environment with Google Apps. Discover how some schools are using them to support learning.

# currents



Colleen Foley, Libraries Coordinator, NSW Office of Public Schools, is responsible for policy advice and leadership for school libraries and information literacy.  
E: [colleen.foley@det.nsw.edu.au](mailto:colleen.foley@det.nsw.edu.au)

## Resourcing current and new curriculum

Planning for and implementing the Australian Curriculum is providing school communities with an exciting opportunity for greater collaboration and professional dialogue at school, state and national levels. Feedback from recent school development days suggests a reinvigoration of teacher conversations and partnerships. Teacher librarians are playing an important role, working with their colleagues to support the curriculum change process.



New and current NSW syllabuses, timeline information and announcements are provided by [Board of Studies NSW](#) (BOS NSW). A number of resources are available to NSW public schools, including the intranet website, [NSW syllabuses for the Australian curriculum](#).

This is available through *My websites* in DEC portal, as is [Program Builder](#) (BOS NSW), a tool all teachers can use to help program and plan units. Teachers, teams and schools can adapt the templates to suit their programming preferences. Teacher librarians who have used the suggested components of the [programming and planning proforma](#) for [K-6](#) and [7-10](#) could continue to incorporate these elements for a collaborative approach and evidence based practice.

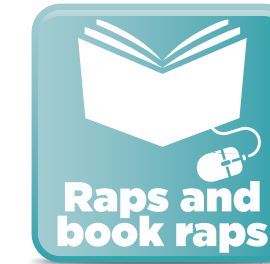


*Scoutle* will be another important source of resource discovery for teachers implementing new curriculum. *NSW Scoutle* is coming in early Term 3 for NSW public schools. *NSW Scoutle* will allow teachers to search for and access resources that support NSW syllabuses for the Australian curriculum. Until then, teachers can continue to access resources for new and current curriculum, and shared Australian Curriculum resources, through the Teaching and Learning Exchange (*TaLe*). Try searching *TaLe* by terms and collections such as *Syllabus bites*, *Sites2See*, *digital citizenship*, *National Digital Learning Resources* (NDLRN), *Bear and Chook*, and curriculum related terms of choice.



*Scan* will continue to highlight articles and resources to support creative approaches to current and new curriculum. *Scan reviews*, other [resource reviews](#), and the [Aboriginal education K-12 resource guides](#) can assist the selection of relevant resources.

*Scan's* exciting new look curriculum springboard [resource packages](#) provide rich support for planning and programming, and are ready for use with classes. Support for the increased focus on literature and reading is readily available in [Raps and book raps](#) resources. For example, [Join a reading adventure](#) offers activities and resources for students exploring picture books and ebooks, and creating digital stories.



## Professional news

[Future learning and school libraries](#) was recently released by the Australian School Library Association Inc. It supports discussion and a vision for collaborative future learning in schools. Watch the next issue for an exploration of the issues raised by this paper.

NSW public schools will be interested in the [Library management solution](#) update on page 3 of the Term 2 Week 1 issue of [SchoolBiz](#).



## Exploring Scan's online edition

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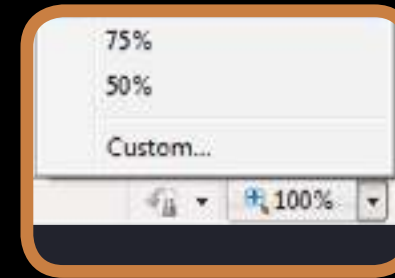


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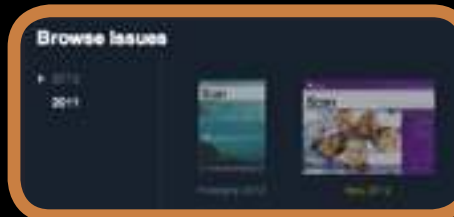
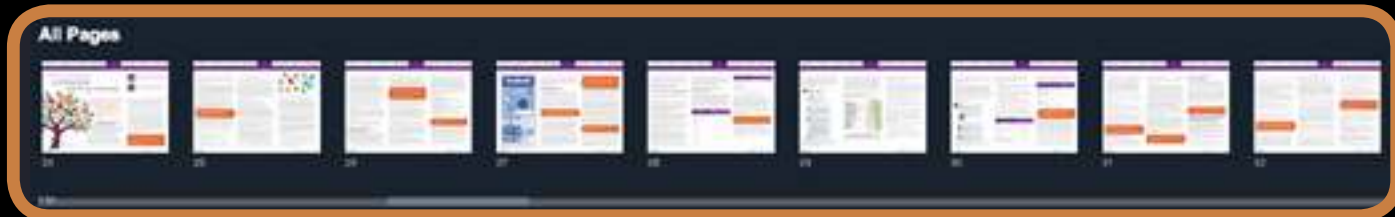
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For more tips, [click here](#) to view Scan's video taster.





Chloe's work sample for 3D and 2D angles inspired by Shaun Tan's, *The lost thing*

# Picture books:

## engaging students in numeracy



Jennifer McCredie, is Assistant Principal at Manly Village Public School on Sydney's northern beaches. From 2008 - 2010, she worked as K-6 Mathematics Consultant in Northern Sydney Region. This experience provided her with the opportunity to work with many talented teachers and share their ideas. In this article, Jennifer shares the learning experiences and mathematics work samples of students from Forestville and Manly Village Public Schools.

Picture books engage students through narrative that provides a context for learning. Within that context, teachers can build the language of mathematics and develop models for problem solving that students can apply to their learning in unfamiliar situations.

### Pictures and words

Picture books provide children's first experiences with problem solving. They sift through the information to try and make sense of the story and the world around them. The beginnings of problem solving in mathematics lie in searching for mathematical ideas within a narrative. It seems a natural progression to introduce picture books to the mathematics classroom.

## Syllabus aim

The aim of Mathematics in K–10, NSW syllabuses for Australian curriculum, is for students to:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

Mathematics K–10 syllabus,  
NSW syllabuses for the Australian curriculum

## Where to start

Planning is vital to ensure that students can work towards the aims outlined above. Here are some ideas to get started:

- develop a good relationship with the teacher librarian to locate the most appropriate picture books
- know your students' stage or age of learning to determine how a picture book is used. Picture books support *visualisation* – that crucial bridge between concrete and abstract
- think about the [teaching and learning cycle](#): What do they already know..... conceptually?
- backward map, break down concepts and begin from the appropriate starting point for your students.

## Programming for the 21st century learner in mathematics

When programming, consider these points:

- the 4Cs – critical thinking, communication, collaboration, creativity
- the Quality Teaching framework
- learning/teaching scaffolds
- the language of mathematics
- resources – What? Where? How?

## Literacy of mathematics in the early stages

As a Mathematics K–6 Consultant in Northern Sydney Region (2008–2010), I first explored working with picture books in the mathematics classroom through a

pilot project. The focus was to increase student engagement and improve student learning outcomes in number.

In collaboration with Stage 2 teachers in participating schools, learning sequences that targeted the literacy of mathematics were designed around a narrative with which the students were familiar. These were found in engaging picture books that were purpose written or incidentally presented mathematical ideas. Carefully structured scaffolds, which utilised Anne Newman's *Error analysis*, also known as Newman's prompts, (Newman, 1977) as a teaching and learning tool, supported students as they worked on problem solving tasks.

Evaluation of the project showed a high level of engagement by all students, particularly students who had struggled with mathematics in the past and had *switched off*. It also highlighted an increase in student communication, and the capacity to use a range of written strategies with success when solving word problems.

The open-ended nature of the tasks supported students at all levels of ability and their enjoyment of mathematics was clear. Quantitative data gathered on a fortnightly basis demonstrated an improvement in student learning outcomes. Qualitative data gathered from teachers over time demonstrated increased enjoyment in teaching

mathematics and the capacity to meet the learning needs of their students.

The success of this project encouraged me to delve more deeply into the world of picture books as a teaching and learning resource in mathematics, and to develop tools to support teachers and students alike in linking literacy and numeracy in the classroom. I also wanted to go beyond the number strand and develop integrated units of work in all stages.

In 2011, I returned to the classroom and have continued to work with teachers across all stages using fabulous picture books such as Shaun Tan's *The lost thing*, Nadia Wheatley's *My place*, Jeannie Baker's *Mirror*, Jon Scieszka's *Math curse* and Jean-Luc Fromental's *365 penguins*. A recent favourite for younger students is Herve Tullet's *Press here*.



Stage 2 student's work sample for 3D and 2D angles inspired by Shaun Tan's *The lost thing*

### Developing a context for learning

Most primary school teachers feel confident in the literacy classroom, but this is often not the case when it comes to teaching mathematics. Lessons in mathematics built around picture books offer a familiar learning environment for teachers and students.

Effective pedagogy from the literacy classroom can be transferred directly to the mathematics classroom.

Teachers and students are comfortable with the notion of studying a whole text in the literacy classroom and then breaking it down into manageable chunks. Picture books offer the opportunity to present mathematical concepts in the same way.

Reading with a *mathematical eye*, teachers can map out picture books and plan learning experiences that address the central themes of working mathematically. With a framework in place, teachers can plan one or two lessons to gain a sense of where their students are in terms of engagement, and meeting their learning needs, before planning an entire unit of work or teaching and learning sequence.

Lessons built around concepts and delivered through a whole class integrated approach to develop knowledge, skills and understanding

(rather than built around a single activity, or addressing a single syllabus outcome) can bring about significant change in learning and teaching when embedded in the narrative of a picture book. Learning experiences that involve students in role play or drawing and making when working with picture books in a literary context, transfer easily to a picture book that presents mathematical ideas.

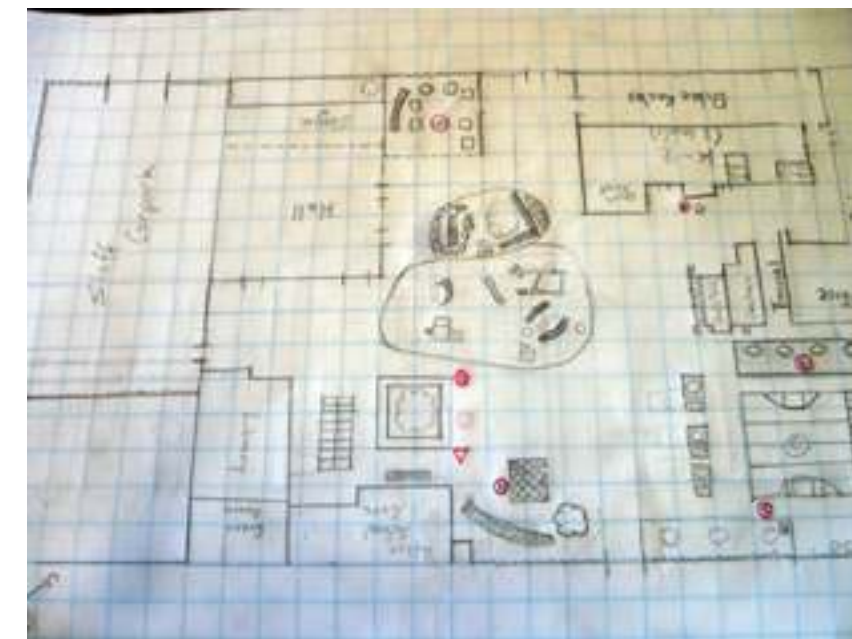
Many students face language issues in the mathematics classroom that impact significantly on their understanding of mathematical ideas, capacity to investigate problems and success in recording their learning.

Picture books offer the opportunity to incorporate active learning experiences in the mathematics classroom. As we already know, the discussion that flows naturally from exploring picture books supports language development. Taking on the role of certain characters to act out problems presented in a text, writing or drawing also provide a direct connection to the narrative and an opportunity to use language linked to mathematical ideas. Experiences like these facilitate the acquisition of mathematical terms and the everyday language needed to explain mathematical ideas.

### Using picture books

Teachers can familiarise themselves with picture books to plan learning experiences to:

- introduce concepts
- consolidate concepts
- guide activities
- provide a springboard for problem solving
- contain the problems themselves
- provide a strong link between literacy and numeracy.



Stage 3 student Tshintina's orienteering course design inspired by *My place* by Nadia Wheatley and Donna Rawlins

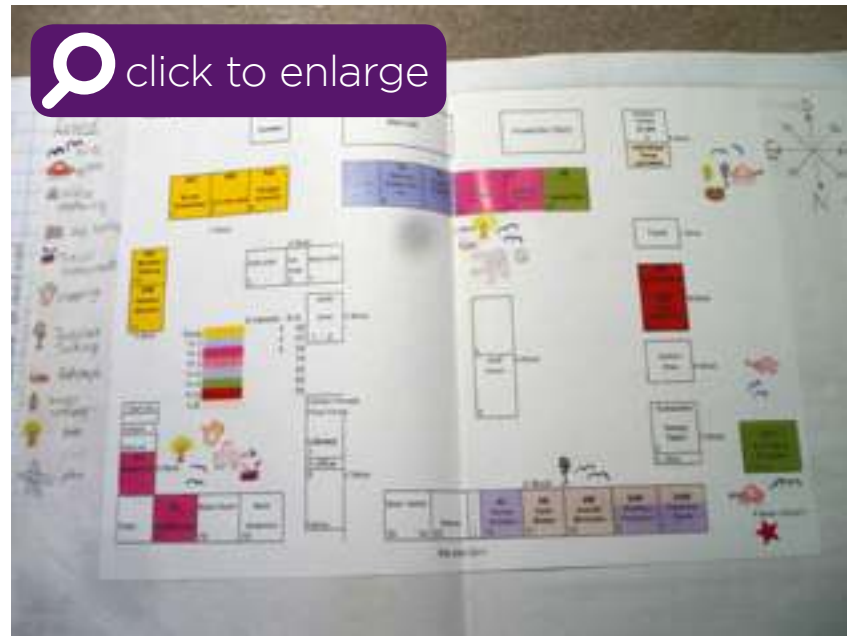
*Many students face language issues ... that impact significantly on their understanding of mathematical ideas ...*

### *My place: position and data*

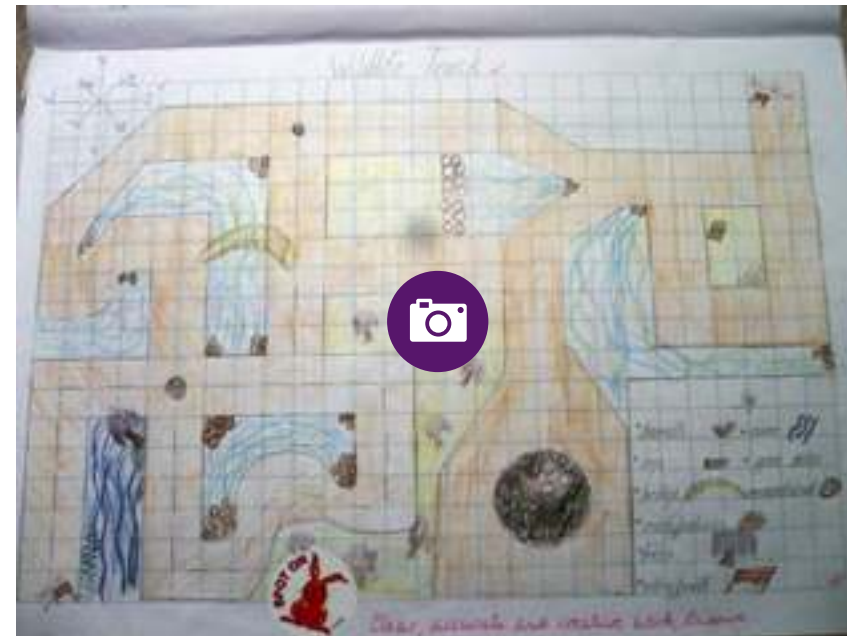
Nadia Wheatley and Donna Rawlins' *My place* provided the springboard for learning experiences that introduced: informal and formal mapping, collection and representation of data, and writing and visual arts with a *mathematical flavour* to my Stage 2 class in 2011. This book provided a strong link between literacy and numeracy as seen in the final maps below. Emulating the writing style of Nadia Wheatley and the informal maps with *chatty* labels of Donna Rawlins, Year 4 students told the story of their first decade and mapped out *their place* – writing and visual arts sat naturally with mathematics.

All students were actively engaged in their learning and deepened their understanding of numeracy concepts through their connection to a rich narrative in a real world setting. Their work in HSIE at the time also focused on changes to their local area over time. The following Stage 2 student work samples show learning experiences from the *My place* unit.

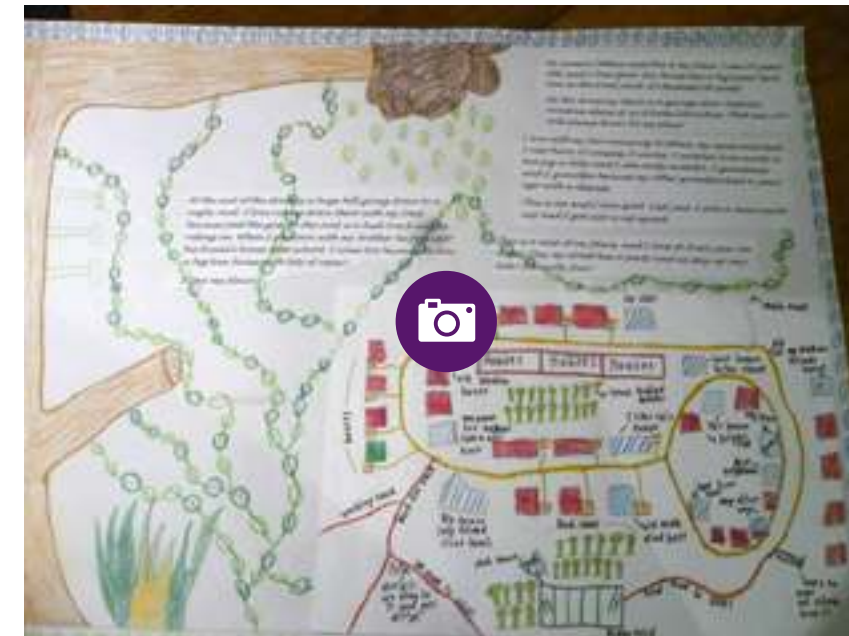




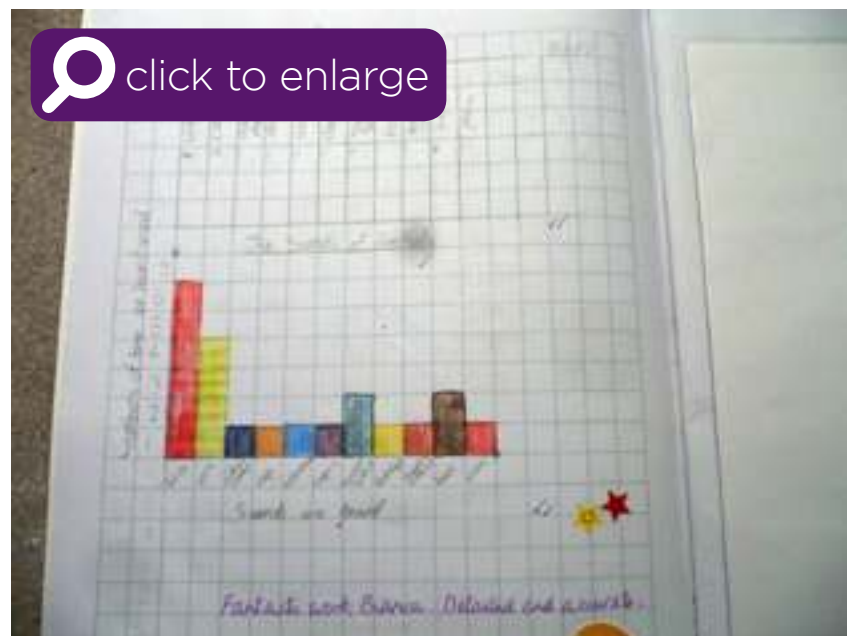
Bianca's sound map work sample



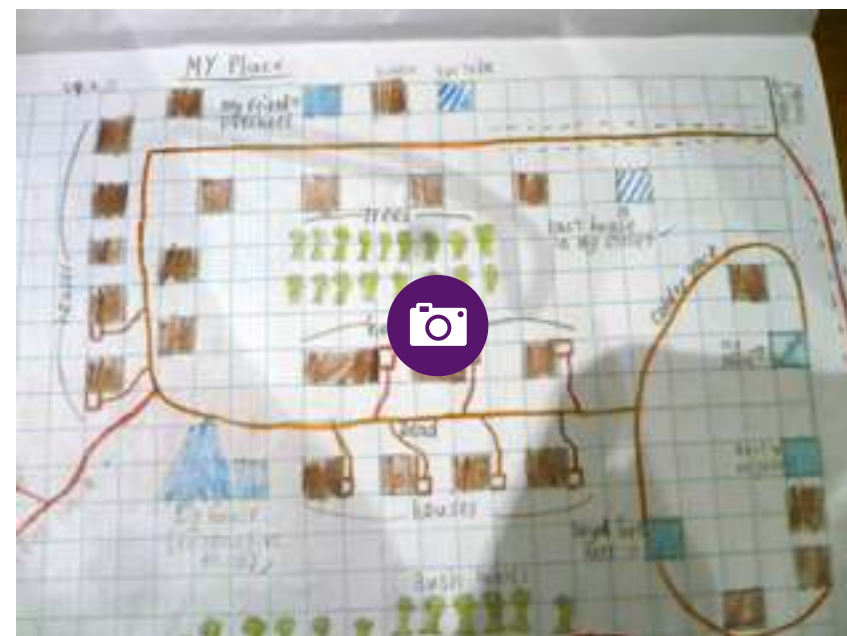
Bike track assessment task



Final *My place* map for assessment



Bianca's sound map data



Initial *My place* map

a language for students to draw on when they are talking and writing. Vocabulary walls can take many forms. My preference is to build them by writing on a whiteboard so the words are visible all the time. Using a different coloured marker, I draw a cloud around each word to make it stand out. Other teachers prefer an interactive whiteboard or laminated cards.

**Visual arts: representing mathematical ideas**

Picture books, like *The lost thing* by Shaun Tan, provide a wealth of opportunity to explore mathematical ideas through visual arts. In 2012, my Stage 3 class deepened their understanding of 2D and 3D space and built a sophisticated mathematical vocabulary to describe features and properties through their learning



Stage 3 work sample slideshow for 2D and 3D Space and Geometry inspired by Shaun Tan's *The lost thing*

**Journalling**

Through a scaffolded approach, writing has become an important part of our mathematics lessons. The key to success has been the opportunity for students to discuss mathematical ideas with a learning partner of like ability at planned intervals during each lesson and jointly constructing written responses before writing independently as each new concept is introduced. Talking and writing focus on the five working mathematically processes to support students at all levels of ability in deepening their conceptual understanding of mathematical ideas in all strands of mathematics.

Integral to this success has been the building of vocabulary walls linked to mathematical concepts. This means that, over a series of lessons, there is

*Through a scaffolded approach, writing has become an important part of our mathematics lessons.*

experiences in visual arts. Again, linking maths and art is not new and there are many resources available to teachers to do so, but tapping in to visual images within a picture book provides another connection for problem solving and the opportunity for discussion and practical tasks to deepen conceptual understanding.

### Examples of teaching and learning sequences

Sample lessons, planning scaffolds, teaching and learning sequences, and targeted assessment opportunities are available for working with each of these picture books:

- *Mirror, The lost thing and My place* — problem solving: planning scaffolds — Early Stage 1, Stage 1, Stage 2 & Stage 3
- *365 penguins* — Working Mathematically, Whole Numbers, Addition & Subtraction, Multiplication & Division, Fractions and Decimals, Patterns & Algebra, Time, Chance — Early Stage 1, Stage 1, Stage 2 & Stage 3
- *Math curse* — Working Mathematically, Whole Numbers, Multiplication & Division, Fractions & Decimals, Patterns & Algebra, Length, Time, Data — Stage 2 & Stage 3
- *My place* — Working Mathematically, Whole Number, Time, Position, Data — Stage 2 & Stage 3.



### Mirror = Mira't

BAKER, Jeannie  
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 — become 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

**SCIS** 1469836



### 365 penguins

FROMENTAL, Jean-Luc & JOLIVET, Joelle  
Abrams, New York, 2006  
ISBN 9780810944602

Instantly engaging students with a story about the arrival of a penguin in the mail, the messages in this picture book are revealed as, one by one, 365 penguins arrive and chaos ensues. The family must tally the number of penguins according to the days of each month throughout the year and calculate the weight and cost of the penguins' daily fish meals. Astute readers will predict that housing and feeding the growing numbers of these uninvited guests will involve mathematical solutions such as counting, organising, sorting and measuring. The simplicity in the colour palette of this clever book complements a subtle ecological theme about one of the world's threatened species. Lively class discussion about the merits of removing animals from their natural habitat in order to save them may result as the mystery of who sent the penguins is revealed. This narrative supports understanding in *Working Mathematically, Number, Patterns and Algebra, Measurement, Space and Geometry*, and the interrelated processes, Statistics and Chance, in the *Mathematics K-6 syllabus*. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1 Stage 2 Stage 3

**KLA:** Mathematics

**SYLLABUS:** Mathematics K-6

**SCIS** 1338615

### A final note

Just like our students when they create artworks, there are many *happy accidents* when working with picture books in a numeracy context. Begin with one lesson and see where it takes you and your students. So many ideas that integrate key learning areas and deepen student understanding of numeracy concepts will surface as you explore picture books with a *mathematical eye*.

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# Comic serials: dynamic literature

A fan of covers of issue 1 2013 magazines



Sue Murray, Assistant Editor of *The School Magazine*, is an advocate of offering young readers a rich mix of literary texts.



## Inception

Close to a century ago, the New South Wales Department of Education took a bold step. In 1916, in the middle of World War I, the Department published the first edition of *The School Magazine of literature for our boys and girls*. While the young nation faced the hardships and challenges of war, Australian children gained something remarkable—their very own magazines to read and to treasure. One of the hallmarks of the magazine, from the very first days, was that it aimed squarely at its young audience.

In welcoming the first ever readers, Editor [Stephen Henry Smith](#) outlined the types of text the magazine would publish: tales of the natural world, and of *fairies and their wonderful doings*; stories of *all lands and seas*; and *golden verse*. He went on to say,

*The School Magazine* has a long history of publishing innovative, contemporary literature that appeals to students while providing a wealth of resources for teachers exploring language, literature and literacy. The current comic serials are part of this tradition. Hugely popular with students, the comic serials also provide a wide variety of teaching and learning opportunities.

*And whence come all these treasures? The editors write some of the articles specially for you, and search everywhere for what will give you pleasure and perhaps a little wisdom too.*

**The School Magazine Today**

Today’s full colour issues of *The School Magazine* seem a world away: richly illustrated fiction, nonfiction, poems, plays, activities, and several pages of comic serials. Despite changes to the format, the current magazines continue to honour the time-tested philosophy of this publication—to publish quality literary texts that children love.

**Contemporary literary texts**

Some people may be under the misapprehension that the editorial team include comic serials in *The*



Opening panels of three comic serials featured in *The School Magazine*

*School Magazine* as light relief between examples of proper literature. This is far from the truth.

Let us consider just what a literary text is. This is the working definition of literature in the *Australian Curriculum English*:

*The term literature refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students’ scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction.*

ACARA, [English: content structure](#)

The comic serials are very much part of the *dynamic and evolving* continuum of quality children’s literature published by *The School Magazine* for almost a century.

Comic serials, or serialised graphic novels, are part of what Lorraine McDonald describes as innovative literary forms.

*Graphic novels can be in the broad realism or fantasy/science fiction genre—and the appropriate conventions and social purposes of these genres are layered into the narrative ... There is a growing appreciation of the literary value of graphic novels among teachers.*

*Research shows that the form attracts reluctant readers, offers a contemporary perspective on how stories can be told and critiqued and taps into the reading world of the students.*

McDonald 2013, pp. 29–30



*The School Magazine* timeline

There are clearly defined codes and [conventions of the graphic novel form](#), which are briefly summarised in this slideshow:



[Graphic novels](#) by RaeAnna

### Creating comics

One of the world's pre-eminent creators of and theorists on comics, Scott McCloud, has published a number of texts that give insights into this art form. In *Making comics: storytelling secrets of comics, manga and graphic novels*, he lists the *storytelling secrets*—the fundamental skills a comics artist needs. These include:

- choosing the right moments to make into panels
- framing actions and guiding the reader's eyes
- choosing words and images that

communicate together

- creating varied and compelling characters
- mastering body language and facial expressions
- creating rich, believable worlds.

McCloud, 2006

In the illuminating TED Talks video, [Scott McCloud on comics](#), McCloud addresses the choices a visual artist makes.



[Scott McCloud on comics](#)

Lesson ideas and learning activities are available online to help students to acquire the literacy skills required to understand and appreciate the way words and images convey meaning in comics. [One example](#) is published by *Literacy today*, the website of a community of Canadian English Language Arts teachers. The learning activity opens with this quote from a reading teacher:

*This non-traditional type of literature—often dismissed by educators as superficial and shallow—is highly visual, contains complex literary elements, and lends itself to critical examination of moral, ethical, and social issues.*

*Literacy today* (2013)

In 2013, *The School Magazine* is publishing three ten-part comic serials:

1. *Carpet & Loaf and the banana of doom* by [Aaron Blabey](#) (a humorous historical sci-fi fantasy)
2. *Robot School and the dinosaur heist* by [Veronica Rooke](#) (a sci-fi drama)
3. *Young Thor and the frost giants* by [Craig Phillips](#) (a retelling of a Norse myth).

The genre, style, tone, pace, rhythm and narrative voice of each is different, yet all three have a great deal in common. Each is an excellent example of this form of literature, in which the interplay of words and images tells a compelling tale. Comic serials of this standard take careful crafting. Each word and image is as meticulously selected and placed as the placement of words and punctuation of a poem. *The School Magazine* works closely with each of the comic serial creators in the editing and refining of the texts.

### Comic serials in the classroom

Teachers are discovering a multitude of ways to use comic serials in classrooms with learners from Stage 1 to Stage 6. Here are some general areas to consider.

#### Engaging, accessible texts

It is evident that comic serials are extremely popular with young readers. Of the thousands of emails *The School Magazine* editorial team receives from students each year, the vast majority include a statement such as, *I love the comic serials!* Students turn to these texts first to enjoy, share, and ponder because they are engaging and accessible. For learners needing support, including [EAL/D](#) students, texts that contain few words and strong visual elements are often easier to decode, providing contextual clues for comprehending the written language, and following the narrative sequence.

#### Exploring narrative elements

Margery Hertzberg defines narrative as,

*... a pattern of events, with a problem or unexpected outcomes that entertain the reader or listener. The behaviour patterns are often highly valued. The problems provide readers with opportunities to speculate on resolution.*

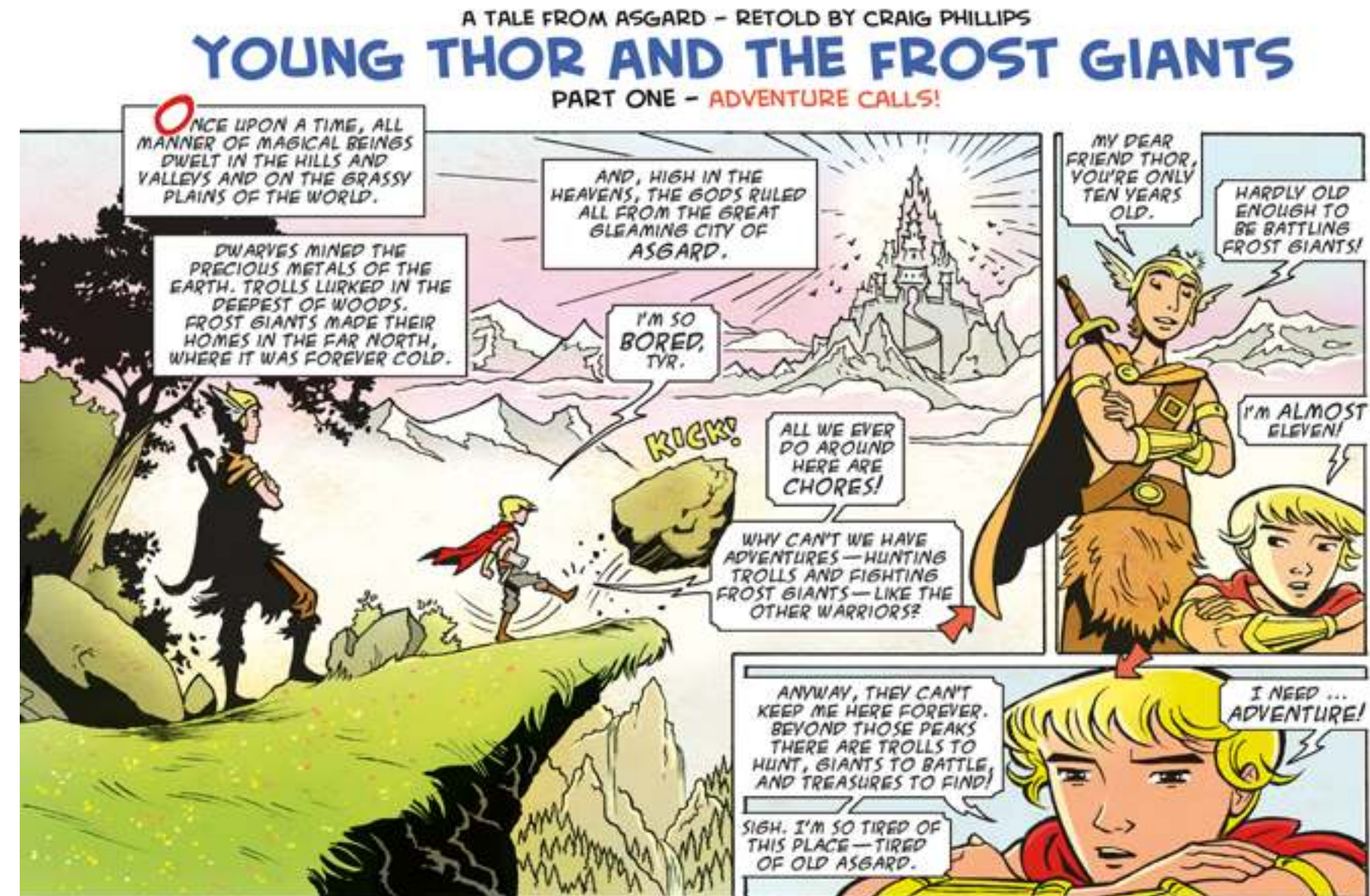
2012, p. 113

The episodic nature of all three comic serials in *The School Magazine* focuses on a progression of problems, usually cliff-hangers. (And did you know that term comes from silent movie days when a hero was literally dangling from a cliff?). Within each episode, the step-by-step, frame-by-frame nature of this form of narrative clearly demonstrates the sequence of events that comprise the narrative.

