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Leading learning through the school library: A guided inquiry approach

A one day seminar with Dr Ross J Todd

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Based on cutting-edge international research, this seminar is set within the context of current educational emphases on quality teaching and learning, meaningful pedagogy, standards-based education, learning outcomes and evidence-based practice.

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Seminar participants will gain:

- an understanding of current research in relation to constructivist learning and student information seeking and learning in complex and diverse information environments
- an understanding of approaches to re-thinking and re-shaping information literacy education from a constructivist learning framework
- an understanding of the principles of guided inquiry as a pedagogical framework for constructivist learning through the school library
- strategies for designing instructional interventions for guided inquiry, and instructional exemplars
- strategies and processes for supporting evidence based practice.

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Scan

Fax: (02) 9886 7413

Web: <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/>

Published by the Curriculum K-12 Directorate, Scan is a journal that focuses on the interaction between information and effective student learning. Scan's articles and reviews explore the use of curriculum resources within the learning environment. Scan is issued four times per year and is available on subscription from The Subscription Clerk, Scan, Private Bag 3, Ryde, NSW 2112, Australia. Fax: (02) 9886 7413.

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ISSN 07264127, SCIS 752744.

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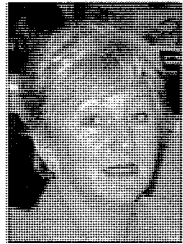
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From the Editor



This is the first issue of *Scan* for 2007, and I would like to welcome our regular readers and new subscribers.

I hope that you are refreshed after your recent holidays, and eager to undertake the challenges that each new year brings. *Scan* will continue to provide an interesting and informative mix of articles and resource reviews to support teaching and learning, and to reflect current trends in teaching practice and professional thinking.

Annotations of articles and the database of resource reviews are available at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>.

If you have suggestions for future articles, please let us know. You can contact the Editor on (02) 9886 7501 or by email at editor.scan@det.nsw.edu.au.

Cath Keane
Editor

Serving the story: picture book collaboration

Author Lisa Shanahan and illustrator Emma Quay provide us with an amazing insight into their collaborative working relationship and friendship, which has continued beyond their success with their popular picture book, *Bear and Chook*.



Page 4

Kids who read succeed

Audrey Nay, teacher-librarian, describes the success of the *Kids who read succeed* program in developing the students' multiliteracy skills, and the continued input of the school community to encourage the importance of regular reading.



Page 8

Using e-literature and online literary resources in the primary and secondary school. Part 1

Len Unsworth, Professor in English and Literacies Education, briefly addresses some aspects of the impact of ICTs on literary narrative, and suggests ways to use digital resources to develop literary understanding and literacy learning in the classroom.



Page 13

Exploring the potential of graphic novels

Michael Murray discusses the potential of graphic novels in allowing students to explore how composers combine language and visual elements to shape meaning in texts, extending their literacy experiences as viewers, as well as readers.

Page 19

A day in the life of a small school teacher-librarian

Di Imison shares a typical day as a one day teacher-librarian. Her discussion about time



restraints, the importance of collegiality, and the strategies used to promote reading and provide library resources make interesting reading.

Page 24

Research columns: School libraries for the future

Dr Ross Todd encourages teacher-librarians to focus on the role of school libraries of the future. In this research column, Ross challenges us to think about the provision of information services in the context of the digital landscape, and introduces the paper, *Screenagers and live chat reference: living up to the promise*, in which Dr Marie Radford and Lynn Silipigni Connaway reveal and analyse the results of an international study of the communication and information-seeking behaviour and preferences of three focus groups of 12–18 year olds.

Page 30

The NSW State Numeracy Plan 2006–2008: building upon strong foundations

Peter Gould discusses how the new plan has been developed to guide the work of schools in achieving equitable numeracy outcomes for all students. He describes the impact of literacy skills on contextualised numeracy questions, the use of Newman's prompts to diagnose students' errors, and the importance of programs such as *Count me in too* and *Counting on* in providing practical guidance to develop students' numeracy.

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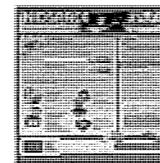
Building your own library intranet

Ric Tester offers advice and instructions for teacher-librarians to create a library intranet that showcases library resources, and provides a hub for school information.

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Improved Internet security and access for NSW public schools

Kristy Browning explains how the Department's authenticated browsing and email environment has improved security and accountability for Internet use in schools, and provides a range of services via the DET portal.



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Currents



Michele Busch
is relieving
Manager, School
Libraries and
Information Literacy

Unit (SCIS/Scan).

Welcome back to *Scan* in 2007. This year promises to be an exciting and challenging one for all of us. Some of these challenges are explored in this issue of *Scan*.

In *Research columns*, Dr Ross Todd challenges teacher-librarians to reflect and focus on providing information services in the digital landscape. He introduces a paper which reveals and analyses the results of a study on the communication and information seeking behaviour of preferences of teenage focus groups. This makes for interesting reading and may make us question our responses to student requests for assistance.

Quality Teaching and sustainability

The *Pedagogy in practice 2007* conference in January this year focused on the ways educators can sustain the *Quality Teaching* focus in schools. *Scan* articles continue to reflect the partnership of teacher-librarians and classroom teachers, expertly and creatively using the information skills process to achieve syllabus outcomes.

Supporting teaching and learning

In this issue, you will find several articles about the importance of literacy in teaching and learning. Picture

books, e-literature, online literary resources, graphic novels, a whole-school reading program to develop students' multiliteracy skills, and a variety of strategies to encourage successful readers feature in these articles. They will provide models, suggestions and ideas for your programming and planning.

Professional learning

School Libraries professional learning workshops Semester 1, 2007 are as follows:

- OASIS Library & SCISWeb

This one day introductory course provides an overview of the functions and modules of OASIS Library, using SCISWeb, and stocktake for teacher-librarians and SAOs.

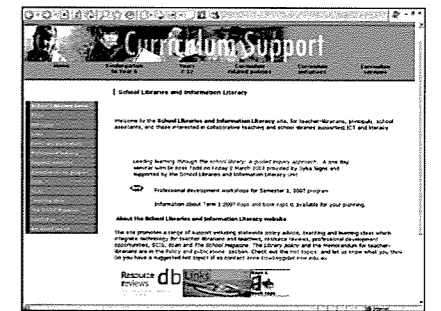
- Teacher-librarians and Quality Teaching

Sessions are included on: *Quality Teaching* for teacher-librarians; raps; COGs; advanced use of SCIS; resources supporting teaching and learning; programming; and practical collaborative strategies.

The workshops are available in a range of areas across the state.

Suggestions for future workshops, and components you would like included in the planned workshop in your area, are welcome. Send your requests to colleen.foley@det.nsw.edu.au.

The professional development workshops for Semester 1, 2007 program is available at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>.



School Libraries and Information Literacy
<<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>>.

The School Libraries and Information Literacy Unit is available to support you in your professional endeavours. If you would like support in planning or offering workshops and seminars in your area, please do not hesitate to contact us. School Libraries and Information Literacy Unit members available to support you include:

Name	For assistance with
Colleen Foley, Manager < colleen.foley@det.nsw.edu.au >	All aspects of policy, curriculum and support relevant to school libraries, teacher-librarians and their role. Professional learning support.
Anne Dowling, Cataloguing Coordinator, NSW SCIS Agency < anne.dowling@det.nsw.edu.au >	Cataloguing issues, making the most of SCIS; resources needing a SCIS record. Contact Anne on phone 02 9886 7587 if you have resources not on SCIS.
Michele Busch, Review Coordinator < michele.busch@det.nsw.edu.au >	Reviews and reviewing; Internet sites and other resources supporting curriculum; specialist bibliographies.
Cath Keane, Editor, <i>Scan</i> < cath.keane@det.nsw.edu.au >	<i>Scan</i> articles and content; feedback on <i>Scan</i> ; writing for <i>Scan</i> ; letters to the Editor. Subscription enquiries phone 02 9886 7415 or fax 02 9886 7413

Serving the story: picture book collaboration



Author **Lisa Shanahan** and illustrator

Emma Quay discuss the evolution of their successful, collaborative relationship, their friendship, and their awareness of the importance of protecting and preserving their creative space.

The fruit of a marriage

LS: It's a funny life being a picture book creator. Emma and I were especially aware of this a few months ago, when we were discussing the text of the picture book on which we are currently collaborating, *Bear and Chook by the sea*.

Emma was in the middle of storyboarding and we were discussing the last line of the book, 'Oh Bear,' said Chook. 'I love you.'

My editor had questioned this ending, and Emma had wondered how it might be read aloud by parents. The line could be beautiful, she suggested, the perfect summary of Chook's generous affection for Bear. Or it could be a nightmare. What if the line were read like a cliché? Or even worse,

what if it were read without any significance at all, like an item on a grocery list, quickly mumbled over?

Emma and I had a long conversation over the phone that summer's afternoon, where we recited the hundreds of ways, both beautiful and horrendous, in which this line could be said to one another.

'I love you.'
'I love you.'
'I love you.'
'I LOVE you.'

This went on and on, until the sheer absurdity, the weirdness of what we do for a living, overcame us, and sent us into peals of laughter.

Why bother making such a fuss over one simple line in a book? Why worry about how it will be read? Why debate and wrestle over something so seemingly insignificant?

If you are going to ask those sorts of questions, you might as well ask yourselves why you work so hard as teachers to connect children to great books.

We probably do both, for similar reasons, because we sense that:

- literature has a greater purpose than only teaching children how to read
- stories have things to say to us about this life that can't be captured in statements of fact.

Walter Wangerin (2001), a well-known American author of picture books, believes

... there ought to be a creative equality between the author and the artist. Neither should serve the

other; rather, both the word and the image should serve, each according to its peculiar form and craft, the story.

He believes a picture book is in a real sense the

... fruit of a marriage: just as a man and a woman together produce the child which is of both, bearing characteristics of both...so the children's picture book bears characteristics of its two progenitors, artist and author, but also becomes its own thing, the thing it could not have been if the vision of one 'parent' absolutely dominated the other.

(Wangerin, 2001)

For me, warm, imperfect, believable characters are a must.

Emma and I identify with this idea of the author and the artist, working hard, through word and image, to serve the story. Much of our collaborative journey so far has been about exploring more deeply the delicate dance involved in sharing a creative vision, the acute necessity for both bravado and humility.

The beginnings of a collaborative journey: an illustrator's perspective

EQ: Although *Bear and Chook* was our first book together, it wasn't until after the book was published that Lisa and I met for the first time. This is not an unusual situation. Mark Macleod, our

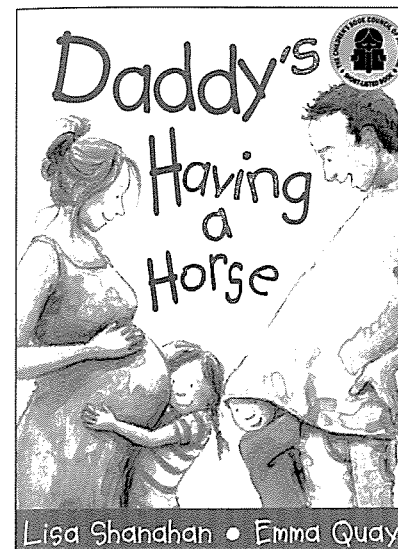


Figure 1 Working on their CBCA short-listed book, *Daddy's having a horse*, was the beginning of a true collaboration for Lisa and Emma

editor, in his recent paper for the CBCA 8th National Conference said,

Publishers including Anne Ingram and Donna Rawlins taught me very early on that bringing a writer and illustrator together was as risky as marriage broking. To be successful, I might at first have to keep them apart.

It wasn't until our second book together, *Daddy's having a horse*, that a true collaboration began. Mark sent me the manuscript, and I responded immediately to its honesty. Regardless of whether I know the writer or not, it is important for me to respond instinctively to a text. I want to feel a zing of recognition. After all, in most cases, I will end up spending nine months illustrating a picture book. I am attracted to humour, not necessarily a big belly laugh, but perhaps a wry observation or gentle pun. For me, warm, imperfect, believable characters are a must. They might be cheeky or stubborn, and I'll love them if they are, but humanity is an essential ingredient. Often I look for something that is completely different to the project on which I'm working at the time. I like my books to be different from one project to the next because I am keen to stretch myself as an artist. When I

first read the text for *Daddy's having a horse*, I was eager to take a break from animals, much as I love drawing them, and explore family life. I appreciated the gentle humour, warmth and unfolding layers in Lisa's writing.

The beginnings of a collaborative journey: a writer's view

LS: It is probably an unusual thing to admit, but my picture books are more likely to be inspired by a snatch of dialogue than by some haunting visual image.

'What do you want to be when you grow up?' asked Bear.

'An old chook,' said Chook.

'Oh,' said Bear, wrinkling his nose.

I think I am more influenced by the sound of a story than in pinning down concrete visual images. I am more concerned with the way words unfold, the way they link, leap, crash, flow and weave, and the silences in-between. The impetus for a story may come from a fragment of description I hear in my head, or in the case of *Daddy's having a horse*, a retelling of a conversation at playgroup.

This reliance on the auditory has been both a blessing and a curse. It has meant that I have rarely been disappointed with the final images created by an illustrator because they don't match exactly my initial imaginings. Strangely, throughout the production process, the way I first imagined my characters grows hazier by the day, until I find myself, by the end, adopting the illustrator's visual interpretation as my own.

This ability to forget and to forego my initial vision has been essential to a good functioning creative marriage. But it has also meant that it has taken me longer to understand the significance of the visual text, the way the images should serve to enlighten, deepen and comment on the written text by means that are both subtle and obvious.

Like in any good marriage there must be a high degree of tolerance for each other's peculiarities. Emma is constantly astonished by the fact that I don't think about illustrators at all when I write a picture book. She cannot believe that it is not until I finish a text that I start to wonder who will be best for the story. But I can say, without hesitation, that Emma's illustrative work has played a vital role in helping me to understand the crucial ways a visual text extends the written one, without being subservient to it.

Daddy's having a horse: a case study

LS: I tend to get the original inspiration for a story from the world around me; from things I hear, see and feel. *Daddy's having a horse* was no exception. When I was pregnant with my second son, I can remember going to playgroup, desperately asking other pregnant mothers how their older kids were coping with the idea of having a new baby in the family. One of the mothers told me that her children were so excited about having a new baby that they couldn't wait to tell everyone. In the middle of the delicatessen, or hanging over the butcher's counter or in the fruit shop, her daughter would shout out, 'Mummy's having a baby!', and her son would chorus, 'And Daddy's having a horse!'

When I asked my friend whether her little boy seriously believed that his dad had a horse in his belly, my friend simply laughed. For her it was just a cute thing her little boy came out with one day, end of story. But for me, it was the beginning. I couldn't stop thinking about that little boy. What would it be like to be so convinced that your daddy was going to have a horse, that whenever you rested your head against his hairy belly, you were sure you could hear it burp? What would it be like to make plans for where the horse would sleep? What would it be like to turn up at the

hospital with your grandparents, expecting and hoping to see the horse? How would you feel when you realised that, after all that hoping and expecting, there was no horse and never would be?

For most children, the most significant page in *Daddy's having a horse* portrays the moment when Lachlan is in the hospital room discovering that there is no horse. Some adults laugh at this point, but children rarely do. They are often silent and grief-stricken. They understand, all too well, Lachlan's disappointment. The deep empathy children feel as this page is read aloud has been a revelation to me, as a writer, about the unconscious way children are influenced by text and image working seamlessly together.

EQ: Lisa and I are at similar stages in our lives. We both have young children, and often draw from our family lives when we are developing the ideas for our picture books. While illustrating *Daddy's having a horse*, I especially wanted to convey a realistic and unsentimental view of family, of pregnancy, and of bringing a new baby home.

The initial ideas and characters for *Daddy's having a horse* came quite naturally to both of us, but the actual process of working on the project, and developing it into the book it is today, was a lengthy and, at times, arduous one. A very long gestation period, one might say, although, one always forgets the pain afterwards. Fortunately, the twists and turns the story and images took on their journey towards completion only made the book a stronger one.

As I worked on the illustrations, the text was also being refined and reworked by Lisa and Mark, in response to, and independently from, my developing pencil roughs. Sam the butcher became Sam the handyman renovating the family's kitchen, which allowed me to add an extra dimension to my illustrations. I was able to plant

the seeds of the story's resolution throughout the book. The parts of the old kitchen we see Sam ripping out in early illustrations will be recycled to make his gift of the rocking horse in the closing pages.

Although the endpapers of the hard cover edition hint at the story and its resolution, with bonneted and swaddled foals as we open, and babies as we close the book, within the internal illustrations of *Daddy's having a horse*, the horse is never depicted explicitly. Yet, even though there is no horse character, there are horse references everywhere. I hope that children will notice more of these references; in Lachlan's galloping around the kitchen, in his drawings on paper, in the sandpit at playgroup, in his saddling up the couch, and in the clouds, each time they revisit the book.

The impact of the hospital scene on the child reader is heightened because all these horse references disappear with the birth of the human baby, Jack, and Lachlan's hopes are dashed. His dynamism and movement disappear too. He is motionless, his shoulders drooping and his arms hanging limply by his sides. As the page is turned and Lachlan curls up in the corner of the bathroom, echoing the shape his baby brother might have taken in the womb, the bright colours drain from his world. All is sombre, muted, and joyless. However, the pictures do not work alone. It is the characters' previous interactions, dialogue, expectations and enthusiasm, told through word and image, which have brought the child experiencing the book to this depth of empathy.

LS: Perhaps what I appreciate most about Emma's illustrations for *Daddy's having a horse* is the widening of perspective they give the story. The written text quite clearly focuses on Lachlan and the dashing of his expectations, but the illustrations broaden the story to include the viewpoints of

his whole family. Through the illustrations, we gain an understanding of how it feels to be a mother bringing a new baby home. Emma characterises the mother truthfully; from her uncombed hair, the maternity bra slipping out from under her night-dress, to the realistic depiction of the mother's post-natal stomach!

Through the illustrations we also gain a deeper understanding of Caitlin, the older sister. It is clear from the written text that Caitlin too is disappointed in the hospital, because her longed-for sister has not arrived. Caitlin's last lines in the text refer to the new baby in a fairly scornful manner, 'It looks like a possum,' she said. 'And it smells.' As far as the written text goes, this is the end of Caitlin's story. It hangs there frustratingly open-ended. But Emma continues Caitlin's story visually. On the wordless final page, we see Caitlin a few months down the track, helping her baby brother Jack have a horsey ride on Lachlan's back (Figure 2). Funnily enough, this tailpiece to the book came as a complete surprise to me. It was Emma's invention alone. But through this picture, Emma brings the story full circle, tying it up with one final, bright, warm horse image.

My subconscious intent of telling a story in which it was acceptable for children to feel somewhat ambivalent about the arrival of a new baby is visually balanced by the truth that love for a new sibling can often creep up slowly over time.

My subconscious intent of telling a story in which it was acceptable for children to feel somewhat ambivalent

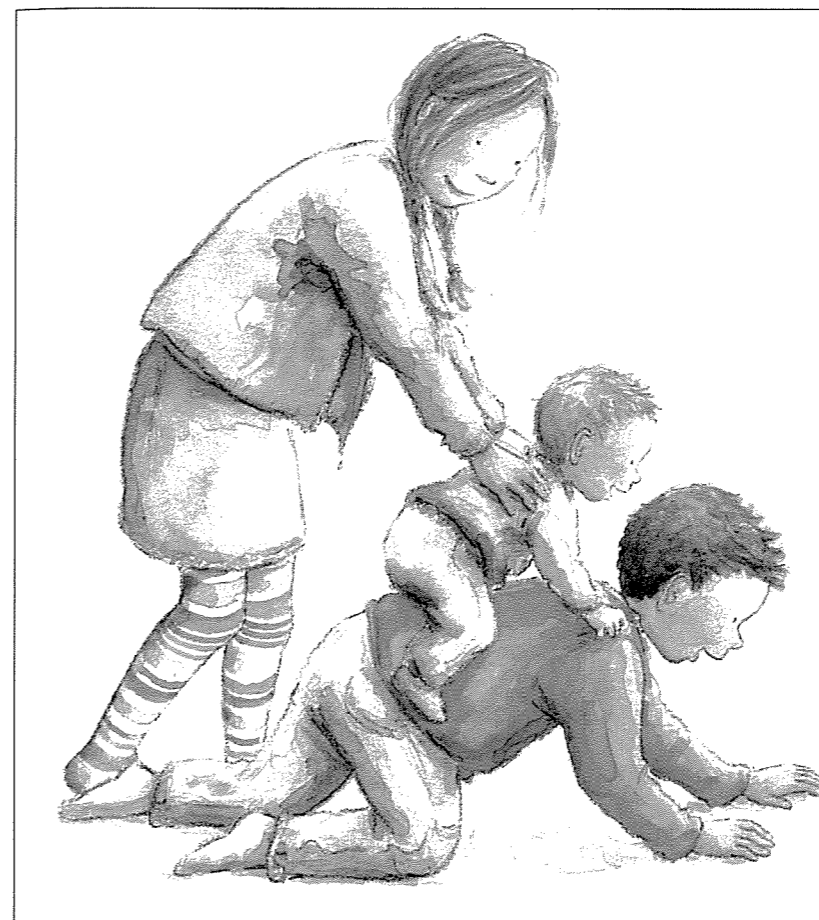


Figure 2 This tailpiece, from *Daddy's having a horse*, brings the story full circle

about the arrival of a new baby is visually balanced by the truth that love for a new sibling can often creep up slowly over time. This unexpected visual treat is one of the reasons why I continue to be delighted by the collaborative process.

Future directions

EQ: Over the years my collaborative relationship with Lisa has evolved. After communicating entirely through an editor during *Bear and Chook*, when it came to *Daddy's having a horse*, we embarked on the second stage of the creative process, the illustrative part, together. While I was working on the illustrations, Lisa and I were in constant contact, discussing my ideas, and her responses. The invaluable editorial input, from Mark Macleod, was still there, but the joint creators' experience had changed completely.

Lisa and I enjoy working together very much. Our evolving working relationship and friendship means that the creative experience is becoming much closer and more intimate. I am about to embark on the painted artworks for *Bear and Chook by the sea*, and, so far, Lisa has had a very direct input into the visual planning process for this project. I am open to this because I want our book to be as good as we can make it. Our working relationship is full of laughter, hard work and sharing, with rewarding experiences and the bits that make us want to tear our hair out. We

have many ideas for the future, and feel that we are nearing a stage where the text and the pictures will develop at the same time. The collaborative process will start from the very inception. We find this a most exciting thought.

LS: Although Emma and I have a greater degree of creative intimacy than previously, we are more aware than ever of the importance of protecting and preserving a creative spaciousness between us, to ensure the creative equality that Walter Wangerin emphasises. This is so important between picture book collaborators. Practically, this means that any constructive criticism we give each other is done so with sensitivity, with a distinct wonder and awe for the ability of the other, and with a certain fear and trembling that we could be wrong.

On that late summer's afternoon, after my session on the phone with Emma about the ending of *Bear and Chook by the sea*, I changed Chook's last line. Thanks to our conversation, I realised it was important for Chook to dignify Bear in a way that wasn't corny, in a way that subtly danced around Bear's pomposity, in a way that was not too difficult for parents to read aloud, in a way that said all of 'I love you' without saying those words directly.

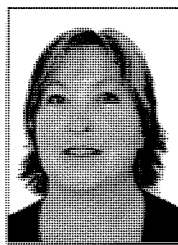
Working in collaboration means there is always the chance of some fresh, new discovery; some essential element to be unearthed that will help a story live as powerfully as possible in the imagination of our readers.

For more information about Lisa and Emma's collaborations, visit Emma Quay's website at <<http://www.emmaquay.com>>. ■

References and further reading

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Kids who read succeed



Audrey Nay,
teacher-librarian
at Sandy Beach
Public School,
explains how the

Kids who read succeed program provides students with a range of strategies and skills to help them learn, and succeed as readers for lifelong learning.

Sandy Beach Public School (SBPS) library is organised to create a warm and inviting ambience that promotes reading and learning. It strives to create an effective reading environment, as described by Chambers (1991). The fiction section of the library provides a dedicated and comfortable reading area which is available at all times. Students are encouraged to come into the library before school and at lunch time.

One of the main goals with the *Kids who read succeed* program at SBPS is, as strongly advocated by Haycock (2003), to encourage the acquisition of literacy skills through the enjoyment of literature. We want students to want to read, and to develop an understanding of reading's importance in their lives. Literacy remains as the key priority (Todd, 2004).

Literacy remains as the key priority.

Understanding why we read

Our students undertake many higher-order thinking activities to examine why we need to read and the many

situations that call for reading and literacy skills. Students are encouraged to build an understanding that we need to read for many reasons (Lamb, 2001).

