

Vol 17 No 3 August 1998

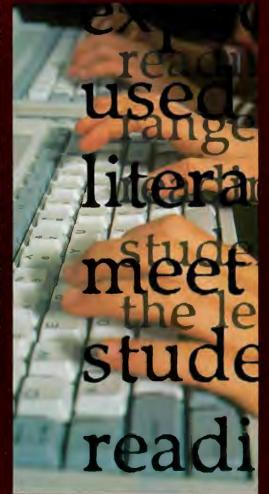
Curriculum Support Directorate



- The Literacy Strategy and teacher-librarians
- text construction & student reviewing — CBCA Shortlist
- Internet access issues
- building information literacy outcomes







NEW SOUTH WALES DEPARTMENT OF EDUCATION AND TRAINING





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Scan, published by the NSW Department of Education and Training, is a journal which supports the effective use of resources and information services in the school curriculum. Scan is published 4 times per year and is available on subscription from The Subscription Clerk, Scan, Private Bag 3, Ryde 2112 Fax (02) 9886 7413.

Contributions and correspondence are welcomed and should be addressed to: The Editor, Scan, Private Bag 3 Ryde 2112 Phone (02) 9886 7501 Fax (02) 9886 7413. E-Mail address: Ian.McLean@det.nsw.edu.au Views expressed in Scan are not necessarily those of the editor or the Department of Education and Training.

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From the Editor

his issue no doubt finds teacher librarians deep into preparations for Book Week. While the SCIS/Scan team endeavours to ensure that resource reviews in **Scan** are as current as possible, it was pleasing that so many of the Children's Book Council 1998 awards shortlist had already been reviewed in the journal before the announcement of the finalists. The remaining books are reviewed within this issue. In a separate article are some outstanding reviews of shortlisted titles from Year 7 students at Pennant Hills High School. These reviews were the result of structured and collaborative deconstruction of text activities, using back issues of Scan. Please put yourself in the picture and take a look at them!

Our feature article is Jenny Foster's delightful account of her school's **Read-in day** with guest illustrator, David Legge. It should provide inspiration for schools to emulate Winmalee Primary's success, and to try new ideas for integrating Literacy into other Key Learning Areas. Special thanks go to David Legge for the great interview; he comes highly recommended as a guest speaker.

In Teaching/Learning, Penny Hutton and Michelle O'Dowd provide information about the balanced reading program, and discuss implications for those teacher-librarians whose schools are concerned about levelling texts. In Columns, you will find a 1998 timeline for the release of materials about literacy, an invaluable checklist of recent and upcoming DET resources.

While on the topic of literacy, in the last Scan we promoted the hypertext route to follow for finding Hot topics in Scan on Network for education, the Department of Education and Training Web site. New material will shortly be uploaded; an additional set of Scan abstracts Supporting the Literacy Strategy, will accompany a previous collection, The Internet. The purpose is to direct teacher-librarians and other educators to some of this journal's key past articles worthy of revisiting.

When information literacy issues are raised in your school, or committees are being formed, teacher-librarians can play an important role by matching their teaching colleagues to appropriate reading matter. If you don't want to risk your Scan back issues becoming dog-eared, please feel free to photocopy articles for school use. We rather like the idea of your collection continuing to work for you, year after year. How many people read Scan at your school?

### Currents

Colleen Foley is Relieving Senior Curriculum Adviser Library and Information Literacy

#### SCISWEB AND SCISCD

Feedback on the provision of the new SCISWeb and SCISCD products as a statewide subscription for NSW government schools has been overwhelmingly positive. They certainly enhance the role of the teacher-librarian, confirming our importance in the teaching and learning programs of the school, and our place in using technology to improve both teaching and learning, and managing whole school resources. This has not been without its challenges, and yet again teacher-librarians are proving their professionalism and commitment.

#### MORE ABOUT SCISWEB AND SCISCD!

A moderated discussion on Using SCISWeb and SCISCD in school libraries has been launched on the DET Web site. It can be accessed via Staff, then Training and Development, then Initiatives, then Your say!, then List of topics. A joint initiative of Training and Development Directorate and the Library and Information Literacy team, it offers an exciting opportunity for teacher-librarians to share useful ideas, answer those SCIS FAQs (frequently asked questions), and offer and receive assistance. It is a great opportunity to participate in discussion with your colleagues, or simply use it as a source of support.

#### COLLABORATION

As teacher-librarians we are used to playing a significant role in teaching and learning across Key Learning Areas, and in priority areas such as Literacy and Technology. At State Office we continue to work hard on some exciting collaborative projects to provide support for teachers in schools. These include current joint review programs implemented in consultation with Drama and Aboriginal Studies education officers, for example, which will result in print resources to assist teachers. Anne Dowling's consultative work with Aboriginal subject headings as mentioned in From DET has been invaluable, and we look forward to the next stage. Sample units of work linking literacy and information skills, being developed through a process of action research and trialing with teacher and teacher-librarian teams in schools, are nearing completion and will be reported in future issues of Scan.

Job skills for school assistants working in the library will soon be available in all schools and Districts. Teacher-librarians will find this a valuable resource when supporting professional development for school assistants.

deserved break.

Ian McLean

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Among the technology highlights this issue are the implications of the research presented by Ross Todd. The integration of technology into teaching and learning is a challenge we are all keen to meet. The link with Literacy and ramifications for pedagogy are emphasised very clearly: our teaching needs to be explicit and systematic. I trust you will enjoy this issue of Scan. Thank you to all who have contributed,

whether it be via articles, or feedback and suggestions, including from District teacher-librarian meetings. And we look forward to Michelle's return from her well

From DET

# Mathematics K-6: the outcomes addendum

Continuing Scan's series of articles to alert teacher-librarians to important syllabus updates from the Department of Education and Training, Peter Gould, CEO Mathematics at Curriculum Support Directorate, discusses the recent release of the Outcomes and indicators addendum to support the Mathematics K-6 syllabus.

utcomes and indicators (Board of Studies, 1998) provides a map of the Mathematics K-6 curriculum, which illuminates where students have come from in their learning and indicates where they are headed. Such a curriculum map assists a focus on supporting student achievement.

However, the most immediate impact of the release of the outcomes in stages addendum will be on the school scope and sequence for mathematics, and the related change to class programs. The best way for schools to support teachers in using Mathematics K-6 outcomes is by developing a process of whole school curriculum planning to mediate between the school plan, the needs of each stage and the individual year teaching programs in mathematics. Such a process is aided by an informed teacher-librarian.

Programming using stage outcomes is greatly assisted when schools have in place a clear curriculum planning process. A school's curriculum plan needs to provide teachers with guidelines about the scope and sequence that occurs, from school year to school year and stage to stage, in each key learning area.

The school curriculum plan needs to give teachers guidance on the continuum of students' learning. Put simply, it should overview:

- what outcomes students could be expected to have achieved at the beginning of a particular stage
- · what access students will have to teaching and learning experiences which will contribute towards the achievement of outcomes within each school year across each stage.

The process of curriculum planning provides teachers with opportunities to cooperatively plan with their colleagues to achieve the outcomes for each stage. It also provides teachers with information which enables them to link class programs into a continuum reflected in the school plan. The process ensures that a teacher's program is based on knowledge of students' prior achievements and that the planned teaching and learning experiences are delivered in an orderly and timely sequence. The curriculum planning process also enables students to have access to all the outcomes for a given stage.

# Aboriginal Studies initiatives for 1998

The Aboriginal Education Policy (1996), written in consultation with the NSW Aboriginal Education Consultative Group (AECG), states that all DET staff and students "will have knowledge and understanding of and respect for Aboriginal Australia". The policy highlights the need to incorporate relevant and culturally appropriate curriculum which reflects the views and aspirations of Aboriginal Australia. The following article is from the Aboriginal Studies Officers at Curriculum Support Directorate, which is based at Ryde.

Therefore, Aboriginal Studies Officers encourage teacher-librarians to implement changes made by SCIS to the cataloguing records on Aboriginal peoples of Australia. (For example, changing the "ABO" book number prefix, which is offensive and inappropriate, to "ABL" was mentioned in Scan vol 17 no 2, p 40.) While replacing spine labels on existing resources is not the usual practice, in situations such as this it is the preferred method. Cataloguing records downloaded from SCISWeb or SCISCD CD-ROM will already feature the changes. When the updates to the subject headings are announced, teacher-librarians will be notified about how to change their school's other OASIS records. Other projects being coordinated by Aboriginal Studies Officers this year include:

- levels.

#### Key programming questions

The key questions to focus the process of programming relate to the teaching and learning cycle. They might be summarised as:

What is it that the stu- dents currently know and can do?	What do I want the stu- dents to know and be able to do?	How will I help them to know and do?	How will I know when they have learnt?
Assessing Outcomes	Selecting Outcomes	Designing Strategies	Assessing Outcomes [Things to look for]
Recordings from obser- vations work products interviews	Relevant outcomes for the stage of learning	Select and sequence teaching strategies and learning experiences	Observations work products interviews

The focus on programming using the Mathematics K-6 outcomes is clearly applicable to all subject areas.

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uring the last twelve months, Dyonne Lavelle-Nixon, Curriculum Adviser Aboriginal Studies, has been working collaboratively with Anne Dowling, NSW Divisional Librarian of the School Catalogue Information Service (SCIS), to ensure that subject headings within school libraries are culturally appropriate and sensitive to Aboriginal Australia past and present. The consultation process has also involved Aboriginal librarians from The State Library of NSW, and members of the NSW Aboriginal Education Consultative Group (AECG).

Aboriginal communities have raised concerns in the past regarding the appropriateness of catalogue headings and references. For example, the accepted general term is "Australian Aboriginal peoples". As educators we all have the responsibility to reinforce correct and appropriate terminology. The proposed changes to headings will assist in promoting Aboriginal Australia as a unique heritage and culture to be respected and valued by all.

• An Aboriginal languages video. Currently in production, the video will highlight the diversity of Aboriginal languages across NSW, and the numerous approaches to teaching Aboriginal languages in collaboration with local Aboriginal communities and schools.

• The Aboriginal Studies node of HSC On-line. The design of the node mirrors and reinforces the requirements of the 2 Unit Aboriginal Studies syllabus.

• An Aboriginal Community Education Awareness Program. This is currently being developed, in consultation with Aboriginal community members, to empower them to become actively involved in curriculum development at all

• An Aboriginal Studies resource. Including reviews produced collaboratively with the Library and Information Literacy team, this resource will guide educators in the teaching of Aboriginal Studies Years K-6 and 7-12.

• 2 Unit Aboriginal Studies Exhibition. This year, the exhibition will showcase a selection of projects and artworks by Aboriginal and non-Aboriginal students from departmental schools across NSW. The exhibition will be at two venues: the Albury Regional Museum (3rd-30th August) and the Museum of Sydney (7-25th September).

For further information about any of these projects, please contact Margaret Simoes, Dyonne Lavelle-Nixon or Chris Dorbis on (02) 9886 7610.

# Feat ures

# Read-in with David Legge at Winmalee:



a celebration of books and reading

Jenny Foster of Winmalee Primary School is also President of the Blue Mountains-Nepean Sub-branch of the Children's Book Council. As a classroom teacher, executive teacher and teacher-librarian, she has actively promoted the school's literature and literacy program.

**Read-in days** at Winmalee Public School are a celebration of books and reading! Read-ins at Winmalee have evolved as a fun, K-6 way of promoting the library as an integral part of our school's reading program. During these special events, the whole school focuses on literature and literacy, spending a day reading, talking, listening and responding to books through writing, art and craft.

On Read-in days teachers and children move between classes, and across grades, sharing books and responding imaginatively to texts. Always a highlight of the day is a session with a visiting professional author or illustrator, when the children can talk to the people who write and illustrate the books that they read and borrow from the library.

This year the whole school emphasis was on picture books, so skills and strategies (from the *English K-6 syllabus*) to develop comprehension and critical awareness of illustrations were emphasised, while at the same time art techniques and methods of illustrating books (from the *Creative Arts K-6 syllabus*) were examined and discussed. Our 1998 Read-in was organised with the assistance of Joanne Richardson, who is currently filling the teacher-librarian role at Winmalee.



#### Preparation

Planning starts when the yearly calendar is drawn up. A date and focus is decided upon at a staff meeting. Possible themes considered for celebration have included: Australian authors; NAIDOC Week; World Environment Day; International Day; and Grandparents' Day. Our 1998 Read-in focused on illustrations in picture books.

## Inviting and funding an author/illustrator visit

Illustrator David Legge was the special guest at this year's Read-in. David is best known for his popular picture book *Bamboozled*, not only an Honour Book in the 1995 Children's Book Council of Australia Awards, but also a KOALA Award winner in 1996. *Bamboozled* is always popular with children and it seemed an ideal springboard for our day. David's latest book, *Rise & shine*, also delighted the children, as did the many book jackets he has designed.

In other years the funding has usually been a part of our library budget. However, for 1998 a successful funding submission was made to Aloud West. This brought David to three schools in the area: Faulconbridge, Glenmore Park, and Winmalee Primary Schools. Each individual school was responsible for arranging their own day's program. A visit to the Blue Mountains City Library at Springwood was also organised.

#### Outcomes for the day

The teacher-librarian and representatives from the school's English and Creative Arts committees worked together to highlight for the rest of the staff the expected outcomes for the Read-in day:

- The library is an integral part of the school reading program.
- The students have an opportunity to meet David Legge and discuss the role of a book illustrator.
- The students are involved in reading, talking and listening activities appropriate to levels.
- The students are involved in responding to text and illustrative techniques at appropriate levels.
- The students experiment with different art techniques, including: crayon resist; collage; plasticine pictures; Aboriginal dot painting; and papercraft.

#### **Pre-visit activities**

The children K-6 were introduced to the work of David Legge in their library lessons. The teacher-librarian focused on picture books and the techniques used by illustrators during literature sessions.

Classroom teachers were involved in the planning of the day. The focus was the place of illustrations in children's picture books and the various art techniques involved. Some guidelines for looking at the illustrations in books were devised and distributed.

A draft timetable and class roster was drawn up for discussion and amendment at the staff meeting prior to the visit. The day was divided into a tabloid format, with four sessions of one hour each.

The school was split into three groups: K-2, 3/4 and 5/6. The students in the classes were each allocated a number, based on the number of classes in each grouping: 1-5 in the Years K-2 group; 6-11 in the Years 3/4 group; and 12-16 in the Years 5/6 group. All students numbered "1" became Group 1; all students numbered "2" became Group 2, etc.

Each teacher in the school was rostered to supervise four different groups throughout the day. Three of the groups came for a Read-in session run by the teacher in the teacher's own classroom, or a selected outside area. For a fourth session, they were timetabled to accompany one group to the library to meet David Legge. Teachers were also responsible for organising their own parent volunteer helpers if needed.

The teacher-librarian introduced David Legge at each session in the library, and also took photographs of the various group activities happening around the school to use in the making of a souvenir Read-in booklet.



A contented dot painter

"The library is a key component of the reading program for all classes."

Teaching reading: a K-6 framework, NSW DSE ,1997, p 17.

#### The activities

Groupings of resources, for deconstructing during discussion and for stimulating visual arts activities, were organised to avoid duplication. Books and art media used included:

#### Years K-2:

*Coral trail* by Sue Vyner & Tim Vyner (watercolours and oil pastels using sponges, signwriting brushes and fingers)

Bamboozled by David Legge (watercolour painting)

Hattie and the fox by Mem Fox & Patricia Mullins (torn tissue paper collage)

*Millicent* by Jeannie Baker (material and found objects collage)

*The new baby calf* by Edith Chase Newlin & Barbara Reid (plasticine pictures).

#### Years 3-4

The widow's broom by Chris Van Allsburg (charcoal sketching)

Asterix series by Goscinny & Uderzo, Tin Tin series by Herge plus other examples (cartoon and comic book styles)

Window by Jeannie Baker (material and found objects collage)

*The rainbow serpent* by Dick Roughsey (Aboriginal dot painting)

*The giant devil dingo* by Dick Roughsey & Percy Tresize (watercolour painting, focus on deconstructing techniques used for painting: people; grass clumps; trees).

#### Years 5-6

Goosebumps series: The haunted mask and The haunted mask II by R. L. Stine (paper masks)

The secret garden by Frances Hodgson Burnett (quilling: the art of coiled paper strips)

*Rise & shine* by David Legge (acrylics and watercolours)

*V* for vanishing: an alphabet of endangered animals by Patricia Mullins (torn tissue paper collage)

*True stories* (Board of Studies teaching unit from *English K-6 teaching kit, stage 2*), plus numerous versions of *The three little pigs* (narrative writing, followed by the children changing the medium of the illustrations, then comparing of resultant pictorial styles).

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#### Features

#### The big day

It was wonderful! The children all came in school uniform, but wearing something 'bamboozling'. It was a costume day in which every child could participate. There was great hilarity at morning assembly over odd shoes and socks, back-to-front and inside-out uniforms, and the teacher who wore his singlet over the top of his other clothes. With such enthusiasm, the day was off to a great start.

#### **Overheard** on the day...

'cause I felt bamboozled! Year 2 student

 "This is hard!" Erin, Year 3 student making a picture out of plasticine

 "It is very hard to be an illustrator because takes so long to get a drawing right." David, Year 6 student



Collage pictures: two future Jeannie Bakers

The organisation went smoothly. Students and staff enjoyed themselves. The art work produced was of a high standard and is now on display in our assembly hall for all to share. The raised interest and knowledge about book illustrations was evident in the questions the children and teachers asked David Legge. David was a delightful visitor, and his enthusiasm, talent and company was enjoyed by everyone.

#### Evaluation

The teachers and children were asked for their evaluation of the day. Feedback from the staff was that the day had been a great success and the outcomes met. The emphasis on illustration was enjoyed by children in all grades.

Feedback from the students was also positive. They really enjoyed their Read-in day and comments to the teacherlibrarian included:

- "Can we do this again tomorrow?" Paul, Year 3 student who had obviously enjoyed the day
- "I'm going to be an illustrator when I grow up." Talented Year 2 student, pleased with her work
- "The best bit was dressing up... and seeing David Legge... cause he's funny ... and painting ... and stories and... Mr Z with his singlet on!" Year 2 students

#### What's next?

Photographs of the day are on display in the school library and they are creating a lot of interest. They are also a starting point for revising what was learnt on the day.

The second batch of photographs will be made into a booklet that will be housed in the library for the children to browse through.

Another Read-in day has been scheduled for later in the year, with a very different theme. The whole process will be worked through again. Read-in days are well worth the planning and effort.

#### Contacts

- Agencies which can assist you to invite authors and illustrators include: Speaking of Books (Jill McGilvray, phone 02 9869 3030); and Lateral Learning (Jennie Orchard, phone 02 9948 1185).
- The Aloud West program is run by the Children's Book Council to promote children's writers and illustrators and their work. The grant pays for speaker's fees. Schools can apply for funding on the grounds of economic, cultural or geographic hardship. The contact for further information is: The Development Officer, Aloud West Program, Children's Book Council of NSW, PO Box 765, Rozelle 2039.

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Features

Meet Did 199

Ian McLean, editor of Scan, recently caught up with illustrator David Legge on the eve of his visit to the Blue Mountains.

Scan: David, I understand that as a child you were unsure about becoming an artist and a book illustrator?

David Legge: When I was at school, I was one of those kids who used to draw all the time. My school friends would ask me, "Are you going to be an artist when you grow up?" At the time, I thought an artist was someone who wore a French beret and was always poncing about, so I'd tell them, "No, I'm going to be a bus driver."

Scan: You seemed to come out of nowhere with Bamboozled, and it was such a hit!

DL: The publishers all knew my name, but Bamboozled really put me on the map. I'd been doing book covers for about ten years, and continued doing that after arriving in Australia in 1989. I was doing adult and teenage book covers; then I met people like Donna Rawlins and they got me excited about children's picture books. I was offered one by Hodder & Stoughton. They asked me to do Would you? by Nette Hilton. Halfway through that one I got the idea for Bamboozled. I used to live in Balmain: just around the corner from me was a publisher named David Ell, and that's how I came to do the illustrations for the non fiction book, Let's do a magic show.

Scan: The colours of your latest picture book, Rise & shine, are so vivid; very different to your earlier work. DL: I knew that (with the sun and

the moon as main characters) there would be lots of lights and darks

with this one. Working with watercolour, it's hard to get really dark colours. I used different paints this time: acrylic gouache. They're quite nice. You can cover up your mistakes a lot easier. You can be a lot bolder. Scan: For a picture book, Rise & shine is quite wordy. It seems to cater to a different audience.

DL: I think I was determined to actually write a book this time. I hope I didn't go over the top with the words; that was one of the things which made it hard to design this book. With Bamboozled, there were only about ten words, or whatever, to a page. I've had a few reviews for Rise & shine and they can't seem to pigeonhole what age group it's for. That's nice, I suppose, in a way. I just received a fax from Canberra: a Year 9/10 English class like it, and they want me to go down there to talk about it. I've even spoken to groups of TAFE students.

Scan: You do a lot of school visits. What happens in your Bamboozled workshops?

DL: With the younger children, we rewrite the story around the school: split them up into groups and they all do a different section of the story, and their own illustrations. The teacher collects up all the work and we make it into a class book.

Scan: What is else is on the horizon for David Legge? **DL**: I'm doing the illustrations for a

Margaret Wild text soon. It's about kindergarten, for very young children, so I'll probably go back to a tra-

Winmalee Primary School students wore their best bamboozled uniforms to meet David Legge.



ditional watercolour approach for that one. Having said that I may change my mind. I can thin the acrylics down with water if I like.

I'm also doing a book with Christopher Cheng. It's a non fiction book: true zoo escapes, and how the animals got recaptured. I'll be doing black and white illustrations for that. Chris used to work (as a teacher in the Education Centre) at Taronga Park Zoo, and drove the Zoomobile, so he's come to know lots of people who work in zoos. He phoned up his friends from zoos around the world. There are no names in the book, so noone will get into trouble.

#### **Books by David Legge:**

As author/illustrator:

- Bamboozled (Scholastic, 1996), SCIS 888484
- Rise & shine (Random Australia, 1997), SCIS 917536

As illustrator:

- Let's do a magic show by Jim Holt (Ellsyd, 1990), SCIS 648779
- Would you? by Nette Hilton. reprinted in Bedtime stories (Hodder Children's, 1997), SCIS 921140

David Legge's cover illustrations have included: Hair raisers (series) by Lee Striker/Margaret Clark; Nancy Drew (series) by Carolyn Keene; adult fiction by Jennifer Rowe; and over 50 other book and audiovisual titles.

# Collaboration in action at Pennant Hills High School: students review the CBC shortlisted books



hen approached to write this article for Scan, I was asked if I had a group of students who would like to be involved with reviewing some of the Children's Book Council (CBC) shortlisted books. One particular group I was working with was already writing reviews, so this seemed an ideal opportunity for these budding writers to be published. Their teacher, Owen Belling, was keen to be involved. It seemed like another project where the teacher-librarian and the class teacher could work together to improve learning (Information skills in the school, p. 15).

#### **Background for this project**

At the beginning of the school year, Owen approached me to work with a Year 7 class, for a double period each week, because he felt the extra support might help to develop these students as independent learners. Our Support for Learning Difficulties Integration Aide, Christine Lang, was also enlisted to work with particular students.

It was identified that this group should be developing as competent users of available technology. They needed to know how to select the most suitable source of information for specific questions. Owen stressed that it would be best if the activities we did together in the library were directly related to work he was doing in class. This, of course, is the ideal situation for effective collaboration. By focusing on student centred learning, we acted as knowledge navigators (Education 2010, 1996).

Our first project was a unit based around their set text, The great Gilly Hopkins by Katherine Paterson. This unit was written in collaboration, using Owen's expertise and knowledge of the book, which included issues such as: separation; divorce; and single parent families. I then wrote an "introduction to the library" program whereby students had to locate resources and complete a series of tasks. This involved using the OASIS enquiry terminal (including advanced search strategies); CD-ROMs (The Sydney Morning Herald and World bank); Guidelines; and the Internet. The six steps of the information process were emphasised and built into each activity.

Information skills and critical thinking skills are closely related. They are described by Bloom in Taxonomy of educational objectives. Critical thinking skills include a hierarchy of skills, such as: knowledge comprehension; application; analysis; synthesis and evaluation (Coil, 1996).

The final activity involved a presentation based on two articles, that the students had located, related to the issue they had chosen. This is a simplified version of what is required in the topic area for 2 Unit English in senior years. The students were able to critically discuss the issues of the novel, and support their discussion by citing specific articles. Each student had to present their synthesis to the class in oral and written form. All work was completed on an A3 pro forma that we supplied.

Encouraged by the success of this activity, another English teacher approached me to write a unit for the whole grade (again Year 7) which would again be based on critical thinking skills and include a literacy component. The topic chosen was Zoos. This was written, once again in collaboration, using the class teachers' expertise about required outcomes. Students were given a number of activities and this culminated in a visit to Taronga Park Zoo, where students were engaged in a number of writing activities. I was delighted to be included on this excursion to help with the learning experience.

As the year has progressed, these students are now seeking information in a variety of forms (Bruce, 1997). Their information skills, and ability to think critically, have improved noticeably; they have become successful users of information. Based on the work of Eisenberg and Berkowitz (1988), all assignments at Pennant Hills are curriculum mapped (see also Scan vol 16 no 1). This means that we can track learning styles, types of assignments and information skills. It allows us to identify the gaps in our cooperative planning and to vary the presentation of assignments to meet students' needs. It helps us plan for the next activity.

#### **Deconstructing texts**

Our next project with this particular Year 7 group was to do with deconstructing and reconstructing texts. Owen identified that this group needed skills on how to write book reviews. He emphasised that he did not just want them to "write the storyline". I offered to talk to the group about my experiences as a writer on the SCIS/Scan Internet reviewing team. In a fairly impromptu lesson, we discussed the implicit 'scaffolding' within book reviews from issues of Scan.

For example, breaking into small groups, we examined reviews for books (selected because the books were well known by the students) and looked for trends. When students commented that it was better not to begin a review with "This book is about...", we brainstormed (with butcher's paper on hand) to think of more inventive ways to introduce a review. They quickly noticed that most reviews try to "catch the reader's attention" in the first sentence.

Our task, therefore, was to write like professional writers. The students' experiences in deconstructing and reconstructing text helped them to improve their writing style. During deconstruction, the students realised that the Scan reviews discussed character and plot development (without giving away the ending of the story), and then mentioned suitability. Some students noticed that the reviewers often gave examples to support their case. An evaluative comment is included within the body of the review as well. All of this within 100 words per review.

Although reviews of limited word length are necessarily "spare of language", the thoughtful use of powerful adjectives and adverbs were seen to be important in a good review. (Highlighter pens and photocopies were useful tools for this activity.) If one examines the students' final products, which accompany this article, it is clear that they have been highly successful in this regard. The students were able to emulate professional reviewers by using terms of their own choosing, such as: "oversized

time! The resource

to students the

Lorraine Bruce,

reviews in **Scan** are ideal

reconstruction of text.

Schools works closely

Owen Belling is an

English teacher and

Owen's special interest

thinking and information

a teacher-librarian a<u>t both</u>

10

format"; "glossy quality of the paper"; "shared enjoyment"; "cartoon form"; "pictures are lively"; "delightful portrayal"; "ideal for reading aloud"; and "wider appeal". Such terms were used skillfully and appropriately. A bank of vocabulary was also drawn up. Obvious additions to this list were words such as: author; illustrator; character; and plot.

#### **Reconstructing texts**

Before they began working on reviews of the shortlisted books, the students practised with the novels they had chosen for a wide reading program. Lots of time was given to conversation in groups about the books. This Year 7 group was already quite skilled in oracy, articulating positives and negatives about books with confidence. When it came to writing, they tended to omit, at first, some of the excellent points they had made orally. Owen was very systematic about ensuring that his students remembered to include all of their ideas into written form. ("Remember when you said ...?"; "You've forgotten to include what you told us earlier...", etc.) Drafts were written and then rewritten.

The reviews in Scan were used as models once again when we compared the students' first attempts to the professional examples on the overhead projector. ("How does your review differ to this published one?"; "Have you used a strong opening sentence like this?", etc.) Owen asked the group if they would be interested in publishing their work in a professional journal. Immediately the students were enthusiastic. In terms of information skills and literacy, this group have come a long way in a short time: from being a class who were not confident users of information, to being published writers who are mastering electronic and print media and realise the need for both.

#### Conclusion

Information skills and information literacy must be embedded in a unit of work if students are to maximise the effectiveness of the learning experience. I feel it is important for teacher-librarians to be involved in the writing process of programmed assignments. At the initial stages we can make sure that information skills, technology and critical thinking skills are included, but team effort, of teacher-librarian and teacher, should continue throughout the unit. A program solely written and taught by the teacher-librarian lacks the expertise of the class teacher and his or her knowledge of the students' abilities and interests. When the class teacher is involved, not only do they enrich the learning experience but they have a shared ownership of the strategies involved. This sets a powerful model for collaborative learning.

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#### Reviews by Year 7 students, Pennant Hills High School

SCIS 900974

SCIS 903915

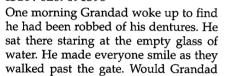
#### Picture books:

#### CLEMENT, Rod

Grandad's teeth.

Angus &

Robertson/HarperCollins, 1997 ISBN 0207191395



find his finest Swiss craftsman's dentures? This is an enjoyable picture book with an unexpected ending. The illustrations are in a cartoon form which complements the caricatures in the story. Grandad keeps lisping without his teeth and this makes it most amusing, and ideal for reading aloud to young children. This book will prove to be popular with both children and parents. A. M., E. D., J. C., Ê. Ĥ.

USER LEVEL: Stage 1 Stage 2

**AVAIL:** \$22.95

EVAL: Highly recommended

#### GRAHAM, Bob Queenie the bantam.

Walker, 1997

#### ISBN 0744555191

Queenie is a hen who longs to be part of a human family. When Caitlin's father saves her from the village pond, she makes her nest in Bruno's dog basket,

secretly returning from her chicken coop every morning to lay an egg for Caitlin's breakfast. This picture book is filled with lots of colour and little, detailed pictures. The oversized format makes it ideal for groups of children to enjoy and they will love discussing the changes all families face with the arrival of a new addition, whether it is a baby or a clutch of chickens. A. S., S. Y., M.D., L. B.

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

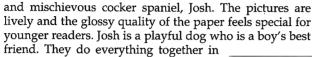
#### **AVAIL: \$21.95**

McLEAN, Janet & McLEAN, Andew Josh.

Allen & Unwin, 1997 (A little ark book)

ISBN 1864483628

A colourful, playful cover invites the little fingers and imaginative minds of children to discover more of the cute



disordered fun, whether it's getting up in the morning, making the bed, playing games together, going for walks or dragging the washing from the line. The story is as wild and exciting as the reader cares to make it. E. W., K. H. USER LEVEL: Stage 1 Stage 2

AVAIL: \$12.95

SCIS 909170

MORIMOTO, Junko The two bullies.

/ translated from an original Japanese story by Isao Morimoto. Random Australia, 1997 (A Mark Macleod book)

#### ISBN 0091832934

Ni-ou and Dokkoi are two muscle-stuffed strong men, one from China and one from Japan. Ni-ou, the strong man of Japan whom no one could beat.

hears that there is a strong man in China called Dokkoi and his pride demands a showdown. When he hears the stomping of Dokkoi's huge feet he has second thoughts! Young children will enjoy the exaggerated cartoons of Junko Morimoto's delightful retelling of this parable. Imagine their fun as



and act out this tale about conflict and cooperation. L. E., J. T., A. W.

AVAIL: \$22.95

The great escape from City Zoo.

Angus & Robertson/HarperCollins, 1997

#### ISBN 0207189544

Imagine: a flamingo boosting an elephant over a wall; a turtle running to join the other escapees; an anteater alertly keeping watch. This precedes a legendary great escape from the city zoo. After a night on the docks with their friend McRover the dog, an unusual collection of inmates sets out for the town cleverly disguised as humans. On the way they visit cinemas and art galleries, trying to blend in. The zoo keepers are hot on their tails (literally) wherever they go, and one by one they are recaptured... except for

#### Teaching/Learning

one. Who was this allusive hero giving hope to penned inmates (pennedin mates)? The black and white pictures capture the sense of memory in this legend. The cartoons are funny and the detail invites examination and shared enjoyment. L. B., M. C., S. C., A. R.



USER LEVEL: Stage 2 Stage 3 **AVAIL:** \$22.95

SCIS 903562

WHATLEY, Bruce & SMITH, Rosie Detective Donut and the wild goose chase.

HarperCollins 1997 ISBN 0732258170

Detective Donut is approached by Goose, disguised as the professor's assistant. Goose is trying to get hold of a rare statue which the professor has posted to Detective Donut for safe keeping. Detective Donut thinks the parcel is a birthday present of socks from his



mother and can't understand why it keeps disappearing. This is a very clear book, with detailed pictures which are easy for children to understand. The printing is large and easy to read and the paper is strong and glossy, which children will enjoy touching. It is a very good mystery book with funny pictures to match the stories. Children will like this book. R. B., J. H., D. P.

USER LEVEL: Stage 2 Stage 3

SCIS 900263

#### **Books for younger readers**

KLEIN, Robin The listmaker.

AVAIL: \$22.95

Viking/Penguin, 1997

ISBN 0670871753

Sarah has two habits she can't break: making lists and being over organised. Her aunts have moved to Avian Cottage, a bird lover's paradise, overgrown with weeds. Next door is an optimistic, annoying girl called Corrie, who tries to bring the good out in Sarah. Piriel Starr, her soon-to-be stepmother, is an excellent, popular real estate agent with a reputation she will not want destroyed. This book is light on adventure but the fractured and fraternal relationships in families and the delightful portrayal of the aunts give it realism and appeal. K. D., C. D.

USER LEVEL: Stage 3 Stage 4 Stage 5

SCIS 909037

#### **Books for older readers:**

BAILLIE, Allan The last shot.

AVAIL: Paper \$14.95

Omnibus, 1997 (Omnibus shorts)

#### ISBN 1862913161

Steve Holloway is an excellent basketball player and now it is his chance to show the locals what he can do in this small town final. But it is Mike Rennes who takes the floor while his father watches from high up in the stadium, well away from television cameras and newspaper journalists.



SCAN Vol 17 No 3 Augus

RIDDLE, Tohby



SCIS 900922

they mimic the grunts and groans of the would-be heroes

USER LEVEL: Stage 2 Stage 3

What is the mystery behind this multiple identity? Why has Jude given up the piano, Mum left real estate and Dad become a used car salesman? And why does Steve/Mike apparently deliberately miss the winning shot in front of whirring cameras? This enjoyable, fast paced, short story shows what happens to children caught up in a crazy, mixed up, adult world. T. D.

**USER LEVEL:** Stage 4 Stage 5 AVAIL: Paper \$8.95

SCIS 896876

JINKS, Catherine Eye to eye. Penguin, 1997

ISBN: 0140384448

When Jansi stumbles away from his home town, he discovers a ship wrecked for many years. Its name is RS4T-PIM, or PIM for short. All PIM wants is for Jansi to do a simple thing that will enable him to fly again but Jansi does not know that and is scared. Little by little, Jansi understands and helps PIM, especially when he faces destruction. This is a great story that catches the interest of science fiction lovers within the first few chapters. Despite the made up language, readers will enjoy the theme of taking a chance with a friendship that might not last. E. C.

**USER LEVEL:** Stage 4 Stage 5

AVAIL: Paper \$11.95

SCIS 906721

Metzenthen, David Gilbert's ghost train.

Scholastic, 1997

ISBN 1863888527

Time travellers shouldn't miss this book in which Martin recalls Dally's last year before dying of leukemia. It is a moving and sensitive story about grief and letting go, but it is also filled with Gilbert's stories about heroes from 1917. David Metzenthen's understanding of Martin's feelings is powerful, and provides an important catalyst for children to talk about losing someone they love. The mystery surrounding Gil is intriguing and gives the book wider appeal. Was it his name on the cenotaph in Killora? The short chapters encourage even reluctant readers to find out. P. N.

**USER LEVEL:** Stage 3 Stage 4 Stage 5 AVAIL: Paper \$12.95

SCIS 909042

WINTON, Tim Lockie Leonard, legend.

Pan Macmillan, 1997

ISBN 0330360027

Lockie is having the worst holiday of his life. During the past year he has started high school, been dumped by his girlfriend and endured his mother's mid-life crisis. When the combination of a demanding job and the responsibilities of raising three children takes its toll on the Sarge, Lockie is left with the role of 'man of the house'. Life becomes chaotic and Phillip is just as difficult and embarrassing as he proved to be in Lockie Leonard, human torpedo and Scumbuster. Like Winton's other teenage hits, Legend is funny and subtle. It is a 'shambolic' beach story that keeps the fun in reading for all teenagers. M. B., E. C.

**USER LEVEL:** Stage 4 Stage 5 AVAIL: Paper \$9.95

SCIS 902164

# Levelling texts: implications for teacher-librarians

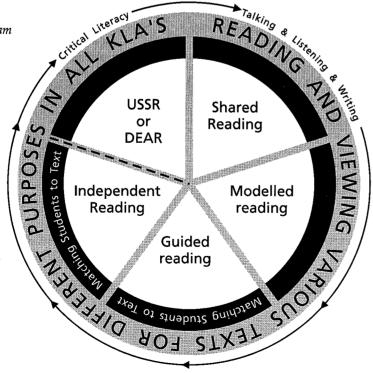
**Penny Hutton** and **Michelle O'Dowd** are from the English Unit of Curriculum Support Directorate. In this follow up to their article on text types in **Scan** vol 17 no 1, Penny and Michelle describe the concepts and current practices of a balanced reading program and the levelling of texts. Teacher-librarians have a significant role in supporting the State Literacy Strategy.

he expression 'levelling texts' has been gaining greater currency in recent years, particularly in Kindergarten to Year 3 classrooms. It means grading books so that students can be matched to texts that are neither too hard nor too easy for them to read.

If a student can read a book, and get nineteen or more words in every twenty words correct, then the book is said to be at the student's 'independent' level. These books are often sorted into book boxes, from easier to more difficult levels. These boxes often contain 'readers' (or books written solely to teach students how to read), but should also contain a balance of literary and factual texts.

*Independent reading* is a critical aspect of a balanced reading program. Independent reading refers to opportunities for students to read texts which they have selected for themselves, because they are of interest or because they have already demonstrated that they can read them. A balance reading program also includes: shared reading; modelled reading; guided reading; and "uninterrupted, sustained, silent reading" (USSR), which is also known as "drop everything and read" (DEAR).

Diagram 1: A balanced reading program



*Shared reading* refers to the occasions when a teacher is reading to students. The texts selected for shared reading often include those which may be too difficult for students to read independently. High quality, literary texts should provide enjoyment and exemplary models of lan-

#### Teaching/Learning

guage. These texts may also deal with concepts that students understand and can discuss but can't yet read about. In the case of factual texts, they should contain information and concepts which students require to be successful in the key learning areas.

*Modelled reading* refers to those times when a teacher is reading a text to students in order to make explicit particular reading strategies and skills.

Guided reading refers to the times when students are reading a text with support from a more expert adult or peer. The texts for this type of reading have been selected specifically because they contain particular language structures and features, which students need to know and understand, in order to meet syllabus outcomes in each of the key learning areas. Ideally, students should be involved in choosing appropriate texts from books at their 'instructional' reading level or above. An instructional reading level is when a student is able to read at least eighteen in every twenty words correctly. These texts should contain particular aspects of reading knowledge and skills which the classroom teacher has determined a student, or group of students, needs to learn next. It should be kept in mind that when students are matched to text for a guided reading session, this is only one small part of the total reading program and probably would represent no more than twenty minutes out of a school day.

**USSR or DEAR programs** are a valuable component of independent reading. It provides opportunities for students to further practise their reading. It is important that these times are purposeful and that students are engaged in reading real texts, which they have selected because they are interesting, engaging and appropriate.

Whilst these components of reading instruction will be most evident in primary classes, they also should be included in secondary classes as students work with texts in order to learn in a range of subject areas.

In K-3 classrooms, levelling texts and matching students to these texts can be a fairly simple process because books written for this age group tend to be about their immediate concrete world and experiences. However, levelling texts beyond this point becomes very complex. Many other factors come into play apart from the students' ability to read a text at above a 90% accuracy rate.

#### Factors affecting the difficulty of a text

Having selected texts for students to read, it is very important to analyse the texts in terms of the language demands they place on the reader. This will influence the skills and knowledge the students need to develop in order to read the text successfully. Teachers will need to know:

#### • The purpose of the text and its text type:

Whether or nor students are familiar with the type and form of the text will influence how easy or difficult it may be for particular students. In many cases a text may have a mixture of purposes. For example, media texts often are written both to entertain and provide information. Students need to be able to discern the varying purposes of these kinds of texts.

#### • The sociocultural context of the text:

All texts are influenced by the beliefs and values of the writer. Readers who do not come from the same cultural or social group as the writer may be excluded from fully understanding the meanings. For example, a novel such as *Babe* (also known as *The sheep-pig*) by Dick King-Smith, which is based on the premise that pigs can be regarded as cute, clever and very desirable pets, will be an easy text for readers who hold these same views. However, it will make no sense at all, and therefore be found difficult, by students who hold very different views about pigs. Texts may contain biases and stereotypes which may seem natural, but which need to be made explicit and, if necessary, challenged.