As to the moral and social values—there are many visual clues to help readers to clearly understand which characters are protagonists, which are antagonists, and what behaviour receives implicit approval. Other elements of narratives such as the narrative voice, setting, tone and point of view are often simpler to teach using an episode of a comic serial than a traditional word-only text.



Excerpt from *Robot School and the dinosaur heist*



Excerpt from first episode of *Young Thor and the frost giants*

### Analysing the written text

There are three types of written texts in most comic serials:

- dialogue
- narration
- onomatopoeic sound effects.

Of these, dialogue tends to dominate. It drives the narrative as shown in this excerpt from *Carpet & Loaf and the banana of doom*.

# Carpet & Loaf

## and the Banana of Doom

by Aaron Blabey

EPISODE ONE NO ORDINARY BANANA

ARTHUR LOAF MADE A DEAL WITH A MYSTERIOUS STRANGER THAT DID NOT GO WELL. IN FACT, IT LET A HORRIBLE MONSTER ESCAPE FROM ANOTHER DIMENSION. IT SEEMS HIS FRIEND, OLIVE CARPET HAS BECOME A LITTLE CRANKY ABOUT IT ...



Excerpt from first episode of *Carpet & Loaf and the banana of doom*

### Visual literacy

Every frame of a comic serial is a rich resource for teaching visual literacy, providing opportunities for discussions about how visual elements create meaning. In comic serials, visual conventions include:

- sequenced colour images in frames of variable shapes, sizes and positions
- a range of text lettering styles
- narration and dialogue presented in specific boxes, balloons and speech bubbles
- actions and emotions shown through

action lines, body language and facial expressions

- perspective and point of view
- mood and tone conveyed through colour palette.

An example using colour to convey mood and tone is evident in the excerpt from *Carpet & Loaf and the banana of doom*.



Excerpt from *Carpet & Loaf and the banana of doom*

Every frame of a comic serial is a rich resource for teaching visual literacy ...

### Grammar and comic serials

Imagine using something as popular as a comic serial to teach a lesson on pronouns, positions and agreement! This is the approach of the *grammar insights* in the 2013 [Teaching guides](#) that are published to support every issue of *The School Magazine*. The practical, text based approach to grammar allows teachers to prepare effective and appealing lessons on this component of the English syllabus.





2013 Teaching guides

### Springboard

There are almost endless opportunities for students to engage with the imaginative worlds created in comic serials through activities such as

- drama
- creative writing
- devising their own episodes of an existing comic serial or a comic serial of their own
- researching aspects of the narrative
- creating works of art inspired by the art of the comic serial creator.

There are many online resources available to get young creators started, including [ComicMaster!: graphic novel creator!](#). Warning: it's addictive!

### Conclusion

*The School Magazine* has a long history of pioneering quality literature for young readers. The 2013 comic serials are part of this tradition. Dynamic, engaging and well-crafted, they delight young readers and are rich teaching resources for teachers.

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# Integrating Year 6 History curriculum



Alison Mackenzie, teacher librarian at Perth College Junior School in Western Australia, describes her successful collaboration with Year 6 teachers to implement the new Australian Curriculum. As a new member of staff, Alison considered this to be a highly valuable opportunity to familiarise herself with school activities and the teaching staff.

## Background

In 2012, Perth College Junior School received an invitation to apply for funding from the Association of Independent Schools of Western Australia ([AISWA](#)) to take part in an Action Research Project entitled *Historical inquiry through the Arts and Languages* as part of the Australian Government Quality Teacher Programme (AGQTP).

The Year 6 teachers and I were successful in our application and duly received a \$1000 grant from AISWA to undertake a project looking at the implementation of the new, Year 6

History curriculum. We chose History along with the [Cross-curriculum priorities](#) and [General capabilities](#). We utilised the grant money for collaborative planning time and to purchase a variety of resources.

## Planning strategies

We approached this task using a backward planning strategy. First, we looked at the [Content structure](#) for

- *Content descriptions*
- *Key inquiry questions*
- *Historical knowledge and understanding*
- *Historical skills.*

Discover and explore, ©iStock.com/Peter Booth and Alexandra Booth

We then explored the *Year 6 Achievement standard* that the students were expected to cover in the History curriculum and worked backwards from this point.

### Year 6 Achievement Standard

By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

*F-10 curriculum: History*, ACARA

[Editor's note: Access Year 6 work sample portfolios such as, [Year 6 History portfolio - above satisfactory](#).]

We were also vigilant to ensure we covered the cross-curriculum priority of *Aboriginal and Torres Strait Islander histories and culture* and also the general capabilities of *Critical and creative thinking, Literacy and Information and communication technology (ICT) capability* in our planning.

By looking closely at what was expected of the students in each of these areas, we were able to devise tasks and learning goals with a focus on the integration of ICT and using the library and its resources at every opportunity.

### Teaching and learning roles

The teacher librarian focused on:

- resourcing the History curriculum—in print and online format
- introducing the students to a number of new Web 2.0 tools
- teaching information literacy and research skills
- supporting the classroom teachers.

The classroom teachers focused on integrating a variety of English based tasks into the history project, which included:

- historical fiction novel studies
- creative writing

- the *Valuing our heritage* story competition
- writing immigration stories.

The starting point for the project was our school itself. Perth College turned 110 years old this year and we were able to use this milestone to focus the students' thoughts on the importance of *history* and *heritage* in their everyday surroundings.

This was closely followed by an excursion to [New Norcia](#), a monastic town in Western Australia rich in local history and highly significant to the *Cross curriculum priority - Aboriginal and Torres Strait Islander histories and culture*. The students were reminded to focus on history and heritage while in the town. We used many of the tasks and photographs from the day as a springboard for further learning activities at school.



Student using mote making scaffold

Research skills were developed and utilised by the students to investigate significant individuals of Australia in the 20th century. We focused the students thinking on the importance of using a range of authoritative materials, and reinforced the importance of providing references and sources of information and images.



Student researching significant Australians

Presentation in the form of posters and [Prezi](#) were then completed to demonstrate knowledge and understanding. Using Web 2.0 tools was very motivating and engaging for the students.



Creating a word cloud after the New Norcia excursion

### Historical inquiry

One of the tasks the students undertook which was especially relevant for me as the teacher librarian was that of an individual historical inquiry. The students were asked to create their own inquiry questions to form the basis of their own research. The requirement here was for a highly scaffolded task with lots of support being provided.

Devising their own open, meaningful and *researchable* questions proved to be quite difficult for some students. Teachers were able to guide them through this process by providing examples, encouragement and assistance.



Students devising inquiry questions

From these questions the students were asked to research and present their findings as an oral presentation in the form of a podcast radio program. By using iPods as the recording and publishing media, we were again able to integrate ICT into the historical inquiry process.

One of the final tasks the students were asked to undertake was the interview of an immigrant to Australia. This process

began by watching the DVD, *Film Australia's immigration*, sourced from the Immigration Museum in Melbourne. After watching this, the students had a base knowledge and ideas upon which to expand through their own personal interviews. They were asked to devise their own questions to ask the immigrants, record the interview and then write it as a narrative including photographs to illustrate the stories.

This task was particularly rewarding, as the students developed a real sense of empathy for people who have immigrated to Australia in the past. It gave them an insight into why people continue to immigrate here today.



A young student watches a recorded immigration interview

Where possible, we integrated the General capability of *Critical and creative thinking* into these historical tasks. We felt this was crucially important to ensure the students'

deeper understanding of the topics and issues. Examples of this included using:

- De Bono's *Six Thinking Hats*® to think critically about immigration
- *Venn diagrams* to compare and contrast significant individuals in 20th century Australian history
- *Bloom's taxonomy* to complete a Paper Bag Book Review for the historical novels.

### Learning journey event

For the students, the project finished off with an evening learning journey event at school where all of the completed work was on display for family and friends to see. This gave the students an end point motivator and an opportunity to share and explain what they had been doing and what they had learned.



Students share their learning with family members

The event was also opened up to staff from other AISWA schools and to education students from Edith Cowan University. Listening to the conversations around me on the evening, it was obvious that the students really had learned about the history of Australia in the 20th century and they were able to talk about their learning and explain issues to their friends and families.

This was also a great opportunity to showcase the Junior School library as a vibrant teaching and learning space, with student work on display.

*I used this opportunity to display and promote historical fiction and nonfiction resources. It was interesting to observe many of the adults visiting, stop and browse through the pages of many of these books.*

Alison Mackenzie



Students share podcasts with family members

The student podcasts could also be listened to in the library on the school iPods. This evening provided a chance to collaborate and converse with staff from other schools about the integral, collaborative role of the teacher librarian in the project's success.

Perth College teachers involved in the project were given the opportunity to present their findings to the other AISWA schools involved in the project at an event in Fremantle in September. Our presentation included a five minute film.

The project culminated with a workshop presentation at the [HTAWA](#) (History Teachers' Association of Western Australia) 2012 National History conference, Perth College, Mt Lawley, 2-4 October. This provided a final occasion to advocate for and demonstrate the importance of collaborative programming and teaching in implementing the Australian Curriculum in schools.

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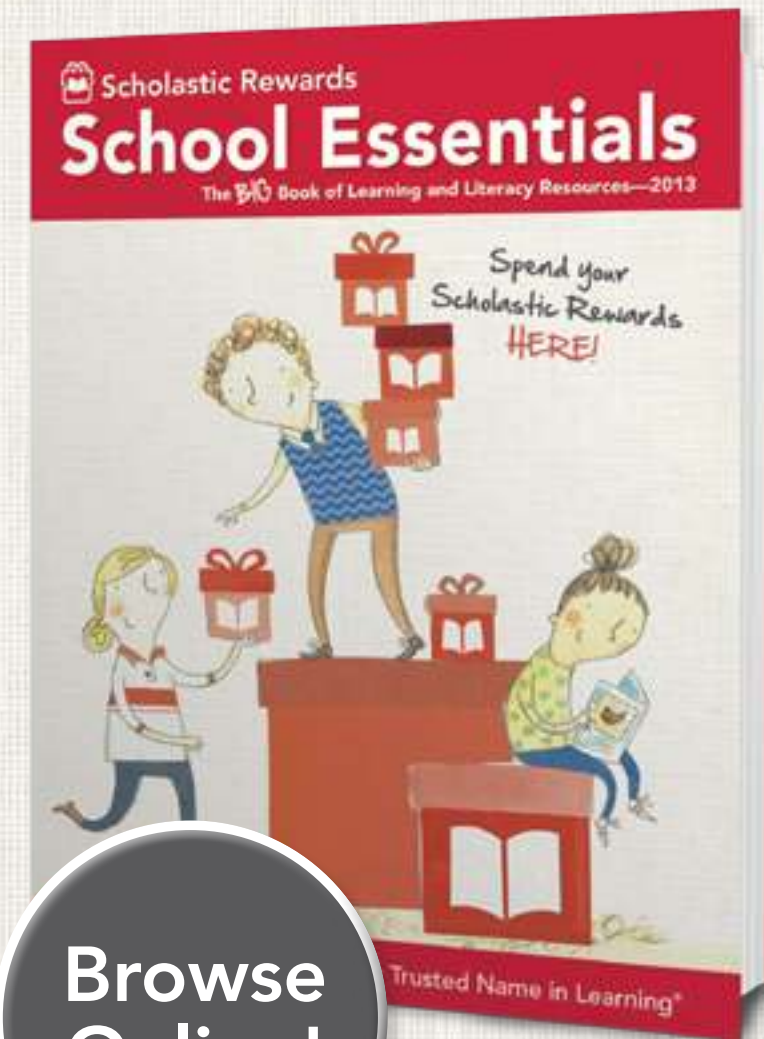
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# Learning in the

# Asian Century

*Tunnelling through the Fushimi Shrine* by ThisParticularGreg



Peter Gould, Group Leader, Mathematics and Numeracy, NSW Department of Education and Communities (NSW DEC), reflects on the impact of the *Australia in the Asian Century White Paper* on teaching and learning in Australian schools.

## Background

The fundamental objective of *Australia in the Asian Century*, the White Paper released in 2012, is for all Australians to have the opportunity to acquire the skills and education they need to participate fully in a strong economy and a fairer society. The need to strengthen education and training is stated many times in the [25 national objectives](#). For example, under Building capabilities we have the following goal:

*By 2025, Australia will be ranked as a top five country in the world for the performance of our students in reading, science and mathematics literacy and for providing our children with a high-quality and high-equity education system.*

The top five countries referred to are determined by rankings on the triennial Programme for International Student Assessment (PISA). PISA is an assessment of 15-year-olds in three

domains: reading literacy, mathematics literacy and science literacy. As with any assessment across multiple domains, it is difficult to establish a clear rank-order. The current top five performing countries in PISA according to [Australia's Commonwealth Parliamentary Library](#) are Finland, Hong Kong, Shanghai, Korea and Singapore. Of these countries, four of the five relate directly to the belief that the 21st century will be the century of Asian dominance on the world stage.



*PISA – more than just league tables?*, FlagPost: information and research from Australia's Commonwealth Parliamentary library



The 2009 PISA results identified Shanghai-China as first ranked in reading, mathematics and science. However, the list of the top five countries in 2009 PISA on the mathematics scale sees a change to the group mentioned above, with Chinese Taipei entering the list and Finland dropping to sixth place. This produces an all-Asian top five in mathematical literacy.



*Australia issued stark education warning,* WorldNewsAustralia

The rank-order of Australia's performance in PISA may not be the most effective measure of our educational output. Comparing rank-order over time (as stated in the goal) is only feasible if the same countries are participating. To understand the limitations of the rank-order as a measure, it is necessary to appreciate the changing nature of the countries participating in PISA. The number

of countries taking part in PISA has effectively doubled since 2000. In 2000, only 32 countries took part in the study. By the 2009 PISA study, 65 countries participated, including for the first time Shanghai and Singapore, two of the top five. In 2012, additional countries such as Vietnam have been included in the list of countries taking part in PISA.



*Australian PM on Asian century,* australianetworknews

Many different reasons have been offered for the high performance of East Asian education systems (e.g. Jensen, Hunter, Sonnemann, & Burns, 2012). Rather than simply attributing success to rote learning, some international research (NCES, 2003) is suggesting that classroom lessons in Hong Kong, for example, require greater deductive reasoning. If this is correct, how do students develop this capacity for reasoning and is it possible to strengthen students' reasoning in Australia?

*If we compare counting words in English to standard Chinese, we can appreciate why English speakers struggle with the mixed heritage of our counting words.*

### The role of symbols in learning to reason

Reasoning, the capacity to consciously make sense of things, is considered to be a defining characteristic of human nature. Reasoning requires more than being able to associate two ideas such as smoke and fire. It requires the ability to create and manipulate a system of symbols (Atkin, 2006). One example of such a system of symbols and signs is language.

Language is an intricate code and its role in transmitting thoughts and sustaining human culture has led to its privileged place in the school curriculum, particularly in reading and writing. Although spoken and gestural forms of language are part of the normal development of human beings, writing is not. Written language requires instruction and conscious practice to master.

Writing systems represent words. Sometimes writing uses symbols that correspond more or less to the sounds within words (as in English), sometimes the symbols correspond to syllables (as in Japanese Kana) and sometimes the symbols correspond to morphemes (as in Chinese).

*A morpheme is the smallest meaningful word element. Unlike English where a morpheme can have several syllables, most Chinese morphemes have a single syllable.*

In seeking to understand the high-level of performance of our Asian neighbours, particularly in mathematics literacy, it is helpful to compare the role written and spoken language play in English compared with languages based on Chinese (Galligan, 1993, 2001). The recently adopted *Australian Curriculum: Mathematics* (ACARA, 2012) provides an opportunity to do this. For example, the expectation of the Foundation year (Kindergarten in NSW) in the Australian Curriculum in counting is: *Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.*

If we compare counting words in English to standard Chinese (Table 1), we can appreciate why English speakers struggle with the mixed heritage of our counting words. To

learn to count to twenty, English speakers must master learning in order, twenty unique words. Not so Chinese speakers. Armed with the knowledge of the number words from one (yī) to ten (shí), all of which are single syllable words, a Chinese speaker can count to ninety-nine (jiǔ shí jiǔ).

English	Chinese (Pīnyīn)
one	一 yī
two	二 èr
three	三 sān
four	四 sì
five	五 wǔ
six	六 liù
seven	七 qī
eight	八 bā
nine	九 jiǔ
ten	十 shí
eleven	十一 shí yī
twelve	十二 shí èr
thirteen	十三 shí sān
fourteen	十四 shí sì
fifteen	十五 shí wǔ
sixteen	十六 shí liù
seventeen	十七 shí qī
eighteen	十八 shí bā
nineteen	十九 shí jiǔ
twenty	二十 èr shí

Table 1 Counting words in English and standard Chinese

Some linguistic attributes of a language such as Chinese may allow for a lower cognitive load and more efficient processing than in English. This can be most helpful in early childhood where children are learning to read. For example, the word thirteen in Chinese is 十三 (ten three) and the word twenty is 二十 (two ten). This greater clarity and consistency of counting words in Chinese reduces the confusion that occurs for young learners in English between number words like *thirteen* and *thirty*. The greater transparency of meaning in Chinese is even more striking in the use of ordinals. Counting *one, two, three* provides little or no linguistic assistance to generating the ordinals *first, second, third*. However, in Chinese, the ordinal *third* is 第三 (dì sān) where the symbol 第 translates roughly to *sequence* or *order*. So fifth and sixth would be 第五 and 第六. Students learning in Chinese have many opportunities to become familiar with the written and spoken counting words. For example, the word for Tuesday is 星期二 (day two or *star period* two) and for March is 三月 (three month). Even if you are not fluent in standard Chinese it is not difficult to determine that April is 四月 (Kelly, Miller, Fang, & Feng, 1999). The 2nd February can also be written in Chinese as 2月2日, which translates to two month, two day. Today's written Chinese can include Hindu-Arabic numerals.

The use of number words in Chinese is also apparent in naming geometrical shapes. The triangle is 三角形 (three corner shape) and the quadrilateral is 四边形 (sì biān xíng) (four side shape). Although many people have difficulty remembering the name of a seven-sided polygon in English [heptagon], in Chinese its name is 七边形 (qī biān xíng) (seven side shape). Polygon in Chinese is 多边形 (duō biān xíng) for many side shape.

Not only is a Chinese reader supported through a transparent use of the numbering system, what constitutes a reasonable assessment question must vary between native English speakers and Chinese speakers. For example, the *Australian Curriculum: Mathematics* expects students to name and order months in Year 2 (ACMMG040). How much easier is it to do this in Chinese than in English?

The names of fractions are also more consistently generated and are easier to interpret in Chinese than those in English. Ordinal numbers in Chinese are not confused with fraction names the way they are in English (eg the third *third*). To construct a fraction in Chinese, the denominator is written first, followed by 分之 (*parts of*) and then the numerator. Consequently, three-eighths is written as 八分之三 and two-thirds becomes 三分之二.

English creates fraction names by using the ordinal term for the denominator and then making it plural (as in *three-eighths*). Unfortunately, the difficulty of dealing with the sequence of ordinal names in English is well known (Miller, Major, Shu, & Zhang, 2000). Even the Chinese equivalents of denominator 分母 (fraction mother) and numerator 分子 (fraction child) are more descriptive of the relationship between the two components of a common fraction than their English or Latin-based counterparts.

Consistent and transparent language may make some concepts more accessible than they would otherwise be, but does it really impact on learning mathematics?

### Does it create a measurable difference?

Comparing learning across cultures is not easy. League-tables alone do not provide the information we seek to understand what is or what is not possible. So let us instead narrow our question to comparing learning to count in Chinese and English before the impact of schooling. In 2005, Miller, Kelly and Zhou reported the results of a longitudinal study of learning to count in Chinese and English. They found that although there was little difference in the performance of 2-year-old children

learning to count in Chinese or English, between 3 and 4 years, the course of acquisition of counting began to diverge. Four-year-olds in China made very rapid progress in generalising their counting procedures once they could count to approximately 40 compared to English speakers in the United States (Figure 1).

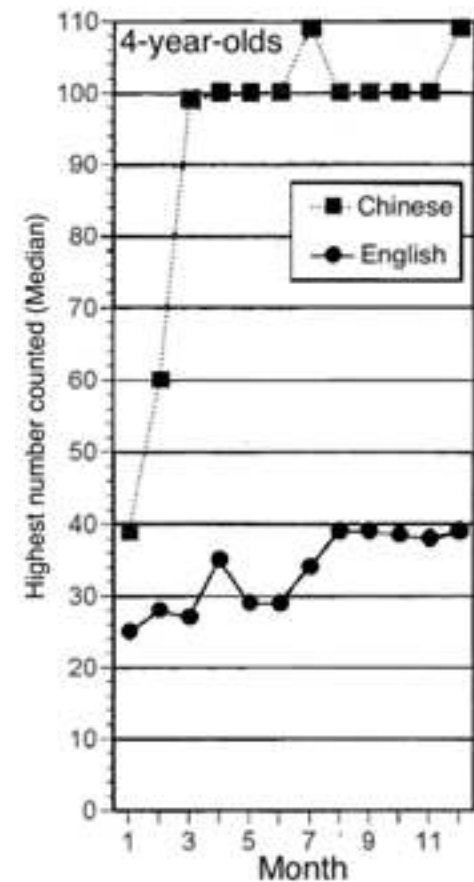


Figure 1 The counting development of 4-year-olds in Chinese and English (based on Miller, Smith, & Zhang, 2004)

The linguistic representation of mathematical concepts in ordinary language can affect the ease of acquisition of these concepts. Chinese speaking students start school being

able to count further and faster (Chinese counting words are all single syllables) than their English speaking counterparts.

### Going beyond the known

Learning to reason is integral to learning mathematics. Reasoning is also a clear focus of teaching mathematics in Japan (Sawada, 1997). The creation of the Australian Curriculum in Mathematics has also brought reasoning to the fore.

*Learning to reason is integral to learning mathematics.*

The curriculum seeks to ... ensure that all students benefit from access to the power of mathematical reasoning (ACARA, 2012). Indeed, reasoning is one of the four proficiencies that operate across all of the content described in the curriculum. Yet if teachers are often able to recognise mathematical reasoning when they see it, many are less confident about knowing how to develop mathematical reasoning in their students.

One challenge of developing mathematical reasoning in students is that there is more than one kind of mathematical reasoning. Within the new *Mathematics K-10 syllabus* which incorporates the Australian Curriculum, the Stage 4 outcome related to reasoning is a *student recognises and explains mathematical relationships using reasoning (MA4-3WM)*. As an example of how students are expected to recognise and explain mathematical relationships, I will draw on a form of deductive reasoning described as algebraic reasoning.

Unfortunately, whenever the term algebra is used, most people think only of working with symbols like  $x$ . This omits a major component of the history of algebraic thinking, sometimes described as *rhetorical algebra*. From the time of the ancient Babylonians to the 16th century, algebraic problems and their solutions were frequently composed solely of words (Kaput, 2008). Rather than restricting my interpretation of algebra to manipulating symbols, I understand algebraic reasoning to be thinking logically about unknown quantities and the relationships between them.

### Algebraic reasoning

Imagine sitting in a classroom where you can see the calendar for the month

displayed but with some of the dates covered. A yellow strip has been placed vertically over three numbers and a red strip placed horizontally over it to form a cross (Figure 2).

*... reasoning is one of the four proficiencies that operate across all of the content described in the curriculum.*

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Figure 2 A calendar month with some numbers hidden

The teacher asks the question, *Which has the larger total; the numbers covered by the yellow strip or the numbers covered by the red strip? Why?*

While you ponder this question, the teacher says that first she wants you to convince yourself of the answer and then to convince a friend.

You may establish your answer by determining the values of the covered numbers and carrying out the additions.

This will certainly convince your friend. But then the teacher moves the *cross* created from the yellow and red strips so that it is centred at a different spot on the calendar, and asks the questions again. Do you expect the new question to have the same answer as to which group of three numbers has the larger total? As we seek to explain our answer to the general problem, we are engaged in using algebraic reasoning.

We return to the class the next day to find that instead of the calendar, the focus of the lesson is a 100-chart with a square marked on it in red (Figure 3).

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Figure 3 Find the sum of the numbers in the red square

The teacher asks, *What is the sum of the numbers in the square?* Your first impulse is to reach for a calculator but the teacher is not encouraging the use of calculators. These numbers are of greater magnitude than the ones on the calendar but they also suggest a number of patterns. You break up the numbers and jot down your thinking (Figure 4).

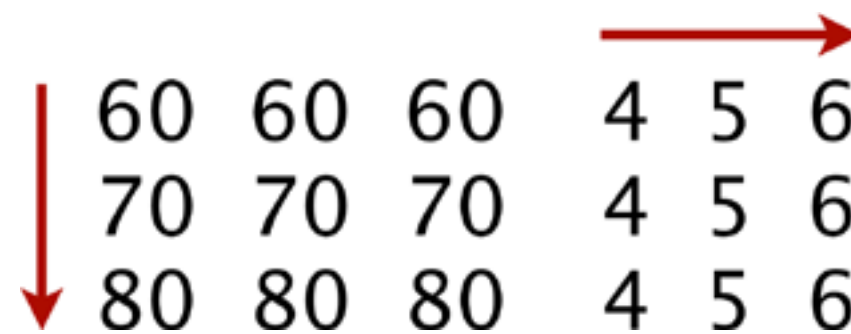


Figure 4 Looking for patterns in numbers

*That's just 3 lots of  $4 + 5 + 6$  and 3 lots of  $60 + 70 + 80$ .*

*Now, thinking about the idea of balancing quantities,  $4 + 5 + 6$  is  $3 \times 5$  and  $60 + 70 + 80$  is  $3 \times 70$ .*

*So the answer must be  $9 \times 5$  plus  $9 \times 70$ , or simply  $9 \times 75$ .*

*The sum of the numbers is 9 times the middle number.*

Can you convince yourself that it will always work? Can you convince a friend? Could you convince someone who did not want to believe it? This is

the essence of mathematical reasoning, or more specifically, algebraic reasoning. The new Mathematics syllabus provides many opportunities to develop students' deductive reasoning more deeply. The challenge remains to make use of those opportunities.

### Setting goals

Enabling all students to benefit from learning to access to the power of mathematical reasoning relies on more than teaching additional content. Developing mathematical habits of mind takes time and skilful curriculum planning. The implementation of the *Australian Curriculum: Mathematics* through the new [Mathematics K-10 syllabus](#) provides an opportunity to focus on valuing mathematical reasoning. It will not be a simple task and, no doubt, many will proffer the belief that mathematics is only about obtaining the right answer, quickly. Those who expound this belief may sadly have been denied the opportunity to access the power of mathematical reasoning.

*The new Mathematics syllabus provides many opportunities to develop students' deductive reasoning more deeply. The challenge remains to make use of those opportunities.*

Will setting the goal of being a top five country in PISA help us become a *clever country*? As a country we should have high expectations for our future. As a sport loving country, perhaps we could learn from athletes when it comes to setting goals. Emil Zatopek, who pioneered the interval training method, was perhaps the greatest distance runner in Olympic history. When it came to setting goals, [Emil Zatopek's advice](#) was simple.

*You can't climb up to the second floor without a ladder. When you set your aim too high and don't fulfil it, then your enthusiasm turns to bitterness. Try for a goal that's reasonable, and then gradually raise it.*

In seeking to reach higher educational goals, investigating the role of language, culture and symbolic processes provides fertile ground to start to realise the objectives of Australia in the Asian Century.

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# The *Literacy continuum K-10*: a vital tool for *all* teachers



Michael Murray, A/Leader, Literacy, Literacy and Numeracy Action Plan Unit, Early Learning and Primary Education Directorate, explains what the *Literacy continuum K-10* is, and how it can support teachers in NSW government schools to program for enhanced learning opportunities for their students. Michael wishes to acknowledge the efforts of Annalies van Westenbrugge, Literacy 7-12 and Michele Mawer Literacy K-6 in finalising the *Literacy continuum K-10*.

The *Literacy continuum* began life as a tool to monitor the literacy learning of students in K-2 in the Best Start program. Then it was extended to Year 6, largely to support the *Focus on Reading 3-6* program. Now it has morphed into a full-fledged K-10 continuum, like its older cousin, the *Numeracy continuum*.

The continuum is not just growing – it is also getting better. An interactive K-6 version of the continuum, now available on the Literacy page of the website, offers teachers access to a

comprehensive range of teaching ideas to support the teaching of literacy. Soon all teachers will have access to an interactive K-10 version of the *Literacy continuum* which will provide teachers with teaching ideas K-10 and also a range of other helpful functions.

*So what has this got to do with me?* You ask. Plenty! Literacy is everybody's business – or to quote the [NSW Literacy K-12 policy](#):

*Teachers K-12, across all key learning areas, are responsible for the teaching and learning of literacy skills, knowledge and understandings.*

(Objective 1.2.6)

*Nautilus shell*, ©iStockphoto.com/nautilus\_shell\_studios

The *Literacy continuum K-10* is a powerful tool that can assist all teachers, including teacher librarians, to fulfill this responsibility.

### What is the *Literacy continuum K-10*?

The *Literacy continuum K-10* identifies the literacy skills and understandings regarded as critical to literacy success.

It maps how critical aspects develop through the years of schooling by describing key markers of expected student achievement.

The development of the continuum has been informed by an extensive range of international and Australian studies, reports and research.

It is important to note that the *Literacy continuum K-10* does not replace syllabus documents and that teachers always report against syllabus outcomes, not the continuum markers. When used together with syllabus documents and other support materials such as the ESL Scales, the continuum assists teachers to deliver a quality program in every key learning area.

As *An introduction to quality literacy teaching* states (page 11):

*... literacy is not a subject in its own right but is fundamental to all learning areas.*

### Who should use the continuum?

The *Literacy continuum K-10* is a powerful tool which all teachers can use to strengthen their knowledge of literacy and so deliver a quality program with a strong literacy focus, thereby enhancing learning opportunities for their students. In conjunction with the NSW syllabuses, the continuum assists teachers to integrate literacy into all key learning areas.

Each subject area has its own literacy requirements which students need to master if they are to maximise their achievement in that learning area. Furthermore, literacy knowledge, skills and understandings need to be explicitly and systematically taught

through modelled, guided and independent learning experiences in each key learning area.

### How can the continuum be accessed?

The *Literacy continuum K-10* is available as:

- A1 and A2 print or poster version  
This version is available as a [PDF](#) to download [NSW DEC intranet]
- an online interactive version  
This version is designed as an [interactive tool](#) and is accessible via the DEC portal.

Note that up until 31 May, all schools are able to order posters of the Literacy and Numeracy continuums, free of charge. See the Week 10, Term 1 edition of [SchoolBiz](#) for order forms.

### How can the continuum be used to support teaching?

The continuum is a tool which can be used flexibly for a variety of purposes including to:

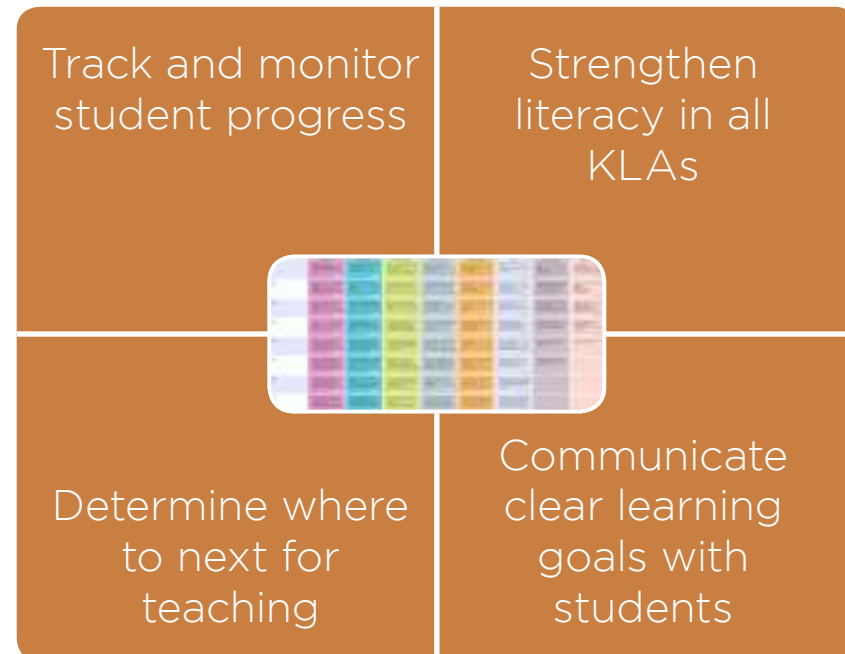
- **track and monitor student progress** in literacy through the aspects and across the years of schooling
- **strengthen literacy in all KLAs** by providing a shared understanding of literacy across subjects to inform

The image shows a screenshot of the 'Literacy continuum K-6' document. It is a large grid with columns representing different learning areas (English, Mathematics, Science, History, Geography, Physical Education, Health and Physical Education, Music, Visual Arts, Design and Technology, Languages) and rows representing different year levels (K, 1, 2, 3, 4, 5, 6). Each cell in the grid contains specific literacy skills and understandings that students are expected to achieve at that level in that subject. The document is titled 'Literacy continuum K-6' and includes the NSW Education & Communities logo.

The *Literacy continuum K-10* documents can be [downloaded](#) [NSW DEC intranet only]

modelled, guided and independent teaching

- **communicate clear learning goals with students** (and community) to make literacy learning more visible
- **determine *where to next* when planning teaching** for whole classes, groups of learners and individual students and to assist when differentiating programs.



The *Literacy continuum* tool supports teaching

Using a range of evidence such as observations, work samples and interactions with students, teachers can assess *for* learning and determine where students are currently at on the continuum and plan *where to next* for their teaching.

Throughout the year, teachers can refer to continuum markers to track and

monitor student progress and pass this information on to strengthen a whole school cohesive approach to literacy.

The continuum can be used to identify *literacy learning goals* that may be transferred across subjects.

The continuum assists teachers to make necessary adjustments to their programs to meet the needs of their students when developing differentiated programs or units of work. By mapping students onto the learning sequence, teachers can identify the *where to next* for groups or individuals with particular learning needs.

The continuum supports teachers to provide feedback to students about their literacy progress and inform them of the skills and strategies they need to develop further in order to move along the learning sequence. This visible progress can be shared with the school community.