- Real-world reading. You need reading to survive. If you get behind in reading, you'll have trouble in every subject.
- Information age reading. You need reading for a career. Internet = reading. Keeping up in a changing world requires good reading skills.
- Communication reading. You need reading to communicate, whether you are writing or reading a letter, email, or report.
- Pleasure reading. You need reading for leisure. It is the only thing you can do on a plane, on the beach, or in a line that does not require batteries! You can read anywhere.
- Lifelong learning. You need reading for learning. Life is about learning. You need reading for life.

We encourage the children to understand and value reading 'when interacting with multiple text types and information formats' (Todd, 2004).

The more you read, the more you know. The more you know, the smarter you grow.

Staff teamwork

The staff works progressively, ensuring, as much as possible, that students learn to read and want to read. The STLA, the reading recovery teacher, and the English, HSIE and Science committees have all been working with the teacher-librarian to provide stimulating and topic related sets of reading material, which are especially useful for encouraging guided reading groups. When using these resources to support teaching and learning, the teachers are aware

that the 'strategies chosen to teach the texts must engage the reader and the subject matter must be related to the content of the KLAs' (Rushton, 2004).

As encouraged by Chambers (1991), we have recently relabelled and relocated all reading material to a central place to ensure availability and accessibility of books. Teachers have discovered many interesting books that they 'never knew we had'.

Parent and carer partnerships

SBPS encourages parents and carers to be active members of our school and our library. A special parent section supports parents and carers with many resources to help them to be active partners in their children's education. It is important that their children see that their parents and carers value reading and books.

Children learn about literature from what the adults around them do about it.

(Zahnleiter, 1985)

Many help by listening to students read and reading to students, and by assisting in the processing of the new books and the repairing of damaged books. It really makes a big difference to the quality of the teaching and reading support we offer.

Each week in the school newsletter we try to keep parents up-to-date with library news, often offering tips and



SBPS library assistant and interested parents and community members attended our recent library repair and covering workshop. Many of the students' favourite books end up in the hospital for repairs

encouragement to ensure that parents and carers understand the importance of reading to their children, and encourage them to be regular library borrowers.

Education experts agree that reading aloud at home is the single most important activity parents can do to help their children develop as readers ... and that kids who read succeed.

(Children's literacy initiative)

To encourage SBPS students, parents and carers to read to and with each other each night, the Woolgoolga Lions Club sponsors our *Super reader* program which runs in tandem with our *Kids who read succeed* program. Certificates for 50, 100 and 200 nights of reading and canteen vouchers are presented to the students at a special assembly.

Library supporting reading

During the year, lessons in the library focus on Foundation Statements for talking and listening, and reading. SBPS library concentrates on the *Learning to Talk and Listen* and *Learning to Read* outcomes from the *English K-6 syllabus*, by reading and viewing a wide range of fiction and nonfiction texts. Through the wide range of exposure to various displays throughout the year, it is anticipated that students will acquire much of what they need. *Learning about Reading* and *Learning about Writing* outcomes in context and text are developed more formally in the second part of the lessons.

The students are encouraged to take responsibility for their learning. The first part of the lesson follows a consistent format in keeping with their Stage.

The process

The students arrive with their library bags and sit in the spacious fiction area. They are welcomed and then:

- Talk and share books that are worth recommending.
- Listen to a short outline on our featured section for that week.

- Browse and enjoy the various displays. Each week, we either feature an author of the week or a special area of the nonfiction section, e.g. Australian poetry (See Figure 1).



Figure 1 The Margaret Mahy, author of the week display

- Zap (return) their books themselves at our automatic scanner.
- Check that their name shows up on the screen. They also love checking out how many times the book has been borrowed previously. 'Mine is really popular as it has been borrowed 54 times!!!'
- Organise returned books by sorting them into the correct pile, J, F, QUI or NF, for shelving later by capable library assistants. The students need to check out the call number sticker which helps them understand where the books live (See Figure 2). The nominated student of the week has the added responsibility of supervising students' names showing up on the screen, and watching that the books are placed into their correct pile.



Figure 2 Students at SBPS organise their books into the correct sections.

- Browse the new books, labelled for easy identification, while their class borrows. We ration our new books by displaying about 12-15

per week, so that the students really get to meet them before they make it to the shelves. The new books display area features the books for the week before they move on to the next display area for students to borrow the following week.

- Discuss the new books that they would like to borrow in the future. This exercise allows us to regularly examine a wide range of different genres. The students become very aware of the books available in our library. We check out the call number to discover where the book will live when it is shelved. We strive to make the students very comfortable and confident about using the library.
- Locate books by using the enquiry terminals, from recommendations, from the many displays, or by using their own knowledge of the sections.
- Select suitable books. Students either employ the *BLIPA* method or apply the *Five finger test* (see Figure 3). SBPS students learn a series of visual hand signs to accompany the *Five finger test*. We find that it reinforces the test very well. The focus is on having fun with reading.
- Borrow using the *OASIS Library* circulation computer (except for Early Stage 1) by following the simple written instructions on the circulation desk with the student of the week.

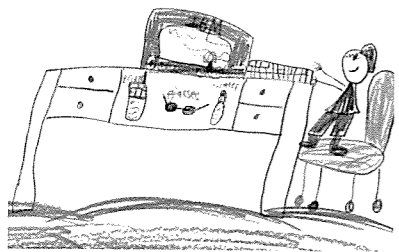
We no longer use borrowing cards. The students locate their name by using the *Name* command. I have a single *Name* barcode on the circulation desk for them to access. This process helps the students to be more confident and successful using the enquiry terminals as with weekly use they quickly become familiar and then confident with the *OASIS Library* program and the use of the arrow keys.

Student comments about borrowing

Borrowing is important because you get to learn how to use the computer and learn how to read.

Reading is important because you can learn how to care for animals and learn more about nature.

If you do not read you will not know information.



If you do not read you will not know information.

Reinforce the importance of this process

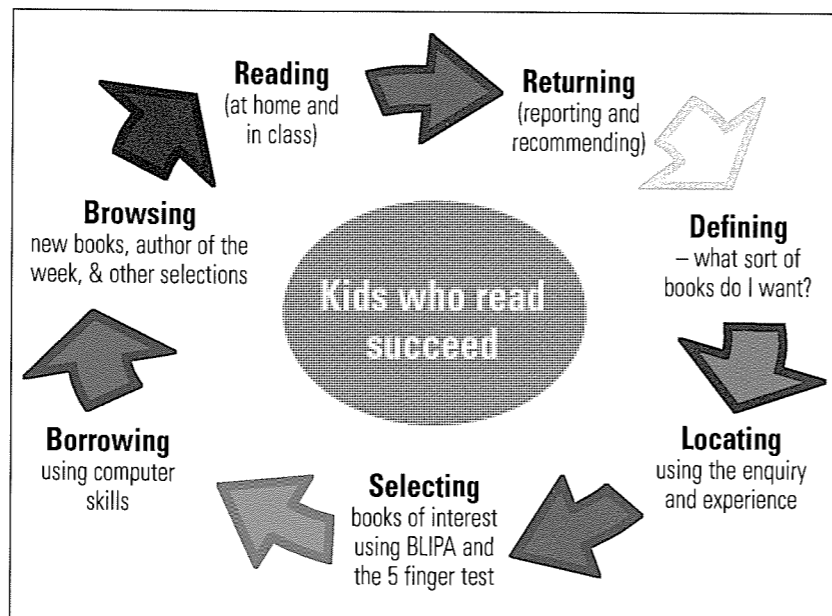
We reinforce the importance of reading, returning, defining, locating and selecting books, reading new books, borrowing, reading, and all the associated skills. Kids who read succeed: not just because they read, but because the process offers them the opportunity to build and acquire many valuable skills regularly.

Student comments about BLIPA and the Five finger test

I think that the Five finger test is good and it makes you think about the book and if it is too hard then you don't go home and you can't read it.

The BLIPA helps me when I'm borrowing. Reading helped me in the basic skills test.

I think the Five finger test helps us in the library so we don't go home with library books that we can't read.



Kids who read succeed

The Kids who read succeed program promotes having a great selection of new and interesting books going home regularly to be read. After reflecting on our 2001 borrowing statistics of 9889 with approximately 460 students, we are pleased to see that in 2006 to date the borrowing is 11 850, and yet we have 100 fewer students than in 2001.

Evaluation task

Each class completes an evaluation task, reflecting on their borrowing and what the read out means, and how they can improve in the future. The primary classes conduct an analysis of their borrowing by colour coding the type of books they borrowed on their record, according to their sections. Each section of our library has a feature colour e.g. junior fiction is red and quick reads are yellow. This enables their class

teacher, teacher-librarian and parents to see what type of books they have been borrowing, as well as how many and how often. This process is conducted at the end of each term to encourage more fun and comfortable reading, and is included as part of their assessment portfolios.

Encouraging borrowing through class awards

Each week a library award is presented to the class, in each Stage, which has the highest percentage of borrowers, as recognition for being readers who are organised and



Freeda the reader frog



B Read the blurb to see if the book has an interesting storyline.

L Look at the length of the book and the size of the letters to see how long it will take to read.

I Does the topic of the book interest you?

P Look for pictures. Do they add to the appeal or not?

A Ask for assistance from another librarian/ teacher/ carer/friend to help if you are still not sure.

Apply the five finger test.

Five Finger Test

Choosing a book that's just right for you.

After the BLIPA, open the book in the middle and start to read one page.

As you read, if you are unsure of a word, or the word you are reading does not fit or make sense, then hold up one finger.

Keep doing this as you read the whole page.

0 errors A'OKAY'

1 error thumbs up

2 errors you will need to concentrate

3 errors Ask yourself 'Do I really, really, really want to read this book?' If not, leave it for a while.

4 errors It would be very heavy going-not for you!!

5 errors Wave the book goodbye for a while.

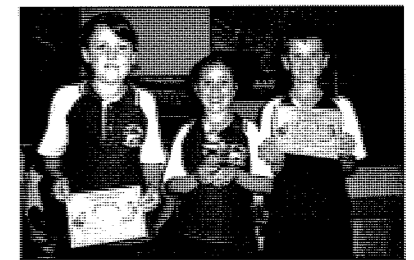
Adapted from: Kidz book zone <http://www.teachers.ash.org.au/bookzone/>

Figure 3 The BLIPA and Five finger test are photocopied, back to back, decorated by the students, and laminated for bookmarks. We place three to an A4 page. The students know they are special. They love playing the test.

reliable. The class receives the award at the weekly assembly. It includes a certificate and they get to mind Freeda the reader frog for the week. The frog is much prized and borrowing has

increased greatly across the school since her arrival.

Students are also individually rewarded for being reliable and regular borrowers by earning a Top kid sticker.



35 students receiving their awards at assembly

This sticker goes towards their special merit awards under the SBPS Positive awards scheme. The teacher-librarian issues the Top kid stickers to the class teachers who manage the awards.

Reading: more than books

Reading comes in all shapes and sizes, so I try to ensure that reading in various formats is experienced and valued. The new ceiling mounted data projector, interactive whiteboard and sound system in the library allows us to have easy access to OASIS Library to teach information skills and engage students in interactive literacy lessons. The audio system complements the visuals to bring life to many online books and reading activities, and games to enhance learning for all different styles of learners.

The new ceiling mounted data projector, interactive whiteboard and sound system in the library allows us to have easy access to OASIS Library to teach information skills and engage students in interactive literacy lessons.

Large interactive visuals make the acquisition of reading skills entertaining. The students enjoy the great range of stimulating learning objects that are freely available to NSW Department of Education and Training staff through the TaLe



Students are engaged during interactive literacy activities

website. Learning has never been so much fun!

Reading material should be chosen to entertain and to inform.

(Rushton, 2004)

Special visitors promote the fun and enjoyment of reading

Our funny and entertaining visiting author this year, Kym Lardner, was and continues to be, a great stimulus to our children's interest in reading. Kym's website allows his stories to live on after his visit. Students can view copies of four of his story books and hear three audio stories which they can finish themselves.



Kym Lardner engages Stage 1 students by telling stories and illustrating characters

Collaboration improves Premier's Reading Challenge results

The reading recovery teacher, the STLA and the teacher-librarian located and labelled as many PRC challenge books as possible to allow each class to start first term with an interesting assortment of approximately 40 books. We had a huge increase in participation in 2006, with the other teachers involved and supporting the challenge. Teachers read to the Early Stage 1 and

Stage 1 students. Stage 2 and Stage 3 students read during their class DEAR time. The challenge encouraged students to use their skills developed through the *Kids who read succeed* program to select books that interested them and would be a comfortable read. After a short demonstration on the whiteboard, most Year 4 to 6 students managed to enter their own online record. The students really enjoyed this online activity as it offered authentic Internet use. They really got a buzz out of seeing the *Congratulations you have successfully completed the challenge* message flash upon completion.

Life is about living

We foster our students to become competent and keen readers at a young age so they are able to strive to live up to their SBPS motto, 'Learn to live'. The *Kids who read succeed* program endeavours to develop our students' multiliteracy skills, to allow them to have a rich and meaningful life, living and working in an information society. ■

Using e-literature and online literary resources in the primary and secondary school. Part 1



Professor Len Unsworth,
Professor in English and Literacies

Education, School of Education, and Director, Centre for Research in English and Multiliteracies Education (CREME), University of New England, discusses relationships among literature for children and adolescents in books, on the Internet and on CD-ROMs. This article explores both familiar and new forms of literary narratives, and acknowledges electronic game narratives.

Students engage with new and traditional forms of narratives

Many primary and secondary school students are already engaged, outside of their experiences at school, with new and traditional forms of literary narratives in both digital and traditional formats. Many years ago, Margaret Mackey (1994) advised us that

...to talk about children's literature, in the normal restricted sense of

children's novels, poems and picture-books, is to ignore the multi-media expertise of our children.

At that time, Mackey pointed out that:

- children come to school already used to making cross media comparisons and judgments
- story worlds of the books children and young people experience are extended and enhanced by various forms of digital multimedia
- some types of digital narratives frequently have companion publications in book form.

The sustained enthusiasm of many young people in the 21st century for literary narratives is increasingly articulated with the integral role of digital technology in their lives. This can be clearly seen in the case of J.K. Rowling's *Harry Potter* books and the plethora of *Harry Potter* websites, many of which are developed and managed by juvenile webmasters. Such websites demonstrate both profound and playful engagement with the book-based narratives through online chat rooms, reviews and commentaries, as well as avid exploration of new forms of related game narratives, and the generation of fan fiction and image-focused creations elaborating interpretations of the story worlds.

The literacies entailed are multiple, involving not only the comprehension and composition of images and text, separately and in combination, and in

paper as well as digital media, but also navigation through cyberspace to locate relevant sites, manipulation of electronic textual material, and evaluation of information, reflected in what children choose to engage with and what they choose to contribute online. Of course, the confluence of children's enthusiasm for fictional narrative and the possibilities afforded by computer-based multimedia are not confined to the *Harry Potter* phenomenon.

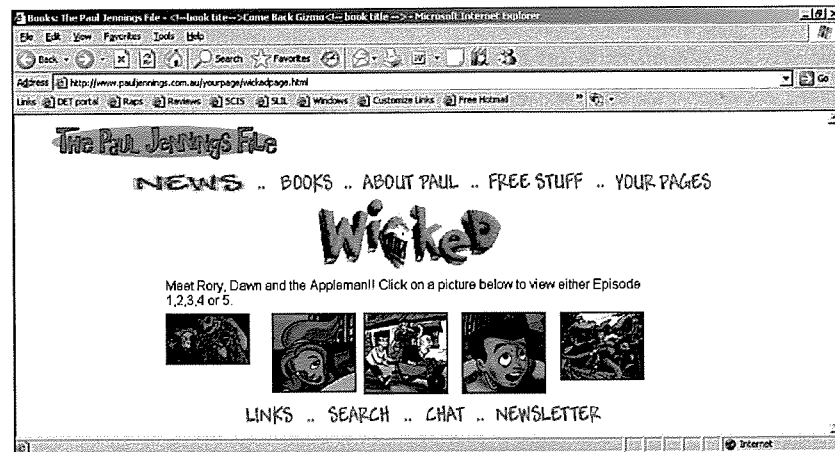
The online extension of young readers' involvement with a host of contemporary authors, such as Paul Jennings and Isobelle Carmody, as well as with classic stories such as *The little prince* (de Saint-Exupery, 2000a) is abundantly evidenced on the Internet, as is the opportunity for creating online narratives and experiencing new forms of e-literature, including game-narratives both online and on CD-ROM (Unsworth, 2006; Unsworth, Thomas, Simpson & Asha, 2005).

ICTs impacting literacy narrative

Children's literature has the capacity to bridge the inter-generational digital divide in the English classroom. However, in the pressurised practical world of managing classrooms, many teachers are looking for some frameworks that offer a starting point for thinking about how the impact of ICTs on literary narrative can be taken account of in planning learning

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Your pages: Wicked <<http://www.pauljennings.com.au/yourpage/wickedpage.html>>

experiences. This article briefly addresses some aspects of that impact, and introduces three frameworks that may assist teachers in considering how to manage effective classroom programs using digital resources for developing literary understanding and literacy learning. The first is a framework for describing the articulation of book and computer-based literary narratives. The second is a framework for classifying the range of online resources for developing students' understanding about different dimensions of literary experience. The third framework outlines practical approaches to managing units of work in whole class programs using digital resources for enhancing literary understanding.

Books and computer-based literary narratives

Here we are concerned with three main categories of relationships among literary materials on the web, on CD-ROMs and in books.

Electronically augmented literary texts

The first refers to electronically augmented literary texts. This category is concerned with literature that has been published in book format only, but the books are augmented with online resources that enhance and extend the story world of the book. Sometimes it involves information about the genesis of the story, further details of artefacts

or additional information about characters. Sometimes it involves presentation of selections from the story in print or aurally when the author, or someone else, reads a sample chapter or segment, to entice the potential reader to invest in the whole story.

Electronically re-contextualised literary text

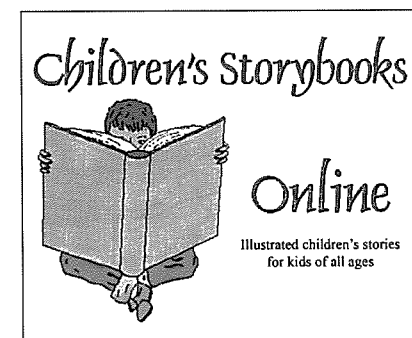
The second category of relationship among literary texts and digital media is the electronically re-contextualised literary text. In this category, literature that has been published in book form is re-published online or as a CD-ROM. The online re-publication takes a variety of forms. Many works that are now in the public domain because copyright laws no longer apply have been transcribed or scanned and located in online digital libraries. The most widely known of these is the *Gutenberg Project* <<http://gutenberg.net/>>, but there are many others such as the *International Children's Digital Library* <<http://www.icdlbooks.org>>. The scanned books contain the original images, but since copyright is not an issue, some other sites provide the texts of these stories with new images interpolated. These online versions of published books can be accessed free of charge. The second type of online version of published books is usually contemporary stories, provided by publishers, and downloaded at a cost. It is also possible, at a modest cost, to

download audiofiles for many current titles, including classics like Oscar Wilde's *The selfish giant* (Wilde & Gallagher, 1995).

Some books are published as audio only compact disks (CDs), such as Stephen Fry's reading of the *Harry Potter* books, published by BBC Audio Books. But most CD-ROM versions of literary texts include images and written text, which vary to a greater or lesser extent from those in the book versions. In some cases the images are static, simply transposed from page to screen. This is the case with *The paper bag princess* (Munsch, 1994) for example. In other cases, the original images from the book appear as animations on the CD-ROM, as in *The Polar Express* (Van Allsburg, 1997). In this CD-ROM, the animations activate automatically, but in others, like *The little prince* (de Saint-Exupery, 2000b), the animations are controlled by the mouse clicks of the viewer. In some cases, novels for mature readers, such as Steinbeck's novel *Of mice and men*, have been re-presented as CD-ROM versions including images throughout (SteinbeckSeries, 1996).

Digitally originated literary texts

The third category relating literary narratives to digital format is the digitally originated literary text.



Children's storybooks online at <<http://www.magickeys.com/books/>>

These are stories that have been published in digital format only. Relatively few such stories appear on CD-ROM. Some notable examples are

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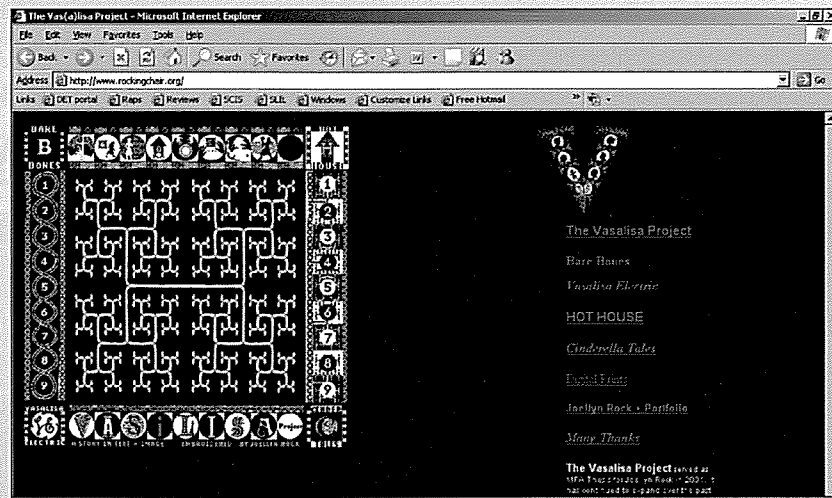


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Lulu's enchanted book (Victor-Pujebet, n.d.) and *Payuta and the ice god* (Ubisoft, n.d.). The great variety of literary narratives for children and adolescents published on the Internet can be categorised as follows:

- e-stories for early readers – these texts utilise audio combined with hyperlinks to support young children in learning to decode print. They do this by providing models of oral reading of stories and the pronunciation of individual words. Examples of such stories are included on sites such as *Children's storybooks online* <<http://www.magickeys.com/books/>> and *Tumblebook library* <http://www.tumblebooks.com/library/asp/home_tumblebooks.asp>.
- linear e-narratives – these are essentially the same kinds of story presentations which are found in books, frequently illustrated, but presented on a computer screen. For examples, such as *Wollstencroft the bear*, see *Children's storybooks online*.
- e-narratives and interactive story contexts – the presentation of these stories is very similar to that of linear e-narratives, however the story context is often elaborated by access to separate information about characters, story setting in the form of maps, and links to information and/or other stories. In some examples it is possible to access this kind of contextual information while reading the story. Examples of such stories are *Banph* (Left Handed Creations, 1994–2004) and *The relic triangle* (Matus, 2002).
- hypertext narratives – although frequently making use of a range of different types of hyperlinks, these stories are distinguished by their focus on text, to the almost entire exclusion of images. There appear to be very few such hypertext narratives specifically for children and early adolescents. While not designated for a teenage

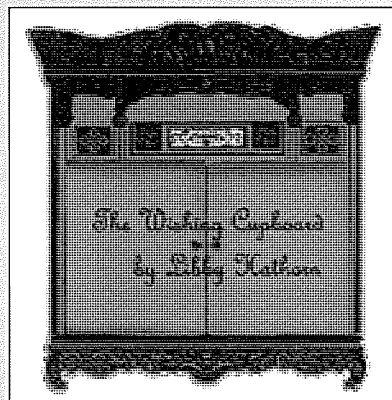


The Vasalisa project <<http://www.rockingchair.org/>>

- audience, stories on some sites such as *Word circuits* <<http://wordcircuits.com/gallery/>> are suitable for this age group.
- hypermedia narratives – these stories use a range of hyperlinks involving text and images, often in combination. The relationship between linear and hypermedia models of narrative is what Joellyn Rock addresses in *The Vasalisa project* <<http://www.rockingchair.org/>>. At the centre of the project is the story *Bare bones*, which is a new version of the Russian fairytale, *Vasalisa and the Baba Yaga*. By reshaping the original story's text, imagery and format, Rock indicates that she is attempting to build a bridge for the fairytale audience between traditional media and new media. A very different kind of e-narrative on *Eastgate* <<http://www.eastgate.com/LastingImage/Welcome.html>> is *Lasting image* (Guyer & Joyce, 2000), which is set in Japan in the time just following World War II. In this story, the interactivity is primarily achieved through a range of different kinds of hyperlinks.

To this list must be added some types of video games, defined as electronic game narratives, and discussed in detail in Unsworth (2006). Examples of such games include *Snow White and the seven Hansels* (Tivola, 2001), *Alice's*

adventures in Wonderland (Carroll, 2000) and Libby Hathorn's online game-narrative *The wishing cupboard* (Hathorn, 1999).



The wishing cupboard by Libby Hathorn <<http://www.libbyhathorn.com/lh/Wishing/Default.htm>>

These three categories relate literature to the resources of the Internet and CD-ROM technology. They vary from monomodal (print only) to multimodal presentation, involving print, images and sound. The digitally re-contextualised and digitally originated e-fiction also vary from linear to hyperlinked and from conventional story structure to innovative game narratives.