#### • The resource architecture of the text:

This refers to the organisational features of the texts which support the reader, such as: index pages; cover blurbs; and menus. Students' prior knowledge of how books, technology and media texts are organised will also influence the difficulty of the text.

#### • How the text is structured:

Prior knowledge of the structure of the text will contribute to its difficulty. For example whether an argument is built up through the stages of 'thesis', followed by sequenced arguments, followed by a reinforcement of the thesis.

#### • How information is organised in the text:

Is the information organised chronologically or following a taxonomy or is it sequenced by cause and effect?

Is the information foreshadowed by the use of text, section and paragraph previews?

Is the field of the text built up through the content words (especially through the use of technical or specialised terms)? How familiar are students with the language used in the text?

### • How is the relationship between the reader and the writer established?

The word choices of an author may be made to position readers to take up certain viewpoints. For example, the choice of the word 'caresses' in the following description of a harbour, positions the reader to take a very positive view:

"The ocean caresses the shores in sheltered coves."

In this next example, students would need to see how the combination of language choices has been used to construct the position of the writer *and* the position the writer wishes the reader to take:

"Hitler spread death as no person has done in modern history."

• How the ideas are linked within and between sentences:

This may be achieved through the use of conjunctions, such as "therefore" and "meanwhile", and through the theme patterns built up. For example, in many reports, words referring to the topic or sub-topic are generally found towards the beginning of a sentence. In an explanation, information is usually organised with *given* or *known* information at the beginning of sentences, and *new* information following at the end of sentences. This new information is then restated, often in different terms, at the

beginning of the next sentence as the known, and the next piece of new information is added.

#### The roles of the reader

Another aspect of a text which needs to be explored is the potential it gives for students to adopt different reader roles. Effective readers interact with texts on different levels: as code breaker, text participant, text user and text analyst.

The chosen text may give students opportunities to develop one or more roles. For example, many texts which students need to read in upper primary and secondary school contain a great many words ending with "-tion", or "-ment", or "-ity". Students will find these words easier to decode if they know they are *things* (nouns) which have been changed from *actions* (verbs). This will provide a basis for them to operate as text participants in extracting the particular meanings of these words. The challenge which each of these roles presents to students will be

affected by all of the factors which have been described above.

As students move from Stage 3 to Stages 4 and 5, the texts which they will be required to read will become more technical and abstract. Students will most often be reading to accomplish tasks. Students need to be supported to move from their everyday and commonsense language and understandings, which they use to describe their world, to the more accurate and subject specific language required for creating and interpreting texts in all subject areas.

#### Levelling texts in the library?

Teacher-librarians may face the following senario based on concerns about levelling texts:

"We have finished matching all our students to texts in our classrooms. The book room has been levelled. When can we start on the library?"

#### Table 1

CLARIFYIN	G	ΤН	E	ТА	S K	
Subject	Term			Year		
What is the task?						
The type of task determines what the end product						_
will look or sound like. <i>Define</i> the task.						
Does the task require your students to:	-					
• make something						
• perform in some way						
• speak						
• write						
<ul> <li>a combination of above?</li> </ul>						
• <i>locate</i> information						
• <i>select</i> information						
• organise information						
Who is the audience for the task?						—
• teacher						
• peers						
another class						
<ul> <li>members of the community, etc.</li> </ul>						
What is the purpose of the task?						_
The purpose of the task will determine which text						
type or text type combinations your students will						
produce.						
What form should the response take?						-
Some commonly recognised forms include: inter-						
views, recipes, ballads, models, advertisements,						
debates, editorials, playscripts, fairy tales, lectures						
and mimes.						
How should the response be <i>presented</i> ?						
• on tape						
• in a book						
• on cardboard						
• word processed, etc.						
When is it due?						
How will the task be <i>evaluated</i> ?						

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Apart from the very practical considerations such as the time, expense and disruption which this would entail, there are some very sound educational reasons why this won't work.

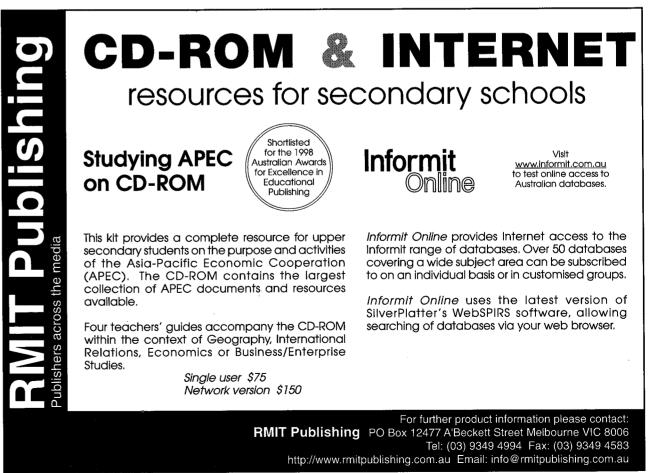
Disscusion of the issue with teachers is needed to clarify their reasons for wanting to "level the library":

#### 1. What role can the library play in the school's literacy and information technology policy?

Whilst literacy skills, knowledge and understanding can be the determining factor of each student's ability to efficiently and effectively use the resources offered by the school library to complete tasks set by teachers, its role goes well beyond this.

As an information technology centre, its role is to provide a range of resources to meet as many demands of the school curriculum as possible and as many differing needs of the students as practicable. The demands of these dual roles are rarely an even match. The curriculum demands are equally as varied as the needs of the students. Similarly, texts can be used for a range of purposes and situations and cannot simply be categorised as being suitable for only one category of students, (however that may have been determined).

For example, a picture book such as Anthony Browne's Willy the wimp might, in one context, be a great narrative to share with a Stage 1 class, and in another could form a useful stimulus text for discussing bullying with a Stage 4



Personal Development/Health/Physical Education (PDHPE) class.

Additionally, students' reading achievements will not be the same across all types of texts. A student may have difficulty reading a novel which others in his or her class consider easy, but may have no difficulty in comprehending a complex factual text about photography or primates. Motivation, interest and prior experiences are all important factors in determining the difficulty of a text for a particular student.

#### 2. What role does the library play in supporting teachers to organise appropriate resources and learning experiences for their students?

As a part of a whole school plan for both literacy and learning technology, the teacher-librarian has a vital role to play in providing advice about the resources which are currently available, those which need to be acquired, and structuring relevant learning experiences. To do this most effectively, teachers need to be assisted to clarify exactly what it is they want their students to do, and how they want the task to be presented. If teachers are clear about the purpose and the presentation, it will greatly assist the students in performing the task.

The pro forma (Table 1) will assist teachers to clarify the tasks that they give students. The teacher-librarian expertise with information skills will contribute to the success of this process.  $\blacksquare$ 

# Building quality learning and teaching into the next century

**Tom Campbell** is Principal of the Saturday School of Community Languages. Prior to his appointment in 1996, Tom spent two years in the then Quality Assurance Directorate where he participated in 40 primary and secondary school reviews. This experience enabled him to significantly develop his understandings of 'best practice' in learning and teaching. As a result, he believes the **Quality assurance school review** framework documents and the **Discussion paper on schools as learning communities**, are significant, and of long term value to teachers, in helping them develop their own understandings of what constitutes current best practice.





he teacher-librarian's role is underpinned by the statements listed in this article. Teacher-librarians in schools are well placed to understand and articulate to their colleagues what the issues mean in terms of the learning and teaching priorities in a school. The statements, distilled from the two documents mentioned above, represent a summary of the best culture and practice for a school and, as such, are issues around which the teacher-librarian can critically reflect about their teaching as an individual, and their work as a member of the school as a learning community. The statements focus on continuous improvement in the quality of student learning and articulate a continuously changing culture in schools. The aim is to encourage discussion about the current systemic culture in relation to quality learning and teaching. The statements have generic application in all effective classrooms K-12, irrespective of subject or lesson content.

#### Using the statements

In a practical way, the statements could be used when planning units of work with the classroom teacher. Together, the teacher-librarian and teacher could choose four or five points to focus on in the unit of work. The question then becomes, "Will our unit planning allow our students to achieve/experience the principles we have chosen?"

For example, will the range of resources for a unit allow students to work independently and be self directed? Will the range of resources allow students to make mistakes and explore and reflect on their learning? Will the unit of work allow the teacher-librarian and the teacher to work collaboratively and build trust and critical reflection?

#### Schools as learning communities:

A long-term Department of Education and Training agenda for changing the culture of schools.

All people can learn; high value on diversity; learning how to learn; quality of everyone's learning.

#### Teaching/Learning

Principal as leading learner; teachers as learners and leaders; students as self-directed and committed learners; parents as learning partners.

Continuous learning: individual; team; organisation.

**W** Focus on students and their learning as the core business of all schools.

Trust; collegiality; collaboration; participative decision making; risk taking; experimentation; critical reflection.

Time and space for dialogue and discussion; building shared understandings of best practice.

Sense of belonging; connectedness; empowerment; shared responsibility.

#### Secondary education to Year 12 for all in the 1990s: implications for teaching practice:

The new emerging student-centred pedagogy, a new pattern of classroom practice K-12.

Teachers are facilitators of learning, not the sole source or transmitters of knowledge.

Students are active constructors of meaning, managing much of their own learning.

Students 'learn how learn' to are encouraged to understand, and apply the ways they learn best.

Students are given individually appropriate time to achieve the intended learning outcomes.

Processes and practices enable success in learning for all students.

Students take maximum responsibility for their own learning.

The revolution in information technology is powerfully driving the imperative of continuous improvement in the quality of student learning.

#### How do students learn best?

How can we describe 'best practice' in learning and teaching as we understand it in 1998?

#### Learning:

Students have high expectations of themselves as learners.

Teachers have high expectations of students and are committed to maximising student potential through their practice.

Students are supported in learning and are encouraged to take risks and make mistakes as self-directed learners.

Students take responsibility for, and are actively involved, in their own learning.

Students work independently and co-operatively with each other in a range of learning activities.

Appreciation and respect for the needs and rights of others underpin all learning: quality learning is based on

18

quality relationships between students and between students and teacher.

Students participate in a range of peer and self assessment activities.

• All students have the opportunity to demonstrate success in learning.

#### Teaching:

Teaching practice is based on continuous critical reflection about how to improve student learning.

Teachers are committed to working together in building shared understandings of, and implementing best practice, in classrooms.

Teaching practices cater for a variety of learning styles and the preferred learning styles of individual students.

Students see present and future relevance in everything they learn.

Teaching is a learning partnership between teachers and their students.

Students understand how their progress will be assessed and reported.

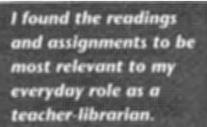
Assessment and reporting processes enable students to make judgments about how to improve their learning and reach their potential.

■ Demonstrated student learning outcomes form the basis of further refinement and development of teaching programs and practice.



# Upgrade your qualifications: taking up the challenge of post graduate study





In this article, Jenny Scheffers encourages other teacherlibrarians to upgrade their professional qualifications. For Jenny, now in her first year as teacher-librarian at Merrylands East Public School, post graduate study opened many doorways, and assisted the implementation of some very practical changes to two schools' teaching and learning programs. Scan congratulates Jenny on her recent graduation with distinction from a Master of Education (Teacher Librarianship) course.

espite numerous obstacles, I summoned up the courage in 1995 and commenced post graduate study in teacher-librarianship through Charles Sturt University. Contemplating enrolling in a post graduate course is daunting enough, but it is especially so if:

· you haven't studied for fifteen years

- you have three young children under the age of ten
- you have regular supply casual teaching responsibilities, and
- your husband has an incurable disease (lupus) which requires regular medical and hospital treatment.

However, resolutely, I commenced the Graduate Diploma (Teacher Librarianship) course, which is available to three-year trained teachers. In 1996, the Master of Education (Teacher Librarianship) course, which is offered only to four-year trained teachers, was introduced and I converted to it. The courses are conducted via distance education and generally take two years, part time, to complete. Each course involves eight course-based subjects and two

practical subjects.

Although I originally doubted my ability to study successfully at such a high level, I also felt a very strong inner determination and the need to develop myself professionally. I had been working as an untrained casual teacher-librarian (one day per week), and as a casual classroom teacher for several years, since resigning to raise my family. I was now seeking greater job satisfaction and security. The course would not only provide me with the skills and knowledge to manage a resource centre effectively, but would assist me in obtaining a permanent appointment.

At the start of 1996, I successfully applied for a sponsorship with the then Department of School Education. Marayong Heights Public School had offered me a supply casual position as teacher-librarian; the principal considered me suitable because she was aware that I was completing teacher-librarian studies. I was employed in this position for two years (1996-97).

#### Do the benefits outweigh the difficulties?

Naturally, there are some hurdles associated with upgrading one's qualifications, including:

#### Teaching/Learning

- a constant and demanding course workload, including extensive readings and two or three assignments per subject
- · having to establish new study routines and become familiar with university procedures and lecturers' expectations
- the changing priorities with respect to family, work and study commitments
- having to place your family and social life on hold. (I soon became accustomed to late nights, less family time and a messy house!)

However, I firmly believed, and still do, that the considerable long-term, personal and professional benefits of study far outweigh these short-term difficulties. My outlook and experience has been greatly enriched. For example, during the course, all of the latest teacher-librarian issues were addressed. Areas covered included: collaborative planning, programming and teaching (CPPT); information technology; library management; and collection development.

I found the readings and assignments to be most relevant to my everyday role as a teacher-librarian. Whilst completing my study, I was able to put into practice at Marayong Heights many of the skills and knowledge I was acquiring through my assignments, particularly the introduction of CPPT strategies, and the development of the school's selection and circulation policies.

From my personal experience, principals, executive staff and other colleagues seem to regard you more highly if they know you are undertaking, or have completed, your professional training. They are also more inclined to support any changes you wish to introduce.

The optional residential schools offered by Charles Sturt University provided valuable opportunities to meet fellow students and lecturers. My computer skills also improved dramatically as a direct outcome of word processing my many assignments. With the culmination of each subject, the sense of self achievement became greater; the 'light at the end of the tunnel' became brighter.

My husband's untimely health problems certainly added significant

strain to my study. However, the course served as a valuable distraction from our turmoils. Somehow I managed to organise my study time around hospital visits and other family and work commitments.

### Putting study into practice

Darelyn Dawson stated in Scan vol 1 no 3 (1997, p 15) that it was a challenging prospect to establish one's reputation as an effective teacherlibrarian in a new environment. Certainly, my post graduate training has empowered me with the latest skills, knowledge, vision and confidence, enabling me to work as an effective change agent at both Marayong Heights and my new school, Merrylands East Public School. Both libraries have been involved in (almost identical) transformations; they are now vital and dynamic centres of teaching and learning, where students are developing skills for life-long learning.

I shall briefly outline the way in which Merrylands East's library program has changed since the start of this year:

Currently, about thirty percent of my teaching time is allocated to release from face-to-face (RFF) teaching duties and the remaining sessions are flexibly timetabled. The principal was very supportive of my plans to introduce modifications to the library program and, in Term One, I successfully trialed an author study of Nadia Wheatley with an enthusiastic classroom teacher. This was the first time that this classroom teacher had worked collaboratively with a teacher-librarian.

- At our planning meetings:
- were discussed · responsibilities of both the class
  - room teacher and the teacherlibrarian were allocated
  - unit were designed
  - resources were examined
- and flexible timetabling were shared.

This was a fully integrated unit. A literature study of Nadia's work was to

• teaching and learning activities

• student and staff evaluations of the

 the implications of CPPT, resourcebased learning, information skills

be conducted in class, and a biographical study of the author was carried out during library sessions. The class had a regular, team taught session in the library every week. for a period of six weeks. I also continued the unit during the weekly RFF lessons.

In pairs, students developed their information skills by selecting, recording and organising biographical data about Nadia, and then presented oral and written factual reports. The sharing sessions, which were held at the end of each lesson, provided valuable opportunities for both students and staff to openly express their feelings about the unit. At the conclusion of the unit, staff

Principals, executive staff and other colleagues seem to regard you more highly if they know you are undertaking... professional training.

and students completed written unit evaluation sheets. These were collated and presented to the class for further discussion.

As recommended by Schmidt (1990, p 20), our successful results were presented jointly at a staff meeting. I outlined the overall value of CPPT and information skills, and the classroom teacher explained the planning process we had undertaken, the unit itself and the evaluations. Students' working drafts and word processed reports were also on display.

#### **Building on success**

Several other teachers, including support staff, were now interested in working collaboratively with me as a direct outcome of this staff inservice. In Term Two, we commenced work on four CPPT units, involved seven classroom teachers, an RFF teacher, two English as a Second Language (ESL) teachers and one student teacher!



Students working in pairs in the library at Merrylands East Public School

#### These units were:

- Early Stage 1: The farm (six classes)
- Stage 2: An author study of Babette Cole (two classes) and an Outer space unit (one class)
- Later Stage 2: Mini-beasts (two classes).

Eleven classes, out of a total of fourteen, were now trialing CPPT units and the flexible library sessions were fully booked out. The school's resource centre was never busier. Staff and student perceived notions of the role of the teacher-librarian have changed. I know I am valued by my colleagues as an equal and valuable teaching partner. Clearly, one successful example of collaboration had become the catalyst for gaining widespread support.

Margaret Eden once said, in Scan vol 7 no 2 (1988, p 13), "By influencing a few, you will be reaching many" and it is still true.

Hopefully, in the near future, the demand for collaborative planning and team teaching will provide the impetus to further expand the flexible component of the library's timetable.

"I am only one, but I am one, and what I do makes a difference" (Gordon, 1998). Teacher-librarians considering meeting the challenge to upgrade their qualifications have my strongest encouragement. I have proven to myself, and others, that it is possible to successfully complete such training, even under extreme pressures. The benefits of study are not only personal; they flow directly onto the whole school community.

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# Teaching Stage Two and Three information skills



process, not just 'what to do'.

### **SAMPLE UNITS**

#### Stage 2 (appropriate for Year 3)

Read a folk tale about animals. Explain what happened in the story by talking about it as if you were one of the characters.

> Preparation involved selecting several folk tales from Dewey 398.24. Since our library at Rooty Hill Primary had only a few resources in this area, with several short stories in each, we found a few folk tales of different lengths and reading ability levels (to suit the abilities in the class), and provided multiple copies. We also had audio cassettes and a cassette player on hand. The topic lasted for several library lessons, and was done with the class split into three groups, taking turns using OASIS enquiry terminals, texts and the cassette player.

Steps the children followed are listed below:





*In this follow-up article to* Teaching Stage One information skills, which appeared in Scan vol 17 no 1, teacher-librarian Ian Sanders provides more practical ideas on incorporating information skills into teaching and learning, this time to students in Years 3-6. Jan teaches at Rooty Hill Primary School.

icture a primary aged student standing at the door of the school library with a question in his or her head. Probably, he or she will have an assignment sheet in his or her hand as well. One important goal for the teacher-librarian is to provide opportunities to give that child the skills to be able to solve this information need by himself; that child needs to become an independent learner.

In the primary school, almost everything children are exposed to is designed to encourage them to do more and more by themselves, as they progress through stages. Teacher-librarians and classroom teachers do this (ideally in collaboration) by setting into place a variety of scaffolds to support the student as he or she moves toward independence. Information skills, as described in Information skills in the school, are essential foundations of this scaffolding. The information skills process assists people "to satisfy their changing information needs, pursue independent lifelong learning and contribute to the development of an informed society" (p.1).

Teaching a skill within the framework of a topic, rather than in isolation, helps students to understand the context of the whole question they came to answer. The following examples of teaching and learning activities were designed to provide children with opportunities to achieve success. Information skills in the broad areas of defining, locating, selecting, organising, presenting and assessing are embedded within the tasks, helping students perceive the 'when' and 'where' of using the

SCAN Vol

#### Teaching/Learning

#### Define

- Read the topic.
- As a group, with the teacher, discuss what constitutes folklore and fairy tales.
- Look up both terms in the dictionary to supplement the discussion.
- Copy the topic down.
- Re-word the topic orally for the teacher to write in point form on the blackboard, then copy this interpretation down. eg "This means I:
  - read a story
  - pretend to be one of the characters
  - talk about what happened as if I were there."

#### Locating

- Use enquiry terminals to find shelf locations.
- View the number of books on the shelf, before receiving a photocopy to read.
- Read with a partner.

#### Selecting

- Decide which character each partner will be (must be a different one for each member of the group).
- · Discuss with the teacher various ways to note down ideas (leading up to the teacher telling students that they will be making a radio program, during which a character will be interviewed by a journalist).
- Each student will have a chance to play both roles: journalist and interviewee.
- Since interviewers ask questions, each group composes some questions to ask, along the lines of:
  - Who are you?
  - Where were you today?

### Stage 2 (appropriate for Year 4)

Investigate several animals, gathering similar information about each, then use this information to construct crossword puzzles or 'word find' puzzles.

> At Rooty Hill, we are lucky enough to have sufficient computers in the library to let one third of a class at a time use CD-ROMs. We also have access to a television and videocassette recorder. Preparation involved: selecting a number of pieces of software that gave factual information about animals big and small; and choosing two video programs about animals. Blank puzzle grids were also prepared in advance.

#### Defining

- Read the topic, and copy it down.
- Think about what is involved, and contribute your ideas in a discussion (which leads to the conclusion that the only way to gather similar information is to ask the same questions).
- Help your group to compile a list of about 10-15 questions, covering as much about an animal's appearance, behaviour and habitat as you can. Share this with the class.

- What happened?

Organising

Students'will:

group.

cards.

Presenting

Assessing

level and tone).

ing to his/her answers.

showing your feelings).

- How do you feel about that?

• Write down the questions composed by the

• Imagine themselves as the character. Think

· Practise saying the answers with feeling.

• Write down main points to the questions on cue

• When it's your turn to be a journalist, interview

• When it's your turn to be interviewed listen to

each question, then give your answer in charac-

ter (by changing your voice, if necessary, and by

• As a class, emulate television's Meet the press (eg

Meet the public?; Meet the pupils?; or whatever

name is chosen), by listening to all the inter-

• Think about, and maybe discuss, whether char-

· Comment on which voices were most entertain-

ing/compelling (because a radio program has

• Explain what you did and didn't like about the

topic itself, by reviewing aspects of the unit.

no visuals, and therefore relies on interest, voice

acters' answers fitted the questions asked

views played back (or selections).

your partner by asking each question and listen-

about "What happened to you?"

· Work out that for each question a keyword can be substituted, which becomes a searchable term (eg What does the animal eat? The keyword is "food").

#### Teaching/Learning

#### Locating

- List possible sources of information, and state in what ways you think the information offered you will be different.
- Accept the challenge to gather information on creatures you have never heard of before; and to study a mixture of animals both large and small; from water, air and land. At this point, the teacher explains that part of the task is to gather information from a video during whole class viewing, then for each group to rotate through use of: CD-ROMs; encyclopedias; and non fiction books.

Teaching a skill within the framework of a topic, rather than in isolation, helps students to understand the context of the whole question they came to answer.

> · The teacher then takes the students' questions and keywords and makes a stencil master, customised to that class (eg 4V's animal survey), with several columns for filling in, one column for each animal. This pro forma is ready to use at the next library visit.

#### Selecting

- · Listen and watch for answers on video recordings, and in CD-ROM film clips and audio.
- · Look for keywords in text and captions to target possible answers.
- Fill in the correct boxes on the pro forma.
- Record bibliographic details for each resource used.

Note: As students complete this step, the teacher explains that each puzzle will comprise two facing pages, one of questions or sentences, and the other of the full page 'word find' puzzle in which the answers are hidden. Puzzles will be bound into a book (to be accessioned into the library). Later, children who wish to fill in a puzzle as a lunchtime activity can pay for a photocopy, but authors get a photocopy of any puzzle in the book free-of-charge.

#### Stage 3 (appropriate for Year 5)

Design a game which requires players to answer general knowledge guestions during play. Construct the game and play it.

> Purposes of this topic were to: increase students' general knowledge; give practice writing information in their own words (general knowledge sentences); and encourage analysis of familiar objects (ie board games) in a new way.

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#### Organising



- Decide whether your puzzle will be about a common characteristic (eg 'food' or 'habitat'), or whether it will tell as much as it can about one animal (eg white wolf or sulphur-crested cockatoo).
- If you have decided on a characteristic, gather information from everyone else in the class (as each student is an 'expert' on at least one animal)
- · Decide whether you will make a crossword puzzle or a 'word find', having participated in an explanation of the differences between the two puzzle types, and the steps involved in making each.
- Prepare a rough copy, then edit it.

#### Presenting

- Using your neatest handwriting, prepare your final copy.
- Design an appropriate heading and illustration.
- Submit your bibliography for inclusion on the Acknowledgments page of the book.

#### Assessing

- Evaluate your own work, and others', silently, by considering neatness, design, clarity, etc.
- Discuss in general terms (without pointing fingers) the frustration of working on a puzzle you can't decipher properly.
- Set goals to improve legibility and presentation in future work. Write yourself a "Next time I will..." list.
- Contribute your opinion about the topic itself.
- State in which ways resources differed: information offered; ease of use; value of using a variety of sources.

#### Extension

Investigate computer-generated crosswords and word search puzzle programs, for possible followup activities (eg gifted and talented, early finishers, etc).

#### Teaching/Learning

#### Defining

- Read the topic and write it down.
- List, in pairs, each task required by the topic, then break down each of these into specific steps, until you end up with a list. Discuss list with the teacher (eg board design, equipment, rules, scoring, testing of prototype, etc.).
- · Listen as the teacher goes through requirements in detail with the group; add any things you missed.
- Brainstorm resources they might not otherwise use.

#### Locating and Selecting

- Using your own list, ticking it as you go, locate and gather the information needed about games by playing a number of them and recording information for each. (Groups rotate to access a range of board games and computer games).
- Compose a sentence containing three pieces of information about one thing. Use this to write a general knowledge question and answer (Dewey 030). Repeat as necessary.

#### Organising

- · Do detailed planning, including: designing game board in pencil; illustrating it; writing rules; and preparing question cards.
- Try out the game, and make any corrections.

#### Presenting

- Make your final copy of your game.
- Play it with a small group.

#### Assessing

- Is layout easy to follow? Neat and eye-catching? Interesting?
- Are the rules clear and fair?
- Are the questions an integral part of the play, or just tacked on?
- What did you think of the sources of general knowledge? What did you think of having to prepare the questions?
- · Explain the steps you followed. How confident are you of repeating the process without help?

### Stage 3 (appropriate for Year 6)

You are about to get a visit from your cousins from Western Australia. Plan a trip to the city to show them a tourist spot in Darling Harbour. Also, select a suitable gift for them. Record your plans in a diary.

> Students are given opportunities to practise 'life skills', including use of: telephone directories; street directories; train timetables; map symbols; and distance scales. Each child also make a (supervised) telephone call. (Rooty Hill Primary School is in Sydney, so our topic was set there.) Teacher preparation involves checking the street directory to pre-select a number of suitable suburbs, then providing 'lucky dip' slips. Pamphlets (or photocopies) of the Sydney rail network and the Darling Harbour area are required for each student. There are obvious links to: mathematics; and human society and its environment (HSIE)

#### Defining

- Brainstorm the nature of 'life skills'; discuss purpose, conventions and layout of directories (including index, 'bird's eye view', symbols, 'see also' references) and timetables, etc.
- Diary entries are like thinking aloud or talking to a friend. As you carry out each part of this work, write yourself some diary entries explaining what you did, how it went, and perhaps how you felt about it as you became more prepared for your cousins to arrive.
- Brainstorm keywords for gift possibilities (eg 'toy', 'souvenir', 'clothing', 'voucher').

#### Locating and Selecting

· 'Lucky dip' selects a suburb; students find suburb using contents page of directory.

- Choose a street address, noting grid reference. Find it on the map, then double check using index.
- Write out your fictitious address (perhaps on the back of an envelope to send to cousins?).
- Determine the closest train station (eg a particular street in Earlwood might be closest to Kingsgrove Station). Select an appropriate train journey from the timetable and estimate travelling time to Town Hall Station.
- Choose a tourist attraction to visit in Darling Harbour (eg Tumbalong Park, Chinese Gardens, SegaWorld, Sydney Aquarium, etc).

#### Organising

• On a photocopy, highlight your route to a railway station and work out the distance/time

#### Teaching/Learning

needed to walk, noting any dangers (eg bi roads to cross).

- · Highlight the route and estimate the dista Darling Harbour from Town Hall Station.
- · Plan the exact telephone conversation to c prices of gift items.

#### Presenting

- Make your telephone call (supervised; or role play) and write answers down in you diary.
- · Report to the class, either by reading diar entries aloud, or swapping diaries.

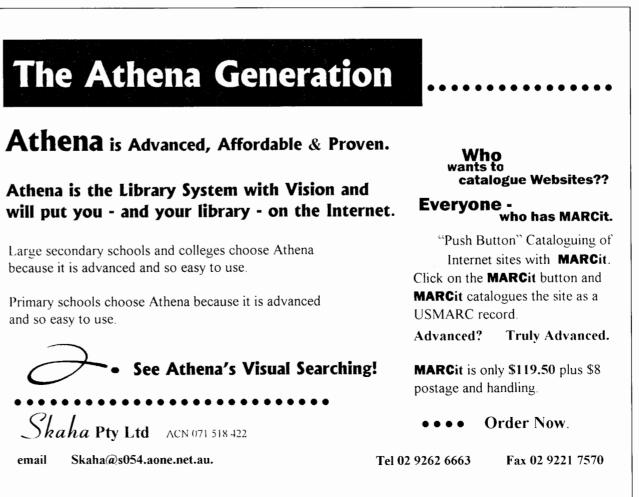
#### Assessing

· Comment on difficulties encountered who culating travel distance and time.

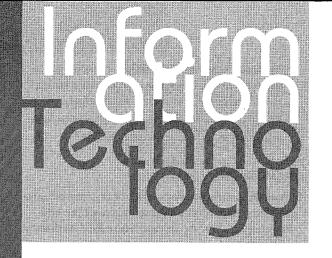
#### **CULMINATION**

The four units described in this article produce some excellent student work for display. Student success at Rooty Hill Public School is further reinforced with a school trophy, awarded for outstanding skills in using resources. This achievement earns special recognition during presentation assemblies at the end of the year.  $\blacksquare$ 

and so easy to use.



usy ance to	• Discuss the real-life importance of being able to: interpret maps, timetables and distance scales; use the telephone; and keep to a budget.
obtain	• Observe differences between sources of current information. Which ones date quickly?
	Extension
use 1r	Does the increasing popularity of the Internet sug- gest possibilities for adapting this teaching and learning activity? eg Try out: <i>State Rail Authority</i> <i>of NSW, Australia</i>
у	<http: www.staterail.nsw.gov.au=""></http:> ; Telstra's White pages online <http: www.whitepages.com.au="">; Sydney's Darling Harbour <http: www.dha.nsw.gov.au=""></http:>; and Australian tourism net's Sydney attractions</http:>
en cal-	links at <http: <br="" atn.com.au="" links="" regional="">syd_atrac.html&gt;.</http:>



Our series of Internet reviews continues. Sites for a range of Key Learning Areas are included in each edition of Scan to help maintain currency, and ensure teachers from each KLA are provided with *helpful information to support technology in* learning. Sites are listed alphabetically by title. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when they were reviewed. These and other Internet site reviews appear on the DET site <http://www.dse.nsw.edu.au>. Site reviews for a number of HSC syllabuses are also available on HSC On-Line <http://hsc.csu.edu.au>.

#### A-Bomb WWW Museum.

#### http://www.csi.ad.jp/ABOMB/index.html

Available in English and Japanese, this site provides contemporary and historical views of the atomic bombings in Japan in 1945. Resources for teaching this powerful and emotive topic can be augmented with the testimony from the victims of nuclear weapons. Photographs, such as the steps burned with the shadow of a person, and melted ceramics, graphically depict the effects of the bombs from the epicentre out. The site is comprehensive, and includes the poignant stories of survivors, and research on the diseases they have suffered. The links provided are specifically anti nuclear and peace oriented, and would require further exploration to verify curriculum relevance. C. Dorbis **USER LEVEL:** Stage 4 Stage 5 Stage 6 Professional

KLA:	HSIE
SYLLABUS:	1U General Studies; History 7-10; 2U/3U
	Modern History; Japanese 7-10; 2UZ
	Japanese
SCIS SUBJECTS	S: Atomic bomb; Hiroshima -
	Bombardment, 1945
<b>KEYWORDS:</b>	Atomic bombs; Hiroshima; Nagasaki;
	Nuclear weapons; peace; radiation dis-
	eases
<b>PUBLISHER:</b>	A-Bomb WWW Project, Hiroshima
<b>REVIEW DATE</b>	:5/6/98
EVAL:	Highly recommended

#### Aesop's fables - online collection - 654+ fables. http://www.pacificnet.net/~johnr/aesop/

Easily navigated, with Java extensions, over four hundred of Aesop's moral and humorous fables come alive for the electronic age. They are set out alphabetically, or users can opt for random selection. With tales from noted authors such as Hans Christian Andersen and Charles Dickens, a potted history of European storytelling is presented, from its origins until the 19th century. Augmented with audio functions, timelines, a bibliography, site specific searches, a dictionary, and bulletin board, this site is user friendly and easy to access. C. Dorbis

USER LEVEL:Stage 2 Stage 3 Stage 4KLA:English; HSIESYLLABUS:English K-6; English 7-10; History 7-10;<br/>HSIE K-6SCIS SUBJECTS:Fables; Literature - CollectionsKEYWORDS:Aesop; ancient Greece; fablesPUBLISHER:John R Long, USAREVIEW DATE: 5/6/98

#### Agnotes.

#### http://www.netc.net.au/agnote/ag.html

Want to construct an evaporation pan or a tensiometer? Instructions for these assemblies are only part of the information that can be downloaded from this site. Students can discover answers to important questions relating to the environment eg. How does salinity affect pastures? Why is break of slope planting effective in salinity control? and How can we manage dairy shed waste? As native pastures become more popular on farms, students can find out about several species of native grasses eg. spear grass and kangaroo grass, their effects on livestock, and how well they hold up to grazing pressure. The information presented is neat and concise. J. Robinson

USER LEVEL: Stage 5 Stage 6 Professional KLA: Science; TAS SYLLABUS: Agriculture 7-10; 2U Agriculture; Science 7-10 SCIS SUBJECTS: Agriculture KEYWORDS: Agriculture; farming PUBLISHER: Agriculture Victoria REVIEW DATE: 5/6/98

#### Animals, myths and legends.

#### http://www.ozemail.com.au/~oban/index.html

The forerunner of a future CD-ROM, this interactive Australian site offers students a unique amalgam of myths, legends and stories from indigenous peoples all over the globe. The myths relate to the development and interdependence of animals, the environment and people. Stories include: **Coyote makes people; How the kangaroo got his tail**; and **How the sky came to be**. By exploring common themes from around the world, students have the opportunity to appreciate both cultural diversities and similarities. The site may be useful for comparative studies and multicultural perspectives. Three cartoon characters lead students through the site and encourage them to undertake some of the games and puzzles in the **Playroom**. N. Paull

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; HSIE
SYLLABUS:	English K-6; HSIE K-6
SCIS SUBJECT	S: Indigenous peoples; Storytelling
<b>KEYWORDS</b> :	Animals; legend; myth

#### Information Technology

PUBLISHER: World Design InterActive/Australian Multimedia Enterprise REVIEW DATE: 12/6/98

#### Animation Web site nerd tour.

#### http://anp.awn.com/nerdtour.html

An extensive site, this consists basically of a guided tour covering all aspects of animation and cartooning on an international scale. A linked list of headings includes: Galleries of artists work; Other voices (including commentary articles on diverse aspects and topics); Animation education, with addresses and information; Artists' personal sites with links and some email contacts; Studios; Festivals; Collections; and other interesting and associated topics. Exploration time is required to verify curriculum relevance. For anyone interested in investigating animation and cartooning, in any form and at most levels, this informative site is worth spending some time on. A. Whyte **USER LEVEL:** Stage 3 Stage 4 Stage 5 Stage 6 Professional KLA: CA

 SYLLABUS:
 Creative Arts K-6; Visual Arts 7-10; 2U

 Visual Arts
 SCIS SUBJECTS:

 Cartoons and caricatures; Computer animation

 KEYWORDS:
 Animation; cartooning

 PUBLISHER:
 Michelle Klein-Haas, USA

 REVIEW DATE: 4/7/98

### Art women's art ART AUSTRALIAN women's art register.

#### http://www.yarranet.net.au/WOMAR/womar1.htm

A significant site, this covers all aspects of creativity from a feminist point of view. It includes: writings; all visual disciplines; a multitude of media; and periods from the Victorian to contemporary. Images have an Australian base. Previews of publications and resources (five kits developed by the group) can be viewed. The site includes such topics as: Conferences; Star artist of the month; Exhibitions; Current events; and a Bulletin. There are links to other art and feminist sites nationally and internationally, which would need further investigation to verify curriculum relevance. The group also invites women to join and submit images. A. Whyte USER LEVEL: Stage 6 Professional KLA: CA SYLLABUS: 2U/3U Visual Art SCIS SUBJECTS: Art; Artists; Women KEYWORDS: Australian; feminist; Women's art

PUBLISHER: Women's Art Register, Victoria REVIEW DATE: 5/6/98

#### Asthma Victoria.

#### http://www.asthma.org.au/

What is asthma?; Why do people get asthma?; What are the main symptoms?; What triggers asthma symptoms?; Can asthma be cured? are sections in Basic facts at this easily navigated and useful site. It offers a range of services to assist, educate and help Australians meet the challenge of living with asthma. Apart from basic information regarding the disease itself, there are many online fact sheets dealing with topics including: Management and action plans; Allergy; House dust mite; Nebulisers; and Pets and asthma. This location is relevant to the 2 Unit PDHPE core area, major causes of sickness and death in Australia. R. Lees USER LEVEL: Stage 5 Stage 6 Professional KLA: PDHPE

SYLLABUS:PDHPE 7-10; 2U PDHPESCIS SUBJECTS:Allergy; AsthmaKEYWORDS:Allergy; asthmaPUBLISHER:Asthma VictoriaREVIEW DATE:10/6/98EVAL:Highly recommended

#### Aunt Edna's Kitchen.

http://www.cei.net/~terry/auntedna/

Terry and Edna Campbell have created a simple but useful collection of cooking related information in three main sections. **Recipe file** holds recipes for over 100 meals presented in a simple text form. **Cooking utilities** provides: descriptions of spices and their uses; common ingredient substitutes; and tables of weights, measures and conversions: **Nutrition** presents the familiar food pyramid, and links to related sites, but exploration is required to verify curriculum relevance of these. The site is well presented, easily navigated, and the information is regularly updated. The well structured site could well be used for systematic teaching of students. G. Donaldson

USER LEVEL:Stage 4 Stage 5 Community ProfessionalKLA:TASSYLLABUS:Food technology 7-10SCIS SUBJECTS:Cookery; NutritionKEYWORDS:Cooking; kitchenPUBLISHER:World Lynx design, ArizonaAUTHOR:CAMPBELL, Terry; CAMPBELL, EdnaREVIEW DATE:16/6/98

#### Australian Dairy Industry.

#### http://www.dairy.com.au/

A good source of information for students studying the dairy industry, this site also provides links to all major organisations involved in this industry in Australia. Answers to any required topic can be found through these organisational links. There is access to current farm statistics and milk marketing statistics within each organisation. The parent site contains relevant and up to date information about milk marketing, milk export, and access to the M-team for young people who are members. It is a valuable, attractive, well structured site for anyone interested in the dairy industry. K. Heap

SER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
	Professional
L <b>A:</b>	Science; ST; TAS
(LLABUS:	Agriculture 7-10; 2U/3U Agriculture;
	Science & Technology K-6
CIS SUBJECT	S: Dairy industry
EYWORDS:	Australian dairy industry
JBLISHER:	The Australian Dairy Industry
EVIEW DATE	:4/7/98
VAL:	Highly recommended

#### Australian Museum online - home.

#### http://www.austmus.gov.au/

An extensive site, this provides a thorough overview of the museum, details of exhibitions (permanent, temporary and travelling), and a diversity of relevant information. It is a useful site for educators planning excursions to complement teaching units. Teachers are able to download education packs which incorporate details of classroom activities. The structure of the site is clear and easily navigated. There are many relevant links to associated sites though these require exploration time to verify curriculum relevance. An excellent section, **Search and discover**, offers



information leaflets on a number of topics including: blue bottles; **Dinosaurs**; **Leeches**; spiders; **Sharks**; fossils; and lizards. **Indigenous Australians** appears to be being developed in consultation with Aboriginals and Torres Strait Islanders. N. Cooper

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
	Community Professional
KLA:	HSIE; Science; ST
SYLLABUS:	2U Aboriginal Studies; HSIE K-6;
	History 7-10; Geography 7-10; Science 7-
	10; Science & Technology K-6
SCIS SUBJECT	S: Australia - Galleries and museums
<b>KEYWORDS:</b>	Australian Museum
PUBLISHER:	Australian Museum
<b>REVIEW DATE</b>	:: 4/7/98

#### Australian Sports Drug Agency.

#### http://www.ausport.gov.au/asda/

Providing advice and assistance on drugs in sport issues, this site is very helpful. Information includes reference to the implementation of the *National drugs in sport* framework, and gives assistance for national sporting organisations to develop a drug testing and education policy. Its aim is to educate athletes and coaches from the school level up to the elite level. There are links to a range of other drugs in sport sites (mostly American) available at http://www.ausport.gov.au/asdamain.html for further investigation. These contain some information that is pertinent to the syllabus areas of: ergogenic aids and performance; and individual implications of drug use, but time is required to locate specific material. R. Lees