### How is the continuum organised?

The eight critical aspects which form the framework of the continuum have been identified as critical to the literacy achievement of all students. There is no hierarchy within the critical aspects as they are all essential to student literacy development. Each aspect begins with a definition which is key to understanding the significance of that aspect.

Note that, whenever the term *text* is used in the continuum, for example in *Reading texts*, it is inclusive of the broad notion of texts – oral, aural, written, visual, electronic and multimodal texts.

### The critical aspects

Following are the descriptions of the aspects which provide the framework for the continuum:

- **Reading texts** – involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning.
- **Comprehension** – involves responding to, interpreting, analysing and evaluating texts.
- **Vocabulary knowledge** – involves understanding the meaning of spoken and written words and using words to create and understand texts.
- **Aspects of writing** – involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes.
- **Aspects of speaking** – involves using oral language to communicate with others in a range of contexts, and listening actively and attentively when interacting with others.
- **Phonics** – involves making the connection between sounds and letters when reading and spelling.

- **Phonemic awareness** – involves hearing and manipulating sounds in spoken language.
- **Concepts about print** – involves understanding and using conventions and concepts about print.

Other critical areas of literacy such as grammar, spelling, punctuation and listening are developed within the above aspects.

The critical aspects consist of both *constrained* and *unconstrained* skills. The constrained skills are prominent for students typically in the early years of schooling. These skills include *Phonemic awareness*, *Phonics* and *Concepts about print*. It is intended that they are taught early and explicitly, and need to be mastered quickly.

The other five critical aspects, *Vocabulary knowledge*, *Reading texts*, *Comprehension*, *Aspects of writing* and *Aspects of speaking*, consist of unconstrained skills and continue to develop, grow and expand throughout one's lifetime.

### Using the print version of the continuum

The print version is portable and ideal for collaborative planning. On this version, each critical aspect is identified by a coloured sequence that shows the sequence of learning from left to right.



**Literacy continuum K-6**

**Literacy continuum 7-10**

The print version of the *Literacy continuum* includes two documents, K-6 and 7-10. These are designed to sit next to each other in order to be read across.

This continuum can be read in two ways:

- horizontally – to track how the progression of knowledge and skills develop from K to 10
- vertically – for a holistic view of how the critical aspects interrelate to describe expected learning at a particular point in time.

### Clusters and markers

Each column is described as a *cluster of markers*. The clusters range from Cluster 1 to Cluster 12 on the *Literacy continuum K-6* and describe expected student achievement from Kindergarten to the end of Year 6. The *Literacy continuum 7-10* begins with Cluster 13 and ends

at Cluster 16. It describes expected achievement from the end of Year 7 to the end of Year 10. The clusters represent milestones of achievement expected of the typical student at particular points in time.

As the nature of learning changes over time, the continuum is organised differently for these different stages of learning. School years are found along the top of the continuum. As students progress through the years of schooling, the learning within each cluster of markers becomes increasingly complex and specialised.

Kindergarten is encompassed in four *clusters of markers* capturing the nature

of growth in discrete literacy skills, while Year 1 and Year 2 expectations are reflected in two clusters respectively. Expected achievement from Year 3 to Year 10 is described within one cluster of markers for each critical aspect representing milestones that require broader learning across aspects. The clusters in Years 7 to 10 identify literacy skills, knowledge and understandings across all subjects.

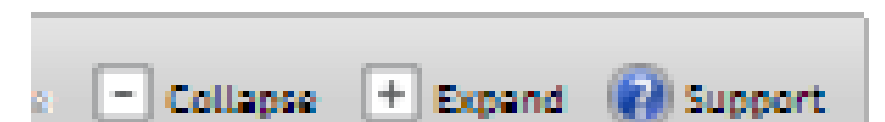
Each cluster is composed of a number of markers. These markers are designed to assist teachers to establish clear learning goals and plan for explicit teaching. Markers within a cluster are not hierarchical, although markers may show a development from one cluster to another. For example, in *Aspects of writing* a progression of learning can be traced in areas such as grammar, spelling, use and knowledge of text features.

### Using the interactive version of the continuum

The interactive continuum is a versatile online tool that provides a number of viewing perspectives. In contrast to the print version, the clusters on the interactive continuum appear vertically. Interactive features include the collapse, compare and support functions located on the top task bar. The *Collapse* feature offers the teacher a select view of one

*Interactive Literacy continuum K-10* [NSW DEC portal access]

or more clusters across all aspects and facilitates the tracking of student learning across these aspects. The *Compare* feature allows teachers to view and print up to three clusters at once, supporting teachers to differentiate when planning. Also on the task bar, the *Support* feature provides access to PowerPoint presentations and a range of other useful resources developed by the NSW DEC to assist school executive and teachers to further understand and use the *Literacy continuum K-10*.



Interactive features on task bar

The *Links* feature provides access to the *Teaching ideas* as well as useful NSW DEC resources. This is also a shared space for teachers to access resources developed by other NSW DEC teachers or post resources of their own.

**What additional support is available?**

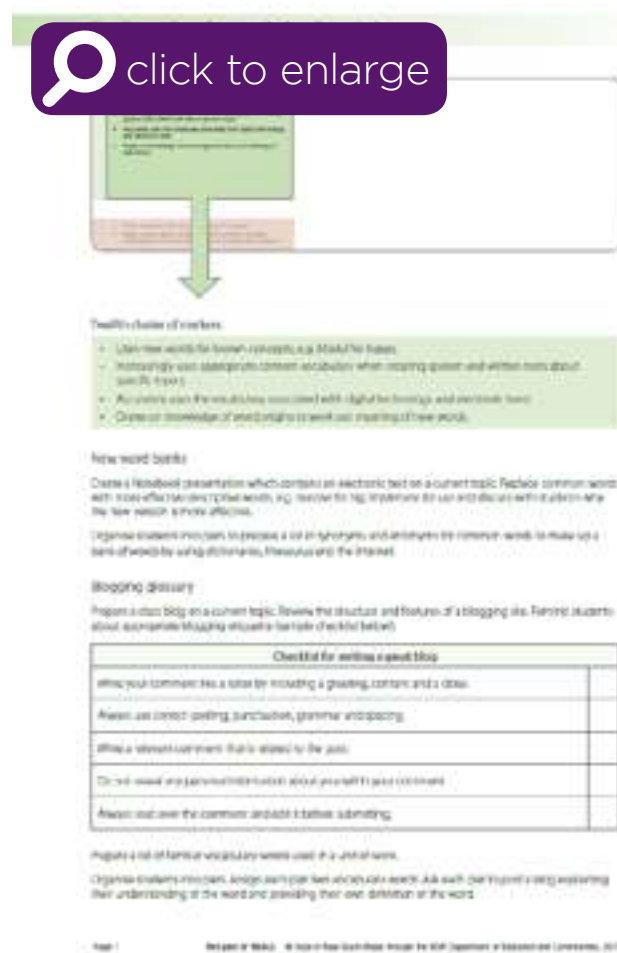
**Teaching ideas**

Accessible through the interactive version of the continuum, *Teaching ideas* are suggested lesson ideas to support teachers to address literacy learning described by the markers. These *Teaching ideas* are designed to give the continuum markers a practical application and classroom context with cross curriculum strategies and specific subject examples (particularly in Years 7-10). The *Teaching ideas* can be used as:

- suggestions for modelled teaching (for introducing new learning)
- ideas for guided teaching (to further develop this new learning)
- independent learning (to provide practice for this learning)
- springboards for applying new learning in a different context or subject area
- modified formative assessment tasks and ideas for how to gather evidence about the extent students have achieved particular skills and knowledge.

**Professional learning**

Several short courses and professional learning programs are linked to the use of the *Literacy continuum*. These include:



Teaching ideas Cluster 12 sample, page 1

- [short courses](#) related to *An introduction to quality literacy teaching* and the *Literacy teaching guides*
- [Best Start Kindergarten Assessment](#) and accompanying resources including supplementary literacy information
- [Language, Learning and Literacy \(L3\)](#) – a professional learning program for Kindergarten and Stage 1 teachers
- [Focus on Reading 3-6](#) – a professional learning programs for Years 3 to 6 teachers.

**Related links**

[NSW Literacy K-12 policy](#)

Defines *literacy* and describes the teaching and assessment needed to ensure students develop literacy competence in all areas of learning.

[Literacy website](#)

Provides links for the interactive continuum, *An introduction to quality literacy teaching* and literacy teaching guides for *Phonics* and *Phonemic awareness* as well as literacy resource packages to support professional learning.

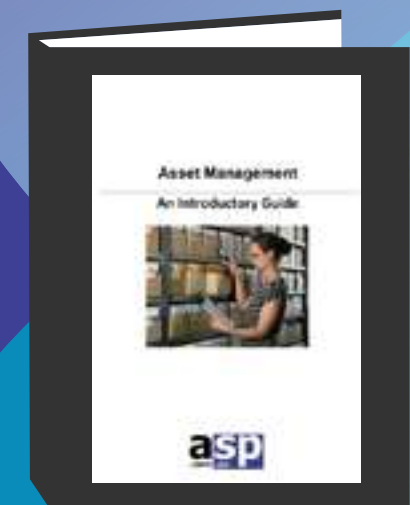
**Contacts for further information**

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Mosaic, 13 Feb 2005  by Genista



Prue Greene is English Advisor 7-12, Secondary Education Directorate, Learning and Leadership Portfolio.

# The NSW English syllabus for the Australian curriculum

## Why is it so?

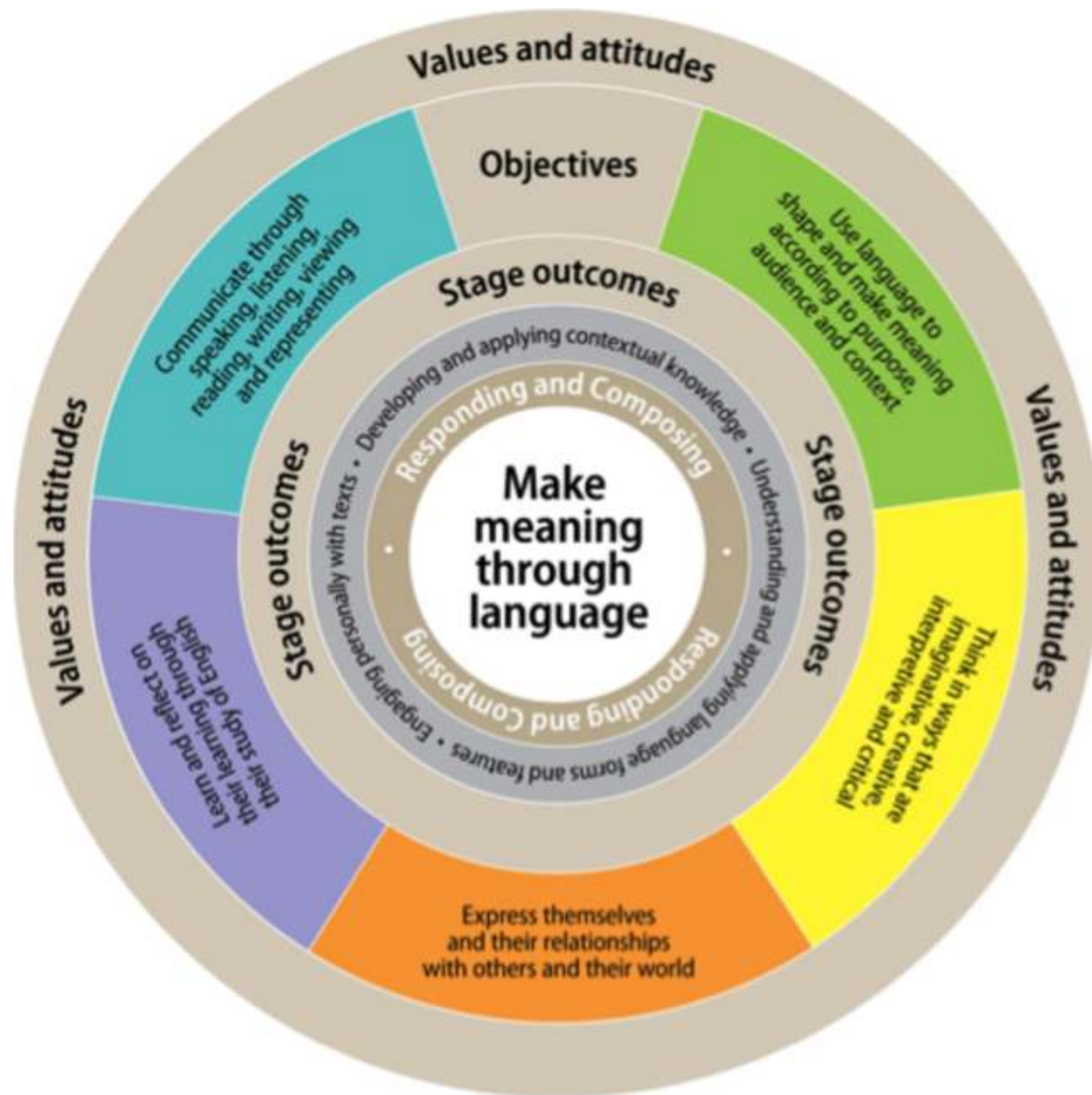
If I was asked to point out the most significant difference between the 2003 English syllabus and our new English syllabus for the Australian Curriculum in Stages 4 and 5, my initial reaction would be that not a lot had changed. After all, the aims and objectives of the two syllabuses are the same even though the Australian Curriculum content brought some additions like the explicit teaching of grammar, visual literacy and the focus on Asia. I think the problem, of course, lies in the question.

It is not the differences between the syllabuses that we need to think

about but the opportunities that this new syllabus affords us, such as the opportunities to:

- engage students in contemporary digital texts and communications
- renew and refresh teaching programs and assessment
- work with teachers of other stages through the continuum of learning.

In NSW our outcomes and stage based syllabus means that the Australian curriculum content had to be blended into our existing syllabus; two years of content from the Australian Curriculum was rationalised into one stage, and then placed under the appropriate outcome, while retaining the focus on the national priority areas and our own distinct NSW understandings of the study of English. This extremely complex task was given further impetus by the knowledge that, for the first time, we would have a continuum of learning in English from K-12.



English K-10 syllabus – Outcomes and content © 2012 Copyright Board of Studies NSW


### Continuity and consistency

English teachers in primary and secondary schools can now:

- observe the kinds of learning students partake in across the stages
- share expertise and knowledge about English
- use the expanded [glossary](#) that supports consistency in the understanding and application of key English terms and concepts.

The explicit teaching of comprehension strategies mandated in the syllabus content is an opportunity to use the same methodologies in Stages 3 and 4 providing continuity and a consistency of approach.




Continuity and consistency – Bokeh spiral  by eriwst

Visual literacy offers another rich area for collaboration between secondary

and high school teachers. It has been taught for some time in many English classrooms, and this expertise could be shared between schools and stages, especially the visual language of film, images and picture books.



Van Gogh Museum - Three books, 1887  by Michele Ahin

### Quality literature


Even though the study of a wide range of texts is central to the study of English, the new syllabus clearly emphasises quality literature in the text requirements. In the content, the appreciation of literature, its aesthetics and artistic expression figure distinctly. For the first time Stages 1 to 3 have explicit text and content requirements (p. 26) for each year of study. These guide teachers on the variety of texts to read, listen and view. They also include

the *Learning across the curriculum areas* in which text requirements include the selection of texts that *must give students experience of*:

- intercultural experiences
- insights into Aboriginal experiences in Australia
- the peoples and cultures of Asia
- aspects of environmental and social sustainability.

The same familiar thinking applies in Stages 4 and 5.



Door detail in Busan, South Korea  by Bridget Coila

### Achieving outcomes

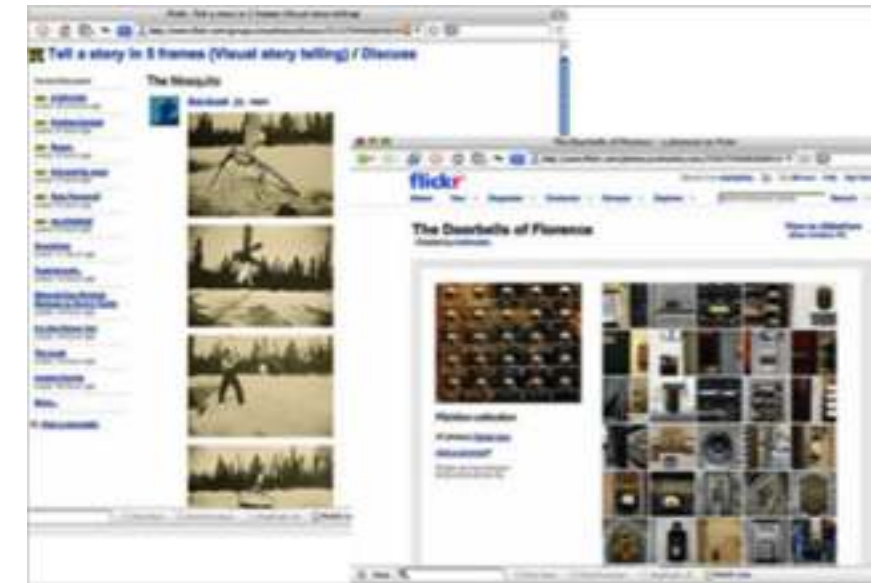
It is very clear that quality texts, either literature or everyday and community texts that are appropriate to the needs, interests and abilities of the students, should be chosen in order to serve a course designed around the achievement of outcomes. After all, we do not teach texts. We teach the concepts, skills and thinking of English that is manifest in the aims, rationale, content and outcomes of the syllabus. Texts are the vehicles that enable, illustrate, exemplify and articulate the knowledge, understanding, skills, values and attitudes of the syllabus. To be challenged and enjoy encounters with texts and literature is an expectation and a right of all students.



Alice's adventures in Wonderland  by Toronto Public Library

The three a main types of texts referred to in the syllabus are persuasive, imaginative and informative. This reflects a more contemporary way of categorising texts given the multi-text, multimodal and multi-purpose digital and print texts which defy inclusion into narrowly defined text-types. Of course, this also reflects the close links between [NAPLAN](#) and the [Australian Curriculum](#). The inclusion of digital texts in the text requirements list, and the strong representation of explicit content, such as *the ways web and digital technologies influence language use and shape meaning (EN4-5C)* and *explore real and imagined (including virtual) worlds (EN5-1A)*, certainly brings the syllabus into the present. We should be considering apps as texts, the navigation of a website as part of the text's structure and the ways in which digital texts can be read and comprehended.

Students are also called through the content to blog, design digital texts and presentations, share responses in digital contexts and reflect on the ethical implications of modern communication technologies. To my mind, this is probably the most exciting opportunity the refreshed and updated syllabus has to offer. It is possible to include digital texts — imaginative, persuasive or informative — in most units of work.



Storytelling in Flickr  by Alan Levine

The range of web texts is enormous; original literature created for the web, adaptations and transformations of classic texts, self-expression in *YouTube* videos and blogs, news and opinion via a multitude of versions and modes, long or short form, and so on. This requires us to be fairly nimble about using, talking about and analysing such a wide range of texts whose structures and form evolve at incredible speed. To be able to use such dynamic and original (and free) texts in the classroom is challenging but wonderful at the same time.

*To be challenged and enjoy encounters with texts and literature is an expectation and a right of all students.*



Storytelling in Where's Waldo in Google Maps?

by Silvery

The inclusion of specific grammar content provides us with some powerful techniques for the explicit teaching of writing and tools for text analysis in a close study of text. This is a real opportunity for word play and discussion about language and its uses. Students who learn to use the grammar terms in the K-6 syllabus to describe their own work and evaluate its effect, will also be able to build on this knowledge to *analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction* (EN5-3B) in Stage 5. The

grammar specified in this syllabus goes far beyond the parsing for its own sake grammar that used to be – this grammar is a valuable tool to crack open difficult and complex meanings and to create texts of great beauty and power.

The production of the syllabus in a digital version affords us access the content and other support materials in a variety of ways. It is possible to search the syllabus for particular content or clusters of words and to identify the concepts or threads which flow through the content. This kind of analysis helps us understand the syllabus for programming, and the development of scope and sequences, without having to search over and over again in order to design an interesting, rigorous and connected pattern of study. The [Program builder](#), into which content and outcomes can be *drag and dropped*, will assist with this big picture planning.

The prospect of a new syllabus can be liberating and daunting at the same time. A new syllabus can be the vehicle for the spring cleaning that your programs and assessment regimes need, an opportunity to shake out the cobwebs, refresh your thinking and practice, and a place and time to make valuable new connections with people and ideas. What cannot be forgotten is that a new syllabus is synonymous for

a considerable amount of hard work; a mental reconceptualising of the syllabus and the interpretation of it into teaching and learning sequences eventually covering 11 years of study. I may be biased but, there is only one group of people I know who are up for such a challenge ...

### References and further reading

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# Google Apps in the NSW DEC

You have no doubt heard that Google Apps is rolling out for students and teachers. Access will be available to all students and teachers within the NSW Department of Education and Communities during Term 2, 2013.

## What are Google Apps?

Google Apps are a set of online applications that allow students and teachers to collaborate, create, present and research more effectively in the online environment. They are a key enabler in the delivery of 21st century pedagogy, and include:

- Google Drive/Docs
- Google Sites.

## How do students and teachers access them?

Access to the apps will be facilitated through the NSW DEC student and staff portals. No usernames or passwords need to be remembered, nor do accounts need to be created. The focus is about making access and usage easy.



Joachim Cohen, Project Officer Learning Tools, Teaching and Learning Systems, NSW Department of Education and Communities (NSW DEC), explains how teachers and students can access and use Google Apps.



[@joachimcohen123](https://twitter.com/joachimcohen123)



Kelly Burke teaches Kindergarten at Jindabyne Central School in the Snowy River Shire in south-eastern NSW. She is excited to share her experiences with Google Apps in the classroom.



### Staff access

Staff log in to the NSW DEC staff portal. They then

1. click on the *Google Apps for teachers* tab



NSW DEC staff portal access for Google Apps

2. scan the access page with all the apps listed
3. choose and click on the selected app.



Apps access page

### Student access

Students log in to the NSW DEC student portal. They then

1. expand the *Learning* tab



Student learning portlet

2. click the *Google Apps* link
3. scan the access page with all the apps listed
4. choose and click on the selected app.

### Support resources

There are several video tutorials and links on the [support site](#) to enable teachers to get started with Google Apps, to use core applications and additional applications.



*Getting started in the DEC environment* video

In addition, teachers may follow the [GoogleApps@DEC Google +](#) page, and then become part of the DEC Google community.

### What apps are available?

The NSW DEC is providing students and teachers with access to a wide range of Google applications.

Apps for students (subject to change) include:

- Drive: unleash the power of collaboration by using
  - Docs – to create, share and collaborate on word processed documents

- Presentations – to create, share and collaborate on presentations
- Forms – to create, share and collaborate on surveys, quizzes and more
- Spreadsheets – to create, share and collaborate on spreadsheets
- Drawings – to create, share and collaborate on creative pieces

- Sites (students cannot create sites, but they can edit a site created by a teacher) – to collaborate and present their knowledge on a webpage
- Calendar – to organise their world
- Contacts – to develop distributions lists to enhance communications and collaboration
- Maps – to find and investigate their world
- Map maker – to locate, plot and measure on maps that they can share
- Finance – to track, trace and predict business information
- News – to personalise their news to stay informed.

Staff will have access to the apps available for students and to some additional tools, which include:

- Google + – to create, nurture, communicate and collaborate with your professional community
- Blogger – to share pedagogical and subject matter experience with a blog.



### Experiences from the field

In late 2012, several NSW government schools received early access to Google Apps. Here are some of their inspirational stories and experiences so far. Imagine the possibilities!

#### Cross curricular projects at Robert Townson High School

At Robert Townson High School in Sydney's south west, Google Apps has helped make a cross curricular project possible. Led by History teacher Adam Olm, staff from English, Mathematics and History brought their Year 7 students together to explore the concept of *Black and white*.

With themes as diverse as apartheid in South Africa, the same-sex marriage debate, World War II, and the Manhattan Project, students used Google web tools to enable them to learn in new and innovative ways.

In History, students were able to research historical figures and events related to their topic and then, using their findings, they created presentations with [Google Presentations](#).

In English, students wrote speeches, diary entries and other creative writing responses about their topic in [Google Docs](#).

In Mathematics, students planned historical trips and literary destinations related to their topic. For example, the group investigating apartheid virtually ventured to Johannesburg. They consulted airline schedules and worked out time differences with [Google Calendar](#). To bring all of their research together, they created websites, like the featured one on [World War II](#), which showcased their presentations, documents and timetables using [Google Sites](#).



World War II 7s website

Amalgamating their various findings and projects online was an ideal way to highlight the links between each of the subjects. It was also a great way to show parents what the students had learnt and created. Students summarised their experience of using Google Apps as being *simple* and *easy*

— and that is important for educators, because the technology should be in the background while the learning remains the focus.



Teacher Adam Olm and students from Robert Townson High School using Google Apps

Projects like this are just the beginning for Google Apps in public schools in NSW. The DEC Google Apps team is looking forward to seeing how teachers and students use this technology to enhance learning in other innovative ways.

#### Using class sites at Jindabyne Central School

Kelly Burke, a teacher at Jindabyne Central School in south-east NSW, used the Google Sites app to enhance communication, participation, feedback and transparency. She was pleased to have early access to Google Apps, and added:

*I was keen to get started and to try Google Sites as a way to centralise all the different technology and resources that I utilise. As a Kindergarten teacher, direct communication with parents is extremely important to ensure key information doesn't get lost in translation or shoved to the bottom of a school bag.*

Kelly wanted to create a class website to:

- provide information and resources to parents to support their child's transition to, and development at, school
- streamline some key processes.

Kelly embedded a Google Form to collect information about the students. The data was automatically collected in a table, causing Kelly to exclaim:

*... no more sending home letters, waiting for them to be returned and then transferring the information into a spreadsheet. It was all done for me! I love anything that can save me time.*

When designing the website, Kelly experimented with a few different layouts from the template gallery before deciding to create her own unique look. She used Google Drawings to create the banner and decided on a simple colour palette. Kelly commented on the ease of using the apps:

*What makes Google Apps so easy to use is a familiar layout that is consistent across the apps so you can build on your knowledge and skills, it makes it so user friendly to pick up and start using the suite of products.*

As the site developed, Kelly used various Google Apps to embed different information. These apps are:

- Sites — to build and host the site
- Drawings — to create a unique banner

as part of *branding* her site

- Forms — to create a parent feedback form, which automatically puts the responses into a table
- Picasa — to embed web albums so parents can see key learning activities and class milestones
- YouTube — to embed the class's favourite clips
- Blogger — to document class events, to add reminders, and to signpost important information for parents

Kelly's [website](#) was easy to create with Google

The [resources](#) page on *Mrs Burke's Classroom* website

- Docs — to embed the class rules and behaviour management
- Presentations — to add sight word lists for use at home
- Calendar — to add news topics and appointment slots for Best Start feedback.

### Access from mobile devices

Google Apps has 5GB storage and unlimited storage is available for Google

created docs, so there is no need to use external hard drives. Kelly enjoys the benefits of accessing Google Apps on her mobile phone. She makes use of this option to update her website.

*I have all my key documents with me no matter where I am. Because the apps are accessible from mobile devices as well, I found that I was updating my website when I was out and about.*



Accessing the website via the [mobile setup](#)

Kelly's students share *YouTube* videos and resources that they have made in class, with their parents. Feedback from parents about site updates is a positive response to the use of Google Apps to create meaningful resources.

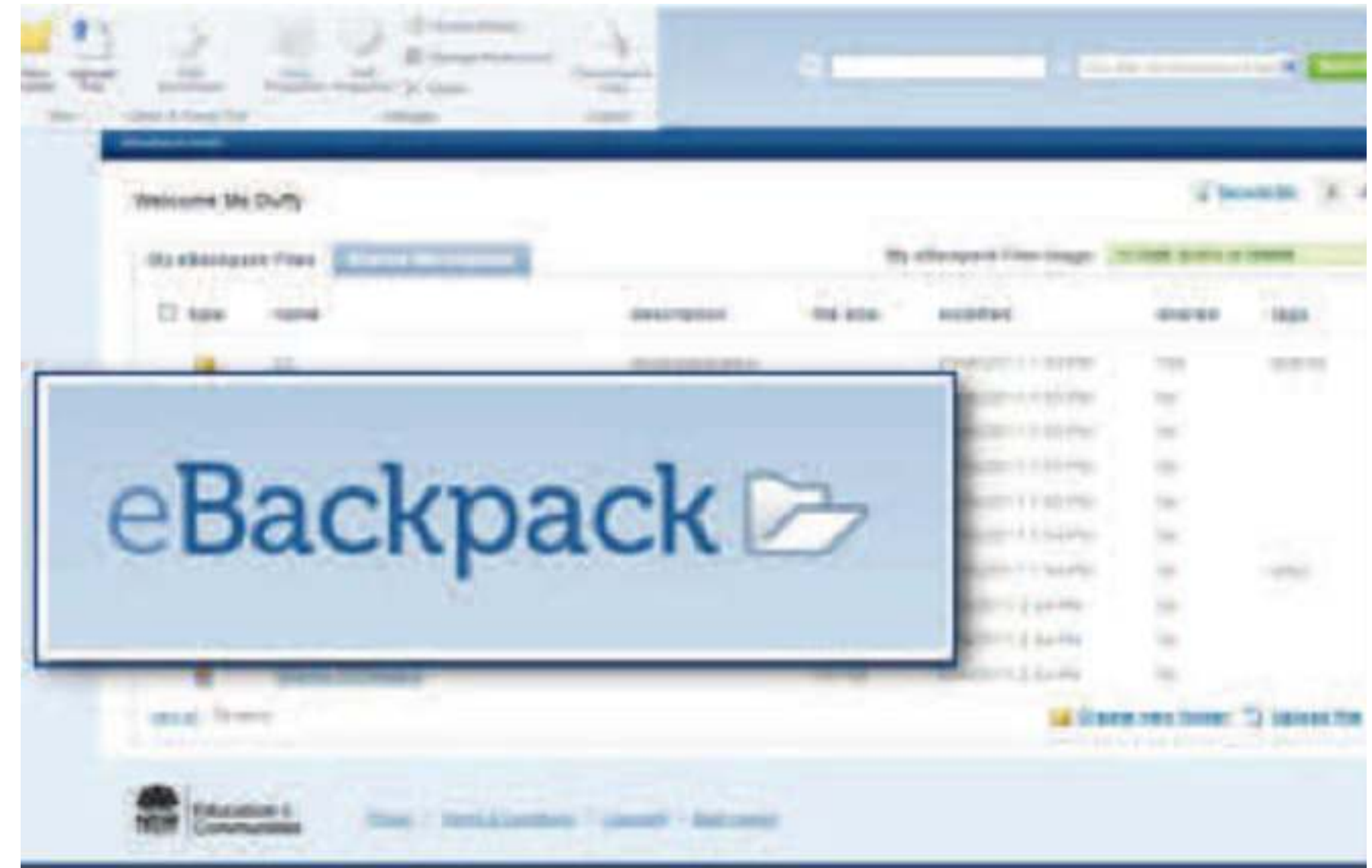
*It proves to me that they are using my website to keep informed and up-to-date of their child's learning.*

Kelly's tip for teachers creating their own website is to use a short URL, such as *goo.gl*, so that it is easy to share their website with their community. Access [Mrs Burke's classroom](http://goo.gl/FHWCS) at <http://goo.gl/FHWCS>.

### eBackpack also supports 21c learning

Another convenient tool that enables the delivery of 21c teaching practice for NSW government schools is eBackpack. Leveraging the Microsoft platform, eBackpack empowers students and teachers to work in collaborative spaces. Since its full release in 2012,

*Kelly's students share YouTube videos and resources that they have made in class, with their parents.*



*Tour of eBackpack*

approximately 100 schools a month have been provisioned with the platform.

Using a web browser, eBackpack users can upload, view and edit documents from anywhere. Teachers can create shared workspaces or sites in which they can display class announcements, share files, list important web links and display student work. This service is fully backed up on NSW DEC servers

and provides a great entry for students and teachers to explore the potential of cloud based learning!

For full details and support, visit the [Learning systems support](#) website [NSW DEC intranet only].

Principals at NSW government schools can request provisioning of eBackpack to their school by calling the ICT Service Desk on 1800 338 483.

# Share this

## Blueprint for action

On 6 March 2013, Premier, Barry O'Farrell, and the Minister for Education, Adrian Piccoli, released [Great Teaching, Inspired Learning - A blueprint for action](#).

16 reforms are provided to *lift the quality of teaching across the life cycle of a teacher's career*.

The blueprint, the consultation report, the research paper and more are available on the [website](#).

## BOS NSW program builder and sample units



Program builder

Using content from the NSW syllabuses for the Australian curriculum, the *Program builder* tool is designed to help teachers plan and create teaching and learning programs

See also a range of sample units like the [Stage 3 History unit](#).

## School libraries and student achievement



Impact studies infographic, LRS

The Library Research Service (LRS) has published a new infographic capturing the correlation between school libraries and student achievement.

The infographic can be [viewed online](#) or printed.

## The padagogy wheel

Yes it says padagogy not pedagogy!

Allan Carrington, The University of Adelaide, developed this taxonomy wheel from earlier ideas. Visit [Allan's blog](#) for more on using iPads, apps and links to Bloom's taxonomy. The apps in the diagram are linked.



The padagogy wheel

## Impact of internet and digital tools

[Pew Internet](#) conducted an online survey of 2 462 middle and high teachers in the USA last year. The summary, [How teachers are using](#)

[technology at home and in their classrooms](#), makes interesting reading, and the full report can be viewed online or downloaded.



## Top 100 tools

View the list of [Top 100 tools for learning 2012](#), compiled by Centre for Learning & Performance Technologies as a [slideshow](#) or linked table.

## Get ready for BYOD

[Share these great tips](#) from Stu Hasic's presentation with your colleagues.

# resource. reviews

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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 Communities (NSW DEC).

Reviews are sometimes accompanied by embedded video or multimedia content, book trailers, or links to other sources. Publication of such does not imply endorsement by the NSW Government, the Department or *Scan*. Since many of these videos are sourced from YouTube, teachers in NSW DEC schools should note that these resources are accessible only by staff.

Copyright for reviews is held by the NSW Department of Education and Communities. 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](mailto:colleen.foley@det.nsw.edu.au).