Online resources for developing students' literary understanding

Currently, most online learning activities and teaching plans do not adequately address significant aspects of the narrative art of

children's literature. For example, a number of scholars have drawn attention to the importance of the integrative nature of image/text relations, especially in a digital multimedia world:

...many contemporary texts make use of image and of writing at the same time, using both to carry meaning in specific ways. In that context, a theory of reading which relates to the graphic material of 'letters' alone is no longer able to explain how we derive meaning from texts.

(Kress, 2003)

Serial cognitive processing of linear print text no longer adequately characterises contemporary reading and writing, which now involve parallel processing of multimodal text-image information sources.

(Luke, 2003)

Writing about books in a digital age, Dresang noted that '...in the graphically oriented, digital, multimedia world, the distinction between pictures and words has become less and less certain [and that] in order to understand the role of print in the digital age, it is essential to have a solid grasp of the growing integrative relationship of print and graphics' (1999).

Recently, Richard Andrews has noted the importance of the visual/verbal interface in both computer and hard copy texts:

... it is the visual/verbal interface that is at the heart of literacy learning and development for both computer-users and those without access to computers.

(Andrews, 2004)

Elsewhere (Unsworth, 2001, 2003, 2006; Unsworth et al, 2005; Unsworth & Wheeler, 2002), I have shown how the interpretive tools provided by functional descriptions of verbal and visual grammar enable teachers and students to read literary texts grammatically, so that they are able to read the constructedness of the texts, simultane-

ously focusing on the 'what' of the story and the 'how' of its verbal and visual construction. This perspective on developing children's literary understanding and concomitant literacy development does not currently find explicit expression in the online resources for using e-literature in the English curriculum. Nevertheless, there are richly inspiring online resources for extending children's literary experience. A useful approach is to co-opt such resources for infusion with the above perspective, forming a basis for enhancing children's experience of e-literature in school contexts. Briefly, the range of such online contexts for developing understanding about different dimensions of literary experience includes:

- *Composition/story genesis* – this includes information about actual events, places, artefacts, etcetera, that the author drew on in composing the story. It could also include manuscript data about earlier drafts and episodes/events/characters that were excluded or changed, as well as additional information provided by the author to elaborate aspects of the story world constructed in the narrative. Examples include the *J.K. Rowling official website* <<http://www.jkrowling.com/>> which contains a great deal of information about early drafts of the *Harry Potter* novels, and the Philip Pullman site <<http://www.randomhouse.com/features/pullman/index.html>>, which includes additional information about aspects of the books in *His dark materials* trilogy that extend beyond what is provided in the novels.
- *Invitation/enticement to read* – the Internet provides teaser sample chapters/segments of stories, often available with audio and sometimes with the author as reader, as well as online reviews and reactions from readers, and story-derived games designed to arouse reader interest in the

narrative. Paul Jennings and Morris Gleitzman now promote their *Wicked* stories (Jennings & Gleitzman, 1998), through animations preceded by online games <<http://www.pauljennings.com.au/>>, and Jon Scieszka and Lane Smith promote their book, *Henry P. Baloney* (Scieszka & Smith, 2001) with a related online game <<http://www.baloneyhenryp.com/>>.

- *Appreciation/celebration* – there are many examples of fan sites on the Internet where individuals or groups of readers manage a site that celebrates an author and his/her work. These often contain biographical information, testimonials to the impact of books, favourite quotations, images of covers of different editions and a range of other features, which are listed below in other dimensions of literary engagement. One such fan site for the *Harry Potter* books is *Mugglenet* <<http://www.mugglenet.com/>> managed by 17 year old webmaster, Emerson. Further examples include <<http://www.obernewtyn.net/>> for author Isobelle Carmody, and tribute pages to William Golding <<http://www.gerenser.com/lotf/>>, Gillian Rubinstein <<http://www.carnelianvalley.com/hearn/>> and Patricia Wrightson <http://www.bowjamesbow.ca/2004/01/12/were_back.shtml>.
- *Interpretation/response* – two main types of online resources offer opportunities for interpretive responses to the narrative. One type is the fairly traditional lesson plans and learning tasks for teachers to download. Some of these include online learning experiences that make better use of the online digital environment. The second type is the opportunity for readers to participate in online discussions about the books they have been reading via chat rooms and forums. For detailed accounts

of work by children on various discussion forums see Unsworth, Thomas, Simpson and Asha, (2005). An impressive school site showcases the work of teacher Monica Edinger at Dalton Elementary School in New York <<http://intranet.dalton.org/ms/alice/alice.html>>. This site shows fourth grade children's work creating videos of toy theatre dramatisations of segments of *Alice's adventures in Wonderland* (Carroll & Browne, 1988).

- **Adjunct composition/creation** – this kind of engagement is frequently evidenced on fan sites, such as those for Isobelle Carmody noted above, where contributors write stories in the style of particular narratives, sometimes additional episodes, sometimes parallel or related stories, often involving the same characters as the original. Some fan sites conduct competitions involving this kind of writing, with strict rules relating the new fiction to parameters of the source story. Other contributions include the creation of images, games and puzzles based on the stories. Another kind of creative composition activity adjunct to the source story is the co-creation of multi-modal story episodes in virtual worlds known as palaces. Story palaces involve participants adopting character roles and representing these characters visually on screen using avatars as well as verbally by the input of dialogue, so that they act out stories in this multimodal virtual world. Of particular interest is the *Middle Earth palace* <<http://www.middleearthpalace.com>>, celebrating Tolkien's world and *Harry Potter* palaces. For further information on story palaces see Thomas (2000; 2001) and Unsworth, Thomas, Simpson and Asha (2005). ■

[Editor's note: Part 2 of this article, with a focus on using e-literature for innovative learning experiences for students, will be published in the next issue of *Scan*.]

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Exploring the potential of graphic novels



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English, Curriculum
K–12 Directorate

Teacher-librarians, librarians, and secondary English teachers should brace themselves for the latest insurgence in the world of literature: the graphic novel.

Indeed, the graphic novel has already taken the bookshops of Europe, USA and Japan by storm. Like it or not, this imaginative literary form is winning a cult following among readers from teens to twenties, and it will not be long before young Australians 'discover' the graphic novel.

So how will they be received? Should they be dismissed as pretentious literary comics?

Are they unsuitable for use in the classroom? Or does the graphic novel have literary merit that should be recognised and employed by teacher-librarians and educators?

This article investigates this new literary form and discusses the merits and challenges of graphic novels from an educational perspective.

What is a graphic novel?

The term 'graphic novel' was coined in the 1960s by American magazine

publisher, Richard Kyle, to distinguish more weighty and arty versions of the comic book, emerging at that time from Europe and Japan. Although comics in book form have existed for about two centuries, it is only in recent years that they have gained any degree of social and critical acceptance.

While it is sometimes associated with science fiction and fantasy, the graphic novel is not limited to these genres. It is a literary form that has been used within most genres, and deployed by composers with a vast array of styles. According to one graphic novelist, Eddie Campbell, it is a form which is 'forging a whole new art that will not be a slave to the arbitrary rules of an old one' (MacDonald, 2004). Little wonder that young people are seizing

upon it with such relish.

To some extent, the term 'graphic novel' is a misnomer. The term 'novel' generally conjures images of a weighty tome and, while some

graphic novels are huge, many are short. Some are collections of short stories, while others are not even fiction, belonging to categories such as biography, documentary and history.

So, a graphic novel, in its most general sense, may be defined as a text in book form with a significant visual component. It tends to be more serious in purpose than a comic, even if it is humorous in style, and longer than a picture book, but the boundaries are not well defined.

Why should teachers and teacher-librarians take graphic novels seriously?

Graphic novels are often irresistibly attractive to young readers. They hold the allure of forbidden fruit, although many are quite appropriate for upper primary and high school students. In a time-pressured world they are relatively quick to read, and, while we would certainly not want young readers to stop consuming novels, graphic novels nevertheless provide welcome variety to their reading experiences. Of course, teacher-librarians and teachers are aware that not all children willingly read novels, and if graphic novels can hook them into reading then they may provide the launching pad for these students to progress to more wordy literary forms.

Some teachers may balk at the idea: are we selling our students short by giving them books with pictures? This concern overlooks the importance of visual communication in our world, and especially the world of young people. Think of television, films, magazines, CD covers, computer games, websites, concerts, exhibitions, and theatre. All these texts, in the broader scene, have a vital visual dimension. It is not surprising then that many young people today are more visually literate than their parents and teachers. By offering young people quality graphic novels, particularly in the context of classroom study, we are extending their literacy as viewers as well as readers.

Identifying quality graphic novels

The highly creative world of graphic novels does include some genuine,

quality literature. If you are not convinced, a good starting point is a wonderful text called *Graphic novels: stories to change your life* (Gravett, 2005). Gravett's title sums up nicely his thoughts about graphic novels. He surveys 30 diverse and original examples of graphic novels, each representing a particular style or approach to the literary form. For each, he provides an absorbing commentary and sample pages from the text, annotated with further points of interest. These close studies are followed by recommendations of other graphic novels that relate to the focus texts in terms of theme, style and genre. While the language and content of some reviewed stories are unsuitable for students, this fascinating resource is an excellent introduction for teachers and teacher-librarians to the imaginative and varied world of the graphic novel.

When the wind blows (Briggs, 1982) is one of the graphic novels reviewed by Gravett. Familiar to HSC English teachers, this deeply ironic text follows the fortunes of an elderly English couple caught in a nuclear war, cheerfully and naively following the government's inadequate instructions for survival. A storm of controversy followed this book's release in 1982. It was even cited in parliamentary debate, demonstrating the potential power of the graphic novel to galvanise public opinion.

Another iconic example, reviewed by Gravett is *Maus: a survivor's tale* (Spiegelman, 1986). This is the autobiographical story of the author's struggle to rebuild a relationship with his father, juxtaposed with the story of the father's survival at Auschwitz nearly fifty years earlier. Spiegelman uses striking animalistic metaphors of Jews as mice and Nazis as cats, an intertextual reference to *Tom and Jerry* cartoons, and surely an inspiration for Shaun Tan's depiction of colonists as rabbits and indigenes as marsupials in his picture book, *The rabbits* (Marsden & Tan, 2000).

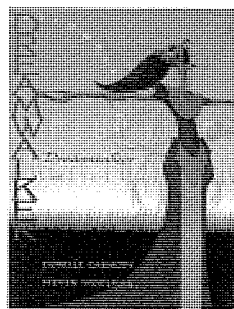
Maus is a masterpiece and if the notion of canon means anything, Maus is there at the heart of it.

Philip Pullman

Other intriguing graphic novels reviewed by Gravett include *Watchmen* (Moore & Gibbons, 1987), a complex and multilayered tale about super-heroes; *Moebius 3: the airtight garage* (Giraud, 1990), an imaginative blend of science fiction and fantasy; *V for Vendetta* (Alan Moore & David Lloyd, 1990), a celebration of freedom in the context of a dystopic nightmare; and *The Sandman* series (Gaiman, 1990–2003), an epic series of fantasy tales that weave their own contemporary mythology. While there is no denying the quality of Gravett's favourite graphic novels, teachers and teacher-librarians will need to exercise care in selecting texts appropriate for students.

Australian writers, like Australian readers, have been a little slower to catch on to the craze of graphic novels. However, we are now producing some of the best. One standout is

Dreamwalker (Carmody & Woolman, 2001), which tells the story of Ken, a sensitive and imaginative boy, whose drawings



have an eerie link to his dreams. Carmody's story, sympathetically illustrated by Woolman, is about the power and process of artistic creation, but it also deals with familiar themes of loneliness, friendship and love.

Another amazing Australian graphic novel is Shaun Tan's *The arrival* (2006). Tan uses only images, no words, to tell the story of a poor man forced to leave his family and begin a new life in a strange land. Tan's drawings evoke the experiences of refugees from different times and places, lending his tale a universal

significance, yet the story also has personal resonance for Tan, whose own parents left Malaysia to make a new start in Australia. For the reader too, the world created through Tan's drawings is both disturbingly alien and oddly familiar.

Finally, another recently published text, *99 ways to tell a story: exercises in style* (Madden, 2006), warrants special attention. While Madden's text is not a graphic novel, it certainly explores the potential of this literary form. Madden presents a simple slice of life in familiar graphic novel form of eight frames: a man gets up from his desk, informs an unseen figure of the time, then opens the door of a refrigerator, unsure of what he is looking for. Madden then uses this narrative fragment as a template and represents the same story in 99 different ways, demonstrating different versions, perspectives, genres and styles, all with a visual component. Students will love this book. They will also learn how the visual and language components of texts can be manipulated to generate different meanings.

Using graphic novels in the classroom

Graphic novels have tremendous potential as texts in the English classroom. They can be studied closely as texts in their own right, allowing students to explore how composers combine language and visual elements to shape meaning in texts. The features of any novel, the setting, plot, structure, characterisation, themes and style, can be examined through the study of a graphic novel. Considering different critical perspectives of a graphic novel might be another fruitful path of enquiry.

Students could study graphic novels for their representations of concepts such as childhood. *Epileptic* (B, 2005) and *Mother, come home* (Hornschemeier, 2003) challenge traditional notions of childhood, perhaps in contrast to many picture

books and comics, and allow students to explore the shift in views of childhood over time. The techniques used to depict childhood in graphic novels might be another interesting focus of study. Other graphic novels might be studied as representations of personal experiences of war. *Maus*, previously mentioned, *Barefoot Gen* (Nakazawa, 2006), a manga-style story about the dropping of the atomic bomb on Hiroshima, and *Palestine* (Sacco, 2003) about the Arab/Israeli conflict, present different experiences of different conflicts.

Genre study could be elucidated through the use of appropriate graphic novels. Some possibilities include crime fiction, *Scene of the crime* (Miller & Venning, 1996); science fiction, *Moebius 3: The airtight garage* (Giraud, 1990); and fantasy, *Dreamwalker* (Carmody & Woolman, 2001). Students might consider how graphic novels play with or even subvert the genre under scrutiny.

Graphic novels could also be studied in relation to other texts. Comics, computer games, animé and picture books are all cousins of the graphic novel, and comparisons between the different forms might be instructive. Graphic novels have also been made into films, such as *V for vendetta*

(McTeigue, 2006) and *Barefoot Gen* (Nakazawa, 2006). Popular novels have been adapted into graphic novel forms. One example is Anthony Horowitz's *Stormbreaker* (Horowitz, Johnston, et al, 2006).

Students with reading difficulties might find the graphic novel adaptations of challenging texts more accessible. Charles Dixon's adaptation of *The hobbit* (Tolkien, 1990) is an example of a novel that has been successfully adapted in this way. Texts that employ challenging language might become more accessible to all students, not just those with reading difficulties, if the pictures help to elucidate the written text, such as *Edgar Allan Poe* (Pomplun, 2006).

Graphic novels would work particularly well in Stage 5 English classrooms. By this Stage, students are thoroughly familiar with picture books and are perhaps ready to move on to another literary form that still combines language and visual elements, but also speaks directly to teenagers. However, there are many that are appropriate and would be engaging for Stage 4, and even Stage 3 students. Sealight Books <www.sealight.com.au> has a comprehensive list of graphic novels suitable for younger students.

Another obvious approach after studying graphic novels is to ask students to write their own. If that seems too ambitious as a project, students could be asked to make a pitch for an idea for a new graphic novel, then perhaps write the first chapter. Paul Gravett's text suggests several books and websites that supposedly show 'how to create your own graphic novel' (Gravett, 2005). One of these, *The complete idiot's guide to creating a graphic novel* (Gertler & Lieber, 2004), looks particularly helpful, providing a workable process and practical hints for writing and drawing a graphic novel.

Final note

Graphic novels represent uncharted waters for many teacher-librarians, librarians and teachers. Admittedly, some graphic novels are unsuitable for classroom use, but careful selection of particular titles should ensure that we do not run on to rocks.

Taking the time to explore this exciting and imaginative literary form will reveal the potential of graphic novels to switch kids on to reading. There is also treasure to be found by English teachers who are looking for a different approach to stimulate and support learning.

Enjoy! ■

Graphic novels reviews

B, David

Epileptic

Pantheon, USA, 2005
ISBN 0375714685

An autobiographical graphic novel, this work explores a family's journey through illness, from the late 1950s to the mid 1990s. The author's brother develops epilepsy at 11, and Pierre-Françoise uses drawing to cope with the dark years that follow, as the family trawls across France in a fruitless search for a cure. His brother's epilepsy dominates the work, although the written and visual text ranges widely through mediations on dreams, ghosts, medicine, death, religion, Asian history, diet, and art itself. The story relates the family's encounter with real ideas and real people. This is an introspective and philosophical book, perhaps overly long in that vein for many students, but its short, descriptive sentences and its starkly strong black and white images encourage understanding.

Repeat readings will be rewarded with an appreciation of the book's expertly drawn emotional themes. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*
Paper \$23.95 SCIS 1289406

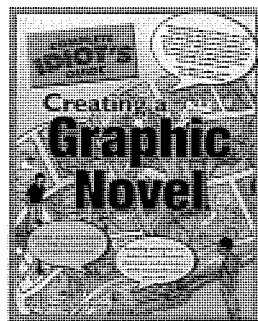
GERTLER, Nat & LIEBER, Steve

The complete idiot's guide to creating a graphic novel

Penguin Group (USA) Inc, 2004 (The complete idiot's guide to)
ISBN 1592572332 [741.5]

Containing unpretentious and precise instructions for the construction and deconstruction of graphic novels, this guide strongly supports students and teachers in the appreciation and

creation of these texts. The book deals with planning, writing, comic drawing, polishing, and publishing. Laid out with page browsers in mind and compartmentalised blocks of information, the direct address, colloquial style, and focus on practical advice, are typical components of the series and they have been used to good effect here. Instructions for creating a narrative would be useful for the teaching of all fiction; many options are discussed, with the best paths laid out and choices explained. English teachers will find the book especially useful for explaining motif and the art of the complication. Sections on lettering and drawing comic book characters have particular use for Visual Arts teachers. C. Thomas



USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*, Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
 Paper \$18.95 SCIS 1289413

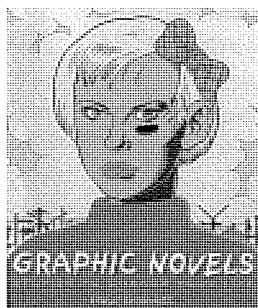
GRAVETT, Paul

Graphic novels: stories to change your life

Aurum, UK, 2005
 ISBN 1845130685

[741.5]

An excellent introduction to a challenging yet engaging form, this engrossing work counters the usual prejudices against graphic novels, and discusses 30 quality works in detail, using the criteria of a strong and complete story, availability, and originality. Chapters focus on a particular theme or genre, such as alienation, contemporary politics, crime, and historical stories. Insightful introductory notes and connections to other works complement interesting and enlightening scene deconstructions, although some facsimiles are difficult to decipher. The book celebrates the diversity and quality of the form, and it is a fine guide on how to read graphic novels, and by default, how to write them. Adult content and language, and a chapter on erotic stories, disqualifies the book as a student resource, however, Gravett's analysis should help teachers gain an appreciation of the form's major works and ideas. M. Murray & C. Thomas



USER LEVEL: Professional
KLA: CA; English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*, Visual Arts 7–10; Visual Arts Stage 6; Visual Design 7–10; Visual Design CEC Stage 6
 Paper \$50.00 SCIS 1247208

HORNSCHEMEIER, Paul

Mother, come home

Dark Horse, USA, 2003
 ISBN 1593070373

The psychology of death and grief is explored in this well-constructed graphic novel. Thomas is seven when his terminally ill mother dies and, as an adult, he tells the story of the months that

followed her death. Thomas shows deep love for his disparate parents, and his child's voice and perspectives are achingly strong in language and image. After the mother's aided suicide, prior to the main narrative, his father changes, and retreats from life. Thomas covers for him as he realises and catalogues the changes and tries to hold the little family together. There is much detail about what Thomas is feeling and his father's failure to cope; sometimes this is imaginative, sometimes it is clinical. This is a sombre book with extremely sad themes and no positive resolution. There is much to discuss, but caution would be needed if using this with students. C. Thomas

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6: *Extension 2*
 Paper \$14.95 SCIS 1289393

MOORE, A., GIBBONS, D. & HIGGINS, J.

Watchmen

DC Comics, USA, 1987
 ISBN 0930289234

Beginning with a murder and ending with a deadly attack on New York, this award winning graphic novel is an examination of the forces of good and evil in the city's decadent environment. Combining a detective story with international political events of the 1980s, fantasy elements, science fiction, and a bit of ancient history, the narrative effectively uses an antihero vigilante to hold the story together, and move it forward. It is a wildly original and gripping story, expertly mixing narrative threads in word and image. Using extreme science and an excellent grasp of the human psyche, the book's strong depiction of good and fallen superheroes is a darkly adult transformation of *The Incredibles*. There is much violence and some sexual material, all in context and essential to the book's beautifully constructed and multilayered plot. English Stage 6 students working with graphic novels could find this text most illuminating. C. Thomas

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Extension 2*
 Paper \$19.99 SCIS 1024594

NAKAZAWA, Keiji

Barefoot Gen: the movies 1 & 2 [videorecording]

Geneon, USA, 2006 (170 min.)
 ISBN none

Set in Hiroshima in 1945, this DVD is in Japanese with English subtitles. A historical narration provides a little background. The first film depicts the nuclear bombing and death of three of Gen's family; the second is about his black market existence in the destroyed city. Gen and his brother play childish games before the bombing. There is humour in the play fighting and shouted dialogue that characterises animé, and a picture is drawn of a hungry but happy family doing the best they can after years of war. The sudden images of the attack, the fires and radioactive rain make a horrifying contrast. The music soundtrack is modern and this jars a little, as does the boys' abrasive dialogue, which can grate on the western ear. The juxtaposition of slapstick humour and lots of whacking, with harrowing images of bodies melting, does not sit well either. The film has its moments, but it lacks the sophistication and empathetic power of the similarly themed *Grave of the fireflies*. C. Thomas

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7–10
 \$22.99 SCIS 1289369

STINE, R. L.

Creepy creatures

Scholastic, 2006 (Goosebumps graphics)
 ISBN 0439841259

Three Stine stories are successfully adapted and illustrated here by graphic artists, who offer brief notes on techniques. The collection is a good mix of plots, themes, and visual interpretation. The use of three very different art styles would be an interesting topic for class deconstruction of graphic novels. Students who compare the stories and who can justify their responses will come to grips with the basics of the genre. *The werewolf of Fever Swamp* is a simple narrative with expert use of angles and close-ups. *The abominable snowman of Pasadena* utilises a comic book style and stark images in an illogical story, even by fantasy standards. *The scarecrow walks at midnight* is actually scary. Using more complicated ideas and an artier look, this story is grounded in believable horror. This is an appealing collection for an introductory study of graphic novels. C. Thomas

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
 Paper \$14.99 SCIS 1288399

WARE, F. C.

Jimmy Corrigan: the smartest kid on Earth

Pantheon, USA, 2002
 ISBN 0375714545

A genre classic, this outstandingly original text demands multiple readings. Delving into the complexities of the sad and lonely life of Jimmy Corrigan, as a child and adult, the book is a satirical and punchy description of sorrow, loss, family, and the shortcomings of modern life. Jimmy is beautifully drawn to elicit sympathy and, despite his failings, the reader is compelled to feel that way. The narrative's semantic complexity, its powerful images, and the sudden shifts in time and place, make this a difficult book to read. It is an intricate, dark and explicit narrative. Childhood scenes and occasional illuminations, such as a summary of the story one quarter of the way through, certainly help understanding. Adult concepts and adult language include sexual images, unfortunately excluding the book from classroom use. C. Thomas

USER LEVEL: Professional
KLA: CA; English
SYLLABUS: English Stage 6: *Extension 2*, Visual Arts Stage 6
 Paper \$34.95 SCIS 1289379

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A day in the life of a small school teacher-librarian



Di Imison is teacher-librarian at Telopea Public School.

I am the teacher-librarian, PPT, at a small school, Telopea, in the Parramatta district of Sydney. Previously I have been the teacher-librarian, from two to five days a week, in a variety of primary schools. Currently, I am also the teacher-librarian at another local school for three days a week for twelve months, while the teacher-librarian is on maternity leave.

At Telopea, a Priority Schools Funding Program (PSFP) school, we have 106 children in five classes. I am the teacher-librarian for one day each week; a role I have had for three years. On my day, Thursday, I teach all the classes (K/1, 2/3, 3/4, 4/5 and 5/6), for up to 40 minutes. I have an hour in the afternoon for library management and administration, when I have help from the library assistant, who is also the School Administration Officer, and sometimes the library monitors are available for assistance. I am also the choir teacher for 20 minutes at morning recess, and, because of this, the library is not open to the children at recess or lunchtime. Sometimes there is a staff meeting or professional development meeting at 8am on Thursdays. This allows for a level of communication between me and the rest of the staff which would otherwise not happen. However, it also means that I need to arrive at school early enough for my preparation to be completed, as classes start directly after the meeting ends.