USER LEVEL:Stage 5 Stage 6 ProfessionalKLA:PDHPESYLLABUS:PDHPE 7-10; 2U PDHPESCIS SUBJECTS:Drugs and sportKEYWORDS:Australian; drugs; sportPUBLISHER:Australian Sports CommissionREVIEW DATE:10/6/98EVAL:Highly recommended

#### Best practices in education.

#### http://www.bestpraceduc.org/

American classrooms are the designated beneficiaries of foreign learning practices at this site. However, the global focus of resourcing here provides great opportunities for all to oversee some of the exciting projects being undertaken worldwide that contribute to educational developments in such fields as: educational technology; literacy; mathematics; and science. For example, programs undertaken for migrants in France struggling with second language proficiency, have much to recommend them. It is possible to perform a general search, or search by programs, countries of origin of the best practices, technology, and grants. E. Maxwell

USER LEVEL:	Des Constant
USEK LEVEL:	Professional
KLA:	English; LOTE; Mathematics; Science;
	TAS
SYLLABUS:	Computing studies 7-10; English K-6;
	English 7-10; Mathematics K-6;
	Mathematics 7-10
SCIS SUBJECT	S: Educational evaluation; Professional
	development; Teaching
<b>KEYWORDS:</b>	Best practice
<b>PUBLISHER:</b>	Best Practices in Education Inc., USA
<b>REVIEW DATE</b>	:5/6/98

#### The box as container.

#### http://www.axon.com.au/mindsight/gallery/boxes/ box.htm

High quality unusual cabinetwork is the focus of this site. It includes: photographs, the story behind each piece; a biography of the maker; and the materials used. There are 40 designs showing the foremost values in creativity and lateral thinking applied to cabinetwork and the concept of a 'box'. The images are presented in thumbnail, with clickable access higher resolution images, which are slow to load but worth the wait. Another click away is the biography and the stimulus for the creator. It is an excellent site. R. Thompson

USER LEVEL:Stage 4 Stage 5 Stage 6 ProfessionalKLA:TASSYLLABUS:Design & Technology 7-10; 2U Industrial<br/>Technology; Technics 7-10SCIS SUBJECTS:Cabinet-makingKEYWORDS:Box; cabinet-making; designPUBLISHER:Mindsight, CanberraAUTHOR:WOOLSTON, MarkREVIEW DATE:5/6/98EVAL:Highly recommended

### Central European Environmental Data Request Facility.

#### http://www.cedar.univie.ac.at/

Environmental information is readily available at this site. The searchable databases of information will be of great value to teachers involving students in environmental design work. Student search skills could be refined through systematic activities using the databases. As any design project has environmental implications, this site could provide the appropriate inspiration for teachers and students. The **Mailing list archives**, which is clearly used by environmental professionals, provides free ranging information about issues worldwide. This would also give the opportunity to involve students in interactive discussions regarding environmental issues. R. Thompson **USER LEVEL:** Stage 4 Stage 5 Professional

 KLA:
 TAS

 SYLLABUS:
 Design & Technology 7-10

 SCIS SUBJECTS:
 Design - Environmental aspects; Design - Study and teaching; Environment

 KEYWORDS:
 Environmental data

 PUBLISHER:
 International Society for Environmental Protection, Austria

 REVIEW DATE: 12/6/98

#### Classic films.

#### http://www.moderntimes.com/palace/

Films regarded as classics from Hollywood's golden era can be accessed at this vast and interesting site. **Current article** looks at a specific topic: **1946**: **Hollywood and the great directors**. Here, the original version of *The postman always rings twice* and other 'film noir' are discussed, with photographs from the films available. The works of Charles Chaplin are viewed through **New material**. There is extensive material about the classic B-grade movies of the thirties and forties, with picture posters that are quick and easy to download onto the screen. This is a great site for movie buffs and historians. K. Underhill

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional KLA: English; HSIE

#### Information Technology

SYLLABUS:English 7-10; 2U English; History 7-10SCIS SUBJECTS:Motion picturesKEYWORDS:Films; Hollywood; moviesPUBLISHER:The Palace, USA?AUTHOR:MILLS, MichaelREVIEW DATE: 4/7/98Highly recommended

#### Dennis Kunkel's microscopy.

#### Http://pbrc.hawaii.edu/~kunkel/

Subtitled Science and photography through a microscope, this publication of images is quite spectacular. In the Image gallery, students can view images, amongst others, of: Viruses; Bacteria; Protozoans; Fungi and slime moulds; Algae; Plants; Insects; Arachnids; and Fish. Visual arts students could use this for their insect theme study. Recording microscopic images photographically (photomicrography) is a complex and highly specialised field using many and varied techniques. Providing these images on the Internet is a wonderful use of the medium. A. Glasscock

USER LEVEL:Stage 4 Stage 5 Stage 6KLA:CA; ScienceSYLLABUS:2U Biology; Science 7-10; 2U Visual ArtsSCIS SUBJECTS:Microscopes and microscopyKEYWORDS:MicroscopyPUBLISHER:University of HawaiiAUTHOR:KUNKEL, DennisREVIEW DATE:16/6/98

#### Dramatic physics demonstrations.

#### http://www.pitt.edu/~dwilley/hdatltwmenu.html

To answer the question How does a thing like that work?, this site provides procedures for a number of exciting yet simple demonstrations. These explain a number of physics concepts. The areas addressed include such classical mechanics as: using Newton's laws; Heat; Air pressure; Electricity; and Energy and pressure. Each page of demonstrations provides a comprehensive materials list, suitable graphics on how to set up the demonstration, instructions for use, and a brief explanation of the physics involved. The site also contains external links to other physics demonstration sites, but exploration is required to verify curriculum relevance. J. A. Robinson USER LEVEL: Professional KLA: Science; ST Science & Technology K-6; Science 7-10; SYLLABUS: 2U Physics SCIS SUBJECTS: Physics; Science - Study and teaching

KEYWORDS:Demonstrations; physicsPUBLISHER:University of Pittsburg, USAAUTHOR:WILLEY, DavidREVIEW DATE:12/6/98EVAL:Highly recommended

## Education place activity search: K-8 activities and lesson plans for teachers and parents.

### http://www.eduplace.com/search/activity.html

The activities here are located through a simple form where users select a subject area (Language arts; Math; Social science; Science; and Art) and a grade (from K to 8). The activity descriptions are brief and presented mostly in text form. It should be noted that language arts refers to reading and writing, not LOTE. The activities are simple, based on real and practical situations, and require com-

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monly available materials. There is also an option to search the activities via a list of 40 themes. This site would be a useful resource, particularly for primary teachers looking for new lesson ideas relevant to: Stage 1; Stage 2; Stage 3; and Stage 4. G. Donaldson 31

USER LEVEL:	Professional
KLA:	CA; English; HSIE; Mathematics;
	Science; ST
SYLLABUS:	Creative Arts K-6; English K-6; HSIE K-
	6; Mathematics K-6; Science &
	Technology K-6
SCIS SUBJECT	S: Educational resources
KEYWORDS:	Activity; education; lessons plans
PUBLISHER:	Houghton Mifflin, USA
<b>REVIEW DATE</b>	

#### The Egyptian Museum.

http://www.idsc.gov.eg/culture/egy\_mus.htm#access

A simple listing of significant artefacts and writings contained in the Egyptian Museum in Cairo, this image rich site could help students index and understand evidence for their examinations, assessment tasks, or projects. The sub topics of Accessories and jewelry, Architectural elements, Furniture, Mummies, Sculptures, Tomb equipment and Written documents offer a broad range of items for viewing. Primarily designed to present images, for each item illustrated the following brief information is given: the time period of the piece; which reign it was created in; and what material was used to construct it. Thumbnail pictures allow easy access, with enlargements providing much fascinating, visual information. C. Dorbis

USER LEVEL:Stage 5 Stage 6 ProfessionalKLA:HSIESYLLABUS:2U/3U Ancient History; History 7-10SCIS SUBJECTS:Archaeology; Egypt - AntiquitiesKEYWORDS:Ancient Egypt; EgyptologyPUBLISHER:Egyptian Government, CairoREVIEW DATE: 5/6/98

#### Forestry Australia's home page.

http://www.nafi.com.au/

A diverse array of information about wood and its products is available here. If required information is not available, then posting the query to **Talking timber with Harry** & **Sal** results in a detailed response. These questions and answers are archived and make excellent reading. A history of timber development in Australia, and press releases about "Australia's greatest resources" may indicate a particular bias, but information seems to be handled fairly in relation to environmental issues. **TimberTrek** (for eight to twelve year olds) is a club for students to participate in wood related projects. There is also access to **Our forests**, a new, well presented educational resource for teachers, which offers material that can be downloaded or ordered in class sets. P. Thompson

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SER LEVEL:	Stage 3 Stage 4 Professional
LA:	Science; ST; TAS
YLLABUS:	Science 7-10; Science & Technology K-6;
	Technics 7-10
CIS SUBJECT	S Forests and forestry; Timber indus-
	try; Wood
EYWORDS:	Australia; forestry; wood
UBLISHER:	National Association of Forest
	Industries, Australia
EVIEW DATE	12/6/98
VAL:	Highly recommended
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#### GardenWeb Australia.

#### http://www.au.gardenweb.com/

A thoroughly informative site about all aspects of gardening is available here. Once in the site, there are links to numerous plant related topics. These include The forums, some of which are specific to Australia, and gardening tips sheets. The sheets are very informative but all references in them have an American perspective. There is also an online magazine for the serious gardener: The Cyber-Plantsman. The emphasis is on small gardens, but the information given is relevant to any large scale production. Once users are on the mailing list they will receive regular email updates. K. Heap

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science; TAS
SYLLABUS:	Agriculture 7-10; 2U/3U Agriculture;
	Science 7-10
SCIS SUBJECT	S: Gardening
<b>KEYWORDS</b> :	Australia; garden; plants
<b>PUBLISHER:</b>	GardenWeb, Australia?
<b>REVIEW DATE</b>	:4/7/98

#### Golden Gate and San Francisco-Oakland Bay Bridge construction - 1934-1936.

http://www.sfmuseum.org/assoc/bridge00.html

Engineering science students researching historical information on types of bridges and bridge construction methods, as part of the integrated topic, will find this site useful. It consists of a number of portfolios which have interesting historical photographs, together with text, describing the various stages of construction of the Golden Gate Bridge. Construction details and statistics of the bridge and the fenders used to hold back the seawater during construction are given. A. Barton

USER LEVEL:	Stage 6 Professional	
KLA:	TAŠ	
SYLLABUS:	2U/3U Engineering Science	
SCIS SUBJECTS: Bridges; Golden Gate Bridge		
<b>KEYWORDS</b> :	Bridge; Golden Gate; San Francisco	
<b>PUBLISHER:</b>	Museum of the City of San Francisco,	
	USA	
REVIEW DATE: 5/6/98		

#### Goodyear Tyre & Rubber Australia.

#### http://www.goodyear.com.au

Part of this commercial site is an online school kit. The rubber revolution, which contains twelve chapters with information about the history and development of rubber and the tyre industry, and environmental issues associated with the disposal and recycling of rubber. A very student friendly site, it is appropriate for individual or small group withdrawal work. Information is ideal for school projects and there is also a Projects page, which has a number of review questions relating to each of the twelve chapters. A. Barton

USER LEVEL:	Stage 3 Stage 4 Stage 5 Professional	
KLA:	HSIE; ST; TAS	
SYLLABUS:	Design & Technology 7-10; Geography 7-	
	10; Science & Technology K-6	
SCIS SUBJECTS: Rubber; Tyres; Tyres - Recycling		
<b>KEYWORDS:</b>	Goodyear; recycling; rubber; tyres	
<b>PUBLISHER:</b>	Goodyear Tyre & Rubber Australia,	
	North Parramatta	
REVIEW DATE: 5/6/98		

#### La Grotte Chauvet. (The Chauvet Cave)

http://www.france.diplomatie.fr/label\_france/ENG-LISH/SCIENCES/CHAUVET/cha.html

Available in English, as well as French (http://www.france.diplomatie.fr/label france/FRANCE/ sciences.html), this site looks at many of the pre-historic caves in mainland France, providing an invaluable and fascinating exploration for history and visual art students studying cave works of art. Full descriptions of the finds and fair images allow users to gain a realistic appraisal of the value of these locations. For French students there is a wonderful opportunity to explore regions of France (menu bar available on French version only) whilst improving their facility in the language. There are many links to similar sites which could be investigated to verify curriculum relevance. E. Maxwell

USER LEVEL: Stage 6

KLA:	CA; HSIE; LOTE	
SYLLABUS:	2U French; 2U Visual Arts	
SCIS SUBJECTS:	Cave drawings; French language text	
KEYWORDS:	Cave painting; France; Grotte Chauvet	
PUBLISHER:	Ministere des Affaires etrangeres, France	
DATE REVIEWED: 5/7/98		

#### Holocaust assets.

#### http://www.state.gov/www/regions/eur/ holocausthp.html

A preliminary study on US and Allied efforts to recover and restore assets stolen or hidden by Germany during World War II, this site features a massive analysis of nearly one million pages, declassified and transferred to the US National Archives. As an Internet publication, this document is an interesting example of how governments can now release information freely and internationally. The content, and the references to which it points, will be of great interest worldwide and of some interest to talented modern history students. A. Glasscock USER LEVEL: Stage 6 Professional KLA: HSIE

SYLLABUS: 2U Modern History SCIS SUBJECTS: Holocaust, Jewish, 1939-1945 KEYWORDS: Holocaust PUBLISHER: U.S. State Department **REVIEW DATE: 16/6/98** 

#### The human body - for children.

#### http://mac-30.aded.uts.edu.au/projects/comped/Vol3/ corry/page1HB.htm

A complete online unit of work (perhaps authored by a tertiary student as part of an assignment) on the human body and its systems is available here. Users are provided with a clear and easily understood explanation of different parts of the body and their functions. Enjoyable, motivational off computer activities are also provided throughout the site. A detailed rationale and reference list are included to assist teachers in implementing the unit with their class. The simple explanation of the navigational structure on the page is useful and will clarify any confusion users may experience. The use of child appropriate graphics and simple animations will help to engage the learner in the content. Extension topics on drugs and child development are incorporated. N. Cooper

USER LEVEL: Stage 2 Stage 3 Stage 4 Professional KLA: PDHPE; Science; ST; TAS

#### Information Technology

SYLLABUS: PDHPE K-6; PDHPE 7-10; Science & Technology K-6; Science 7-10; 2U Life Skills SCIS SUBJECTS: Human anatomy **KEYWORDS:** Human body PUBLISHER: University of Technology, Sydney AUTHOR: CORRY, Elizabeth **REVIEW DATE: 4/7/98** 

#### Insects, disease and history site.

#### http://ianrwww.unl.edu/ianr/entomol/history\_bug/bugh ome.htm

Devoted to understanding the impact that insects have made on world history, this site also presents: information on elementary epidemiology (the basics of the study of epidemics); an excellent multimedia gallery of disease-causing insects; an extensive glossary; and a list of suggested readings. Feature articles includes topics such as: insects, disease and military history (the Napoleonic campaigns); disease, epidemics and historical periods; and diseases and the insects that transmit them. Much of the information is presented in easy to follow tables. This site contains informative notes to educators and external links to related sites, but exploration is required to verify curriculum relevance for these. J. A. Robinson

USER LEVEL:	Stage 5 Stage 6 Professional	
KLA:	HSIE; Science	
SYLLABUS:	2U Biology; History 7-10; 2U Modern	
	History; Science 7-10; 2U Science	
	(General); 2U Science for Life	
SCIS SUBJECTS: Diseases; Diseases and history;		
	Diseases and pests	
<b>KEYWORDS</b> :	Disease; insect; history	
AUTHOR:	University of Nebraska, Lincoln	
PUBLISHER:	PETERSON, Robert K. D.	
<b>REVIEW DATE:</b> 10/6/98		
EVAL:	Highly recommended	

#### The Internet poetry archive.

#### http://sunsite.unc.edu/dykki/poetry/

In a commendable international touch, Philip Levine, Seamus Heaney (Ireland) and Nobel Laureate Czeslaw Milosz (Poland), are among the first to begin this University of North Carolina project. Showing good use of the medium, each entry includes: commentary on the works; audio clips of the poet reading several poems; texts; biography; and bibliography. It is to be hoped that this quality site grows from its small beginnings. A. Glasscock **USER LEVEL:** Stage 6 Professional English KLA:

SYLLABUS: 2U English SCIS SUBJECTS: Poetry **KEYWORDS:** Poetry PUBLISHER: University of North Carolina **JONES**, Paul AUTHOR: **REVIEW DATE: 16/6/98** 

#### Introduction to the Knights Templar.

#### http://www.web-

#### site.co.uk/knights\_templar/content01.html

Visually pleasing, with solid content, this is a site for those who want to find starting points for an in-depth study of a unique branch of medieval European history. The content is broken into: overview and origins of the life of the Knights Templar; the Holy War; and the end of the order. This allows a view of the knights' beliefs and actions to be

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constructed. The site is an electronic imitation of a medieval book, with colourful capitals and iconic images dotted throughout. Using simple Web techniques, glossaries and information are linked within the site. An excellent bibliography is provided. C. Dorbis

USER LEVEL:	Stage 5
KLA:	HSIE
SYLLABUS:	History 7-10
SCIS SUBJECT	S: Crusades; Knights and knighthoods
<b>KEYWORDS</b> :	Crusade; Holy Land; Holy War; knights;
	medieval; middle ages; Templar
PUBLISHER:	Nolan Worthington, UK
REVIEW DATE: 5/6/98	
EVAL:	Highly recommended
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#### The Inventor's Mill-Shop (incredible new products).

#### http://www.wtbradley.com/

Although this is a commercial site aimed at attracting business from budding inventors, there are descriptions and photographs of simple commercial inventions such as: the bug liquidator; Triangle's battery tester; and Pyromid outdoor cooking systems. These product ideas would act as stimulus material for senior students investigating possible HSC major design projects, or even expand the thoughts of junior Design and Technology students entering the Minister's Young Designers Award competition. There is useful information for senior Design and Technology students on the US patenting process, as protection for inventions and intellectual property. Links to other sites dealing-with inventions and patenting are available, but would need further investigation to verify curriculum relevance. A. Barton

USER LEVEL:	Stage 4 Stage 5 Stage 6	
KLA:	TAS	
SYLLABUS:	Design & Technology 7-10; 2U/3U	
	Design & Technology	
SCIS SUBJECTS: Inventions; Patents		
<b>KEYWORDS:</b>	Inventions; inventor; patenting	
PUBLISHER:	W.T. Bradley & Sons Enterprises Inc,	
	USA	
REVIEW DATE: 5/6/98		

#### IP Australia.

#### http://www.ipaustralia.gov.au

Fun for students interested in researching Australian inventions and designs, which range in variety from Dynamic Lifter fertiliser, to Redhead matches and Poppy lipsticks, is available here. Information is accessed via the Case studies icon, and provides a description of the patented design, and a sample of the drawings submitted when the concept was patented. This site is easily navigated through the areas of Patents, Designs, Trademarks and Intellectual Property. Additional links are available into complementary Australian and overseas sites, but exploration time would be needed to verify the curriculum relevance of these. The site is very useful for 3U Design and Technology students. A. Barton TTL CL

USER LEVEL:	Stage 4 Stage 5 Stage 6	
KLA:	TAS	
SYLLABUS	Design & Technology 7-10; 2U/3U	
	Design & Technology	
SCIS SUBJECTS: Industrial design; Inventions;		
Patents		
<b>KEYWORDS</b> :	Intellectual property; patent; trademark	
PUBLISHER:	IP Australia, Canberra	

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#### **REVIEW DATE: 5/6/98**

EVAL: Highly recommended

#### Landline.

#### http://www.abc.net.au/landline/default.htm

Agriculture students and teachers will find this a valuable site. It provides access to past programs from the Landline television series, presented in a text format, and listed under the date it appeared on the show. There is a bulletin board to pass on information to the producers of the program. There are links to Weekly reports for all agricultural commodities. The reports provide information on market prices and trends. There is also an excellent agricultural site index, which is clearly set out, in text form, allowing users to easily access relevant rural information, but exploration is required to verify curriculum relevance. I. Gant

USER LEVEL: Stage 5 Stage 6 Science; TAS KLA: SYLLABUS: Agriculture 7-10; 2U Agriculture; 2U Rural Technology SCIS SUBJECTS: Agriculture **KEYWORDS:** Agriculture PUBLISHER: Australian Broadcasting Corporation **REVIEW DATE: 12/6/98** 

#### Marine animals.

http://www.stlpark.k12.mn.us/aq/Links\_Out/marine\_ani mals.html

Teachers contemplating devising a unit on marine animals could browse through this site before planning their lessons. Marine animals in the wild, sea parks and zoos are featured, along with a wealth of material that students are keen to access from a variety of hypertext links to information, mostly within the site. Some link to outside sites and exploration of these would be required to verify curriculum relevance. Highlights of the site include: underwater pictures; catalogues of fish; disease diagnosis; plans for doit-yourself aquariums; and live Fish cam. Encouraging students to use the range of information available through systematic and explicit teaching would increase their knowledge base and heighten their expertise in information literacy. N. Paull

USER LEVEL: Stage 1 Stage 2 Stage 3 KLA: HSIE; ST SYLLABUS: HSIE K-6; Science & Technology K-6 SCIS SUBJECTS: Aquariums; Marine ecology KEYWORDS: Animals; marine PUBLISHER: St. Louis Park, Minnesota, USA **REVIEW DATE: 12/6/98** 

#### Mathematics center.

#### http://www.eduplace.com/math/index.html

The main point of interest here is Math central. This leads to a genuine attempt to combine real world examples, taken from the World Wide Web, with guided exercises and projects. Following simple steps, users select a grade group from K to 6, then a topic from a limited list, then either Math world, Investigations or Bibliography. Students can learn essential maths skills in a unique real world context. Alternatively, teachers may simply use the ideas to develop their own lessons. Some plans and printable forms are available. The pages are slow to download but well presented and easy to navigate, offering activities suitable for Stage 1, Stage 2, Stage 3, and Stage 4 students. G. Donaldson

USER LEVEL: Professional KLA: Mathematics SYLLABUS: Mathematics K-6; Mathematics 7-10 SCIS SUBJECTS: Educational resources **KEYWORDS:** Mathematics PUBLISHER: , Houghton Mifflin, USA **REVIEW DATE:** 16/6/98

#### The Maya astronomy page.

http://www.astro.uva.nl/michielb/maya/astro.html

Divided into the categories of: Geographical orientation; Maya calendar; Maya mathematics; Maya writing; and Maya astronomy, a large amount of information is clearly presented. Each category has sub topics with easily read read text and appropriate related images. The construction of the page has been well thought out for ease of access, with complementary Web design using Mayan cultural motifs. With links to other specific Mayan home pages, the site offers a good starting point to explore Meso-American archaeology, science and culture. Whilst it may be helpful for primary students' information needs, it offers much for secondary students. It has potential for comparative studies in Aboriginal studies. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional KLA: HSIE: Science SYLLABUS: Aboriginal Studies 7-10; 2U Aboriginal Studies; History 7-10; HSIE K-6; Science & Technology K-6 SCIS SUBJECTS: Astronomy; Mayas KEYWORDS: Astronomy; Maya; Meso-America PUBLISHER: Sterrenkundig Instituut, Netherlands **REVIEW DATE: 5/6/98** 

#### NOVA online/pyramids/explore the pyramids.

#### http://www.pbs.org/wgbh/nova/pyramid/explore/

By using either a standard early browser, or Java scripting and plug ins, tours of the inside of the pyramids and Sphinx at Giza are possible. Through linked text and images, each significant area within the pyramids and Sphinx are presented. The text is simple and accurate, though at times informal, whilst the clear images give a sense of proportion that is important in the understanding of the mortuary architecture of the Old Kingdom. The large file sizes for the Java enhanced tour means it can be slow. Other sections include: 1997 digs and research papers; the builders of the pyramids; and a general overview of history and hieroglyphs. It is an attractive and well organised site. C. Dorbis

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
	Professional
KLA:	HSIE
SYLLABUS:	2U/3U Ancient History; History 7-10;
	HSIE K-6
SCIS SUBJECT	S: Egypt - History - To 332BC;
	Hieroglyphics; Pyramids
<b>KEYWORDS:</b>	Ancient Egypt; archaeology; pyramids;
	Sphinx
PUBLISHER:	ŴGBH (Public Broadcaster), Boston
<b>REVIEW DATE</b>	3:5/6/98
EVAL:	Highly recommended

#### NSW Agriculture.

#### http://www.agric.nsw.gov.au/home.html

One of the features of this location is the daily news. Included in Today's news at time of review were: detailed

information about the effects of the bushfires; and the outbreak of virulent avian influenza amongst poultry. Students can access fact sheets, media releases, and technical reports. They can ascertain how NSW Agriculture programs are supporting food and fibre production in the state, and their future directions. Information on subjects such as control of rabbits, the effectiveness of liming, the origin and history of Large White pigs, and price fluctuations of yams, can be downloaded and read at personal pace. The diverse information covers a range of relevant topics. J. Robinson

**USER LEVEL:** Stage 6 Professional KLA: TAS SYLLABUS: 2U/3U Agriculture SCIS SUBJECTS: Agriculture KEYWORDS: Agriculture; farming; NSW PUBLISHER: NSW Agriculture **REVIEW DATE: 5/6/98** 

#### Ocean98 - welcome.

#### http://www.ocean98.org/

A site dedicated to raising awareness of the importance of the world's oceans and their protection, this can be viewed in four different languages: English; French; Spanish; and Dutch. It contains a number of sections. Educational provides teachers with resources including a useful List of topics for study, and an engaging story for young children, which uses a cartoon character to explain ocean currents. There is also an excellent section on ways to keep the oceans clean, which could be incorporated into a unit of work based on the environment. Navigation is relatively simple and there is a search facility that allows users to easily pinpoint a specific topic. N. Cooper US

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6	
	Professional	
KLA:	English; HSIE; Science; ST	
SYLLABUS:	HSIE K-6; Geography 7-10; Science &	
	Technology K-6; Science 7-10	
SCIS SUBJECTS: Ocean		
KEYWORDS:	Environment; marine; ocean	
PUBLISHER:	UNESCO	
REVIEW DATE: 4/7/98		

#### The physics expo uni web.

#### http://www.visac.uq.edu.au/people/pdrummond/ cover.html

A collection of modern physics ideas organised along the lines of a Star trek adventure are located at this site. Many pages contain exciting and informative video images in MPG, VRML and Quicktime format. The site focuses on: optical solitons (Photon torpedos); the atom laser (with virtual experiments conducted on BEC (Bose-Einstein Condensate); matter (Beam me up Scottie); and interactive displays of the chaos theory (Warp drive overload - it's chaos). The site has links to the astrophysics site at the University (The viewing deck) and a set of external links (Com-link to star-fleet), but exploration time would be required to verify curriculum relevance of these. J. A. Robinson

USER LEVEL:	Stage 5 Stage 6	
KLA:	Science	
SYLLABUS:	Science 7-10; 2U Physics	
SCIS SUBJECTS: Physics; Science - Experiments;		
	Science - Study and teaching	
<b>KEYWORDS:</b>	Physics	
<b>PUBLISHER:</b>	University of Queensland	
	-	

US KL SYI SC KE PU RE EV

O'Rourke USER LEVEL: Stage 4 Stage 5 Stage 6 Professional KLA: CA SYLLABUS: Drama 7-10; 2U Drama SCIS SUBJECTS: Puppets and puppet shows **KEYWORDS:** Puppetry SageCraft USA PUBLISHER: SAGE, Rose AUTHOR: **REVIEW DATE: 10/6/98 EVALUATION:** Highly recommended Rivendell's drama page. http://www.watson.org/rivendell/dramashakespeare.html

#### **REVIEW DATE: 12/6/98** EVAL: Highly recommended

#### The PM zone home page.

http://popularmechanics.com/

Popular Mechanics has a significant Web presence with this site. It offers extracts from the magazine including: articles; photographs; diagrams; and plans. The site reflects the magazine, with sections devoted to: Science and technology; Home improvement; Electronics; Outdoors; and Shopping. There are also forums and chat rooms, classified ads and a daily article reporting a high technology happening somewhere in the world that is making headlines. Archive information is included from previous editions. How it works, in Home improvement, provides excellent diagrams and explanations of both low and high technology equipment. The Project plans are of particularly high quality, again with outstanding diagrams and instruction. R. Thompson

	*
SER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
L <b>A:</b>	TAŠ
(LLABUS:	Design & Technology 7-10; 2U Industrial
	Technology; Technics 7-10
CIS SUBJECT	S: Electronics; Industrial design
EYWORDS:	Automotive; electronics; Popular
	mechanics; technology
JBLISHER:	Popular Mechanics, USA
EVIEW DATE	:5/6/98
VAL:	Highly recommended

#### The puppetry home page.

http://www.sagecraft.com/puppetry/

All forms of puppetry are dealt with at this site including: Marionettes; Hand puppets; Rod puppets; Computer animation; and Ventriloquism. Included is a section on Puppetry traditions around the world. The viewer can explore puppetry through images, sound, animations and downloadable movies. There are also links to: suppliers of materials; technical information on construction and manipulation; scripts; and performing companies. A large number of images and sketches of puppets can be found in most parts of this easily navigated site, which will be of use to both the beginning and experienced puppeteer. C.

Here is a site that contains extensive resources on Shakespeare, including A brief biography and essays on various play texts. These include Hamlet and Macbeth, which have directorial statements and notes to actors. Other features are commentaries on verse, witchcraft, and a section where characters from prominent plays are given the opportunity to fully express their motives and feelings in contemporary English. One of the links allows visitors to create their own Shakespearean insults. This site is text only, but will provide students with a solid introduction to 35

**AVA** 

Shakespeare. A **Bibliography** is included, as are links to other Rivendell drama sites. C. O'Rourke

<b>USER LEVEL:</b>	Stage 5 Stage 6 Professional	
KLA:	CA; English	
SYLLABUS:	English 7-10; 2U Drama; 2U General	
	English; 2U/3U English	
SCIS SUBJECTS: Drama - Study and teaching;		
	Shakespeare, William	
<b>KEYWORDS:</b>	Drama; Hamlet; Macbeth; Shakespeare	
<b>PUBLISHER:</b>	Rivendell Educational Archive, USA	
AUTHOR:	DENAULT, Leigh	
<b>REVIEW DATE</b>	:10/6/98	

#### Spiders information and pictures Australia.

http://www.xs4all.nl/~ednieuw/australian/Spidaus.html Offering a good general introduction to spiders, this site provides information on the habitat, size and interesting facts on specific spider families. It also comprehensively covers: the anatomy of spiders; spider silk; and web construction. All information is written in general terms, appropriate for middle to upper primary students, with scientific names, and supporting pictures and photographs (in some cases up to 30). However, information pertaining to Australian spiders is limited to the common spiders of Queensland. Material contained on this site is easily located under menus of families of Australian spiders and **Common spider information**. It is worth noting that not all information links return users to this home page. S. Taylor

USER LEVEL:Stage 2 Stage 3 Stage 4KLA:HSIE; STSYLLABUS:HSIE K-6; Science & Technology K-6;<br/>Science 7-10SCIS SUBJECTS:SpidersKEYWORDS:Australia; spidersPUBLISHER:Ed Nieuwenhuys and Ronald Loggen,<br/>Australia?REVIEW DATE: 4/7/98

#### Teachers helping teachers.

#### http://www.pacificnet.net/~mandel/

A collection of sites that enable teachers to share lesson plans in a number of subject areas is available here. There are currently seven areas that contain lesson ideas. These include: **Classroom management**; **Language arts** (reading and writing); **Math**; **Science**; **Social science**; **The arts** and **Special education**. The site is updated weekly so more ideas are likely to be available quickly. Each lesson is presented in text form. There are activities and projects for a range of grades dealing with a variety of skills. Each collection is in one document so online time is minimal. The contributions are usually very practical and often creative. G. Donaldson.

G. Donaluson.			
<b>USER LEVEL:</b>	Professional		
KLA:	CA; English; HSIE; Mathematics;		
	Science; ST		
SYLLABUS:	Creative Arts K-6; English K-6; English		
	7-10; Geography 7-10; History 7-10; HSIE		
	K-6; Mathematics K-6; Mathematics 7-10;		
	Science & technology K-6; Science 7-10;		
	Visual arts 7-10		
SCIS SUBJECT	S: Educational resources		
<b>KEYWORDS:</b>	Lessons; teachers		
<b>PUBLISHER:</b>	Pacificnet, California		
AUTHOR:	MANDEL, Scott		
<b>REVIEW DATE</b>	E: 16/6/98		

Today's earthquake activity around the world.

http://www.athena.ivv.nasa.gov/curric/land/todayqk.html The most recent worldwide earthquake data is available from this site. The information is produced in table format, showing universal time, date, location, and magnitude of the activity. Map generators allow users to pinpoint these earthquakes. Data is obtained from the United States Geological Survey, Canada's Carleton University, and the University of Edinburgh. Students are encouraged to print out blank maps and add data over a long period, compare the occurrence of earthquakes with the boundaries of tectonic plates, and to make predictions on future activity. Other interactive sites are listed to enable students to engage in using computer models to better understand seismology, but exploration is needed to verify curriculum relevance. N. Paull

USER LEVEL:Stage 4 Stage 5KLA:HSIE; ScienceSYLLABUS:Geography 7-10; Science 7-10SCIS SUBJECTS:Earthquakes; Physical geographyKEYWORDS:Earthquake activity; seismologyPUBLISHER:Athena, Science Application<br/>International Corporation, USAREVIEW DATE:12/6/98

#### U.C. Berkeley physics lecture demonstrations.

#### http://www.mip.berkeley.edu/physics/

A great series of physics demonstrations, with full descriptions including explanations of the scientific principles involved, is presented at this site. A must for any science faculty, demonstration topics include: Mechanics; Waves; Properties of heat and matter; Electricity and magnetism; Optics; Modern and contemporary physics; and Astronomy and perception. Most of the demonstrations involve equipment already available in schools. Some have Quicktime or MPEG movies to accompany the demonstration; others feature graphic images to describe the equipment setup. Images can be downloaded in a variety of formats including PDF, Postscript and TAR. J.A. Robinson

USER LEVEL:ProfessionalKLA:ScienceSYLLABUS:Science 7-10; 2U Physics; 2U GeneralSciencePhysics; Science - Study and<br/>teachingKEYWORDS:Physics; Science - Study and<br/>teachingKEYWORDS:Demonstrations; lecture; physicsPUBLISHER:University of California, BerkeleyREVIEW DATE:12/6/98EVAL:Highly recommended

#### United Nations cyberschoolbus. http://www.un.org/Pubs/CyberSchoolBus/

A multilingual site available in English, French and Spanish, this has an interesting range of material. Aimed at involving the world's youth in topics such as human rights, the environment, and the role of the United Nations, it offers activities to raise awareness and increase consciousness, and has relevance for Civics and Citizenship. Users are encouraged to interact with UN ambassadors on current issues via email. This constantly evolving site also includes: a **Geography quiz**; a **Bookstore**; facts on member nations (**Resource source**); and a news section (**The daily fax**). **Curriculum corner** provides interactive projects and teaching modules on topics such as: landmines; infectious diseases; and cities. The

#### Information Technology

<b>Country at a glance</b> database in <b>Elementary planet</b> hosts a		
wealth of information. N. Paull		
USER LEVEL:	VEL: Stage 3 Stage 4 Stage 5 Stage 6	
KLA:	HSIE; PDHPE; Science; ST	
SYLLABUS:	2U Geography; Geography 7-10; HSIE	
	K-6; PDHPE 7-10; Science & Technology	
	K-6; Science 7-10; 2U Science for Life	
SCIS SUBJECTS: Civil rights; Environment; United		
	Nations	
<b>KEYWORDS:</b>	Environment; human rights; United	
	Nations	
<b>PUBLISHER:</b>	United Nations, New York	
REVIEW DATE: 12/6/98		

#### US Patent and Trademark Office home page.

#### http://www.uspto.gov/

How many toilet seat patents have been registered in the USA since 1976? A search of the database at this site will give the answer to this question, and information on all inventions patented with the US Patent & Trademark Office. It is possible to trace patents using a two-term Boolean search or an advanced search using field codes. The database search will list all the hits that match the search criteria, and details of each patented invention are given. All design and technology students, in particular Years 11 and 12, will find the information of interest. Computer skills development in searching a large database online could be enhanced through systematic and explicit teaching. A. Barton USER LEVEL: Stage 4 Stage 5 Stage 6 Professional KLA: TAS SYLLABUS: Computing Studies 7-10; Design & Technology 7-10; 2U/3U Design & Technology SCIS SUBJECTS: Inventions; Patents **KEYWORDS:** Inventions; patent, trademark

**PUBLISHER:** US Patent & Trademark Office, USA **REVIEW DATE:** 5/6/98

#### Victorian literature overview.

#### http://www.stg.brown.edu/projects/hypertext/landow/vic torian/vn/litov.html

Resources for this site have been growing and developing since it began as a supply of information for students of Victorian literature in 1985. A fine source for documents in its own right, it has adapted well to the style and potential of the Web. Current HSC-set writers available include: Charlotte Bronte; Robert Browning; Charles Dickens; George Eliot; and Gerard Manley Hopkins. As well as placing each writer in his/her political and social context, there is a detailed examination of themes, symbolism, structure, genre and literary relations. Useful biographies and bibliographies, and briefs of critical articles are included, which could be used to encourage students in critical appraisal and wider reading about an author. A. Glasscock

USER LEVEL:	Stage 6 Professional	
KLA:	English	
SYLLABUS:	2U English; 3U English	
SCIS SUBJECTS: English Literature		
KEYWORDS:	Literature; Victorian	
PUBLISHER:	The Brown University Scholarly	
	Technology Group, USA	
<b>REVIEW DATE:</b> 16/6/98		

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#### War, peace and security guide.

http://www.cfcsc.dnd.ca/links/index.html

Essentially a well designed and carefully selected grouping of more than 6400 links, this Canadian site would be useful for several senior subjects. Collected under Armed forces of the world are many official servers, discussion papers, and relevant articles. Attempted coverage is global, although some countries are better covered than others. Contemporary conflicts has maps and, for example, on East Timor there are articles posted by both the Indonesian government and the many protest groups. Other selections available include: International relations; International organisations; Military art and science; Military biography; Military history; and Peace and disarmament complete the menu. Exploration of the links would be needed to verify curriculum relevance, but there is much potential for structured activities for Stage 6 students. A. Glasscock USER LEVEL Profes

SER LEVEL:	Professional	
LA:	HSIE	
LLABUS:	1U General Studies; 2U Geography; 2U	
	Legal Studies; 2U Modern History	
CIS SUBJECT	S: Military science; Peace; War - Social	
	aspects	
EYWORDS:	Peace; security; war	
<b>JBLISHER:</b>	Canadian Forces College, Toronto,	
	Canada	

**REVIEW DATE: 16/6/98** 

#### Welcome to chem4kids! Your chemistry Website!

#### http://www.chem4kids.com/

Informative text, and appropriate graphics and sounds, are used in sections related to: **Matter**; **Atoms**; **Elements**; and **Reactions**. Users can go to the topic of choice, or choose the systematically designed guided tour. A useful **Math** section deals with the **Units** chemists use, and the **Constants**, **Symbols** and **Formulas** used in chemistry. The site also contains brief **Profiles** of the heroes of chemistry and a comprehensive chemistry **Glossary** (key topics). Visitors can **Sign up** for an emailing list and so be regularly informed about updates to the Website. Each topic has a great online quiz. The site has its own search engine. J. A. Robinson

SER LEVEL:	Stage 4 Stage 5 Stage 6 Professional		
LA:	ST; Science		
YLLABUS:	2U Chemistry; Science & Technology K-		
	6; Science 7-10		
CIS SUBJECT	CIS SUBJECTS: Chemistry		
EYWORDS:	Chemistry		
UBLISHER:	Rader New Media, USA		
EVIEW DATE: 12/6/98			
VAL:	Highly recommended		

#### Welcome to the Sydney Aquarium.

#### http://www.sydneyaquarium.com.au

Students and teachers will find a wealth of useful information on this site, which has been designed primarily to encourage visitors, particularly school groups of all ages, to utilise the aquarium. The two most useful aspects of this site are the wide ranging lists of primary and secondary curriculum based teaching kits (Educational resources), and the comprehensive Tentacle links. The kits, available free of charge to NSW teachers, include such diverse topics as: *By the river, by the sea* (an ESL excursion kit), through to *Mad maths*. The links to other aquarium and marine resources would be useful bookmarks for future reference,

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but exploration is required to verify curriculum relevance. N. Paull

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

KLA:HSIE; Mathematics; Science; STSYLLABUS:2U Biology; Geography 7-10; HSIE K-6;<br/>Mathematics K-6; Mathematics 7-8;<br/>Mathematics 9-10; Science 7-10; Science<br/>& Technology K-6; 2U Science for Life

SCIS SUBJECTS: Aquariums; Marine ecology KEYWORDS: Aquarium; marine; Sydney PUBLISHER: Sydney Aquarium REVIEW DATE: 12/6/98

#### Welcome to thinking fountain!

#### http://www.sci.mus.mn.us/sln/

Children are encouraged to browse and explore various science topics at this site. An extensive alphabetical listing of topics is coded to indicate whether information is about a book, an activity, or artwork. The activities are simple, list the materials needed, and show photographs. Questions are posed, with options for locating further information, and include books, Internet sites (exploration time required to verify curriculum relevance), and oral reports of researchers. Unfortunately, the time involved in retrieving the oral presentations, relative to their length, would detract from their usefulness. The **Theme clusters** show how the various topics at this site are linked, and a search facility allows the user to quickly locate topics. S. Leslie **USER LEVEL:** Stage 2 Stage 3 Professional

 KLA:
 ST

 SYLLABUS:
 Science & Technology K-6

 SCIS SUBJECTS:
 Science

 KEYWORDS:
 Science

 PUBLISHER:
 Science Museum of Minnesota, USA

 REVIEW DATE:
 5/6/98

### Words of art: an on-line glossary of theory and criticism for the visual arts.

http://www.arts.ouc.bc.ca/fiar/glossary/gloshome.html With critical study becoming more important in visual arts courses, this project will be a valuable resource for students and teachers. The glossary facilitates comprehension of what would otherwise seem an impenetrable jargon. It gives exhaustive and precise definitions of such terms. The hypertext format allows the user to quickly link to related terms within the glossary. The glossary clearly differentiates between such terms as 'critic' and 'art historian', and 'art' and 'craft'. Newer terms sometimes used in contemporary art criticism, such as 'culture jamming' and 'zeitgeist', are included. Senior students will certainly find it useful in building their vocabulary and developing their understanding of contemporary art criticism and theory. M. Beare

USER LEVEL:Stage 6 ProfessionalKLA:CASYLLABUS:2U/3U Visual ArtsSCIS SUBJECTS:Art criticism; Art - DictionaryKEYWORDS:Art criticism; glossary; post modernismPUBLISHER:Okanagan University College, CanadaAUTHOR:BELTON, Robert J.REVIEW DATE:5/6/98EVAL:Highly recommended

#### Yeomens keyline designs.

#### http://www.keyline.com.au/

An easily navigated site, this contains excellent information on: property planning; keyline designs for farms; landcare issues; and urban planning design. The language is very readable, and high quality graphics enhance the presentation. Users can gain an insight into how to design a sustainable farm plan. This is an excellent site for students studying the land management elective in the 2 Unit Agriculture course. The information is well set out and students will find it very relevant for assignment work. I Gant

USER LEVEL:Stage 6KLA:Science; TASSYLLABUS:2U AgricultureSCIS SUBJECTS:AgricultureKEYWORDS:Agriculture; design; sustainablePUBLISHER:Keyline Designs, Southport, QueenslandREVIEW DATE:12/6/98

#### **INTERNET REVIEWERS FOR THIS ISSUE WERE:**

Allan Barton, Murray High Michael Beare, Shoalhaven High Natalie Cooper, Cobbitty Primary Greg Donaldson, Westport Technology High Chris Dorbis, SEO1, Aboriginal Studies Ivan Gant, Merriwa Central Alison Glasscock, Turramurra High Karen Heap, Muirfield Technology High Bob Lees, SEO1, Learning Materials Production Centre Suzanne Leslie, Lindfield Primary Elizabeth Maxwell, Cherrybrook Technology High Chris O'Rourke, Bathurst High Nigel Paull, Grafton South Primary Jenny (JA) Robinson, Byron Bay High Julie Robinson, SEO1, Learning Materials Production Centre Simon Taylor, Barham High Peter Thompson, Bossley Park High Ruth Thompson, Bossley Park High Kerry Underhill, MacKellar Girls' High

Anthony Whyte, Westport Technology High

#### Hot topics in Scan: the Internet on the World Wide Web!

An annotated index to many past **Scan** articles related to the use of the Internet in teaching and learning.