Resources are reviewed by teacher librarians, teachers and consultants across NSW. See [Who reviews?](#) for more information.

## Access to reviews and resources

The searchable [database of resource reviews](#) includes those published in *Scan* and more!

Selected reviews for HSC syllabuses are also available on [NSW HSC online](#).

Use *Scan* to select resources for learning, teaching and leisure. For example, use the barcodes of *eresources* to scan your selections into a SCIS order or go to the SCIS *Special order files* for the *Scan* Primary, Secondary and Professional website compilations. NSW DEC users can ensure ready access for teachers and students to the range of online resources through *Library*, in their portal.

Classification given in *Scan* for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 23rd may be specified.

**KLA** and **USER LEVEL** should only be used as a guide, as many resources transcend age and subject barriers.

## USER LEVELS ARE GIVEN IN STAGES AS FOLLOWS:

Early Stage 1	Preschool/kindergarten/early childhood
Stage 1	Years 1-2
Stage 2	Years 3-4
Stage 3	Years 5-6
Stage 4	Years 7-8
Stage 5	Years 9-10
Stage 6	Years 11-12
Community	for community/parent/adult
Professional	for teachers

## KEY LEARNING AREA (KLA) ABBREVIATIONS USED:

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

AC	Australian Curriculum
VET	Vocational Education & Training
CEC	Content Endorsed Course
COGs	Connected Outcomes Groups from the Planning and programming framework

Abstract - indicates a resource is described rather than evaluated



# Australian Curriculum Springboard



## How are different cultures represented in texts?

## Intercultural understanding

Stage 3  
Years 5 and 6



Colours of peace CC BY-SA 2.0  
by Vincent\_AF

### Outcomes

A student: identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts. **EN3-8D**

[NSW syllabus for the Australian curriculum English K-10 syllabus](#)

This resource package could support: [EN3-3A](#)

NSW DEC teachers advice, support and resources at [AC - NSW syllabuses for the Australian Curriculum](#).

### Related texts:

- [The burnt stick](#) by Anthony Hill
- [The catch](#)
- [Dust echoes](#) ABC
- [A long walk to water](#) by Linda Sue Park and [video](#)
- [Mason-expanding literacy through multicultural literature](#) by imkrazzle
- [Mirror](#) by Jeannie Baker and [video](#)
- [Oliver Phommavanh extended interview](#) by WorldNewsAustralia
- [The red bridge](#) by [Kylie Dunstan](#)
- [Refugee kids](#) Behind the News
- [Soraya the storyteller](#) by Roseanne Hawke
- [Young refugee](#) Behind the News



### Review:

[Thai-no-mite!](#)

PHOMMAVANH, Oliver

Penguin Group (Australia), 2012 (Puffin) ISBN 9780143306528

During the writing of *Thai-riffic!* the concept of a *Thailogy* was conceived, with *Thai-no-mite!* the second offering. All the popular features remain – the menu-like table of contents, which link the stories to the setting of Lengy’s parents’ restaurant, Evi Oetomo’s comic illustrations and the humour.

In a light-hearted way the author describes aspects of his own childhood being caught between two cultures, respecting the culture of his parents but feeling a little disconnected from it, having lived in Australia for most of his life. When a trip to Thailand is planned, Lengy becomes concerned about culture and language as he realises he is not as Thai as he thought. We learn why Lengy’s parents decide not to celebrate Christmas in the restaurant, the Thai celebration of [Loi Krathong](#), and Grandma’s desire to return to Thailand. The author has included [background information and teaching activities](#) on his website. This novel supports [intercultural understanding](#) in the Australian Curriculum. S. Morton

USER LEVEL: Stage 2 Stage 3 SCIS 1574811

### Teaching and learning opportunities:

- Create a tagxedo shape that demonstrates the key values of multiculturalism in Australia
- Discuss cultural stereotyping in books, advertisements and websites
- Compare texts that display similar themes of separation, identity, belonging and family ties. Plot these themes on Venn diagrams.
- Research rituals in multicultural literature and represent findings using Glogster.
- Write about the way that authors have used humour to further understanding and engage readers in books such as *Thai-riffic!* and *The little refugee*.

### Professional resources:

- [Aboriginal education K-12 resource guides](#) Scan reviews
- [Cultural experiences in Australian literature](#) NSW Department of Education and Communities
- [Global Words](#) Primary English Teaching Association Australia (PETAA)
- [Making multicultural Australia for the 21st century](#)
- [National Geographic Kids](#)
- [NSW English K-10](#) Pinterest board
- [Resource reviews](#)
- [School resources](#) World Vision Australia

### Intertextual links:

- [Oliver Phommavanh](#)
- [Loi Krathong](#)
- [Intercultural understanding](#)

### Composing:

[Glogster](#)  
[Tagxedo](#)

### Exploring context:

- [Asia Education Foundation](#)
- [Australia today](#)
- [Harmony Day](#)

### What is intercultural understanding?

Students develop intercultural understanding as they learn to understand their own identity in relation to others from different cultures and backgrounds.

The study of English offers rich opportunities for intercultural understanding and exchange. Students experience a range of literature from different cultures, including the inscriptional and oral narrative traditions of Aboriginal people and Torres Strait Islander people, as well as the contemporary literature of these two cultural groups. They also read classic and contemporary world literature, including texts from and about Asia.

[Learning across the curriculum](#)

# Australian Curriculum Springboard



Think imaginatively, creatively, interpretively and critically

Using quality literature

Early Stage 1  
to Stage 3  
Years K-6



## Outcomes:

**Objective C** Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: **C. think in ways that are imaginative, creative, interpretive and critical**

[NSW syllabus for the Australian curriculum English K-10 syllabus](#)

This resource package could support: [ENe-10C](#), [EN1-10C](#), [EN2-10C](#), [EN3-7C](#)

NSW DEC teachers advice, support and resources at [AC - NSW syllabuses for the Australian Curriculum](#).

## Teaching and learning opportunities

- Construct a *OneNote* notebook for quality literature studied in class.
- Engage with a range of quality literature, including picture books.
- Respond to each book studied using appropriate metalanguage.
- Use this [proforma](#) to support explanations of how images work with the text to tell the story. (*Sounds spooky* by Christopher Cheng and Sarah Davis is an example of how neither can stand alone).
- Analyse audience and purpose, and deconstruct the big idea in each book.
- View [book trailers](#) and use visual representations, including those digitally produced, to represent ideas for different audiences and purposes.



## Review:

***Primary English teaching: an introduction to language, literature and learning***

Edited by Robyn Cox

Providing a comprehensive overview of language and learning in primary schools, this insightful text, adapted for Australian educators addresses a number of important areas. Ranging from an introduction to educational linguistics to teaching handwriting and typing, each chapter contains helpful tasks that present explicit links between literacy theory and classroom practice. Particularly useful are the concluding comments that provide a recap of each chapter's content and how it links to the successive chapter. Throughout the text specific references are made to the outcomes and content of the Australian curriculum. A [sample extract](#) is available on the [PETAA](#) website. H. Gardiner

USER LEVEL: Professional SCIS 1564685

## Content and text requirements:

*In this syllabus, the study of a wide range of texts is central to the study of English. This includes the study of texts which are widely regarded as quality literature, providing students with the opportunity for aesthetic experience and to develop an appreciation of the artistic expression found in texts.*

[NSW syllabus for the Australian curriculum English K-10 syllabus](#)




## Suggested texts:

- [1001 Children's books you must read before you grow up](#)
- [Aboriginal Education K-12](#)
- [Asia-related literary texts](#)
- [CBCA Children's Book of the Year Awards](#)
- [NSW Premier's Reading Challenge](#)
- [Project Gutenberg Australia](#)
- [School Libraries & Information Literacy reviews](#)
- [The School Magazine Bookshelf](#)
- [Suggested texts for the English K-10 syllabus](#) Board of Studies NSW

## Resources:

- [Adventure box: Michael Morpurgo](#)
- [English for the Australian Curriculum](#)
- [An introduction to the grammar of visual design](#)
- [Michael Morpurgo-resources](#)
- [Notes for the analysis of a picture book](#) SCILS Rutgers
- [Now literacies](#) National Literacy and Numeracy Week
- [NSW English K-10](#) Pinterest board
- [An older style of magic: a history of The School Magazine](#) Radio National podcast
- [Picture books across the curriculum](#)
- [Sounds spooky](#) Christopher Cheng
- [Teaching comprehension strategies](#) Curriculum K-12
- [Using digital and multimodal texts K-6](#)
- [Ways of viewing and teaching picture books](#)
- [Writers' talk: Morris Gleitzman](#)

## Professional resources:

- [A literature companion for teachers](#) PETAA
-  [Raps and book raps](#)
- [The reading environment](#) Aidan Chambers
- [Resource reviews](#)
-  [Scan](#)
- [The School Magazine teaching guides](#)
-  [A year in texts: an explicit reading program](#) PETAA

## Exploring context:

- [Australian Literacy Educators' Association - Practically Primary](#)
- [Syllabus bites: responding to literature](#)

## Composing:

- [How to make a book trailer](#)
- [Microsoft Photo Story](#)

# Australian Curriculum Springboard



## What are the connections between these texts?

## Connections between texts

Stage 4  
Years 7–8



### Outcome:

**EN4-6C A student: identifies and explains connections between and among texts.**

*NSW syllabus for the Australian curriculum English K-10 syllabus*

This resource package could support: [EN4-2A](#), [EN4-5C](#), [HT4-8](#), [HT4-10](#)

NSW DEC teachers advice, support and resources at [AC - NSW syllabuses for the Australian Curriculum](#).

### Related texts:

- [Beowulf \(2007\)](#) by M. Morpurgo & M. Foreman
- [Beowulf animated Part 1/6](#)
- [Beowulf for beginners](#)
- [Excalibur: The legend of King Arthur \(2011\)](#) a graphic novel by T. Lee & S. Hart
- [Hero's journey](#)
- [Hero's journey-ReadWriteThink](#)
- [The hobbit \(1937\)](#) by JRR Tolkien
- [The hobbit: an unexpected journey \(2012\)](#) film directed by Peter Jackson and [trailer](#)
- [Odysseus](#)
- [The odyssey \(2010\)](#) graphic novel by Gareth Hinds
- [The odyssey](#) (1997 TV series)
- [The odyssey animation](#)
- [The odyssey game](#)
- [Odyssey online's Greece](#)
- [The princess bride \(1987\)](#) film directed by Rob Reiner
- [Shrek \(2001\)](#) film and [trailer](#)
- [Sir Gwain and the Green Knight \(2005\)](#) by Michael Morpurgo
- [TED Ed An anti-hero of one's own - Tim Adams](#)
- [TED-Ed What makes a hero? Matthew Winkler](#)
- [The wanderings of Odysseus \(1996\)](#) by Rosemary Sutcliff



### Reviews:

#### *The Odyssey*

CROSS, Gillian & PARKER, Neil

Walker, UK, 2012 ISBN 9781406303674

Capturing the drama and suspense of the journey undertaken by the heroic Odysseus, this is a superb reconstruction of the Homeric epic. Striking illustrations feature either as monochromatic silhouettes or richly coloured iconic compositions. The visuals operate simultaneously with the verbal text to retell the ancient tale. B. Hull



#### *Man, myth or monster? Alexander the Great*

GAVIN, Jamila & PARKINS, David 2012

Walker, UK, 2012 ISBN 9780744586275

An account of Alexander the Great's life, this book is a fast-paced historical adventure. The reader is rapidly drawn into the action and becomes a witness to some of the most notorious events and characters of the ancient world. Embellished with ancient Greek borders, and black, red and white illustrations, the publication captures the atmosphere of the historical context. A narrative nonfiction book, it is informative and entertaining, and will be useful in studying Ancient Greece as an option in [Depth study 1: Investigating the ancient past](#). J. White

**Literacy:** *History is ideally suited to develop students' literacy skills, including the reading and comprehension of texts, the understanding and use of specific historical language, analysis and use of sources and historical texts, researching and communicating in oral, written and digital forms.*

### Teaching and learning opportunities:

- Select an ancient myth or legend to retell as a digital story. Use a creating and publishing tool to compose a new version of the tale.
- Working in pairs, construct an interview with a character from a heroic legend in which he/she tells of his/her part in the journey.
- Construct a webpage that includes a map(s), pictures and information on a particular hero's journey.
- Create a poem or song lyrics that retell a hero's journey in verse.

### Professional resources:

- [Alexander the Great - lesson plans](#)
- [Beowulf: lesson plans and teaching resources](#)
- [Book drum: The odyssey - bookmarks](#)
- [The hero's journey](#)
- [The archetype of the hero's journey](#)
- [The hero with a thousand faces](#) by Joseph Campbell
- [The heroic monomyth](#)
- [Legends of King Arthur: lesson plans and other teaching resources](#)
- [MythologyTeacher.com](#)
- [Odyssey - prereading notes](#)
- [Put down your e-reader: this book is better in print](#) by Lynn Neary
- [Resource reviews](#)

### Useful words:

Find out the meanings of these words.

anti-hero	legend	archetype	myth
hero	nemesis	epic	saga
epithet	supernatural	gatekeeper	threshold
hubris	quest		

### Composing:

- [ComicLife](#) - create a story in comics format.
- [Join a reading adventure!](#)
- [Mixbook](#) - create an e-book.
- [PhotoPeach](#) - create a slideshow story with narrative captions.
- [PowerPoint](#) - create a story presentation.
- [Storybird](#) - create a digital story.
- [Vuvox](#) - create an e-narrative.
- [Wordle](#) - create a word cloud.



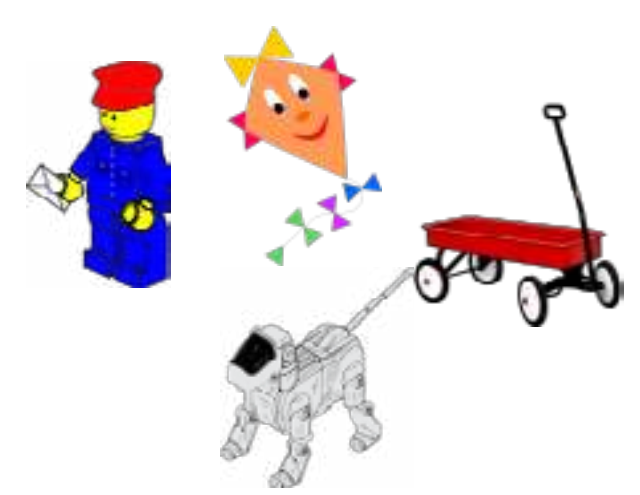
# Australian Curriculum Springboard



## Design a toy for a class museum

Working  
technologically:

Stage 1  
Years 1-2



### Outcome:

This resource package could support:

**ST1-5WT A student: uses a structured design process, everyday tools, materials, equipment and techniques to produce solutions that respond to identified needs and wants.**

[NSW syllabus for the Australian curriculum Science K-10 \(incorporating Science and Technology K-6\) syllabus](#)

NSW DEC teachers advice, support and resources at [AC - NSW syllabuses for the Australian Curriculum](#).

### Related texts:

- [ABC Splash, Watch, listen play](#)
- [Bush toys: Aboriginal children at play](#) by Claudia Haagen
- [Christmas at the toy museum](#) by David Lucas
- [Free films](#) (many languages)
- [Junk castle](#) by Robin Klein
- [Kids learn how toys work at the Long Island Science Center's Toy Tech Show](#)
- [The Lorax](#) by Dr Seuss & [ebook](#)
- [The magnificent tree](#) by Nick Bland & Stephen Michael King
- [Make a toy car out of a plastic bottle-recycle-re-use-Africa](#)
- [Minton](#) series by Anna Fienberg
- [Museum of Childhood: interactive virtual tour](#)
- [Tele-Story presents: Pinocchio](#)



### Reviews:

*Lost in the toy museum: an adventure*

LUCAS, David

Walker, UK, 2011 ISBN  
9781406332063

Inspired by the author's boyhood visits to the [Museum of Childhood](#) in Bethnal Green, London, this highly detailed picture book relates events on the night that the toys break with their nightly tradition. Instead of simply coming alive for roll call, the toys take off in a practical joke of hide and seek. Bunting, the old toy cat with a very English demeanour, sets off to find them, believing they are lost. Lucas has scattered amusing museum signage through these dark pages, giving students plenty of discovery points for discussion. This resource could support outcome [ST1-5WT](#) in [Working technologically](#). I. McLean

USER LEVEL: Early Stage 1 Stage 1 SCIS 1541688



### *The magnificent tree*

BLAND, Nick & KING, Stephen Michael  
Scholastic, NSW, 2012

Excerpt of full review in [Scan](#)

... The concepts underpinning this engaging picture book could demonstrate scientific principles.

Students may be able to show how a hypothesis can be applied and a problem solved by adopting the technique of cause and effect to predict outcomes. Gathering students' background knowledge of time and seasons would help to deepen their understanding of the sequence of events in this clever story... S. Rasaiah

### Teaching and learning opportunities:

- Investigate types of toys and the materials used to make toys throughout history. Include Indigenous toys and games.
- Collate information on a [timeline](#) on the IWB, and add new facts.
- Choose a moving toy and research the materials used and the force needed to make it move. Write an explanation of the design components.
- Create a class toy museum and classify toys according to the way they move, what they are made of, age, or any other commonalities.
- Design and make a toy from recycled material. Draw a labelled [diagram](#) and write the procedure used. Add toys to the museum for viewing.

### Professional resources:

- [Bush toys](#) Artlink
- [Children's toys, toys of the past, toys of today](#) Topics online magazine
- [Explore Indigenous Australian objects](#) Australian Museum
- [Make your own kids toys](#) (PinterestWhoknew? Tips)
- [Recycled art & toy bazaar!](#) Indigo Arts
- [Resource reviews](#)
- [Reverse Garbage](#)
- [Toys from trash](#) Arvind Gupta

### Exploring context:

- [Australian designers at work](#)
- [Kids design challenge](#)
- [Primary Connections](#)

### Designing:

- [BRUSHter](#)
- [Kids' vid](#)
- [Open clipart](#)

# Australian Curriculum Springboard



## What was life like for First Fleet settlers?

### Australian history

Stage 2 and Stage 3  
Years 3-6



#### Outcomes:

##### A student:

- describes and explains effects of **British colonisation in Australia** [HT2-4](#)
- describes and explains effects of **British colonisation in Australia** [HT3-2](#).

[NSW syllabus for the Australian curriculum History K-10 syllabus](#)

This resource package could support [HT2-3](#), [HT2-5](#), [HT3-1](#), [HT3-5](#)

NSW DEC teachers advice, support and resources at [AC - NSW syllabuses for the Australian Curriculum](#).



#### Reviews:

##### [Treasure explorer](#)

With the introduction of the Australian Curriculum this will indeed be a useful site for the study of colonisation and early Australian history in the new [History K-10](#) syllabus for [Stage 2](#) and [Stage 3](#) students. The site offers options to explore treasures which are primary research sources held by the [National Library](#). Once a free account has been created, users are invited into [Virtual galleries](#) to select or share a treasure or create a virtual gallery. [Teacher stuff](#) includes a wide range of graded lesson plans that are free to download with each official treasure linked to relevant learning areas. Treasures are also interactive and can be cross-referenced, compared and contrasted with individual treasures and related items in the library and other nationwide collections. R. Higginbottom

#### Exploring:

- [Copyright](#)
- [Information skills in the school](#)



- [ISP matrix K-6](#)
- [KidCyber](#)
- [National Library of Australia](#)



- [Teacher stuff](#)
- [Virtual galleries](#)

#### Professional resources:

- [Australian history](#) Project Gutenberg Australia
- [A history of the world](#) BBC and the British Museum
- [National Museum Australia](#) Classroom resources
- [NSW Schoolhouse](#) [Museum of Public Education](#)
- [Resource reviews](#)
- [A shared history](#) NSW Department of Education and Communities

#### Related texts:

- [Flag debate](#)
- [Glorious days: Australia 1913](#)
- [Making tracks](#) series of stories inspired by objects from the collection at the National Museum of Australia
- [My story](#) series Scholastic
- [My Australian story](#) series Scholastic
- [Resistance](#)
- [Sharing creative works](#)
- [Writing tools through time](#)

#### Teaching and learning opportunities:

- Jointly construct a class [mindmap](#) - brainstorm *What we already know about a topic* and use the findings to build a [KWL](#) chart.
- Read and discuss stories of historical realism. Make a note of dates, events, people and excerpts that portray the life of the time. Add accurate facts and evidence of the past to the KWL chart.
- Cluster information and create a [timeline](#) of significant events.
- Deconstruct the language used in a range of historic texts to identify values, attitudes and beliefs current at the time. Is there any evidence of bias? Add excerpts to KWL chart that support findings. Are all texts authentic and believable? Are there contradictions? [Debate](#) in class. Present in a [slowmation](#).

#### Composing:

- [Bibme](#) citation maker
- [bubbl.us](#)
- [exploratree](#)
- [KVL How to do research](#)
- [Slowmation](#)
- [Web 2.0 cool tools for schools](#)
- [Voicethread](#)
- [Wordle](#)

# Australian Curriculum Springboard



## The Gallipoli campaign

## Gallipoli

Stage 5  
Years 9-10



Anzac Miniseries Episode 1 (Part 1/10)

### Outcomes:

#### Students:

- describe the nature of warfare during the Gallipoli campaign
- explain the outcome of the Gallipoli campaign. **HT5-2**

[NSW syllabus for the Australian curriculum History K-10 syllabus](#)

This resource package could support [HT5-1](#), [HT5-4](#), [HT5-5](#), [HT5-7](#), [HT5-9](#), [HT5-10](#)

NSW DEC teachers advice, support and resources at [AC - NSW syllabuses for the Australian Curriculum](#).

### Teaching and learning opportunities:

- Use Google maps to plot significant places in the 1915 Gallipoli campaign.
- Produce the layout for a webpage on Australia's involvement at Gallipoli.
- Create your own graphic novel page(s) based on the experience of an Anzac soldier at Gallipoli.
- Using primary source documents for inspiration, create a series of diary entries for an Anzac soldier during the Gallipoli campaign:

### Reviews:

#### [Australian War Memorial](#)

The official site of the Australian War Memorial contains an impressive array of government and private source materials, photographs and art works, sound archives, databases and visitor information for teachers planning excursions. It is a primary source for Core Study - Depth Study 3: Australians at War: World Wars I and II (1914-1918, 1939-1945). [First World War 1914-18](#) is especially relevant for students investigating the scope and nature of the Gallipoli campaign ([ACDSEH095](#), [ACDSEH107](#)), why Australians have commemorated war and different perspectives on the ANZAC legend ([ACDSEH097](#)). Interactive [Mapping Gallipoli](#) has a selection of maps, each with an interesting story behind it. [Centenary](#) has photographs, videos, letters and diaries of the ANZACs. C. Keane

USER LEVEL: Stage 3  
Stage 5  
SCIS 995300



#### [Gallipoli: The landing](#) DOLAN, Hugh & GARDINER, Mal

ATOM, Vic, 2013

Based on research from a wide range of primary source documents, [this historical narrative](#) traces developments leading to the Gallipoli campaign and stages in the battle for control of the Turkish peninsula. Cameos of significant British, Australian and Turkish commanders are presented at the beginning of the book. Superb black and white sequential panels capture the atmosphere, action and devastation of the war front. It is available in book or [ebook](#) format. C. Sly

USER LEVEL: Stage 5  
SCIS 1576750 \$9.95



#### [An ANZAC tale](#) STARKE, Ruth & HOLFELD, Greg

Working Title, SA, 2013

The naïve enthusiasm of patriotic young Australian men is captured in the doe-eyed kangaroo characters of this visual-verbal reworking of the Anzac legend. Uncertainty and apprehension is evident in the expressions of the emu, koala and wombat troops. Screeching cockatoos personify officers, caracals (*desert lynx*) represent the resilient Turks, and the *British Commander in Chief, Lord Kitchener*, is presented in the guise of a weary lion. A sensitive, unique reworking of the grueling stalemate at Gallipoli, this graphic novel distills the experiences of Australian troops during this significant WWI campaign. C. Sly

USER LEVEL: Stage 5  
SCIS 1594192 \$29.95

### Resources:

- [The ANZACS at Gallipoli](#)
- [ANZAC legend begins](#)
- [Anzac miniseries Episode 1 \(Part 1/10\)](#)
- [The band played Waltzing Matilda](#)
- [Battle for Gallipoli: February 1915-January 1916](#)
- [Black water](#) (2007) by David Metzenthen
- [Candles at dawn](#) (2004) by Serpil Ural
- [The donkey of Gallipoli](#) (2008) by Mark Greenwood & Frane Lessac
- [Gallipoli](#) film (1981) directed by Peter Weir
- [Gallipoli - trailer](#)
- [Gallipoli 1915: The drama of the Dardanelles](#)
- [Gallipoli and the Anzacs](#)
- [Gallipoli: the first day](#) (3D -interactive ABC)
- [Gallipoli from above: The untold story](#)
- [Lighthouse girl](#) (2010) by Dianne Wolfer & Brian Simmonds
- [Peter Jackson - Restored Gallipoli Film - ANZAC Day](#)
- [Sidney Nolan - The Gallipoli series](#)

### Professional resources:

- [Anzac booklets and units to download](#)
- [An Anzac tale - Teacher notes](#)
- [Gallipoli and the Anzacs - Books brochures & study guides](#)
- [Gallipoli and the war memorial website](#)
- [Gallipoli - DVA education resource](#)
- [Gallipoli: The first day: Teaching notes](#)
- [Gallipoli from above: The untold story - Teacher's guide](#)
- [History 7-10: overviews and depth studies teacher resource](#)
- [Lighthouse girl: Teaching notes](#)
- [Resource reviews](#)

### Composing:

- [Animoto](#)
- [ComicLife](#)
- [Glogster EDU](#)
- [Google maps](#)
- [Mixbook](#)
- [Vialogues](#)

### Language:

Explain the following Australian slang words and phrases:  
Cobbers, coo-ee, fit as mallee bulls, six bob a day tourist and we're all crook.

# eresources

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:



app for iPad/iPhone/iPod touch;  
app for Android



digital authoring tool; learning  
platform software



ebook; ejournal; 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 eresources into  
SCIS Create orders or check  
SCIS Special order files

Icons for eresources are from [Microsoft clip art and media](#) and [Open Clip Art Library](#).

## Bitly



Enabling long URLs to be shortened, redirected, saved and shared, this useful eresource app or online tool is a timesaver for teachers and students. After setting up a free account (using Facebook, Twitter or an email address), the URL is added via the app or email and shortened for sharing or saving. Notes briefly outlining the website may be added. The shortened form of the URL (bitly) may be categorised into user-defined bundles, which remain private or publicised through email or social media. Clearly written instructions and a simple interface facilitate use of the tool. Teachers can provide shortened website links to students to reduce copying errors and students can create *Bitly* URLs for sharing information located during group work. A. Frost

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

**PUBLISHER:** Bitly, USA

**REVIEW DATE:** 30/04/2013 [004.6]

**SCIS 1593189**



## The scam machine



Scams have always been part of our lives but the internet has provided an added dimension for scammers. Blogs,

social networks, email, instant messenger services can all extract information from us without our knowledge. *The scam machine* raises awareness of how an individual can become trapped by an internet scam. After accepting the terms and conditions for use of the site, users can create a current affairs news video, using themselves or someone they know as the main character, putting themselves in the place of someone being scammed without actually coming to any harm. Users can choose a type of scam, provide the required information, and the program prepares the movie, which can then be shared via email or social media, proving just how easy it can be to be scammed. The website provides advice and links to information about online scams. This website supports understandings in the Commerce 7-10 syllabus Core Topic *Consumer choice*. Teachers can access the site for supervised class activities but it is blocked for all students in NSW government schools. H. Myers

**USER LEVEL:** Stage 5 Community  
Professional

**KLA:** HSIE

**SYLLABUS:** Commerce 7-10

**PUBLISHER:** NetSafe, NZ

**REVIEW DATE:** 30/04/2013 [004.67]

**SCIS 1591708**



## Haiku deck



Creating visual-verbal presentations is simple with this free iPad app. Its usage is quite intuitive with access to a vast selection of creative commons images to choose from, or the option to import personal photographs. In keeping with its name, written text is limited to only two lines, restricting audience reading to concise, memorable points. In creating a *Haiku deck*, users can select from a range of thematic styles that will enhance their oral presentation. Some of these themes are free but others need to be purchased within the app. Once completed, decks can be shared via Facebook, Twitter, or email. Although this is an easy to use presentation tool, it is not recommended for children under 12 years of age since the photographs, while filtered by the app developers, cannot be guaranteed to be appropriate. Teachers are advised to preview the app, test specific search terms and guide students in their exploration for suitable images. C. Sly

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
Professional

**PUBLISHER:** Giant Thinkwell, USA

**REVIEW DATE:** 30/04/2013 [005.5]

**SCIS 1593444**





[Meet haiku deck](#)

## PaperPort notes



A terrific free note making app for iPad, this enables users to type, write or dictate notes and store them as designated note sets. In the annotation mode, tools include a pencil, highlighter and eraser. Layout format offers plain, lined or grid paper pages. Colour choices can be made for typing font, diagrams or labeling. It is possible to place sticky notes and images in boxes within the note pages. Once created, these boxes can be resized and moved anywhere on the page. Documents can be imported, enabling a user to highlight and annotate materials. Selected notes can be printed or shared electronically with others. A very useful note making device for students, this tool has wide application across the curriculum. C. Sly

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

**PUBLISHER:** Nuance  
Communications, NSW

**REVIEW DATE:** 30/04/2013 [005.5]

**SCIS 1593515**



[Introducing PaperPort notes](#)

## Springpad



A handy organisational tool, the *Springpad* app provides notebooks and tags for the compilation of digital notes. Information can be recorded randomly or sorted into specific notebooks. The screen background can be personalized

and notebooks can be titled and colour coded for ready identification. Viewing in the **Board** mode allows sticky-notes, labels, photographs, maps and other inclusions to be added, resized and moved as desired anywhere on the touchscreen. This app facilitates the scanning of bar codes or QR codes to access their embedded information. Task alerts can also be set up and there is a link to Google calendar. In their *Bright ideas* blog, the School Library Association of Victoria and the State Library of Victoria present some useful screen clips to demonstrate the main features of this app. C. Sly

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
Stage 6

**PUBLISHER:** Spring Partners, USA

**REVIEW DATE:** 30/04/2013 [005.5]

**SCIS 1593446**



[Curious? See a Demo](#)

## PicView



Voice tags and annotations may be easily added to photographs using an iPad. Unambiguous procedures guide users through the process of adding a voice tag using a simple recorder, applying predetermined filters and designs, and adding a title to a photograph. Specific points of an image may be highlighted with a short animation added (called a Tracker). When completed, the image and voice product may be shared through email, *Facebook*, *Twitter*, or published on the *PicView* website. An outstanding resource for teachers of all Stages and KLA's who may take a photograph of a topic and discuss aspects about it, add annotations to highlight key points, or form the basis of a student presentation. Although the applying the Trackers may be confusing, the app may provide many opportunities for engaging students in learning. A. Frost

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

**PUBLISHER:** PicView, Belgium

**REVIEW DATE:** 30/04/2013 [006.7]

**SCIS 1593201**



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.



PicView

## ThingLink



The premise behind *ThingLink* is for the user to select an image, tag it with web content such as other images, sound, music, video, and text to create their own unique piece of interactive web content that can be shared across the internet. Teachers could use it to create interactive teaching and learning experiences, starting with a picture and then creating links to relevant websites, sound files, video clips and activities. Students could evidence their learning by creating an interactive poster or series of linked images on a theme or topic. *ThingLink* images can be embedded


almost anywhere. The website provides samples of the use of *ThingLink* as well as details of browser and technical requirements. Some NSW DER laptops are not compatible with all aspects of *ThingLink*. Users may sign up at no cost, using an email address or a Twitter or Facebook account. *ThingLink* states that they will not post to Facebook or Twitter without the user's explicit permission.  
H. Myers

**USER LEVEL:** Stage 5 Stage 6  
Professional

**KLA:** AC; CA; English;  
HSIE; Languages;  
Mathematics; PDHPE;  
Science; TAS

**PUBLISHER:** ThingLink, Finland

**REVIEW DATE:** 30/04/2013 [006.7]

**SCIS 1591721** 

## Audible



Accessing one's Audible.com account and personal audiobook library is made easy with this app. Available for a range of mobile devices including [iPhone and iPad](#) and iPod Touch, [Android](#), [Windows Phone](#), and BlackBerry, the app has some interesting facets that enhance the value of the Audible audiobook experience. It offers access to a vast range of audiobooks through the

Audible online store. Users with existing accounts and previous purchases can readily access their personal library. Once a book is downloaded into this format, a number of useful tools are available. Using the touch icons, a listener can swipe to rewind, move forward or bookmark a section of the audiobook. Narration speed and sleep mode can be set to one's requirements. Information and comments about current listening can be shared via email, Facebook or Twitter. Students and teachers who use Audible to acquire books will find this a handy application. C. Sly

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
Professional

**PUBLISHER:** Audible.com, USA

**REVIEW DATE:** 30/04/2013 [011]

**SCIS 1593473**

## Picsearch



Connecting users to over three billion pictures, this search engine provides an alternative to [Google images](#). The facility uses patent-pending indexing algorithms to create a searchable index of specified images. Results are received as a set of thumbnail graphics, hyperlinked to originating websites and sorted by relevance. The site claims to be simple, fast and


accurate. Advanced filters disallow offensive materials, making the site family friendly. Seventeen language translations are offered, linked from a discrete menu in the top right corner. The site reminds users that appropriate permissions need to be sought from owner(s) of materials. There is also an [Image directory](#), categorised into useful subject areas, such as *Celebrities*, *Food & drink*, *Science*, *Teams and sports* and *Vehicles*. With teacher guidance and supervision, and through modelled brainstorming of keywords, this site could be an effective research tool.  
I. McLean

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

**KLA:** AC; CA; English;  
HSIE; Languages;  
Mathematics; PDHPE;  
Science; SciTech; TAS

**PUBLISHER:** Picsearch Services,  
Sweden

**REVIEW DATE:** 30/04/2013 [016.77]

**SCIS 1582435** 



Scan the SCIS barcodes to select eresources for your collection.