Team teaching

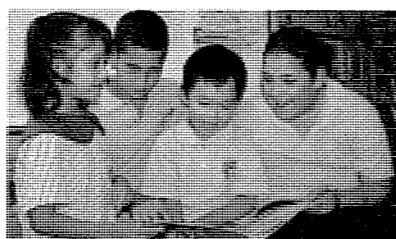
This past year, all the teachers have been involved in the classes in the library. Owing to the time restraints of a one day teacher-librarian, this team teaching is a limited version of cooperative planning and teaching (CPT). Planning usually consists of a combination of my knowing what unit of work, usually HSIE, each class is working on, and making appropriate curriculum links using the information skills process to teach relevant information skills.

There is also an element of just in time planning, which probably occurs in other school libraries. When Year 5/6 was studying Kosciuszko National Park during Term 4, I consulted the suggested teaching and learning activities from the Connected Outcomes Group (COGS) units of work, and selected the mapping activities as an appropriate focus for information literacy lessons. While I explicitly taught the mapping skills, it was helpful to have the class teacher collaborating and providing support for students who were experiencing difficulty, and checking the understanding of others.

Students borrow during class time. The library assistant does the actual circulation processing to allow the class teacher and the teacher-librarian to guide the students with locating and selecting resources. Although this system works well, I must admit that I'm not completely happy because I like to keep in touch with the borrowers, and their needs and interests. But time is the thing!

Promoting reading at Telopea

One of the school's particular aims in 2006 was to raise awareness across the



Reading is cool at Telopea Public School

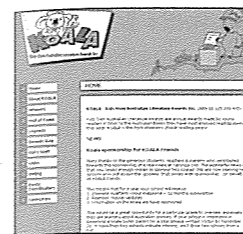
grades that reading is cool, and to encourage reading and borrowing from the school library and from the local public library, which is located across the road. Successful strategies for promoting reading and borrowing included:

- surveying the students to ascertain their reading preferences, which has been particularly successful with the senior boys
- participation in the PSFP initiative, the *Holiday reading is rad* program <<http://www.psp.nsw.edu.au/projects>> (Figure 1), which was eagerly promoted by the staff
- class competitions for borrowing, with the term prize being a DVD of a favourite story and some popcorn
- participation in the KOALA: Kids Own Australian Literature Awards Inc. (KOALA).



Figure 1 *Holiday reading is rad* is a Priority Schools Program initiative <<http://www.psp.nsw.edu.au/projects>>

I have been involved with KOALA for five years, and have found that the students' participation in nominating and voting of their favourite books has



KOALA: Kids Own Australian Literature Awards Inc. <<http://www.koalansw.org.au>>

Day and meet famous authors and illustrators!

Teacher-librarian collegiality

As all teacher-librarians know, because you are the only one of your kind on staff, when you have a library problem, it can be a lonely position. I have found that the sharing collegiality of the NSW *teacher librarian listserv*, (nswtl), is very supportive. The pooling of knowledge that occurs on nswtl, freely given, is such a blessing! Ideas flow, encouragement is given, problems are aired and advice and information are disseminated. Other teacher-librarian listservs, such as oztl, which has a national membership, are also available.

An example of a marvellous idea from the listserv is my discovery of the *Books in Homes Australia* scheme (BiHA). This happened last year, when a teacher-librarian from Broken Hill mentioned BiHA in an email to the listserv. I emailed her, asking for more information and a contact, which she happily passed on. BiHA is only for PSFP schools, whereby three times a year, each student chooses three new books, which are paid for by a sponsor. Telopea's sponsor is Toshiba Australia. The students benefited from having books to read at home, and our school library is also the richer for the donation of the 144 sample books! Owing the new books they themselves have chosen from the BiHA catalogue has been a definite boost for our students. The scheme, which has been running for 10 years, was the brain-child of New Zealand author, Alan Duff. It has now been in Australia for six years. BiHA's motto is:

led to an increased enjoyment of reading by all age groups. As a bonus, selected students attend the Awards

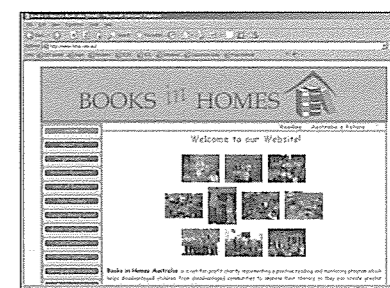
KOALA: Kids Own Australian Literature Awards Inc.

The website of this not for profit charity is all about the books that young students are enjoying reading. It is an excellent guide to text selection for teacher-librarians and English teachers, and it is a strong indicator as to which authors and narrative styles are making a hit with young readers in their recreational reading. Students vote online for the picture books, young fiction, and older fiction that they have most enjoyed reading during the year. The site tracks past winners in the Hall of fame and some of the authors are profiled in Legends. The process of joining in is clearly explained, and staff interested in using KOALA to support a balanced reading program will find information and a kit to download online. C. Thomas

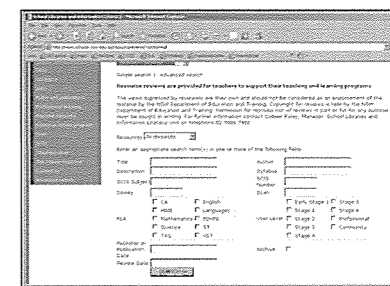
USER LEVEL:	Professional	SCIS 1299054
KLA:	English	
SYLLABUS:	English K-6	
SCIS SUBJECTS:	Books and reading; Children's literature, Australian	
PUBLISHER:	KOALA, Australia	
REVIEW DATE:	18/12/06 [A820]	

It's cool to read & succeed!

In our library, which is also the school's computer room, there are twelve computers for use by the students. The RFF component at Telopea Public School includes computer education by another teacher. When students are accessing the computers and the Internet during lessons in the library, I make great use of bookmarked sites to save time, and because I do not believe in reinventing the wheel. Having access to appropriate websites is important. I always browse for these at home, owing again to the time factor. Then they have to pass the portal test at school! I eagerly read each issue of *Scan* for ideas to implement in my own programming and teaching. The resource reviews in *Scan* save me time, and the *Resource reviews* database <<http://www.schools.nsw.edu.au/resourcereviews>> allows me to locate relevant online and general resources with syllabus links. Another favourite is Sue Lacey's *Inter-lace* <<http://members.ozemail.com.au/~slacey>>, as it is suitable for students, teachers and busy teacher-librarians. Sue's generosity in offering it to everyone is predicated by the etiquette that attribution is given where necessary. Another source of collegial support is my local Parramatta District Teacher Librarians Network, which meets one



Books in Homes Australia <<http://www.biha.com.au>>



Resource reviews <<http://www.schools.nsw.edu.au/resourcereviews>>

afternoon during Terms 1, 2 and 4. The discussions generated at these meetings allow all participants to gather and share ideas, and reflect on best teaching practice. This is particularly relevant during Term 3, when we attend our whole day annual network conference.

Resourcing a small school library

Because Telopea is such a small school, the budget is somewhat constrained when it comes to library acquisitions. Finding innovative ways of adding to our resources is a constant feature in my

library management. The wonderful resources from BiHA certainly help. As well, I'm always on the lookout for book sales, especially remaindered books. Sometimes, free resources, such as *China down under* (2006), are available from the NSW Department of Education and Training. This resource, advertised in *Curriculum Support for Primary teachers (2006)*, includes a teacher's book, and a class set of 30 books.

In an ideal world, every school library would have a teacher-librarian for five

days each week. After all, the library resources, including personnel, can be the most expensive resources in the school. If we want all our children to become lifelong learners, they need to practise and to be taught information skills consistently.

Small schools are great schools

Working in a small school is hard work, as is anything worthwhile. Our principal, Mrs Jenny George, is a

teaching principal, with a 2/3 class. Two full-time jobs in one! Everyone has more duties than in a bigger school. Whether in the playground, on committees, or as organisers for Junior Red Cross, sport, and a myriad of other activities, we survive and thrive because we work together. The Department's sticker says it all really – *Small schools are great schools!* ■

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It's what you do before the reading that makes the difference!



Cathy Welsford

is a Literacy Consultant supporting training for the implemen-

tation of the *Scaffolding Literacy* project. She shares how to develop literate readers and writers using the *Scaffolding Literacy* pedagogy.

In 2006, after considerable research, the Aboriginal Education and Training Directorate (AETD) of the NSW Department of Education and Training selected the *Scaffolding Literacy* pedagogy developed by Brian Gray and Wendy Cowey as the identified approach to accelerate the achievements of Aboriginal students in NSW. The AETD training and the implementation of the *Scaffolding literacy* pedagogy will address the Aboriginal Education and Training Strategy 2006 – 2008 goal for NSW:

- By 2012, Aboriginal student outcomes will match or better outcomes of the broader student population.
- The AETD identified a number of essential elements that need to be addressed when developing literacy programs that ensure the achievements of Aboriginal students. Teachers of Aboriginal students must be trained in:
1. Literacy theory that is based on a social view of language and addresses the skill of code-switching.

2. Cultural education which involves processes of cultural exchange between schools and Aboriginal communities, and understands and values use of local Aboriginal English dialects.
3. Syllabus requirements and standards, and the explicit teaching of a social view of language, code-switching and Standard Australian English.
4. Pedagogical approaches which address teacher talk, relationships with Aboriginal students, working with Aboriginal people in classrooms and the *Quality Teaching* framework.
5. The value of community partnerships that are developed through exchanging cultural understandings, recognition of different expertise and based on extended conversations with Aboriginal communities.

The AETD is confident that literacy training that addresses these five elements will produce comparable outcomes for Aboriginal students.

The independent evaluation by ACER of the research project, *The Scaffolding Literacy in Indigenous Schools Project, 1999–2003*, carried out by Brian Gray and Wendy Cowey, stated that:

...overall it has to be said in answer that the results of Scaffolding procedures observed in the schools in this study are little short of sensational. This is the unanimous opinion of the ACER research team who conducted interviews with and visits to the schools which have implemented the programme.

The pedagogy

This pedagogy uses a whole text approach to address the teaching of reading and writing in Standard Australian English. The pedagogy uses age appropriate, literate text to develop skills, knowledge and understandings in reading and writing in Standard Australian English. While it is essentially an accelerated literacy

pedagogy, it can be used with all students across the developmental spectrum from pre-school to post-school and in all Key Learning Areas.

Scaffolding Literacy is a culturally inclusive pedagogy that ensures that all students are engaged in literate discourse when talking about texts.

To assist Aboriginal English speakers to understand and access the meanings in texts, and to talk and write in Standard Australian English when appropriate, it is critical to study the literate strategies and techniques used by authors to create those texts.

We want the students to become deep comprehenders of text. To be literate in Standard Australian English, students need to:

- engage with the text in the four roles of the reader: code-breaker, text-participant, text user and text analyst (Freebody & Luke, 1990)
- engage in literate discussion about the written text
- make connections between what is being read and what is already known.

It is difficult to learn to be literate without exposure to literate texts. In many instances, speakers of Aboriginal English, who are experiencing difficulty with literacy, are often not working with texts that develop literate understandings or texts that provide access to achievement of syllabus outcomes.

The selection of age appropriate literate texts is critical for engaging students, and for assisting them to catch up quickly.

Prior to students reading a text or passage, teachers need to supply a literate reading, modelling for students how a literate understanding is developed. This includes addressing the background knowledge that students will need to make connections between the text, world knowledge and personal experience, explaining the connections between illustrations and text, and making

clearly visible how inferences have been made.

When analysing the text or passage for its literate interpretation, teachers should initially, and then with the students, consider and analyse four layers of meaning:

- what the author included (the units of meaning)
- why they are included (the author's purpose)
- how the author structured the information to create the intended meanings
- the word and language choices the author made to create the intended meanings.

When students understand the aspects of the text that combine to create the meanings, they are more able to access those meanings, respond to them, and create new texts in Standard Australian English.

Rather than teaching about Standard Australian English at the word level, such as teaching the correct use of pronouns in Standard Australian English, it is more effective to work from a whole text approach.

Demonstrating and teaching how a literate person accesses the intended meaning in the context of a high quality, age appropriate text is a far more effective way to engage meaningfully with Standard Australian English and develop an understanding of the correct use of pronouns.

Pre lesson preparation

Prior to working with a text in the classroom, the teacher needs to:

- read through the text and become very familiar with it
- select the teaching focus for that text, such as, making inferences from the text, the use of pronouns in Standard Australian English, reading and writing long complex sentences
- analyse any illustrations in the text to identify the meaning they add
- know the author's purpose

- know the author's stance. What does the author want the reader to feel towards the characters? What does the author believe?
- research necessary background knowledge. What will students need to know to access meanings of the text?
- prepare the text orientation that will provide a literate reading of the text
- prepare the Preformulations and Reconceptualisations that will develop the literate language that students need to discuss the text
- identify and prepare the language orientation (the passage that all students will read fluently). Identify what units of meaning are included in the selected text/passage and why the author included them.
- prepare a Transformations text (a selected small passage of the text that includes the teaching focus) to explore the structure, word and language choices that author made to create the meaning.
- prepare to use the text as a model for writing, practising writing like the author.

Meaning then decoding

To assist students to make rapid progress in talking, reading and writing in Standard Australian English, teachers need to provide a literate reading of the text, making all meanings clear and explicit, connecting the meanings of the text to student experiences, and developing world knowledge that students can use to create the intended meanings.

By participating in Text and Language Orientations before they attempt individual reading of the text, students become very familiar with the information in the text, why it was included, how the structure of the text or passage works to create the meaning, the word and language choices the author made, and how these choices contribute to the meaning. Consequently, decoding the written text is easier.

Culturally inclusive practices: the Preformulation and Reconceptualisation cycle

The Preformulating and Reconceptualising strategy (PQR) is a culturally inclusive way of asking questions about a text that ensures all students:

- have the knowledge they need to answer the questions
- have the language they need to answer the questions in a literate way
- are provided with models of, and practice in, Standard Australian English,
- are provided with strong oral language development, which almost immediately builds engagement and motivation to participate in the classroom activities.

Each day, as the text is revisited, the student responses become more complex and detailed as they begin to use the information and language, provided by the teacher the day before, in the Reconceptualisations.

The Preformulation/Reconceptualisation questioning strategy facilitates the rapid handing over of the literate discussion about the text to the students.

Some aspects of the Scaffolding Literacy teaching sequence

- *Text orientation* – provides a literate reading of the text for all

1. Preformulate

In your talk about the text, provide the students with the information they will need to respond to your question.

2. Question and response

Ask the question and elicit a response. If you have preformulated well, you will get the expected response.

3. Reconceptualise

Accept all answers, confirm the response offered by the students and then add more information to deepen the understanding of the text. For example, provide further background knowledge, or articulate how an inference was made with reference to the illustration or other actions in the text.

students including making connections to background knowledge, explaining new vocabulary, and identifying inferences from the text and how they were made

- *Read the text* – students follow on own text or big book
- *Text orientation with Preformulation cycle* – enables all students to participate in the literate talk about the text
- *Language orientation* – identifying the units of meaning the author has included, why they were included, and focusing on the function of the words in the sentence, such as why does the reader need to know this?
- *Transformations* – working with a small passage of text that exemplifies the teaching focus to explore how the author created the intended meanings through the structure and the word language choices.

These five strategies are the first part of the Scaffolding Literacy teaching sequence.

About text orientation

A text orientation is much more than a book orientation commonly used in classrooms; it is a literate reading of the text and can take place daily, gradually developing deeper and more complex understandings of how a text operates and how the meanings were created.

Text orientation requires teachers to research the background knowledge needed to make those meanings accessible, identify inferences and articulate how they were made by making the thinking visible, identify and explain new concepts and vocabulary and never make assumptions about what students already know.

Text orientation builds knowledge to bring to the text. It familiarises students with the story before reading. If appropriate, it examines illustrations to understand how they contribute to the meaning of the story. It develops text meaning before reading and, most importantly, it builds a bank of common knowledge around the text so that all students can participate in the literate discussion.

After the teacher has provided a thorough text orientation, the text is read to the students. Each student should have an individual copy of the text, or be following on an enlarged text, such as an overhead transparency or big book. As the reading occurs, the students make connections to the text from the background knowledge previously provided, make the inferences that were clearly articulated, and engage with the new concepts and vocabulary that were explained.

Text orientation is a very low risk and a very highly successful classroom teaching strategy.

About language orientation

Language orientation is the key strategy for reducing stress and overload during reading.

It allows the teacher to prepare learners for reading texts at a level well above that which they could attempt independently.

Using an overhead transparency of the selected passage, and individual student copies or a laminated big book, the teacher uses the Preformulation and Reconceptualisation cycle to identify the words the author has used, and the function of those words. Students highlight the words on their own copy.

Language orientation is also a very low risk and a very highly successful classroom teaching activity.

About transformations

Transformations involves looking closely at:

- how authors use structure and word order to create their intended meaning
- how authors use language choices, through the words and phrases, clauses and paragraphs, to get their meaning across.

The teacher writes the text, selected for its teaching focus, on cardboard strips and displays it on a board. Using very brief Preformulations, the teacher:

- guides students to cut the text into the main units of meaning
- removes sections and asks students, 'What wouldn't we know if the author left this out?' and 'Why do we need to know this?'
- with students, reorganises the units of meaning to see how the meanings could be changed by the text structure
- identifies the meaning laden words, and identifies what important meanings they carry

- removes individual words
- substitutes individual words
- identifies and uses appropriate punctuation
- creates a plan for writing like the author by identifying the function of the units of meaning.

Developing a deep understanding of the Scaffolding Literacy pedagogy is a long term process involving considerable classroom practice over time.

The AETD Literacy Training is the progressive training of consultants and teachers in all NSW Department of Education and Training regions in the Scaffolding Literacy pedagogy. The project aims to develop a pool of skilled practitioners who will implement the pedagogy in classrooms. Regional personnel will inform regional plans to support the implementation of Scaffolding Literacy in their region. Some consultants will become trainers in the pedagogy while teachers will open their classrooms for other schools to observe Scaffolding Literacy in practice. With continued consultancy support, these teachers will quickly begin to make significant differences to the achievements of their students. ■

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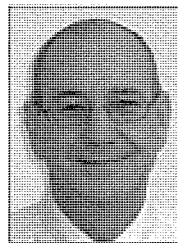
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Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. This issue challenges teacher-librarians to think about the provision of information services in the context of the digital landscape.

School libraries for the future



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Recently I participated in the second School Library Leadership Summit sponsored by the *School Library Journal*, held in Chicago in November 2006. Details of this summit are available at <http://extras.schoollibraryjournal.com/summit/>. Two hundred invited people gathered together to focus on three themes: technology and literacy; how developments in digital libraries can support student achievement; and how emerging technologies can be integrated into education to provide meaningful learning opportunities. Blogs. More blogs. Wikis. More wikis. Brain Age. iPods. Mouse on a mission. The chattering masses. Podcasting. Utube. More podcasting. MySpace.

The screenagers. The wired generation. The relentless promise of significant improvements in teaching and learning.

It was an explosion of ideas, challenges and intellectual conflicts. There was intense discussion, and debate. The conference was framed by a series of complex questions which were explored over the two-day program. Questions included:

- What is School Library 2.0?
- In what ways does the concept of literacy change in a digital context?
- What are the relationships between language literacy (i.e. reading and writing) and media, information, digital, technological, and other types of literacies?
- What should be the standards for emerging information and communication tools?
- How do we help students understand the issues surrounding intellectual property when technology makes plagiarism so easy?
- How can technology be used by teacher-librarians and classroom teachers to meet students' individual learning needs, and in adapting instruction to address differing learning styles?
- How can technology be used to enable teacher-librarians and classroom teachers to expand students' understanding of the world through international

literature? In the context of the digital environment, how do we build collections for the 21st century? What are the new online essentials?

- What unique services will 21st century teacher-librarians provide? How will library space change in the 21st century?
- In what ways does a 24/7 school library, available anywhere, influence teaching and learning? How do we respond to changing user expectations for information availability?

The contributions were rich and diverse, and participants generated a list of the top priorities and opportunities that were seen to be at the centre of developing school libraries of the future. The list, with highest priorities first, strongly affirms the importance of making decisions based on sound evidence, using evidence to frame and structure directions brought on by information technology, and to develop cycles of continuous improvement.

1. Meshing the added value of libraries, (presumably derived from evidence), into the learning environment.
2. Demonstrating through the use of data and evidence to various stakeholders that teacher-librarians and library programs pay learning dividends and improve student achievement.

3. Developing and embracing new models for interacting with learners using 21st century technology.
4. Providing stakeholders with instructional materials, information and model school libraries to demonstrate excellence.
5. Taking a leadership role in educational applications for emerging technology.
6. Engaging teacher-librarians and students as partners in the ongoing assessment of student learning.
7. Including information literacy in teacher preparation curriculum.
8. Closing the information gaps.
9. Building trust and respect with library users; recruiting young school librarians.

There is much discussion about the conception and the future of libraries. It is essential that the profession focuses on the thinking, rethinking, positioning, and repositioning of school libraries of the future, where the virtual and traditional coincide in imaginative and completing ways. Teacher-librarians must be part of this discussion, and engage in it vigorously. Libraries are no longer centres of information access. They are centres of culture. They are no longer centres of information products. They are centres of information experience, as people engage and interact with information in increasingly creative, confronting and provocative formats. Blogger stations, podcasting stations, virtual communication centres, chat stations, digitising stations, virtual reference kiosks. These are exciting times.

This research column challenges us to think about the provision of information services in the context of the digital landscape. The paper is authored by Dr Marie L. Radford, Associate Professor at Rutgers University, and Lynn Silipigni Connaway, from the Online Computer Library Centre (OCLC). The research reported in this column is one of the outcomes from a large research project: *Seeking synchronicity: evaluating virtual reference services from user, non-user, and librarian perspectives*. It is funded by the Institute for Museum and Library Services, Rutgers, the State University of New Jersey, and OCLC. The grant website is <http://www.oclc.org/research/projects/synchronicity/>.

Screenagers and live chat reference: living up to the promise

Dr Marie L. Radford and Lynn Silipigni Connaway

Abstract

The 12–18 year old millennial generation has been referred to as screenagers because of their affinity for electronic communication. Millennials are at home in the instant messaging and chat environment. It is well-known that their communication and information-seeking behaviours are distinctly different from those of other age cohorts and radically different from those of the baby boomer generation. Libraries are providing Internet based virtual reference services (VRS) as alternatives to traditional face-to-face reference services to meet the information needs of all library users.

This paper presents the revealing results of an international study of communication and information-seeking, including a series of three focus group interviews with 12–18 year olds and analysis of a random sample of 431 live chat reference transcripts drawn from an international population. Focus groups were conducted with the cooperation of public and school librarians in collaboration with public school teachers. Analysis of these focus group interviews with groups of urban, suburban, and rural screenagers reveals their communication and information-seeking preferences. These groups have revealed that they use instant messaging (IM) for socialising and collaborative homework, yet they perceive library VRS to be different

from these other virtual encounters. They also express a preference for face-to-face encounters with librarians. Implications of the findings for teacher-librarians are discussed.

Introduction

Much scholarly and popular literature focuses on the millennial generation, born during 1979–1994 (Sweeney, 2006). They have also been called the net generation, digital generation, and echo boomers (Sweeney, 2006; Oblinger & Oblinger, 2005, 2006; Hallam & Partridge, 2006). This generation is second in size to the baby boomers, born 1946–1964, and will eventually outnumber boomers, perhaps as early as 2010 with 'behaviors and characteristics that distinguish them in degree or kind

from previous generations *at the same age*' (Sweeney, 2006, emphasis in original). Their communication and information-seeking behaviours are distinctly different from older cohorts and radically different from baby boomers. Millennials prefer electronic interfaces that offer more choice/selectivity; flexibility/convenience; and personalisation/customisation options, with a penchant for experiential learning, impatience, a results-oriented approach to communication and searching tasks; and an aptitude for multi-tasking (Sweeney, 2006).

Millennials are referred to here as screenagers because of their affinity for electronic communication via computer, phone, television, screens, etc. (see Rushkoff, 1996). Agosto and Hughes-Hassell (2005) found that teenagers turn to 'telephones, televisions, computers, and radios before turning to print resources such as newspapers, books, and magazines'. Books and magazines are listed last as resources. Screenagers are at home with IM and chat environments to a degree unmatched by preceding generations, and they exhibit millennial characteristics to a greater degree than the older group (19–27 year olds).