#### Go to

<http://www.dse.nsw.edu.au/> and follow this hypertext route from the home page: Staff, then Curriculum Resources, then Publications, then Scan.

Coming soon to the same location: Hot topics in Scan: Supporting the Literacy Strategy.

#### Information Technology

# Information literacy outcomes and reporting to parents

Outcomes based education is an integral part of teaching and learning at Barnier Public School. The staff have been developing a database of student outcomes and indicators, which they can access with laptop computers. Pro formas generated from the data are used for planning, programming and assessing teaching and learning activities K-6. Ongoing refinements have made information literacy a major area of focus, and facilitated reporting to parents. Jenny Craft, Barnier's teacher-librarian, outlines the processes undertaken to implement this innovative project.

Since this school's beginning in 1992, the staff have worked with outcomes in programming, assessing and reporting to parents for all key learning areas (KLAs). Outcomes based education has, as its core, the knowledge and understanding of students' skills and abilities in directing the teaching and learning that will take place. With the understanding that our students must build a base for life long learning, the staff have developed three focus areas: reading; mathematics; and most recently, information literacy.

## Technology in programming and student assessment

At Barnier, we use a computer database for preparing our teaching programs. This method has been developed over a period of several years. We copy and paste the appropriate outcomes into a document that becomes the basis of the teaching and learning program for the students. Initially, outcomes for each KLA were copied from the curriculum documents into a booklet. Over the years, these outcomes have been transferred from the book into a computer database.

Our Principal, Pat Ryan, saw the need for the availability and portability of computers for teachers, and supplied each staff member with a laptop computer to facilitate programming, evaluation and assessment using this database. Teachers are able to copy and paste the outcomes from the computer database straight into their teaching and learning program. New staff members receive intensive support, and quickly become competent in preparing their computer generated programs and pro formas.

#### **RAMPAGE** and beyond

After analysis of the levels of achievement of our students in English, it was determined that we might increase the literacy and numeracy levels of the students K-6 through a program called *RAMPAGE* (*Reading and maths programs across the grades every day*). This program involves all staff members. Students are grouped according to ability level, with fewer students in the groups that need intensive development.

As the success of the literacy program became evident, it was decided to implement the mathematics component of *RAMPAGE* following the same guidelines. Students were assessed and grouped according to ability.

In 1997, a professional development day was dedicated to information literacy and the adopting of outcomes related to the information process (from *Information skills in the school* and *Learning for the future*). The staff and community accepted that the information process was a logical way for students to attain information literacy, and I (fresh from Graduate Diploma studies in teacher-librarianship through Edith Cowan University,) set about collaboratively planning and programming with teachers.

At the end of the year, during discussions with the executive, it was decided that, with the success of the *RAM*-*PAGE* programs in reading and mathematics, and due to the interest in the development of information skills, a *third* focus area of the educational program of the school would be information literacy.



Students working towards information literacy at Barnier Public School

## Collaborative planning and information literacy

At the beginning of the 1998 school year, I sat down with teachers from each grade in front of a computer. Together, we chose the outcomes for units of work in information literacy that we would present to classes over the following weeks. Using a database, we selected from information process outcomes, then outcomes from other key learning areas which the teachers felt were necessary for the development of information literacy skills for their students.

The staff and community accepted that the information process was a logical way for students to attain information literacy

Teachers selected specific information process outcomes: from their knowledge and understanding of the students in their classes; from discussion with the previous year's teacher; and with consideration of the knowledge I, as teacher-librarian, hold of the students at this school. Following this initial meeting, the teachers prepared teaching and learning activities to implement the program.

At a second meeting, decisions were made about which teaching and learning activities would be included and where these activities would take place (ie the classroom or the library, etc). Also, it was determined who would be responsible for their presentation, and the assessment processes to be used. Within a very short period of time, the program of work in information literacy for each class had been collaboratively prepared and decisions made as to assessment. Even a student progress report for parents had been formulated.

#### **Reporting to parents**

As well as adopting an information literacy component to our program, we looked at the way in which we reported to parents. The content of the school report needed to be reviewed. This had traditionally been done on a twice yearly basis. It was obvious that there were many outcomes addressed by teachers over two terms. Difficulty arose in choosing the outcomes that were to be conveyed to the parents. It was decided that we should identify fewer, more specific, outcomes at the beginning of the unit of work, and that a copy of these outcomes be sent home so that parents knew what we were working towards. This initial document would be sent home again (after a ten week period) as the school report, identifying the outcomes that the student had achieved.

In consultation with individual teachers, it was often discovered that, when choosing information process outcomes, not every area of the process needed to be covered. It is not necessary for the children to define, locate, select, organise, present and assess *every* time a topic is treated. As a cumulative process, it is usually more appropriate to model and practice specific outcomes that need development, or are demanded by specific learning tasks.

For example, the accompanying pro forma outlines the outcomes specifically chosen for Year 4 students. It is a unit of work based on a topic from *Science and technology K-6* called *Eating* out. The classroom teacher and I agreed that only outcomes from defining, locating, selecting and organising would be covered for this unit of work. Other classes have covered all areas of the information process in their units, while other grades have elected to choose fewer outcomes.

Whilst the students in the Year 4 class are working at Level 2 for each of the KLAs identified, we have other classes where outcomes from two and sometimes three levels have been programmed.

The outcomes pro forma uses information from the school database and correlates with the teachers' programs. The sheet is sent home to parents *before* the unit of work is presented and again (as the school report) at the completion of the program, with areas of achievement highlighted.

#### The future?

Since this article was commissioned, the new *English K-6 syllabus* has been released, with information skills clearly embedded in student indicators (see *Scan* vol 17 no 2). An obvious advantage of storing programmed outcomes in a computer database is the relative ease for making changes to our programs, assessment sheets and forms for reporting to parents, thus keeping pace with the newest departmental documents.

The incorporation of technology into the information literacy program itself has also not been forgotten. Students at this school have access to a network of fifteen computers within the library, and a stand alone in each classroom. Student use of computers is determined by the educational program established by the classroom teacher for each of the focus areas. Outcomes for the use of technology are always incorporated into the program, as can be seen in the Year 4 pro forma (opposite).

Our planning for the future will incorporate three networked computers in each classroom within the next two years. The development of the information literacy focus area, the incorporation of the information process outcomes, and the concept of programming and planning using a school-created database are part of a project still in its infancy. Undoubtedly, it will evolve and develop as the teachers work with the outcomes and the formats we have devised. The vision of the Principal of this school, and the collaborative efforts of many staff members, have combined to make the implementation of information literacy at Barnier a reality.

#### BIBLIOGRAPHY

Bennetto, E. & Manning, M., Learning for the future. Teacher resource kit: developing information services in Australian schools, Australian School Library Association, 1995
 Information skills in the school, NSW Department of Education Learning for the future: developing information services in Australian schools, Australian School Library Association, Australian Library and Information Association, 1993. ■

Information Technology

#### R.A.M.P.A.G.E.: Infor

Name:

Following is a list of outcomes your child: will learn during the

#### Information process level 2

#### Collecting, analysing & organising information (Defining in

- The student participates in group brainstorming to identify ke for a given topic;
- clusters ideas under teacher direction and articulates the org

#### Collecting, analysing & organising information (Information

- uses knowledge of specialist reference books (dictionary, atla tory, encyclopedia) to identify materials which may provide ne
- uses author, title or subject access in the library catalogue or number of a resource.

#### Communicating ideas & information (Information selection a

identifies key information and ideas from a text, audiovisual s

#### Planning and organising activities (Information processing a

- · participates in group consideration of the relevance of inform
- categorises information into teacher determined units suited sequences or grid).

#### Technology

- compares different visual images and the messages they cor
- · identifies elements of packaging that can assist in selling a p
- manipulates graphics, layout, print size and style to make a n

#### Science & Technology

- · People create specialised environments to meet specific nee
- · Environments are sometimes modified to fulfil new and differ
- · Materials and resources are used to produce goods and corr
- The student relates planning and evaluating to each stage of
- · proposes explanations using simple observations;
- · devises ways of checking or testing predictions;
- works cooperatively in groups.

#### Visual Arts

- Cuts and pastes images, words and letters to explore simple ment or to send a message;
- Creates collage works by selecting and combining a range of
- Discusses preference for a particular art work from a small di objects brought from home (pottery, fabrics or baskets).

#### Comments

#### R.A.M.P.A.G.E. Teacher

mation literacy	
Class:	
next 10 weeks/has achieved	
	Achieved =
formation needs)	
y ideas and the associated language	
anising principles.	
n location)	
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# One Internet access point: making it work for your students

Birgit Smith is teacherlibrarian at Mudgee High School. Birgit and her teaching colleagues are achieving success in providing information *literacy skills development for* Years 7-12 students, with one Internet connection, as provided by the Computers in schools project

We have explored adding a skelcton bibliographic entry for Web sites in OASIS giving information in the title, subject and location fields.

his article outlines some of the opportunities the staff at Mudgee High School has designed for students so that they can access the world through the Internet, and the strategies we have put into place to manage Internet access effectively. Our students are being given sound opportunities to develop their information literacy skills sharing the one Internet access point. Fortunately for us, the decision had been made to house this point in the library so, as teacher-librarian, I was in a prime and exciting position to integrate its use into information skills programs, thereby contributing to student learning outcomes.

#### **Provision of access**

The computer for Internet access sits with a group of five other personal computers which are located centrally in the library, making them highly visible to students and staff. This bank of computers provides access to a variety of CD-ROMs and software which are important tools for student learning. The Internet is therefore seen as another of these tools. Printing and photocopying facilities are available at a small cost.

Internet access is available during school hours when classes, small groups or individuals are booked into the library. On Wednesday evenings, from 7.00 to 9.30 pm, the library is open for senior students. This has provided an ideal opportunity to develop the information literacy skills they need for their research. Generally, management of our one access point has been facilitated by the following:

- The Principal's support for flexible scheduling as the best use of the library
- A commitment by many teachers to plan collaboratively, with the teacherlibrarian and other specialist teachers, for their classes (which often gives time to share and explore possibilities for Web sites to bookmark for specific units of study)
- Suggestions by teachers and from Scan for Web sites which may be useful for students.

Mudgee does not seem a great distance away from Sydney. However, our students are, in fact, relatively isolated from major resource centres. Web sites, electronic journals, online databases and email provide for equity of access to resources for all students regardless of their location. Moreover, access to this virtual library is integral to current ideas about effective collection development.

#### Managing Web sites

Finding and managing relevant Web sites can be a time consuming task. Resource lists, professional publications, staff and student recommendations and, of course, Scan Internet site reviews, are some of the sources used to provide possible sites. Those applicable to current research topics are added to folders in Bookmarks. We also keep a card file of useful sites in a box beside the computer. Entries are filed by SCIS subject heading and the card also contains the correct site title, URL and date of initial access.

Finally, we have explored adding a skeleton bibliographic entry for Web sites in OASIS, giving information in the title, subject and location fields, and the URL in Review Notes. This means that staff and students are alerted to suitable Web sites along with other resource formats when using OASIS enquiry. The Internet sites reviews in each Scan, with their SCIS subject headings, are most useful for this purpose.

#### **Budget considerations**

Sydney schools have virtually unlimited access to the Internet via Ozemail for the cost of a local telephone call. It is very different for country schools. Probably our biggest management concern here at Mudgee High is that of effectively using the tied grant, which gives us 3.6 hours per day of Internet access through

Management of our one access point has been facilitated by the Principal's support for flexible scheduling as the best use of the library.

Ozemail at Lithgow. This STD call costs about \$18 per hour, so we monitor access carefully. While we currently have the one access point, it is still possible to use cached versions of Web sites (being mindful of copyright) to try to stay within the budget. Of real concern is the possibility of getting an enormous telephone bill if the modem is left connected. We have been alerted to the advantages of putting a timer onto the power point so that it would automatically switch off at a designated time. Imagine the bill if the modem was left connected over a weekend!

#### Applications to curriculum areas

With a single Internet access point, we have been able to make contributions to students' information literacy skills through planned programs. Early in their time at high school, our Year 7 students undertake a cooperatively planned and taught unit of work on the history of mathematics. All maths lessons for one week are in the library, where students work through a series of cards focusing on such aspects as: the history of numbers; history of measurement; calculating devices; and famous mathematicians. Apart from the subject content, there is a strong focus on locating information.

All students, in small groups access the MacTutor History of mathematics site at: <http://wwwgroups.dcs.st-and.ac.uk/~history/>. The students work through planned activities to learn the essential terminology associated with the Internet: browsers; bookmarks; URLs; and hot links. This short program provides a good introduction to the Internet for many students.

The Year 10 career education program also utilises Web sites. Over a period of some weeks, small groups of students come to the library and are introduced to a selection of online careers resources. While they only have a short initial introduction, students are encouraged to return during breaks to further explore the sites, use the resume generator, or email for further information about specific careers. Many students avail themselves of these opportunities.

While these programs are the only two where all students in a particular grade access the Internet at present,

many other students and teachers are seeing the benefits of its use. For senior students, the Internet has become a regular research tool for information for biology, society and culture, modern history and geography. As our student writer Kelly Samanc explains, the email facilities have been of enormous benefit.

My name is Kelly Samanc, and I am a senior student at Mudgee High School. I recently was involved in researching a topic of interest for one of my HSC subjects. The books in the library helped me a lot, but I felt I needed more assistance with the information, so our teacherlibrarian showed me how to use the Internet as a source of up to date, subject specific information. In no time whatsoever, I was receiving email from the University of Minnesota in the USA. In the next couple of days, I received a package of information relating to my topic of interest, and every now and then I receive updated material from a PhD student at the university. If it wasn't for the Internet I wouldn't have been able to find the appropriate, current information I needed for my task, and it would have taken me longer to complete.

#### The future

A recent building program has provided new facilities at Mudgee High including most of the cabling for our computer network. By the end of 1998, we will have a school intranet, a curriculum server, a Web server, and Internet access in many more points in the school. The prospects to further develop our students' information literacy are exciting, but I think we have a good foundation to build on. We are now working on developing a whole school information literacy program and I intend to investigate curriculum mapping as a way of monitoring and evaluating the program to ensure that all students have exposure to the skills they will need to live effectively in an information society. Using one Internet access point can provide a good start.

# Effective communication and the school library

*Teacher-librarians have daily opportunities to model the stages of the* information process for students and teachers. In the interest of more effective communication, Maureen Nicol, teacher-librarian at Dubbo Distance Education Centre, has discovered that competence with the **Presenting** stage of the information skills process is as valuable for teacher-librarians as for their clients.



ne of the unexpected advantages about being a mentor for colleagues enrolled in the School based support course for teacher-librarians, has been the opportunities for me to learn from those I have been asked to help. The mentor can get as much benefit from the interchange of ideas and experiences as the protege.

An excellent example of this was a simple, but highly effective, strategy by Jill Osgood, formerly teacherlibrarian at Cobar High School. Jill established a regular library newsletter for the school's staff. In this newsletter, Jill aimed to:

• reinforce the need for classroom teachers to teach the information process

• remind her colleagues that the teacher-librarian would be an ideal partner for cooperative planning, programming and teaching (CPPT) of this process

 promote the resources and services of the school library as the best venue for such an educational program to be implemented.

Knowing her colleagues as well as she did, Jill realised that teachers' pigeon holes are full, almost on a daily basis, of sheets of A4 white paper covered in black text. Jill decided that bright red paper (for 'hot' news) would be more noticeable amongst the clutter. She also felt that the ubiquitous rectangular A4 newsletter, albeit red A4, was in need of a rethink, which gave rise to her

final product: a red triangle (ie an A4 sheet, halved diagonally).

If an increase in requests for her service as a CPPT partner are any indication of success, Jill's desired outcomes were definitely achieved.

As teacher-librarians, we all have a wealth of information to communicate to our clients: staff and students. More importantly, it is our responsibility to model best practice as partners in the teaching of information skills.

#### The information skills process: Presenting

In our libraries, we regularly demonstrate to students the skills necessary for locating sources of information, selecting the most appropriate information and organising the information. Opportunities to model these skills occur often, either as required by a planned program, or incidentally, in the course of daily interaction with our clients. To maintain our credibility as information specialists, should it not be important that we, the teacher-librarians, become dexterous in *using* the whole process, too?

Take, for example, the **presenting** stage of information skills. When it comes to the presentation of our own information products, many teacherlibrarians (and classroom teachers for that matter), are less than inspirational in our advice and our example. This is especially true when it comes

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to computer assisted productions; frequently, our students' grasp of technical expertise is superior to our own.

The technology available to schools today has the potential for the design and production of extremely professional presentations. While the hardware and software may be on hand, those other essential elements for proficiency in computer based presentations - *sufficient time* and *easy* access - may not be as achievable for many teacher-librarians. It seems impossible for many of us to develop anything more than basic word processing skills, let alone becoming proficient in desktop publishing and an expert in the principles of layout and design.

However, as professionals, teacherlibrarians are surrounded by an abundance of high quality page layout and design. We read journals such as Scan, newsletters such as Connections, and the huge amount of snappy promotional material from publishers, distributors and booksellers. Teacher-librarians can benefit greatly by taking the time to deconstruct these models.

#### The design process

While it is certainly not expected that a teacher or teacher-librarian have the specialised skills of a graphic designer or professional desktop publisher, having insights into these processes can certainly shape and heighten our expectations and results. We already know what works for us, and we know what we like to see in our students' work.

Recently, I attended a one day workshop called Design for desktop publishers. The aim of the workshop was to assist participants to take the 'hit and miss' out of their presentations and products by coming to a basic understanding of the design process. This course was extremely practical and 'hands on'. Interestingly enough, there were no computers used during the whole day; instead, we busied ourselves with scissors, glue and magazine cuttings.

Much of the course content was based on *The non designer's design* book: design and typographic principles for the visual novice. (1) The first half

of this excellent publication very

clearly describes and illustrates the four underlying principles of good design: Contrast; Repetition; Alignment; and Proximity. The rest of the book deals with Type, and the challenges created when combining more than one font style on a page. As Sarah Lambert says, in the introduction to her course notes, "Users may be overcome by the urge to combine six different typefaces and sizes with boxes, lines, shading, pictures, circles and squares - all on the same page. Some find themselves picking something safe, and sticking to it for every document they produce." (2)

> A very simple starting point for those who feel overwhelmed is to learn by imitation.

With the insights provided by her workshop, even 'non designers', faced with the ever expanding variety of professional quality computer software and techniques, can build up their confidence to select between the choices on offer.

Another excellent publication provides further insights into the design process. Newsletters from the desktop: the desktop publisher's guide to designing newsletters that work contains abundant samples of successful newsletters which exemplify the four design principles. There are also

The four underlying principles of good design are: Contrast: Repetition; Alignment: and Proximity.

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numerous examples of poor newsletter design.

"Newsletter design is... a lot... like public speaking." The authors of Newsletters from the desktop remind us that the same rules and conventions of public speaking can be applied to the print medium as well: "Don't be shy, project your voice, stick to the point and tell your audience when you're changing topics or direction. Whatever you do, don't let your newsletter mumble." Some newsletters speak quietly, droning on and on, but those with great design features are much "harder to ignore".(3)

#### Getting started

A very simple starting point for those who feel overwhelmed is to learn by imitation. Look carefully at all the newsletters, magazines and promotional materials which come across your desk. Pick a style which really appeals. Deconstruct and analyse effective elements such as: layout; typefaces; font sizes; margins; line spacings; column widths; alignments; headings and subheadings, etc. Try to emulate them, with your own variations, in your presentations.

Whatever way we go about it, improvements in our own presentation knowledge and skills, as evidenced in the of quality of publications emanating from our own libraries, cannot fail to enhance our professional profile and our credibility as the school's information specialist.

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# OASIS Acquisitions and the new SCIS products

With the advent of the new SCIS CD-ROM and Web products, many teacher-librarians are reexamining and streamlining their work practices. The Acquisitions module of OASIS has many advantages, for such issues as time management and budget expenditure. But does it work well with the new SCIS products? Margot Lindgren, teacher-librarian at Avalon Public School in Sydney, has had considerable experience with SCIS and OASIS at various country schools.

ver the years, like many of us, I have seen numerous changes in library management and access to SCIS, a cataloguing service which I believe to be one of the best assets we have for school libraries in Australia. These latest developments, SCISWeb and SCISCD, when used with OASIS and Acquisitions, are just so terrific. They are easy to use and time saving.

When I arrived at Avalon in 1997, the school assistant approached me about using the Acquisitions module of OASIS. She had no idea how it worked, but knew that it was available and would certainly help the school office staff if the library was responsible for the bulk of its own ordering. On reflection, I would recommend it to anyone, in any size school. Prior to using the module, I had to write out all of my orders (in great detail) on school purchase request forms. Now I simply highlight items from catalogues, or journals like Scan. The whole process can be completed very efficiently and quickly and the paper war is reduced.

#### Preparation

During my first year with OASIS Acquisitions, I did discover a few little hints which work for me. Firstly it is a good idea to establish your own set of order numbers. This really helps your office staff. Mine are set up with 'L' as the initial character (eg L00056). You do this just once in Parameters and then it is set up for all your orders. Secondly, obtain a list of current suppliers and their codes from the OASIS admin computer in the front office and use these same codes in the OASIS library system. Finally, because my library clerical staff fax out my orders, I have made sure that fax numbers appear in the actual address of the supplier. If you go into B1 A5, the Supplier Authority file, you will notice a space for phone and facsimile numbers. However, when an order is generated, these numbers do not actually appear on the printed

copy. To save having to look these numbers up time and again, and then writing them on each order, I have also incorporated the fax number of each supplier into the last line of their address.

#### SCISWeb and SCISCD

When using SCISWeb or SCISCD with Acquisitions, once again there are things you need to do to make everything run smoothly:

1. When you enter an item in your Wish list, only put the details you think the supplier will need. This might only be a title (or perhaps title, author and ISBN). Keep all this to a minimum because SCIS will fill in all the blanks for you later. Brief details reduce your chances of duplicate records when you download and overwrite your Wish list records.

2. If you do add an author you will need to edit the brief record. Unfortunately, whenever you enter an author, OASIS automatically allocates a suffix for your call number. While this is a terrific feature if you are entering books from scratch in General Resources, for the download to work you must delete this suffix. OASIS does not overwrite anything in the call number or suffix field. (This first happened to me with a book about Diana, the Princess of Wales. In Wish list, I had entered the author and, thus, a suffix appeared. When I downloaded the records obtained via SCISWeb, I had a blank space instead of a Dewey number over the suffix. I had no idea where this book should go. Was it biography, British history or what?)

3. Type in the ISBN in. If you don't know the ISBN when you create the order, enter it when you receive the item/s. With Acquisitions you go into B3 C1 to Receive an order. You do this before the download. Adding ISBNs is another way to avoid duplicate records.

4. Prepare a disk from SCISWeb or SCISCD. I have several disks which I label 'U' and 'A'. (See point 6.)

5. As you download into OASIS (in H1 G2), you will be asked about the First barcode number and the Accession number. This part does seem confusing but it works. You accept the barcode number (and I always write it down). It may seem odd that you are accepting a barcode when these have already been allocated to your resources (in B3 C1 - Receive). Don't worry. Having a barcode at this point will not give you duplicate records; you cannot leave this field blank. However, you do not accept the accession number. This number is deleted, to leave the field blank. (Again, it is a good idea to note down the number, as after your download you will want to put this number back into B1 C1 Parameters under <B>arcode. This means the accession number will once again default automatically for: any 'A' downloads; any regular data entry; and when you use B3 C1 (Receive) in Acquisitions.

6. The next important question is, "Do you wish to attach the records to Abbreviated Entries/Entries ordered through Acquisitions?" If you are using Acquisitions, it is here you choose 'U'. I have separate disks for using with the SCIS products (as mentioned previously), because one cannot mix Acquistions ordered material with all those

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free documents, policies and kit resources that seem to arrive unexpectedly.

7. After the download is complete, a quick way to check that there haven't been any duplicate records added is to go into OASIS enquiry and enter the barcode which you noted down. You will see your batch of received books and these should end at the previous barcode. On the rare occasions I have had duplicates turn up, I eventually overtype them, using <**E**>dit, to create records for locally produced, school-based materials, etc. (ie records for items which I know will never be on SCIS). To prevent unusual errors from occurring in the future, it is good policy never to delete a whole record using 'Delete'. Edit all of the content of a record, but do not delete it off the system.

There are three people I would like to thank for helping me on my voyage of discovery: Sue Fletcher of Orange for all her hard work with OASIS training (teacher-librarians all over Western NSW were very fortunate to have such a good mentor); Jennie McNiven of Lithgow High for her practical advice and terrific tips for using Acquisitions; and Michelle Ellis for her vision to have SCISWeb and SCISCD made available to all NSW government schools.

#### Online interactive discussion board for teacher-librarians

From the commencement of Term 3, an Internet discussion board for teacher-librarians became available on Network for Education, the Department of Education and Training's Web site. Using SCISWeb and SCISCD in school libraries, a joint initiative of Training and Development Directorate and the Library and Information Literacy team, features information and advice for teacher-librarians. It is an exciting initiative as many issues involved in the management of SCISWeb and SCISCD are discussed.

SCIS Frequently Asked Questions (FAQs) about the effective use of SCIS products, and OASIS library technology management practices, are one of the key features. These offer workable solutions to concerns raised by teacher-librarians.

An advantage of this online information is that modifications and recommendations regarding best practice can be easily updated. Resources archives past Scan articles about SCISWeb and SCISCD. For example, several articles from the previous issue of Scan (vol 17 no 2) now contain additional information. This section also describes useful print resources about technology in schools, and has links to other Web sites for teacher-librarians.

Your say! is the moderated discussion board. Teacherlibrarians are encouraged to monitor the ongoing discussions, add their own suggestions or ask new questions.

Using SCISWeb and SCISCD in school libraries can be accessed by going to the URL

<http://www.dse.nsw.edu.au/> and following this hypertext route: Staff, then Training and Development, then Initiatives, then Your say!, then List of topics. ■

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### More suggestions for effective use of SCIS products

#### Andrew Barber, teacher-librarian at Newtown High School of the Performing *Arts* (*Enrolment*: 736 *students*):

We use the Acquisitions program of OASIS and there was no way that we were going to give up the power for planning, budgeting, stock control and accountability associated with it. So, when it came to using the new SCIS products this year, it took us a while to get a work flow that suited us and was compatible with OASIS acquisitions.

Firstly, we Receive all ordered items in Acquisitions then edit the skeleton record to reflect the actual item (ie scan in the ISBN; delete the computer generated suffixes) and screen dump this record. We do not use SCISCD for these items; we find that, because of the nature of the school, there are many new resources that do not yet appear on the CD-ROM. Instead, we check SCISWeb using OPAC, and scan the ISBNs in Builder. The SCIS record is printed off if there is one. (If there isn't, we send the resource to SCIS at Ryde for cataloguing. The item is already accessioned and barcoded, so we can easily keep track of it; the item goes 'on loan' to SCIS.)

The printed record is compared with the screen dump and, if necessary, we edit our brief record to match the exact spelling and punctuation. (This is quite fast because each resource can be found in General Resources by barcode; having the two printed versions makes it easier to compare). We then download the record from SCISWeb and transfer to OASIS first thing in the morning, after an overnight backup.

New resources, when returned from cataloguing at SCIS, are reintroduced to the work flow at the point where we check SCISWeb.

Donated items (such as theatre programs), government documents, school policies and such are checked using SCISCD, their records exported to disk, and transferred into OASIS. Because it is possible to upload data from more than one disk to OASIS at a time, we do this in a batch with other SCISWeb items. A full K1 Data backup completes the process.

My special thanks go to Wendy Rafter, school assistant (library), who has collaborated with me as we learn the new technology together.

#### Toni Field, teacher-librarian at Five Dock Public School (Enrolment: 216 students):

While awaiting the arrival of a new barcode reader and disk drive, and with only the Macintosh Internet computer upon which to test out the new SCIS products, I decided to 'play' with ways of retrieving records from SCISWeb and downloading them into OASIS. A visiting

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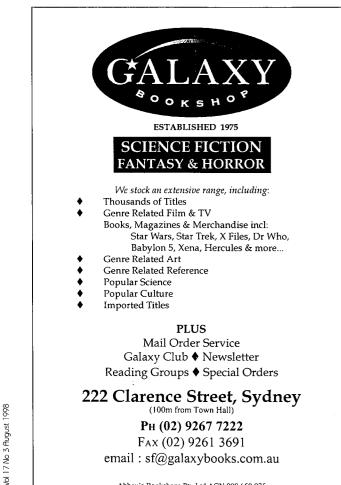
technician suggested I try OASIS word. Having never used OASIS word (A2 from the main menu) before, I navigated the following steps:

Open a new document and type (or scan in) the ISBNs. Save to disk as a 'text' file. The Destination is 'floppy'.

Take the disk to the Internet connection. After entering you number and password, select Dewey, then Create orders, then Browse. Save your work to a new disk.

Return to the OASIS workstation. Install the new disk. Click on Text, then Open, then on SCIS DATA- US Marc. Save and continue to load as usual. Complete a full K1 Data backup and print reports. This whole process took a matter of minutes.

Although I now have a new barcode reader and an IBM compatible PC (and downloading records directly from SCISWeb is just as efficient), it was interesting to explore other means for managing the product. Creating offline orders gives variety to the task at hand and is invaluable in schools without an Internet access terminal in their libraries. 🔳



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#### **RESEARCH COLUMNS**

RESEARCH COLUMNS 3, 1998

Dr Ross J. Todd is Head of Department of Information Studies, University of Technology, Sydney.

he focus of **Research columns** this issue is teachers. As I examine the emerging literature on the integration of information technology into learning, and in particular the World Wide Web, there is increasing emphasis being placed on the importance of transforming classroom practices to ensure that qualitatively different learning experiences and positive learning outcomes are afforded through the integration of information technology. After all, one might argue, if information technology does not foster qualitatively different learning experiences and enhanced learning outcomes, then why invest in such costly technology infrastructures in schools? It is a difficult challenge that demands a rethinking of our traditional pedagogy. And at the centre of this challenge are classroom teachers.

Recently I had the privilege of addressing a New Zealand conference of several hundred school principals where I spoke about the integration of information technology into learning. Central to my presentation was emphasis on the need of classroom teachers, working in collaboration with teacher-librarians, to explicitly and systematically develop information and critical literacies. I am unequivocally convinced that the development of these literacies is the key to the successful integration of information technology into learning.

A key theme running throughout this conference focused on the "myths of information technology", and were so aptly presented by long-term champion of information literacy, Gwen Gawith. These myths include:

- Information technology (I.T.) = learning
- Faster I.T. = faster learning
- Children are genetically tuned into I.T.
- Information + computers = knowledge
- More technology = better learning
- Better learning is acquired through a day's inservice

#### • What you read on the screen is true

Using Netscape = information literacy.

The task ahead for teachers and teacher-librarians is immense. The research and abstracts in this column provide important directions. The research report is provided by Dr Dianne Oberg and Susan Gibson. Dr Oberg is Associate Professor in the School of Library and Information Studies and the Department of Elementary Education at the University of Alberta in Canada, and conducts research on issues related to school library program implementation. She is also IASL Vice-President for Association Relations. Susan Gibson is in the Department of Elementary Education, University of Alberta, and conducts research on the integration of technology in social studies and the role of technology in teacher education. In this issue, they report on research into teachers' concerns about the Internet.

## Teachers' concerns about the Internet: implications for teacher-librarians

#### Dianne Oberg and Susan Gibson.

ike many schools in Australia, schools in Alberta, La Canada, are being encouraged and supported in 'getting connected' to the Internet. However, providing access to the Internet is just the beginning. Teachers need to develop ways to integrate Internet resources into their teaching, and teacher-librarians can play a powerful role in this work. The teacher concerns reported here come from an exploratory study of how some Alberta schools were using their access to the Internet. The authors conclude with some implications for teacher-librarians.

#### **Review of the research literature**

Teacher-librarians know that the Internet is a complex learning environment, characterised by ambiguity, unpredictability, lack of structure, lack of selectivity, and variable information quality (Todd, 1996). Because of the relative recency of widespread Internet availability in schools, there is little research addressing how teachers think about and use the Internet as an educational tool. What research has been done to date suggests that effective use of the Internet is dependent upon such factors as: the availability of appropriate hardware and software (Maddux, 1994); the level of teachers' technological skills (Peha, 1995); and teachers' willingness to rethink they way they teach (Follansbee et al., 1996). These factors are strongly linked to teachers' attitudes toward the use of the Internet as a teaching and learning tool.

1994).

Case studies were conducted in six schools in and around Edmonton, Alberta. These schools, reputed to be advanced in their use of Internet, were selected in consultation with the superintendents and/or consultants in their school districts. Two of these schools offered 'virtual' schooling programs in addition to their 'traditional' on-site programs; a third was solely a virtual school. The virtual programs or schools served students off-site and delivered instruction primarily through electronic communication. Only one of the six schools in the study had a teacher-librarian on staff. In Alberta, schools determine their own staffing patterns, including the provision of library staff. In each case study school, semi-structured interviews with principals, technology support personnel, two teachers, and two parents, were conducted over a four month period, beginning in February 1997 and concluding in May 1997. Data from interview transcripts and field notes were analysed by the co-investigators using content analysis and cross case comparison techniques.

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While little of the current research has examined teachers' views on Internet use in a learning environment, the relationships between teacher attitude and computer use has been an ongoing area of research since the early 1980s. For example, Clement (1981) found that teachers' attitudes were critical to the success of any computer integration program. This finding has been confirmed in more recent studies. King (1994) found that when teachers were not comfortable with the presence of the computer in the classroom, there was less computer use by students. Nelson & Watson (1995) found that negative attitudes on the part of the teacher directly influenced the attitude of students toward computer use.

Negative teacher attitudes toward the computer as a teaching and learning tool have been attributed to a number of factors. One is teachers' feelings of being unprepared to use computers in their teaching (Dwyer, 1994). This lack of preparation has been found to increase anxiety and pessimism toward computer use (Schug, 1988; Budin, 1991). Other factors causing negative teacher attitudes include: insufficient training opportunities (Vermette et al., 1986; Ragsdale, 1991; Woodrow, 1991); a lack of shared educational models for integrating technology with the curriculum (Wiburg, 1991); feeling pressured due to inadequate provision of time to learn about the new technologies (Durcell, 1990; Budin, 1991); and feeling overburdened with teaching responsibilities (Budin, 1991).

Researchers also have called attention to resistance to change (Vermette et al., 1986; Schug, 1988; Gibson & Hart, 1996) as a factor causing teachers' negative computer attitudes. This resistance may stem from feelings of a loss of power and control when teachers are not directly involved in the decision making about how computer technology will affect their school and classroom (Boyle Young, 1991; Budin, 1991; Ragsdale, 1991; Jackson et al.,

#### Research design and methodology

#### **RESEARCH COLUMNS**

#### Findings

The study revealed some of the complexities of Internet use in schools as seen through the eyes of principals, teachers, and parents (Gibson & Oberg, 1997). Generally, teachers in the case study schools were using only a few aspects of the Internet, with email being the most common use. Internet use was restricted in traditional schools to a small number of teachers, ranging from 20-35% of staff. Although students and teachers in the virtual schools used the Internet daily, their use rarely extended beyond using email for lesson materials and assignments. Most teachers in this study were at the exploratory stages of Internet use.

> The positive attitude of school administrators directly affected teachers' enthusiasm for Internet use.

Teachers in the six case study schools reported a number of benefits in relation to using the Internet as a teaching and learning tool. The benefits most often cited by the teachers, in both traditional and virtual programs, were: access to current and relevant information; and access to worldwide connections. The teachers also stated that Internet use: facilitated meeting the needs of individual learners; allowed alternative education delivery; and developed more positive student attitudes towards school and learning. However, the teachers also raised a number of concerns, and these concerns are the focus of this paper.

Teacher-librarians need to have a clear understanding of teachers' concerns about integrating the Internet into their teaching. These concerns may be subtle but crucial barriers to involvement, even when the benefits of Internet use are not in question. In most schools in Alberta, using the Internet is a choice for teachers. How and why teachers make that choice is related to teachers' perception of the costs and risks involved. If using the Internet is perceived to be a new and demanding commitment with uncertain outcomes, many teachers will avoid it. It is also important to remember that involvement in Internet use is likely to represent different levels of risk, depending on the norms of the teaching environment. If Internet use is likely to be understood as making ongoing teaching practices better or more efficient, and if it involves processes such as collaborative planning that are already a part of the school's culture, then Internet use will be perceived to be a less costly and risky endeavour.

#### **TEACHERS' CONCERNS ABOUT INTERNET USE**

#### 1. Information quality and relevance

One of the teacher's primary concerns was the quality of the information available through the Internet. A great deal of the information teachers were able to find was irrelevant for the topics being studied or at too difficult a level for the students. Sometimes information on controversial issues could only be found for one side of an issue. Several teachers stated that they preferred to use CD-ROM and print resources because these were more controlled information sources.

#### 2. Information appropriateness

Teachers expressed concern over student access to inappropriate information but they noted that, to a large extent, this kind of information was and always has been available to children in other media formats. Some schools had restricted Internet access by using certain search engines, such as Magellan, in order to avoid what were deemed to be inappropriate sites. However, none were using filtering software, and most had opted for some form of Acceptable Use Policy (AUP). Generally, teachers felt that if students had signed an AUP and had some awareness of the need for critical assessment of Internet resources, they would be responsible Internet users. It was recognised that a small minority of students might abuse that responsibility, but no more than in any other circumstance where students had choices.