## Dogpile



A popular metasearch engine, *Dogpile* aggregates and returns results from Google, Yahoo! and Bing, filtering them by *web, images, video, news* and more. Search results note which other major search engines locate each result. This provides a transparent and effective means of demonstrating to students the differences between various search engines. Result previews are fairly brief, and the *Are you looking for?* list may help students refine and focus their search strategies. Users can select their own level of filtering in preferences, with *moderate* being the default setting. Remarkably simple, the *Advanced search* provides easy prompts for students to conduct a quality Boolean search, including or excluding results from specific domains. T. Kenny

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS


**PUBLISHER:** Go2Net Inc, USA  
**REVIEW DATE:** 30/04/2013 [025.04]  
**SCIS 1026205** 

## Duck duck go



A simple search engine with a clear focus on user privacy, *Duck duck go* offers a clean, intuitive search interface for secondary students. Results include a useful glossary feature and alternative *search suggestions* to encourage relevant search refinements. There is no obvious link to an advanced search, though the site supports complex search techniques, syntax and *goodies*, for more sophisticated users. Conversions use *Wolfram Alpha* and, like most free search engines, there are some discrete sponsored links. Though well suited for younger users, the site's terms of service currently prevent use by students under thirteen. For secondary students, the search engine's commitment to user privacy makes it an interesting example, particularly during discussions about the concept of filter bubbles. In this context, *Duck duck go* lends itself beautifully to comparison with *Google*. Learners could be invited to evaluate the hazards and merits associated with search engines which actively track users' search histories and tailor search results accordingly. T. Kenny

**USER LEVEL:** Stage 5 Stage 6 Professional

**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS  
**PUBLISHER:** Duck Duck Go, USA  
**REVIEW DATE:** 30/04/2013 [025.04]  
**SCIS 1466778** 



*DuckDuckGo challenges search engines on key issues*

## InstaGrok




Described as a search engine for learners, *InstaGrok* presents topics in interactive, visual interfaces. Searchers are able to adjust the difficulty level of the information retrieved, based on individual knowledge levels. *InstaGrok* finds educational content on topics, displays key concepts and their relationships, highlights important facts, generates review questions, and much more. *InstaGrok* also allows students to build personalised concept graphs and journals

on the topic being explored, which assists in the development of selection and synthesising skills. Users need to utilise Mozilla Firefox, Google Chrome or Internet Explorer 9, as *InstaGrok* does not work on older versions of Internet Explorer. Access to some *InstaGrok* features is by free registration. For example, after creating *free teacher and student accounts*, built-in journals allow teachers to track students' progress. For educators and learners who appreciated the features of Google Wonder Wheel, this is a worthy replacement. H. Myers

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

**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

**PUBLISHER:** InstaGrok, USA  
**REVIEW DATE:** 30/04/2013 [025.04]  
**SCIS 1567053** 



*InstaGrok demo*

## [Searchypants: safe internet search for smarty pants](#)

A simple search engine that is safe for young students, this is a valuable resource for use in primary schools or in the home. It is a clear, cheerful site and users can design a custom search page, by manipulating choices of style and colour. [Examples](#) are provided of schools that have created custom search pages. This search site could be useful when teaching related topics, such as food and the environment. Search results are fast and reasonably empathetic to school requirements. As with any search engine, teachers and parents would need to monitor the process. The site is powered by [School Safe Search](#) in the United Kingdom.

C. Thomas

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
Stage 6 Community  
Professional

**PUBLISHER:** Primary Technology, UK

**REVIEW DATE:** 30/04/2013 [025.04]

**SCIS 1558454** 

## [Yippy](#)

[Yippy](#) is a metasearch engine that combines and ranks the results of queries from several popular search

engines. This approach helps raise the best results to the top and pushes search engine spam to the bottom. Entering a search word or phrase, such as *British colonisation of Australia*, generates the [top results](#). In this example, these are a mix of school sites, Wikipedia and government sites. Each result offers icons, enabling the user to go the site, preview the content, explore the results in clouds, or flag the site as inappropriate. Clicking the cloud icon opens a side menu with search results clustered by topics or clouds. For example, the *Stage 2* cluster contains seven documents related to the HSIE unit *British colonisation of Australia*, while the *Aboriginal* cluster provides 17 documents and these results can be refined by using the *find in clouds* search. Teachers can use [Yippy](#) to show students how to refine results by adding *+gov* in the initial search, and Facebook links on the bottom left menu provide an authentic opportunity to teach students about cyber safety. Search results can also be viewed as news, images, maps, blogs, Wikipedia and more. C. Keane

**USER LEVEL:** Stage 3 Stage 4  
Professional

**KLA:** AC; CA; English;  
HSIE; Languages;  
Mathematics; PDHPE;  
Science; SciTech; TAS

**PUBLISHER:** Yippy, USA

**REVIEW DATE:** 30/04/2013 [025.04]

**SCIS 1558103** 

## [Sqworl](#)

Purely for professional use, this web application allows a registered user to create a group of URL addresses of sites for future use. The user can collate, contain and send all of this information to a group of people, such as family or students, without the need for these people to be registered with this site. *Recently created* shows the user the current groups that have been created. All activity completed on this site is public to all users. The screen cast video demonstrates the ease of capturing links to sites in one location and how this information can be passed on via email or through sites such as [Twitter](#) or [Facebook](#). This streamlines the users understanding. Teachers could use this application to direct students to relevant sites on specific topics to ensure they are using quality source materials and limiting off task internet surfing. N. French

**USER LEVEL:** Professional

**PUBLISHER:** Sqworl, USA

**REVIEW DATE:** 30/04/2013 [025.0422]

**SCIS 1592849** 

## [Rutgers RIOT: research information online tutorial](#)

While it attempts to present the Information skills structure in a self-guided visual form, it lacks the engagement of similar on-line tutorials. The interactive opportunities that it offers is heavily structured and one dimensional, offering many examples not relevant to current Australian curriculum. All references are source specific and the catalogues targeted are not available to the user, while guides and support documentation provides only a simple overview. There is some benefit in its explanation of definitions, source types and reliability and issues to deal with currency and reliability. However, there are better suited local content specific models available.

B. Kervin

**USER LEVEL:** Stage 4 Stage 5  
Professional

**KLA:** AC; HSIE

**SYLLABUS:** History 7-10

**PUBLISHER:** Rutgers, USA

**REVIEW DATE:** 30/04/2013 [028.7]

**SCIS 1589917** 



## Register & read



*Register & read*<sup>BETA</sup> is a new, experimental program to offer free, read-online access to individuals and scholars who register for a MyJSTOR account. Journals listed cover many Preliminary and HSC subject areas. Even though they are American publications, titles such as the *American Historical Review* published by the American Historical Association could be of use to students and teachers of Stage 6 Modern History, particularly if undertaking *USA 1919–1941* as a national study, for example. Individuals can register for a MyJSTOR account for free, read-online access. Users are allowed to add up to three items to their shelf. This permits read-online access to each item on the shelf for 14 days. Items must be removed from the shelf or purchased after 14 days. Purchased items are stored in the new *Purchases* tab in your MyJSTOR account. H. Myers

**USER LEVEL:** Stage 6 Professional

**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; TAS

**PUBLISHER:** ITHAKA, USA

**REVIEW DATE:** 30/04/2013 [050]

**SCIS 1591704** 



Jstor

## Newspaper map



Providing a sometimes overwhelming link to the world's newspapers, the user has the opportunity to access first-hand accounts of world events as they occur. However, the vast nature of the site makes regional subject specific or task orientated focus necessary. Newspapers can be accessed in an easily navigated visual format, allowing material to be translated into appropriate languages and offers major and local publications. While there is a poor quality historical link, the value of the resource is in its currency. The more adventurous users will be rewarded by information that offers an insight into the relevant perspectives and biases of the report sources. Without clear teacher directed guidelines and research specifications,

any benefit will quickly become negated by a loss of focus and time wasting. Users need to have the maturity and skills necessary to be discerning in recognising and evaluating information. B. Kervin

**USER LEVEL:** Stage 4 Stage 6

**KLA:** AC; HSIE

**SYLLABUS:** History 7–10; History Stage 6

**PUBLISHER:** Google, USA

**REVIEW DATE:** 30/04/2013 [070.4]

**SCIS 1589915** 

## Difference differently



Developed by the Together for Humanity Foundation and funded by the Australian Department of Education, Employment and Workplace Relations, this internet resource is aimed at building Australian students' intercultural understanding. It supports the objectives of the Melbourne Declaration and the Australian Curriculum, and has application to the teaching of English, History, Geography, and Civics and Citizenship. Employing personal stories, media reports, contextual information, online forums, quizzes, interactive activities and reflection tasks, this resource explores the challenges and opportunities

created by diversity. It caters for students Year 3 to Year 10, offering 14 modules in the related learning areas. There are [Primary modules](#) and [Secondary modules](#). Learning modules for teachers are presented in [Professional learning](#) and an explanation of the aim of the website is outlined in the [Parents and community](#) link.

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Community Professional

**KLA:** AC; English; HSIE

**SYLLABUS:** English K–6; English 7–10; Geography 7–10; History 7–10; HSIE K–6

**PUBLISHER:** Together for Humanity Foundation, NSW

**REVIEW DATE:** 30/04/2013 [305.8]

**SCIS 1593019** 



Why is it important to learn about diversity?

## Google Cultural Institute



The stated aim of this easy to explore website is to help *preserve and promote culture online*. It offers the student a range of significant events such as the Spanish Civil War and online experiences about people including Steve Bilko, Anne Frank and Nelson Mandela. It has several sections on Jewish history. Each cultural offering has videos, photographs, documents and accompanying text. Users can search by name, event or year. HSC Advanced English students studying the *Module C Elective 2 Representation and Text* may find this website useful as an adjunct to their selected texts. Extension History students could access this website when addressing *Part 1: What is history?*, particularly the question of constructing and recording history. Students completing the HSC Modern History *National Studies Option H South Africa 1960–1994* would find this site a valuable resource. B Hull

**USER LEVEL:** Stage 4 Stage 6

**KLA:** English; HSIE

**SYLLABUS:** English 7–10; History 7–10; English Advanced Stage 6; History Extension Stage 6; Modern History Stage 6

**PUBLISHER:** Google, USA

**REVIEW DATE:** 30/04/2013 [306]

SCIS1588600



## Headspace



The *Headspace* website offers help to young people who are having difficulties with their family, relationships, school or life in general. It is a worthwhile site to have as a screensaver on high school library computers, as students can then easily investigate their questions and concerns. There is secure online support and phone counselling available and a video introduction to inform students about the services. *Real stories* on many topics, including bullying, suicide, anorexia, anxiety and sexuality, will interest students. *Headspace centres* are found throughout Australia and the website has a map displaying the details of each. The section for *parents and carers* alerts them to signs of mental illness and explains how to find help. For teachers there are educational *resources* including a section on *school support*. A. Soutter

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
Community Professional

**KLA:** AC; PDHPE

**SYLLABUS:** PDHPE 7–10; PDHPE Stage 6

**PUBLISHER:** National Youth Mental Health Foundation, Vic

**REVIEW DATE:** 30/04/2013 [362.71]

SCIS 1566686



*Daniel vs the black cloud*

## My garbology



Environmental awareness is taught in all schools and in all grades. This site reinforces the message of reduce, reuse and recycle via an interactive game in which students sort objects by dragging and dropping them into the correct bin. what they would do with a variety of items as they. It is informative as it connects facts and figures based on each item, for example, discarding of mobile phones gives you information on why they should be recycled separately and the materials that are recoverable as well as the damage they do to the

environment if disposed of incorrectly. While the examples are American, the website provides a springboard for student research in their local area or country and could promote discussion about the need for reducing garbage. *For teachers* has graded lessons that could be adapted for the Australian Curriculum. R. Higginbottom

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; SciTech

**SYLLABUS:** Science & Technology K–6

**PUBLISHER:** NatureBridge, USA

**REVIEW DATE:** 30/04/2013 [363.72]

SCIS 1563204



*My Garbology*



Scan the SCIS barcodes to select eresources for your collection.

## WordFoto



Embedding typology into a photograph is easy with this iPhone, iPod, or iPad app. A photograph can be taken from within the app or uploaded from an existing album. Verbal content can be selected from phrases supplied or users can customise their own script. There is a range of styles to choose from and images can be further enhanced with the fine tuning options. Completed works can be saved, printed or shared. It is an engaging tool that students will find exciting to use for different visual-verbal projects. The blend of words and pictures operates to amplify the message being communicated. Titles, brief quotations or formulae can be presented against an appropriate visual background to create an aesthetically pleasing, memorable visual-verbal text. C. Sly

**USER LEVEL:** Stage 5 Stage 6  
Community Professional  
**PUBLISHER:** bitCycle, Sweden  
**REVIEW DATE:** 30/04/2013 [371.3]  
**SCIS 1593462** \$1.99



must be purchased



WordFoto iPhone screenshots

## 60 educational apps in 60 minutes



Clint Stephens uses *Prezi* for this visually engaging tour of iOS apps for educators. Arranged around a clock face and organised into four main groups – *Productivity time*, *Core time*, *General ed time* and *Fun time*, each featured app icon leads to a brief description of its purpose and examples of created pages using the app. The presentation then returns to the clock face and repeats the steps for the next featured app, and so on, until the minute hand returns to 12. Use the arrow keys to follow the presentation in clockwise

order or click on any app icon for more information. Visit [Clint's tech integration resources](#) blog for advice, tips and updates on technology. Open the [apps](#) tag for great ideas for using iPads and iPod touches in the classroom, and for a linked list of the featured apps in his presentation. C. Keane

**USER LEVEL:** Professional  
**PUBLISHER:** Prezi, Budapest  
**REVIEW DATE:** 30/04/2013 [371.33]  
**SCIS 1607671**



60 Educational Apps in 60 Minutes

## Futaba classroom games for kids



Presenting an array of iPad quiz games for up to four players, this boisterous app, with its loud background music and sound effects may be incompatible with a busy classroom. When *Play game* is selected, the voiceover effects are confusing and distracting and can be

turned off. Some students may react adversely to the pressure of the pace and timing of the games. The randomly selected questions, selected as being suitable for Kindergarten through to Year 3, are a mixture of Mathematics, sight words and Geography. The ability to *Create games* and filter them by Grade, Level and Subject is one of the key elements of this app. The resulting games can be shared on devices by syncing with Dropbox. S. Rasaiah

**USER LEVEL:** Professional  
**PUBLISHER:** INKids, NSW  
**REVIEW DATE:** 30/04/2013 [371.33]  
**SCIS 1590791** \$5.49



Futaba - classroom games for kids



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

## TED-Ed



Using multimedia in a teacher friendly resource, this site offers interactive lessons which have been built around a film segment. Each video is a talk in the TED style; each is accompanied by a lesson which has been created by a teacher and an animator. Lessons can be *flipped*, meaning edited, allowing teachers to customise the lesson by adding and deleting material. This innovative feature can be used on any YouTube video to create a lesson. Lesson pages are published on the site and the creator can view students' responses and track their progress. Free student and staff registration is required to use this valuable facility. [The tour](#) is an excellent way for teachers to assess the site's usefulness in a subject area. Scroll beneath the tour video to an annotated lesson page to see lesson features explained. This free library of video lessons is not large, but lessons are unusual and interesting, and more philosophical and thoughtful than most online teaching materials. Teachers can investigate videos by subject and by theme. Videos tend to examine big, broad questions, such as [How containerization shaped the modern world](#) and [Hans Rosling shows the best stats you've ever seen](#). The site offers an excellent way

for teachers to share lessons, ideas, and pedagogical insights. C. Thomas

**USER LEVEL:** Stage 5 Stage 6 Professional  
**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS  
**PUBLISHER:** TED Conferences, USA  
**REVIEW DATE:** 30/04/2013 [371.33]  
**SCIS 1562966**



[TED-Ed website tour](#)

## Australia Day: celebrate what's great



A comprehensive outline of events, photographs, personalities and symbols associated with the national celebration of 26 January is provided on this site. Students may find that participation in the digital activities such as crosswords,

trivia questions and [line drawings](#) in [Education & games](#) supports their understanding and knowledge of *Significant events and people* in the *Change and continuity* strand of the HSIE K-6 syllabus. The secondary school resources, [True blue? On being Australian](#), and [History of Australia Day](#) could be readily used by teachers of Stage 6 English in their lessons on *Identity and Belonging*. The information on this site could support English Studies students completing the HSC Mandatory module, *We are Australians*. B. Hull

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 6  
**KLA:** AC; English; HSIE  
**SYLLABUS:** English Stage 6; English Studies CEC Stage 6; HSIE K-6  
**PUBLISHER:** National Australia Day Council, ACT  
**REVIEW DATE:** 30/04/2013 [394.269]  
**SCIS 1037386**



[Australia Day TVC](#)

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## Language builder (English flashcards)




Published by the NSW Australian Migrant Education Service (AMES), this app consists of three sets of flashcards dealing with key areas of English vocabulary: food, travel and business. Each flashcard has a picture, question, word or phrase on one side. When tapped, the card turns to display the word or words and an audio button can be tapped to hear the spoken text. Sweeping right to left on the screen moves the user on to the next flashcard. A user can make use of these cards to learn and test their knowledge of English. An interesting concept for mobile devices, the app offers the opportunity to learn and revise English words and phrases at any convenient time.

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
Stage 4 Stage 5 Stage 6  
Community Professional

**PUBLISHER:** NSW AMES, NSW

**REVIEW DATE:** 30/04/2013 [428.1]

**SCIS 1576762** 



Scan the SCIS barcodes to select resources for your collection.

## Reading bear



Providing significant online instruction in reading, this polished website is full of outstanding features and will engage students with its variety of 50 presentations. It provides graded activities in phonics and phonemic awareness. Words are pronounced in four different ways — alone or with an accompanying high quality photograph, with a video clip of the presenter articulating the specific sounds, or used in a sentence. This website will support English syllabus outcomes and give students the opportunity to develop decoding skills and build success in their reading ability. The course is free but users must register with an email address. Each individual account keeps a record of presentations viewed, progress and quiz statistics. D. Johnston


**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; English

**SYLLABUS:** English K-6

**PUBLISHER:** Community Foundation of North Mississippi, USA

**REVIEW DATE:** 30/04/2013 [428.1]

**SCIS 1592257** 



Getting started

## ABC Reading eggpress and Reading eggs



A program to help children aged 7-13 into reading and to extend their enjoyment of reading, [Reading express](#) has over 600 levelled ebooks in a range of factual and fictional topics. It develops spelling skills and reading comprehension for 7-13 year olds, using online books, activities and games in an engaging online learning environment. The [Reading eggs](#) program focuses on a core reading curriculum of phonics and sight words for 3-7 year olds. Reading materials are supported by lessons and online activities. These include a reward system, motivational activities, comprehension and spelling sheets, songs, interactive animations, reading tests, assessment activities

and games. Materials include Blake Education's Storylands series. Teachers can view [sample lessons](#) which are pitched at various age levels, across the two online programs. Schools and parents can also access a free 14 day trial on the site.

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
Community Professional

**KLA:** AC; English

**SYLLABUS:** English K-6

**PUBLISHER:** Australian Broadcasting Corporation, NSW

**REVIEW DATE:** 30/04/2013 [428.407]

**SCIS 1562985** \$POA



ABC Reading eggs and eggpress



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

## in2Era



An online library with primary school based activities, this site has plenty of interesting books, many with an Australian focus. There are four sections: *Picture books online*, *Traditional tales online*, *Readalong* (with books arranged in RR levels 1–26), and the *WINGS online* series. Each book is accompanied by visual and language activities. The former is basic and cumbersome to use, and the language worksheets have standard content, although they are well designed for consolidating student understanding. Readers can choose an audio recitation – ponderous in the picture books – or flip the pages with a crisp sound effect and read independently. C. Thomas

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** English

**SYLLABUS:** English K–6

**PUBLISHER:** Era, SA

**REVIEW DATE:** 30/04/2013 [428.6]

**SCIS 1562968** \$POA



must be purchased

## Magnifying the universe



These interactive and scenic views of the observable universe will amaze and inspire students, particularly when examined in full screen on an interactive whiteboard. Users can select and magnify outer space galaxies as well as planets, stars and nebulae. They can observe nature in the largest snow-capped mountains such as Everest down to magnifications of an elephant, a frog, a tiny insect, flu virus, amoeba, sperm and atoms. Man-made buildings such as the Eiffel Tower and Empire State Building can be viewed. The html code for these images can be embedded into blogs and websites. A sample [epic journey video](#) can be viewed on YouTube. This website would be a valuable tool in the science study of space exploration and living things. D. Johnston

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5

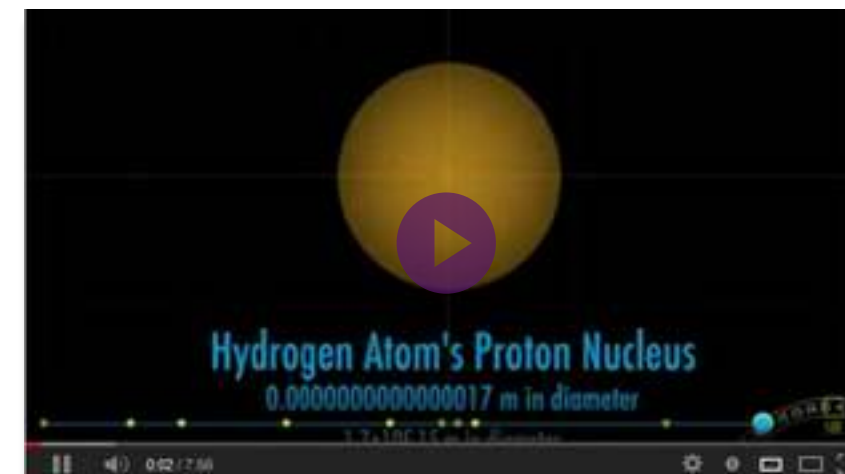
**KLA:** AC; Science; SciTech

**SYLLABUS:** Science & Technology K–6; Science 7–10

**PUBLISHER:** 2012 Community Foundation of North Mississippi, USA

**REVIEW DATE:** 30/04/2013 [502.2]

**SCIS 1592245**



*Magnifying the universe: atoms to galaxies in HD*

## Science NetLinks



Covering a diverse range of commonly taught science based topics, this outstanding website contains many quality resources. These are easily located using a filter which classifies them by grade level or branch of science. [Lessons](#) provided can be further filtered based on resource type such as hands-on or interactive activities. Many resources have sections which would be ideal for use on an interactive whiteboard. In the [Collections](#) section, Science 7–10 students, when completing any topic concerning energy for example, will find the resources in the section [The science of energy](#) particularly powerful. Materials provided are vast and resources can be found for any grade from K–12. When searching for home

based student tasks, the [Afterschool](#) section also provides a wide range of possible interesting activities. Some sections are also complimented with printable PDF worksheets. As many sections often contain external links to other websites, they should be checked before classroom use. This site provides a fine collection of science resources and is well worth bookmarking. I. Mavin

**USER LEVEL:** Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6

**KLA:** AC; Science

**SYLLABUS:** Biology Stage 6; Chemistry Stage 6; Earth and Environmental Science Stage 6; Physics Stage 6; Science 7–10; Science & Technology K–6; Senior Science Stage 6

**PUBLISHER:** AAAS, USA

**REVIEW DATE:** 30/04/2013 [507]

**SCIS 1592856**



## Counting numbers 123 HD



Counting from one to ten is made fun in this app. Students are asked to bring the correct number of balloons to Molly the chicken to complete an addition sum.


Once students count the number of balloons, they can click on the correct subtraction answer card. Numbers and words are displayed as she collects balloons. Counting activities are given with an audio command as well as a succinct written direction to read. There is a pleasing assurance of no connected links or advertisements within this app. The Number Rumba features dancers and large numbers as well as subtitles to assist students with reading and learning the song. This app could be used in rotation with other maths group activities. D. Johnston

**USER LEVEL:** Early Stage 1  
**KLA:** Mathematics  
**SYLLABUS:** Mathematics K-6  
**PUBLISHER:** Pixel Interactive, USA  
**REVIEW DATE:** 30/04/2013 [513.2]  
**SCIS 1592236** \$1.99

### [The cosmos for kids](#)

The story of the science of Astronomy begins on this *Site2See* page with facts about [Galileo Galilei](#) and the [first astronomers](#), the first Australians, thousands of years before. Students are then taken on an intergalactic journey, investigating the [Sydney Observatory](#), taking an image tour at [Hubblesite](#), and reflecting on the [space shuttle program](#)

at NASA. *Resources for teachers* include hundreds of space and astronomy [videos](#) and [teaching tools](#) at *Amazing space*. An interactive Thinkquest, [A virtual journey into the universe](#), and the portal site, [Windows to the universe](#), allow teachers and students to explore, view and engage with the sciences involved in Earth, space and related topics. Secondary teachers may choose to visit *Sites2See*, [Astronomy for Secondary](#).

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Professional  
**KLA:** AC; SciTech; Science  
**SYLLABUS:** Science & Technology K-6  
**PUBLISHER:** Curriculum and Learning Innovation Centre, NSW  
**REVIEW DATE:** 30/04/2013 [520.71]  
**SCIS 1590609** 



[Space.com](#)

### [Living Earth HD](#)

Spectacular 3D graphic imagery of Earth is available in this eresource simulation of global time, weather and forecasts. The clock provides times for many locations worldwide and students may observe the day/night shadow progress across the globe. Almost live cloud patterns, hurricanes and tropical storms can be viewed (updated every three hours), and seasonal patterns (snow and ice coverage) observed. Heat maps of humidity, temperature and wind can be explored. Interactive features of a spinning globe enable students to discover different parts of the world. This is an outstanding resource for studying climate and weather patterns in Geography 7-10 Focus Areas 4G1, 5A1, E1, E2, E7, LSG2, LSG4, LSG5 and for Science 7-10 Outcomes 4.9, 5.10 and LS.10. It can also be used for interpreting satellite imagery in Focus Areas 5A1 and 5A2 in Geography 7-10. This resource would work well on an IWB. A. Frost

**USER LEVEL:** Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional  
**KLA:** AC; HSIE  
**SYLLABUS:** Geography 7-10; HSIE K-6; Science 7-10  
**PUBLISHER:** Radiantlabs, USA  
**REVIEW DATE:** 30/04/2013 [551.5]  
**SCIS 1593183** \$1.99



[Living Earth HD iPhone app review - AppVee.com](#)

### [EOL: Encyclopedia of life](#)

Originally designed in 2007 to increase awareness of living organisms, this excellent website gathers and shares knowledge about most common organisms. This digital platform offers many possible classroom teaching applications for using the quality database, which has over one million information pages and is complemented with just fewer than two million images. Stage 4 Science students, when completing any unit of work on classification of animals and plants, would find this resource a relevant secondary source of information. There are links to many [Videos](#), [Podcasts](#), and [Google Earth tours](#) The video collection has a range of resources suitable for

the primary classroom. One of the most powerful features of this website, once you are logged in, is the ability to create your own [Collection](#) of resources for any topic; allowing students to stay more focused on set class tasks. When first starting to use this website, the [Discover](#) section is the best way to development a quick understanding of the vast details this resource has to offer. I. Mavin

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
Stage 4 Stage 5 Stage 6

**KLA:** AC; Science; SciTech

**SYLLABUS:** Biology Stage 6;  
Science 7-10; Science &  
Technology K-6

**PUBLISHER:** www.eol.org, USA

**REVIEW DATE:** 30/04/2013 [570.3]

**SCIS 1372892**



*What is the Encyclopedia Of Life?*



Scan the SCIS barcodes to select resources for your collection.

## Museum of Human Disease



Containing over 3000 specimens, this museum has continued to grow in popularity as an excursion activity for many Science and PDHPE students in Sydney. This website now allows any student to have access to the information about some of the specimens from their classroom or home. The [Education](#) section is the main resource for schools to use and it is from here that links to worksheets for Stage 6 [Biology](#), [Senior Science](#) and [PDHPE](#) courses can be found. To make full use of this quality resource, students need to visit [Interactive images of disease](#) which acts as a valuable secondary source of information. The material provided for Stage 6 Senior Science students when studying Topic 9.3 Medical technology is particularly beneficial. Recordings of 2012 HSC video conferences for [Biology](#), [Senior Science](#) and [PDHPE](#) students are valuable teaching resources. Stage 5 Science research worksheets, accessed in the Junior Science section, are extremely useful when students are learning about [infectious](#) and [non-infectious](#) diseases. It is advised in [Museum visits](#) that the museum is not appropriate for children under the age of 15 years. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** AC; PDHPE; Science  
**SYLLABUS:** Biology Stage 6; PDHPE  
Stage 6; Science 7-10;  
Senior Science Stage 6

**PUBLISHER:** UNSW Faculty of  
Medicine, School of  
Medical Sciences, NSW

**REVIEW DATE:** 30/04/2013 [616.0074]

**SCIS 1592862**



*Know your enemy*

## Bite back



The [Black Dog Institute](#) for mood disorders has set up a space where teenagers can discover ways to lift their mood, share stories, seek out videos, read blogs and interviews with interesting people, read up on important issues, check and track their mental fitness, and enter competitions. The variety and number of activities should

make this a very popular site with young people. [Thank tank](#) helps students focus on the positives, even at the end of a difficult week. A pin board displays anonymous entries posted by visitors. New ideas are encouraged, such as the silliest thing that happened during the week. [Mental fitness](#) has personality quizzes which will appeal, plus sections on [Mindfulness](#), [Flow](#) and [Gratitude](#). There is a [Bookshelf](#) with readings on positive psychology and information and links about topics including [Alcohol](#), [Drugs](#) and [Depression](#). All school counsellors will want to promote this site. A. Soutter

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
Community Professional

**KLA:** AC; PDHPE

**SYLLABUS:** PDHPE 7-10; PDHPE  
Stage 6

**PUBLISHER:** Black Dog Institute, NSW

**REVIEW DATE:** 30/04/2013 [616.85]

**SCIS 1578115**



*Who we are and what do we do*



## TechNyou science education resources

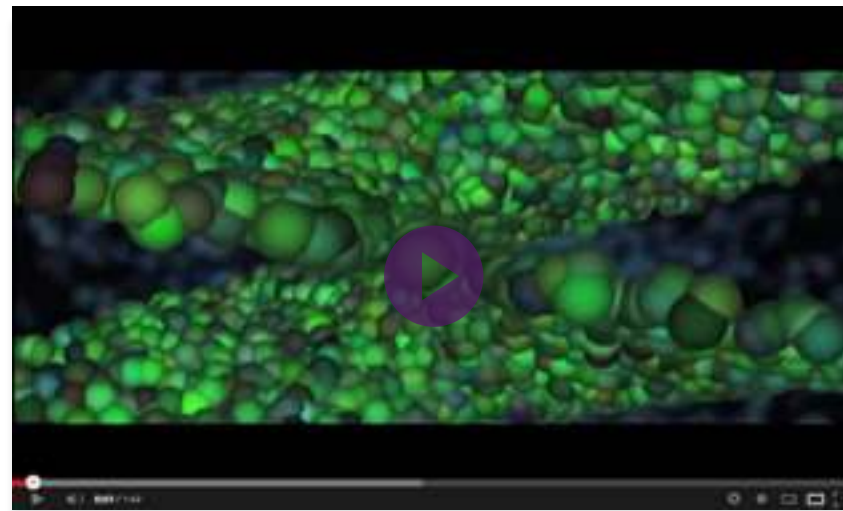


Replacing the previously popular Australian government websites of [Biotechnology online](#) and [AccessNano](#), this new website is designed to provide science teachers with quality resources for the Australian Curriculum. Its main focus is the emerging technologies of biotechnology and nanotechnology. The website allows users to navigate by either [curriculum relevance](#) or traditional [field of science](#). Provided also are many activities and worksheets, which are usually available as Microsoft Word documents. Resources are enriched with further links to external websites. Science 7-10 students, when completing outcome 5.12c on describing benefits and problems associated with biotechnology, will profit greatly from using this engaging resource that employs scientific language at an accessible level for most Stage 5 students. Whilst a [Discussion board](#) is available, teachers need to create an account to gain access to this feature. I. Mavin

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** Science  
**SYLLABUS:** Science 7-10  
**PUBLISHER:** Department of Industry, Innovation, Science,

Research and Tertiary Education, ACT

**REVIEW DATE:** 30/04/2013 [620]  
**SCIS 1565518**



*TechNyou education: DNA line dance* by techNyouvids

## Global Crop Diversity Trust



Showcasing major crop diversity initiatives and effectively exploring the reasons why worldwide crop diversity must be maintained form the main focus of this concise website. Senior Science students, studying topic 8.3 *Plants* and associated outcomes about maintaining the genetic diversity of plants, will find much of the information presented here highly useful. Of particular relevance is the information about reasons to develop and maintain seed and gamete banks. The material and [TED video clip](#) about the Svalbard global seed

vault, located deep inside a mountain halfway between Norway and the North Pole, concisely explain why countries have started to store genetic backups of all agriculturally important crops. The website is well presented, easily accessible to most Stage 6 students and is generally a valuable science and agriculture teaching resource. I. Mavin

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** Science  
**SYLLABUS:** Agricultural Technology 7-10; Agriculture Stage 6; Biology Stage 6; Science 7-10; Senior Science Stage 6

**PUBLISHER:** Global Trust Diversity Trust, Italy

**REVIEW DATE:** 30/04/2013 [631.5]  
**SCIS 1418800**



## The main meal



Featuring the essentials of cooking Australian lamb and beef, this site advises users about suitable cooking times and cooking methods and marinades for particular cuts of meat. Information relating to the [basic principles of meat cookery](#) includes advice about freezing, cooling, defrosting, storage, meat thermometers and reheating. [Food safety tips for barbecues](#) and strategies

to prevent food poisoning are helpful. Hospitality students will appreciate this invaluable resource while exploring basic methods of cookery in the *Commercial cookery stream*. Related videos and research into meat products are available on the site. Food Technology students needing support for *Food quality* in the Preliminary course will find this site an essential resource for investigating food safety, preparation and presentation. Users can sign up for free online newsletters to receive the latest information from the publisher. M. Timperley

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** TAS  
**SYLLABUS:** Food Technology 7-10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6

**PUBLISHER:** Meat & Livestock Australia, NSW

**REVIEW DATE:** 30/04/2013 [641.3]  
**SCIS 1566066**



*How to... barbeque the perfect steak* by TheMainMeal

## Noteshelf



A variety of templates are available for making notes in this productivity handwriting app for the iPad. Features include blank and lined paper, a stand-alone calendar, lists, task managers, music scores, guitar tabs and a baseball score sheet. Additional templates are available for purchase. Numerous ink colours and icons can graphically enhance notes, with unlimited undo/redo functions. Users may handwrite, using a finger or stylus, or type notes with a zoom feature to increase precision. Photographs and images may be embedded and annotated. Notes can be exported to *Dropbox*, *Evernote*, *iTunes*, or be emailed as images. Searching between sheets is facilitated by the easy to use thumbnail navigation tool. Notes are stored in different virtual books on a user defined virtual bookshelf. Teachers may use the app to write notes, instructions or explanations during class discussions and email these to students, or connect to an IWB and demonstrate concepts. A. Frost

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

**KLA:** CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

**PUBLISHER:** Fluid Touch, Japan  
**REVIEW DATE:** 30/04/2013 [651.7]  
**SCIS 1563466** \$5.99



*Noteshelf*

## Art materials for primary



Creating art from everyday and recycled materials is made possible using the suggestions and examples on this collective *Sites2See* page. Embedded links guide users through an artistic pursuit to make the equipment needed to create sculpture, paintings, and prints. By following these recommendations, teachers and students can investigate various options and view the illustrations and videos designed to inspire lateral and individualised thinking. Learning to [paint with berries and twigs](#) and [make your own brushes](#) allows students to undertake more diverse artistic endeavours. Examples of artists, such

as Australian, [Madeleine Winch](#), and exhibitions including [Sculpture by the sea](#), are provided to inspire the novice artiste.