Responding to user demand and technological trends, an increasing number of libraries provide Internet based virtual reference services (VRS) as alternatives to the traditional face-to-face reference. Virtual reference services include asynchronous (e.g. email), and synchronous (e.g. instant messaging/chat) formats. Information seekers increasingly turn to VRS for anonymity and convenience (Tenopir, 2004), and extended hours (Ruppel & Fagan, 2002). Yet Braun noted that libraries have been slow to adopt instant messaging and the chat which screenagers find more appealing than email.

Literature review

The proliferation of VRS underscores the need to understand participant

satisfaction, the behaviour of users and providers, the needs of specific populations, and to promote successful interactions. Interpersonal aspects have been shown to be critical to clients' perceptions of successful face-to-face reference interactions (Radford 1993, 1998, 1999; Dewdney & Ross, 1994), and in virtual environments (Radford, 2006a; Walter & Mediavilla, 2005). Virtual reference (VR) encounters produce a complete transcript of each interaction, allowing researchers to conduct content analyses of the dialogue that may be too difficult or obtrusive to attempt during face-to-face encounters.

Much VRS research involves evaluations of task-related dimensions such as accuracy (see Arnold & Kaske 2005; Foley 2002; Gross & McClure 2001; Kaske & Arnold 2002; Sloan 2004; and White, Abels, & Kaske 2003). More investigators are turning their attention to the interpersonal characteristics of VRS (see Carter & Janes 2002; Janes & Mon 2004; Mon 2006; Nilsen 2004; Radford 2003, 2006a, 2006c; and Walter & Mediavilla 2005).

Millennials have unique approaches to communication and information-seeking that influence their perception and use of libraries.

Millennials and libraries

Millennials have unique approaches to communication and information-seeking that influence their perception and use of libraries. They have 'grown up with...multimedia environments: figuring things out for themselves without consulting manuals; working in groups; and multitasking' (Lippincott 2005). Sweeney believes that older generations 'will never be as

competent, resourceful, or natural as the millennial natives born into this new culture'. Older generations tend to search the Internet to complete a given task, but millennials see the Internet as 'their information universe...[and] prefer the global searching of *Google* to more sophisticated but more time-consuming searching provided by the library' (Lippincott 2005; Schacter, Chung, & Dorr 1998). They want easy access to full-text documents and become impatient with complex searching that yields citations or abstracts.

Millennials make limited use of libraries and they view librarians in negative terms. Radford (2006c) found that librarians who reprimand adolescents for chat behaviors (such as flaming) can provoke or exacerbate rude behaviour. Radford provides recommendations for promoting positive encounters. Research with urban teens found negative attitudes and frustration toward libraries and librarians with 'aspects of library service such as strict rules, unpleasant staff, lack of culturally relevant materials, dreary physical spaces, and limited access to technology' (Agosto & Hughes-Hassell 2005).

Walther and Mediavilla believe VRS will appeal to millennials who are frequent users of IM and social networking sites such as *MySpace.com*® (Hempel 2005). Further, millennials

were not competent participants in the text-oriented discourse environment created by reference librarians. When teens go online with their friends, spelling is less important than rapid response, and capital letters and punctuation are nonexistent. The aim is to connect. Content is almost irrelevant. Indeed when teens go online with their friends, the medium is the message.

Walther and Mediavilla believe that *the librarians we studied seem to have grafted inferior versions of the communication styles and protocols*

of face-to-face reference onto some rather clunky software.

They conclude that VRS has not yet lived up to its promise for young people.

Theoretical perspective and research questions

This research builds on the work of Watzlawick, Beavin and Jackson (1967), as applied by Radford to face-to-face referencing (1993, 1999), chat (2006a, 2006c), and reference encounters. Watzlawick et. al (1967) proposed that all messages have two dimensions: content (information) aspects and relational (affect, interpersonal) aspects. Research questions derived from gaps in the literature and application of this perspective are:

- What are teenager's communication and information-seeking preferences?
- What relational dimensions are present in chat reference?
- What are the differences in the relational dimensions of teenaged VRS users, other users and librarians?
- What critical factors influence decisions to use VRS?
- How is the lack of nonverbal cues compensated for in VRS?
- How does VRS users' satisfaction with face-to-face reference compare to VRS?

Method

Data was collected from three focus groups and from analysis of a random sample of 431 VRS transcripts from an international service provider. Procedures for data collection, selecting participants, data analysis, and a report of results are given below.

Focus group interviews

Three focus groups were conducted with young millennials (screenagers), in three northeastern USA states; one each from rural, suburban, and urban areas who were regular library

users, but who had not used VRS. Participants were recruited by librarians from one school and two public libraries in collaboration with public school teachers. Two (rural and urban) groups were held at public libraries, one group (suburban) was held at a public high school. The suburban high school participants were from a history class. The urban and rural participants were recruited by public librarians.

Of the 33 total participants, 18 (55%) were female and 15 (45%) male. Ethnic composition was: 21 (64%) Caucasian, 6 (18%) African-American, and 6 (18%) Hispanic/Latino. Thirty-one (94%) participants were in high school and 2 (6%) were in junior high, with ages from 12–18. Participants signed consent forms and parental signatures were also obtained for those under 18.

The transcripts were audio taped and transcribed verbatim. Names were removed for confidentiality. The transcripts were qualitatively analysed and common themes were identified for each question (see *Appendix A* for focus group questions).

Focus group results and discussion: preference for independent information-seeking

Several common themes emerged across all three groups. These screenagers prefer to use *Google*, other search engines, browse the web, ask friends, or find information themselves, rather than ask a librarian for help (see also Agosto & Hughes-Hassell 2005, 2006). Urban and rural teens trusted *Google* results above advice from librarians (see also Schacter, Chung, & Dorr 1998). A rural teen voiced the majority opinion: 'I wouldn't really trust my librarian. I trust *Google*.' Another rural teen said: 'I find something on *Google* and [if] there's enough information on it and it seems logical, I'll just go with it.'

Another student usually used *Google* results without verification if the subject was known, but, 'if it's like a research paper, I'll double check my sources a couple of times just to make sure it's the right information'.

Google is seen as easier and more convenient than library subscription-based databases. Suburban teens alone trusted results from databases (such as SIRS or Galenet) above *Google* or web surfing. They had been taught to use these resources in English class and have easy access to them through their school library's website. They agreed, however, that *Google* would be used to gather background information in beginning research projects. Suburban teens had also been taught to evaluate web content.

What I've seen lately is that you can have a page that's perfectly structured and everything, but yet it can be inaccurate with information... some pages like that are biased like towards one thing. So you have to make sure you look at everything on the page.

Urban screenager

Many teens trusted their ability to evaluate Internet resources above that of the librarian, although others understand that librarians know where to find quality information. Valenza notes that adolescents have an 'apparent lack of concern for their ability to discern the quality of their sources...students spend little time evaluating what they have on the screen, apparently not able to distinguish wheat from chaff'. Valenza asserts that people in general follow 'a path of minimum effort' and that they 'stop their searching at *good enough*'.

Preference for face-to-face interaction

Unexpectedly, the majority prefer face-to-face interactions with the librarian to mediated communication when they choose to ask for help. Participants had established strong relationships with their public (urban) and school (suburban) librarians.

I think it's easier to have her right there because you can get her feedback on the articles. Like she'll pull up a few and then she'll tell you like what she thinks... then if you're 'This isn't right for me,' she can help you find what you actually need.

Suburban screenager

Another suburban teen agreed that a conversation can build a relationship: 'that's just something that you can't get through a computer typing in stuff'. Both rural and urban screenagers reported that they were more likely to ask their public librarians for reader's advisory help than for school-related information. Although the majority carried mobiles, they had never used their telephones to call a librarian for homework help and were largely unaware that their library had a phone reference service. One urban female was unaware of the library's web page. None of the teens would ever email a librarian.

Librarian stereotypes: one

Although they valued the interpersonal relationships with their librarians, the urban and rural groups held negative stereotypes. This excerpt from the urban group revealed that the adult reference librarians were viewed negatively. Note that participants' names have been changed to protect anonymity.

Lisa: Yeah, like if they're not helpful, they'll point me in the direction

Joe: Sometimes, I've asked them like where's a certain book and they'll be like, they'll just point at a random shelf... and then, and then I look and there's like three shelves next to each other and I'm like 'Which one is it?'. So, it's like you have to go and look at every book to see if the book is there.

Sarah: And you get embarrassed; you don't want to ask them again once you've already asked them.

Joe: It's like they close their eyes and they're like that 'That one right there.' (laughs)

Sarah: And then cause you've already asked them, you don't want to feel like you're pestering them too much so you don't go and ask them again...because, I mean, once they do their famous point, it's just like... (laughs)...you don't want to go near them again. That's it. So, you'd rather try your luck in searching it out yourself or going on the computer.

Ed: I have actually, uh, left the library and came back another day for the book. Because they would do the point...

Sarah refers to 'their famous point', evoking one of the components of the librarian stereotype.

It is especially poignant that Ed left the library and came back later rather than interact with the librarian a second time to clarify directions. Sarah refers to 'their famous point', evoking one of the components of the librarian stereotype (see Radford & Radford 1997). Clearly, screenagers choose to avoid possible embarrassing situations (see Goffman 1967).

Librarian stereotypes: two, three and four

A rural teen was concerned about approaching a school librarian after an orientation session because 'they spend like the first forty-five minutes of that first day explaining everything that you've heard for like four years and you know how to do it'. Another rural teen described his school librarian as mean and the school library atmosphere as unwelcoming: 'If it's necessary, I'll go. But if not, I'd rather stay away from it'. An urban teen voiced a stereotypical view that librarians: 'go and use books and just do [the] more traditional librarian kind of thing'.

Reasons for not using VRS

Several reasons emerged to explain why participants had not tried VRS, although nearly all of the participants were avid IM users, except for the urban students who use email (see also Agosto & Hughes-Hassell 2005). Participants used IM for socialising, not for serious pursuits like homework help. One reason teens did not use VRS was that they were unaware that these services existed, even though two of the locations had free statewide VRS available 24/7. Some feared that chat librarians would not understand, would ignore them, or would not care about their information needs.

I think [IM] kind of gives it a cold feeling to it like, you know. They really don't care. They're just doing their job. When you can actually sit and talk to someone face-to-face you kind of can see if they care or not, you know. If they don't care, you're like 'Well, you're not going to help me very much anyway' and you can move on. But the IM, you can keep trying to ask the same person the same question like over and over. And if they don't care, they're just going to keep ignoring you.

Rural screenager

Participants had little confidence in the multitasking or technical abilities of the librarians. One rural teen said: 'A librarian's trying to do like 15 of those conversations at once, they're going to mix up replies'. Reflecting millennial impatience, a suburban teen thought VRS would be time consuming: 'I don't really want to take the time actually to type out, like explaining what I'm doing, what I need it for, what type of sources I need'. Others felt that asking difficult questions, such as for high-level mathematics and science, would prove too complex for VRS librarians.

Privacy concerns

Participants had serious privacy and security concerns that partly stem

from widespread media attention to Internet predators. Already warned to avoid disclosing personal information in chat rooms, teens are reluctant to engage with VRS librarians since they may possibly be dangerous strangers or cyber stalkers.

I'm not going to go get tutored on the Internet by somebody who I personally don't know who might be some psycho serial killer out there when I could get personal help from my home and people in my community.

Rural screenager

Factors influencing future use

When asked what would encourage them to try VRS, some said a trusted librarian, teacher, or friend's recommendation, or better marketing and publicity by service providers might help. One rural student said: 'I like going to people I know...I'd feel a little creeped out talking to some random person about it but okay, I'd give it a shot'. Others felt that if they could choose a trusted librarian, or one wanting to develop a positive relationship they would try VRS.

Chat transcripts: data collection and analysis

Six hundred chat reference transcripts were randomly selected from a population of approximately 479 673 from OCLC's QuestionPoint service over 18 months (July 2004 to November 2006). Four hundred ninety-two transcripts were analysed for this paper and 431 of these were deemed usable after eliminating system tests or technical problems. Transcripts were first coded for educational level through user self-identification or inference. The five education level categories were

- primary school student (grades K-5)
- secondary school student (screenagers, grades 6-12,)
- college student (undergraduate/graduate)
- adult (not in college)
- unknown.

Self-identified cases revealed their year/grade level in school or age, or were tagged in the XML data for grade level. When such information was not expressly stated, cues in transcripts such as context or subject of questions. When education level was ambiguous (e.g. when an assignment could be for an advanced high school class or an introductory college class), the educational level was coded unknown. To check coding reliability, a second coder reviewed education levels for 86 (20%) of 431 transcripts. There was 92% agreement initially, but all but one disagreement was resolved after discussion for 99% final agreement.

Once the educational level had been coded, all transcripts were stripped of identifying information. The transcripts were then coded using Radford's Relational Communication Category Scheme to identify type and frequency of interpersonal communication. Qualitative analysis involved repeated reading, identification, comparison, and categorisation of issues, patterns, and themes following the constant comparative method (Glaser & Strauss 1967; Lincoln & Guba 1985). The category scheme and coding method was applied in a manner used in previous studies (see Radford, 1993, 1999, 2006a) and was further expanded and refined during transcript coding for this project. The theoretical perspectives of Watzlawick, Beavin, and Jackson (1967) and Goffman (1972, 1956) provide frameworks for category development focusing attention on content (task) versus relational (interpersonal) aspects of communication. See Appendix B for the Radford Relational Communication Category Scheme.

Chat transcript analysis: results and discussion

In the 431 usable transcripts, 22 (5%) users self-identified; an additional 72 (17%) users were inferred to be

screenagers (secondary students) for a total of 94 (22%). The remaining users were classified into primary school students, college students, adult (not in college) and unknown. Results for the 94 (22%) screenagers were compared to results for 150 (35%) users with identifiably different education levels. The educational level of the remaining 187 (43%) could not be determined.

Many interpersonal dynamics present in face-to-face reference interactions were found to be present in VR. As seen in the Radford Category Scheme, facilitators that assist in relationship development and barriers that impede relationship development were identified in the transcripts. See Appendix C and Appendix D for examples of transcripts with Relational Facilitators and Barriers. Table 1 defines facilitators and sub-themes used to classify the data. Greeting rituals establish contact with a 'Hi' or 'Hello' in response to a (usually) canned script sent by the system, e.g. 'Hello and welcome to Ask-A-Librarian. I am reading your question now.' Similarly, closing rituals refer to exchanges during which the user may thank the librarian and add a farewell, such as 'goodbye' and where they are met with similar response from the librarian such as 'Thank you for using Ask-a-Librarian. Please return if you need additional information.' Users and librarians demonstrate deference by employing polite expressions, apologies, and repair strategies when mistakes are made. Rapport building consists of conversational give and take, self-disclosure, inclusive language (i.e. let's or we), use of informal language, and other strategies common in face-to-face dialogue. Nonverbal communication is rerepresented by use of emoticons, the spelling of nonverbal behaviour (e.g. ha ha), phrase abbreviations (e.g. LOL for laughing out loud), use of all caps, and other rapidly evolving text-based techniques.

MAJOR THEME	Definition
Relational facilitators	Interpersonal aspects having a positive impact on the librarian-client interaction and enhancing communication (Radford 1993, 1999, 2006a).
SUB-THEME	Definition
Greeting ritual	Hello message, marking the beginning of an interpersonal interaction by exchanging salutations (see Goffman 1972).
Rapport building	Aspects of the interaction that 'involve[s] conversation encouraging give and take, establishment of mutual understanding, and development of relationships' (Radford 1999).
Deference	Showing courtesy and respect. Regularly conveying one's appreciation and confirming the relationship between participants (Goffman, 1956).
Rerepresentation of nonverbal cues	Use of text characters or characteristics to compensate for nonverbal cues not present in chat (see also Walther & D'Addario 2001).
Closing ritual	A goodbye message signaling the end of interpersonal encounters, 'some form of farewell display performed during leave-taking' (Goffman 1972).

Table 1 Relational facilitators: themes and definitions

Category	Number occurrences screenagers (n=94)	Number occurrences others (n= 150)
Thanks	88 (.94%)	193 (1.29%)
Self disclosure	53 (.56%)	136 (.91%)
Seeking reassurance	51 (.6%)	106 (.71%)
Agreement to try suggestion	47 (.5%)	111 (.74%)
Closing ritual	34 (.36%)	79 (.53%)
Admitting lack of knowledge	9 (.10%)	32 (.21%)
Encouraging remarks	1 (.01%)	8 (.05%)

Table 2 Relational facilitators: lower numbers and percentages for screenagers

Category	Number occurrences screenagers (n=94)	Number occurrences others (n= 150)
Alternate spellings	34 (.36%)	22 (.15%)
Punctuation/repeat punctuation	27 (.29%)	33 (.22%)
Lower case	22 (.23%)	26 (.17%)
Slang	11 (.12%)	3 (.02%)
Self-correction	10 (.11%)	6 (.04%)
Enthusiasm	9 (.10%)	10 (.07%)
Explanation for abrupt ending	6 (.06%)	3 (.02%)
Alpha-numeric shortcuts	3 (.03%)	0

Table 3 Relational facilitators: higher numbers and percentages for screenagers

The process of comparing counts and averages of occurrences for the facilitators found in screenagers' transcripts revealed interesting differences. Screenager transcripts had lower numbers/averages in a number of categories.

Teens typically have low levels of self-disclosure and are reluctant to admit lack of knowledge or agree to advice, so these results are not unexpected (Radford 2006b). They engage in fewer closing rituals, since they are generally impatient and may suddenly leave the chat session. However, they say 'thanks' at nearly the rate of those at other educational levels, demonstrating better manners than usually attributed to teens. Screenagers are also enthusiastic (Sweeney 2006), so it is also not surprising that they express their gratitude.

Screenager transcripts had higher numbers/averages in some facilitator categories (see Table 3). Teens favour typing shortcuts and alternative spellings, having embraced IM tactics and text messaging, as seen prominently here (see Carter 2003; Zlinko 2006). It is therefore not surprising that millennials frequently use alternate spellings, lower case, and alpha-numeric shortcuts.

Table 4 defines barriers and sub-themes that emerged from the data. Screenager transcripts had higher numbers and averages in four barrier categories (see Table 5). Abrupt endings come with the cyberterritory in chat, but the 'disappearing user' is puzzling for librarians who wonder if technical problems occurred, or if the user has left the computer. Millennials, known for their multitasking (Sweeney 2006), may have other chat windows open, get involved in a phone conversation, or abruptly transfer their focus to other tasks. Millennials are also impatient, so again this result is not unexpected (Sweeney 2006). The number of users who were rude or insulting or goofing around was low, reflecting findings from analysis of a

MAJOR THEME	Definition
Relational barriers	Interpersonal aspects of the chat conversation that have a negative impact on the librarian-client interaction and that impede communication (see also Radford 1993, 1999, 2006a).
SUB-THEME	Definition
Relational disconnect/ failure to build rapport	Failing to encourage give and take, establish mutual understanding, and engage in relationship development (see Radford 1999, p. 25).
Closing problems	Ending the chat interaction without a closing ritual or exchange of farewell or goodbye (see Goffman 1972).
Negative closure	Strategies 'that library staff use to end the reference transaction, apart from providing a helpful answer' (Floss & Dewdney 1998).

Table 4 Relational barriers

Category	Number occurrences screenagers (n=94)	Number occurrences others (n= 150)
Abrupt endings	41 (.44%) (41 transcripts)	47 (.31%) (47 transcripts)
Impatience	12 (.13%) (8 transcripts)	4 (.03%) (3 transcripts)
Goofing around	8 (.09) (4 transcripts)	8 (.05) (1 transcript)
Rude or insulting	3 (.03) (3 transcripts)	0 (0 transcripts)

Table 5 Relational barriers: higher numbers and percentages for screenagers

statewide VRS (Radford 2006a). This may be viewed as surprising since many librarians believe that teens are often rude in VRS encounters.

Implications of focus group and transcript analysis

These results have many implications for teacher-librarians working with young millennials. Screenagers' stereotypical images of librarians and fear of being reprimanded or embarrassed suggest that teacher-librarians need to be more aware that teens may be hesitant to ask questions. Results suggest that teens should be encouraged, treated gently, and invited to ask for follow-up help. Teacher-librarians might consider accompanying teens to shelves to locate materials, and checking with them often during the information seeking process. Teens clearly value face-to-face interaction, so teacher-librarians may want to take extra time to get to know students, create positive relationships, and use

constructive feedback techniques (e.g. catch them being good).

Since millennials like collaborative work, ample group space ought to be designated wherever possible. Teen's preference for independent information seeking needs to be accepted and respected. However, they require guidance in becoming savvy searchers and in evaluating resources. Teens are impatient so instruction on efficient use of search engines and library databases could be promoted as time saving in the long run.

Teacher-librarians could do much to allay teens' fear of using VRS. Teens reveal that they would try VRS if encouraged by trusted librarians. Demos of VRS could be given along with discussion of what types of questions and chat behaviors are appropriate (see Radford, Barnes, & Barr 2006, for user guidelines). Techniques to avoid dangerous chat situations could be offered. Results also suggest that students should be encouraged to

enter library phone numbers into their cell phones for quick ready reference or verification questions. Teacher-librarians are urged to try VRS with their students, or join a local consortium since the results indicate that screenagers will respond positively to these services if they are encouraged to do so and if they are treated with respect as users. This research suggests that the above strategies would increase teen use of face-to-face referencing as well as VR library services.

Conclusion

Results clearly indicate that screenagers have different communication and information behaviours than those of previous generations. The teens' traditional views of librarians carry over into their decision-making processes for choosing VRS. They do not think of chat as a possible venue for homework help, they worry about chat conversations with strangers, and they have been told to avoid potentially dangerous situations online. They need to be reassured by trusted adults or friends before they will try VRS.

Focus group interviews reveal that relational dimensions are critically important to adolescents who are experiencing a period of rapid emotional as well as physical development (see also Kuhlthau 2004). Valenza notes that a blend of face-to-face and electronic services may be best:

For today's learners, libraries can be exciting hybrid experiences of face-to-face lessons learned, reinforced with effective online supports.

Walter and Mediavilla recommend involving teenagers in developing and evaluating VRS services.

It would be interesting to see what would happen if the designers of such online reference services followed the principles of good young adult library practice and involved the teens as active participants in both the planning and the delivery of the services. At the moment, teens are from

Neptune, librarians are from Pluto. Better services would result if they could meet somewhere closer together in cyberspace.

This research project is reaching out to young millennials to learn more about their communication and information-seeking behaviors. One goal is to gain a greater understanding of their preferences and needs to ensure that virtual and face-to-face library services are effective and responsive. VRS offers a promising avenue to reach young millennials if they are encouraged and welcomed by librarians. Future relevance and sustainability of library services may hang in the balance in this Google dominated information environment if VRS does not live up to this promise.

Appendix A – Focus group questions for non-users of virtual reference services (ages 12–18)

1. When you are stuck in a homework assignment and need information, what do you do when you need help?
2. When you need help with homework and decide to get help from a librarian, what do you do? [PROBES: do you usually go to the library, email a librarian, or call the library on the phone? How do you decide what kind of help to try?]
3. Do you know that you can ask librarians questions or for help using email or IM (instant messaging)? If yes, why haven't you tried them?
4. Would you like to try instant messaging or chatting with a librarian for help? What would make you interested in trying email or IM to get help from librarians?
5. What have you heard about getting librarian help or getting library resources on the Internet from your friends or teachers?

Appendix B – Radford Relational Communication Coding Scheme

FACILITATORS

- Greeting Ritual
- Deference
 - Agreement to Try What is Suggested or To Wait
 - Apology
 - Asking for Other to Be Patient
 - Expressions of Enthusiasm
 - Suggesting Strategy or Explanation in a Tentative Way
 - Polite Expressions
 - Praise, Admiration
 - Self-Deprecating Remarks
 - Thanks
- Rapport Building
 - Familiarity
 - Humor
 - Informal Language
 - Alternate Spelling,
 - Abbreviated Single Words
 - Slang Expressions
 - Interjections
 - Offering Confirmation
 - Approval
 - Empathy
 - Inclusion
 - Offering Reassurance
 - Encouraging Remarks,
 - Praise
 - Enthusiastic Remarks
 - Repair Self Correction
 - Seeking Reassurance,
 - Confirmation Self Disclosure
 - Self Disclosure
 - Admitting Lack of Knowledge
 - Explaining Search Strategy
 - Explaining Technical Problems
 - Offer Personal Opinion
 - Advice, Value Judgment
 - Rerepresentation of Nonverbal Cues
 - ALL CAPS
 - Alpha-Numeric Shortcuts
 - Asterisk for Emphasis
 - Ellipsis

- Emoticons
- Lower Case
- Phrase Abbreviations
- Spells Nonverbal Behaviors
- Punctuation or Repeated Punctuation

- Closing Ritual
 - Explanation Abrupt Ending
 - Invites to Return If Necessary
 - Makes Sure User Has No More Questions
 - Offers to Continue Searching & E-Mail Answer

BARRIERS

- Negative Closure
 - Abrupt Ending
 - Disclaimer
 - Failure to Refer
 - Ignoring Cues that User Wants More Help
 - Premature or Attempted Closing
 - Premature Referral
 - Sends To Google

- Relational Disconnect Failure to Build Rapport
 - Condescending
 - Derisive Use of Spelling NV Behaviors
 - Disconfirming
 - Failing to Offer Reassurance
 - Failure or Refusal to Provide Info
 - Goofing Around
 - Ignoring Humor
 - Ignoring Self-Disclosure
 - Impatience
 - Inappropriate Script or Inappropriate Response
 - Inappropriate Language
 - Jargon, No Explanation
 - Lack of Attention or Ignoring Question
 - Limits Time
 - Mirrors Rude Behavior
 - Mistakes
 - Misunderstands Question
 - Reprimanding
 - Robotic Answer
 - Rude or Insulting

References and further reading

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The NSW State Numeracy Plan 2006-2008: building upon strong foundations



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Directorate

The creation of a shortcut from the Atlantic to the Pacific oceans, just north of the equator, is one of the most extraordinary human achievements ever. The building of the Panama Canal was a massive feat of engineering and ingenuity that cost millions of dollars and thousands of lives. The Panama Canal opened in 1914 after a 30 year effort that many believed dwarfed the building of the pyramids. In 1948 it no doubt inspired Leigh Mercer to publish his immortal palindrome 'A man, a plan, a canal - Panama!'