#### 3. Access to and availability of Internet

A third concern that influenced teachers' use of the Internet was the location and functionality of the computers in the school. The teachers claimed that a lab setting was the least desirable setup because of problems with scheduling and supervision. In schools where classes had scheduled lab time, teachers were concerned that lab time could easily be wasted trying to locate relevant sites. Generally, the teachers felt that the most effective place to have Internet access was the classroom. The capabilities of the school's computer equipment also influenced teacher access, especially in terms of the amount of wait time required for getting online and for downloading files. For all the teachers, ensuring hardware and software compatibility, ensuring equipment functionality, and keeping up with technological changes were very important access issues.

#### 4. Level of Internet skills

Another critical concern that influenced teachers' Internet use was the level of their own Internet knowledge and skill. Several of the teachers in the study were at the beginning stages of Internet use and were feeling overwhelmed. The vastness of the Internet, and the instability of the sites on the Internet, frustrated them at times. The

majority of the teachers recognised that a large part of the problem was their lack of knowledge about the Internet, and their lack of skill in using search engines and search strategies. This was seen primarily as a time issue; teachers lacked the time they needed to explore the Internet and to become familiar with what was available online.

#### 5. Opportunities for learning Internet

The majority of teachers in the study reported that they were self taught. Some noted that, because they had students who were frequent and skilled users of the Internet, they had learned from their students at times. Some teachers have learned to use the Internet through school and district inservices. However, these inservices required a time commitment outside of school hours, and they tended to be less 'hands on' than teachers wanted. Many teachers suggested that inservices would have little effect unless they had a vision of how the Internet might enhance teaching. Teachers in the virtual schools reported less involvement in inservices, reflecting their higher levels of technology knowledge and experience.

#### 6. Support for using the Internet

Teachers felt that ongoing support was also imperative in encouraging their Internet use. Having someone available on staff who could mentor the novice user was particularly influential in encouraging beginning use. The positive attitude of school administrators directly affected teachers' enthusiasm for Internet use. Administrators who had a vision for assisting students' learning through technology, and who consistently modelled the various ways that the Internet could be used, appeared to have had an easier time convincing staff members to take risks in exploring Internet use. Direct support and parental support also were important motivators in teachers' willingness to use the Internet.

#### **IMPLICATIONS FOR TEACHER-**LIBRARIANS

Teacher-librarians who are knowledgeable about the Internet, about professional development, and about the curriculum, can play an important role in addressing teachers' concerns about Internet use. Resources such as the books of Clyde (1997) and MacDonald (1997) and the ITEC virtual conferences (Todd, 1996) offer useful information and advice for teacher-librarians new to the Internet and the issues it raises.

#### 1. Information quality and relevance

Teacher-librarians can support the integration of Internet resources into instruction by searching out, and sharing with teachers, Web sites that are relevant to their work with children. These sites might be shared by means of a library Web page, or a disk of bookmarks that could be loaded onto computers in classrooms or labs. Teacherlibrarians can encourage teachers to share bookmarked

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sites with each other. This reduces teachers' search time, keeps teachers abreast of what is new on the Internet, and encourages non-users to begin using the Internet. Teachers are often pressed for time, but will welcome new resources that enhance student interest and involvement, so teacher-librarians should begin by finding Internet resources that enrich teaching units that are already in use.

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#### 2. Information appropriateness

Internet use provides an opportunity to teacher-librarians to encourage teachers and administrators to review school collection development policies, and to re-examine their commitment to intellectual freedom. It also provides the opportunity to raise teachers' awareness of the need for critical assessment of resources in all formats. Teachers in the study generally felt that, rather than limiting student access to the available information, teachers

should be teaching children critical viewing skills so that they could learn to make judgments about the appropriateness of Web sites for themselves. Teachers can be supported in teaching even very young children these skills with online resources such as Privacy playground (1996).

#### 3. Access to and availability of Internet

Teacher-librarians need to work with the school administrator and/or technology planning teams to establish the most efficient and effective ways of organising access to the technology. Having a well thought out technology plan, with considerable staff input, tends to move a school closer to implementing the goals of information literacy. Teacher-librarians, experienced with flexible scheduling and providing access to resources, can help teachers and administrators to create large blocks of time for teachers and students to use Internet computers in ways that are effective for learning (see for example, McKenzie, 1998). Internet hookups available in the school need to be consistent with best opportunities for student learning and, as McKenzie points out, many different configurations can considered. Teacher-librarians need to work as members of a collaborative school team to develop action-specific, long range technology plans that include time for teacher learning, as well as resources for maintaining and upgrading computers. Team members need to be aware that 30% of any technology budget should be allotted for staff development, and that it takes three to six years for teachers to integrate a new technology into their teaching. (Report to the President..., 1997).

#### 4. Level of Internet skills

Teacher-librarians need to help teachers to understand the nature of the Internet, and to develop time-saving search strategies. This provides an opportunity to teach Boolean search strategies that are essential to information retrieval in other electronic environments, such as the OPAC. Teacher-librarians should not make assumptions about teachers' Internet knowledge and skill. They should conduct needs assessments before planning small

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#### **RESEARCH COLUMNS**

group focused inservice sessions for teachers, because teachers in any one school are likely to vary greatly in Internet knowledge and searching skills. If only large group inservices are possible, teacher-librarians might begin with an overview of important search skills, and then provide opportunities for experienced users and non-users to work and learn together.

#### 5. Opportunities for learning Internet

Teacher-librarians not only need to take the lead in providing inservice on Internet skills. They need to work with the school administrators and teachers to find time for teacher exploration, in addition to school level and district level inservices. Developing and implementing schoolwide technology plans can provide opportunities for teachers to work and learn together. Schools need to develop a vision for how the Internet and other information technologies might enhance teaching, and then to emphasise the *integration strategies* to be used rather than the tools.

#### 6. Support for using the Internet

Because the attitude and support of school administrators directly affected teachers' enthusiasm for Internet use in the school, teacher-librarians should discuss their work with teachers with the school administrators, and encourage them to give visible support for Internet use. Because teachers' use of the Internet in school was highly correlated with home use, and because Internet skill and comfort levels tended to be much higher among teachers who were online at home, programs that support teachers having access to computers at home should be considered. To encourage community support, teacher-librarians might also work to offer inservice programs for parents that demonstrate to them: how to use the Internet; and how it was being used as an educational tool in the school.

#### In closing

Most of the teachers in this initial study were high end Internet users in comparison with other teachers on their staffs. However, even they were really at the exploratory stages of Internet use, still trying to discover what was out there, and how to negotiate their way through the maze of information. They did, however, express a great deal of enthusiasm about the potential of the Internet for enhancing teaching and learning:

"I think it's really going to cause a change in education: the way we teach and the way that we access information and just in the way that kids learn. So I see it is a really important thing."

"What it causes you to do is change your teaching methods, the way you approach teaching. So you become a facilitator. No longer can you control the information that kids are getting. You're facilitating what they are finding out. To me that's a much more exciting way to teach, but it's also more difficult to manage. So it requires that the kids have some skills. You have to teach them some skills

to be able to manage the open-endedness and you yourself as a teacher have to change your approach to teaching."

While the use of the Internet can potentially change teachers' attitudes towards the computer as an instructional tool, and can encourage teachers to restructure their classes and rethink approaches to teaching, effective use of the Internet requires time and ongoing training and support (Honey & McMillan, 1993; Gallo & Horton, 1994; Gibson & Oberg, 1997). There is a message to teacher-librarians in this comment from one of the school administrators in the study:

"We can have all the technology in the world, but unless we know how to use it and feel comfortable, and have someone who supports us and guides and encourages us, and excites us to want to use it, it's not going to get used."

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Abstracts

Hill, J., 'The World Wide Web as a tool for information retrieval: an exploratory study of users' strategies in an open-ended system', School Library Media Quarterly 25(4), 1997, pp 229-236.

Hill's exploratory study focuses on a study of adults undertaking an introductory course on technology for educators. The sample of ten were mainly pre-service or in-service teachers who were working on degrees or were seeking teaching or school library certification. It specifically sought to explore the ways information systems are being used, the strategies people engage as they work in these systems, and the use of the WWW as an information retrieval tool.

The study identified three types of "strategies-in-action" which people use for extracting information successfully from the Web: search strategies; cognitive strategies; and metacognitive strategies. Search strategies included: planning; organising; browsing; searching; differentiating; monitoring; and extracting. Cognitive strategies found to be important were: selection; scanning; retrieval; exploration; encoding; formulation; integrating; angling; collection; decision making; and reflecting. Important metacognitive strategies centred on asking the basic what, when, where and why questions during the thinking, acting, integrating, transforming and resolving stages of interacting with the Web.

Also highlighted are the limitations of merely showing users 'how to use' the Web. Rather, the study affirms the importance of teaching users to be critical thinkers and problem solvers in order to be confident and effective users of the Web.

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#### Hack, L., & Smey, S. 'A survey of Internet use by teachers in three urban Connecticut schools', School Library Media Quarterly 25(3), 1997, pp 151-155.

**RESEARCH COLUMNS** 

This study provides an in-depth examination of three schools (two primary and one secondary) to determine reasons why teachers have been slow to embrace Internet use in their teaching. A survey method was used, and data from 102 teachers were collected in the survey. A clear finding was that, despite availability of Internet connections in schools and access to computers at home, very few teachers were using the Internet to enhance classroom learning. Several reasons were established. Firstly, administrators were not promoting awareness of uses of the Internet and promoting instruction for teachers in their schools. Secondly, teachers were not supported or encouraged to integrate the use of the Internet into their curriculums. One interesting finding was that there was very little privacy for teachers to learn to use the Internet.

The study clearly highlights both urgency and the value of professional development for teachers if they are expected to use new technologies effectively. Professional development is posited as the key to change, and this development must involve both pedagogical and technical instruction, as well as opportunities for private play, so that confidence and competence can be built.



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#### **RESOURCES** • RESOURCES • RESOURCES • RESOURCES • RESOURCES • RESOURCES

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in Scan for non-fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 21st may be specified. Many more reviews than we publish in Scan go onto the DET Web site <http://www.dse.nsw.edu.au>.

**USER LEVELS** are now given in stages as follows: Early Stage 1 (for Preschool/Early Childhood)

(jor Preschool/Early Chilanooa)
(for Lower primary)
(for Middle primary)
(for Upper primary)
(for Lower secondary)
(for Middle secondary)
(for Upper secondary)
(for Community/Parent/Adult)
(for Teachers)

#### **Resources to support literacy**

The NSW State Literacy Strategy underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources to support literacy, in keeping with initiatives in this area. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy Strategy.



him. Episodes are captured in short series of drawings, alternating between large, framed wash stills showing location, and brief sequences of sketches indicating bursts of movement. White space, line and colour are perfectly controlled, movement and character indicated with the merest suggestion of line. With explicit teaching, students will understand the content and meaning of this picaresque novel in disguise, which offers rich material for discussion, retelling and writing, and opportunities for developing visual literacy. W. Smith

USER LEVEL:	Stage 1 Stage 2 Stage 3	
KLA:	CA; English	
SYLLABUS:	Creative Arts K-6; English	K-6
AVAIL:	Paper \$12.95	
EVAL:	Highly recommended	SCIS 939584

WALSH, Ellen Stoll Jack's tale. Harcourt Brace, 1997 ISBN 0152003231

Through brief, clear, direct text and simple, paper collage illustrations, this charming and freshly designed little picture book playfully examines the idea and structure of the fairy tale. The inclusion of the author (as one of the frog characters in the framing sequence enclosing the main story) makes the reader aware of the narrative as a construct, created by the writer. It is an author who is in control of the narrative and its characters, despite Jack's fear of trolls. An excellent resource for classroom examination of narrative text type, it would also be useful as a model for visual arts lessons. W. Smith

USER LEVEL: Stage 1 Stage 2 KLA: CA; English SYLLABUS: Creative Arts K-6; English K-6 AVAIL: \$26.95 SCIS 932744

ECLIPSE: early childhood literacy includes parents, staff and education: literacy in early childhood.

Department for Education and Children's Services, SA, 1997

ISBN 0730851168

[302.2]

Based on a broad view of literacy, this excellent resource acknowledges the significance of the partnership that needs to be forged between early childhood educators and parents. This comprehensive document provides a clear outline of current literacy understandings, a useful framework of literacy indicators, practical literacy teaching and learning strategies, and a set of literacy information sheets for parents and community members that can be readily photocopied and distributed. While the resource is highly applicable to preschool educators, it is consistent with practices in the early compulsory years of school. L. Rowles

USER LEVEL:	Professional	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	\$29.95	
EVAL:	Highly recommended	SCIS 905528

BERLINER, David C. & CASANOVA, Ursula Putting research to work in your school. Hawker Brownlow, 1997 ISBN 1864015519 [371.1]

A compilation of abridged educational research studies, plus some relevant, practical strategies to implement changes suggested by the findings, this book provides a link between the science and art of teaching. Sections include research and synthesis in several parts: teaching; instructional strategies; learning; motivation; school and society; and testing. There are a number of very interesting ideas with K-12 cross curriculum appeal, of interest to those wishing to expand their professional awareness. These reflect current educational thought and include: ways of increasing scientific literacy; managing instructional time; the benefits of reading stories aloud; performance testing; and how children think about mathematics. E. Maxwell **USER LEVEL:** Professional

CA; English; HSIE; LOTE; KLA:

AVAIL

	Mathematics; PDHP	
:	Paper \$34.95	SCIS 920579

Boys and lit	eracy: professional de	velopment T
units.		- 1 a
/ edited by I	Nola Alloway & Pam Gi	ilbert.
Curriculum C	Corporation, 1997	a
ISBN 1863664	203	[370.19] <b>T</b>
Issues involvin	g boys and literacy in all k	key learning areas for
	sively explored here. Written	n for use by school
communities, this book comprises seven professional devel-		
•	Each consists of worksho	p outlines, activi-
	transparency originals and	
	out with explicit instructi is Boys and literacy: teachi	
	ange of classroom contexts	
	post-secondary. These sho	
	om activities on gender cor	struction of texts.
	ear and very comprehensi	
	nd notes, worksheets an	
B. Spence		Ť
USER LEVEL	: Professional	u
KLA:	CA; English; HSIE; LO	
	Mathematics; PDHPE; S	Science; Science; w
	ST; TAS	n
AVAIL:	Paper \$59.95 set of 2	SCIS 916598 of
	uded in this set:	u
Boys and lite	racy: teaching units	SCIS 916702 ea
BRAGGETT,	Eddie	U
	ears of schooling: an I	Australian <sub>v</sub>
perspective.	, 0	S
Hawker Brow	nlow, 1997	5
ISBN 1864016		[373.2]
	of four resources designed	to support teach-
	in Stages 3 and 4, this Au	~~ A
	ues that these young adol	
	n primary to secondary se	chool. It gives an
	e needs and characteristics	· · · ·
cents; the difference between primary and secondary set-		
	need for pastoral care pro	grams to address
community concerns. It also introduces the notion of the		
integrated curriculum, and some ways in which continuity		
of curriculum can be promoted through joint planning between secondary and their primary feeder schools, and		
teaming of teachers in secondary schools to decrease the $\frac{1}{d}$		
number of teachers who work with junior secondary stu-		
dents. However, it doesn't address pedagogy or the th		
increased literacy demands on students in the upper pri-		
mary and secondary school. The issues introduced in this d		
volume are taken up in practical ways in <i>The middle years of</i>		
schooling: a handbook for success. Tools, treasures and measures:		
for muule years success, and integrated units and projects for		
thematic instruction for middle years success both address plan- ning ideas for integrating the curriculum. There are some		
-		
inconsistencies between the suggestions provided and NSW		

USER LEVEL:	Professional
KLA:	CA; English; HSIE; Mathematics;
	PDHPE; Science; ST
AVAIL:	Australian perspective \$19.95; Handbook
	for success \$49.95; Tools, treasures and
	measures \$45.00; Integrated units \$45.00

syllabuses, but overall these are commendable resources.

M. O'Dowd

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CLA: SYLL AVAI

SCIS 915253
SCIS 913181
SCIS 913183
SCIS 914105

ustralian learners dictionary.

lational Centre for English Language Teaching and esearch, 1997

SBN 1864083026

[423]

or learners of English as a second language who need more formation about how to use language appropriately in diferent social settings and curriculum areas than offered by nost dictionaries, this resource will be a welcome support. he definitions are accompanied by information about sage, and presented in a user-friendly way, without being atronising. In addition, there is information about related vord families, other spellings, notes about plurals, synnyms, antonyms, cautions about unusual changes in prounciations, and a note accompanying words considered ffensive. Unlike most dictionaries, no abbreviations are sed. The sections about grammar in the appendices are asy to follow and address some of the more typical problem reas second language learners encounter. S. Bremner JSER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5

JSEK LEVEL:	Stage 2 Stage 3 Stage 4 Stag	ge 5
	Professional	
KLA:	English; HSIE; Mathematic	s; PDHPE
SYLLABUS:	English K-6; English 7-10; H	HSIE K-6;
	Commerce 7-10; Geography	y 7-10;
	Mathematics K-6; Mathema	atics 7-10;
	PDHPE K-6; PDHPE 7-10	
AVAIL:	\$29.95	SCIS 914114

#### OYCE, Helen

ustralian learners dictionary. Workbook.

lational Centre for English Language Teaching and esearch, 1997

SBN 1864083085

#### [423.076]

compact, practical workbook linked to the Australian learn-'s dictionary, this resource is structured to meet the needs students requiring a self paced independent approach to vord study. The text addresses student readers clearly and irectly. It leads them through a series of activities that plore all the features of the Australian learner's dictionary at assist students to improve their vocabulary, writing, celling, intonation and word usage. The book is well esigned to allow students to monitor their own progress, as s strategies are supported with various scaffolds, including rids, completed examples, and easily located answers at he back of the book. L. Rowles

**SER LEVEL:** Stage 3 Stage 4 English \_\_\_\_

LABUS:	English K-6	
IL:	Paper \$9.95	SCIS 929274

#### BALLOS, Rowena & KIDD, Lynn The jungle of sounds: a journey through the magic of language.

Antipodean Educational Enterprises, 1997 ISBN 1876223065

Young children enjoy experimenting with sounds and this book capitalises on this by providing a number of games

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#### **RESOURCES** • RESOURCES • RESOURCES • RESOURCES • RESOURCES • RESOURCES

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[428.1]

and exercises which focus on the production of particular speech sounds. Parents, teachers, and speech specialists, will find it easy to follow. The rhymes and games will appeal to young children. It could be followed as a program or used as a resource for assisting individual children with particular difficulties. Explanatory notes for parents and teachers are included, describing the outcomes being addressed, as well as technical information about the production of each sound. A very useful glossary is included. P. Hutton

USER LEVEL:	Stage 1	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	Paper \$24.95	SCIS 921112

Carmen Sandiego word detective. [computer software

Broderbund Software, 1997

ISBN 1573821500

To the best of the earlier Carmen Sandiego resources is added a well thought out collection of grammar, spelling and vocabulary activities in this CD-ROM. Excellent graphics are a strong feature of this resource. This program engages students in some quite challenging visual and written textual activities. The sound effects are good, the goals and rewards in playing are clear. This CD-ROM goes further than previous ones in the series, because it forces students to read for meaning to complete some of the activities. There are occasional problems with American pronunciations of some of the words to be spelled. G. Ross

#### Minimum requirements

Macintosh: 68040; System 7.1; Power PC; 20 MB free hard disk; 9.5 MB RAM (6 MB for Power PC); 256 colours

Windows 3.1: 486; 20 MB free hard disk; 8 MB RAM; 256 colours

USER LEVEL:	Stage 3 Stage 4	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	\$79.95 Dataflow	SCIS 917499

Know more words. [computer software] Dataworks, 1996 ISBN 0947344004

A great Australian CD-ROM, this simply introduces students to the first 200 most frequently used words, and an additional 200 words using common letter clusters. The students are encouraged to read and spell the words, with the aid of student voiceovers. This is a relatively simple and easily accessed program. It provides students with four choices, two of which are simple race against time games. As the word lists are removed from the context of the classroom program, most effective use of this resource would be for additional skill development. G. Ross

#### **Minimum requirements**

Macintosh: System 6.0.7; 4MB RAM; 256 colours

Windows 3.1: 4MB RAM		
<b>USER LEVEL:</b>	Stage 1 Stage 2	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	\$59.95 Dataworks	

Spelling: from beginnings to independence. Department for Education and Children's Services

Department for Education and Children's Ser	rvices,
SA, 1997	
ISBN 0730851672	[428.1]

A comprehensive, accessible resource, this was developed in South Australia but has application beyond that context. While the text draws from a wide cross section of theory and research on spelling, it remains grounded in strong classroom practice. Teachers of students from kindergarten through to the secondary years will find a variety of practical teaching and learning activities in this text to support the spelling development of their students. This book would be an extremely valuable addition to any teacher or school resource collection, as it provides many insights into vital issues like: spelling development; programming; assessment; and the teaching and learning of spelling. L. Rowles **USER LEVEL:** Professional

English KLA: SYLLABUS: English K-6; English 7-10 AVAIL: \$29.95 SCIS 912032 HIGGS, Helen

#### Complete spelling 4. Longman, 1996

ISBN 0582812755

Thirty five double page units present lists of words, grouped according to a variety of criteria, including sound patterns, plurals and thematic studies in this resource. Space is given for students to practice the words by writing them. A series of activities allows students to explore the words' meanings and use. One particularly strong section in each unit provides students with spelling strategies that focus on teaching them how to learn to spell the words. Assessment is not strong, but regular How am I going? sections encourage students to acquire self evaluation skills. Extension activities are included. B. Spence

[428.1076]

USER LEVEL	: Stage 2	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	Paper \$7.50	SCIS 897524

#### *The sound blender*. [computer software] Advanced Software, 1998 (Phonics alive! 2) ISBN none [428.1076]

Skills in rhyming and blending sounds are developed in this CD-ROM. Reasonable knowledge of single sounds (the focus of the original Phonics alive! product) is a prerequisite for accessing information in the program. Learning experiences in the twelve self paced modules could be used to support students learning to read and write in Early Stage 1 of the English K-6 syllabus. It would also be a useful tool for consolidating graphological and phonological skills of older students experiencing problems. Flexible navigation allows students to either begin a new module or return to where they finished last time they used the program. Colour coded keyboard stickers of lower case letters are provided to attach to a keyboard. A record of achievement can be viewed while students are working, or it can be printed out for later reference and diagnostic analysis. J. Stratford

#### Minimum requirements

Macintosh: 68040; System 7; 8MB RAM; 256 colours; double speed CD-ROM drive Windows 3.1/95: 486SX/66 MHz; SVGA; 256 colours; double speed CD-ROM drive; multimedia kit **USER LEVEL:** Early Stage 1 Stage 1 \$89.95 Scholastic AVAIL: KLA: SCIS 932438 English

*Simple science*. [series] Black, 1997]

The aim of this series is to introduce young children to some basic scientific principles using everyday activities and familiar materials to illustrate the chosen concepts. Topics and

#### ROURCES + RESOURCES + RESOURCES + RESOURCES + RESOURCES + RESOURCES +

subjects popular with and familiar to young children are presented in picture book format. Full page photographs

with simple, short sentences convey the chosen ideas. Included in each book are suggestions for further activities, informative notes for parents and teachers and a modified index. This series could be effectively used in the teaching of information report and procedure text types. R. Bodlay



~ 1	2	
USER LEVEL:	Early Stage 1 Stage 1	
KLA:	English; ST	
SYLLABUS:	English K-6; Science &	Technology K-6
AVAIL:	Paper \$12.95 each	
EVAL:	Highly recommended	
Titles in this set	ries include:	
My mirror		SCIS 927381
My jumper		SCIS 927389
My cake		SCIS 927380
My balloon		SCIS 927372
My shadow		SCIS 927377
My apple		SCIS 927388

#### COBB, Carol French

Portfolios through the year.

#### Hawker Brownlow, 1997

ISBN 1864016825 [808] The title of this text suggests the possibility of a publication that is suitable for contemporary classroom contexts. However, the contents of the book do not present activities of relevance to current curriculum requirements. Thorough scanning of the book may yield some items or ideas that could be adapted for classroom use, but generally activities are decontextualised and often advocate the use of structures, practices and processes that do not align easily with NSW syllabus documents. While teachers may find the text's photocopiable nature and the clarity of its layout appealing, they will find the contents of limited application. L. Rowles **USER LEVEL:** Professional English KLA: SYLLABUS: English K-6

HOLLAND, Michael Crafts of English. Heinemann Education, 1997

Paper \$25.95

AVAIL:

ISBN 0864620527 [808] The four strands of English teaching, as well as critical literacy, are addressed by this book. While it is aligned with level six of the National Profile in English, NSW teachers of Stage 5 students will recognise the knowledge, skills and understandings within their syllabus. The critical elements of a functional model of language (purpose and audience), and their influence on the structure and language texts, are explained. Students are provided with guided opportunities to put their learning into practice. The section on speaking and listening will be particularly useful to teachers in

0	1	-		0	
mented for Year	r 10 English. P. Hutton				
USER LEVEL:	Stage 5				
KLA:	English				
SYLLABUS:	English 7-10				
AVAIL:	Paper \$28.95		SCIS	5 919	984

light of the new course performance descriptors being imple-

KLA: AVAIL:

SCIS 920581

56

*Storybook weaver*. [computer software] Softkey, Cambridge, Mass. 1995 ISBN none

Students create and illustrate text in this **CD-ROM**, using a range of tools including: interchangeable background illustrations; objects; page borders; sound effects; colour; and songs. Access to the program is via an opening screen, wherein students navigate via icons. Icon meanings need to be taught

prior to student use; and excellent mouse control is a prerequisite. Object graphics may be imported using the mouse, and can be manipulated according to the user's purpose. Text can be edited by highlighting, and can also be saved to disk. Students operating across a range of stages in the writing strand of the English K-6 syllabus may initially find this software a challenge but, once mastering its navigation, they would appreciate the program's diversity. Older students with learning difficulties would also benefit from the joint construction of text. Overall, this is a flexible resource and is highly suited to the creation of literary texts. J. Stratford

#### Minimum requirements

Windows 3.1/95: 386; 4MB RAM; 256 colours

<b>USER LEVEL:</b>	Stage 1 Stage 2 Stage 3	
AVAIL:	\$24.95 Roadshow	
KLA:	English	SCIS 915317

CHATFIELD, Heather

Crimebusters: a collection of stories.

Addison Wesley Longman Australia, 1997

ISBN 0733901204

[808.3]

Ten stories by well known writers build this picture of the art and craft of crime and detection in fiction. Stories by Agatha Christie, Conan Doyle, Roald Dahl, Alfred Hitchcock and others offer insights into the conventions of the genre. Each story is followed by exercises and discussion points, some being straight comprehension and vocabulary exercises, but others calling for higher order skills such as sequencing and inference, or giving suggested scenarios for creative writing. Relevant Internet sites are also listed, although these would need to be explored to verify curriculum relevance. Although the collection is fairly conventional, the selectors have used the stories thoughtfully to structure strategies for exploring this enduringly popular literary form. M. Lobban

**USER LEVEL:** Stage 3 Stage 4 Stage 5 English SYLLABUS: English K-6; English 7-10 Paper \$17.95 SCIS 921108

EDWARDS, Richard Nonsense nursery rhymes. Oxford University Press, 1997 ISBN 0199104786

[821]

This quirky mix of traditional and modern rhymes, arranged in alphabetical order in picture book format, will delight and enchant young readers. Rhymes introduced will provide excellent starting points for a range of classroom learning experiences including: the alphabet; word building; matching words with pictures; introducing grammar; and labelling. Attractive, humorous illustrations by Chris Fisher complement the text and provide very supportive visual information, aiding meaning. They will have great appeal to all students, especially reluctant readers. Rhymes are also alphabetically reproduced, without illustrations, in the back of the book and could be used with students who are more independent readers. J. Stratford

USER LEVEL: Early Stage 1 Stage 1

[808]



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KLA:	English
SYLLABUS:	English K-6
AVAIL:	Paper \$12.95

SCIS 921205

#### **Picture books**

Picture books are arranged alphabetically by author. Some books in this section are non-fiction or have relevance to a particular KLA.

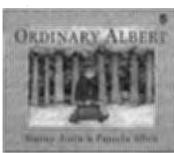
#### ANTLE, Nancy & ALLEN, Pamela Ordinary Albert. Angus & Robertson, 1997

ISBN 0207191581 Whether read aloud by a delighted adult, or devoured by a chuckling child, this picture book will win hearts. Pamela Allen's expressive illustrations grab the tightly

written text and create a

tale of modern person

meets fairy tale dragon.



When Albert sets out to find what is missing from his ordinary life, he becomes embroiled in a chase which is suspenseful, farcical, and unpredictable. Could this be about the meaning of life and the power of contentment? This deceptively simple book lends itself to dramatic representation or oral discussion to uncover its many layers, or as a perfect story map. S. Rasaiah

USER LEVEL	: Early Stage 1 Stage 1 Stage	e 2 Stage 3
KLA:	English; PDHPE	
SYLLABUS:	English K-6; PDHPE K-6	
AVAIL:	Paper \$10.95	
EVAL:	Highly recommended	SCIS 906153

BISHOP, Gavin Little Rabbit and the sea. North-South Books, 1997 ISBN 15585688094

Remember the magic of hearing the sea inside a shell as a child? This satisfying picture book explores the wonder and quest for knowledge, as seen through the eyes of the young. Little Rabbit longs to be a sailor; his preoccupation with the sea is the stuff of which imaginative play and dreams are made. Little Rabbit's desire to be enchanted by the unknown, and to go beyond his known world, is refreshingly told. The simple text is enriched by colour wash and line illustrations, evoking time and mood, which beg readers to enjoy and discuss them over and over. N. Chaffey

**USER LEVEL:** Early Stage 1 Stage 2 AVAIL: \$22.95 EVAL: Highly recommended SCIS 919051

BRIAN, Janeen & COX, David Leaves for Mr Walter. Margaret Hamilton, 1998 ISBN 0947241957

Mr Walter wages continual warfare on dropping leaves, and determines that the tree in the neighbouring yard must go. He is otherwise persuaded by Emilia, the gregarious young daughter of the new owners, who knows that the spreading branches would make an ideal place for a tree-house. Cox's loose, mobile illustrations enliven and add meaning to a text ideal for beginning and early independent readers, with its sequences of simple sentences interspersed with

uncomplicated dialogue. This warm hearted picture book lends itself to sharing, offering opportunity for prediction and discussion on a variety of subjects, such as differences in attitudes and values, conflict resolution, and relationships between young and old. B. Richardson **USER LEVEL:** Early Stage 1 Stage 1

AVAIL:



SCIS 928675

\$19.95

#### BRUSNAHAN, Margaret & ROENNFELDT, Robert Nana's gift.

Omnibus, 1988 ISBN 1862911924 An authentic retelling of an Aboriginal learning story from an author who is one of the Ngarrindgeri People, this picture book presents aspects of contemporary Aboriginal culture in a sympathetic and accessible way. An apparently perverse and unsuitable gift ultimately proves Nana's deep wisdom, and turns out to be a lesson in disguise for the brothers,



and for the reader, in not taking pets (or people!) at face value. The emphasis is on community, cooperation and belonging, and also in working out one's own unique place in that community rather than simply imitating those whom one admires. American born illustrator, Robert Roennfeldt, provides realistic illustrations which offer a clear picture of the landscape, vegetation and People of the Lake Alexandrina shore. W. Smith 

	ringing recommended	0010 720000
EVAL:	Highly recommended	SCIS 928680
AVAIL:	\$19.95	
SYLLABUS:	HSIE K-6; PDHPE K-6	
KLA:	HSIE; PDHPE	
USER LEVEL:	Stage 1 Stage 2	

#### COLLINS, Ross

The sea hole. Macmillan Children's, 1997

ISBN 0333646444

An element of fantasy, explored through beautiful watery paintings, is the strength of this picture book. While the seaside setting and fish may be English, children can relate to the problem solving exercise posed for Ben and his dog, Belly. Illustrations are bold and colourful, with enough humorous references to mitigate the potential fear of a malevolent sea. The image of Belly works well; he is a consistently inquisitive animal whose bravery transcends his tubby body. No hint of mum or school in this story, but a loving, caring father, and a child whose practical skills save his seaside village. K. Ashley

#### **USER LEVEL:** Stage 1 Stage 2

KLA: CA; English Creative Arts K-6; English K-6 SYLLABUS: AVAIL: SCIS 913808 \$22.95

Tell me again about the night I wa	s born.
Scholastic, 1997	
ISBN 0590111477	
Realisation gradually dawns on the read	ler of thi

CURTIS, Jamie Lee & CORNELL, Laura

lawns on the reader of this appealing picture book that this baby story is slightly different: the baby was adopted. Simple, repetitive, cumulative text is delightfully illustrated by warm toned, humorous illustrations, whose details amuse and inform. Several pages open at the vertical, emphasising particular ideas and concepts. Much emphasis is placed on the concept of family and belonging, including a dual family tree as drawn by the child for herself and her dog. The story catches something of the excitement and wonder of new parents, the warmth and security of a loving family, and explains some of the realities of adoption. W. Smith

USER LEVEL:	Stage 1 Stage 2	
AVAIL:	\$19.95	
EVAL:	Highly recommended	SCIS 920715

JOHNSTON, Tony Day of the Dead. Harcourt Brace, 1997 ISBN 0152228632

The Mexican festival of All Soul's Day, El dia de los muertos, is the subject of this attractive, small picture book. Using a single extended family as its focus, it follows the days of preparation leading up to the festival, and the celebration of the night itself. Jeanette Winter's beautiful illustrations in clear, bright colours appear on every page, with cut paper silhouettes on covers and endpapers. Using a sprinkling of Mexican Spanish words in context, the short, simple repetitive and cumulative text offers rich source material for classroom discussions on many multicultural issues: festivals; family customs; food; clothing; and community values. W. Smith

USER LEVEL:	Stage 1 Stage 2 Stage 3	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
AVAIL:	\$24.95	
EVAL:	Highly recommended	SCIS 935367

#### ORR, Wendy & GAMBLE, Kim

Arabella.

Angus & Robertson, 1998 ISBN 0207191646

A beautiful, emotional picture book, this is a well crafted work. Gamble's illustrations enhance the polished text. Re-reading fills in the subtext of this work which is, at one level, a moving story of a boy and his grandfather. It is



also a delicate and positive exploration of the relationship between physical limitations and active engagement with life. Matthew learns to sail under Grandpa's guidance. When he sets out alone and is challenged, Grandpa's love is paramount. Sensitive text and careful illustration focus the reader on Mathew's journey. Careful attention to the layout and design of this work further enhances its impact. J. Buckley

USER LEVEL:	Stage 1 Stage 2 Stage 3	
AVAIL:	\$22.95	
EVAL:	Highly recommended	SCIS 928330

KLA: AVAIL: Puffin, 1997

TOURGE O RETOURGE O RETOURGE O RETOURGE O RETOURGE O RETOURGE O

> Micky's music. Greater Glider, 1998 ISBN 0947304347 [A821] A charming adventure set in verse, this picture book tells of Micky the soldier crab, who has a secret desire to join a band. The rhyming, descriptive text captures the reader's attention as Micky discovers his special musical talents and learns to express them successfully as a member of the famous Fiddler Band. Soft, watercolour illustrations by Sharon Dye complement the poem, and subtly present the various crab species and beach dwellers encountered by Micky in his quest. An attractive resource to support a thematic unit about the seashore, this book could also be used for poetry appreciation. D. Roberts USER

KLA: SYLL AVAI EVAL

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#### PFISTER, Marcus Milo and the magical stones. North-South, 1997 ISBN 1558586822

Through split-page formatting, readers are given the choice of a happy or sad ending to this story of Milo, an islander mouse who finds a magic, glowing stone that gives off much needed warmth and light. Will, or should, the island community follow the advice of wise old Balthazar and give back to the land something in return for removing these wonderful objects? The illustrations are trademark Pfister, with engaging characters painted against backgrounds washed in soft, jewel-like hues and glowing with gold embossing. This is a picture book that will enchant young readers, while imparting a very important conservation message. B. Richardson

**USER LEVEL:** Stage 1 Stage 2 HSIE SYLLABUS: HSIE K - 6 \$24.95

SCIS 915463

RADCLIFFE, Theresa & BUTLER, John

Cimru the seal.

ISBN 0140556990

Beautiful illustrations with an almost 3D effect complement this thought provoking story about a female seal and her pup's daily struggle for survival. Cimru's instinctive maternal role, to provide shelter from the weather, safety from predators and adequate food for herself and her pup, is told simply but with suspense on each double page spread. Much information can be gleaned about seals and their habitat from both the text and illustrations. This picture book reads well aloud, and is large enough for shared reading. The short amount of text on each page, featuring well constructed sentences, would allow newly independent readers to enjoy this book independently. K. Chauncy

<b>USER LEVEL:</b>	Stage 1 Stage 2 Stage 3 St	tage 4
KLA:	CA; English; HSIE; ST	
SYLLABUS:	English K-6; HSIE K-6; Science &	
	Technology K-6; Visual A	arts K-6
AVAIL:	Paper \$8.95	
EVAL:	Highly recommended	SCIS 923007

REILLY, Lynette

R LEVEL:	Stage 1 Stage 2	
:	CA; English	
LABUS:	Creative Arts K-6; English	K-6
[L:	Paper \$9.95	
L:	Highly recommended	SCI

CIS 927307

#### RESOURCES + RESOURCES + RESOURCES + RESOURCES + RESOURCES + RESOURCES

#### SHELDON, Dyan & REED, Neil Unicorn city.

Hutchinson, 1997 ISBN 0091765323

Several issues are addressed in this picture book about Dan, a young school boy, and his unicorn. Are unicorns real and is Dan really a daydreamer? If so, should we treat him differently to others? This is a sensitively written book which explores the issue of acceptance and looks closely at the way we behave



[398.20973]

towards those who are different. Dan's beliefs remain true as his imagination transports us into realms of fantasy. This delightful work encourages the reader to trust in imagination, and to hold true to our beliefs, whether real or imagined, despite outside opinion to the contrary. I. Stratford

<b>USER LEVEL:</b>	Early Stage 1 Stage 1	
KLA:	English; PDHPE	
SYLLABUS:	English K-6; PDHPE K-6	
AVAIL:	\$19.95	SCIS 914045

STEVENS, Janet Tops and bottoms. Koala, 1998

ISBN 0864611005 A cautionary tale, of greed and laziness bested and transformed by necessity, cunning and hard work, has been adapted from Afro-American folklore for this lively picture book, a Caldecott Honor Book in 1996. Amusing and engag-

ingly drawn anthropomorphised animal characters (whose social and economic status is hinted at by their vestigial clothing), combined with accurately depicted, luscious looking vegetables, fill the large, well laid out, vertically opening pages with colour and energy. Subtle clues, in text and illustration, reward the sharp eved and alert reader, and encourage sharing, re-reading and discussion. Use it in a study of food, of how plants grow, or of effort and reward, or simply read it for fun! W. Smith

<b>USER LEVEL:</b>	Early Stage 1 Stage 1 Stag	e 2
KLA:	English; HSIE, PDHPE; ST	
SYLLABUS:	English K-6; HSIE K-6; PL	OHPE K-6;
	Science & Technology K-6	1
AVAIL:	Paper \$9.95	
EVAL:	Highly recommended	SCIS 926783

TULLOCH, Richard & QUIGLEY, Fiona Parpity parp!

ABC, 1998 (Play school) ISBN 0733306020

The importance of safely crossing roads is the underlying theme of this cumulative story. A father and son begin a journey across the neighbourhood, trying to track curious sounds to their source, picking up new sounds and communi-

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ty members along the way. The story is constructed to build in rhyming and onomatopoeic words, which is supportive for beginning readers learning about word play. Road crossing conventions are integrated in the story, with different types of signs and symbols clearly illustrated, and road rules

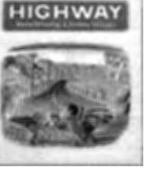
followed by the group of neighbours. This book is worth considering as part of a road safety program or for investigating different neighbourhoods. S. Bremner

**USER LEVEL:** Stage 1 English; HSIE; PDHPE KLA: SYLLABUS: English K-6; HSIE K-6; PDHPE K-6 AVAIL: Paper \$9.95 SCIS 921090

WHEATLEY, Nadia & MCLEAN, Andrew Highway.

Omnibus, 1998 ISBN 1862913056 The highway is central in this

beautiful and meticulously crafted picture book. Close collaboration between author and illustrator has produced a work where text and illustration interact most effectively. This is a celebration of a working family, truck drivers able to turn a routine trip into a small adventure for their young children.



Unsentimental in tone, it is an affirmation of the simplicity of working well, of a joyous, honest response to life, and of the positive family values demonstrated. There is much to notice and enjoy for the young narrator on her holiday. Much too, for the perceptive reader. J. Buckley

USER LEVEL:	Stage 1 Stage 2 Stage 3	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
AVAIL:	\$19.95	
EVAL:	Highly recommended	SCIS 921941

#### Fiction for younger readers

Resources are arranged alphabetically by author. Some of these books are also suitable for lower secondary students.