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** AC; CA  
**SYLLABUS:** Creative Arts K-6  
**PUBLISHER:** Curriculum and Learning Innovation Centre, NSW  
**REVIEW DATE:** 30/04/2013 [702.8]  
**SCIS 1590592**



*Frottage technique*

## Toontastic



Spoken directions in this engaging app lead users through a *Story arc* of setup, conflict, challenge, climax and resolution steps to create an animated cartoon story. Step-by-step instructions and delightful images are provided for settings and characters, although a palette is available if students wish to

illustrate their own cartoon. Recording and animating each scene and selecting an emoticon that best describes each phase of the Story arc with accompanying music, allows students to interact with and build their own cartoon story to its climactic end. The *Toontastic* final  brings up the *Film slate*, where the cartoon can be given a title and director credits. The replay of the cartoon can be shared with a global audience via *ToonTube*. A comprehensive *Parent guide* explains how creativity can flourish through the medium of collaborative storytelling. S. Rasaiah

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** English  
**SYLLABUS:** English K-6  
**PUBLISHER:** Launchpad Toys, USA  
**REVIEW DATE:** 30/04/2013 [741.5]  
**SCIS 1590800**



*Best Ipad app for kids: Toontastic-launchpad toys*

## Open clip art library

As the title suggests, this is a library for clip art that is open, free of copyright and available to use anywhere. Anyone is able to upload graphics to the site and the request is made to ensure all rights have been waived according to [CCO Public Domain Dedication](#). Browse via featured collections, random tags and categories or by [Artists](#), [Collections](#), [Templates](#) and [Icons](#). Contributions are encouraged either by creating your own or modifying existing clip art. Statistics are held on artists, downloads and themes as well as most popular. This site would be useful for all students to promote responsible use of internet graphics and discuss copyright issues. More creative students could also add or modify graphics which would be useful in selecting key word tags that are meaningful for those searching the site. R. Higginbottom

**USER LEVEL:** All

**PUBLISHER:** Open Clip Art Library, USA

**REVIEW DATE:** 30/04/2013 [745.4]

**SCIS 1591761**



must be purchased

## Green screen movie FX

Simple yet useful for creating videos, this app enables students to add a green screen (or chroma key) and special effects to their presentations using an iPhone, iPod Touch or iPad. Videos are recorded using a green screen with one of the backdrops provided or users may choose to use their own photographs or videos. Either camera on the device may be used to record the vision. Pre-set criteria are available to obtain best quality picture or alter the frames recorded per second. The sound clarity is pure from the microphone. Videos are managed through iTunes, and are easily shared through social media, email or cloud sharing devices such as [Dropbox](#), and may be deleted. Clearly written instructions complement the visual step-by-step guide. Teachers will relish the opportunity to record short video lessons for display on an IWB. Students can use the app to create videos for consolidating knowledge and then present these to the class as an assessment task. A. Frost

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

**PUBLISHER:** Epocfield

**REVIEW DATE:** 30/04/2013 [777]

**SCIS 1593167** \$1.99



*Green Screen Movie FX for iPhone and iPod Touch*

## Pinnacle studio for iPad

A video editing tool that makes use of the touch screen nature of the iPad, this app enables a user to customise and edit video clips or photographs. After importing visual material, a pinch-open timeline allows for frame-by-frame adjustments. Visuals can be trimmed, enhanced, and organised. Transitions, voice-overs and music or sound effects can be added to create impressive multimedia productions. Operating through a combination of storyboard and timeline students can edit and arrange clips related to a particular project and share their productions via

email or social media sites. The app contains a clear and comprehensive user guide explaining the editing process in detail. An excellent tool for multimedia presentations, this has applications across the curriculum for composing digital stories or documentary style productions on any chosen subject. C. Sly

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

**PUBLISHER:** Corel, Canada

**REVIEW DATE:** 30/04/2013 [777]

**SCIS 1593480** \$12.99



*Pinnacle studio for iPad (demo)*



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

## Imgur: the simple image sharer



Have you ever wondered where to find those popular, and often humorous, images that have gone viral on the internet? Then look no further than this site as it has encompassed all of these into one convenient location. Regularly updated with new material, you can expect to find a wide range of imagery with classic shots of animals through to more thought-provoking images. You will not be able to avoid the odd gutter humour imagery, which will be tricky to evade owing to frequent image additions. To limit the potential exposure, it may be appropriate to save the relevant image from this site and embed it into a document for students to view rather than allowing them to locate it online. The user can provide feedback and critically respond to the imagery. These comments could become a starting point to analyse the image and to discuss popular culture. N. French

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** Creative Arts

**SYLLABUS:** Visual Arts 7-10,  
Photography & Digital  
Media 7-10

**PUBLISHER:** Imgur, USA

**REVIEW DATE:** 30/04/2013 [779]

**SCIS 1592842**



## My silly faces



An amusing assortment of fantasy faces and muppets can be redesigned, embellished or modified with this light hearted, engaging app. Facial features from other animals may be selected, dragged, dropped and added to the featured creature. Once a specific feature such as mouth or nose is clicked, a variety of elements in all sorts of colours and shapes are revealed for selection. Students could use this app to create a fantasy book or multimodal character from a reading or viewing. A word wall of descriptive language could be developed as a class brain storming effort to stimulate creative and imaginative writing. Portrayal of these creations could be worked on in pairs allowing for meaningful discussion. Unfortunately, other distracting app game advertisements open with this app and users must make a concerted effort to avoid clicking on it. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; CA

**SYLLABUS:** Creative Arts K-6

**PUBLISHER:** Social Media Swarm,  
USA

**REVIEW DATE:** 30/04/2013 [790.1]

**SCIS 1592231** \$2.99

## Scribble Press



With over 500 stickers and tools and 50 story templates, this story writing app promotes imagination, creativity and individuality. After filling in the story templates as a cloze passage in *My book*, the creator illustrates the pages with a mixture of colourful drawing tools, or imports photographs that have been saved to the iPad. Back and front covers can be designed and the new book shelved in the *My books* gallery, uploaded to the *Scribble Press* server or shared via email, Twitter or Facebook. All books submitted to Scribble Press are reviewed for appropriate content. *Browse books* contains the gallery of books that have been published online. *New drawing* opens up possibilities for sharing and creating other craft activities. This app could be the springboard that encourages students to compose and publish their own digital stories. S. Rasaiah

**USER LEVEL:** Stage 1

**KLA:** English

**SYLLABUS:** English K-6

**PUBLISHER:** Scribble press, USA

**REVIEW DATE:** 30/04/2013 [808]

**SCIS 1590805**



Scribble Press app tour


## Crash course!



World history and biology are the two areas that form the basis of these short (approximately 12 minute) videos. The former covers a wide range of historical eras, Ancient, Asian, the World Wars and Globalization, and is presented by John Green. His brother, Hank Green offers a similarly wide range of biological topics, including plants, ecology and animal structures. The delivery is rapid paced, with puns and asides, which may hamper student comprehension. This flippant tone may not appeal to all viewers. Teacher review of each video is vital as there are historical inaccuracies, and potential issues with some of the language used. B. Hull

**USER LEVEL:** Stage 4 Stage 6

**KLA:** AC; HSIE; Science

**SYLLABUS:** History 7-10; Science 7-10; Biology Stage 6  
**PUBLISHER:** YouTube, USA  
**REVIEW DATE:** 30/04/2013 [909]  
**SCIS1588596** 




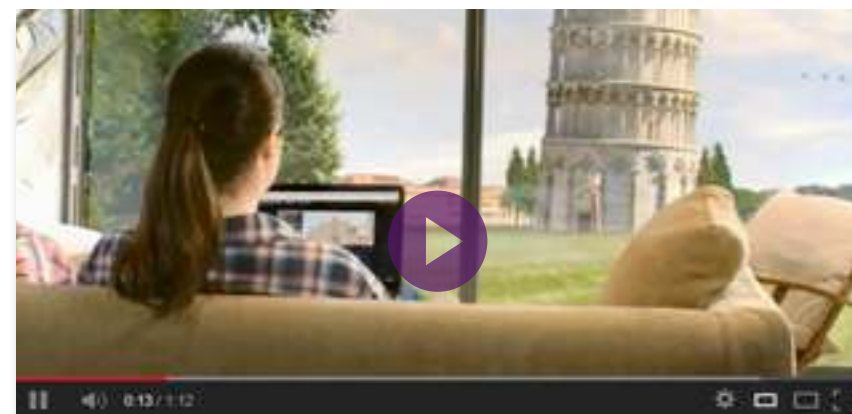
World history

### World wonders project

A sub-site of a much broader source, the *World wonders project* gives users a valuable close-up visual experience of a variety of ancient and modern wonders of the world. Constructed along broad topic areas such as wonders of nature and archaeological sites, it enables users to search by theme or location. Each search provides a range of information tools from drop down menus opening up information boxes and brief summaries to

the very detailed street view technology allowing for 180 degrees panorama. While choices are very pro-Asian, there are relevant Australian topics including the Great Barrier Reef and Kakadu. Street view and 3D images of Pompeii, Scott's Hut and several great world monuments including Hiroshima Peace Memorial, have cross curriculum value for history students. The project is a valuable resource that has enough flexibility in its subject matter to be relevant in a broad range of classroom applications and learner groups. Utilised in conjunction with classroom activities it could be an innovative way to teach. B. Kervin


**USER LEVEL:** Stage 5 Stage 6  
**KLA:** AC; HSIE  
**SYLLABUS:** Ancient History Stage 6; Geography 7-10; Geography Stage 6  
**PUBLISHER:** Google, USA  
**REVIEW DATE:** 30/04/2013 [909]  
**SCIS 1589913** 



World wonders project


### LIFE photo archive hosted by Google

Students and teachers searching for pictures of history, people and society would find this site based on photographs from *Life Magazine* invaluable. Photography and art students may also find this site of interest to inspire their own portfolios. Easily navigated, the site can be accessed by decade, individuals, places, events, sports and culture. Teachers need to be aware that the large number of items may necessitate teacher guidance for some students. This site would provide a comprehensive source for Stage 5 History students; Stage 6 Modern History students and for Art students focusing on photography. B. Hull

**USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6  
**KLA:** AC; CA; HSIE  
**SYLLABUS:** History 7-10: Modern History Stage 6: Visual Arts Stage 6  
**PUBLISHER:** Google  
**REVIEW DATE:** 30/04/2013 [909.8]  
**SCIS 1412278** 

### MyHistro

Multimedia storytelling combining maps, photographs and timelines is the essence of this website. Selecting [MyHistro for education](#) allows users to view various samples created and saved by others. History teachers will find a range of topics covered including Ancient Egypt and Ancient Rome. These models will inspire students to collaboratively or individually use images, interactive Google Earth and Google Maps to create their own multimedia timelines. A brief [History visualization](#) presentation explains the necessary steps. Although users need to create an account, there are no fees for use or storage. J. White

**USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional  
**KLA:** AC; HSIE  
**SYLLABUS:** Ancient History Stage 6; History 7-10; Modern History Stage 6  
**PUBLISHER:** Histros, Estonia  
**REVIEW DATE:** 30/04/2013 [911]  
**SCIS 1601880** 



Scan the SCIS barcodes to select eresources for your collection.



*History visualisation*

## Yad Vashem



Described as the living memorial to the Holocaust, Yad Vashem is a museum dedicated to remembrance of, and education about, all aspects of the Holocaust. Physically located in Jerusalem, Yad Vashem also has a comprehensive range of online resources and educational materials freely available. These include lesson plans, [Digital collections](#) of photographs and films and a video lecture series. [Voices from the inferno](#) is an oral documentation of the survivors of the Warsaw Ghetto uprising. It contains video testimonials and a photo gallery. [The Holocaust resource center](#) has a large collection of multimedia source material from photographs, diaries and letters to documents and an artefact collection.

Information on this comprehensive site will have significant value for Modern History Stage 6 and History Extension students learning about the Holocaust and representations of history. J. White

**USER LEVEL:** Stage 6 Professional  
**KLA:** AC; HSIE  
**SYLLABUS:** Modern History Stage 6  
**PUBLISHER:** Yad Vashem, Israel  
**REVIEW DATE:** 30/04/2013 [940.58]  
**SCIS 1601883**



*Yad Vashem: remembering the past, shaping the future*

## Fotopedia China



Stunning colour photographs and imagery may engage middle and

senior school students as they explore China using visual stories that contain descriptive unambiguous captions. Interactive maps and links to Wikipedia entries, that would need to be checked for relevance and accuracy, supplement the information. Slideshows provide students with the opportunity to explore various locations and aspects of China's environment, history, people, and culture. Users may easily select photographs to develop their own virtual trip. Interactive maps information may be shared through Facebook, Twitter or email. An exciting visual resource database, *Fotopedia China* may be useful when investigating China in the *Chinese Years K-10 syllabus*, cultures outcomes in the *HSIE K-6 syllabus*, and Focus area E5 in the *Geography Years 7-10 syllabus*. Teachers and students may use the photographs to instigate discussions and learning opportunities on China. A. Frost

**USER LEVEL:** Stage 3 Stage 4 Stage 5  
Stage 6  
**KLA:** HSIE; Languages  
**SYLLABUS:** Chinese K-10; HSIE K-6;  
Geography 7-10  
**PUBLISHER:** Fotopedia, USA  
**REVIEW DATE:** 30/04/2013 [951]  
**SCIS 1593193**

## Treasure explorer



With the introduction of the Australian Curriculum, this will indeed be a useful site especially in the study of colonisation and early Australian history in [History K-10](#). Site users have many options for exploring treasures, which are a primary research source held by the National Library, by visiting virtual galleries, selecting treasures and utilising the teacher's page. [Teacher stuff](#) includes a wide range of graded lesson plans that are free to download, with each official treasure linked to relevant learning areas and curricula. Treasures are interactive and can be a cross-referenced. Students can investigate, compare and contrast individual treasures and related items in the Library, and other, nation-wide collections, and then complete online quizzes and polls. Open a free account to share your own treasures, create your own virtual gallery, comment on other treasures and galleries and write short stories. R. Higginbottom

**USER LEVEL:** Stage 3 Stage 4  
**KLA:** AC; HSIE  
**SYLLABUS:** History 7-10; HSIE K-6  
**PUBLISHER:** National Library of Australia, ACT  
**REVIEW DATE:** 30/04/2013 [994]  
**SCIS 1591743**

# professional reading

Resources are listed in Dewey order

## Books for ears: audio book reviews

In this well categorised collection of audio books, teachers can browse texts and read reviews of a wide range of fiction, including latest releases. The reviews, in complementary short and long formats, are a useful tool for schools, and many reviews are followed by comments on the book and the review. Books are arranged into helpful subsections, for example: author, genre, award winning texts, classics, audio read by author, [books for children](#) and [books for young adults](#). The latter two include current best sellers and that content will be especially useful for teacher librarians and English teachers. C. Thomas

**USER LEVEL:** Community Professional

**KLA:** AC; English

**SYLLABUS:** English K-6; English 7-10; English Stage 6

**PUBLISHER:** Bookforears.com, USA

**REVIEW DATE:** 10/03/2013 [028.1]

**SCIS 1375607**



## eBook and eReader advice to Education Queensland (EQ) schools

A section of the Queensland Department of Education, Training and Employment Library Services site, this page offers an evaluation of ebooks and ereaders. Reading devices that have been trialled include the Iliad, iPad, Kindle, Kobo, and Sony eReader. A table compares ereaders in relation to such features as the dimensions and screen size of the devices, compatible ebook formats, whether or not they have access to a dictionary, their wireless capability, software required, and compatible ebook stores or sites. Where relevant, references are hyperlinked for easy access to further information.

**USER LEVEL:** Professional

**PUBLISHER:** Department of Education, Training and Employment Library Services, Queensland

**REVIEW DATE:** 30/04/2013 [004.167]

**SCIS 1593025**



## Wikibooks



The site has an interesting collection of 35 000 open content instructional books, guides and manuals. Topics are cross curricular and range from [Applications of ICT in libraries](#) to [Zine making](#). The [featured books](#) are well worth a look to see the range available on the site. These books also have the Wikipedia tick of approval for substantial content and layout. The books can be edited by anyone and, although content is monitored, teachers should be aware that young people are not specifically catered for. A good option for teachers of K-6 students is the sub-project, [Wikijunior](#). This section contains nonfiction only; it has its own style guide for contributors and it claims to present factual information that is verifiable. Students could write a book collaboratively, or add to an existing title. For example, the book on [UNESCO World Heritage sites](#) currently shows only one of Australia's 19 sites (in very brief detail), and the blurb encourages additions. C. Thomas

**USER LEVEL:** Professional

**KLA:** AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

**PUBLISHER:** Wikimedia Foundation, USA

**REVIEW DATE:** 30/04/2013 [070.5]

**SCIS 1562977**



## Philosophy for children through the secondary curriculum



Edited by Lizzy Lewis & Nick Chandley

Continuum International, UK, 2012

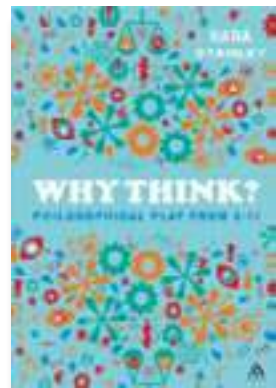
ISBN 9781441196613 [107.1]

The contributors in this edited collection of research with teachers and children into P4C (Philosophy for children) in secondary schools examines the ways this model awakens young people to new ways of thinking. The P4C model uses the UK curriculum as the vehicle for implementation into philosophical enquiry. While the curriculum context is international, the process of inquiry outlined in the introductory chapter provides all educators with a step-by-step sequence of enquiry to stimulate children's thinking, questioning, reasoning and discussion skills through processes of establishing and building communities of enquiry. As a process

of enquiry, P4C provides students with transferrable skills for learning, by challenging such concepts as fairness, beauty, knowledge, truth, history and evidence. Such skill and knowledge development is central to the underpinning intellectual challenges in the Australian Curriculum. F. Whalan

**USER LEVEL:** Professional  
**SCIS 1569588** \$49.99

### *Why think?: philosophical play from 3 to 11*



STANLEY, Sara

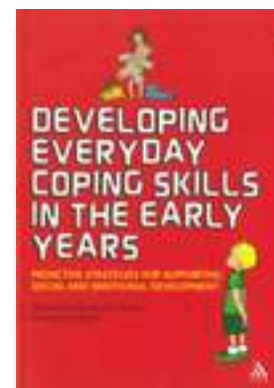
Continuum International, UK, 2012  
ISBN 9781441193605  
[107.1]

Philosophy starts with play is the thesis of this book. Drawing from the theoretical model of P4C (Philosophy for children) ideas for teaching and learning activities focus on developing and fine tuning children's listening and speaking skills, use of language for discussion, questioning and challenging their peers' thinking, and reasoning and making choices. Each chapter begins with a rationale as to why philosophy starts with play and elaborates with rich and descriptive activities and case studies

that facilitate children's ability in solving conflict in play, storytelling and fairy tales, and developing big thinking and big ideas. Older learners are introduced to ethical concepts around setting ground rules for philosophical enquiries, checking thinking for accuracy and developing critical literacy as transferrable skills across the curriculum. F. Whalan

**USER LEVEL:** Professional  
**SCIS 1569557** \$39.99

### *Developing everyday coping skills in the early years: proactive strategies for supporting social and emotional development*



FRYDENBERG, Erica,  
DEANS, Jan &  
O'BRIEN, Kelly.

Continuum, UK, 2012  
ISBN 9781441161048  
[155.2]

There is a significant body of research demonstrating a strong link between social and emotional wellbeing and learning. To promote wellbeing, this book provides resources for teaching children aged 3–8 years about awareness of self and others through

drama, visual arts, language and music. The first part of the book provides the theory and the second presents an abundance of practical activities to build self-esteem and coping skills. A set of [coping cards](#) can be accessed on the publisher's website. Parents, counsellors and teachers will find these lessons and activities useful, whether they are used for whole classes, small groups or individuals. There are some great creative activities for preparing children for the transition to preschool, and suggestions for those who need a little extra help. A. Soutter

**USER LEVEL:** Professional  
**SCIS 1565587** Paper \$39.99

### *Australian Centre for Grief and Bereavement*



Teachers, parents and caregivers can find guidance on this site for supporting a grieving primary or secondary student who may have lost a family member, friend or pet. [About grief](#) sets out ways of coping with grief and how grief can affect people in different ways. The Centre's mission is... to build the capacity of individuals, organisations and communities in order to enhance wellbeing, following adverse life events. The pages on [Coping with trauma and crisis in schools](#) contain

crisis management plans, articles, [podcasts](#) and postvention resources for children bereaved by suicide. There are [Resources](#) to purchase or borrow from the Centre's library and an extensive list of [links to other helpful sites](#). A. Soutter

**USER LEVEL:** Community Professional  
**PUBLISHER:** Australian Centre for Grief and Bereavement, Vic.

**REVIEW DATE:** 30/04/2013 [155.9]  
**SCIS 1578092**



### *The active/ethical professional: a framework for responsible educators*



GUNZENHAUSLER, Michael G.

Continuum International, USA, 2012  
ISBN 9781441152107  
[174.937]

The underlying theme in this collection of insightful and interesting teacher stories is the ethical dilemmas that focus on political and ethical tensions between accountability and responsibility. Acknowledging that schools and education systems are increasingly exposed to the threat of high stakes




accountability, the author argues for an alternative conceptualisation of accountability by proposing that ethical and moral responsibility is more meaningful and sustainable. Focusing on professional responsibility in the Australian context is increasingly evident in the adoption of *National Professional Standards for Teachers* and national accreditation against professional teaching standards. As an alternative stance to countering high stakes accountability policy, readers are encouraged to reflect on the counter approach grounded in professionalism that incorporates Foucauldian critique centred on a robust philosophy of education and a sense of professional ethics. F. Whalan

**USER LEVEL:** Professional  
**SCIS 1580346** \$59.99

### ***S.E.A.T. Project***

Based on the parable of the three-legged stool in which the stool represents the functional platform of delivering a child's education, the S.E.A.T. project aims to raise funds to support the Australian Literacy and Numeracy Foundation. [Made in Vietnam](#) of sustainable bamboo, each little stool comes with assembly instructions and an invitation for students to paint

and decorate the seat. Requiring no glue or nails, the stools are fully biodegradable, including the packaging. This initiative teaches students about social responsibility, raises money for indigenous literacy and encourages community involvement. S.E.A.T. also forms the basis of a [trans-disciplinary education project](#) for primary students, aligned with the Australian curriculum. S. Rasaiah

**USER LEVEL:** Professional  
**PUBLISHER:** S.E.A.T. Project, NSW  
**REVIEW DATE:** 30/04/2013 [361.7]  
**SCIS 15905648** 



*S.E.A.T. video*

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.

### ***Teacher: mastering the art and craft of teaching***



BENNETT, Tom

Continuum International,  
UK, 2012  
ISBN 9781441114358  
[371.102]

What is a teacher? The simplicity of this question is examined through the complex lens of the multifaceted roles and responsibilities of a teacher in 21st century educational contexts. Grounded in the historical evolution of teaching as a profession, several chapters explore the philosophical and political movements that shaped the UK system of education that transitioned into Australian schools through ideologies such as Thatcherism, National Curriculum and National Assessment. At a time in the current political debates about what great teaching looks like, the author takes a somewhat humorous but sensitive examination of the qualities of a great teacher in terms of justice and fairness, courage and patience, and wisdom and compassion. The author threads a super hero analogy through the text inviting the teacher as reader to reflect on accepting professional limitations and being realistic about

what is aspirationally possible. This guide can be seen as an entertaining but practical view of teachers as professionals with particular relevance for pre-service and early career teachers. F. Whalan

**USER LEVEL:** Professional  
**SCIS 1569577** \$36.99

### ***Pimp your lesson! Prepare, innovate, motivate, perfect***



WALLACE, Isabella and  
KIRKMAN, Leah

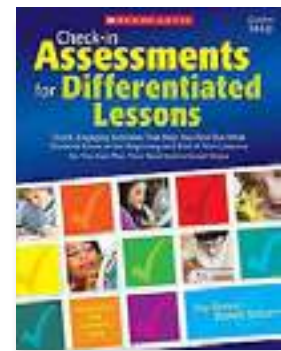
Continuum International,  
UK, 2012  
ISBN 9781441169051  
[371.102]

For a self-help style manual this book is not the easiest read. Its purpose is to assist those teachers who are about to experience an Ofsted observation to improve the structure and overall engagement of their lessons. Now, while Australian teachers have yet to experience the joys of Ofsted-style investigations (the English regulatory system which particularly targets underachieving schools), we are all familiar with the role of observations in our career. It is unfortunate that more time has not been taken on the

production of this text. It has some valuable ideas on improving teaching and motivating students, and not just for that all important evaluation. However, the presentation is bland and hints lack easy to follow instructions or modelling, which would make the book more likely to be used. Although useful, this resource is not as readily useable as it might have been if the publishers had taken more time with it. S. Pollard

**USER LEVEL:** Professional  
**SCIS 1569583** \$24.55

### **Check-in assessments for differentiated lessons**



STRAYER, Troy &  
STRAYER, Beverley

Scholastic, USA, 2012  
ISBN 9780545296823  
[371.26]

Lessons that focus  
on activating prior

knowledge and enhancing summarising skills are delivered in this upper primary resource. The authors attest that these two strategies have a direct, positive impact on student learning outcomes. The 26 lessons consider the basics of Content, Process and Product, moving into other elements that affect differentiation: Readiness, Interest and

Learning profile, or style. *Assessment options* for formative and summative assessment are provided in each lesson. A *Materials* list, worksheets, and a slightly indistinct student work sample also support the lessons. The open ended questioning and inquiry based learning approach to these topics may inspire teachers to dip into this resource and adapt this to suit their purposes. S. Rasaiah

**USER LEVEL:** Professional  
**SCIS 1570060** Paper \$16.99

### **Innovating pedagogy 2012**

Produced by a group of academics at the Institute of Educational Technology at The Open University in the United Kingdom, this document presents a range of new educational terms, theories and practices, and evolving pedagogies that might transform education. By exploring new forms of teaching, learning and assessment, the aim is to produce a series of reports on pedagogies for an interactive world. These reports are intended for teachers, policy makers, academics and anyone interested in how education may change over the next ten years. They include innovative ways of teaching and learning with ebooks, courses offered online, publishing online, learning

through collaborative inquiry and active investigation, and connecting learning across settings, technologies and activities.

**USER LEVEL:** Professional  
**PUBLISHER:** Institute of Education Technology, Open University, UK  
**REVIEW DATE:** 30/04/2013 [371.3]  
**SCIS 1593031**

### **SMART Notebook app for iPad**



A pared-down version of the *SMART Notebook* software used with the IWB, this app contains basic multimedia files and lesson activities. The text functions, with which teachers who use an IWB may be familiar, are included as are sound and photograph functions. The app can be projected onto an IWB but can only be viewed, not manipulated and, as some of the *SMART Notebook* animations require *Flash*, these cannot be used on an iPad. After using this app and creating a notebook file on the iPad, teachers and students are offered the option to email their notebook file. A useful, detailed tutorial is provided on the app and further information about the use of *SMART Notebook* for

IWBs is available at [SMART training and professional development](#). S. Rasaiah

**USER LEVEL:** Professional  
**PUBLISHER:** SMART Technologies, USA  
**REVIEW DATE:** 30/04/2013 [371.33]  
**SCIS 1590749** \$6.99



SMART Notebook for iPad - App Review

### **The whiteboard blog: supporting technology in the classroom**

Danny Nicholson has created an extensive compendium of activities for primary and secondary students information, links, software and hardware associated with technological applications in the classroom. IWBs and iPads also feature, as well as tutorials and guides. While some of

these resources are free, most offer a trial before purchasing. Nicholson also promotes his training courses and books. This is a vast site that would need time to navigate and to appreciate the teaching resources available. Users are able to share ideas and other sites and links. The blog could be a useful resource for teachers to keep current with technological issues or to discover new teaching approaches. B. Hull

**USER LEVEL:** Professional

**PUBLISHER:** WordPress, UK

**REVIEW DATE:** 30/04/2013 [371.33]

**SCIS 1588588**



### ***Blame: a study guide***



A study guide for the 2011 Australian film *Blame* is available as an iPad app. It includes a brief synopsis, notes on setting, characters and issues, and questions to help students to analyse the film. Touch screen icons link to a video excerpt from the film, worksheets and audiovisual interviews with the actors. It is a large app commanding more than 540 megabytes of storage space. While this online publication suggests a number of curriculum links including English, Media Studies, Cultural Studies and Ethics, the film's MA classification would require

teachers to preview the film, make relevant curriculum links, and have approval from the principal and school community before using the resource with senior students. C. Sly

**USER LEVEL:** Professional

**PUBLISHER:** Australian Teachers of Media, Vic.

**REVIEW DATE:** 30/04/2013 [791.43]

**SCIS 1593205**



Blame study guide

### ***Story wheel***



Creating stories as a collaborative activity enhances students' confidence and allows them to use the power of teamwork to produce a quality story around a theme. This storytelling app

prompts up to four players to select their players' names, spin the wheel and then record up to 30 seconds of narration. When each wheel stops spinning, the picture on which it stops can be touched and animated. The next player then takes over and continues the story. The option to play the story, share the story via iBook, or share publicly online is presented at the conclusion of the activity. Up to 12 pages of story are possible, and stories can be listened to later in the *Listen to stories* section. Additional themes, *Pirates*, *Princesses and Knights* and *Space*, are available for purchase. S. Rasaiah

**USER LEVEL:** Professional

**KLA:** AC; English

**SYLLABUS:** English K-6

**PUBLISHER:** EverAge, Canada

**REVIEW DATE:** 30/04/2013 [808.5]

**SCIS 1590739**



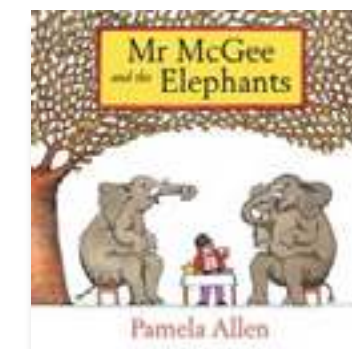
Story wheel for the iPhone and iPad

## Picture books

Picture books are arranged alphabetically by author.