In March 2006, the NSW Minister for Education and Training announced the *State Numeracy Plan 2006-2008* (Figure 1). The plan is not on the same scale as the construction of the Panama Canal. However, careful planning is always important in achieving significant goals. The new State Numeracy Plan is designed to build upon the sound foundations established in the numeracy component of the earlier NSW literacy and numeracy strategy. The new plan has been developed to guide the work of schools, regions and state office directorates in achieving equitable

A particular emphasis of the plan is the improvement of the numeracy achievement of Aboriginal students.

numeracy outcomes for all students. A particular emphasis of the plan is the improvement of the numeracy achievement of Aboriginal students.

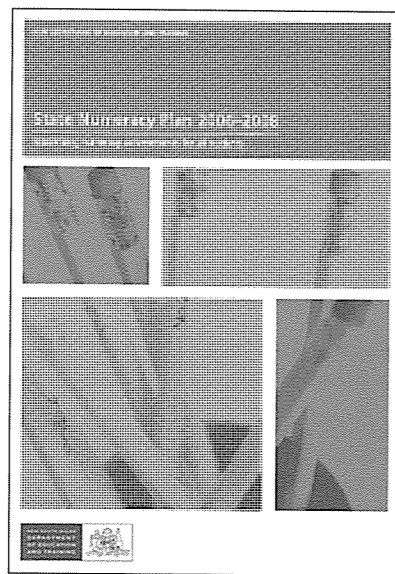


Figure 1 State Numeracy Plan

The numeracy plan sets system-wide targets and seeks an overall reduction of 10% of students in the lowest performance bands in numeracy for Years 3, 5 and 7 by 2008. Data, from the Basic Skills Tests (BST) in numeracy and the Secondary Numeracy Assessment Program (SNAP), will be used to

identify areas of greatest need. Specific numeracy programs, such as *Count me in too* and *Counting on*, will be supported in identified schools to strengthen the numeracy performance of students in the lower achievement bands in SNAP and BST.

Counting on and the consequences of preference

In *The road not taken* (1916), Robert Frost wrote:

*Two roads diverged in a wood,
and I—
I took the one less travelled by,
And that has made all the
difference.*

For some students, the road not taken is the path that moves them on in their numeracy development from counting by ones to counting on, and so forth.

In a Year 7 classroom, Jonathan is asked the following question:

There are 42 biscuits shared amongst a group of children. Each child receives 7 biscuits. How many children are there?

Jonathan repeats the information from the question and begins to count on his fingers.

Teacher: *Would you like some paper to work that out?*

Jonathan: Yes
(His teacher provides him with paper and Jonathan thinks aloud about how he can find the answer.)

Jonathan: *If I give... (He draws seven marks on the paper as he counts aloud. He then circles the group.) One group of seven.*

Jonathan then draws another seven marks on the paper as he counts aloud before going back to the start to count up how many marks he has made so far.

He then draws another seven marks before returning to the start of the new group and counts on from 14 by ones to get a running total of 21.

Jonathan continues counting by ones and making marks on the paper. He makes a mistake in counting his marks, loses track of how many biscuits were referred to in the question, and continues to make another group of marks.

Teacher: *Have you got there yet?*

Jonathan: *Well I've got one, two, three, four, five, six, ... (Counts to forty-four).*

Teacher: *How many biscuits did we need?*

Jonathan: *Forty-four.*

Teacher: *Forty-two.*

Jonathan: *Oh. OK. (He crosses off the last two marks.)*

Teacher: *How many children?*

Jonathan: *One, two, three, four, five, six.*

There are many students like Jonathan in our middle years classrooms. They have a method that, given time, will work. Indeed, it is the fact that the method works that has led to some students having a deeply entrenched preference for counting by ones. For students whose solution methods are stuck in the rut of counting by ones, the direction for

instruction is clear. Changing paths however is not simple.

... by the end of the middle years of schooling such children feel secure, often confident, in their procedure. It is successful, may well have been refined and it leads to solutions. Why change? What need is there to look for alternatives?

(Gray, 1991)

The *Counting on* program helps children to make the transition from counting by ones to more efficient methods. In addition to strengthening students' understanding and use of place value, the *Counting on* program has been recently expanded to address the link between literacy and numeracy.

Jumping the hurdles

The 2006 Secondary Numeracy Assessment Program (SNAP) contained a question that produced some unexpected results. The question was number 43, reproduced below.

Natalie paddled 402 km of the Murray River in her canoe over 6 days. She paddled the same distance each day. How far did Natalie paddle each day?

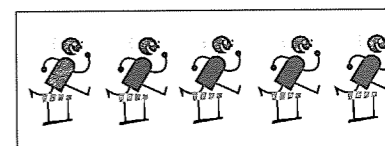
What appeared unusual was the number of correct responses. Only 36% of Year 7 students answered the question correctly and this reduced to 14% for Year 7 Aboriginal students. An initial response to this result might be to blame it on inadequate teaching of division.

Alternatively, we could lament the impact of literacy skills on contextualised numeracy questions. Students may have had difficulty reading the question. Teachers have for many years recognised two hurdles that students need to clear in dealing with word problems involving mathematics. These two hurdles are reading the words and comprehending what is meant by the words.

Anne Newman (1977) identified five significant hurdles that students need to clear in dealing with word problems in mathematics. These hurdles correspond to:

- reading the problem
- comprehending what is read
- carrying out a transformation from the words of the problem to the selection of an appropriate mathematical strategy
- applying the process skills demanded by the selected strategy
- encoding the answer in an acceptable written form.

A stumble on any of these hurdles can prevent a student from correctly answering a problem like question 43 on SNAP.



In addition to the five major hurdles, Newman recognised the problems of motivation and the possibility of careless errors. If, when reworking a question using the Newman analysis, the student is able to correctly answer the question, the original error is classified as a careless error.

Research using Newman's error analysis has shown that over 50% of errors usually occur before students get to use their process skills. That is, students who make a mistake in solving a mathematics problem expressed in words usually stumble before the fourth hurdle. Yet most attempts at remediation address only the fourth hurdle, through revision of standard algorithms and basic facts.

Using prompts to locate the problem

As well as describing a progressive series of challenges that students must overcome in answering written

Prompts	Purpose
Read the question to me.	Reading
What is the question asking you to find out?	Comprehension
What method could you use to get the answer?	Transformation
Try doing it and as you are doing it, tell me what you are thinking.	Process skills
Now write down your answer.	Encoding

Figure 2 Newman's error analysis

problems, Newman suggested prompts to help determine where errors first occur. She used the following prompts or questions as students attempted problems.

The use of this sequence of five prompts is known as Newman's error analysis (Figure 2). One of the main advantages of Newman's prompts is that they are easy to use in a classroom. When a student raises his or her hand and says, 'I don't know how to do this question', the teacher can work through the sequence of prompts to identify where the real problem is. In the classroom, I use a slight variation of Newman's first prompt. I ask the student to, 'Read the question quietly to yourself and let me know if you want help with any word'. I follow this with, 'Can you tell me what the question is asking you to find out?'. I then ask the student, 'What could you do to get the answer?'. It is standard practice to go at least one question beyond where the first error occurs as students may not always be able to explain their thinking clearly. Once you understand the purpose for the prompts, it is natural to make the language of the prompts your own.

Comprehension and transformation stages

When we interviewed a number of students, using Newman's prompts with question 43 from SNAP, we found that many students had problems at the comprehension and transformation stages. In particular, a large number of students we interviewed transformed the question into

Beyond being better able to diagnose students' errors, the consistent use of Newman's prompts can assist students in developing good habits of mind in solving problems.

a multiplication task. That is, they tried to find six lots of 402 km. When their attention was drawn to the phrase *each day*, we also found a number of students who had errors with the process skill of division. However, additional work on division to reduce the difficulties identified with this problem would be the wrong tactic. A student who uses multiplication to find an answer to this problem is unlikely to be aided by additional work on the division process.

Beyond being better able to diagnose students' errors, the consistent use of Newman's prompts can assist students

in developing good habits of mind in solving problems. Professor Alan Schoenfeld, from the University of California, advised his students at the start of the term that he reserved the right, at any time, as he moved around the classroom, to ask individuals one of three questions in relation to their work on particular problems:

- What are you doing?
- Why are you doing it?
- How does it help you in solving the problem?

After several weeks, he noticed that students would notice him coming and he could see their minds ticking over as they said to themselves: 'Oh-oh, here he comes. . . What am I doing? Why am I doing it? How does it help me to solve the problem?'. By the end of the term, he found he no longer needed to ask as the students had internalised the questions, and were increasingly monitoring their own thinking. In a similar way, Newman's prompts can lead to good habits of mind when solving word problems.

In developing students' numeracy, programs such as *Count me in too* and *Counting on* provide practical guidance that is based on research. The State Numeracy Plan will never emulate the remarkable planning underpinning the construction of the Panama Canal. However, dramatically improving the educational journeys of many students is, to my mind, always a worthy goal. ■

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Building your own library intranet

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A well constructed and maintained school library intranet is a valuable tool, and an asset to the school learning community. The intranet is simply a website, a collection of electronic pages that are accessible to all library users. The intranet pages are bound by a common theme, which is that they contain information about the library itself, as well as current activities within the school. They also have a set of links to Internet sites that are appealing, interesting and relevant to the professional learning of students and teachers.

At a broader level, teacher-librarians can provide invaluable support for school web pages, Internet and intranet, so that all information, relevant to the school community, is easily accessible, well-managed and organised.

At a broader level, teacher-librarians can provide invaluable support for school web pages, Internet and intranet.

Creating a website

Website creation software has improved dramatically over the past few years and it is now easier than ever to use programs that are installed on all school computers to create a website in as little as a few hours. The website can be transferred onto the school server and easily accessed by a link, or shortcut that appears on each computer desktop.

Getting started

The most important part of your website construction is done away from the computer. Start with a large piece of blank paper and make five headings:

- library resources
- school environment
- student activities
- teacher resources
- Internet links.

Now begin to populate these columns with links to appropriate sites for each category. As an example, your library resources section could contain a *What's new* subdivision, as well as general information on the resource material that the library offers, such as magazines, reference books, historical documents, books, videos, CDs, and DVDs. Groupings of links for selected websites relevant to units of work might also be included.

The school environment section could include information on the school rules and regulations, a calendar of events, a notice board for up and coming school activities, and headings for each KLA. The table below gives an example of what the finished list may look like.

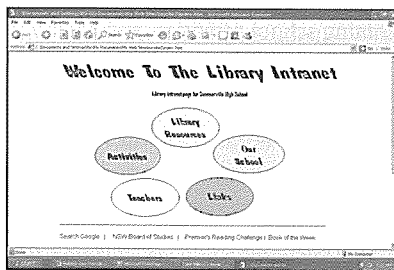
Library resources	School environment	Student activities	Teacher resources	Internet links
<ul style="list-style-type: none"> • Library map • How to find a resource • Reference section • New resources • Search engines • Websites • Pathfinders 	<ul style="list-style-type: none"> • School rules • School calendar • School holidays • Next week at the school • Subject pages 	<ul style="list-style-type: none"> • Premier's Reading Challenge • Webquests • Book raps • Filamentality 	<ul style="list-style-type: none"> • Curriculum Support website • School Libraries & Information Literacy • Centre for learning innovation • Children's Book Council • EdNA online • <i>Quality teaching</i> • COGs 	<ul style="list-style-type: none"> • Google Search • OzProjects • The Le@rning Federation

Curriculum support

When the content of the site has been established, and it is recommended that this be a collaborative effort between the teacher-librarian and executive teachers, it will be necessary to commit the ideas to the electronic media.

One of the simplest and fastest ways to get this done is to use a freely available and relatively user-friendly website creation program, such as Microsoft® Front Page. The options within this program will enable you to create a new empty website, to which you can add pages, and make changes to the web design and the navigation structure without the need to write any hypertext mark up language (HTML), which is the code that is used to write web pages.

If you are not sufficiently confident to take on this stage of the project alone, fellow staff members or senior students, who have an interest in website creation, are generally easy to locate. It is very important to keep the design and appearance of the site neat and unobtrusive. Look at the websites of some of the richest companies in the world. They focus on being clean, simple and free of garish colours, distracting images and irrelevant material.



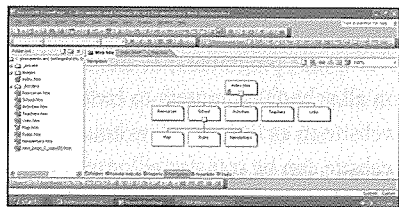
This is an example of a title page that would be a good entry point for a library intranet

Creating a clean website

Some general tips and hints for creating a clean website are:

- either use no background, or use one that is sufficiently subtle as to not interfere with the text
- make the text large enough to read, but not so large as to appear chunky or clumsy
- place all text in fairly narrow

- columns, as it is easier for eyes to scan down rather than across
- ensure that the site is easy to navigate. This means that the user is aware of their location within the site and is able to quickly reach another page.
- ensure that all graphic images are no larger than they need to be. One of the most common faults with home made web pages is that they are very heavy, that is, the pages are loaded with graphics, whose file sizes are much larger than they need to be, creating issues such as long download times and excessive space requirements on the server.
- be consistent in terms of layout and style. Each page needs to look like it belongs to the one site.



Designing the navigation structure of the site with MS Front Page

Library intranet sites can range from modest but functional affairs that provide some basic information, to elaborate, multi page resources that can almost form the backbone of a school's information system. Unlike a printed timetable, which becomes dated from the moment of its creation, an intranet site can be updated at any time to remain relevant and current. Whilst the prospect of doing weekly updates may appear daunting, the

business of making changes to the site becomes amazingly simple once a few simple steps have been mastered. The most successful sites are rich in the type of information that is immediately relevant to students and teachers, such as:

- information on up and coming school events, such as excursions and school visits
- career information for seniors
- examination timetables
- sports results
- school newsletters.

It goes without saying that the intranet would also be a hub for library-based activities such as Book Week, Premier's Reading Challenge, library resources, whole school teaching resources, electronic documents, student assignments and work, units of work, and a multitude of links to other relevant information sites.

The school library has always been a necessary and valuable component of a school's overall education program. A library intranet that showcases library resources, and provides a hub for school information will make a valuable resource even better.

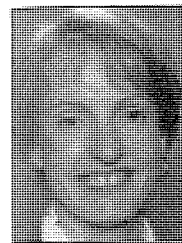
In order to make a quick start to your library intranet project, you may wish to request a free template to get you going. It has been created in MS Front Page and is generic, but it can be completely customised to meet the needs of your school – Primary or Secondary, large or small. If you would like a copy of this template, contact Ric Tester at <richard.test@det.nsw.edu.au>.

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Making the connection:

TLF content and curriculum topics



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The Le@rning Federation (TLF) is continuing to develop online content in the form of interactive multimedia learning objects and digital resources for use by students and teachers across Australia and New Zealand.

There are currently over 4000 content items in seven content areas:

- Mathematics and numeracy
- Literacy for students at risk
- Science
- Studies of Australia
- Languages other than English: Chinese, Japanese and Indonesian

TaLe is a single gateway where teachers, school leaders and parents can easily locate research and resources to support student learning.

- Business and enterprise
- Art, design and technology.

NSW Department of Education and Training (DET) teachers can access the TLF content through the Teaching and Learning exchange (TaLe) at

<<http://www.tale.edu.au>>. TaLe is a single gateway where teachers, school leaders and parents can easily locate research and resources to support student learning. TaLe provides access to quality teaching resources developed by the NSW Department of Education and Training. There are currently 15 000

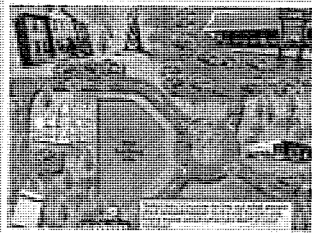
resources available through TaLe, over 4000 of which are TLF content items.

As an increasing number of teachers are looking to add the use of TLF content to their teaching strategies, this article aims to provide suggestions, which teachers may wish to investigate. The description of each resource has been taken from content catalogues which are available on the *The Le@rning Federation* website at <<http://www.thelearningfederation.edu.au>>.

The environment

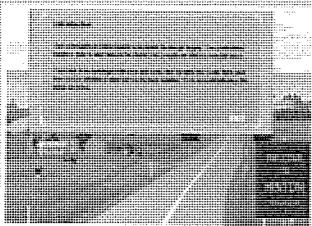
Issues relating to the environment, and human interaction with it, are components of several NSW syllabuses, including HSIE K–6, Science and Technology K–6 and Geography 7–10. Below are examples of learning objects with an environmental focus, which could be used in conjunction with other resources to enhance student learning. The Stages indicated are intended as suggestions only.

	<p>Green machine (series) Stage 5</p> <p>Description: In the <i>Green machine</i> series, students investigate the connection between a vehicle's features and its greenhouse gas emissions, and assemble a vehicle that meets specific targets for fuel consumption. Students are required to consider the responsibilities of Australian drivers within the context of global warming and its possible effects on planet Earth.</p>
	<p>Nuclear power (series) Stage 5</p> <p>Description: This series enables students to explore various aspects of nuclear energy. In <i>Fission control</i>, students first answer questions about how nuclear reactors work. They then proceed to operate simulated controls for a nuclear power reactor with the variables: fuel type, coolant type, coolant flow and position of control rods.</p>



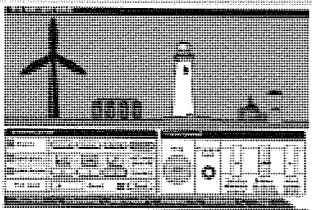
Community enterprise: people, economy and the environment Stages 3, 4

Description: Students help a local council to investigate proposals for redeveloping an old factory site. Using the information provided, students rate the economic, social and environmental effects of each proposal and then explain the reasons for their recommendation.



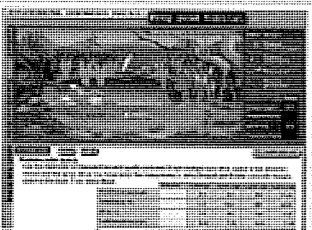
Title: Wind farm: pros and cons Stages 3, 4

Description: Students investigate the advantages and disadvantages of establishing a wind farm in a coastal community by gathering facts and opinions from local residents. Using this information, students decide whether to proceed with the development by considering issues of ecological sustainability, economic development, social responsibility, lifestyle and visual impact.



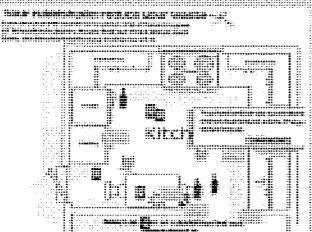
Wind power (series) Stage 5

Description: This series enables students to explore the conversion of wind energy into electricity.



Frog pond habitat (series) Stages 3,4

Description: The Frog pond habitat series provides students with an opportunity to investigate, gather, synthesise and evaluate data in virtual environments.

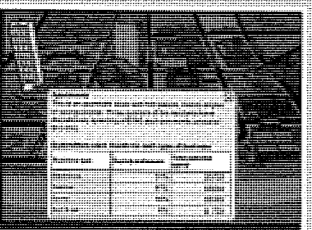


Title: Your rubbish pile: managing your waste Stage 4

Description: Students are challenged to reduce the amount of rubbish sent to landfill by comparing the merits of reducing, reusing and recycling kitchen waste.

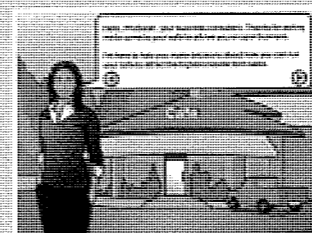
Business

Below are examples of business related learning objects, which could be used in conjunction with other resources to further students' understanding of the world of business. Teachers have reported on the success of these learning objects with Year 9 students. These objects could be used with numeracy related topics.



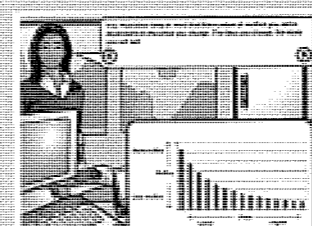
Start a business Stage 5

Description: In the Start a business series, the student explores factors associated with starting a viable retail business.



Cafe consultant (series) Stage 5

Description: The student interviews potential customers, records and evaluates their responses before making choices about the opening time, menu and décor. The cafe is run for six months, after which the student can view the trading results in order to determine if their choice of business and location have been profitable.



Muffin bakery (series) Stage 5

Description: In the Muffin bakery series, students explore various factors affecting business profitability in order to maximise profit. These factors include fixed and variable costs, pricing, and volume discounting.

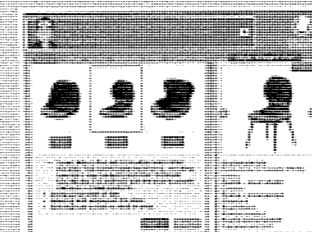
Design and technology

There are a number of TLF learning objects, which could have application in the area of design and technology. Below are series examples which have had reported success in assisting students in understanding aspects of design.



Innovation cycle (series) Stage 5

Description: In the Innovation cycle series, the student explores the different stages of the innovation cycle. They identify and apply research methods to advance an innovative design solution that meets pre-determined requirements.



Directional design (series) Stage 5

Description: In the Directional design series, students are given a product design brief to build an everyday object found at school or home that is well suited to the built environment in which it will be used.

For additional ideas on how the other examples of TLF content might be used, see the 'Gateways to learning' article in Scan 24(4).

NSW government schools can access the TLF content through the Teaching and Learning exchange (TaLe):

- log in as either a Primary or Secondary teacher, and then enter the name of the learning object into one of the three search tool options
- if the Quick search option is chosen, type in the words 'learning federation' or 'TLF' and click Search

- the search can then be refined by clicking on Refine this search and typing in the name of a specific object, or the KLA, or a keyword, such as, area, literacy, music. TLF resources are identified at the bottom of each search result by a TLF icon.
- click on the title of the desired resource
- some resources open with an option to 'start' or 'download'. It is recommended that the former be selected in the first instance, as some learning objects are quite large.

For further assistance on searching for the TLF resources email TaLe at <contact.tale@det.nsw.edu.au>. ■

Further information on The Le@rning Federation is available at <http://www.thelearningfederation.edu.au>.

References and further reading

Mason, R. (2005) 'Gateways to learning', Scan 24(4), pp. 40-41.

Improved Internet security and access for NSW public schools

Kristy Browning is Communications Manager, Learning Systems Development.

In this digital age, students are increasingly relying on technology to access information, and as a way to communicate with people. Statistics show that 86% of school aged children have access to the Internet at home, with over one third of these children accessing the Internet on a daily basis as a source for homework, entertainment and communication (*Kidsonline@home*, 2005).

Last year, the NSW Department of Education and Training (DET) rolled out a new Internet service to all NSW public schools, providing students and staff with a personal Departmental email account and authenticated access to Departmental Internet services.

As part of this online service, students and staff are supplied with a unique user name and password for Internet access at school. These user credentials (user name and password) provide students and staff with access to the DET portal, a personalised gateway to a range of useful teaching and learning resources.

An exciting feature of the DET portal is that staff and students can access their portal from school, or from anywhere with an Internet connection and a web browser, such as from home, public libraries and Internet cafes, worldwide.