#### BLACKLOCK, Dvan I want earrings! Omnibus, 1997 (Solo) ISBN 1862913544

Beginning readers will find the short sentences, large text, and half page illustrations to their liking in this novel, as they follow a little girl's quest to have a ring through her ears, nose, belly button, anywhere! Parents may use this text as a way of diffusing possible conflict in the family on the issue of body piercing! The high interest, easily read formula works well in this chapter book, which would be a valuable addition to a classroom program or home library. This book has the potential to snare a reluctant reader with its '90s theme and nonthreatening format. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K-6
AVAIL:	Paper \$7.95

CASWELL, Brian

TeeDee and the collectors: or how it all began. UQP, 1998 (UQP alien zones) ISBN 0702229881 The first in a series, this short novel will surely engage read-

ers, even those who aren't fans of fantasy or science fiction.

SCIS 913261

Alien TeeDee and her earth friends, the Zone Commanders, begin their search through time and space for TeeDee's lost

father. In this quest they risk capture by the dreaded Collectors. Readers who suspend disbelief can enjoy the thrills and dangers of interplanetary travel, as the crew faces up to numerous dangers and threats. Narration by fearful gang member, Paul, personalises the adventures, intensifying emotion and excitement. Each story can stand alone, but readers will probably want to read them all. B. Richardson USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$8.95 Other titles in this series are: Messengers of the great Orff Gladiators in the holo-colosseum Gargantua



SCIS 928749 SCIS 929617 SCIS 929615 SCIS 929614

SCIS 925799

SCIS 919815

#### CROSS, Gillian

The demon headmaster takes over. Oxford University Press, 1997 ISBN 0192717588

The demon headmaster now has world domination in his evil sights. As more and more adults are possessed by his power, and services and organisations come under the control of a computer hyperbrain, it is left to the intrepid children who already know his wicked ways to battle the forces of darkness. Despite the liberal use of computer technology and jargon, this is basically a traditional child centred adventure with a rather old fashioned feel, reinforced by the line drawings which illustrate it. It is also well plotted, fast moving and engaging, especially for those who have enjoyed other demon headmaster titles. M. Lobban USER LEVEL: Stage 3 Stage 4

AVAIL: Paper \$14.95

EBURN, Judith Sophie's secret. Scholastic, 1997 (ID; FA) ISBN 1863888071

Friendships, secrets, family relationships and guardian angels are the underlying themes in this very readable and well paced fantasy. Eleven year old Sophie has a secret that she is reluctant to divulge, even to her best friend. The eventual sharing of her secret helps Sophie realise a much closer relationship with her mother. The story of Icarus from the Greek legend is a thread linking the various facets of the novel. The author offers sympathetic and realistic insights into the issues, both positive and negative, faced by adolescents growing up with a multicultural background. Short chapters make this book very accessible to more reluctant readers. J. Quirk.

USER LEVEL: Stage 2 Stage 3 Paper \$7.95 AVAIL:

#### Eyewitness classics. [series] Dorling Kindersley, 1997

A fascinating series, these works allow younger readers to enjoy some classical tales told in accessible language. Striking coloured illustrations create atmospheric depictions of the times, and incorporate both photographs and drawings. Each story is supplemented with quite detailed historical background information. This allows the tales to be retold with an understanding of the cultural context of the times in which they are set. Arranged in short chapters and copiously illustrated, the books create lively retellings which can

EVAL: AVAIL:

be enjoyed and understood by a wide audience. The unusual combination of fact and fiction makes the series guite unique, and the elegant presentation adds to their appeal. J. Anderson

USER LEVEL: Stage 2 Stage 3			
KLA:	English		
SYLLABUS:			
AVAIL:	\$19.95 each		
EVAL:	Highly recommended		
Titles in this se	ries include:		
The hunchback of Notre-Dame			
Dracula			

SCIS 914057 SCIS 914059

#### GODWIN, Jane

#### Sebby, Stee, the garbos and me.

Penguin, 1998 (Puffin books; Aussie bites) ISBN 014038748X

Mikey, the exploited younger brother of thirteen year old Jim, is reluctantly drawn into the older boy's predawn raid to steal the garbage collectors' Christmas beer. Events are severely complicated by the accidental inclusion, and later disappearance, of Sebastian, Mikey's pet duck. This lively and exciting story, with appeal for both boys and girls (and inspired by actual events), takes place in a little under twelve hours, and the reader shares the sense of urgency and distress felt by Mikey. Andrew McLean's brisk line drawings add further pace and movement. Try reading it aloud as a pre Christmas serial for Years 3 or 4. W. Smith

**USER LEVEL:** Stage 2

Paper \$8.95 AVAIL: Highly recommended

SCIS 941482

GREENBURG, Dan

Great-grandpa's in the litter tray.

Macmillan Children's, 1997 (The Zack files) ISBN 0330353527

In this humorous bridging book, young Zack goes to an animal shelter to buy a kitten, and comes home with a fully grown, talking tom cat who claims to be his reincarnated relative, although, at first, the cat talks only to his new owner. The plot takes unexpected twists and the expressive characters are captured perfectly in full page, pencil sketches by Jack E. Davis. The first title in a series about Zack's encounters with the supernatural, this book's cover, featuring an hilarious computer altered photograph, is guaranteed to catch the eye of reluctant readers. I. McLean

USER LEVEL: Stage 2 Stage 3 Paper \$4.95

SCIS 919991

#### HIRSCH, Odo

Antonio S and the mystery of Theodore Guzman. Allen & Unwin, 1997 (A little ark book) ISBN 1864484098

Heart warming, eloquent and affectionately told, with gentle illustrations by Andrew McLean, this story is of a boy, his magician father, his doctor mother and an elderly, reclusive stage actor neighbour. Reminiscent of Roald Dahl (minus the hateful parental figures), it is a winner on many levels. Antonio's enthusiasm for life is infectious, and the mutual support of his troupe of isolated friends, bonded together by an attempt



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at amateur theatre production, is worthy of emulating. Highly suitable for reading aloud as a serial to primary classes, the RESOURCES · RESOURCES · RESOURCES · RESOURCES · RESOURCES · RESOURCES

book may also interest drama students and teachers of personal development. I. McLean USER LEVEL: Stage 2 Stage 3 Stage 4

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AVAIL:	Paper \$9.95	
EVAL:	Highly recommended	SCIS 918087

#### HOWARTH, Lesley MapHead 2. Walker, 1997 ISBN 0744541417

MapHead is a most extraordinary young lad from another world. He has been sent by his father to experience and learn about family life in our world. Through uncanny means he becomes a guest of the Stamp family, and teams up with the rebellious young Jack Stamps. Although MapHead's period of independent learning is to take seven years, the confusion he causes requires his father's intervention after only a few weeks. A sequel to an earlier book, this unusual fantasy tale relates the bizarre perceptions and adventures of a uniquely conceived character. An enjoyable story, it highlights the importance of relationships with family and friends. C. Sly

<b>USER LEVEL:</b>	Stage 3 Stage 4	
KLA:	English	
SYLLABUS:	English K-6; English 7-10	
AVAIL:	\$18.95	SCIS 920886

KING-SMITH, Dick Smasher. Penguin, 1998 (Young Puffin) ISBN 0140377972

Underlying this short novel for newly independent readers are enduring and universal human themes: forgiveness; acceptance of individual differences; non-violence; and the need for a level of discipline and conformity. In six short illustrated chapters, Smasher the 'ugly' canine is transformed, through the power of affection, firmness, and persistently patient training of Farmer Buzzard. From his beginnings as a bumbling, destructive puppy, he becomes a noble, reliable and effective guard dog. Some astute child readers may detect similarities to other short novels by the same author, providing interesting opportunities for comparisons between several novels. However, this story offers its own valuable and rewarding reading experience. W. Smith

**USER LEVEL:** Stage 2 AVAIL: Paper \$8.95 SCIS 938779

#### KLEIN, Robin Barney's blues. Penguin, 1998 (Puffin books) ISBN 0141302143

Four years younger than his twin siblings, Barney is constantly the butt of their jokes, the victim of their schemes, the fall guy for their pranks. The six linked short stories, focusing on the three children and their kind, wise grandmother, Nana, are funny, warm, human, and beautifully observed. The special relationship between twins is obliquely, yet expertly indicated, as is their treatment of their younger brother. Every

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youngest child will recognise something of themselves in Barney and his predicaments, particularly in the last story in which Barney's hurts and resentments finally boil over. These stories would make splendid material for reading aloud, and offer many opportunities for discussion. W. Smith

Barneys
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entymatice of

USER LEVEL AVAIL: EVAL:	: Stage 2 Stage 3 Paper \$11.95 Highly recommended	SCIS 941512
LUCKETT, Dave <i>The last eleven.</i> Omnibus, 1997 (Ripper)		

ISBN 1862913447

Kev and Midge aren't dreaming when they are drawn to a reserve, in the middle of the night, by the sounds of a cricket match. Winning had once meant everything for one team, the last eleven, but now defeat is showing clearly in their faces. The other team are quite bizarre: they have yellow slitted eyes and snake-like tongues. What mystery surrounds this team? Is there a lesson to be learnt from their experiences? This simple to read fantasy, narrated in the first person, has short chapters, making it suitable for reluctant readers. Illustrations by David Kennett perceptively capture the hopelessness and gloom of one team and the callousness of the other. D. Doust

**USER LEVEL:** Stage 3 Stage 4 AVAIL: Paper \$8.95

SCIS 922627

#### MORGAN, Damian Pete. Scholastic, 1997 (ID; LR) ISBN 1863888098

The author has effectively captured the essence of life for a twelve year old Australian boy in this vital and interesting story. Family relationships and the growing self perceptions of the hero, Riley, are the work's focus, as he attempts to fill the empty shoes of his former idol, Pete. The story deals with such familiar lifestyle features as computer games, television, sibling rivalries, and parental expectations. The reader is seduced into becoming part of the familiar, but fictional, world of Riley. From there the adventures and the troubles of Riley flow engrossingly on, as he stumbles through this delightful episode in his life. L. Ward USER LEVEL: Stage 3

AVAIL: Paper \$7.95

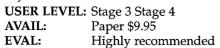
SCIS 926620

#### PAULSEN, Gary Foxman. Macmillan Children's, 1997

ISBN 0330368222

Removed by the court from his drunken parents' care, the unnamed fifteen year old protagonist goes to live with an

aunt and uncle in the cold northern woods. During the bitter, unrelenting winter, he learns to hunt, trap, and travel safely in the vast forest. Stumbling upon a solitary shack, he meets the Foxman, who is hideously disfigured, yet dignified, strong and gentle. The Foxman helps him to come to terms with himself and his life; in fact, to begin to grow up. Told in simple, direct language, the book's strength lies in the way it deals unflinchingly yet sensitively, with themes and subjects of particular interest to adolescent boys. W. Smith



SCIS 930772

SIMONS, Mova Dead funny. Omnibus, 1998

ISBN 1862913358 Danny, Corky and Taffy are best mates, and the three of them have unusual relatives who cause the boys to be involved in a number of extraordinary events:

Dexil Finns Danny constantly has problems with the lovely Mandy Miller; Taffy's mother lands a role in a TV soap series; and Corky has to handle his sister, Helen the Horrible. Nine short chapters, each comprising a separate story of the lives of the main characters, make the book easy to

read aloud. The stories are well told with enough humour to appeal to students who are just making the leap into independent reading. B. Spence

USER LEVEL: Stage 2 Stage 3 Stage 4 AVAIL: Paper \$8.95

SYME, Marguerite Hann Chickpea. Scholastic, 1997 (ID; AN) ISBN 1863886427

Hooman, a young Iranian Australian boy, lives with his widower father and irritating younger sister, Mina. Although this slim novel takes its time to unfold, the pace becomes almost relentless when Chickpea, a beloved pet hen, becomes broody over a clutch of infertile eggs and refuses to leave her nest. Points for class discussion include: sibling rivalry; pet ownership; the Baha'i faith; friendship; sole parents; refugees; multiculturalism;



SCIS 920965

and migration. All of these are handled with sensitivity and authenticity. Students from non English speaking backgrounds, in particular, may relate to many family aspects depicted in the story. I. McLean

USER LEVEL: Stage 2 Stage 3 Paper \$7.95 AVAIL: EVAL: Highly recommended

#### THIELE, Colin

Iodie's journey. Lothian, 1997 (Takeaways; A Walter McVitty book) ISBN 0850919185

More than a tale of a girl and her horse, this is a moving story of overcoming adversity. Jodie Carpenter is a fine young rider, who becomes a victim of the painfully crippling disease, rheumatoid arthritis. A devoted family, a loyal friend, and her prize winning horse, all contribute to Jodie's ability to cope with the debilitating illness. Her heroic struggle for survival, even in the face of a terrifying bushfire, shows her tenacity. A wonderful account of endurance and hope,

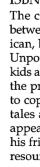
this is a new reprint of this very positive and uplifting book for young readers. C. Sly USER LEVEL Stars 3 Stars 4

USEK LEVEL:	Stage 3 Stage 4	
KLA:	English; PDHPE	
SYLLABUS:	English 7-10; PDHPE 7-10	
AVAIL:	Paper \$10.95	SCIS 924026

AVAIL: EVAL: SCIS 906729

> KLA: AVAIL:

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#### WAUGH, Sylvia Mennyms alone.

Random House Children's, 1997 (Red Fox) ISBN 0099557711

This is the fourth book about a family of human sized rag dolls come to life, who live in the home of their deceased creators in an English village. In this book, the Mennym family mysteriously die, and their human inheritors struggle to find a suitable home for this extraordinary and magical collection. Upper primary students will need to be proficient readers to tackle this book independently, but would enjoy this quaint fantasy if read aloud in the classroom. The ending provides just the right amount of suspense to ensure the next instalment will be eagerly sought after. K. Chauncy

**USER LEVEL:** Stage 3 Stage 4 English KLA: SYLLABUS: English K-6 AVAIL: Paper \$8.95

SCIS 916606

WRIGHTSON, Patricia

Rattler's place.

Penguin, 1997 (Puffin books; Aussie bites) ISBN 0140387129

Guy and family have moved house, but his favourite skateboard, toys and even Digby the dog have not yet arrived, delayed en route by a flood. However, there is so much to explore in this new location! While little Katie takes to nursing, powdering and dressing up an old brick, Guy tries to solve the mystery of the Rattler, forgotten legacy of the house's former occupants. David Cox's



delightful sketches complement the whimsy of the story beautifully. Quite a change of style for Wrightson, this book will grab the attention of reluctant readers, with its appealing design features, large font and rollicking pace. I. McLean **USER LEVEL:** Stage 2

Paper \$8.95

Highly recommended

SCIS 907171

### Fiction for older readers

Resources are arranged alphabetically by author. Some of these items are also suitable for upper primary students.

#### What do fish have to do with anything? and

other stories.

Candlewick, 1997

ISBN 0763603295

The characters in this work inhabit the uneasy territory between childhood and adolescence. The landscape is American, but instantly recognisable to an Australian teenager. Unpopular teachers, pets, single parent families and brainy kids are the stuff of these delicately wrought stories, in which the protagonists face difficult moral choices or must learn to cope with the consequences of their actions. Not all the tales are equally satisfying, but they should have a wide appeal. The riveting account of a boy forced to collude in his friend's suicide attempt is a memorable addition to the resources on this topic. J. Nisbet

**USER LEVEL:** Stage 3 Stage 4 Stage 5 English; PDHPE \$19.95

SCIS 929120

#### RETOURGE CERETOURGE CERETOURGES CERETOURGES O RETOURGES O RETOURGES

BOOCK, Paula Dare truth or promise. Hyland House, 1998 ISBN 1864470356

Refreshingly genuine, this initially unravels as a warm, gentle, honest story of the innocence of first love. The contrasting pain with the impact of homophobia (and resulting potential for suicide, drug and alcohol abuse, and anorexia) is powerfully drawn. Characters reflect the diversity of responses to homosexuality, offering much discussion material. Positive and negative adult role models include: an insensitive, ill-informed family doctor; and a father and a church minister who respond sensitively, recognising the power of love. The positive though hard won resolution makes this an affirming book for young lesbians and gays struggling to come to terms with their sexuality, and is a worthwhile companion to Walker's The year of freaking out. C. Foley

USER LEVEL:	: Stage 5 Stage 6	
AVAIL:	Paper \$14.5	
EVAL:	Highly recommended	SCIS 934639

CATO, Heather Dark horses.

Scholastic, 1998

ISBN 1869433866

There are horses in this story, a whole lifestyle full of them, but essentially it is a revelation of horse sense and relationships: adolescent, family, community and human-animal. Kate and her widowed mother leave England to visit her father's unknown family in New Zealand, and to sell his share of the property. They are rapidly absorbed by new family, unfamiliar mores, and other people's needs. Kate's inability to accept her father's death pales beside the drama of her uncle's behaviour. Strong narrative, expertise in equine matters and sensitive development of Kate's character make this a very readable first novel, which not surprisingly won a children's fiction award. H. Gordon

USER LEVEI	.: Stage 4 Stage 5	
AVAIL:	Paper \$14.95	SCIS 928740

CLARKE, Judith Nighttrain. Penguin, 1998 ISBN 0140387722

Sensitive and compelling, this novel explores the mindscapes of Luke and those close to him. The probing portrayal of Luke's deep desperation, linked to pressure from family, anxiety about exams, being in trouble and an outcast at school, unfolds as a powerful human drama. His interactions with his family, teachers and girlfriend reveal an isolated, complex, endearing character. Can his mother understand him? Will his sister's love reach him? Was his death accident or suicide? The symbolism of the train is haunting. Family dynamics are succinctly interwoven, and adolescent concerns and parental reactions cleverly highlighted. The complex truths illuminated by this book are disturbing but worth the thoughtful consideration the reader is challenged to undertake. C. Foley

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**USER LEVEL:** Stage 5 Stage 6 Paper \$12.95 **AVAIL:** 

CREW, Gary Mama's babies. Lothian, 1998 ISBN 0850918278

A spare, matter of fact narrative style intensifies the chill factor of this dreadful story of Mama Pratchett, a nineteenth century 'baby farmer', who took unwanted babies into her care purely for profit. The real horror for readers lies in the knowledge that Crew's story is based on facts revealed in teenage testimonials at the criminal trials of real baby merchants and murderers. In an otherwise convincing, grim composition, the fairy



SCIS 928435

SCIS 920299

tale ending sounds a false note, yet despite this, the story is still nightmarish. Of concern to some may be that the easy to read style makes the horror accessible to younger readers than the intended young adult audience. B. Richardson

USER LEVEL	.: Stage 4 Stage 5 Stage 6	
KLA:	HSIE	
AVAIL:	Paper \$12.95	SCIS 928707

GLEESON, Libby Refuge. Penguin, 1998 (A Puffin book) ISBN 0140389857

Through a close examination of the dynamics of a middle class, inner city Sydney family, Gleeson manages to explore large questions of personal morality and global responsibility. Andrew and his sister have grown up in a caring, liberal household, but when Anna asks their parents to put their liberal beliefs into practice by offering sanctuary to a young East Timorese refugee hiding from authorities, their principles seem to be less important than the perceived safety of the family. Although Gleeson's writing is fluent and thoughtful, and the depiction of young adult behaviour, feelings and speech is utterly convincing, the novel feels, perhaps understandably, a little didactic. M. Lobban

USER LEVEL: Stage 3 Stage 4 Stage 5 KLA: HSIE SYLLABUS: HSIE K-6; HSIE 7-10 Paper \$11.95 AVAIL:

GOODE, Katherine Jumping to heaven: stories about refugee children. Wakefield, 1997 ISBN 1862544271 In a remarkable collection of stories which reflect diverse

cultural backgrounds, young refugees talk about coming to Australia. The refugee children who contributed their stories are from Cambodia, Sarejevo, Vietnam, Herzegovina, El Salvador, Uganda and Iraq. Their stories are carefully reworked and compassionately retold to provide thought provoking insights into the lives and experiences of refugees. The stories are sad, sometimes disturbing, but mostly hopeful as these children and young people learn to come to terms with their past and begin adapting to their new way of life in Australia. The collection covers themes such as family responsibilities, learning a new language, playing sport, making friends and starting school. K. Gardner

**USER LEVEL:** Stage 4 Stage 5 English; HSIE; LOTE; PDHPE KLA: English 7-10; PDHPE 7-10; HSIE 7-10 SYLLABUS: AVAIL: Paper \$16.95 Highly recommended EVAL: SCIS 931582

HATHORN, Libby Rift.

Hodder Children's, 1998 ISBN 0733608795

Loneliness, the desire to belong, coping with loss and death, proving oneself, and the need for hope are focal themes in this novel, which starts slowly but progressively intensifies in its sense of danger and foreboding. Vaughan's sense of abandonment at his parents' departure deepens as his grandmother becomes more involved with the new pastor's cult, which seems to be dividing the



SCIS 932181

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town. Will he succeed in the initiation required to join the local boys' gang? Or is there a more sinister agenda? Who will encourage him to meet the challenge and escape danger? Friendship is severely tested in this story, with tension building steadily to a fascinating resolution. C. Foley USER LEVEL: Stage 4 Stage 5 Stage 6

AVAIL: Paper \$14.95

#### HIGGINS, Simon Doctor Id.

Random House Australia, 1998 (A Mark Mcleod book)

#### ISBN 0091834694

When the teenage daughter of a cop attempts to trap a homicidal maniac with her considerable computer skills, she attempts more than most of us, and risks much more than her peace of mind. A steady drip of tantalising clues easily draws the reader into this story, and effortlessly sustains tension. The Web becomes a pervasive metaphor for ordered chaos, anarchy and devious manipulation. Dialogue is tightly controlled and appropriate. Higgins draws extensively on his own police experience to weave verisimilitude into the tale. The clever fantasies of the little brother counterpoint the dark mind of the psychopath. Competent readers will easily manage the relatively high number of characters introduced early in the story. W. Bowie

USER LEVEL:	Stage 4 Stage 5 Stage 6	
KLA:	English	
SYLLABUS:	English 7-10	
AVAIL:	Paper \$14.95	
EVAL:	Highly recommended	SCIS 928308

#### JACOBS, Pat

Going inland. Fremantle Arts Centre Press, 1998 ISBN 1863682066

When farmers Zoe and Tom pursue the Australian dream of driving and camping through the remote north west and centre of the continent, they unwittingly set out on a journey in which self discovery becomes as significant as discovering the land. For Zoe this means examining her beliefs about the Aboriginal connection and claim to the Land; for Tom it entails confronting his own shadowy ancestry so he can validate his ownership of his precious, defining farmland. Although an adult novel, it has much to offer the older reader in considerations of Australian culture and identity, and relationships between Aboriginal and non Aboriginal Australians. M. Lobban USER LEVEL: Stage 6

KLA:	English; HSIE	
SYLLABUS:	2U General English; 2U Ge	eneral
	Studies	
AVAIL:	Paper \$16.95	SCIS 927412

H. Gordon KLA: AVAIL: AVAIL:

KLA: AVAIL:

#### KENT, Deborah The only way out. Scholastic, 1997 (An Apple paperback) ISBN 0590540815

The experience and feelings of children suffering potentially fatal diseases are common subjects of silent curiosity and apprehension among their peers. This story deals with Shannon Thomas' reactions to long term treatment for Hodgkins' disease, and her wish to try anything, however unconventional, which might spare her further chemotherapy. Her run away visit to a faith healer in New Orleans provides bizarrely entertaining reading, while illustrating the real risks envisaged by her parents. The rather facile plot and necessarily sketchy characterisation are of less impact than the attractive conversational style, comprehensible answers to young readers' concerns, and a realistic conclusion.

USER LEVEL: Stage 3 Stage 4 PDHPE PDHPE K-6; PDHPE 7-10 SYLLABUS: Paper \$8.95

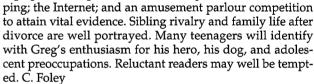
SCIS 915733

#### JENKINS, Wendy

The big game.

Fremantle Arts Centre Press, 1998 ISBN 1863681833

Combine Australian Rules football with a detective story, and what an adventure! An intriguing mystery results, which Greg, of Killer boots fame, helps solve in a clever, contemporary plot. The language of the sport is effectively used by characters, in the narrative, and in extracts of game commentary and media coverage. Suspense draws on: the excitement of the game, and working up to the big one; threats; kidnap-



USER LEVEL Stage 4 Paper \$12.95

SCIS 930742

#### LANAGAN, Margo Walking through Albert. Allen & Unwin, 1998

ISBN 1864484403

An interesting tale, this work blends mystery, time slip, history, spell casting and ghostly manifestations in a recognisably contemporary setting. Glenorchie, more of a renovator's dream than a house, is the scene of unexplained occurrences. Emma and two neighbours, brothers Ren and Lee, unravel this mystery amidst the often humorous backdrop of renovations and the preparations for a wedding. They also discover the emotional hardships and implications of World War I, both for those who went off to serve and the loved ones who awaited their return. This provides a useful discussion starter to support a unit of work on war. N. Chaffey

USER LEVEL: Stage 3 Stage 4 HSĬE SYLLABUS: HSIE K-6; History 7-10 Paper \$9.95

SCIS 923584



#### RESOURCES · RESOURCES · RESOURCES · RESOURCES · RESOURCES · RESOURCES

#### McCAUGHREAN, Geraldine Forever X. Oxford University Press, 1997 ISBN 0192717480

The Shepherd family is stranded by a car breakdown on the way to their holiday caravan, which is the delight of their father, and the epitome of boredom for the children. They stumble upon Forever X, a theme guesthouse which capitalises on the power of Christmas by operating the festival all year. The family is initially aloof from all the jollity, but becomes involved when strange things happen and suspicious characters appear. Barrel loads of fun are to be had by readers as all loose threads are drawn together, not without some sadness along the way. It is a tautly written comic novel, with a most satisfying number of twists in the tale. It is winner of the Carnegie Medal. M. Steinberger

**USER LEVEL:** Stage 3 Stage 4 Stage 5 AVAIL: Paper \$14.95 SCIS 914288

#### NAYLOR, Phyllis Reynolds Shiloh season. Macmillan Children's, 1997 ISBN 0330353330

Shiloh, the beagle now living so contentedly with his rescuer, Marty Preston, could again become a target for aggression. Judd, Shiloh's previous owner, is an unhappy, violent man, and as hunting season approaches Marty's concern grows. This beautifully told, incident filled, short novel has wide audience appeal. Although the setting is North American, the themes and issues are universal, the characters recognisable, believable and memorable. Relationships are very well drawn and family life and old fashioned values are depicted positively, but not sentimentally nor didactically. The story does stand alone, but those unfamiliar with the award winning prequel, Shiloh, will surely wish to seek it out. B. Richardson

<b>USER LEVEL:</b>	Stage 3 Stage 4	
AVAIL:	Paper \$8.95	
EVAL:	Highly recommended	SCIS 918846

PAULSEN, Gary Sarny. MacMillan Children's, 1998

ISBN 0330351516

A longer sequel to Nightjohn, this work is also characterised by that novel's dignity and steely resolve in the face of monstrous unfairness. This is close to many adolescent hearts, and would contribute much to its success as a text for class study and wide reading. It is a simply told, gripping tale of a Negro woman's search for her children in a very precarious social and historical context. The powerfully developed theme is liberation through literacy, as Sarny learns that the paradoxical corollary of freedom for former slaves is responsibility. Rendered in a style peppered with Creole English, this simple tale deals expertly with very complex issues. W. Bowie

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<b>USER LEVEL:</b>	Stage 3 Stage 4 Stage 5	
KLA:	English	
SYLLABUS:	English K-6; English 7-10	
AVAIL:	Paper \$9.95	
EVAL:	Highly recommended	SCIS 920634

#### Personal best. / edited by Tessa Duder & Peter McFarlane. Mammoth, 1997 ISBN 1863307745

The editors commissioned short stories on the subject of sport from twelve well known Australian and New Zealand writers for young people. The resulting collection includes stories in which various sports and physical challenges appear, usually in the context of their significance in the life of a young protagonist. The stories range from the straightforward through to a number of stories where physical activity fulfils some



cathartic or healing role in a young person's life. The capacity of extreme activities such as abseiling and parachuting to transform self-image is explored in several pieces. This is a solid collection of original stories. M. Lobban

USER LEVEL:	Stage 4 Stage 5
KLA:	PDHPE
SYLLABUS:	PDHPE 7-10
AVAIL:	Paper \$12.95

SCIS 918869

#### STEWART, Alison Sweetwater night. Hodder Children's, 1998 ISBN 0733605702

Matt's difficulty coming to terms with the violent death of his father is the impetus for a journey he decides to make, taking his sister and friends along for support. What begins as an exercise in personal growth becomes a genuinely terrifying ordeal for the four young people, with tension building unmercifully to a climax that is cathartic for Matt and his companions. A brooding atmosphere of grief, regret and loss gives way to menace and violence as the gripping plot starts to resemble a fictionalised version of the gruesome events in Belangelo State Forest. J. Donovan

**USER LEVEL:** Stage 4 Stage 5 Paper \$14.95 AVAIL:

SCIS 925701

#### TOLBERT, Steve

#### Escape to Kalimantan.

Addison Wesley Longman, 1998 (Rave) ISBN 0733902359

Jack and his Dad desperately need to escape the inward spiral their lives take after the death of Jack's mother. When Jack reads about the plight of the orang-utans in Kalimantan he decides that going there to offer assistance may bring a focus back into their lives. Their exciting adventures with the orangutans, living in a ghost house beside a deserted river and befriending people living in a leper colony combine to make an exciting and well-written story. The reader is drawn to the characters of Jack and his father as Tolbert presents them, with lifelike strengths and weaknesses. The book could have particular appeal for boys in their early teens. B. Spence

USER LEVEL: Stage 3 Stage 4 AVAIL: Paper \$9.95 SCIS 928450

WALKER, Sarah Camphor laurel. Pan Macmillan, 1998 ISBN 033036071X Gentle, subtle, and non stereotypical, this explores friendship between adolescent girls. Narrated in the third person largely from Melissa's perspective, interspersed with stream

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of consciousness, it captures the immediacy of the characters' lives, though occasionally they seem distant and surreal. There are: intense moments of sharing significant personal events; humorous and perceptive observations of life, with some clever turns of phrase and image; jealousies over boyfriends; and awkward moments with boyfriends, and early sexual experiences. A sub theme involving sexual abuse emerges in an empowering, understated way and may support consideration of Child Protection issues. Family and friendship realities are captured, along with the uncertainties, change and sexual awakening of adolescence. C. Folev

**USER LEVEL:** Stage 5 Stage 6 AVAIL: Paper \$12.95

SCIS 930598

WOLFER, Dianne Border line. Fremantle Arts Centre Press, 1998 ISBN 1863682082

Cassie is a likeable young teenager growing up in a Perth suburb, puzzled about changing friendships. When her father's job redundancy and relocation sends the family to the edge of the Nullarbor, the culture shock which she experiences strains Cassie's relations with her family and with her old friends. Everyone changes in the new environment and in making new friends, Cassie's values are tested. The action takes place against the back-



SCIS 923567

ground of bird quarantine in Western Australia. This well written, clearly expressed story with interesting characters holds particular interest for its intended readership of teenage and pre teenage girls.M. Hamlyn USER LEVEL: Stage 3 Stage 4

AVAIL: \$11.95

*Kid's Web kit*. [computer software] Peachpit, 1997 ISBN 0201886758 [004.6] By using this CD-ROM, students can create their own Web site in five easy steps. The program eliminates any technical stages by giving students blueprints to follow, although this limits background knowledge. The only steps students don't use the blueprints for are adding graphics, from their own graphics program, and uploading to the World Wide Web via their own Internet Service Provider. This quick and simple program is complemented by an easy to follow book, which contains the previews of the templates, and the various diverse graphical themes that can be used. The book also contains editing and design tips, and lesson plans for teachers to incorporate Web sites into units of work, eg creating a Web site about volcanoes. Once students have mastered this resource, they may move onto more complex Web site design software. N. Paull

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

Information, poetry and drama

Resources are in Dewey order. The category KLA is

Area the resource supports. These, and the USER

LEVEL, should only be used as a guide, as many

resources transcend age and subject barriers.

intended to provide a guide as to which Key Learning

CA	Creative Arts (primary & secondary);
English	English (primary & secondary);
HŠIE	Human Society & its Environment;
LOTE	Languages other than English;
Mathematics	Mathematics (primary & secondary);
PDHPE	Personal Development/Health/Physical
	Education;
Science	Science (secondary);
ST	Science & Technology (primary);
TAS	Technology & Applied Studies
	(secondary);
and	-
VOC ED	Vocational Education

software]

gram

#### 66

#### 101 amazing things to do with your computer. [computer software] Kingfisher, 1997

ISBN 0753401681

[004]

Packaged with a book, this CD-ROM is more of an adjunct to the book than a stand-alone disk. Students have to follow the directions and hints in the book to gain the most from the CD-ROM. The interplay between the book and the disk make this a practical example of reading non fiction material. Teachers with an interest in technology will find this a useful resource for implementing several strands of the English K-6 syllabus. Students, meanwhile, will have fun designing games, cracking codes, using clip art, and creating cards. Simple mathematics applications include: using and changing graphs; and adding and subtracting money. Although a good introduction to creative computing, once this resource has been mastered it may become discarded in favour of more challenging, comprehensive and visually appealing CD-ROMs. N. Paull

#### Minimum requirements

Macintosh: 68040; System 7.1; 21 MB hard disk; 8 MB RAM Windows 3.1/95: 486SX; 27 MB hard disk; 8 MB RAM; SVGA; 256 colours

<b>USER LEVEL:</b>	Stage 1 Stage 2 Stage 3	
KLA:	English; Mathematics; ST	
SYLLABUS:	English K-6; Mathematics	K-6; Science
	& Technology K-6	
AVAIL:	\$19.95 Scholastic	SCIS 920723

#### **Minimum requirements**

Macintosh: 68040; System 7; 256 colours; 8 MB RAM; paint program

Windows 3.1/95: 486; 8 MB RAM; 256 colours; paint pro-

<b>USER LEVEL:</b>	Stage 3 Stage 4
KLA:	ST; TAS
SYLLABUS:	Computing Studies 7-10; Science &
	Technology K-6
AVAIL:	\$24.95 Addison Wesley Longman
	SCIS 921934

Compton's interactive deluxe encyclopedia; Compton's interactive world atlas. [computer

Learning Co., 1997 (Compton's home library) ISBN 0763012343

A clear main screen, split into sections of text, index and image viewer, is at the centre of this CD-ROM. Navigation

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is straightforward through use of a well set out control bar and pull down menus. Search results are clearly distinguished by type, so graphics and videos are easily accessible and browsing is easy. Users need to regularly move between two of the disks. The atlas is provided on a separate disk. Brief factual information on a wide range of topics is provided, although material on Australia is limited. Information on science and the natural world makes up most of the video collection. Online access to suggested Internet sites is possible. The Ask a librarian feature allows for a reference question to be emailed to Compton's reference staff. Response to a Year 8 Australian geography question took longer than the promised time, and was limited. The Showmaker option allows users to combine and arrange text and images to create a presentation. The Timeline, Recent Events and Planetarium features add interest to this comprehensive resource. J. Buckley

#### Minimum requirements

Windows 3.1: 486DX2; 8MB RAM; 256 colours; double speed	ł
CD-ROM drive	

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 HSIE; Science; ST KLA: HSIE K-6; Geography 7-10; History 7-SYLLABUS: 10; Science & Technology K-6; Science 7-10 AVAIL: \$69.95 The Learning Co. SCIS 936344

Eyewitness children's encyclopedia. [computer software]

DK Multimedia, 1997

#### ISBN 075131577X

Beginning with a brilliant 3D tour of some of the twenty virtual reality (VR) worlds contained within, this CD-ROM instantly captures the interest and imagination of younger students. A user friendly navigator screen then allows the VR explo-



ration to continue, or permits access to the encyclopedia itself in six main subject areas: culture; nature; history; science; geography; or the atlas. Information is provided in short, simple sentences, and is often complemented by colourful illustrations, videos, animations, and slide shows. Other helpful features include: talking text; an excellent search facility; the glossary of keywords; see also references; a quiz; access to Dorling Kindersley's Internet site; and a bookmark facility. Any screen can be printed, or pasted into a word processing program. Although the login screen may initially prove to be a challenge for the targeted younger audience, overall this is an excellent resource. J. Eade

#### **Minimum requirements**

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Windows 95: Pentium 75 MHz; 16MB RAM; 40MB hard disk: 16 bit colour: 16 bit sound card

USER LEVEL: Stage 1 Stage 2			
KLA:	CA; English; HSIE; LOTE;		
	Mathematics; PDHPE; ST		
SYLLABUS:	Creative Arts K-6; English	K-6; HSIE K-	
	6; LOTE K-6; Mathematics	K-6; PDHPE	
	K-6; Science & Technology	K-6	
AVAIL:	\$79.95 Roadshow	SCIS 921778	

IBM presents The 1997 World Book multimedia encyclopedia. [computer software] IBM, 1997 ISBN none [030]

The reliability and authority which have made World Book print encyclopedia such a respected information source also characterise this CD-ROM version. The appearance of the

desktop is clear and uncluttered and its various features are well signposted. Searches can be made by either topic or word, and the extended search results are ranked in terms of their likely usefulness in a frame to the left of the screen. The search engine is fast and efficient and features such as browsing, maps, and time frames work well. Graphics and multimedia are of high quality, and the atlas has interesting climate and population overlaps on the basic maps. There is the opportunity to move between CD-ROM and the Internet, with many topics having a list of sites, and article updates being available online. Owing to connection difficulties it was not possible to explore this. A separate CD is structured as a research guide, but it is very American in orientation. M. Lobban

#### **Minimum requirements**

Windows 3.1/95: 4865C; 16MB free hard disk (22 MB in Windows 95); 8MB RAM; double speed CD ROM drive: SGVA; 16 bit sound card

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TAS
3880

#### COOK, Deborah

Madeline: European adventures. [computer softwarel

Creative Wonders, 1996 ISBN 1576270556

[153.4]

Students are thoroughly entertained in this fun-filled, interactive CD-ROM adventure, led by the popular book and television character Madeline, thanks to its attractive presentation, cheerful music and clever animations. While it initiates young children to the concept of travelling abroad and shows them certain characteristics of four European countries, this program has no specific key learning area orientation. The scarcity of French words and expressions (or the Spanish ones, if so selected) along Madeline's journey, together with the rather low quality and poorly located information activities on flags and capital cities and the awkward juxtaposition of archaic and modern images of Europe, do not validate this software as an essential educational resource. Nevertheless, opportunities to develop listening, observation and problem solving skills do abound, and it is possible to write postcards from a given destination. Teachers can safely offer this program in segments as a supplementary activity and will find that their students will not easily be drawn away from it. G. Barbe

#### Minimum requirements

Windows 3.1: 486; 4MB hard disk; 8MB RAM; 256 colours

USER LEVEL:	Stage 2 Stage 3	
KLA:	English; HSIE; LOTE	
SYLLABUS:	HSIE K-6	
AVAIL:	\$69.95 Scholastic	SCIS 900072

#### *Wide world*. [series]

Wayland, 1997

These research books present a geography of the world's mountainous and grassland regions and their populations. Students will find the combination of large print, clearly reproduced high quality photographs, clear line drawn models, action filled paintings and stimulating layout fascinating. This high interest level is also supported by the presentation of many interesting details about each topic. The approach is global and Australian sites mentioned. A simple glossary and a useful listing of other sources are included. These are excellent source books for exploring geographic areas and their communities. L. Ward

KLA: HSIE K-6 SYLLABUS: HSIE K-6 AVAIL: \$29.95 each Titles in this series include: People of the grasslands People of the mountains	SCIS 927955 SCIS 927958
Mates. Weldon Kids, 1997 ISBN 1875875530	[305.23]
A very appealing book, this work addresses ethnicity and cultural awareness through a variety of themes, and con- cludes with a strong endorse- ment of the Australian cul-	mates
tural concept of what it means to be a mate. It acknowledges that many Australian families originally came from different countries, and that the diver- sity in Australian children's backgrounds and experiences	

USER LEVEL: Stage 2 Stage 3

contributes to their daily

lives. The rich variety of cul-



tural expressions and experiences of Australian children is demonstrated through customs, festivals, clothes, food and traditional stories. These are interwoven through collages of text and photographs. Traditions, stories, games, favourite sayings and festivals are highlighted. Coloured photographs and contemporary font styles are used to great effect in this highly accessible and interesting book. K. Gardner **USER LEVEL:** Stage 3

KLA:	English; PDHPE	
SYLLABUS:	English K-6; PDHPE K-6	
AVAIL:	\$24.95	
EVAL:	Highly recommended	SCIS 921052

#### CURRIE, Wendy & ADAMSON, Margaret Women of Australia: shaping our history. Macmillan, 1997

ISBN 0732945267

A comprehensive work on the contribution of women in the development of Australia is long overdue. This resource is invaluable in the library and classroom. Rather than deal with issues chronologically, the book is divided by themes. Woman as migrants, and as mothers, both unpaid workers and in the workforce are featured. Women in the arts, sport and other subcultures, as well as contempo-

rary women, are also discussed. The aim is to examine, not only famous individuals, but the daily lives of women in general as their efforts have contributed to the evolution of a new society. Illustrations contribute significantly as source material for discussion. E. Maxwell **USER LEVEL:** Stage 4 Stage 5

KLA:	HSIE	
SYLLABUS:	History 7-10	
AVAIL:	Paper \$21.95	

[305.40994] KLA:



SCIS 910901

SURGE CREDURGE AND READURGES REPORTED REPORTED REPORTED REPORTED

#### The let's talk library. [series] Powerkids, 1996

Each title in this series addresses an aspect of life which could have a negative impact on young people. With large print, clear photographs and one concept to a page, the format provides easy access. The topics treated are sensitive and will best be read by a child and adult together, so that the child's understanding of the complex situations involved in each story can be monitored and his or her concerns answered. These books could be used with discretion by parents, class teachers or school counsellors to clarify issues raised in child protection lessons with identified individuals or small groups of students. M. Hadfield

**USER LEVEL:** Stage 1 Stage 2

- 0		
PDHPE		
PDHPE K-6		
\$17.95 each		
eries include:		
Let's talk about living with a single parent		
0 0.	SCIS 907997	
Let's talk about staying in a shelter		
	SCIS 908029	
out foster homes	SCIS 908022	
nut your parents' divorce	SCIS 907996	
	PDHPE K-6 \$17.95 each wries include: nut living with a single po nut staying in a shelter nut foster homes	

The Australian Financial Review quarterly on CD-ROM. [computer software]

Fairfax, 1997 edition

ISSN 13220683

[330.05]

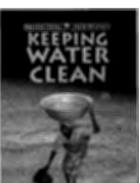
Access to the comprehensive range of articles within this CD-ROM may be obtained by simply searching by writer, section, date, table of contents or specific text, using Boolean operators. The Section option provides further guidance to many topics such as: banking and finance; computers; companies; or marketing. The contents are restricted, primarily, to The Australian Financial Review's editorial stories, feature articles, and other text material, but such a restriction is typical of other CD-ROMs of the ilk. This is a frustrating aspect for subjects where graphical presentations can be advantageous to the learning process. However the scope of articles still proves to be rewarding for most students. E. Maxwell

#### Minimum requirements

Macintosh: 68020; System 7.0; 8MB RAM MS-DOS 3.1/Windows 3.1: 386; 8MB RAM USER LEVEL: Stage 5 Stage 6 HSIE SYLLABUS: 2U/3U Business Studies; Commerce 7-10; 2U/3U Economics; 1U General Studies AVAIL: \$225.00 DA Info Services SCIS 806205

#### Protecting our planet. [series] Wayland, 1997

Information about two natural resources, water and forests, is presented in this series. The history, current status and future forecast for these two environmental resources are discussed. The books share a systematic treatment which leans towards conservation and the dire consequences of not protecting our natural resources. Photographs are used to illustrate key points,



#### RESOURCES · RESOURCES · RESOURCES · RESOURCES · RESOURCES · RESOURCES

[342.94]

with easy to read graphs and charts breaking up the text and providing further clues to young researchers. Important facts have been highlighted throughout the text by the use of colour inserts. S. Blackwell

USER LEVEL	: Stage 3 Stage 4 Stage 5	
KLA:	HSIE; Science; ST	
SYLLABUS:	Geography 7-10; HSIE K-	6; Science &
	Technology K-6; Science 7	-10
AVAIL:	\$26.95 each	
Titles in the series include:		
Keeping wate	er clean	SCIS 917433
Forests for lif	fe	SCIS 917436

#### SAUNDERS, Cheryl

It's your constitution: governing Australia today.