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

### ***Mr McGee and the elephants***



ALLEN, Pamela

Penguin Group (Australia), 2012  
ISBN 9780670076512  
[A821]

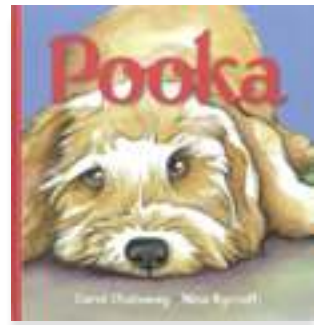
Mr McGee stands on a chair balanced

on a table when a rumbling causes the chair to topple leaving Mr McGee hanging precariously from the tree. The rumbling was caused by three elephants that assist Mr McGee. However, while Mr McGee is preparing tea as a reward for his rescuers, one rogue elephant decides to help himself to the apples. Can the children see what the rogue elephant is doing? What will happen

next? This Australian picture book begs to be shared and children will be able to join in by predicting the words at the end of each rhyming sentence. Discussions of right and wrong could ensue. Jaunty rhyme and lively illustrations abound against a white backdrop in this latest Mr McGee adventure that will be welcomed by young students. G. Maugle

**USER LEVEL:** Early Stage 1 Stage 1  
**SCIS 1568587** \$24.99

## Pooka



CHATAWAY, Carol &  
RYCROFT, Nina

Working Title Press, SA,  
2012  
ISBN 9781921504372

Told from a small boy's point of view, *Pooka* is the story of a dog found on the doorstep, and the subsequent impact she has on the boy. It is a positive book about the value of pets, friendship and family. The story explores feelings of love, joy and loss in a gentle manner. Pencil and watercolour illustrations are also soft and gentle. There's a contrasting grandfather character who warns the boy not to get attached to the stray. Sure enough, he does, and then the owner

comes knocking. The picture book's ending however, is upbeat. [Teacher's notes](#) provide the usual visual literacy observations. M. Sutera

**USER LEVEL:** Early Stage 1 Stage 1  
**SCIS 1554168** \$24.95

## Alphabet Town

EVANS, Bryan & MOON, Kimberly  
New Frontier, NSW, 2012  
ISBN 9781921928277

A quirky picture book about numbers and letters, this story tells the tale of Zero who, ignored in Number Town, walks over the hill and discovers Alphabet Town. This brings everyone together and the numbers and letters join to make words and larger numbers. Brightly illustrated, this text could introduce the alphabet and numbers to young children and how letters become words, words become books and books become libraries. Portrayed in foundation font, the colourful letter creatures would seamlessly connect to school handwriting lessons. R. Parnis

**USER LEVEL:** Early Stage 1 Stage 1  
Professional  
**SCIS 1571489** \$14.95



*Alphabet Town trailer.wmv* by Bryan Evans

## The unexpected crocodile



KANE, Kim & ACTON,  
Sara

Allen & Unwin, NSW, 2012  
ISBN 9781742378077

It has been raining for weeks and everything is soggy and wet. Peggy has found refuge curled up on a cane chair under the porch reading a book with a crocodile on its cover. Mum is busy preparing a barbeque in expectation of visitors when the doorbell rings. It is not the Dawsons at the door but a morose and very well attired crocodile who possesses the most impeccable manners, and so the real fun begins within this cheeky, cautionary tale. The characterisation is delightful from the crocodile that has a penchant

for fancy umbrellas, cocktails and swallowing troublesome guests, to the annoying Dawson family with their rude and naughty boys and irritating mother. The watercolour and ink, sketchy illustrations exude expression with clever facial features on the characters as, one by one, the crocodile consumes the Dawson family and nobody seems to care. It could lead to discussions on people in our community, neighbours and families. Children will laugh out loud and adults will enjoy reading this quirky, Australian picture book which was [inspired by the Brisbane floods](#). G. Maugle

**USER LEVEL:** Early Stage 1 Stage 1  
Stage 2  
**SCIS 1561977** \$24.99

## Today we have no plans



GODWIN, Jane &  
WALKER, Anna

Penguin Group (Australia),  
2012 (Viking)  
ISBN 9780670075201  
[A821.4]

Peace and play on the front cover soon transforms into clutter, chaos and crowds, as the busy week develops. The mood of this large format picture book moves through the varied family activities of

a busy lifestyle, allowing the reader to explore time and place. From a visual literacy perspective there is movement and motion on the week day pages which dissipates into a day of stillness, peace and reflection. This is emulated in the written text which provides a stark contrast between a frenetic week of home and school against peacefulness spent with nature, outdoor play and time with pets. This picture book would support a study of time, the calendar and weekly routines. Students could describe and illustrate their own family routines and timetables. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1  
**SCIS 1573859** \$24.99

### Engibear's dream



KING, Andrew &  
JOHNSTON, Benjamin

Little Steps, NSW, 2012  
ISBN 9781921928901

Despite the various failures of his inventions, a bear engineer persists in designing in the face of obstacles. King's unique exploration of tenacity and resilience is a welcome addition to Australian literature, as his humorous rhyming style relates the story of the developed robots that vary in

their technical qualities. The Bearbot prototypes will provide stimulus for discussion using the metalanguage of mechanical components. Such enriching vocabulary would support the *Material world* unit of [Primary Connections](#), which is aligned to the Australian Curriculum. Illustrated in great detail by an architect, this picture book will appeal to students whose learning preference includes exploring diagrams and machines. Adding to the fun and atmosphere, the hallway gallery portraits feature bear versions of famous inventors. To enrich the impact of this story, students could be given an ICT task in which they draft a storyboard, then draw and label their own robot designs. [Visit Engibear's website](#) for more ideas. D. Johnston

**USER LEVEL:** Early Stage 1 Stage 1  
Stage 2  
**SCIS 1574925** \$24.95



*Engibear* by TenQueenslandNews

### The man from the land of Fandango



MAHY, Margaret &  
DUNBAR, Polly

Frances Lincoln, UK, 2012  
ISBN 9781847802200  
[NZ821]

Opening with two children painting a large, colourful picture of a man complete with a polka dot tie and with tassels flowing out of his hat, this rhyme bounces along as the character jumps out of the page. The trio dance and bound along meeting baboons, bisons, dinosaurs and kangaroos that join them in this celebration. The writing curves and dances across the page portraying this nonsensical adventure, which is ideal to read aloud as it flows off the tongue in a singsong rhyming alliteration. The whimsical illustrations, which are textured and childlike, employ a mixture of spattering watercolour and collage with cut papers and rubber stamps. Exuding a sense of magic, it could be used to explore intertextual links with Edward Lear's *Quangle wangle hat* and with Mem Fox's *Magic hat*. This is the late Margaret Mahy's final book, and a magical celebration of an inspirational author who, like the man

from Fandango, may only appear once every 500 years. G. Maugle

**USER LEVEL:** Early Stage 1 Stage 1  
**SCIS 1572812** \$27.95



*Made in New Zealand - Margaret Mahy* by NZonScreen

### Ten tiny things



McKINLAY, Meg &  
HUGHES-ODGERS, Kyle

Fremantle Press, WA,  
2012  
ISBN 9781921888946

Tessa and Zachary have a machine that carries them to school and back, and any other place in comfort. One morning it breaks down and they are forced to venture into

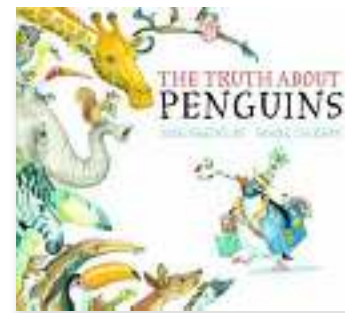
the world beyond its metal walls. They discover tiny and interesting things on their walk to school; things that they would not have seen otherwise. The book adopts a circular narrative form, repeating elements at the beginning and end of the narrative. The picture book explores a number of environmental themes, such as learning through the senses and enjoying being out and about in the world. The stylised brown and green [illustrations can be sampled](#) on the publisher's website, and [teachers' notes](#) and a [blog](#) offer more teaching ideas. The book is an enjoyable take on environmentalism, and its encouragement to slow down and look around offers a positive lead in for teachers introducing environmental studies in the classroom. M. Sutera

**USER LEVEL:** Early Stage 1 Stage 1  
**SCIS 1559302** \$24.95



*Ten tiny things* by Hidden Studio

### *The truth about penguins*



McKINLAY, Meg &  
JACKSON, Mark

Walker, NSW, 2011  
ISBN 9781921720772

The animal inhabitants  
of a zoo are excited

and intrigued by the imminent arrival of some penguins. Their speculations of penguins' habits, abilities, food preferences and general demeanour get wilder and more humorous. Embedded in the jaunty narrative of this picture book is the suggestion that some of the speculation could be right. The zoo keeper delivers the facts on penguins—they do not like pizza and tropical beaches—but the final artwork shows that he might be in for a surprise. Mark Jackson's vibrantly drawn animal characters have great appeal. This would be a useful resource to prepare students for a zoo excursion, or when researching and writing animal reports in English, especially the explicit modelling of using credible sources.

I. McLean

**USER LEVEL:** Early Stage 1 Stage 1  
Stage 2

**SCIS 1541381** Paper \$16.95

### *Heather fell in the water*



MACLEOD, Doug &  
SMITH, Craig

Allen & Unwin, NSW,  
2012  
ISBN 9781742376486

Overcoming the fear of water is the focus of this endearing picture book. Readers will enjoy the bright and expressive illustrations in large format. Seemingly accident prone Heather develops negative feelings towards the water and refuses to have swimming lessons at school. Finally taken to the swimming pool by her parents, she enjoys the experience and discovered that she could explore the water bravely. Heather's confidence in her ability develops and she successfully competes in the school swimming carnival. Her parents are immensely proud of her and the story ends amusingly. Young readers may relate to the issues of being cautious of swimming and discussion of the story may instil confidence. Students may enjoy creating their own story starring themselves as the main character as they deal with their own particular fears and experiences.

D. Johnston

**USER LEVEL:** Stage 1 Stage 2

**SCIS 1568526** \$24.99

### *About face*



MOORE, Robert &  
MONKEYSTACK

IP Kidz, Qld, 2011  
ISBN 9781921869129

Lively computer  
generated illustrations  
depict the humorous

antics and adventures of anthropomorphised facial features in this quirky picture book. During a child's bizarre dream, articulated eyes, ears, nose and mouth jump off his face and attempt to bake a fruit pie in the kitchen, while squabbling over the use of the house's sound system to provide a suitable soundtrack for their explorations. The action is seen through a veil of nocturnal wackiness, with white text on a deep blue background being very effective. There are lots of words and this innovative book could be a stimulating resource for narrative writing and drama activities. [Teachers' notes](#) are available on the publisher's website.

I. McLean

**USER LEVEL:** Stage 2

**SCIS 1533441** \$26.00

## Unforgotten



RIDDLE, Tohby

Allen & Unwin, NSW, 2012  
ISBN 9781742379722

Presented in an ambitious format that blends picture book and graphic novel styles, *Unforgotten* is

an evocative publication for older readers. It tracks the journeys of a legion of ethereal beings across oceans, continents, dark cityscapes and apocalyptic landscapes. These *impossible birds*, like guardian angels, are on a mission to *watch over, warm and mend* humanity. Represented through a media mix of historical and contemporary photographs with superimposed hand drawn illustrations, the artist creates a thought-provoking narrative that melds past and present. It fuses history, cultures, arts and icons in a way that encourages a reader to interrogate notions of fantasy and reality. Open to many different readings and interpretations, this book engenders deep thinking in relation to visual literacy and is likely to stimulate lively discussion amongst discerning readers of visual and multimedia texts. Supplementary information, including [teachers' notes](#), [information about the making of \*Unforgotten\*](#) and [interviews](#)

[with the author](#), are available on the [author's website](#) and the [Unforgotten blog](#). C. Sly

**USER LEVEL:** Stage 4 Stage 5 Stage 6

**KLA:** English

**SYLLABUS:** English 7-10; English Stage 6

**SCIS 1568521** \$35.00



*Unforgotten* by Tohby Riddle - book trailer by Allenandunwin

## Marty's nut-free party



ROE, Katrina & HEDSTROM, Leigh

Wombat, Qld, 2012  
ISBN 9781921633362

Birthday parties can present a social problem when a child has an allergy to certain foods. Katrina Roe, the

parent of a peanut-allergic child, wrote this helpful picture book to inform parents and children about the possible consequences of eating even a miniscule trace of an unfriendly food for a food-intolerant child or adult. Marty is a cheeky monkey who loves parties and tries to sneak in just one peanut after an anaphylactic episode puts him in hospital. Even after a considerate parent carefully picked off the peanut sprinkles from the birthday cake, Marty again had to be rushed to hospital. The solution for Marty was to host his own nut-free birthday party, which was an instant success with all his understanding friends. Notes for parents and carers from the [RPA Allergy Clinic](#) are included and [Teaching notes](#) are available from the publisher's website. S. Rasaiah

**USER LEVEL:** Early Stage 1 Stage 1  
Community Professional

**SCIS 1574280** \$19.95



*Kids living with food allergies* - [www.faisa.org](#) by jbrownwa

## Monsieur Albert rides to glory



SMITH, Peter & GRAHAM, Bob

Allen & Unwin, NSW, 2012  
ISBN 9781742376806  
[A821]

Humorous rhyming text is a feature of this tale of Monsieur Albert who enters a major cycling race competing against the best cyclists in France. Written in four line couplets and illustrated by Bob Graham, this picture book will bring the Tour de France race to life for the young reader or listener. Moral messages are included with the older, unprofessional Monsieur the tortoise among the hares. A discussion about the meaning of the line, *the best man did not win* could be worthwhile. Teachers may wish to show [videos from the Tour de France](#) for a multimodal experience and background knowledge. R. Parnis

**USER LEVEL:** Early Stage 1 Stage 1

**SCIS 1579195** \$24.99

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.

## Peggy



WALKER, Anna

Scholastic, NSW, 2012  
ISBN 9781742832708

Each day is the same for a chicken living in a semi-rural yard dotted with sunflowers and

watching the pigeons. But Peggy finds herself suddenly picked up by a gust of wind and plopped into the middle of Melbourne. She happily explores her strange environment until she wants to go home and no one understands her pleas. Eventually, by following the pigeons, Peggy finds her way back, and the reader realises that this experience has changed her life forever. [Delightful vignettes](#), double page spreads, muted autumnal water colours and photographs capture the essence of Peggy's character and the feel of Melbourne on a rainy day and reveal touches of subtle humour. Many opportunities for discussion will avail as children will want to share their experiences of being lost. Concepts of home, belonging, friendship, helplessness, independence and safety can be explored through this irresistible Australian picture book. G. Maugle

**USER LEVEL:** Early Stage 1 Stage 1

**SCIS 1568581** \$24.99



*Peggy by Anna Walker – book trailer* by Anna Walker

## fiction for younger readers

Resources are arranged alphabetically by author. See also [eresources](#).

Some of these books are also suitable for lower secondary students.

### *The friendship matchmaker goes undercover*



ABDEL-FATTAH, Randa  
Omnibus, SA, 2012  
ISBN 9781862919488

In the sequel to *The friendship matchmaker*, Lara gives up her matchmaking skills to spend time with her new best friend, Tanya. But, looking around the schoolyard shows her that her skills are still required. When a new boy joins the class, she has to help him find a friend, but secretly. When the school bully asks for her help, she has

to respond. Lara finds she has little time for her own friends, and, what is worse, they seem to not care. This story is both funny and serious, touching on issues of schoolyard friendships, bullying, refugee children and how home life impacts upon the classroom. The [teacher's notes](#) are helpful, especially for research on Somalian refugees in Australia. M. Sutera

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1558296** Paper \$15.99

### *The haunted school*

ABELA, Deborah

Random House, NSW, 2012  
ISBN 9781742750835

Angeline and her twin Edgar try keep out of the limelight as they have a secret to keep, one far more interesting than being at school and vital for keeping the general population safe. They are the youngest members of the Ghost Club, which for the past 150 years has been detecting and eliminating troublesome paranormal appearances. With a myriad of technological devices at hand they have 132 catches to their names. During the Year Six school sleepover ghost stories abound, particularly that of a former student allegedly murdered by the gardener decades earlier. When the twins discover the troubled young



ghost in their midst, they have their next mission and in the process restore the good name of a much maligned returned soldier. The issue of bullying is subtly interwoven and the modern day bully, Travis, is shown the error of his ways and an explanation provided as to why he had been behaving that way. The author's [Ten tips for writing ghost stories](#) and [Writing ghost stories for kids](#) as well as a [Writer's talk series of videos](#) provide additional material for encouraging the process of writing. An introductory trailer is also available as are teachers' notes from Random House for the first of the series. The book is also available in Kindle and epub editions. S. Morton

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1569601** \$15.95



*Ghost Club 2* by maxremysuperspy

## ***Mortimer revealed: the second magnificently secret diary of Martha Grimstone***

ASPHYXIA

Allen & Unwin, NSW, 2012 (Grimstones)  
ISBN 9781742376899

The written version of performances by a company of puppeteers, this quirky novel has young Martha and Crumpet Grimstone living in a spooky, old, ancestral home that is reminiscent of *The Addams family*. Martha is curious to learn of her father's mysterious demise, and some old secrets are exposed. The book is well written with interesting depth that will appeal to confident readers. It is a very visual book, intriguingly illustrated with silhouette prints and photographic collages of gothic dolls and detailed dolls' house sets. The supporting website has [teaching resources](#) and craft ideas that greatly expand the written narrative. I. McLean

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1542925** Paper \$14.99



*The Grimstones: Mortimer revealed* by Chris Grose

## ***Star***



BATESON, Catherine

Omnibus Books, SA, 2012  
ISBN 978186291915

Family relationships and friendships are the cornerstones of this story with Star, a wise yet sometimes immature young girl, as its centrepiece. Star has lost her adored father to cancer, and mother and daughter are still coming to terms with this. In addition, her one-time friend is bullying her at school. Seeking refuge in books, she discovers an old series about girls at a boarding school with horses, setting Star on an almost unachievable goal of getting a horse of her own. However her life at home once again becomes unsettled

with the arrival of her mother's old school friend, Charlie, who at times, is a good influence, introducing Star to the complexities of writing Haiku and each chapter is introduced with one of Star's poems. Star displays determination and resilience, but the greatest lesson she learns is from Charlie – to look at things from another's perspective before judging, thereby gaining a greater understanding of human behaviour.

[Teachers' notes](#) are available. S Morton

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1564389** \$16.99

## ***The dreadful fluff***



BLABEY, Aaron

Penguin, Melbourne, Vic.  
2012  
ISBN 9780670075997

The innocuous discovery of some belly button fluff challenges Serenity Strainer's perfectionist self image. When the fluff transforms itself into an ever-growing, wind-breaking (yes the f\*\*t word is used once) monster consuming all in its path, mayhem results with it quickly disposing of her cat, her mother and her brother. Serenity finally springs into action in order to protect her baby sister from an equally monstrous end. Blabey's

humorous illustrations initially portray the family in a fairly stereotypical manner with a well-rounded mum in slippers doing the washing and a teenage brother playing video games in a pig sty of a bedroom, concluding however with a vastly changed household – mum no longer uses the dryer so as to reduce lint, the brother is now a clean freak and Serenity can acknowledge a little imperfection, although she now excels in yet another pursuit. As the story develops the illustrations become more complex with colour, tone, page division, salience and vectors all possible visual literacy talking points. The [cover and first few pages are available online](#) for showing via IWB. S. Morton

**USER LEVEL:** Early Stage 1 Stage 1  
Stage 2

**SCIS 1564389** \$16.99



*The dreadful fluff book trailer - Aaron Blabey by PenguinKidsTV*

## **Beating the bullies: how did Ben help himself**

BLUNT, Lucy

Jane Curry, NSW 2012  
ISBN 9780987227539

So many worthy books are written about bullying to little effect because they do not engage children. This book hooks the young reader from the outset as it tells the story of Ben who was so ashamed of being bullied he could not tell anyone. Once his parents found out, he was terrified of what would happen if they told the school. Then the bullies got into trouble and he was afraid of what they would do to him in the playground. Fortunately, he learned some effective ways of protecting himself (the author is a psychologist) and was able to make other friends. Good information for parents and lesson plans accompany the story. The illustrations, by the author's young daughter, are charming. A. Soutter

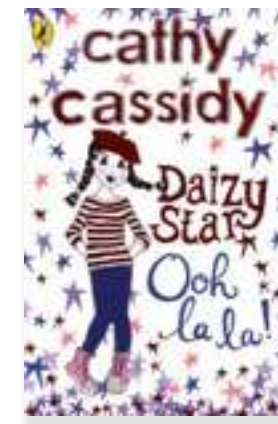
**USER LEVEL:** Stage 2 Stage 3

**KLA:** PDHPE

**SYLLABUS:** PDHPE K-6

**SCIS 1572260** Paper \$18.95

## **Ooh la la!**



CASSIDY, Cathy

Puffin, Vic, 2012 (Daizy Star)  
ISBN 9780141337449

Other than an end of Year Six school trip to Paris and the school year ending in June, this story's

UK setting could well be anywhere and will resonate with Australian readers. Daizy is the only one among her friends who is not anxious to make that move, preferring the comfort of the known to the impending change high school will bring, not least of which is the possible loss of friendship groups. At almost twelve she is also suffering from a crisis of self-doubt and pins her hopes on finding her talent on the unexpected trip to Paris, if she actually gets there. Humour is sprinkled throughout which allows the more important messages of friendships, family, adaptation to change and self understanding to flow easily. This is the fourth title in the Daizy Star series and is available in a Kindle edition. S. Morton

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1580893** \$14.99

## **Mort**



CHATTERTON, Martin  
Random House, NSW, 2012  
ISBN 9781742753157

Mortimer De Vere and his sister Agnetha live on a coffin shaped island called Unk and use a

secret laboratory and a time machine to create living copies of famous historical figures, as companions. Into this surreal situation arrive Trish and Nigel, representing the Unk Shire's education inspectorate. The new characters are scary in their own unique ways, and the children's collection of companions begins to turn against them. The author uses a tongue-in-cheek humorous style to tell his imaginative tale. The book ends with amusing *dramatis personae* of 21 historical guest stars. I. McLean

**USER LEVEL:** Stage 2 Stage 3

**SCIS 1543708** Paper \$14.95

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.

## Mortal combat



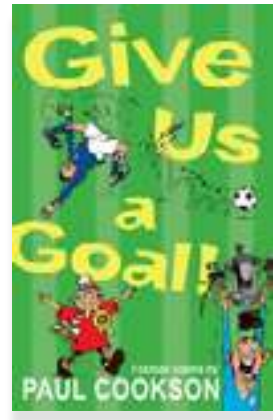
CHATTERTON, Martin  
Random House Australia,  
NSW, 2012  
ISBN 9781742753164

Combine the quirky elements of Andy Griffith's *Just* series, the technological gizmos,

elements of science fiction and the fast action of the *Zac Power* series with the humour from *Captain Underpants* and you have the Mort books. Mort, a mere 10 000 years old boy is on a time-travel adventure and causing chaos as he hurtles through history in his *Retro*, from World War II to the time of dinosaurs, Vikings and Spanish galleons, having ignored the warnings of his cloned friend Oppy (actually J. Robert Oppenheimer, the inventor of the atomic bomb) about the possibility of causing a catastrophic rift in time. Many black and white illustrations provide added humour. The book, which is available in Kindle and ePub formats, concludes with a situation unfolding to be answered in Mort's next adventure. S. Morton

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1569599** \$14.95

## Give us a goal!



COOKSON, Paul  
Frances Lincoln, UK, 2012  
ISBN 978147803412

Football games, goal kicking and poetry are creatively combined in this appealing paperback. Describing a player as

a goal-scoring machine and with the encouragements of *No one passes me* and *Proud enough to burst*, the poet successfully uses both formal and colloquial language. Sports fans and footballers will be surprised to have their leisure experiences portrayed in poetic form. This handy sized resource is amusingly divided into *The warm up*, *First half*, *Second half* and *Extra time*. The poet begins this volume with the footballer's prayer, a parody of The Lord's prayer and continues with a version of two traditional sonnets. David Parkins' expressive sketches represent the mood and action of each poem and help to maintain interest. The eye-catching cover will attract football lovers. D. Johnston

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1574930** Paper \$15.95

## Zebra rampage



D'ATH, Justin  
Penguin Group (Australia),  
2012 (Puffin) (Mission  
Fox)  
ISBN 9780143306559

With an emphasis on hair raising adventures and futuristic gadgetry, the author spins another fast yarn about twins, Jordan and Harry, junior animal rescuers. The current mission starts off innocently, with free tickets for a new chairlift ride at Nullambine Zoo. When the ride stalls over Africa, the adventure really begins. The boys are soon reviving a baby zebra, swimming with angry hippos, and locating a lost cotton top tamarin. Illustrations by Heath McKenzie support the written text well, with a labelled map of the ride, mock newspaper articles, and panels of graphic novel style narrative at climactic moments in the action. The series is supported by [an interactive website](#). I. McLean

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1542522** Paper \$12.95

## The curious dictionary



EARLS, Nick &  
WHIDBORNE, Terry  
University of Queensland  
Press, 2012  
ISBN 9780702249457

The first book in a new series can be guaranteed to arouse reader

interest, especially when the author is Nick Earls. *The curious dictionary* mixes time travel with etymology in a rollicking fantasy adventure story full of humour, excitement and mysteries. The protagonists, twins Lexi and Al Hunter, are chalk and cheese – Lexi is popular and gregarious, Al is a loner who prefers to hang out in the library reading history books. They generally have little to do with each other, but the discovery of a strange, old dictionary with a story of its own forces them to rely on one another to survive and return home. Described as a *word nerd adventure*, the story travels through history showing how words like *hello* and *water* have evolved over time, introducing readers to historical personalities such as Thomas Edison and Alexander Graham Bell, and events like the Battle of Hastings and the fire in the library of ancient Alexandria. [Teachers' notes](#) mapped to

the Australian Curriculum (English) are available. H. Myers

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; English; HSIE

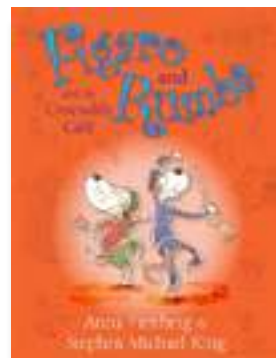
**SYLLABUS:** English K-6; English 7-10; HSIE K-6; History 7-10

**SCIS 1571968** Paper \$14.95



*Word Hunters talk with Nick Earls & Terry Whidborne*  
by tezzabold

### ***Figaro and Rumba and the crocodile cafe***



FIENBERG, Anna & KING, Stephen Michael

Allen & Unwin, NSW, 2012  
ISBN 9781742373119

King's illustrations immediately indicate the upbeat tone of the book

and beautifully support this chapter book for newly independent readers. Rumba, a singing cat, and Figaro, a dog who must be continually on the go, are the best of friends with plans for an outing on the Very Fast Train to the beach. However, this is not as simple as it seems with three adventures occurring before they even manage to get to the station. Once on the train they share a compartment with a seemingly friendly crocodile, but Figaro has his doubts. Looking out for one's friends is a crucial component of the story leading to the potential for the discussion of personal safety aspects. Kindle and ePub editions are available. S. Morton

**USER LEVEL:** Stage 1 Stage 2

**SCIS 1579254** \$19.99

### ***Other brother***



FRENCH, Simon

Walker Books Australia, NSW, 2012  
ISBN 9781921720833

Kieran is desperate to be part of the cool group, but his newly arrived cousin is unsettling his routine and ruining his chances. Bon has had a very unsettled life with his mother,

and his mobile existence is paralleled by a new girl at the school. Dislocation and fractured families feature, but it is not all gloom as problems are dealt with satisfactorily. After a shaky start, Bon and Kieran build a strong relationship. Concepts such as family diversity, acceptance, and group membership are treated gently in this readable novel. M. Timperley

**USER LEVEL:** Stage 3

**SCIS 1551817** Paper \$18.95

### ***Clementine Rose and the surprise visitor***

HARVEY, Jacqueline

Random House Australia, NSW, 2012  
ISBN 9781742755410

Baby Clementine Rose arrived in a breadbasket at Penberthy House but now she is quite the young lady who, with her pet pig Lavender, seems to get into trouble frequently. Her adopted mother Lady Clarissa runs Penberthy House as a hotel and is very lucky in competitions. When they receive a letter announcing cranky Aunt Violet is visiting, mystery ensues. This is the first title in the new series by Harvey. It is aimed at younger readers and is written in a similar vein as her Alice Miranda titles, but with shorter chapters,

more black and white illustrations and a younger heroine. R. Parnis

**USER LEVEL:** Stage 1 Stage 2

**SCIS 1571184** Paper \$12.95



*Clementine Rose v3* by Nadine Ross - YouTube  
video needs a teacher's log in

### ***Little witch***



MacIVER, Juliette & CHAPMAN, Cat

Walker Books Australia, NSW, 2012  
ISBN 9781921720468

Little Witch and her friend Billy Wicked get

up to mischief in these three amusing stories full of word play. Set in a magical land, the stories form a wonderful book for beginner readers who are making the transition from picture

books. Engaging, entertaining and accessible, the stories are linked by one mischievous character, so readers can build familiarity and confidence. In the first, Little Witch has a babysitter who cannot hear properly; the second story is built around the magic word please; and in the third, Little Witch wanders into the spells room and casts a few of her own, causing much trouble. Themes of friendship, politeness, and tolerance work well with plot events. The Walker Books website allows teachers to [preview a couple of pages](#) as thumbnails. M. Sutera

**USER LEVEL:** Stage 1 Stage 2  
**SCIS 1558769** Paper \$11.95

## ***Ned Kelly's secret***

MASSON, Sophie

Scholastic, NSW, 2012  
ISBN 9781742830322

Masson manages to take the retelling of the Ned Kelly legend to a new level that is both informative and gripping. The book opens as Hugo, a French teenager, and his travel writer father are bailed up and robbed by notorious bushranger Harry Power. Hugo is the narrator; he and his father get diverted from their journey to record gold rush tales, and they go on to investigate Power and his

colonial Victorian criminal milieu, making friends along the way with a boy called Ned Kelly. Young readers are likely to be intrigued as the story unfolds and will relate to Hugo's sense of adventure and discovery. J. White

**USER LEVEL:** Stage 3 Stage 4  
**SCIS 1561812** Paper \$16.99



*Ned Kellys secret.wmv* by Sophie Masson

## ***Coming home***



McGUINNESS, Sharon  
Wombat, Qld, 2012  
ISBN 9781921633775

Depression is difficult for children to understand. They try to rouse the sad parent as this story's heroine, Gemma does, but nothing seems to work. The illustrations tell the story

more vividly than the text. We see a grey world in which a man sits in his slippers with a frown on his face, *looking but not seeing*. When his friends come round, he can even joke but then he disappears into gloom again. Finally the depression lifts, bringing colour back into the world and he *comes home*. Since one in five people suffer depression during their lifetime, many students are faced with distant parents who are unable to interact with them, just like Gemma's dad. This story may help them gain some understanding that it is not their fault. A. Soutter

**USER LEVEL:** Stage 1 Stage 2 Stage 3  
**KLA:** AC; PDHPE  
**SYLLABUS:** PDHPE K-6  
**SCIS 1574283** \$24.95

## ***Star Girl***

[series]

PARK, Louise

Macmillan Education Australia, Vic, 2012

Adelaide Banks is in her third and final year at the space agent boarding school, SEAS. She and her friends are tested in each narrative with a space problem involving a planet in danger. Designed for pre-teens, the written text is uncomplicated and supported by amusing illustrations. There is some interesting interplay between the friends

and other space agents who join them on missions. Visit the informative [Star Girl website](#) for explanations about the mission in each book, aliens and gadgets, characters, and for chapter downloads for earlier books in the series. M. Sutera

**USER LEVEL:** Stage 2 Stage 3  
Paper \$9.99 each

Reviewed titles in this series:

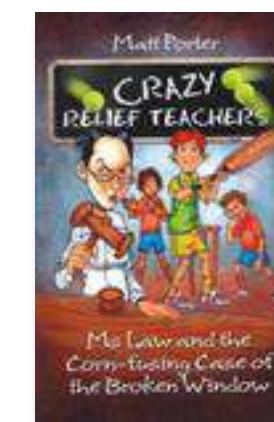
*Everything to lose*  
SCIS 1558322

*No going back*  
SCIS 1558316

*Spilling secrets*  
SCIS 1558306

*Triple trouble*  
SCIS 1558311

## ***Ms Law and the corn-fusing case of the broken window***



PORTER, Matt  
Celepene Press, Vic, 2012  
[Crazy relief teachers]  
ISBN 9780980699470

It is refreshing to read about Australian children in Australian schools participating in Aussie pastimes such as cricket. In

Outback Creek a corn harvest festival is celebrated annually and for Pete, in Year 6, as it is his last chance to win the coveted Corn-test crown, he pulls out all stops to achieve this. However, while batting in schoolyard cricket, a classroom window is broken as Pete hits the tennis ball out of sight. The relief teacher, Ms Law, establishes a mock trial to determine the charges. To prove his innocence the science of heat and gas is applied to explain the broken window. The text is full of *corny* use of language like *cornado* winds, *cornfusing*, as well as subtle puns which will appeal to young readers with a sense of humour. Porter has [resources for teachers and activities for students](#) on his website that can be accessed by teachers and shared on the IWB. R. Higginbottom

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1571287** \$12.95

## *Ella & Olivia*

[series]

POSHOGLIAN, Yvette

Scholastic Australia, NSW, 2012

Primarily designed for girls who are beginning independent reading of chapter books, these simple stories are about the exploits of sisters Ella and Olivia. They have enough complication

to make them interesting, while being an easy read for students wanting to achieve quick success. The large font and cheerful line drawings are perfect for beginner readers, as is the light text. In *Cupcake catastrophe*, the girls are making cupcakes for their father's birthday, until a cooking disaster strikes. In *Best friend showdown*, Ella and her best friend Zoe compete for the chocolate drive and their friendship is put to the test. The [Ella and Olivia website](#) is filled with competitions, activities, games, and information about each book, including the first chapter of *Cupcake catastrophe*. M. Sutera

**USER LEVEL:** Stage 1 Stage 2  
Paper \$3.99 each

Reviewed titles in this series:

*Cupcake catastrophe*  
SCIS 1564215

*Best friend showdown*  
SCIS 1564211



*Ella and Olivia trailer* by ecoemeAU

## *The third door*



RODDA, Emily

Omnibus Books, Parkside, SA, 2012

ISBN 9781862919143

Although being able to be read as a stand-alone, much greater enjoyment and understanding comes from reading the preceding titles, *The golden door* and *The silver door* in series order, as this story continues immediately on from the tumultuous conclusion of its predecessor. However, their home of Weld is still under threat and Rye must use all the nine magical powers given to him by the Fellen to help save it. Along the way he discovers some unwelcome truths, a surprising ability to mentally communicate with Sonia, as well as trust in others and himself. The meaning of the three doors themselves (past, present and future) only becomes apparent near the book's conclusion. The journey Rye, his brothers and friends must undertake is for a greater good, demonstrating the need for resilience and persistence, and above all the necessity for friendship and team work. [Teachers' notes](#), a [trailer](#) and a series of [Writer's talk videos](#) provide additional material for

encouraging the process of writing. S. Morton

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1577861** \$16.99

## *Miss Understood*



ROY, James

Woolshed, NSW, 2012  
ISBN 9781864718607

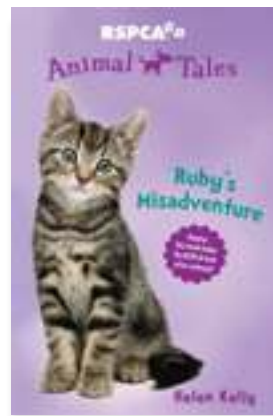
Lizzie is one of unluckiest students in the world. Whenever she makes even the smallest mistake at school she seems to get caught. Every little error tends to snowball into catastrophe and eventually, the school cannot put up with it and she is expelled. She thinks it will be great to stay at home but it is not quite what she expected. The humour in the book comes from her adventures as she explores life in the suburbs. However she also finds that life is not easy for adults. Her father suffers from depression and she has to make sense of what is happening to him. The book provides a good exploration of a child's perspective on mental health which many students will find helpful.

A. Soutter

**USER LEVEL:** Stage 2 Stage 3

**KLA:** AC; English; PDHPE  
**SYLLABUS:** English K-6; PDHPE K-6  
**SCIS 1571691** Paper \$16.95

**RSPCA animal tales** [series]



Random House Australia, NSW, 2012

A series based around helping animals, big and small, each of these books is a complete story featuring a new animal adventure experienced by animal loving Cassie and

the new boy in town, Ben, the son of a vet. There is some human conflict as background to the main plot of animals in trouble. This lifts the narrative, so the books read well. Each book includes fact sheets from the RSPCA that relate to animals in general, with detailed information on the main problem dealt with in the novel. These include keeping pets safe from poison, the Million Paws Walk, and an explanation of free range eggs. [The Random House website allows a preview of the first few pages of each book](#) and teachers can also investigate ebook options. M. Sutera

**USER LEVEL:** Stage 2 Stage 3  
 Paper \$9.95 each

Reviewed titles in this series:

*An unexpected arrival*  
 SCIS 1552421

*Double trouble*  
 SCIS 1552422

*The million paws puppy*  
 SCIS 1552414

*Ruby's misadventure*  
 SCIS 1552424

**Wanted: the haunted mask**

STINE, R.L.