The DET portal

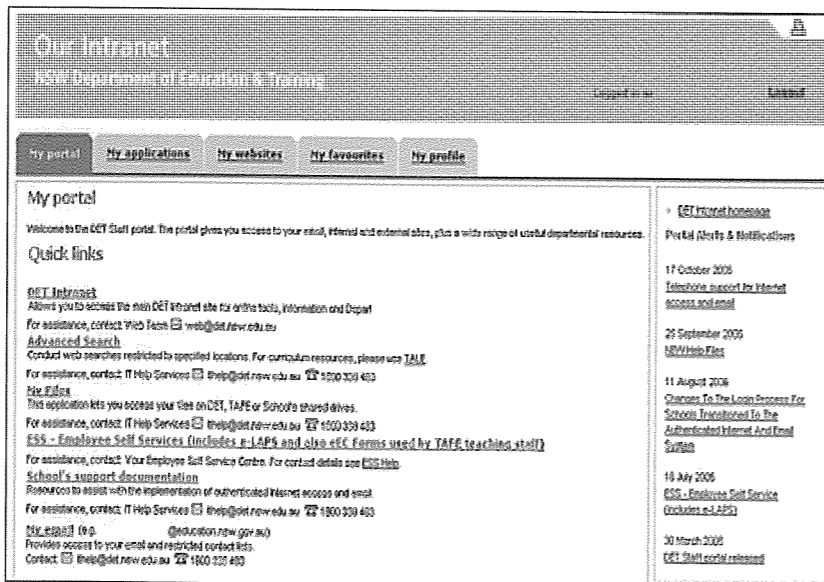
The DET portal interface presented to the user depends on the user's role as a staff member or a student in scholastic Years K-6 or 7-12. Accordingly, the services provided through the portal also vary depending on the role or scholastic year of the user.

School staff members are provided with a portal interface that is similar to the appearance of the NSW Department's intranet.

From within the DET staff portal, users have access to:

- a range of services in My portal, including
 - My email
 - ESS - Employee self services, for My leave, My details, and My pay
 - My files, for access to files on

- the school's shared network
- DET intranet
- links in My applications, such as
 - Teaching & Learning exchange (TaLe)
 - Management of School Staffing (OMSEE) for managing school enrolments and entitlements
 - Electronic casual pay claims (eCPC), email <e-CPC@det.nsw.edu.au> for registration assistance
- links to websites, from My websites, such as
 - School Financial Support Unit (SFSU)
 - Curriculum Planning, Programming, Assessing & Reporting to parents K-12
 - SCIS - Schools Catalogue Information Service.

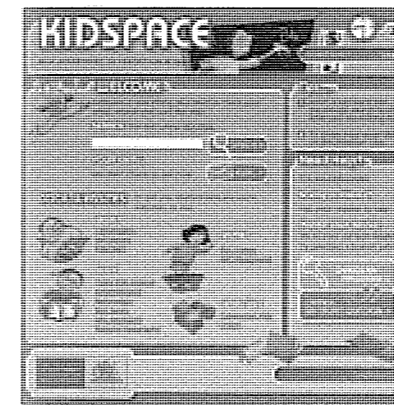


Our intranet NSW Department of Education & Training

Features of the DET portal for students

Students in Years K-6 receive the *Kidspace* portal. The portal interface provides students with an easy to navigate web page and access to services including:

- Your email
- Google search
- Websites, such as, Yahoo!igans, Ask Jeeves and KidsClick!
- cyber safety awareness information
- educational games sites.



The Kidspace portal is provided for students in Years K-6

Students in Years 7-12 receive the *Student portal*, through which they can access

- Your email
- Search, for Google, Encarta and Wikipedia
- educational websites including TaLe, The @rtroom, HSC online and ABC learn online
- educational games sites.



The Student portal is provided for Years 7-12

Accessing the DET Portal

The portal can be accessed directly using the URL <http://portal.det.nsw.edu.au> or via the link, DET staff portal login, at the top right corner of Department's home page <http://www.det.nsw.edu.au>.

Your DET email address

The format of the DET email address is typically based on your first name and last name. If teachers and administrative staff prefer to be known by another name at school, they can change how their name appears in their email address. By updating the preferred first name field in the View/update my personal attributes link, located in the My profile tab of the portal, staff can change their DET User ID, and the appearance of their name in their email address.

Staff may select any name and number combination, as long as it appropriately identifies them to individuals, within and outside the Department, with whom they may be corresponding.

How is the new environment different?

Internet access in schools is authenticated, so that students and staff use a user name and password to access Internet browsing. The use of user names and passwords to access information technology systems is common in many work places and tertiary institutions. Teaching students to use similar systems in schools will help them in their tertiary and professional endeavours.

Filtering

Within this new online environment, the Department has introduced safety measures, which include an online *Acceptable usage agreement*, to which all users must agree before gaining entry to the portal.

A new filtering system operates centrally, providing users with

different levels of filtering, based on a user's role as a staff member or a student's scholastic year. This system ensures that an appropriate level of filtering protects students, while enabling sites of educational merit to be accessed. Staff with appropriate system permissions at a school can request for sites to be blocked or unblocked by submitting a request online through the portal.

The filtering system continues to be enhanced and additional filtering categories will be introduced later this year.

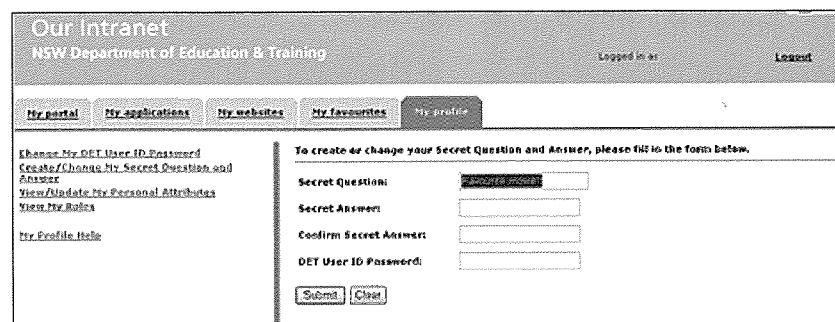
The filtering of all email messages is an aspect of the Department's email system that is embraced by parents and teachers, as it helps to prevent inappropriate messages and material from being sent.

Access to email services

Access to unauthenticated free email services, such as *Hotmail* and *Yahoo*, has been restricted to minimise the Departmental network's exposure to spam and viruses that can be sent via external email systems. Staff and students can receive and reply to mail sent from external providers using the Department's supplied email account.

Password management

The NSW Department of Education and Training recognises that some students may require assistance when they forget their passwords. Teachers can reset a student's password through the staff portal, however, students should be encouraged to use the *Create/change my secret question and answer* facility within the portal. This facility provides an alternative way for users to access their account if they forget their password. Using the secret question and answer facility will prompt a user to reset their password and provide access to the Internet. This facility is located in the My profile tab of the staff portal, and on the front page of the student portal.



Secret question and answer facility

Staff can have their password reset by a nominated staff member or can contact IT Help Services for assistance.

Frequently asked questions (FAQs)

When should I have to login?

Users will only need to authenticate when they access the Internet or any services outside of the schools local domain.

Authentication is not required to use intranet systems or systems that operate within the local domain. Eduweb, a system used by many schools, does not require authentication using your Departmental credentials.

Users will need to authenticate if they click on a link to an external web site from within the local domain. Users should only need to authenticate once in a browser session.

Where do time outs operate in the system?

There are no time outs in place for web browsing sessions.

A two hour time out is in place within the DET portal and within the Department's email system. Other time outs experienced may relate to parameters within external sites accessed, for example, SCIS has its own set time out limits.

More FAQs are available on the Department's intranet site <https://detwww.det.nsw.edu.au/lists/directoriesaz/it/internet_email/faq/index.htm>.

Improved Internet security and accountability

This move into a fully authenticated online environment will help to improve security and accountability for Internet use in schools. This is

another step towards ensuring that NSW public schools offer students a safe online environment to pursue their areas of study.

A range of materials to support school staff in the use of the DET Portal and email service is available from the Department's intranet site <https://detwww.det.nsw.edu.au/lists/directoriesaz/it/internet_email/index.htm>. A link to this site is provided to all staff on the DET portal home page.

For more information about the Department's authenticated browsing and email environment, visit the Department's intranet site. ■

References and further reading

ABC education resources: learn online, ABC Broadcasting Corporation. Viewed 18 December 2006. <<http://www.abc.net.au/learn/>>.

Kidsonline@home: Internet use in Australian homes, Australian Broadcasting Authority. Viewed 18 December 2006. <<http://www.acma.gov.au/acmainterw/aba/about/recruitment/kidsonline.pdf>>.

NSW HSC online. Viewed 18 December 2006. <<http://hsc.csu.edu.au/>>.

Teaching and Learning exchange, NSW Department of Education and Training. Viewed 18 December 2006. <<http://www.tale.edu.au>>.

No SCIS records – Oh dear, what will I do?

Anne Dowling is Cataloguing Coordinator for the New South Wales Agency of SCIS (Schools Catalogue Information Service).

Do you know what to do if there are no SCIS records for your resources? You can send them to the SCIS Agency in your state. A list of the agencies is available at <<http://www.curriculum.edu.au/SCIS/managing/agencydetails.htm>>.

For all New South Wales schools the NSW Agency details are:

SCIS Cataloguing Team
NSW Department of Education
Private Bag 3
Ryde NSW 2112
Ph: 02 9886 7587
Fax: 02 9886 7413
Email: <anne.dowling@det.nsw.edu.au>
URL: <<http://www.curriculum.support.education.nsw.gov.au/schoollibraries>>.

We do need to see the resource to be able to create a good quality record. Without knowing the context we can assign subject headings that do not make sense. The title *Wild honey* could be assigned the subject heading Honey – Fiction when it is actually a book about a horse. So all you need to do is pack the resources into boxes that are not too heavy, and send them in. ■

Briefly...

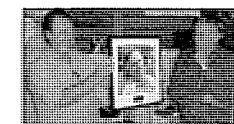
Leading learning through the school library: a guided inquiry approach

A one day seminar with Dr Ross Todd. Friday 2 March, 2007, Sydney. Contact Phyl Williamson, tel: 02 9818 4898 email: <information@sybasigns.com.au>.

Register online at *Syba Signs* or follow the link from *School Libraries and Information Literacy* website at <<http://www.curriculumsupport.education.nsw.gov.au/schoollibraries>>. The seminar is supported by the School Libraries and Information Literacy Unit, NSW Department of Education and Training.

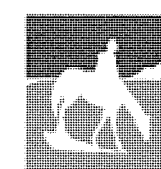
Congratulations to the following award winners:

John Marsden's *Tomorrow* series is the highest selling series of books for teenagers in the history of Australian publishing, and has gone on to sell in 13 countries and 11 languages. James, from Pan Macmillan, presented John with an award for selling his two millionth copy. John also recently received the Lloyd O'Neil Award for lifelong services to the Australian book industry.



Global Language Books is the winner of the Small Business category of the 2006 National Multicultural Marketing Awards. The award was given for co-publishing the *Milet picture dictionary: English/Dinka for Sudanese speakers*. The Global Language Books catalogue is available at <<http://www.globallanguage.com.au>>.

The Dorothea Mackellar Poetry Awards 2007



The poetry awards aim to capture the imagination of every school student in Australia, inspiring them with a passion for poetry; while celebrating the legendary work and history of Dorothea Mackellar, author of the famous poem, *My country*. Associated with National Literacy and Numeracy Week, this unique project gives Australia's young people a voice and an opportunity to strive for excellence in literature. Students can win up to \$500, plus a trophy and books. There's \$1000 for the school with the highest standard. Entries open in March and close 1 June 2007. Registration details are available at <<http://www.dorothea.com.au>>.

Raps update

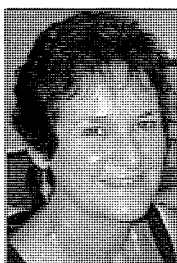
*For more information, contacts and resources for the following raps and those that are archived go to the website at <<http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/index.htm>>

Term 2, 2007

- *Flytrap* by Boori Pryor and Meme McDonald. Stage 3 and Stage 4 English.
- *Possam Magic* by Mem Fox and Julie Vivas. Stage 1

Term 3, 2007

- *Big rain coming* by Katrina Germein and Bronwyn Bancroft. Multistage unit for Early Stage 1, Stage 1 and Stage 2. KLA's to be advised



Michele Busch is Review Coordinator,
School Libraries and Information Literacy Unit
michele.busch@det.nsw.edu.au

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

Resource reviews are provided for teachers to support their teaching and learning programs. The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW Department of Education and Training. Copyright for reviews is held by the NSW Department of Education and Training. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact Colleen Foley, Manager, School Libraries and Information Literacy Unit on telephone 02 9886 7488.

USER LEVELS are given in Stages as follows:

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

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

The following symbols indicate the key learning area:

- CA Creative Arts
- English English
- HSIE Human Society & its Environment
- Languages Languages other than English
- Mathematics Mathematics
- PDHPE Personal Development/Health/Physical Education
- Science Science
- SciTech Science & Technology
- TAS Technology & Applied Studies
- and
- VET Vocational Education and Training
- CEC after a syllabus denotes that it is a Content Endorsed Course.

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

All prices in the availability statement include GST.

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

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites may appear in other sections, including Literacy and Numeracy resources and Professional reading. 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 reviewed.

The title shown is the web page title as used by SCIS. Where a website has an alternative meta or bookmark title, this follows the screen title in parentheses. The Dewey number appears in square brackets between REVIEW DATE and SCIS number. To search for site reviews alphabetically by title, please refer to the index at the back of this Scan.

Internet detective: wise up to the web

<http://www.vts.intute.ac.uk/detective>

The site uses the detective fiction genre to present tutorials for students who use the Internet for research. It explains the critical thinking required to develop evaluation and selection techniques, and to understand the risks of indiscriminate research. The site shows students how to assess organisations for reliability and credibility. There is a discussion on what specific evidence to look for in the overall website, its URL, its sources and publisher, so that it suits the user's needs. Case studies, practical exercises and questions are provided to assist in training. There is a section on UK laws relating to copyright, but the information on plagiarism, the use of text, graphics, ideas, and proper referencing, crosses national boundaries. The tutorial's four sections take about



an hour to complete in one sitting. Due to the focus on academic rigor, the site is best suited to advanced students. P. Conroy

USER LEVEL: Stage 5 Stage 6 Professional
 SCIS SUBJECTS: Information literacy; Information skills – Study and teaching; Internet – Problems, exercises, etc; Internet – Research; Internet – Safety measures; Research – Study and teaching
 PUBLISHER: University of Bristol, UK
 REVIEW DATE: 18/12/06 [001.4] SCIS 1284405

CyberNetrix: internet safety education for secondary schools

<http://www.cybernetrix.com.au/>

This is an exceptional interactive multimedia program for students. Using teenage language, animation, cartoon characters and sound, the site shows the risks of using the Internet and how to manage and minimise those risks. The site launches with an activity where students create a character profile and then enter a simulated bedroom. A variety of multimedia activities can be accessed through interactive objects in the bedroom. Interactive activities include a simulated chat room, using a mobile phone, quizzes, and digital case studies. The program is engaging, entertaining and interesting for students to use. It shows students ways to partake in a positive experience, to communicate safely and to use Internet time effectively. A. Kokkotas

USER LEVEL: Stage 4 Stage 5 Stage 6
 SCIS SUBJECTS: Internet – Safety measures
 PUBLISHER: NetAlert, Australia
 REVIEW DATE: 18/12/06 [004.67] SCIS 1281415

FreeMind: free mind mapping software

http://freemind.sourceforge.net/wiki/index.php/Main_Page

Mind mapping software is found on this site. Mind maps are radial graphic representations of information. Site users should scroll the linear and straightforward pages to quickly discover the value of the software and its features as they can be applied to education. There are explicit instructions for downloading and installing the software. In using this software, links and related pages on the Internet can be incorporated. Mind mapping creations can be used as a resource for completing school tasks that are written, verbal or practical in nature. It is suggested that teachers spend time familiarising themselves with the language, symbols, features, and limitations of the program before student use. P. Conroy

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
 SCIS SUBJECTS: Computer programs; Free material; Project management
 PUBLISHER: FreeMind, USA
 REVIEW DATE: 18/12/06 [005.3] SCIS 1279419

On-line practice modules

<http://www.internet4classrooms.com/on-line.htm>

Developed by educators, these self-paced online tutorials are easy to follow and will help students achieve skills and competency in common software applications. Modules are carefully laid out and they include lessons for Word, Excel, PowerPoint, Dreamweaver, Macintosh and Windows operating system commands, and Internet Explorer. Each uses current material which is comprehensively described, with clear and meaningful graphics. Many of the modules have questions. The sequence of tutorial lessons and their navigation could take some getting used to. The site has other

training resources on ICT teaching methods, such as WebQuests. The engaging WebQuest Will that volcano spoil our party? is well worth a look by Science teachers. P. Conroy

USER LEVEL: Stage 4 Stage 5 Professional
 KLA: Science; TAS
 SYLLABUS: Information & Software Technology 7–10; Science 7–10
 SCIS SUBJECTS: Electronic data processing – Computer-assisted instruction; Electronic data processing – Problems, exercises, etc; Internet – Computer-assisted instruction; Internet – Problems, exercises, etc; Word processing – Computer-assisted instruction; Word processing – Problems, exercises, etc
 PUBLISHER: Internet4Classrooms, USA
 REVIEW DATE: 18/12/06 [005.3076] SCIS 1286567

Web genies

<http://www.webgenies.co.uk>

An excellent site for students who are designing and developing websites, this resource also has information on effective Internet use. Users can work their way through clearly structured Lessons in Start designing, and Stage 2 students could do these with teacher help. Junior webmaster shows how techniques can work with students aged 5–7 years. The design process of creating a website is explained step by step in HTML basics, Add pictures, and Add animation and sounds. The site offers ideas for Projects, and it has a useful cross-referenced Glossary of terms. The JavaScript workshop provides basic information on scripts to use in a website and valuable hyperlinks. The site uses colour, language and explanations suitable for young students, and it is a fine resource for web designers. A. Kokkotas

USER LEVEL: Stage 3 Stage 4 Stage 5
 KLA: SciTech; TAS
 SYLLABUS: Information & Software Technology 7–10; Science & Technology K–6; Technology (Mandatory) 7–8
 SCIS SUBJECTS: HTML (Computer program language); Websites – Design and construction
 PUBLISHER: WebGenies, UK
 REVIEW DATE: 18/12/06 [005.7] SCIS 1101709

Web style guide

<http://www.webstyleguide.com/index.html>

An online book, this second edition presents information on the fundamental elements required to design a website. Clearly laid out in chapters and sub headings, the site deals with Process, Interface design, Site design, Page design, Typography, Editorial style, Graphics, and Multimedia. Material focuses on the functional aspects of webpage design, and it caters for advanced users. Reading the Front matter is a good introduction to the site's design philosophy. The site has relevance to the study of design and website development in Information and Software Technology 7–10 and Visual Design Stage 6. It is particularly useful for the Information Processes & Technology Option: Multimedia systems. The site has been designed for reading on screen, and its helpful features include illustrations, examples to reflect current best practice in website design, and large text size. A. Kokkotas

USER LEVEL: Stage 5 Stage 6
 KLA: CA; TAS
 SYLLABUS: Information & Software Technology 7–10; Information Processes & Technology Stage 6; Visual Design Stage 6

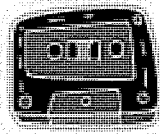
resources

SCIS SUBJECTS: Websites – Design and construction
PUBLISHER: Lynch and Horton, USA
REVIEW DATE: 18/12/06 [005.7] SCIS 1025078

Audacity: the free, cross-platform sound editor

<http://audacity.sourceforge.net>

This site offers free software for recording and editing sound and audio files. Users can record live audio, and convert tapes or vinyl records to digital recordings and CDs. Features include the ability to cut and copy files, splice and mix an unlimited number of files and tracks, add effects such as echo and reverse, and alter the pitch, tempo and volume of a recording. Importantly, students can import, change and export a wide range of different file formats, including MP3, using optional encoder software. As open source software, the program code is available to study, copy, change, and share with others. The software is easy to use and it has broad cross-curriculum application. For instance, it could be used to enhance slide, video or podcast presentations, and to incorporate audio into school websites. It is particularly suited to those TAS subjects where digital media technical learning is a focus. P. Conroy



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Computing Applications CEC Stage 6; Design & Technology 7–10; Information Processes & Technology Stage 6; Music 7–10; Music Stage 6; Photography, Video & Digital Imaging CEC Stage 6; Technology (Mandatory) 7–8
SCIS SUBJECTS: Computer programs; Free material; Sound synthesis – Equipment
PUBLISHER: Audacity, USA
REVIEW DATE: 18/12/06 [006.5] SCIS 1279412

BookBox

<http://www.channel4.com/learning/microsites/B/bookbox/home.htm>

Students can watch short clips of authors talking about their books and the process of writing on this interesting and creative website. In the **Writer's toolkit** these films offer quick and effective hints, including Anthony Horowitz on writing dialogue, Brian Jacques on story beginnings, and Celia Rees on plot. **Authors and books** takes users to biographical details and book reviews. **Secret passages** suggests books along theme lines. **Games** is a productive resource where students can create a fridge magnet and direct a film made from a favourite book. The site has excellent material for young writers, but its overuse of sound and moving images will certainly distract students. M. Whitfield

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Authors; Books and reading; Children's literature; Educational games; Writing (Authorship)
PUBLISHER: Channel 4 Television, UK
REVIEW DATE: 18/12/06 [028] SCIS 1282093

Newseum: the interactive museum of news

<http://www.newseum.org/>

An interactive museum, this excellent site also has plenty of contemporary information, images, and analysis of recent news, including **Today's front pages** from 37 countries. International papers begin on page six, with four Australian papers cited. In the

Cybernewseum, History students can research stories of the century in **News history**, and view the vibrant online exhibition and discussion of Stalin's media manipulations in **The commissar vanishes**. Use the Cybernewseum's bottom toolbar word choices to highlight icons containing some interesting educational resources, such as the news trivia competition in **Games**. Choices display quickly once navigation is mastered. In **Photojournalism**, the site has articles and images, Pulitzer winners with the photographer's short explanation of the image, and profiles of photojournalists. History and photography students in particular will gain valuable understandings of the media on these pages. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English; HSIE
SYLLABUS: English 7–10; HSC History Stage 6: *Extension*; Modern History Stage 6; Photographic & Digital Media 7–10; Photography, Video & Digital Imaging CEC Stage 6
SCIS SUBJECTS: Museums; News services
PUBLISHER: Newseum, USA
REVIEW DATE: 18/12/06 [070] SCIS 1170107

National Aboriginal & Torres Strait Islander education website

<http://www.natsiew.nexus.edu.au/lens/index.html>

An astounding collection of resources for schools, this site is a gateway to the Internet for students and teachers learning about Aboriginal Australia, and for Aboriginal learning. The site's homepage is a remarkable testament to the diversity of subjects, issues and topics that exist online. A comprehensive list of over 800 keywords allows easy access to research topics, including historical and contemporary material. **Black Anzac: a resource collection** choice is especially intriguing. **Teaching Aboriginal languages** is a useful national compilation of material. This site's material has been selected as being appropriate for structured learning environments, as opposed to general learning. The site is well worth investigation by HSIE teachers in particular. A. Playford

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: English; HSIE; Languages; PDHPE
SYLLABUS: Aboriginal Languages K–10; Aboriginal Studies 7–10; Aboriginal Studies Stage 6; Community & Family Studies Stage 6; English 7–10; History 7–10; Legal Studies Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: Aboriginal peoples; Aboriginal studies
PUBLISHER: NATSIEW, Australia
REVIEW DATE: 18/12/06 [305.89] SCIS 995837

Actnow.com.au

<http://www.actnow.com.au>

Providing an outstanding forum for teenagers concerned with contemporary life matters, this resource offers a plethora of interviews, commentaries and discussions on current issues in Australia. The site's main topics are: **Human rights**, **Education & work**, the **Environment**, **Culture**, **Health**, and **Your community**. The site's material covers a wide range and it is very up-to-date. This easy to navigate website, with its arty layout and its strong focus on practical tools and action, should appeal to adolescents in their quest to become active citizens. The site is suitable for a range of topics within HSIE. Teachers would need to check the opinionative content in the open forum. A. Frost

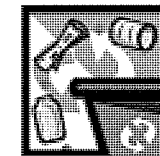
USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE; PDHPE

SYLLABUS: Community & Family Studies Stage 6; Geography 7–10; HSIE K–6; Society & Culture Stage 6
SCIS SUBJECTS: Civilisation; Community services; Consumer education; Education; Environment; Human rights; Social action; Work
PUBLISHER: Inspire Foundation, Australia
REVIEW DATE: 18/12/06 [323] SCIS 1278353