Federation Press, 1998 ISBN 1862872449

Professor Saunders, a leading academic constitutionalist and teacher, here explains the Australian constitutional and government system in down to earth terms. This simple, logical survey explains the central role of the Constitution by focussing on its application to government in practice. Emphasis is placed on the roles, powers, limits and relationships within the system of the arms of government. There is no glossary, but the explanations and concepts in the text are exceptionally clear and the index is thorough. A copy of the Australian Constitution is appended. This will be an excellent resource for most levels of secondary Civics and Citizenship. G. Spindler

USER LEVEL	: Stage 5 Stage 6 Profession	al
KLA:	HSIE	
SYLLABUS:	Commerce 7-10; History 7	′-10; 2U
	General Studies; 2U/3U L	egal Studies;
	2U/3U Modern History; 2	
	and Events	-
AVAIL:	Paper \$16.95	SCIS 927975

BELLEMORE, Phillipa

Tenants rights manual: a practical guide to renting in NSW.

Redfern Legal Centre, 1997 ISBN 0947205519

[346.94404]

Written in association with the Tenants' Union, this is exactly what it suggests: a practical guide to an aspect of life likely to be faced by many of our students in their near futures. What makes this publication so readable for the young audience it targets is the case studies, portraying true to life sticky legal situations. Classes attempting the housing and the law option will find much useful material here, and anyone negotiating the rental market will find the information upto-date and accessible. The sample letters and forms are particularly valuable in the application of this text. J. Donovan

Stage 6 Community	
HSIE	
2U Legal Studies	
Paper \$24.95	SCIS 910907
	2U Legal Studies

#### CARNEY, Gaby

Defend yourself: facing a charge in	court.
Redfern Legal Centre, 1996	
ISBN 0947205497	[347.944]
Co-authored by Tim Anderson, who has ins	ide experience of
overy stage of our original existence and a	manifer an at area

every stage of our criminal system, and experience at successfully defending himself in court, this interesting and easy to read book should find an instant and appreciative audience in any school boasting a mock trial team. Some of the content covered here is contained in the Legal Studies syllabus, but the book is written for a broader audience, and with a view to practical application. It is a worthwhile resource, making relevant reading before an excursion to the local court, and for the school counsellor. J. Donovan.

USER LEVEL	: Stage 6 Community	
KLA:	HSIE	
SYLLABUS:	2U Legal Studies	
AVAIL:	Paper \$16.95	
	-	

#### *Face the facts.* [series] Wayland, 1997 ISBN 0750217553

Colourful and well presented, this series of books covers popular health topics. Diet and health includes information on taking care of your body through regular bathing and cleansing. Information is presented on ear piercing, body piercing and tattoos. The benefits of healthy eating, exercise and rest are described. Drugs examines medicines, stimulants, ecstasy, alcohol, nicotine, amphetamine, solvents, cannabis, LSD, magic

mushroom, heroin and cocaine. For each drug or medicine there is a general analysis of reasons for use and risks. The book includes two photographs of people self-injecting and one of a young boy sniffing glue. The drug laws section deals specifically with English laws. The book is not consistent with current NSW drug education policies. K. Gardner USER LEVEL: Stage 5 Stage 6 KLA: PDHPE

PDHPE 7-10; 2U PDHPE	
\$26.95 each	
ries include:	
th	SCIS 905210
	SCIS 905208
	\$26.95 each ries include:

#### Breaking the silence: teaching and learning about domestic violence.

Dept. for Education and Children's Services, SA, 1997 (Students at risk program) ISBN 0730840905 [362.8]

The aim of these teaching materials is to encourage young people to better understand domestic violence, so that they can work towards establishing non-violent relationships. A major focus is an examination of the construction of gender as it influences power in relationships. The materials were designed to be used within the context of South Australian curriculum areas in Grades 6 to 9 to support processes such as investigation, communication, finding and analysing information, reflecting and evaluating. The information and suggested approaches used in this resource complement and supplement the sections on domestic violence in NSW Child Protection Education: curriculum materials to support teaching and learning in PDHPE. M. Hadfield

USER LEVEL	: Stage 4 Stage 5 Stage 6	
KLA:	PDHPE; HŠIE	
SYLLABUS:	PDHPE 7-10; 2U/3U So	ciety and
	Culture	,
AVAIL:	\$24.95	SCIS 906163

SCIS 910911

#### KENT, Peter

Behind bars: a panorama of prisons through the ages.

#### Macdonald Young, 1997 ISBN 0750023929

An informative, entertaining picture book, this work deals with incarceration as punishment. Its historical range of prisons includes the Tower of London, prison hulks, nineteenth century model reforms, places of outcast, Alcatraz and a German POW camp. The treatment of prisons is a good deal gentler than it would have been for the inmates, and there are notable exceptions, such as concentration camps and mod-



ern prisons. Nonetheless the book is interesting and illuminating without being exploitative or confronting. The reader is invited to discover several recurring character types in each prison, adding an interactive level which encourages close observation of the detail in the drawings. G. Spindler

#### USER LEVEL: Stage 2 Stage 3 KLA: HSIE SYLLABUS: HSIE K-6 \$29.95 AVAIL:

SCIS 927901

#### NIGHTINGALE, Paul

*The computer classroom.* [computer software] [series]

2N Education, 1995

Ranging from Level 1 to Level 4, this series of CD-ROMs covers a wide selection of both mathematical and English activities. Level 1 activities include size differences, story paths and logic activities. They are excellent for reinforcement of skills for Stage 1 students. By Level 4, students can practise their research skills, division and fraction facts, reading, vocabulary and grammar. This level would equate with Stage 3. Positive reinforcement is continually provided. The teacher can enter up to six student names at a time. Print outs can be obtained for some of the activities. Made for the Australian curriculum, this resource is one of the better examples of drill and practice type software. S. Blackwell Minimum requirements

Macintosh: 68030; System 7; 8MB RAM

Windows 3.1: 386; 4MB RAM USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3 English; Mathematics KLA: SYLLABUS: English K-6; Mathematics K-6 \$79.95 each Nightingale Press AVAIL: Titles in the series are: SCIS 844235 The computer classroom. Level 1 SCIS 872361 The computer classroom. Level 2 SCIS 873874 The computer classroom. Level 3

The computer classroom. Level 4 SCIS 891070

KLA: AVAIL:

70

KLA: AVAIL:

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#### RIPLEY, Catherine

A question and answer storybook. [series] Oxford University Press, 1997

These simple question and answer style picture books are based on one subject or theme: night time; bath time; the outdoors; and supermarkets. Each double page spread, supported by bold coloured, comic style illustrations, attempts to answer one frequently asked question of the inquisitive five to eight year old. Some answers given would prove difficult for the target audience to understand, but others are simple and interesting. Children will enjoy sharing these books, and they may appeal to independent readers who love to quiz any audience willing to play the game. K. Chauncy

**USER LEVEL:** Early Stage 1 Stage 2 English; ŠT

SYLLABUS: English K-6; Science & Technology K-6 Paper \$9.95 each

Titles in this series include:

Do the doors open by magic? and other supermar-SCIS 921193 ket questions

Why is the sky blue? and other outdoor questions SCIS 921199

Why do stars twinkle? and other nighttime ques-SCIS 921194 tions

#### GAVIN, Jamila

Our favourite stories.

Dorling Kindersley, 1997 (Children just like me) ISBN 0751355917 [398.2]

Classic traditional stories from many cultures are gathered in this handsome volume. It features the clean looking white pages with high quality visual design which characterise the work of this publisher. Beautifully coloured and composed illustrations by Amanda Hall provide an appropriate and exciting setting for the stories. Photographs of children from the country to which the story belongs add meaning. Small photographs of landscapes and activities featured in the stories add further impact to the text. Tales included are not those most widely anthologised, and include works from Morocco, Finland, Botswana and Mongolia. This is a excellent resource to promote discussion of multicultural issues. J. Buckley

USER LEVEL: Stage 2 Stage 3 English; HSIE SYLLABUS: English K-6; HSIE K-6 \$19.95

SCIS 920130

SAXBY, Maurice The Millennium book of myth and story. Millennium, 1997 ISBN 1864290412

[398.2]

71

An excellent collection of traditional tales, perfect for school use, this collection represents many cultures, with the stories sourced from every continent. Retold in rich language, intended to be read aloud, the stories are accessible to the youngest listener, yet are still an appropriate length for the older reader. John Winch's captivating illustrations, employing many different media, add drama and mystery to the text. These tales are appropriate for independent readers from early primary to well into adolescence. The thematic grouping of the stories provides a useful focus for teachers, and will enable this resource to be used across several KLAs. L. Bowring

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 KLA: CA; English; HSIE

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[398.2]

SYLLABUS:	Creative Arts K-6; English K-6; English 7-10; HSIE K-6; Asian Social Studies 7-		
AVAIL:	10; Visual Arts 7-10 \$34.95	chi bruaics /	
EVAL:	Highly recommended	SCIS 920624	

#### Tales of wonder and magic.

/ collected by Berlie Doherty. Walker, 1997 ISBN 0744544017

Ten simple yet enchanting folk tales from diverse cultures around the world make up this collection. Beautifully presented with an old fashioned charm which incorporates illuminated borders and stunning illustrations, the collection offers a variety of magical themes in a language rich enough for reading aloud. Most of the tales come from ancient sources, and each incorporates inexplicable happenings which create their magic and mystery. The simplicity of language and sentence structure, and their appealing content make them suitable for most primary ages. This is a useful resource for multicultural perspectives, and a valuable addition to folklore collections. J. Anderson

<b>USER LEVEL:</b>	Stage 1 Stage 2	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	\$29.95	SCIS 915505

The French experience. [computer software] BBC Multimedia, 1997 ISBN 0563559071 [448.3]

As its title implies, this exciting double CD-ROM gives the opportunity to explore the French language in a virtually authentic context. From the clearly outlined objectives, through to the practical applications of the acquired language material, this is a well conceived program which allows the mature student to gain confidence and skill in the language on their own, while acquiring knowledge about contemporary France through the various film clips. Amongst the many impressive features, such as the accessible grammatical explanations, is the opportunity to participate orally in the interactive drama recordings. Sixteen syllabus related topics are thoroughly exploited through diverse and stimulating activities primarily in the field of listening and speaking skills. G. Barbe

#### **Minimum requirements**

Windows 3.1: 486; 8 MB RAM; recording software; 16 bit colour; 16 bit audio card; microphone

USER LEVEL:	Stage 6 Community	
KLA:	LOTE	
SYLLABUS:	2U and 2U General French;	
	2U Accelerated French	
AVAIL:	\$99.95 Roadshow	
EVAL:	Highly recommended	SCIS 908069

#### SUENOS world Spanish. [kit]

BBC Worldwide, 1995

ISBN none

A multimedia course for beginners learning Spanish, this is an excellent resource. The course book, supported by video programs and conversations recorded with Spanish speakers from across the world, presents clearly structured language learning and practice; a range of themes which offer comparison and contrast of Hispanic lifestyle and culture; and a variety of revision and consolidation exercises, with a useful reference section. An activity book provides support with supplementary exercises in grammar and vocabulary reinforcement. It provides authentic stimulus for reading and writing tasks. Listening and speaking skills will need

to be further developed from other sources. A tutor's guide suggests extremely practical approaches for the delivery of each unit of work, as well as supplying photocopiable worksheets, flashcards and overhead transparencies. The tutor's audio cassettes contain all the dialogues and speaking exercises from the course book, edited especially for ease of use in the classroom. The topics are appropriate to both Spanish 7-10 and 2UnitZ syllabuses, although the approach is better suited to Stage 6 learners. C. Dettino

USER LEVEL	: Stage 4 Stage 5 Stage 6	
KLA:	LOTE	
SYLLABUS:	Spanish 7-10; 2UZ Spanish	
AVAIL:	\$750.00 BBC	
EVAL:	Highly recommended	SCIS 925795

#### Michio teaches Japanese. [computer software] Smarty Pants, 1997

ISBN none

#### [495.6076]

A number of topics from the primary school language curriculum can be supported by this CD-ROM. While its animation lacks sophistication, its authentic Japanese approach adds to the pleasing variety of games available. From hiragana play through to giving the right change (using Japanese yen) in a shop, students are well immersed into the language. This may be a challenge for younger beginners, but intermediate students will enjoy the interaction required to increase their score. Some topics include tuition of vocabulary and very basic structures, others only help consolidate content acquired elsewhere. As to the five songs, even though their words appear karaoke fashion in hiragana, some are difficult and sung too fast. The music itself often fails to be catchy. Nevertheless, teachers will appreciate the comprehensive set of notes in the accompanying manual and the worksheets, progress lists and other support material included. G. Barbe

#### **Minimum requirements** Windows: 486: 8MB RAM

Acintosh: 68040; 8MB RAM						
JSER LEVEL: Stage 2 Stage 3						
KLA:	LOTE					
SYLLABUS:	Japanese K-6					
AVAIL:	\$69.95 Scholastic	SCIS 921043				
Also in this set	ries:					
Mike teaches	SCIS 921040					
Pip teaches C	SCIS 921049					

#### *Show-me-how*. [series]

Koala, 1997

[468.007]

Clearly written, easily followed instructions, accompanied and illuminated by bright, colourful photographs characterise this series of large format activity books. Ordinary children in simple unisex clothing clearly model a large range of simple, appealing and enjoyable activities which most primary aged children could satisfactorily make or do themselves. They include a good range and balance of indoor and outdoor activities, suitable for individuals or small groups, with an emphasis on children creating their own simple equipment where possible, using cheap and easily purchased materials. The activities could safely and successfully be used in the classroom or playground, as well as at home or in a play centre. W. Smith

USER LEVEL:	: Stage 1 Stage 2
KLA:	CA; PDHPE; ST
SYLLABUS:	PDHPE K-6; Science & Technology K-6;
	Visual Arts K-6
AVAIL:	\$16.95 each

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Titles in this series include: I can play games: fun-to-play games for young chil-SCIS 909621 dren Nature works: fun-to-do nature projects for SCIS 910827 younger children

#### Maths made easy. [computer software] 2N Education, 1996

Produced and published in Australia, these CD-ROM resources are more closely aligned to current syllabus documents than many packages which are sourced from overseas. They proved popular with students, who found them both interesting and easy to use. Each level contains 30 broad topics, which are further divided into a number of content areas providing classroom teachers and students with a comprehensive and inclusive resource for teaching primary mathematics. Learning experiences are supported by the capacity to print worksheets and, where appropriate, to access a pull down calculator to check responses. Students are given the opportunity to interact with the software using both mouse and keyboard, with the method of input designed to enhance learning. Graphics and audio are closely related to the content of each lesson and transitions are smooth. Teachers will value the use of Australian currency and metric measurements throughout the program. This series is sure to find a place in the classroom of teachers with an interest in integrating technology into learning. R. Greaves

#### **Minimum requirements**

Windows 3.1: 386; 8MB RAM; 256 colours						
Macintosh: 68030; System 7.0; 8MB RAM; 256 colours						
USER LEVEL: Stage 1 Stage 2						
KLA:	Mathematics					
SYLLABUS:	Mathematics K-6					
AVAIL:	\$79.95 each Nightingale Press					
EVAL:	Highly recommended					
Titles in this se	eries include:					
Maths made easy. Level 1 SCIS 904525						
Maths made easy. Level 2 SCIS 913250						

#### TOFT Kim Michelle & SHEATHER Allan One less fish.

University of Queensland Press, 1997 (Jam Roll) ISBN 0702229474 [513.2]

Just when it seems that there could be nothing original left in counting books, this wonderfully illustrated presentation appears. Its simple rhyming text is entertaining, environmentally friendly, and bold enough to encourage the young reader. The illustrations, originally painted on silk in vibrant colour, are exquisite and will captivate the attention of students as they sit closely around their teacher. As well,



a brief environmental message is featured in much smaller type on each page. This gives the book an added dimension as a resource tool. A brief glossary and a page of fish details completes a skilfully structured teaching aid which is sure to leave a lasting impression. L. Ward

- **USER LEVEL:** Early Stage 1 Stage 1 HSIE K-6; Mathematics K-6; Science & KLA: Technology K-6
- SYLLABUS: HSIE K-6; Mathematics K-6; Science & Technology K-6

AVAIL: ImageBuilder, 1997 ISBN none J. A. Robinson colours USER KLA: SYLL AVAI EVAL Two-Can, 1997

KLA: AVAIL:

72

#### Paper \$14.95

SCIS 930332

## Skywatching. [computer software]

An intuitive user friendly interface makes this CD-ROM a delight to use. Created espe-

cially for beginners and intermediate astronomers, the resource provides world skywatching tips, and information which can be put to use with telescope, binoculars or



naked eye. Key features include: showing the precise positions of celestial bodies from anywhere on earth at any day or time; in-depth articles on the legends and historical significance of the stars and planets; more than 9,000 screens from the widely used Yale Bright Star Catalog; tutorials to identify and track celestial objects; and connection to Discovery Channel Online. The user is able to access observing tips, photos from the Hubble and other telescopes, full motion videos, detailed animation and in-depth articles on a wide range of topics, including local planets, black holes and nebulae. Printable star charts can be customised to any time and place on earth. This is an excellent resource.

#### **Minimum requirements**

Windows 3.1: 486; 8 MB hard disk, 8 MB RAM, 256 colours Macintosh: System 7.1; 8 MB hard disk; 8 MB RAM; 256

R LEVEL:	Stage 3 Stage 4 Stage 5 Stag	je 6
:	Science; ST	
LABUS:	Science & Technology K-6;	Science 7-10;
	2U General Science	
IL:	\$69.95 Roadshow	
L:	Highly recommended	SCIS 931750

Interfact. [kit] [series]

Seven groups of activities are found on the CD-ROM which accompanies each book in this series. Both components have a colourful presentation. They can be used independently, but are designed to complement each other. The books contain craft activities, experiments, factual information and glossaries, and are well indexed. CD-ROM activities are varied and include games, quizzes, timelines, flow charts and experiments. Symbols in each book indicate the sections of the CD-ROM to explore further; and hints are given on the disk as to where further information or the correct answers for quiz questions may be found in the accompanying book. Hypertext definitions are provided. Unfortunately, there is no oral presentation of information on the CD-ROM, and reading the instructions or gleaning information from the disk would require a higher reading age than perhaps the presentation of the book would attract. This series would however, support Stage 3 units, such as Out in space and Switched on. S. Leslie

#### **Minimum requirements**

Macintosh: 68020; System 7.0; 4MB RAM; 640x480 colours Windows 95/Windows 3.1: 386; 4MB RAM; 386/33MHz USER LEVEL: Stage 2 Stage 3

ST SYLLABUS: Science & Technology K-6 \$19.95 each The Learning Journey *Titles in this series include:* SCIS 920815 Electricity SCIS 921405 Solar system

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[523.1]

#### RESOURCES O RESOURCES O RESOURCES O RESOURCES O RESOURCES O RESOURCES

Starting with science. [series]	SYLLABUS: Science and Technology K-6; Science 7-10				
Heinemann, 1997	AVAIL:	\$75.00 Classroom Video			
Each of the books in this series aims to give young students	EVAL:	Highly recommended	SCIS 916618		
an understanding of basic scientific principles, by allowing		0,			

them to participate in simple activities. The thirteen experiments are presented in clear text boxes which contain easy to follow instructions and explanations of physics, botany, and chemistry. The ideas for further extension will be beneficial to parents and teachers of science who will appreciate the ease with which information can be extracted from every page. The superb colour photographs by Ray Boudreau, showing children enthralled in science, support a child centred approach. This is a valuable series which stimulates interest in an active approach to science. S. Rasaiah

TOTO TEXT	0, 10, 0	
USEK LEVEL:	Stage 1 Stage 2	
KLA:	ST	
SYLLABUS:	Science & Technology K-6	
AVAIL:	\$22.95 each	
EVAL:	Highly recommended	
Tițles in this se	ries are:	
Living things		SCIS 928294
Plants		SCIS 928297
Simple maching	SCIS 928300	
Solids, liquids	s and gases	SCIS 927797
-	-	

*Science projects*. [series] Wayland, 1997

Designed to educate budding scientists on various basic principles of physics, chemistry, and geology, this series employs techniques guaranteed to enthral. Colourful diagrams and photographs enliven each page, along with fact boxes, text boxes, and experiments to try. Worded in easy to follow terms, each double page topic is well presented with clear headings and sub-headings. The reader is extended at every opportunity with further questions and additional resources. The across curriculum links to environmental and HSIE topics are evident. These resources would enhance any library and science program. S. Rasaiah

•	, , , , , , , , , , , , , , , , , , , ,		
<b>USER LEVEL:</b>	Stage 2 Stage 3		
KLA:	ST		
SYLLABUS:	Science & Technology K-6		
AVAIL:	\$29.95 each		
EVAL:	Highly recommended		
Titles in this se	ries include:		
Energy		SCIS	928676
Forces and mo	otion	SCIS	928715

Using a series of examples of what light can do, and many

experiments that students can try, this is a useful introduc-

tion to the wonders of light. The program addresses the

sources of light, what light is, what a photon looks like, trans-

parency, reflection, refraction, optical fibres, dispersion, dif-

Light fantastic. [videorecording] Classroom Video, 1997 (20 min.) ISBN none

fraction gratings, mixing colours, and polarised light. Visual footage from a range of sources is used, with a simple explanation. Teacher's notes are included, with a program summary, background information and an extensive range of follow up research and activities. This is an excellent resource for the science classroom. J. A. Robinson **USER LEVEL:** Stage 3 Stage 4 Stage 5

KLA: Science; ST

AVAIL: EVAL:	Science 7-10 \$75.00 Classroom Vide Highly recommended	SCIS 916618
DUFFY, Jan	nes E.	
Electrics an	<i>id electronics.</i> [videore	cording]
[series]		
	lucation, 1995	
ISBN none	vays be a place in electronics	
electrical and rial that, alth guage proble: graphical exp sion. Notes ar real bonus for dents who lac Technics cour edge gap is n	nade and easily understood electronic concepts. This ser ough produced in the USA ms for Australians), is easil lanations or as a means of er ad quiz items accompany ea teachers setting class exerci- tek the introduction to the su rse, a reasonable means of ow available. D. Low. L: Stage 4 Stage 5 Profess	ries provides mate- A (with minor lan- ly drawn upon for xposition and revi- ach video and are a ises. For senior stu- bject gained in the filling this knowl-
KLA:	TAS	
KLA: SYLLABUS:		
SYLLABUS: AVAIL:	Technics (Electronics) 7 Design and Technolog \$85.00 each \$650.00 set	у
SYLLABUS: AVAIL: EVAL:	Technics (Electronics) 7 Design and Technolog \$85.00 each \$650.00 set Highly recommended	у
SYLLABUS: AVAIL: EVAL: Titles in this	Technics (Electronics) 7 Design and Technolog \$85.00 each \$650.00 set Highly recommended series are:	y of 10 Marcom
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SYLLABUS: AVAIL: EVAL: Titles in this Electrical pr Electrical ci	Technics (Electronics) 7 Design and Technolog \$85.00 each \$650.00 set Highly recommended series are: rinciples rcuits, Ohm's law	y of 10 Marcom SCIS 930771 SCIS 930776
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SYLLABUS: AVAIL: EVAL: Titles in this Electrical pr Electrical ci Electrical co Electrical co	Technics (Electronics) 7 Design and Technolog \$85.00 each \$650.00 set Highly recommended series are: rinciples rcuits, Ohm's law omponents 1 omponents 2	y of 10 Marcom SCIS 930771 SCIS 930776 SCIS 930779 SCIS 930780
SYLLABUS: AVAIL: EVAL: Titles in this Electrical pri Electrical co Electrical co Electrical co Electrical co	Technics (Electronics) 7 Design and Technolog \$85.00 each \$650.00 set Highly recommended series are: rinciples rcuits, Ohm's law omponents 1 omponents 2 omponents 3	y SCIS 930771 SCIS 930776 SCIS 930779 SCIS 930780 SCIS 930780 SCIS 930782
SYLLABUS: AVAIL: EVAL: Titles in this Electrical pr Electrical co Electrical co Electrical co Electrical co Electrical tr	Technics (Electronics) 7 Design and Technology \$85.00 each \$650.00 set Highly recommended series are: rinciples rcuits, Ohm's law omponents 1 omponents 2 omponents 3 oubleshooting	y sof 10 Marcom SCIS 930771 SCIS 930776 SCIS 930780 SCIS 930782 SCIS 930784
SYLLABUS: AVAIL: EVAL: Titles in this Electrical pr Electrical co Electrical co Electrical co Electrical tr Electrical tr Electronic co	Technics (Electronics) 7 Design and Technolog \$85.00 each \$650.00 set Highly recommended series are: rinciples rcuits, Ohm's law omponents 1 omponents 2 omponents 3 oubleshooting omponents 1	y sof 10 Marcom SCIS 930771 SCIS 930776 SCIS 930780 SCIS 930782 SCIS 930784 SCIS 930787
SYLLABUS: AVAIL: EVAL: Titles in this Electrical ci Electrical co Electrical co Electrical co Electrical tr Electrical tr Electronic co	Technics (Electronics) 7 Design and Technolog \$85.00 each \$650.00 set Highly recommended series are: rinciples rcuits, Ohm's law omponents 1 omponents 2 omponents 3 oubleshooting omponents 1 omponents 2	y sof 10 Marcom SCIS 930771 SCIS 930776 SCIS 930779 SCIS 930780 SCIS 930782 SCIS 930784 SCIS 930787 SCIS 930791
SYLLABUS: AVAIL: EVAL: Titles in this Electrical ci Electrical co Electrical co Electrical co Electrical co Electrical tr Electronic co Electronic co	Technics (Electronics) 7 Design and Technolog \$85.00 each \$650.00 set Highly recommended series are: rinciples rcuits, Ohm's law omponents 1 omponents 2 omponents 3 oubleshooting omponents 1	y sof 10 Marcom SCIS 930771 SCIS 930776 SCIS 930779 SCIS 930780 SCIS 930782 SCIS 930784 SCIS 930787

*Geodome landforms*. [computer software]

Attica, 1996 ISBN 1873472366 [551] An informative, entertaining and well structured CD-ROM examining key aspects of physical geography through the study of landforms, this is an ideal resource for students studying geography. By navigating through a series of domes or rooms, the user can access information on four main topic areas; Rivers; Earthquakes; Coasts; and Volcanoes. Once inside the structure, clear cursors, text, video and animation controls allow the user to explore each area in detail. Graphics of 3D models display key physical features of each environment and Interactive simulations present hazardous situations that could occur. Newsflashes provide recent real life examples associated with topical issues relevant to each area. An easy to follow user guide and comprehensive teacher's notes are included. This is a valuable educational resource suitable for a range of ages and ability. However, the use of predominantly European examples in its presentation may prove a limiting factor. B. Kervin

#### **Minimum requirements**

[535]

Windows 3.1: 486DX; 4 MB RAM; SVGA; 16 bit sound card **USER LEVEL:** Stage 4 Stage 5 Stage 6 KLA: HSIE SYLLABUS: Geography 7-10; 2U Geography \$199.00 BBC **AVAIL:** SCIS 915488

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#### **DIPPER**, Francis The new book of treasures under the ocean. Aladdin/Watts, 1997 ISBN 0749630388 [551.46]

With more than two-thirds of our planet covered by water, this book cannot help but inform and intrigue readers with its smorgasbord of useful information about human exploration and our resulting knowledge of the ocean. The role of submarines, technology and computers, and their relatively recent developments in assisting research and discovery, are highlighted. Colourful diagrams, illustrations and photographs accompany concise details and overviews. Each theme adorns a double page. Past and present secrets of the deep are featured, including: the Titanic; reef formation; newly discovered marine species; and the farming potential of oceans. An affixed poster features the submersible known as Alvin. N. Chaffey USER LEVEL: Stage 2 Stage 3 Stage 4 HSIE; Science; ST KLA: SYLLABUS: HSIE K-6; Science & Technology K-6;

Science 7-10 AVAIL: \$25.95 SCIS 920746 EVAL: Highly recommended

#### Living with the weather. [series] Wayland, 1997

Detailed information on aspects of different kinds of weather can be found in this well presented and worthwhile series. Information is written in clear, simple language, accompanied by colourful photographs and easy to follow diagrams. Curriculum relevance can be found in both HSIE and Science, with maps showing the locations of various common weather patterns and their effects on different



countries, and excellent scientific explanations as to how weather conditions occur as well as some scientific experiments. Fact boxes contain additional information, for example on the El Nino effect, which is relevant and up to date. J. Eade

USER LEVEL	: Stage 2 Stage 3 Stage 4				
KLA:	HSIE; ST; Science				
SYLLABUS:	HSIE K-6; Geography 7-10; Science &				
	Technology K-6; Scienc	e 7-10			
AVAIL:	\$29.95 each				
Titles in this s	eries include:				
Heat and dro	ught	SCIS 927943			
Rain, wind a	nd storm	SCIS 927937			
Snow and ice		SCIS 927846			

#### WILSON, Ian

Rain, hail or shine: a look at Australia's weather. Longman, 1997

ISBN 058281121X

To gain a real understanding of Australia and its environment, this is reference and support material which sets the scene with regard to our most precious resource: water. Stimulus material addressing understandings of coastal environments and development, and environmental change, is provided in this easily managed text. Well conceived class exercises are included. These topics, and the concepts of weather are explained in student friendly language with the

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[551.50994]

aid of illustrations and graphics which are easy to understand. The material allows students to undertake investigation through collecting relevant information from photos, satellite images and newspaper articles. D. Low

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USER LEVEL: Stage 4 Stage 5 Stage 6 Professional						
KLA:	HSIE					
SYLLABUS:	Geography 7-10; 2U Geography					
AVAIL:	Paper \$19.95					
EVAL:	Highly recommended	SCIS 903578				

Eyewitness encyclopedia of nature 2.0. [computer software] DK Multimedia, 1997 ISBN 0751315834 An attractive interface, resembling a nat-

uralist's study, acts as the starting point for this interactive CD-ROM. From here, one can explore the worlds of birds, reptiles, plants and fungi, fish, mammals, invertebrates, amphibians or insects. Excellent



[574.03]

navigational and cross-referencing facilities are combined with an effective index to enable users to move quickly through the encyclopedia to obtain desired information. Clear, legible text is often accompanied by colourful photographs, animations, video and audio. Although the information on each screen is brief, there are many links which provide access to further related topics, including: classifications; habitats; climate; ecology; prehistoric life; and major conservation issues. These topics can also be accessed from the main screen, as can: the microworld; animal vision; amazing close-ups; quizmaster; bird calls; and a link to Dorling Kindersley's Internet site. All of these highlights, plus the capacity to print every screen, will make this both a useful and popular resource. J. Eade

#### **Minimum requirements**

Macintosh: 68LC040; System 7.0; 25 MHz; 12 MB RAM; 16 MB hard disk; 8 bit sound card; 256 colours

Windows 3.1/95; 486 DX; 33MHz; 8MB RAM; 22 MB hard disk; 8 bit sound card; 256 colours

R LEVEL:	Stage 2 Stage 3 Stage 4 Sta	age 5
.:	HSIE; Science; ST	•
LABUS:	HSIE K-6; Geography 7-10	0; Science
	Technology K-6; Science 7	'-10
IL:	\$89.98 Roadshow	SCIS 91

SCIS 919176

#### OKTOBER, Tricia

Rainforest.

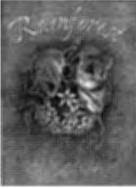
Hodder Children's, 1998 ISBN 0733605451

The complex beauty of the rainforest is shown thorough accurate and attractive full page coloured illustrations, accompanied by prose descriptions of the plants and animals of this habitat. This picture book incorporates studies of both the complexities of a rainforest and destructive impact of human activity. It is suited to all studies of rainforests, the environment, conservation issues, plants and animals. Aiming to educate and

entertain, this appealing book is a useful resource for both primary and secondary students. Unfortunately, it contains no table of contents, index or glossary. R. Bodlay USER LEVEL: Stage 2 Stage 3 Stage 4

[574.5]

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#### RAYOURGAY CE NAYOURGAY CHAYOURGAY CHAYO

KLA:	HSIE; Science; ST	
SYLLABUS:	HSIE K-6; Science & Te	chnology K-6;
	Science 7-10	0,
AVAIL:	\$22.95	SCIS 925702

Inside guides. [series]

Dorling Kindersley, 1997

Have you ever seen a virus magnified 120,000 times? Or wondered what whale lice look like? These are just two questions which could be answered in the appropriate volume of this series. Packed with information presented in an exciting, revealing, three-dimensional, reader-friendly style, this series should satisfy curiosity for inside information about specific topics. Each double page section consists of well-chosen photographs, realistic, magnified models and accurate artwork illustrating concise, informative prose. This series would be useful for consolidating information skills, exemplifying text types appropriate to non-fiction and clearly transmitting complex scientific concepts. R. Bodlay USER LEVEL: Stage 2 Stage 3

COLK LL V LL.	Diage 2 Diage 0
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
AVAIL:	\$14.95 each
EVAL:	Highly recommended
Titles in this se	ries include:
Ocean	SCIS 920460
Microlife	SCIS 920461

Eucalypt ecology: individuals to ecosystems. / edited by J. Williams. Cambridge University Press, 1997 ISBN 052149740X [583]

Effective use of diagrams, tables and photographs makes this an authoritative reference work which provides a stimulating perspective to students of ecology. It contains current reviews by active researchers of many disciplines, including: evolutionary history; classification; genetics; distribution; conservation; reproductive physiology; and the interaction between eucalypts and other biota. These reviews shed light on reasons for the success of eucalypts in the Australian environment and provide a comprehensive summary for comparison with ecological studies of other woody plant genera. This work is highly suitable as a reference in the school library or science faculty. J. A. Robinson

<b>USER LEVEL:</b>	Stage 6 Professional	
KLA:	Science	
SYLLABUS:	2U Biology; 2U General Sc	ience; 2U
	Science for Life	
AVAIL:	\$125.00	
EVAL:	Highly recommended	SCIS 931989
	0.1	

Amazing animals. [computer software] Dorling Kindersley, 1997 ISBN 0751315893

Fabulous graphics, movie clips, games and amazing facts about the animal world combine to make this CD-ROM irresistible. Easy to navigate, with a helpful 3D lizard named Henry as a guide, students can choose from a selection of games, at either easy, hard or hardest levels. Incentives are given by way of stick-



[591]

ers, earned by completing a game and answering a quiz question correctly. Facts, images and sounds are available in the Amazing animals expert section which divides into Armoured animals; Baby animals; Animal disguises and

Dangerous animals. Selections can be downloaded or printed. A direct Internet connection is provided, but exploration would be required to verify curriculum relevance. S. Blackwell

#### Minimum requirements

Macintosh: 68EC040; System 7.0; 8MB RAM; 256 colours; 4 MB hard disk

Windows 3.1/95: 486; 8MB RAM; 256 colours USER LEVEL: Stage 1 Stage 2 Stage 3 KLA: HSIE; ST SYLLABUS: HSIE K-6; Science & Technology K-6 AVAIL: \$59.95 Roadshow SCIS 916282

#### WILSON, Don E

Bats in question: the Smithsonian answer book. CSIRO, 1997

[599.4]

#### ISBN 0643060278

Here is an easy to read book for students and teachers. It provides extensive coverage of every aspect of bats, including mating, the evolution and diversity of bats, and communication methods. The detailed information contained in this text is both informative and enjoyable. The spectacular photography by Merlin Tuttle allows close-ups of this nocturnal wonder. These enthralling pictures expose the virtually unseen world of the bat. The photographs, coupled with scientific information, make this book most appropriate for both research on animal behaviour, and as a fascinating work for browsing. K. Heap USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6

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KLA:	Science; ST; TAS	
SYLLABUS:	Science & Technology K-6;	Science 7-10;
	Agriculture 7-10; 2U/3U A	griculture
AVAIL:	Paper \$29.95	SCIS 918893

#### Cybernation. [videorecording] [series] /produced by Jean Burke, TVOntario, 1997 ISBN none

A 10 part series which attempts to present an enormous amount of information on the evolution, development and myriad applications and diversity of computer based technologies such as this is a bewildering experience. There is a lot of hype (visual and auditory) in the introductory tape, with many concepts and definitions that are extreme (either very basic or too technical for junior classes) and not applicable to any one teaching area. Later tapes, such as Photonics and Material world are less disjointed and excellent for TAS, with tremendous computer graphics and examples of current experimental directions and society's reactions to these outcomes. This series offers a fascinating perspective. It may be necessary to preview specific titles for curriculum applications E Mayurall

cations. E. Maxwell		
USER LEVEL: Stage 4 Stage 5 Stage 6		
KLA:	Science; TAS	
SYLLABUS:	Computing Studies 7-1	0; 2U/3U
	Computing Studies; 2U	J/3U Design
	and Technology; 2U Ele	ectronics
	Technology; 2U/3U En	gineering
	Science; Science 7-10	
AVAIL:	\$89.00 each	
Titles in this series are:		
A technological transformation SCIS 921111		
Biomedics SCIS 92115		SCIS 921150
Biotechnology SCIS 921137		
Getting wired SCIS 921124		SCIS 921124
Going digital SCIS 9211		SCIS 921113
Material world SCIS 92113		SCIS 921133

Promise or perilSCIS 921152Smaller, faster, smarterSCIS 921116Virtual and interactiveSCIS 921127		
Virtual and interactive SCIS 921127		
KRUSZELNICKI, Karl		
Great Australian facts & firsts. [series]		
Angus & Robertson, 1997 (Young bluegum)		
Both entertaining and educational, this series provides a		
great mix to keep young researchers interested. Gleaning		
information about Australian history, inventions, flora and		
fauna has never been quite so humorous or engrossing. The		
text is written in an easy conversational style and enhanced		
with comical illustrations by Gus Gordon. From the series		
students can, for example, research the Australian Crawl,		
the Hills Hoist or the escape from Gallipoli. They can also		
discover interesting and offbeat information, for instance,		
that the Olympic swimming pool at North Sydney is famous		
for the number of world records set there and that the pavlo-		
va is not Australian! S. Blackwell		
USER LEVEL: Stage 3 Stage 4		
KLA: English; HSIE; Science; ST		
SYLLABUS: English K-6; English 7-10; HSIE K-6;		
History 7-10; Science & Technology K-		
6; Science 7-10		

AVAIL: Paper \$9.97 each Titles in the series are: Ears, gears & gadgets Forests, fleece & prickly pears Flight, food & thingummyjigs

#### Technology in the time of.... [series] Wayland, 1997

These books are superbly presented chronicles of how civilisations throughout history have solved problems to meet human needs. Ancient Egypt, Greece and Rome, and the Aztec civilisation, are treated in a similar manner, with common chapters dealing with food, clothes, buildings, arts and crafts. Each title also highlights examples of individual achievements within that civilisation, for instance how the



SCIS 907866

SCIS 907877

SCIS 907879

Ancient Romans solved the problem of supplying water to their towns. A combination of photographs depicting historical scenes and artefacts, and diagrams, provides visual interest and aids understanding of some of the processes employed to solve real problems. Each title includes instructions for making an artefact of the civilisation, a timeline and helpful glossary. S. Blackwell

1 0	•
USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE; Science; ST
SYLLABUS:	History 7-10; HSIE K-6; Science &
	Technology K-6; Science 7-10
AVAIL:	\$29.95 each
Titles in the ser	ries include:
Technology in	the time of ancient Egypt SCIS 91
Technology in	the time of ancient Greece SCIS 91

pt SCIS 915516 echnology in the time of ancient Greece SCIS 915517 Technology in the time of ancient Rome SCIS 915519 Technology in the time of the Aztecs SCIS 915523

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#### The amazing pull-out pop-up body in a book. Dorling Kindersley, 1997 ISBN 0751356522

[612]

A carefully crafted and constructed, coloured cardboard cut out of a body is in this book! It folds out to reveal a 1.4 metre medical style, diagrammatic body which shows the body and how it functions. It covers skeletal structure, brain and nerves, where food goes, the blood system and muscular system. Muscles and tendons, the nervous system, the alimentary system and other internal organs are shown in all their detail. The book is well illustrated, designed and informative, and would provide a valuable resource for developing knowledge and understanding of how the body works. The enticing cardboard engineering in this resource may have a longer life if the book is shelved as a teacher resource. K. Gardner

**USER LEVEL:** Stage 1 Stage 2 PDHPE SYLLABUS: PDHPE K-6 \$26.95

SCIS 918099

*The human body.* [series] Wayland, 1997

ISBN 0750217685

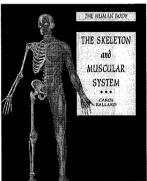
These colourful medical style texts provide useful information on human growth and development. They follow standard biological terms to describe body parts and processes. The reproductive system covers the process of reproduction,

and reproductive systems. Information is presented in clearly written text and coloured illustrations. Ultrasound and coloured photographs of embryos are included. Early childhood, childbirth, genes and diseases are examined. The skeleton and muscular system covers bones, bone disease, and how joints and muscles work. Interesting fact boxes are included throughout both texts to high-

light aspects of the topic. Excellent illustrations complement and extend the text.K. Gardner Stage 3 Stage 4 PDHPE SYLLABUS: PDHPE K-6; PDHPE 7-10 \$26.95 each Titles in this series include: The human body SCIS 904224 SCIS 904225 The skeleton and muscular system

POWELL, Jillian Drugs and your health. Wayland, 1997 (Health matters) ISBN 0750220791

Colour photographs, text and diagrams are used in this resource to provide general information about drugs and how they are made. The book examines drugs that make people better and how drugs work. A photograph of a young person injecting insulin for diabetes is included in the section on how drugs help to make people better. Information is provided on safety, the effects of drugs on growth and development, and drugs in sport. Attention is also given to illegal and addictive drugs and decision making in relation to drug use. Accompanying some photographs and text are ques-



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tions to encourage further thinking about drugs. K Gardner

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USER LEVEL:	Stage 3	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
AVAIL:	\$26.95	SCIS 917726

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	incuire.	[videorecording	11

Sheridan House, 1997 (18 min.)