Scholastic, USA, 2012  
 ISBN 9780545417938

In this first ever hard cover edition celebrating 20 years of Goosebumps, Stine delivers three stories interconnected by a haunted mask. First, we learn of two brothers. One, a kindly mask maker who makes masks to bring children joy and the other a jealous and nasty man who has haunted masks made of human skin. The following stories happen forty years later when children rediscover the masks. What happens to them that Halloween will scare young readers, so I would recommend this book for older primary and high school students. The cover unfolds to reveal a wanted poster for the mask. R. Parnis

**USER LEVEL:** Stage 3 Stage 4  
**SCIS 1570049** \$15.99



*Book shelf* on the RL Stine website

**The amazing illustrated Floodsopedia**

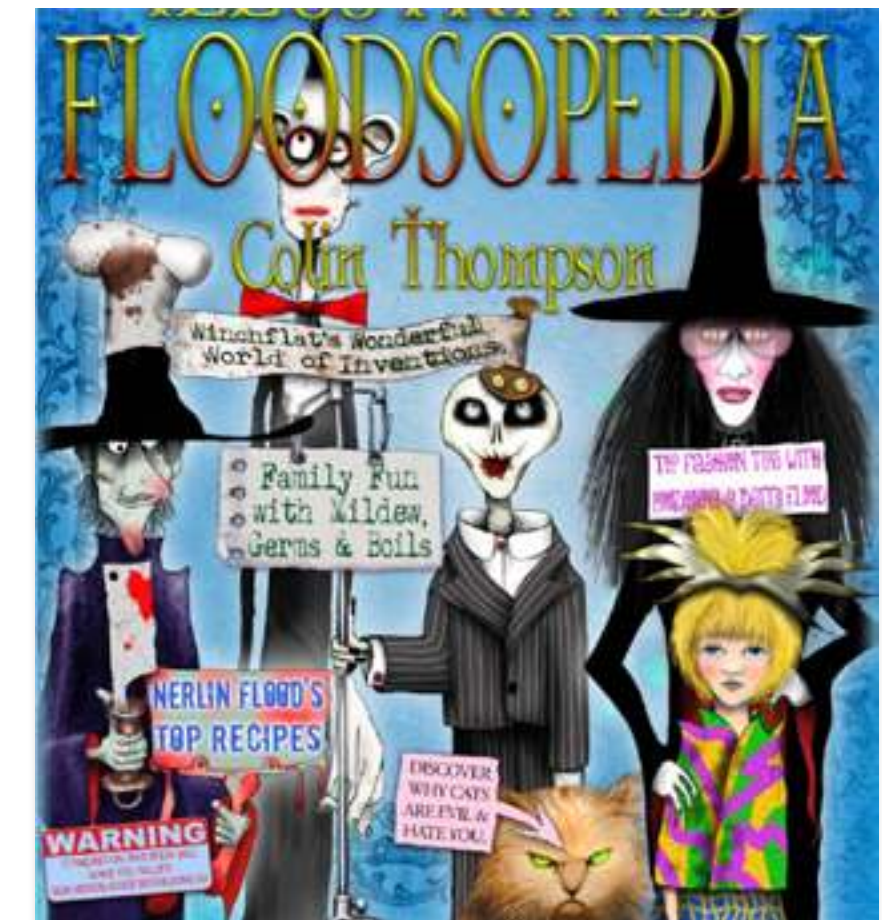
THOMPSON, Colin

Random House, NSW, 2012  
 ISBN 9781742751047

As the word Floodsopedia suggests, this is an encyclopaedia of characters, places and events relating to the twelve (soon to be thirteen) books in *The Floods* series. In keeping with the zany, quirky and downright disturbing series about Transylvania Waters and its inhabitants, we are treated to an eclectic range of writing and anecdotes – from literal footnotes to fact boxes

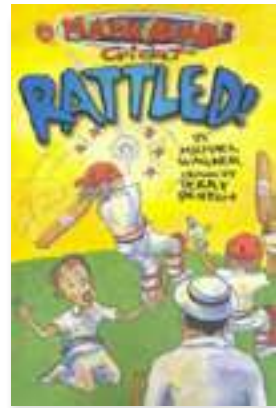
and poems, and with chaotic journeys exploding from each and every page. There is not a centimetre on any page that does not have something for the reader to explore. This series is sure to satisfy the need for gross and yucky humour enjoyed by many primary aged boys. [Read a free chapter](#) and learn more from [The Floods website](#) and the [Author's website](#). S. Morton

**USER LEVEL:** Stage 2 Stage 3  
**SCIS 1575407** \$19.95



October Free Chapter - [The Amazing Illustrated Floodsopedia by Colin Thompson](#) by RandomHouseAU

## Rattled!



WAGNER, Michael &  
DENTON, Terry

Black Dog, NSW, 2012  
(Maxx Rumble Cricket)  
ISBN 9781742032528

A passion for, and understanding of, cricket are prerequisites for full

enjoyment of this re-released series, with *Rattled!* the first in the series of eight. The short chapters, large font, everyday vernacular and detailed and humorous black and white illustrations will appeal to newly independent or disengaged male readers. The first cricket game of the season has finally arrived and Maxx's team looks to have the game sewn up at the end of the first innings. With his confidence rapidly disappearing Maxx is ready to give up when his batting partner, younger brother Rexx, gives him exactly what he needs to continue, providing an opportunity for discussion of resilience and persistence. More complex writing formats are presented at the story's end with the inclusion of competition ladders and statistics table. S. Morton

**USER LEVEL:** Stage 1 Stage 2

**SCIS 1575096** \$9.95

## Norman and the nutrients



WILLIAMS, Patrice

Patrice Williams, NSW,  
2012  
ISBN 9780646576558

Patrice Williams has combined her dietician training

with her farm experience to produce a unique and entertaining book on the six nutrients. The story centres on Grandfather Norman who demonstrates to his grandkids the importance of each nutrient, what it does for him and the foods it is found in. The coloured, fully illustrated story can be used as a primary source for a unit of work for Stage 3 *Personal health choices* and for Stage 4 *Core: Nutrition and consumption*. Useful food pictures on each page help students to menu plan and better understand their practical work. The resource will prove essential in assisting students to achieve the outcome of relating the nutritional value of foods to health. M. Timperley

**USER LEVEL:** Stage 3 Stage 4

**KLA:** AC; PDHPE; TAS

**SYLLABUS:** Food Technology 7-10;  
PDHPE K-6

**SCIS 1573257** Paper \$22.95

# fiction for older readers

Resources are arranged alphabetically by author. See also [eresources](#).

Some of these items are also suitable for upper primary students.

## Greylands

CARMODY, Isobelle

Ford Street, Vic, 2012  
ISBN 9781921665677

This revised edition includes an insightful foreword by Isobelle Carmody explaining her intensely personal motivation for writing a story about grief and depression, particularly from the point of view of a child. Carmody shows us the impact of the death of a loved one upon a young child Ellen, her twelve-year-old brother Jack and their father. With their father withdrawing from his children's lives following the death of his wife, it is left to Jack to comfort Ellen in addition to dealing with

his own grief and guilt. Story becomes the pathway for Ellen, with Jack using stories their mother has read to them both, *Alice through the looking glass* and *The snow queen*, to help create a new one explaining what has happened. He gradually comes to understand what happened to his mother, as well as providing the way back from despair for his father. Metaphor and symbolism abound, ensuring great impact upon the reader. S. Morton

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** AC; English

**SYLLABUS:** English 7-10

**SCIS 11574849** \$18.95



*Greylands trailer* by Peter Mounsey of Alchemetica

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.



## *The boy who grew into a tree*



CREW, Gary & WATKINS, Ross

Penguin Group (Australia), 2012  
ISBN 9780670076734

Suffused with the natural environment

in a unique telling of the circle of life, this story does not shy away from nature's harsh realities. An elderly couple produce a child, Arbour, who demonstrates tree-like behaviour from birth. As Arbour grows, references to trees take precedence over the description of the life of this small family living in the forest. Reality intrudes occasionally as the parents are depicted as one would expect, enjoying a cup of tea or cleaning the hut. Gradually, the esoteric theme of the book dominates and the circle is completed with the destruction and regeneration of the tree. Teachers may use the analogies in this book to illustrate how a central theme can be imbued in fiction. In this story, the keywords heralding the chapters, the cryptic illustrations and the environmental indicators lead to a deeper meaning. The prophetic last pages may channel students' thinking.

[Teaching notes are available](#). S. Rasaiah

USER LEVEL: Stage 5  
SCIS 1574816 \$19.99

## *Black spring*



CROGGON, Alison

Walker, NSW, 2012  
ISBN 9781921977480

The storyline and narrative structures of Bronte's *Wuthering Heights* form the basis of this fantasy novel. Cathy and

Heathcliff are transformed into the main protagonists, Lina and Damek, while Lockwood's character is echoed in that of Hammel. Within the framework of love and revenge, the fantasy elements of witches and wizards evoke the vendetta, *the heart of all honour*: a blood tax that ravages families. The countryside is bleak and harsh; in winter it is isolated. Traditionalists may find the fantasy elements disconcerting and jarring in this version of *Wuthering Heights*. It lacks the descriptive richness of the setting and passion of the original. Of course, readers not acquainted with Bronte may find this an accessible introduction and may be interested in [Croggon's description of the writing process](#). B. Hull

USER LEVEL: Stage 5  
SCIS 1574703 Paper \$22.95

## *Parvana's promise*



ELLIS, Deborah

Allen & Unwin, NSW, 2012  
ISBN 9781743312988

The third novel in the series sees Parvana, now fifteen, a prisoner of American troops in Afghanistan. Found in a bombed-out school, she is being held as a suspected terrorist. Parvana refuses to speak to her interrogators and is confined to a cell with little food, withstanding threats and intimidation from her American captors. The novel's chapters alternate between the present and Parvana's memories of how she came to be in her current situation. She tells of her time at the school, which her mother established, as a pupil and also teaching others. The reader shares Parvana's increasing awareness of the threats being made against the teachers, the students and the school. Current issues facing the people of Afghanistan are highlighted, such as the Taliban, women's rights, and education, as well as global themes of human rights and the understanding of cultural differences. Linking all of these is the power of hope and the human spirit. [Teachers' notes](#) are available from the publisher's website. H. Myers

USER LEVEL: Stage 4 Stage 5  
KLA: AC; English  
SCIS 1579138 Paper \$15.99

## *The hunters*



FLANAGAN, John

Random House Australia, NSW, 2012 (Brotherband)  
ISBN 9781742750620

Written in the epic form, this next instalment of Brotherband should capture the reader's

attention from the onset. The youthful characters, guided by a wise and older warrior pit themselves against the evil pirates in an attempt to right a previous wrong. With strong themes of good versus evil, the importance of friendship and respect, courage and commitment, the novel is well suited to classroom study. The variety of language forms, style of writing and descriptive accounts allow for more specialised classroom examination of the text for examples of literary forms. The free-flowing descriptive nature of the language will suit all standards of readers, while the ongoing attitudinal references to age and sex provide scope for discussion. It would make an excellent stimulus for a

variety of teacher directed activities.  
B. Kervin

**USER LEVEL:** Stage 4 Stage 5  
**SCIS 1579354** Paper \$17.95

## One long thread



JEFFREY, Belinda

University of Queensland  
Press, QLD, 2012  
ISBN 9780702238925

A sequel to an earlier novel, *Brown skin blue*, this new book focuses on 17 year old Ruby Moon, an unassuming young woman with a talent for dress design. She suffers the distress of a family break-up that sees her twin sister, Sally moving with their mother to Darwin. Ruby is happy enough to stay in Melbourne with her father, but there is more grief to come. An engaging, atmospheric story, it follows the joys and sadness experienced by Ruby in Melbourne, Darwin and Tonga, where her grandmother lives. The author weaves some unusual elements into a tale about coming to terms with grief and the process of growing up. The story is likely to be enjoyed by mature readers who appreciate the emotional turmoil in the life of the stoic young protagonist. C. Sly

**USER LEVEL:** Stage 5 Stage 6  
**SCIS 1543738** Paper \$19.95

## The Convent



McCARTHY, Maureen

Allen & Unwin, NSW, 2012  
ISBN 9781742375045

McCarthy has used the convent as the link between four generations of women. Beginning with Sadie, whose daughter is taken away and placed in the convent as a small child at the turn of the twentieth century, the narrative weaves between Peach in the present and, predominantly Cecelia, Sadie's long lost daughter. McCarthy writes with distinctive familiarity of the life of the convent. All the women have been touched, and to some extent damaged, by nuns who dominated the lives of three generations of them; however, this is not a dark social commentary. At the heart this is a tale of redemption and forgiveness: friends, sisters, mothers and boyfriends offer each other absolution. Much is made of the impact of the convent on the women of the time but there is also a sense that all of them are changed for the better by

their association with it, to some extent.  
S. Pollard

**USER LEVEL:** Stage 6, Community  
**KLA:** AC; English  
**SYLLABUS:** English Stage 6  
**SCIS 1579174** Paper \$22.99

## The serpent's shadow

RIORDAN, Rick

Penguin Group (UK), 2012 (Puffin) (The Kane chronicles)  
ISBN 9780141335698

Continuing the story of the Kane siblings' battle against the evil forces of chaos, the sequel to *Throne of fire* incorporates Egyptian mythological characters and the world of magic and sorcery. It immediately engages the reader and offers a different perspective to the standard conflict between good and evil. The dual narrative technique employed by the central characters instils a sense of participation in the emotional and physical journey of the conflict. Key themes explored are loyalty, bravery, sacrifice and self-reliance. [The first chapter can be read online](#) and the novel is strongly [supported by materials on Riordan's website](#).

B. Kervin

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
**SCIS 1555377** Paper \$19.95



*The Kane chronicles: The serpent's shadow* by Rick Riordan. [Book trailer](#) by puffinbooks1

## City



ROY, James

University of Queensland  
Press, 2012  
ISBN 9780702249266

Like James Roy's previous work, *Town*, *City* presents a series of individual yet connected short stories.

Although each story is complete in itself, it can also be seen as a chapter in a larger novel in which the city assumes the role of the central character. The city is anonymous, yet has characteristics common to any Australian city — a

river, a bridge, a stadium. The situations confronting the young people in each of the stories are typical of life in a large city. The characters are connected, yet it is often in the anonymous ways that are common to city life, such as chance meetings or random acquaintances through rediscovered objects, or complicity in antisocial actions. Even though the stories are short, the characters are developed to a degree that leaves the reader wanting to know what happens to them after the story ends, in the same way that we sometimes wonder about the stories behind the people we see on the bus or in the supermarket. H. Myers

**USER LEVEL:** Stage 5 Stage 6  
**SCIS 1568217** Paper \$19.95



*City book trailer - James Roy* by jamesroywriter

### *The enchantress*



SCOTT, Michael

Doubleday, UK, 2012 (The secrets of the immortal Nicholas Flamel)  
 ISBN 9780385619004

Complex and episodic, the final instalment in the series has a wealth of characters and constant reference to past events. The story has a very original premise, with youthful central characters surrounded by an infusion of legendary characters from mythology, folklore, history and the spiritual world. The young heroes are easy to relate to, as are the themes of struggling against the odds, relationships, family, respect and acceptance. The ongoing jumping between subplots does a mild disservice to the narrative, but readers who have followed the series will be fine with this. B. Kervin

**USER LEVEL:** Stage 5 Stage 6  
**SCIS 1560561** Paper \$24.95

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.



*The enchantress by Michael Scott - book trailer* by RandomBooks

### *The Raven Boys*



STIEFVATER, Maggie

Scholastic, USA, 2012  
 ISBN 9780545424929

Stiefvater's fascination with myths and legends holds true once more in this engaging tale about a group of students attempting to find the legendary burial site of Glendower. Interesting characters are brought into a world circumscribed by ritual, magic and power but the search is told within that of another mystery – the death of a student years before. Stiefvater writes passionately for this young adult audience, reminding them about values, morality and the

less technological marvels of life. Between the characters a variety of modern circumstances are explored and competent readers will enjoy the gentle unfolding of possibility in what are verifiable facts about ley lines and Glendower's history. A [16 page teaser](#) is freely accessed online to tempt readers.

**USER LEVEL:** Stage 4 Stage 5  
 Community  
**SCIS 1577858** Paper \$22.99



*The Raven Boys - animated book trailer* by Maggie Stiefvater

### *Motive games*

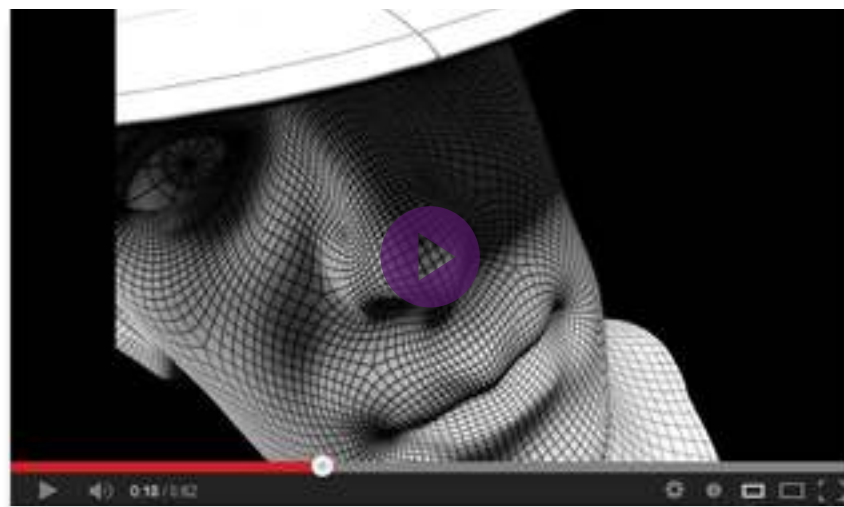
TAYLOR, Lisa

Wombat, Qld, 2012  
 ISBN 9781921632259

This text draws its style from the detective genre, while also incorporating

some intriguing elements of the gaming world. The protagonist, Phil Roland, is convinced his father's death was no accident and is determined to find out more – so far so good. He wrangles a job at his father's company and proceeds to gather whatever information he can through observation. A chance meeting with a retired detective enables Phil to proceed, with caution. He uses a program to ascertain that his father's death could not have been an accident, and this use of the technology to recreate a crime, as well as incidental detail which adds to the context, will certainly be a positive for many readers. Comprehensive [teaching notes are available](#) on the publisher's website. S. Pollard

**USER LEVEL:** Stage 4  
**KLA:** AC; English  
**SYLLABUS:** English 7-10  
**SCIS 1581246** Paper \$29.75



*Motive games trailer* by WombatBooks

## Going underground



VAUGHT, Susan  
 Bloomsbury, USA, 2012  
 ISBN 9781599909196

The dangers of sexting are grippingly explored in this story of Del, who ends up on the sex offenders' register when he is discovered to have exchanged fairly innocent naked photos with his girlfriend as a 14 year old. Up to this point, he has been a bright student with a good future but this one mistake makes him a social outcast, working as a gravedigger after school and in the holidays because he has no friends. The story is about how he keeps on going, even though he cannot see a future for himself, and through his hard work he eventually wins through. Although the book is set in America, it will ring true to Australian students. It is a book that is hard for people of any age to put down. A. Soutter

**USER LEVEL:** Stage 4 Stage 5  
**KLA:** AC; English  
**SYLLABUS:** English 7-10  
**SCIS 1577876** Paper \$15.99

## Friday Brown



WAKEFIELD, Vikki  
 Text Publishing, Vic, 2012  
 ISBN 9781921922701

Wakefield has written an old fashioned character driven narrative in this latest offering. From the protagonist, running away from her grandfather's house to try and find the father she never knew, to the band of lost and lonely misfits she befriends in the city, Friday Brown reminds the reader of the power of solid characters. The story deals with the grief of loss, the unending question of where we each belong and the power of friendship but it is rarely an easy read. Friday runs to Sydney to find the man who left her mother but finds, instead, a group of dubiously loyal homeless youth who roam the streets doing their best to make ends meet. It would seem that would be enough, but Wakefield takes the group out of the city to a desolate outback landscape and subjects them to uncertainty, paranoia and ultimately death. It is compelling reading, but not for the faint of heart. S. Pollard

**USER LEVEL:** Stage 6 Community  
**SCIS 1568848** Paper \$19.99

# information, poetry and drama

Resources are in Dewey order

## Issues in society [series]



Spinney Press, NSW, 2012  
 This latest series of resources from the Spinney Press organisation offers a very comprehensive treatment using an extensive range of source materials.

Content ranges from simple definitions to the more complex discussion of issues emerging from the broad themes examined. Information is presented with well-credentialed authority and substance. Utilising current information from different sources including governments, scientific organisations and humanity groups, it allows the user to evaluate and develop appropriate responses based on their task. Information is extensive with both

written and visual forms presented in a straightforward and easily navigated format. In addition to the content provided, there are useful supplements included, such as internet links, worksheets and activity suggestions which provide good starting points for more specific research tasks for Stage 4 *Global issues and the role of citizenship* and *Global environments*, Stage 5 *Issues in Australian environment*, and Stage 6 *Natural resources*. B. Kervin

**USER LEVEL:** Stage 5 Stage 6  
Professional

**KLA:** AC; HSIE

**SYLLABUS:** Geography 7-10;  
Geography Stage 6  
Paper \$24.00 each

Reviewed titles in this series

*Australia's mining boom*  
SCIS 1571967

*Forest conservation*  
SCIS 1571925

*Human trafficking and slavery*  
SCIS 1571938

### *Issues in society* [series]



Spinney Press, NSW, 2012

Most teachers will be familiar with the Issues in Society series bringing together newspaper and magazine articles, fact sheets and information from Government reports

on a topic together with worksheets and activities. They are attractive to students because they bring together a well selected compendium of information on a topic. *Risk taking and personal safety* is a particularly good volume as it covers drugs and alcohol, Schoolies week, risky driving, suicide and self-harm, personal safety and violence. School counsellors will find it a useful addition to their library. The volume on welfare reform is equally informative, covering unemployment issues, and opinions about different forms of welfare. The arguments are balanced but, since this is an area which is constantly changing as the debate continues, the book is more likely to date quickly and information might be better sourced online. Spinney Press has a web presence but they are primarily publishers of printed books which are not regularly updated on the site. A. Soutter

**USER LEVEL:** Stage 4 Stage 5 Stage 6  
Professional

**KLA:** AC; HSIE; PDHPE

**SYLLABUS:** HSIE 7-10; PDHPE 7-10;  
PDHPE Stage 6  
Paper \$24.00 each

Reviewed titles in this series

*Welfare reform debate*  
SCIS 1571961

*Risk taking and personal safety*  
SCIS 1571956

### *Flammable Australia: fire regimes, biodiversity and ecosystems in a changing world*



BRADSTOCK, Ross, GILL, Malcolm A., & WILLIAMS, Richard J

CSIRO, Vic, 2012  
ISBN 9780643104822  
[577.2]

Everything that the average reader could ever want to know about Australia's landscape and biosphere's connection to fire is explored and exposed in this compendium of 15 scientific papers from 44 leaders in the field. All the data presented to the reader is accessible though would be very heavy going

for those without a strong scientific background. Fire impact on ecosystems past and present is addressed through hard data and state of the art prediction techniques. There is no way a reader could dismiss the power of the information that is presented to support the positions espoused by the various experts in the field. Some popular modern folklore of Australian scientific literature around the shaping of Australia through the use of fire by the Indigenous population pre colonisation by European and British peoples is exposed through evidence to lack the hard support that would take the tale from theory to fact. After reading this tome ([a preview is available online](#)), teachers of Biology or Geography will recognise the importance of modelling, the power of data and the diverse sources and collection techniques behind that data that informs the science around understanding and predicting fire impacts in an Australian context. R. Morante

**USER LEVEL:** Stage 5 Stage 6  
Professional

**KLA:** AC; HSIE; Science

**SYLLABUS:** Biology Stage 6;  
Geography 7-10;  
Science 7-10

**SCIS 1546700** Paper \$79.95

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.

## Eye on the wild [series]



ESZTERHAS, Suzi

Frances Lincoln Children's Books, UK, 2012

Professional wildlife photographer, Suzi Eszterhas documents the

growth of endangered animals from birth to adulthood. The books have a large format and the text is in generous sized font with simple language suitable for reading and showing to Early Stage 1 students, and for Stage 1 students to read themselves. Eszterhas's books, *Lion* and *Brown bear*, have endearing and beautiful photography that details how the animals learn to catch food, play and are given survival lessons by their mothers up until their eventual independence. The books in the series could be used to show ways in which living things grow and change as outlined in the SciTech K-6 content strand, *Living things* S1.3. J. Saxby

**USER LEVEL:** Early Stage 1 Stage 1

**KLA:** AC; SciTech

**SYLLABUS:** SciTech K-6  
Paper \$15.95 each

Reviewed titles in this series:

*Lion*

SCIS 1565678

## Brown bear

SCIS 1568639



*Animal eyes featuring Suzi Eszterhas* by animaleyestv

## Can we save the tiger?



MARTIN, Jenkins

Walker, UK, 2012  
ISBN 9781406332087  
[591.68]

Featuring magnificent drawings in soft black

and white or coloured pencil and crayon by Vicky White, this informative book about endangered animals, could be enjoyed by Stage 1 up to Stage 3 students. It depicts of a whole variety of living things such as tigers, the marsupial wolf, birds such as the dodo and creatures like the giant African land

snail. It has various sizes of font and the text is factual but also conversational, which makes it interesting and easy to read. The information accompanying the sketches describes where the animal or plant is found, plus other relevant facts. In cases of very rare and extinct species, it describes where the creature was last seen. At the back of the book a number of websites are listed which give more information on the topic.

Two of the main sites worthy of further investigation are [The IUCN red list of threatened species](#) and [ARKive](#). J. Saxby

**USER LEVEL:** Stage 1 Stage 2 Stage 3

**KLA:** AC; SciTech

**SYLLABUS:** SciTech K-6

**SCIS 1568628** Paper \$16.95

## Found: the art of recycling



HOLZL, Lisa

Walker, NSW, 2012  
ISBN 9781921720130  
[745.58]

A different view of modern art through the exploration of the use of recycled materials, this text gives examples of modernism and post modernism pieces. From Pablo Picasso's *Guitar* to Adam Hill's *The crate land grab*, each double page spread contains a photograph

of the piece, an explanation of the methods employed, the intended meaning of the art and an activity to create a connected piece of art. Fifteen artists and their work are included with biographies, timeline, detailed glossary and information on the location of the artwork. There is a good cross-section of artists included with useful lesson activities to reinforce the different styles of the works described. R. Parnis

**USER LEVEL:** Stage 3 Stage 4 Stage 5

**KLA:** AC; CA

**SYLLABUS:** Creative Arts K-6;  
Visual Arts 7-10

**SCIS 1576254** \$34.95

## Let's sing to learn. NSW early primary school edition

WHOO, Prue

Prue Whoo Educational Music for Kids, NSW, 2011  
No ISBN [780.7]

Experienced in music and education, Prue Whoo has linked the two in this teaching resource. BOS NSW, Early Stage 1 and Stage 1 syllabus outcomes from English, Mathematics, Science, HSIE and PDHPE are included in this comprehension pack. A DVD explaining her teaching ideas and a CD of Prue

performing the songs are included. In addition, there are colourful resource cards and song lyrics. A comprehensive table begins each section, identifying each song, its track number, song summary, objectives and KLA and music outcomes. Revision due to the imminent Australian Curriculum may be necessary, but the songs, skills and strategies included will still be relevant.

Teachers may wish to [visit Prue's website](#) to explore her ideas. R. Parnis

**USER LEVEL:** Professional  
**KLA:** AC; CA  
**SYLLABUS:** Creative Arts K-6  
**SCIS 1576718** \$295.00

### *A is amazing: poems about feelings*



Edited by Wendy Cooling  
 Frances Lincoln, UK, 2012  
 ISBN 9781847802552  
 [808.81]

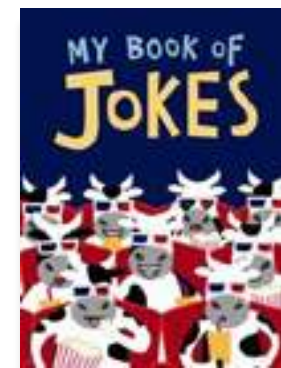
Introduced by a contents list of feelings from *Amazing to Zestful*,

this decorative poetry book includes works by poets from diverse cultures and historical times. Each emotion is supported by an appropriate poem and subtly illustrated. *About the poets* at

the end of the book provides a succinct guide to the life and times of poets such as John Keats, Michael Rosen and Benjamin Zephaniah. This collection may be a valuable classroom resource, providing a suitable poem to share with students about feelings when the need arises. The section, *Very strange*, contains humorous verses that will have students pondering over how so few words can say so much. S. Rasaiah

**USER LEVEL:** Stage 2 Stage 3  
**KLA:** AC; English  
**SYLLABUS:** English K-6  
**SCIS 1572781** \$29.95

### *My book of jokes*



DAVIES, Bronwen  
 Scholastic, NSW, 2012  
 ISBN 9781742831657  
 [808.882]

Exquisitely produced, with the look and feel of a picture book, this

Australian hardcover joke book will delight the youngest of comedians. Twenty three jokes are each given a page for the question and another for the answer which is revealed once the page is turned. The simple, colourful illustrations jump out of the book and cleverly, the characters are

reproduced in outline and captured on the endpapers. Jokes can enhance the ability to infer in the comprehension of text. The book could be used to model this skill and expose children to how jokes work. They can create their own jokes and make a class joke book or establish a joke wall in the library and classroom. Joyful giggles are guaranteed. G. Maugle

**USER LEVEL:** Stage 1  
**KLA:** AC; English  
**SYLLABUS:** English K-6  
**SCIS 1563195** \$17.99

### *Good night, sleep tight*



FOX, Mem  
 Scholastic Australia, NSW, 2012  
 ISBN 9781742832579  
 [A821]

Turning the ritual of bedtime into something special, Skinnie Doug, the babysitter, tells Bonnie and Ben a series of much loved nursery rhymes. The colourful, stylised illustrations add to the charm of this picture book. It includes favourites such as *This little piggy went to market*, *Pat a cake* and *Round and round the garden*. The book has good examples of rhyme, alliteration and

onomatopoeia. It could be useful in the development of strategies when dealing with print and comprehending texts as stated in the *English K-6 syllabus*, RES 1.6. The book would be useful in development of the skill of recognising and recalling parts of text that have been read aloud. With its repetitive text pattern, it would be a delightful book to read to a class and would be suitable to use as a whole class recital or as an assembly item. J. Saxby

**USER LEVEL:** Early Stage 1 Stage 1  
**KLA:** AC; English  
**SYLLABUS:** English K-6  
**SCIS 1574867** \$19.99



Mem Fox reads from *Good night, sleep tight* by TheScholasticChannel

## Fantastic Mr Dahl

ROSEN, Michael

Puffin, UK, 2012  
ISBN 9780141322131 [823]

Written from the perspective of a fellow writer, Michael Rosen retells Dahl's life history examining what experiences made him the writer he became. Details of his boyhood, school life and adult war adventures, and family life are included. At each stage, Rosen comments on the reasons Dahl's imagination developed or his love of good writing was encouraged and twists these separate experiences into an explanation for Dahl's creative genius. Students of Dahl or the writing process will find this account useful. Included is Rosen's humorous recount of his own first meeting with Dahl in 1980. R. Parnis

**USER LEVEL:** Stage 3 Stage 4  
Professional

**SCIS 1580721** Paper \$14.99



Roald Dahl official website

## Witches' britches, itches & twitches!



CARTHEW, Mark &  
SPOOR, Mike

IP Kidz, Qld, 2012  
ISBN 9781921869143  
[A828.302]

Witches and friends may enter this book at their own risk, however, werewolves are definitely not allowed. Four pages of notices, announcements and riddles set the tone for this Australian publication before the Contents page is reached. Riddles, jokes, puns and sight gags abound and are all supported and enhanced with visual fun. Indeed, the illustrations will help the reader to infer meaning. Although some of the content is accessible to newly independent readers, there is much that requires the background knowledge and rich cultural vocabulary of the more sophisticated. There is an interesting mix of formats which will appeal and could encourage children to write their own riddles. Also [available as an ebook](#), this is a wickedly witchy book that would be useful to have on hand at Halloween. G. Maugle

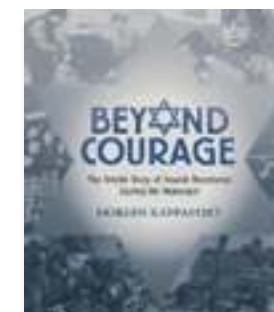
**USER LEVEL:** Stage 2 Stage 3  
**KLA:** AC; English

**SYLLABUS:** English K-6  
**SCIS 1569224** Paper \$14.95



Mark Carthew on Kidz Book Club by Mark Carthew

## Beyond courage: the untold story of Jewish resistance during the Holocaust



RAPPAPORT, Doreen  
Candlewick, USA, 2012  
ISBN 9780763629762  
[940.53]

Rappaport explores the concept of resistance, in its many guises, through the stories of survivors that incorporate the roles of collaborators and private individuals in their attempts to assist the Jewish people in German occupied countries. Each section, such as *In the camps*,

has a brief historical introduction, followed by the stories of the survivors and helpers. These poignant accounts are accompanied by photographs of people and places. An extensive bibliography provides sources for further research. HSC Advanced English students studying the *Module C Elective 2 Representation and Text* may find this book useful as an adjunct to their selected texts. Students completing the HSC Modern History *National Studies Option C Germany 1918-1939*, or the Personality *Albert Speer* may find this book of limited use, perhaps providing background reading. Any reader with an interest in World War II, especially the Holocaust or Jewish history, would find this worthwhile. B. Hull

**USER LEVEL:** Stage 5 Stage 6  
**KLA:** AC; English; HSIE  
**SYLLABUS:** English Stage 6;  
Modern History Stage 6  
**SCIS 1572466** \$32.95



### **Who reviews?**

Nicole French, Singleton HS

Amanda Frost, The Hills Sports HS

Ruth Higginbottom, Wallsend PS

Bronwyn Hull, Goulburn HS

Di Johnston, Blackwell PS

Cath Keane, Learning Systems

Therese Kenny, Sydney Secondary  
College: Balmain campus

Bede Kervin, Bowral HS

Gillian Maugle, Wiley Park PS

Ian Mavin, Westport HS

Ian McLean, Penrith PS

Richard Morante, Hurlstone Agricultural HS

Sue Morton, teacher

Helen Myers, Camden HS

Rhonda Parnis, Sherwood Grange PS

Shauna Pollard, Rooty Hill HS

Sally Rasaiah, Cammeray PS

Jean Saxby, Galston PS

Cathy Sly, consultant

Alison Soutter, Project Officer, FACS

Maria Sutera, Orange Grove PS

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Frances Whalan, Association of  
Independent Schools

Jason White, Chifley College  
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