ISBN none

A combination of mime, demonstration and a simulated real-life situation is used to great effect in this video to teach the life saving technique of cardiac pulmonary resuscitation. While the use of a mannikin to show the technique in action distances the viewer somewhat, the simulation at the end conveys an authentic sense of the urgency and drama of such a life threatening event, and cleverly incorporates elements from the earlier material to reinforce the message. Developed in conjunction with the Australian Resuscitation Council, this is an excellent teaching tool, and will find a use among staff and parents as well as with students. J. Nisbet

USER LEVEL	: Stage 4 Stage 5 Stage 6 Co	mmunity
KLA:	PDHPE	2
SYLLABUS:	PDHPE 7-10; 2U PDHPE	
AVAIL:	\$100.00	
EVAL:	Highly recommended	SCIS 898762

WALKER, J

Indicators of catchment health: a technical perspective. CSIRO, 1996 ISBN 0643058818 [631.4]

Sustainability of a system is an important concept in the 2 unit Agriculture course. This book gives a complete description of indicators of sustainability for catchments. It provides a detailed look at all aspects of a catchment. The compilation of scientific papers discusses the use of both biological and chemical testing to monitor sustainability, and includes areas such as farm productivity, product quality, soil health and water quality. This book provides good reference material, and is a useful resource for teachers and students. K. Heap

<b>USER LEVEL:</b>	Stage 6 Protessional	
KLA:	TAŠ	
SYLLABUS:	2U/3U Agriculture	
AVAIL:	Paper \$39.95	SCIS 924055

DAVISON, Tom

78

Feed pads down under.

Department of Primary Industries, Brisbane, 1997 ISBN 0724267026 [636.2]

Feed pads refer to some type of forage feeding facility. This book discusses different feeding designs for dairy cattle. Topics covered include feed pad maintenance, liquid waste management, silage storage and the ideal feed pad. It is a practically orientated book with many examples and photographs. Most examples come with contact names and phone numbers. Students will find it a good reference book on the industry with people they can contact close by. Even though it is produced in Queensland, there are NSW references. K. Heap

USER LEVEL:	Stage 6 Professional
KLA:	Science; TAS
SYLLABUS:	2U/3U Agriculture
AVAIL:	Paper \$15.00

MILLER, John Mastitis.

Department of Primary Industries, Brisbane, 1996 ISBN none

An excellent overview of mastitis for senior students studying disease or the dairy industry is provided by this resource. It is a detailed look at both causes and effects of this disease. The explanations are simple, but still in enough depth to allow the reader to grapple with some of the difficult concepts easily, and comprehend this relatively common disease. The information is recent and presented in a very easy to read format. The lack of index does make it a little difficult to find specific information quickly. The text is supported with black and white photographs. K. Heap **USER LEVEL:** Stage 5 Stage 6

[636.2]

[636.2]

[639]

KLA: TAS SYLLABUS: 2U/3U Agriculture Paper \$10.00 AVAIL: SCIS 918224

Nutritional and managerial opportunities for meeting beef markets.

Department of Primary Industries, 1996 (Information series Queensland Department of

Primary Industries)

ISBN 0724266909

The beef industry is a popular area for study in agriculture. This book examines aspects of the production of meat that are specifically related to market requirements. The numerous topics covered include the effects on production of different pasture systems, the use of performance enhancers such as rumen modifiers, and strategies for increasing annual liveweight gains. There is a brief explanation of the different markets available to beef producers. The text is well supported with black and white photographs, charts and tables, and is very easy to follow. Senior agriculture students will find this a valuable aid. K. Heap USER LEVEL: Stage 6 Professional KLA: TAS

SYLLABUS: 2U/3U Agriculture AVAIL: Paper \$10.00 SCIS 918085

#### WINDUST, Allan

Worm farming made simple. Allscape, 1997 (Farm and garden series) ISBN 0646326643

For those interested in worm farming, this book is a wealth of information. It includes information on growing worms, worm biology and worm marketing ideas. There is also a section on how to use this knowledge to educate others as well as case studies and a chapter on where to look for more information. Whilst the information is primarily Australian, the case studies are centred in America. The diagrams and text are easy to understand. Students studying Agriculture or simply interested in setting up a worm farm will find this information useful. K. Heap

USER LEVEL:	Stage 5 Stage 6 Professiona	1
KLA:	Science; ST; TAS	
SYLLABUS:	Agriculture 7-10; 2U Agriculture	ulture;
	Science 7-10	
AVAIL:	Paper \$39.95	SCIS 920693
	-	

#### Artists' workshop. [series] Black, 1997

A thematic approach to famous artworks is used in this series. Six works of art from varying times and cultures are SCIS 918204 examined to illustrate a particular myth or legend, or aspect

Sports @ cussed. Original work from and Games children on each topic is also presented. Background information on the topics adds to the amount of understanding to be gained from these volumes. The integrated approach makes links between the art works and student works. The suggested art activities and projects relate well to the text. This is a well presented series, which brings a strong examination of context to the art works. J. Buckley USER LEVEL: Stage 2 Stage 3 KLA: CA; HSIE SYLLABUS: Creative Arts K-6; HSIE K-6 AVAIL: \$29.95 each Titles in this series include: SCIS 928258 Myths and legends SCIS 927936 Sports and games

#### IRWIN, Robert Islamic art. Laurence King, 1997

ISBN 1856690938

Islamic art, as discussed in this book, includes a wide range of visual works from the fifth to seventeenth centuries: architecture; calligraphy; ceramics; miniatures and mosaics. Maps and a time line anchor the text to historical and geographical contexts. In drawing on contemporary documents from literature and other fields, the author brings a new perspective to the topic. Religious, political and historical influences are discussed. Numerous high quality colour reproductions illustrate the wide variety of media and styles. This could be a useful resource for senior history, society and culture and visual arts. M. Hamlyn USER LEVEL: Stage 6 Professional KLA: CA; HSIE SYLLABUS: 2U/3U Modern History; 2U/3U Society & Culture; 2U/3U Visual Arts AVAIL: \$35.00 SCIS 927356

#### ROBINS, Gay

The art of ancient Egypt. British Museum, 1997 ISBN 0714109886

Egyptian art and culture has fascinated many people. Not the least interesting aspect is the fundamental pairing of order and chaos that is revealed in art works that illustrate the Egyptians' tendency to see the world in dualities. We see the balance between shape and space, the 'horror vaccui'; the outline and the solid form; the world of the everyday and the afterlife. This is an interesting, informative book with wonderful colour photographs that aptly explore the religious, cultural and social life of the Egyptians. It is appropriate for senior students seeking in-depth material on this topic. K. Ashley . -~

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KLA: AVAIL: Davis, 1995 KLA: SYLL AVAI

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USER KLA: SYLL AVAI

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of sport. The artists and the

various techniques are dis-

#### Max Germaine's artists and galleries on CD-ROM: the essential reference of contemporary art in Australia. [computer software] Macquarie Multimedia, 1997

ISBN 0949757853

[709.94]

A comprehensive and attractive way of determining the holdings of Australian art galleries both large and small is provided by this CD-ROM. It will assist teachers and students attempting to trace works of a particular artist of interest. The biographies and work histories of artists are detailed, but easily comprehensible. The gallery listings will be of great value to students planning visits, especially to those non-metropolitan regional galleries which are rarely found in other references. The disk is very easy to use, and provides an up to date reference source on Australian art. M. Steinberger

#### Minimum requirements

Windows 3.1: 486; 256 colours **USER LEVEL:** Stage 5 Stage 6 CA SYLLABUS: Visual Arts 7-10; 2U Visual Arts \$125.00 Macquarie Library SCIS 908116

#### SPRINTZEN, Alice

The jeweller's art: a multimedia approach.

ISBN 0871922797

[739.27]

The many and varied approaches to the jeweller's art are thoroughly investigated in this book. Readers are encouraged, in a commonsense way, to: forge wire; extrude clay beads; laminate paper pins; and experiment in the areas of leather, fibre, glass and mixed media. Many of the suggestions would seem possible with a class of interested secondary students, and the appropriate equipment. Despite a disappointing shortage of coloured photographs, a necessity in a book illustrating jewellery, the predominantly black and white ones reveal works that show a high standard of creativity, and compares the modern with multicultural and historical examples. K. Ashley

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional CA

LABUS:	Visual Arts 7-10; 2U/3U	Visual Arts
IL:	\$44.95	SCIS 906044

Essays on design. 1: AGI's designers of influence. / edited by Robyn Marsack. Booth-Clibborn, 1997 ISBN 9057036312 [741.6]

The design process has parallels with the creative approach in many areas of the arts, and this book provides a number of interesting and provocative essays that could inform any artist. Interviews, letters and commentary come from designers around the world. Ethics of design in the community, and design and AIDS, are only two of the more contemporary issues discussed. There is emphasis on the USA and northern Europe, with individuals commenting on stimuli that spur their work. Ken Cato looks at design as an art and a business, and Lee Mason, also an Australian, talks about being a designer/printmaker. K. Ashley

USER LEVEL:	Stage 6 Professional
KLA:	CA; TAS
SYLLABUS:	2U/3U Visual Arts
AVAIL:	Paper \$29.95
EVAL:	Highly recommended

SCIS 927847

#### **RESOURCES • RESOURCES • RESOURCES • RESOURCES • RESOURCES • RESOURCES**

The Hutchinson encyclopedia of music.	
[computer software]	
Helicon, 1996	
ISBN 1859861350 [780	)]
The musically knowledgeable and the reluctant novice alik	æ

alike will find much inspiration in this CD-ROM. Superb quality is the hallmark of every aspect of the disk, with pictorial material, sound clips, biographical data and disk navigability all given equally detailed attention. A wide range of search strategies is employed, which will especially aid the student with rudimentary knowledge. Cross references are appropriate and frequent. Users may enter via timelines, nationalities, instruments, people, theory, or works gateways. A simple find command guides the user with a specific requirement. The random function can be the occasion of much serendipitous learning and fun. The sound quality is quite remarkable, and will guide the user to further listening, aided by the discography provided for many composers. The options available with the quiz give opportunities for the beginner, yet will prove quite testing for the experienced musician and teacher. This is an excellent resource for the creative arts team. M. Steinberger

#### Minimum requirements

Windows 3.1: 486; 8MB RAM; 256 colours		
USER LEVEL: Stage 4 Stage 5 Stage 6		
KLA:	CA	
SYLLABUS:	Music 7-10; 2U Music	
AVAIL:	\$69.95 Scholastic	SCIS 920859

The Oxford companion to Australian music.

/ edited by Warren Bebbington. Oxford University Press, 1997

ISBN 0195534328 [780.99403] Diversity is an outstanding feature of this major new reference to Australian music. Among its more than 2000 entries can be found those on Kylie Minogue, a history of European music in Australia, and Aboriginal music. More than half the entries refer to individuals across a broad music making spectrum, with other entries including longer examinations of musical works, institutions, genres and movements. The style is straightforward and engaging, making this work both a useful curriculum support and an invaluable general interest volume. It is directly relevant to the compulsory Australian music section of the Years 9-10 music course, and would be an excellent starting point for many senior music investigations. M. Lobban

**USER LEVEL:** Stage 4 Stage 5 Stage 6 KLA: CA SYLLABUS: Music 7-10; 2U Music **AVAIL:** \$79.95 EVAL: Highly recommended SCIS 920606

DEPAOLA, Tomie Mice squeak, we speak: a poem by Arnold L. Shapiro. Scholastic, 1997 ISBN 1863888535

[811]

tle ones, and encouraging identification of different creatures and their sounds. B. Richardson USER LEVEL: Early Stage 1 Stage 1 KLA: English SYLLABUS: English K-6 AVAIL: \$19.95 SCIS 917894

#### AHLBERG, Alan

The mysteries of Zigomar: poems and stories. Walker, 1997

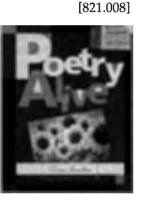
ISBN 0744555310

Ahlberg has again provided something for everyone in this collection of humorous short stories and poems, supported by comical and zany illustrations from John Lawrence. From the typically Ahlberg answer to childhood fairytales in Snow White lies, to sought after inside information on teacher behaviour in The secrets of the staffroom, each begs to be read, and laughed about, aloud. This book would be a great addition in primary school libraries for classroom teachers as lesson break material, or for students to enjoy together. It is fun to dip into anytime. K. Chauncy

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
AVAIL:	\$24.95
	· · · · · · · · · · · · · · · · · · ·

#### HAMILTON, Elaine Poetry alive. Hodder Education, 1997 ISBN 0733606482

The program offered here is carefully structured to introduce poetic technique and form in the context of excellent examples of the art, chosen from an impressively wide array of poets' best work; a good number of which are Australian. An equally varied selection of very colourful visual stimuli closely complement the text. All aspects are competently covered; from ballads, cinquains, sonnets and limericks to blank



SCIS 923590

[821]

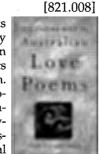
verse, prose poetry and dramatic monologue. Technique ranges over simile, alliteration, onomatopoeia, metaphor, assonance and consonance as well as imagery, symbolism and allusion. Everywhere there is a close link between definition, example and contemporary illustration and artwork. W. Bowie

USER LEVEL:	Stage 3 Stage 4 Stage 5	
KLA:	English	
SYLLABUS:	English K-6; English 7-10	
AVAIL:	Paper \$29.95	
EVAL:	Highly recommended	SCIS 899787

The Oxford book of Australian love poems.

edited by J. Strauss. Oxford University Press, 1997 ISBN 0195506065

Dispelling the myth that Australian poets do not write love poetry, this anthology offers a vast array of writings focusing on the theme of love. Works of over 170 poets are presented in this passionate collection. Earlier poets along with many contemporaries express the bliss or pathos encountered in more intimate relationships. Powerful images are drawn from uniquely Australian environment, and the chronological



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presentation makes evident the shift in social attitudes over time. This publication is challenging and very rewarding. It is a useful resource for study of poetry at the senior level. C. Sly U

<b>USER LEVEL:</b>	Stage 6		ł
KLA:	English		1
SYLLABUS:	2U English		]
AVAIL:	Paper \$19.95	SCIS 921288	

#### HARLEN, Jonathon & OUAY, Emma Champions.

Random House, 1998 (A Mark Mcleod book) ISBN 0091834600 [A821]

Six animals engage in competition. Who would be the strongest, fastest champion of them all? As the rhyming text and wonderful colour illustrations show, each has a particular talent. The animals are a delightfully mixed bunch, with a stingray, a python and an emu taking part with larger mammals. The message of valuing individuality is skilfully conveyed. Humour abounds in the large, well coloured cartoon style illustrations. These depict the animals in both comically impossible situations, such as in a supermarket, as well as in more natural situations. This is a valuable resource for initiating discussion on individual difference. J. Buckley USER LEVEL: Stage 1 Stage 2 Stage 3

•••==	omge i omge i omge o	
KLA:	English	
SYLLABUS:	English K-6	
AVAIL:	\$22.95	SCIS 928313
		SCIS 928313

#### EARLY, Margaret

The most excellent and lamentable tragedy of Romeo and Juliet. Lothian, 1998 (A Walter McVitty book) ISBN 0850918898 [822.3] Shakespeare's 400 year old drama of the tragic star-crossed lovers enjoys ongoing popularity. In this publication it is presented in a very readable narrative form. The tale is enhanced with superb, finely detailed illustrations. Using inspiration gathered from many sources, including early frescoes, Renaissance painters, and first hand studies of Italian architecture, Early portrays 14 vivid scenes. Her stylised colour plates nostalgically capture a bygone era. A delightful, inspiring introduction to the work of the Bard, this story in picture book format is an aesthetically pleasing book for readers young and old. C. Sly USER LEVEL: Stage 3 Stage 4 Stage 5 CA; English KLA: SYLLABUS: Drama 7-10; English K-6; English 7-10 AVAIL: \$22.95 SCIS 928683

#### SHAKESPEARE, William

A midsummer night's dream. [computer software]

/ with teacher's notes by James Simms. Harper Collins, 1996 (BBC Shakespeare on CD-ROM) ISBN 0003252841 [822.33]

Brilliant in concept, artistically and technically perfect in presentation, this CD-ROM is probably the best teaching/learning resource (with the best user guide and teaching notes) this reviewer has seen. A complete BBC soundtrack of the play is the central feature, other options being Plot, Themes, Background, Language, Performance and Characters. As the soundtrack proceeds, the Alexander text and the characters are displayed. Text requiring commentary shows in hypertext, and clicking pauses the soundtrack while consultation occurs. Photographs of characters appear and exit on cue, a role-description of the character popping

H. Gordon USER AVAII KLA: SYLL EVAL Also a Rome

AVAII

The latest edition of this CD-ROM product continues to respond well to the needs of secondary students seeking information on current social and political issues. Derived from articles, photographs and graphics from The Sydney Morning Herald newspaper, there is a good range of issues discussed which include: Aboriginal Australia; Australia towards 2000; Government and politics, the economy; social and cultural identity; and many others. They have applications and uses in a number of KLAs. There are also excellent guides to aspects of the print media in general. These include analysis of the roles of the photographer, journalist and artist in reporting news, plus definitions and characteristics of terms such as news, feature articles, editorials, reviews and letters. Teachers' notes are available, as is the ability to download updates if connected to the Internet. E. Maxwell Minimum requirements Macintosh: System 7.5; 8MB RAM Windows 3.1: 80386; 256 colours; 8 MB RAM; 5 MB hard disk

80

up when clicked. On-screen buttons allow page review. soundtrack control, search, and operation of performance or critical videoclips. An interactive plot line indicates the act and scene being performed. Each option provides printable in-depth supplementary material. For example, Background offers complete biographical archives, and spoken or read analysis by a range of Shakespearean critics from Greene to Beveridge, with plain English summaries. A print copy of the Alexander text is included in the package.

#### Minimum requirements:

Macintosh: 68040; 5MB RAM; System 7; 13" colour monitor; 2 speed CD-ROM

	Stage 4 Stage 5 Stage 6 Pro	ofessional
IL:	\$199.00	
:	CA; English	
LABUS:	Drama 7-10; 2U Drama; En	nglish 7-10;
	2U English	
L:	Highly recommended	SCIS 917616
available i	n this series:	
eo and Ju	liet	SCIS 917626
,	-	

#### The illustrated history of the 20th century. Dorling Kindersley, 1997

ISBN 0751356131

[909.82]

Lavishly illustrated, this history covers the popular culture and world events of the twentieth century, arranged primarily in chronological order. Each double page deals with a number of significant events of a specific year, with dated entries written in the present tense, giving the reader a feeling of time and place. Interesting or important topics, treated in more depth, are interspersed through the text. Continuous time lines give thumbnail sketches of other world events, entertainment highlights and technological innovations, including significant Australian events. Attractive enough to attract the casual student browser, it also has potential as a useful curriculum resource. L. Bowring

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5

KLA:	HSIE	-
SYLLABUS:	HSIE K-6; History 7-10; St	udies in
	Society 7-10	
AVAIL:	\$44.95	SCIS 921301

#### Issues in the news: HSC '98 CD-ROM. [computer software]

Fairfax, 1998-

ISSN 13298445

#### [909.8205]

#### REVOURGES - REVOURGES - REVOURGES - REVOURGES - REVOURGES - REVOURGES

<b>USER LEVEL:</b>	Stage 4 Stage 5 Stage 6
KLA:	CA; English; HSIE; Science; TAS
SYLLABUS:	2U Aboriginal Studies; 2U/3U Business
	Studies; 2U/3U Computing Studies;
	2U/3U Design and Technology; 2U/3U
	Economics; 2U/3U English; 1U General
	Studies; 2U/3U Geography; 2U/3U
-	Modern History; 2U Science for Life;
	2U/3U Society and Culture; 2U/3U
	Visual Arts
AVAIL:	\$55.00 Fairfax Education Unit
	CCIC 021074

SCIS 931974

#### British Museum encyclopaedia of underwater and marine archaeology.

/ edited by J. Delgado. British Museum Press, 1997 ISBN 0714121290 [930.1]

Set out alphabetically, this reference book covers the vast sweeps of history from prehistory to the present. Well researched and well presented, it is easy to locate information within this resource. Changes in social, legal and technological history are seen over the centuries through the authoritative text and many images. Expositions on how archaeologists work, as well as the development of this specialised field, provide readers with a sense of history through the world of water. A glossary of nautical terms and an index of events, technologies and people add to the value of this work. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional HSIĔ KLA: SYLLABUS: 2U/3U Ancient History; History 7-10 \$79.95 Thames & Hudson AVAIL: EVAL: Highly recommended SCIS 927835

#### FREEMAN, Charles

The rise of the Nazis. Wayland, 1997 (New Perspectives) ISBN 0750220805

All elements of this slender book contribute to its effective communication. The layout employs frequent sub-headings, relevant photographs and illustrations, and clean uncluttered pages. The text is clear, logical and easily read. Original source material is scattered throughout the book, set against a yellow background to distinguish it from the interpretative text. The content is supplemented by a date list, bibliography and glos-

sary. Although necessarily a simplified overview of a complex period of history, the book offers the student of history and the interested reader alike a readable, fascinating introduction and orientation. For senior and more able students it would also encourage and facilitate further investigation. M. Lobban

Stage 5 Stage 6	
HSIE	
History 7-10; 2U Modern	History and
People and Events	-
\$29.95 each	SCIS 927939
	History 7-10; 2U Modern People and Events

Other titles in this series include: The Holocaust

SCIS 927938

#### Australian dictionary of biography. Volumes 1-12 1788-1939. [computer software] Melbourne University Press, 1996 ISBN 0522846548 [994.009]

Twelve volumes of the existing print format of The Australian dictionary of biography are contained on this CD-ROM. It provides a biographical history of people linked to Australia from 1788 up to 1939. The format is easy to search, with backtrack and trail options available. However what makes this format valuable is the availability to the user of a range of parameters which narrows the search fields. These include an index to names.



and the use of searchable cross references based on birth origins and occupations. For example, a search can be based on a keyword search in a section or particular chronological volume, or by using a combination of entry points such as name, location, occupation or an index field. These methods avoid the print problem of trying to locate information based on different time periods. Overall, this format is a worthwhile improvement on the print format, and importantly, it provides an easily accessible Australian information source. B. Kervin

#### Minimum requirements

Macintosh: 68020; System 7; 4MB RAM

PC 10 MB hard disk space; 2MB RAM. Macintosh and Windows compatible. USER LEVEL: Stage 4 Stage 5 Stage 6 HSĬE KLA: SYLLABUS: History 7-10; 2U History AVAIL: \$299.00 Melbourne University Press SCIS 896808

#### KELLY, Max

[943.085]

NEW PERSPECTIVES

The Rise of

the Nazis

CHARLES FREEMAN

#### Anchored in a small cove: a history and archaeology of The Rocks, Sydney. Sydney Cove Authority, 1997 ISBN 0646318748

[994.4] Incorporating an interesting, diverse range of primary source material (mostly monochrome), this handsome volume emphasises the development of the European colony in Sydney. The Rocks area, as shown here, has been a hub of social and political change since 1788. The work recognises the Aboriginal presence, and the destructive impact of European occupation on their culture. Covering major building, social, political and health issues, the book depicts differing values across time. This is well illustrated, for example, by the photographs and text about the bubonic plague outbreak of 1905. Concluding with the Builders' Labourers' Federation campaign to save The Rocks in the 1970s, the book juxtaposes the people and events of history with the modern commercial use of the area. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional HSĬE KLA:

SYLLABUS: History 7-10; 2U Modern History AVAIL: Paper \$24.95 Sydney Cove Authority **EVAL:** Highly recommended SCIS 917572

#### Professional reading

Resources are in Dewey order.

#### BRUCE, Christine

The seven faces of information literacy. Auslib, 1997 ISBN 1875145435

The importance, relevance and conceptions associated with information literacy amongst higher educators are examined in great detail in this doctoral thesis. There are interesting and thought provoking parallels for teachers in New South Wales schools with regard to preparing students for life long learning. Bruce's research, using a phenomenographic approach (see her article in Scan Vol 17 No 1 February 1998), seeks to develop a relational model between users, information professionals and their respective conceptions of information literacy. Her findings reveal that previous definitions of information literacy were far too narrow, so this resource is significant for those wishing to broaden their understanding of the issue. E. Maxwell **USER LEVEL:** Professional

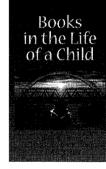
KLA:	CA; English; HSIE; I	LOTE;
	Mathematics; PDHP	
AVAIL:	Paper \$36.00	SCIS 915282

#### SAXBY, Maurice

Books in the life of a child: bridges to literature and learning. Macmillan, 1997

ISBN 0732945208

Maurice Saxby, author of Give them wings, is a wonderful guide and mentor for an exploration of children's literature. Although scholarly and authoritative, this is a simply written work which is easily understood. This book: makes a case for the value of reading; provides a useful overview of traditional and contemporary approaches to criticism; charts the history of children's books; and explores each genre in depth. A wide range of contemporary texts is used to illus-



[028.5]

trate the discussion. This is an inspiring book which reflects its author's long standing passion for building a strong appreciation of children's literature. J. Buckley **USER LEVEL:** Professional

AVAIL: Paper \$39.95 Highly recommended EVAL: SCIS 920911

#### MCGRATH, Helen

Dirty tricks: classroom games for teaching social skills.

Longman, 1997 ISBN 0582809355

Without adequate social skills, students cannot participate effectively in classroom lessons. This book enables teachers to enhance students' social skills through cooperative group games. The dirty tricks in the title of this book refer to the use of games to motivate students. The games are social skills lessons in disguise. This strategy is introduced effectively by chapters on

KLA: SYLL AVAI Longman, 1997 AVAIL: EVAL:

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[025.5]

AVAIL:

[302.07]

such topics as: reducing putdowns; reducing negativity; and increasing being positive. There is a series of pages on specific social skills which are similar to those in the author's previous works. All the games are new and have appeal for students from Stage 2 to Stage 6. A. Soutter

	0	
USER LEVEL:	Professional	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6; PDHPE 7-10	
AVAIL:	Paper \$29.95	SCIS 908463

#### BORICH, Gary D.

Educational psychology: a contemporary approach.

ISBN 0673982874

[370.15]

An excellent professional resource, this work highlights what teachers need to know to develop classroom instruction strategies. The focus is on understanding the theories about child development, learning and assessment; and how they relate to pedagogy for modern classrooms. The text provides comprehensive explanations, real life situations for analysis, and practical suggestions for classroom application. Of particular value are the chapters which focus on classroom practice, motivation and management, and the professional development opportunities to use the scenarios in each chapter. While the information appears to be dense, there is potential to use the resource selectively by applying the comprehensive name and subject index. F. Plummer

**USER LEVEL:** Professional Paper \$59.95 Highly recommended

SCIS 918075

MILONOPOULOS, Cloe Co-operative teaching in a multi-age classroom. Hawker Brownlow, 1997 ISBN 1864015969 [371.1]

A collection of practical suggestions for applying cooperative teaching alternatives as a model of multi-age teaching and learning is offered by this resource. The suggestions highlight classroom practices which meet the needs of students with a wide range of abilities, skills and interests. The suggestions equip teachers to plan a multi-age curriculum K-6, consider organisation contingencies, and integrate multiple intelligences into learning activities. Communicating with parents is discussed. A description of one week in the multi-age classroom provides a useful insight into the organisation and structure of the curriculum and learning activities. F. Plummer

**USER LEVEL:** Professional Paper \$24.95

SCIS 907073

SCHILLER, Pam Count on math: activities for small hands and lively minds. Gryphon, 1997

ISBN 0876591888

Hundreds of practical ideas, using everyday materials, make this book a must for teachers and parents. As well as being a valuable preparatory mathematics resource for the early school years, the text also acknowledges preschool children and their unique needs in maths readiness. Simple, easy to organise games and tasks introduce young students to essential skills needed to cope with more abstract concepts in later years. Activities are divided into the various strands of the curriculum and aid busy teachers in reinforcing: counting on; spatial relationships; classification; patterning; shapes;

#### [510.76]

#### **RESOURCES** • RESOURCES • RESOURCES • RESOURCES • RESOURCES • RESOURCES

and fractions. Templates (for enlarging) and a useful glossary of terms are included. D. Roberts

or terms are me	iuucu. D. Koberto.	
<b>USER LEVEL:</b>	Professional	
KLA:	Mathematics	
SYLLABUS:	Mathematics K-6	
AVAIL:	Paper \$43.95	
EVAL:	Highly recommended	SCIS 928369

Puzzles for design and technology students. Book 1.

Jennar Design, 1997

ISBN 0646336908

[607.6] Coverage of a great range of syllabuses in the TAS KLA provides this text with one distinct advantage: teachers only have to look in one place for stimulus material for classes. This is also helpful for head teachers when assisting relief staff. Limited examples of literacy testing material for all classes in Years 7 and 8 can be prepared at short notice from this resource. The author addresses the problem of overuse of this type of material, and stresses its limitations if students are to retain a liking for the subject. The puzzles use the language and terms of TAS subjects in word search puzzles. word making, scrambled clue crosswords and preparing crossword clues. D. Low.

**USER LEVEL:** Professional KLA: TAS SYLLABUS: Design & Technology 7-10; 2U/3U Design & Technology; 2U Industrial Technology; 2U/3U Technical Drawing; 2U/3U Technics AVAIL: Paper \$26.00 + \$6.00 postage **EVAL:** Highly recommended SCIS 914348

*Cool cats cross arts adventures.* [kit] [series] Bushfire Press, 1997

Four levels, each with ten thematic, integrated units comprise this teaching course covering music, dance, drama, media and the visual arts. Levels 2-4 consist of: a teacher's book and student book (Level 1 teacher's book provides photocopiable pages); a double compact disk pack which contains all the songs, music and backing tracks; and a song book with lyrics, melody lines and chords. Learning outcomes are stated, with a focus for each learning experience. Step by step instructions are provided for the teacher and design briefs for the students. Teachers of Early Stage 1 to Stage 3, with little expertise or confidence in the area, could find this an excellent resource. S. Blackwell

USER LEVEL	: Professional
AVAIL:	\$179.90 to \$249.40
KLA:	CA; HSIE ; ST
SYLLABUS:	Creative Arts K-6; HSIE K-6; Science &
Technology K	-6
Titles in the se	ries are:
Cool cats cro	ss arts adventures. Level one
	SCIS 921981
Cool cats cro	ss arts adventures. Level two
	SCIS 921992
Cool cats cro	ss arts adventures. Level three
	SCIS 931130
Cool cats cro	ss arts adventures. Level four
	SCIS 931119

SCIS 931119

#### Songs for 4-7 year olds. [series] Black, 1997 \*[782.42083] Taking a thematic approach, this series of books and sound cassettes provides a combination of old and new songs cho-

sen for their appeal to Early Stage 1 and Stage 1 students. Suggestions are made on introducing the songs and at least two teaching points are provided for each. The book pro-

Me

vides words and melody lines for the songs, and the cassette offers two versions of each song: one a performance with instruments and voices; the other an instrumental accompaniment. While the English origin makes Seasons less relevant, Me may be a useful resource in teaching about child protection issues. S. Blackwell. **USER LEVEL:** Professional AVAIL: \$26.95 each CA: HSIE: PDHPE KLA: SYLLABUS: Creative Arts K-6: HSIE K-6: PDHPE K-6 Titles in the series are: Me

SCIS 921156 SCIS 919643

#### NIMON. Maureen

Seasons

The adolescent novel: Australian perspectives. Centre for Information Studies, Charles Sturt University, 1997

ISBN 0949060410

[A823.3]

This work assists readers to understand the renaissance of children's literature we have the great fortune to be experiencing. The introduction is an excellent and sustained overview of the development of the adolescent novel in Australia, defining the salient characteristics of an emergent and striking genre; its literary features, and the acculturation of youth embedded in it. The authors' knowledge is enviably broad and deep. The second section is a very well referenced collection of insightful essays on fifteen Australian authors who have contributed significantly to the development of the genre. W. Bowie

**USER LEVEL:** Professional

KLA:	English	
SYLLABUS:	English K-6; English 7-10	
AVAIL:	Paper \$30.00	SCIS 923102

#### Who reviews?

Reviewers for Scan and the DET Web site are selected from teachers and teacher-librarians across the state. In this issue, they included the following:

Judith Anderson, North Sydney Primary

Kristin Ashley, VA, Newcastle High

Ghislaine Barbe, LOTE, Cherrybrook Technology High

Sally Blackwell, SO2, Computers in Schools

Rosemary Bodlay, Telopea Primary

Bill Bowie, English, Dulwich High

Liz Bowring, secondary teacher librarian

Sue Bremner, SEO2, Training & Development

Jill Buckley, SEO1, Training & Development

Nell Chaffey, Tamworth Primary



Katharine Chauncy, Sutton Forest Primary Carmen Dettino, Languages Consultant Jenny Donovan, SEO1, Literacy Assessment Chris Dorbis, SEO1, Aboriginal Studies Diana Doust, STLD, Lismore High Jan Eade, Turramurra North Primary Colleen Foley, SCIS Review Coordinator Kevin Gardner, Coordinator, State Equity Centre Anne Gates, SEO2, Drug Education Helen Gordon, secondary teacher-librarian Richard Greaves, Principal, Fernleigh Primary Marilyn Hadfield, Project Officer, Child Protection Marion Hamlyn, Wollongong High Karen Heap, Science/TAS, Muirfield Technology High Penny Hutton, SEO2, Middle Years/Literacy Bede Kervin, Bowral High Suzanne Leslie, Lindfield Primary Marjorie Lobban, Peter Board High Daniel Low, TAS, Epping Boys' High Elizabeth Maxwell, Cherrybrook Technology High Ian McLean, Scan editor Jennifer Nisbet, Sydney Secondary Distance Ed. Michelle O'Dowd, SEO2, Middle years/Literacy Nigel Paull, Grafton South Primary Frances Plummer, SEO2, Training & Development Jenny Quirk, Turramurra Primary Sally Rasaiah, Waitara Primary Beverley Richardson, teacher-librarian/literature specialist Darryl Roberts, South Grafton Primary Jenny (JA) Robinson, Science, Byron Bay High Graeme Ross, AP, South Coogee Primary Lorraine Rowles, Project Officer, Literacy Cathy Sly, English/Drama, Barrenjoey High Wendy Smith, Tamworth Primary Alison Soutter, Project Officer, Student Welfare Bill Spence, SEO2, English Graham Spindler, Parliamentary Education Liaison Officer Margaret Steinberger, secondary teacher-librarian Jenny Stratford, Literacy Consultant Laurence Ward, DP, Carlton Primary

### COLUMNS

#### **District news**

RIVPAT, the Riverina Professional Association of Teacherlibrarians produces a regular journal, Rivpatter, and has a home page on the Internet at:

http://sweep.riv.csu.edu.au/RIVPAT/rivpat.html

Contact: Robyn Hooper

Email: d8505hn1@ozemail.com.au

or: Lynne Keys

Email: d8101hn1@ozemail.com.au

### Library Locums

Library Locums now have a presence on the Internet, Go to: http://www.libjobs.com.au/

Contact: Margie Anderson

Email: margie@libjobs.com.au

### **ALIA School Libraries Section** (NSW Group)

Full details about Australian Library and Information Association (ALIA), professional development activities for teacher-librarians, and the online newsletter AliaS at: http://www.alia.org.au/sections/school/nsw/home.html

Contact: Anne Plowman, President

Email: cburwood@chilli.net.au

### ASLA (NSW) Inc

#### Sunset at Nutcote

To celebrate the 120th Anniversary of the birth of May Gibbs, and the completion of her historic garden. Join a tour of the restored property, with champagne and nibblies as we watch the sun set over Sydney Harbour. Cost is \$17.50 members or \$22 non members.

Date: Friday 4th September, 4.30-6.30pm

Contact: Sue Craig, phone 98992288 (w) or Fax 98993076 (w)

Email: streec@ozemail.com.au

#### Libraries on the Move

Our fifth edition of this popular professional development day in the Sutherland area.

Date: Saturday, 31st October 1998

Contact: Carol Carlin, phone 9543 4924 (w) or Fax 9543 7363 (w)

Email: d2520pn1@ozemail.com.au

or: Bronwyn Foxall, phone 9371 8476 (w) or Fax 9371 8406 (w)

Email: blfoxall@ozemail.com.au

More details about ASLA at: http://lorenz.mur.csu.edu.au/pta/asla

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SCAN

### COLUMNS

#### **Publications**

#### Set no limits: The Paralympic Games kit

The first comprehensive schools education kit about Australia's involvement at the Paralympic Games was recently launched. *Set no limits* was distributed to 10 200 primary and secondary schools last term. Developed by a team of teachers, it aims to provide students with a better understanding of the Paralympic sports, background on the Paralympics movement and introduce the athletes. Further details: Jane West (General Manager, Communications) at (02) 9297 2264

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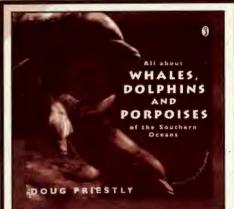
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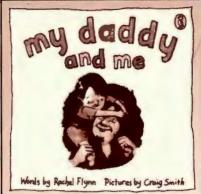
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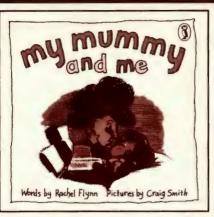


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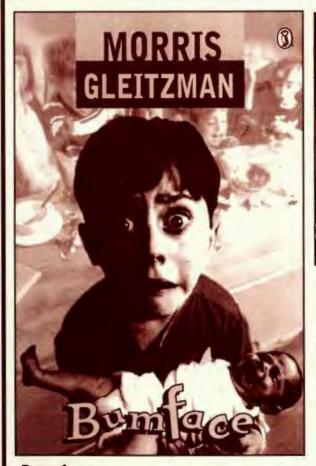


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