EekoWorld

http://pbskids.org/eeekoworld/index_flash.html

Creating an EekoCreature which might live on land, air or water, and assisting it to solve environmental problems is the focus of one activity on this website. Decision making and exploring an EekoHouse are other features supporting the study of the environment. The environment features several biomes where characters discuss natural environmental phenomena, focusing on flora and fauna. **Garbage & recycling** looks at how rubbish is processed, and then cartoon characters share how students can help with recycling. The impact of environmental damage on **Air & water**, **Plants & animals**, and **The future**, will stimulate the study of the environment and conservation. Students will be engaged in this online environmental journey by the amusing, animated narrator. D. Johnston



USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Environment; Environmental protection
PUBLISHER: PBS Interactive, USA
REVIEW DATE: 18/12/06 [333.7] SCIS 1280227

Australian heritage directory

<http://www.heritage.gov.au/>

Researchers of Australia's historical inheritance will find this site of particular worth. It has a comprehensive listing of the Australian heritage resources available on the Internet. Site users can discover the heritage value of such places as the Glasshouse Mountains, Old Parliament House, and Sydney's North Head. They can examine fact sheets on Cook's landing and our ANZAC heritage, examine journalists' reports from Gallipoli, and study the remarkable 2006 voyage of the *Duyfken*. Supporting the *Historical investigation* component of HSC History: *Extension* and the Modern History Option: *Australia 1945–1983*, the site provides a thorough directory of government heritage agencies and non-government organisations. Issues of funding and Australian laws protecting heritage places and objects are discussed. **Databases and lists** is a large collection of heritage places and **Key resources** links to significant publications and websites on such themes as respecting Aboriginal heritage and the histories of Australian homes. Within **Key resources**, the Australian dinosaur story and the Australian heritage photo library are worthy of closer inspection. A. Fisher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*; Modern History Stage 6
SCIS SUBJECTS: Australia – Historic buildings, sites, etc – Conservation and restoration; Conservation of natural resources; Nature conservation
PUBLISHER: Dept. of the Environment and Heritage, Australia
REVIEW DATE: 18/12/06 [333.720994] SCIS 1158331

Dr. E's energy lab

<http://www1.eere.energy.gov/kids>

This science based portal allows students to explore specific forms of renewable energy. The site is a springboard for exploration of **Wind energy**, **Solar energy**, **Geothermal energy**, **Alternative fuels**, **General renewable energy** and **Energy efficiency tips**. Within these links, teachers can find websites with facts sheets, slide shows, diagrams and quizzes, and design and make activities and experiments. Websites vary from simple to fairly technical. Because of this, and the uncluttered, obvious layout of links within the resource, it would be an excellent tool for teaching the steps in the information process in *Information skills in the school*. The resource particularly supports the Science and Technology Strand: *Physical phenomena* and it offers some useful material for the Strand: *The Earth and its surroundings*. L. Doyle

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Renewable energy
PUBLISHER: Dept. of Energy, USA
REVIEW DATE: 18/12/06 [333.79] SCIS 1288924

Kids go wild

<http://www.kidsgowild.com/>

Kids will not exactly go wild over this site, but it does contain some interesting information about wild animals. **Wild animal facts** provides basic details on a limited number of animals, mostly mammals, although only imperial measurements are used. This section and **Wild arcade** are the most useful for schools. The latter has four terrific games which will engage students in animal learning. Some aspects of environmental education and conservation are covered, and there are scanned images of work submitted by students. Beautiful photographs support written information and these may be helpful for students preparing information reports for the Science and Technology Strand: *Living things*. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Animals; Wildlife conservation
PUBLISHER: Wildlife Conservation Society, USA
REVIEW DATE: 18/12/06 [333.95] SCIS 1280790

YARN.gov.au: Young Australian Rural Network

<http://www.yarn.gov.au/>

Designed for young people in rural industries, this interactive website informs youth of issues, opportunities, current **News** and **Events** in rural areas. The **GATEway** is a guide to opportunities and it includes information about training, grants, awards, scholarships and support organisations. **Discussion** is a forum to make business contacts, seek advice and exchange opinions about community issues or government policy relevant to the rural sector. **Top stories** offers an overview of awards, conferences and competitions. **Links** leads to some useful websites for young people in rural industries. This vibrant, easy to navigate website would supplement syllabus extension work and the interests of those already involved in rural industries. G. Harris

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6

resources

SCIS SUBJECTS: Adolescents in Australia; Country life – Australia; Primary industry – Australia; Rural development – Australia
PUBLISHER: Dept. of Agriculture, Fisheries and Forestry, Australia
REVIEW DATE: 18/12/06 [362.7] SCIS 1283769

Child safety education

<http://www.firstalert.com/KidsSafety.aspx>

Inviting children to become *Fire Danger Rangers* following the completion of several activities, this child safety website has some useful material for Australian classrooms. Activities include word games, reviewing fire safety procedures, a house safety checklist, and testing safety equipment. In *Teacher's corner*, students can map an emergency escape plan on a grid in *Activity 2*. The site draws attention to the necessity and purpose of smoke alarms, fire extinguishers, and fire safety procedures. Material of interest includes *Home safety products*, and the *Room by room safety audit* in *Creating a safer home*. This resource supports the Science and Technology K–6 Unit: *Switched on*. D. Johnston

USER LEVEL: Stage 2 Stage 3 Community Professional
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Accident prevention – Study and teaching; Children – Safety measures; Safety education
PUBLISHER: Jarden Consumer Solutions, USA
REVIEW DATE: 18/12/06 [363.1] SCIS 1280132

RIPPER 11: growing kids on farms: an education resource for primary schools

<http://www.acahs.med.usyd.edu.au/RIPPER.pdf>

Designed to promote safety on Australian farms in conjunction with Farmsafe, this comprehensive site has many activities useful for HSIE K–6 and PDHPE K–6. Although devised for younger students, some activities about safely managing chemicals, tools and agricultural machinery will be useful for Agricultural Technology 7–10. Included in the wide scope of this site is background information for teachers, well-designed units of work and accompanying activity sheets and reviews about other resources. There are detailed links to the primary curriculum, particularly the HSIE K–6 Strands: *Social systems and structures* and *Environments*, and the PDHPE Strand: *Safe living*. This site has many worthwhile ideas and is informative and useful for students and teachers. L. Buttsworth

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: HSIE; PDHPE; TAS
SYLLABUS: Agricultural Technology 7–10; HSIE K–6; PDHPE K–6
SCIS SUBJECTS: Accident prevention; Children – Accidents; Children – Care and health; Farms – Safety measures; Safety education
PUBLISHER: Farmsafe Australia
REVIEW DATE: 18/12/06 [363.11] SCIS 1287077

Cooperative Research Centre for Greenhouse Accounting

<http://www.greenhouse.crc.org.au>

This detailed site has several innovative tools that can be used in the classroom environment. It details the causes and effects of greenhouse emissions and looks at how the world



community is addressing the problem. One of the pioneering aspects of the site is the inclusion of online calculators and carbon sequestration predictions showing the effect that forests, sheep, and cattle have on the carbon cycle. Agriculture and Science students are well-supported when using these calculators, as the theory behind the calculators, such as derivations and variables, is extensively detailed and resourced to other websites. The numeracy aspect of the site will be welcome in Science courses. B. Maher

USER LEVEL: Stage 6
KLA: Science; TAS
SYLLABUS: Agriculture Stage 6; Biology Stage 6; Earth & Environmental Science Stage 6; Senior Science Stage 6
SCIS SUBJECTS: Global warming; Greenhouse effect
PUBLISHER: Cooperative Research Centre for Greenhouse Accounting, Australia
REVIEW DATE: 18/12/06 [363.738] SCIS 1287304

Global warming facts & our future

<http://www.koshland-science-museum.org/exhibitgcc/>

One of the best climate change education sites on the Internet, these interactive online exhibits raise and discuss issues concerning global warming and the effect humans are having on the environment. The printable resources provide detailed stimulus for students to make informed choices and to see both sides of the climate change argument. Site material is presented in visually appealing exhibits, with plenty of graphics and appropriate use of scientific jargon. In *Past change*, climate maps show students how the climate has altered over the last century, and students can peruse the average temperature of countries. Students can build literacy skills by writing letters to future citizens, and improve general science knowledge by completing activities based on the Carbon cycle and the aspects of meteorology that measure the effects of the Greenhouse effect. B. Maher

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Earth & Environmental Science Stage 6; Science 7–10; Senior Science Stage 6
SCIS SUBJECTS: Global warming; Greenhouse effect
PUBLISHER: Marian Koshland Science Museum, USA
REVIEW DATE: 18/12/06 [363.738] SCIS 1287301

Poissonrouge.com

<http://www.poissonrouge.com/>

Completing colour, sound, and movement activities on this website will familiarise young students with ICT skills. Navigation is by icon, and these interactive pages include a toybox where students use mouse skills to burst the bubbles on screen, click the air pump to blow up a balloon, copy a dot picture, and click to paint a picture. The piano could be used to compose a known nursery rhyme by clicking on the keys of an octave, where four bars of notes are displayed, including sharps and flats. The composition can then be played. The site is wordless, and teachers will need to explore the site to work out how these intriguing online activities can be used by students. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Classroom activities; Computer games; Educational games
PUBLISHER: Interactica, France
REVIEW DATE: 18/12/06 [371.33] SCIS 1280192

Toy theater

<http://www.toytheater.com>

With a large range of games and activities, including several which can be played in pairs, this website offers much of value for the primary classroom. Activities use *Flash*, with *Art*, *Math* and *Music* having most curriculum relevance for NSW. Students can paint, draw and compose, saving their creations for later use in this and other programs. Many activities can be printed for use offline. Activities range from the very simple *Feed Freddy* to the open ended *Playset*. The site has value to reinforce classroom teaching, or as a creative challenge for individual students. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: CA; English; Mathematics
SYLLABUS: Creative Arts K–6; English K–6; Mathematics K–6
SCIS SUBJECTS: Classroom activities; Educational games
PUBLISHER: Toy Theater, USA
REVIEW DATE: 18/12/06 [371.33] SCIS 1277903

Australian Competition & Consumer Commission: promoting competition and fair trading

<http://www.accc.gov.au/content/index.phtml/itemId/142>

Dealing directly with consumer and business issues, this site has plenty of regularly updated information under the headings of *Consumer rights*, *Business rights & obligations*, *Industry regulation & price monitoring*, and *Mergers & authorising anti-competitive conduct*. The *Small business enterprise point* is an excellent tool for Business Studies students researching issues related to the ACCC. The site is also useful for Hospitality students wanting the latest information as they develop and update their industry knowledge. The site contains articles related to many topics within the food industry. New on site is updated daily, providing excellent discussion material for classrooms. M. Timperley

USER LEVEL: Stage 6
KLA: HSIE; VET
SYLLABUS: Business Studies Stage 6; Hospitality Curriculum Framework Stage 6
SCIS SUBJECTS: Business; Consumer education
PUBLISHER: ACCC, Australia
REVIEW DATE: 18/12/06 [381.3] SCIS 1060714

Warlpiri Media Association

<http://www.natsiew.nexus.edu.au>

Technology allows us to view the wonderful work that is being produced by the Warlpiri Media Association in Yuendumu, one of the most isolated communities in Australia. Over 20 years ago the WMA began making videos for local broadcasting, and this has blossomed into a website full of entertainment and information. This excellent website shows many video trailers, and profiles a range of musicians actively using a variety of Aboriginal languages. Visual and audio clips highlight the work done by the television and radio networks, with the *Bush mechanics* being the star attraction. A. Playford

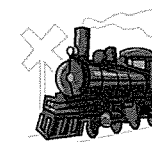
USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: CA; English; HSIE; Languages
SYLLABUS: Aboriginal Languages K–10; Aboriginal Studies 7–10; Aboriginal Studies Stage 6; English 7–10; Music 7–10; Society & Culture Stage 6

SCIS SUBJECTS: Radio broadcasting; Television broadcasting; Video recording and reproducing
PUBLISHER: Warlpiri Media Association, Australia
REVIEW DATE: 18/12/06 [384] SCIS 1283717

Trakkies for kids who love trains

<http://www.trakkies.co.uk/>

The history and future of trains, rail workers, train safety, and how railways work are the subjects of this informative and interactive website. Although divided into two basic sections, 5–7 year olds and 8–12 year olds, the site is pitched at students aged 7–11 and younger students may need assistance to read all the text. *PlayLive* links to games as does *Things to do*. At a *modern station* yields informational text describing workers, with several mini-movie files displaying rail transport employees and their duties. Following the *Railway facts* link, students can enjoy an interactive visit *Around the station* complete with sound effects, view children's futuristic train drawings, and read about trains in fiction. Site material is relevant to the HSIE Units: *Transport and Workers in the community*. Train related website links could be useful for teacher research. A. Beedles



USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Games; Railways; Trains
PUBLISHER: Association of Train Operating Companies, UK
REVIEW DATE: 18/12/06 [385] SCIS 1286308

Hercules: Greece's greatest hero

<http://www.perseus.tufts.edu/Herakles/>

Stories of the mythical character Hercules can be enjoyed on this easily navigated site. The simple, engaging language will appeal to students, and it is complemented by an abundance of well-chosen images of archaeological artefacts and sites. These could be a ready resource for exercises in visual literacy or source analysis. The site has sections on *Maps*, *Women*, the *Labors of Hercules*, and *Other stories*. Site material could be incorporated into investigations of mythology as a response to texts, and it is especially useful for the History 7–10 Topic: *Societies and civilisations of the past*. Ancient History students studying the Greek society options could find the pottery a useful adjunct. B. Hull

USER LEVEL: Stage 4 Stage 6
KLA: English; HSIE
SYLLABUS: Ancient History Stage 6; English 7–10; History 7–10

SCIS SUBJECTS: Heracles (Greek mythology); Myths, Greek
PUBLISHER: Perseus Project, USA
REVIEW DATE: 18/12/06 [398.2] SCIS 1290932

In2English

<http://www.in2english.com.cn/fyk/>

Interactive and interesting, this site caters for students who have an understanding of Chinese with its online English learning experiences. Most of the site's material is in Chinese, and bright, childlike graphics provide games, music, stories and a glossary. Students can interact with images and audio. Navigation will be easy for site users who have an understanding of the language. The site could also be useful as an integration tool for the HSIE K–6 Strand: *Cultures and the Science and Technology K–6 Strand: Earth and its surroundings*. J. Shih

USER LEVEL: Stage 2 Stage 3 Professional

resources

KLA: HSIE; Languages; SciTech
SYLLABUS: Chinese K-10; HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: English as a second language – Problems, exercises, etc; English language – Problems, exercises, etc
PUBLISHER: British Council, UK
REVIEW DATE: 18/12/06 [428.2076] SCIS 1280636

Interactive whiteboard resources

<http://www.topmarks.co.uk/Interactive.aspx>

Literacy, numeracy and Science activities which work well with interactive whiteboards are collected on this portal site. Engaging Mathematics activities for Stage 1 include *Sort the shapes* using Venn and Carroll diagrams, and *Calamity's quest*, an interactive adventure using shape and lines of symmetry. Using verbs in poetry is a Stage 2 literacy task, actively supported by verbal and animation clues to stimulate a richer vocabulary. Also in Stage 2, slideshow activities such as *Don't use said* and *Gracie grammar* are interesting learning variations. For Stage 2 Science and Technology, *Planets, moons and their dark sides* has animations to support the Strand: *Earth and its surroundings*. D. Johnston

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; HSIE; Mathematics; SciTech
SYLLABUS: English K-6; HSIE K-6; Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: English language – Study and teaching; Mathematics – Study and teaching; Science – Study and teaching; Teaching – Aids and devices
PUBLISHER: Topmarks Education, UK
REVIEW DATE: 18/12/06 [510.71] SCIS 1290950

At home astronomy: hands-on science experiments for the entire family

<http://cse.ssl.berkeley.edu/AtHomeAstronomy/>

Simple experiments which are easily adaptable to classroom situations can be found on this interesting site. Clearly stepped with appropriate language and large diagrams, the experiments are particularly relevant and useful for Stage 4 Science students completing any astronomy based unit of work. Some material, such as the light and energy experiment *Shadow dance*, suits investigation by Stage 3 students working with the Connected Outcomes Group (COGs) (F): *Physical phenomena*. Most materials referred to are easily accessible, and the site supplies some stimulus materials, such as cue cards, which can be printed. Experiments are explained and students are often supplied with external links for further information. Many of these experiments could be used as effective extension activities at school or home. I. Mavin

USER LEVEL: Stage 3 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Astronomy – Experiments; Astronomy – Problems, exercises, etc
PUBLISHER: UCLA Center for Science Education, USA
REVIEW DATE: 18/12/06 [520.76] SCIS 1280621

Field guide x-ray astronomy

http://chandra.harvard.edu/xray_astro/index.html

Exploring X-rays in science, this site has a brief overview of the History of X-ray astronomy and it compares optical and X-ray

telescopes. The electromagnetic spectrum is explained. Students can learn how X-rays are produced, and compare medical X-rays and X-ray astronomy. The site also describes the major X-ray astronomy missions, and the Origin, evolution & destiny of the universe. The absorption of X-rays by the atmosphere and the importance and mystery of dark matter are also covered. This site is relevant to aspects of the Physics Option: *Astrophysics* and it could be used to support extension material in Stage 5 Science. J. Morgan



USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science 7-10
SCIS SUBJECTS: Astrophysics; X-rays
PUBLISHER: Chandra X-ray Observatory, USA
REVIEW DATE: 18/12/06 [522] SCIS 1289801

Physics life

http://www.physics.org/Physics_Life/Web/physics_life/life.asp

A streetscape and building interiors are the focus of this site. Simple structures and buildings examined are a playground, car factory, greenhouse, office, house and school. After entering one of these sites, users can choose an appliance or device such as the playground's seesaw, and a short description of its physics principles is provided. Some entries, for example the television, have related links, the majority of which are entries in the *How stuff works* series. A text only version of the site allows a faster search of the appliances and devices, but it is not as engaging. The resource is useful for the Science and Technology Unit: *Making it easy*, and it has limited relevance to energy and technology outcomes in Science 7-10. S. Lockwood

USER LEVEL: Stage 2 Stage 4
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Physics; Technology
PUBLISHER: Institute of Physics, UK
REVIEW DATE: 18/12/06 [530] SCIS 1229100

Einsteinlight

<http://www.phys.unsw.edu.au/einsteinlight/>

Einstein's theory of relativity was the culmination of the work of his predecessors, and this site uses a great mix of narration and visuals to explain that. The site discusses the work of Galileo and Maxwell, and it explains Einstein's theories, relying heavily on excellent animations to illustrate a range of physical principles. Galileo explains the mechanics of Galileo and Newton, including inertial frames of reference. Maxwell describes the relationship between electricity, magnetism and relativity. Einstein explores special relativity and the aether. Time dilation explains relativity, time dilation, length contraction and Einstein's paradoxes. $E=mc^2$ looks at Einstein's famous equation. This site is highly relevant to the Physics Module: *Space*. J. Morgan

USER LEVEL: Stage 6
KLA: Science
SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Relativity (Physics)
PUBLISHER: University of New South Wales, Australia
REVIEW DATE: 18/12/06 [530.11] SCIS 1257003

For kids only: Earth science enterprise

<http://kids.earth.nasa.gov/>

Dedicated to explaining the NASA study of Earth sciences for young students, this site has terrific images. Maps, diagrams and satellite images support learning in the Science and Technology Strands: *Physical phenomena* and *Earth and its surroundings*. Of most value to students are the *Land, Water and Air* topics, as these contain excellent support activities in graphing and map reading. These choices use scientific and geographical terms which reflect outcomes in the HSIE K-6 and Geography 7-10 syllabuses. The other main headings for the site are *People* and *Natural hazards*. The site contains *Flash* games to reinforce learning content, and it has a comprehensive educational links page. D. Croker

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: Geography 7-10; HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Earth sciences
PUBLISHER: National Aeronautics and Space Administration, USA
REVIEW DATE: 18/12/06 [550] SCIS 1192303

El Nino: making sense of the weather

<http://kids.earth.nasa.gov/archive/nino/intro.html>

A one page site, this resource gives a short explanation of the Southern Oscillation and how it influences the formation of El Nino events. The underlying causes are stated, and two small diagrams show the variations in air flow and rainfall between Indonesia and South America in normal times and during an El Nino event. The site also mentions effects, including drought in Australia. The site has limited use within the Science and Technology Strand: *Earth and its surroundings*, although most students at this level would need a simpler and more extensive explanation to comprehend the El Nino phenomenon. W. Smith

USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: El Nino effect
PUBLISHER: NASA, USA
REVIEW DATE: 18/12/06 [551.5] SCIS 1277796

The weather doctor: exploring the science and poetry of our weather and atmosphere

<http://www.islandnet.com/~see/weather/doctor.htm>

Information on a wide range of weather topics is available on this site, compiled and maintained by an experienced and passionate meteorologist. Visually crowded, and cluttered with advertising material, the site is nevertheless well-organised into 10 main sections. These are divided into as many as 20 subsections each with some very detailed and relevant illustrations relevant to Science and Geography students. Much primary source material of historical interest is included. Primary students may need assistance in interpreting material written for a general audience, and some material is solidly scientific. The site uses the weather of North America, but its extended explanations of many topics, such as humidity, topography, clouds, light, and atmosphere, are not bound by location. W. Smith



USER LEVEL: Stage 3 Stage 4
KLA: HSIE; SciTech
SYLLABUS: Geography 7-10; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Climate; Meteorology; Weather
PUBLISHER: K.C. Heidorn, Canada
DATE REVIEWED: 18/12/06 [551.5] SCIS 1287114

The Sydney Basin

<http://www.amonline.net.au/geoscience/earth/sydbasin.htm>

The geology of the Sydney Basin is summarised on this small site. In a linear layout, paragraphs explain the structure of the Sydney Basin, its geological history, stratigraphy and past volcanic activity. Four photographs and a comprehensive collection of interactive maps provide the site's graphic material. The rocks used in some of Sydney's buildings are discussed, as well as a range of ores found Australia wide. A range of Australian landforms are described, including Jenolan Caves and Mt Kosciuszko. The site's language is precise and scientific, making it appropriate for use with the *Science 7-10 syllabus* and the *Earth and Environmental Science Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6; Science 7-10
SCIS SUBJECTS: Geology – New South Wales; Sydney (N.S.W.)
PUBLISHER: Australian Museum
REVIEW DATE: 18/12/06 [559.44] SCIS 1289816

Walking with beasts

<http://www.abc.net.au/beasts/>

Children never cease to be enthralled by dinosaurs and visitors to this extensive Australian website will find much food for thought. Supplementing the television programme of the same name, this resource offers *Fact files* and *Evidence* for dinosaurs and their extinction. *Changing world* has a summary of the Earth over time. *Games and downloads* and *Beasts playground* provide much stimulation for young palaeontologists. Through *Australian beasts* and then *Fossil sites*, site users will find information on Australian sites which could be useful for site studies in History 7-10. The site is clever, informative and entertaining and it will be useful for the Science and Technology Strand: *Living things*. A. Beedles

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: HSIE; Science; SciTech
SYLLABUS: History 7-10; HSIE K-6; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Fossils; Mammals; Prehistoric animals
PUBLISHER: ABC, Australia
REVIEW DATE: 18/12/06 [569] SCIS 1097774

Evolution: a journey into where we're from and where we're going

<http://www.pbs.org/wgbh/evolution/>

The realised aim of this outstanding website is to examine evolutionary theory and its effects on society. The site explores the perceived conflict between science and religion, through animations, timelines and conversations with experts. It includes case studies on the teaching of evolution, and online lessons and videos. In *Darwin*, the scientist's diary allows students to delve into

Darwin's thoughts on evolution, and An origin of species simulates the process of speciation. In *Change*, Deep time traces four billion years of life on Earth. In *Religion*, Evolution revolution explores the controversies around the theory. The site is highly relevant to many aspects of the Biology syllabus, and to Stage 5 students of Science 7–10. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Evolution
PUBLISHER: WGBH Educational Foundation, USA
REVIEW DATE: 18/12/06 [576.8] SCIS 1245812

Great Barrier Reef: virtual world

http://www.nationalgeographic.com/earthpulse/reef/reef1_flash.html

A simple and attractive animation of underwater life on the Great Barrier Reef is the core of this site. Realistic sound effects enhance the virtual diving experience. Users can move from shallows into deeper water, watching and reading about selected habitats and inhabitants including whales, dolphins, nudibranchs, and corals. The site emphasises the interdependence and balance of the ecosystem. It supports the Science and Technology Strand: *Living things*, the HSIE K–6 Strand: *Environments*, and students' work on national parks and World Heritage areas. The *Printable image gallery* leads to concise explanations about some natural and human threats to the reef. Additional information about selected species is provided on the non-animated part of the site. The site is an excellent source for students beginning a study of this unique environment. W. Smith

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K–6; Science & Technology K–6
SCIS SUBJECTS: Coral reef ecology; Great Barrier Reef; Marine biology
PUBLISHER: National Geographic Society, USA
DATE REVIEWED: 18/12/06 [577.7] SCIS 1287127

Fungi 4 schools: BMS materials for the classroom

<http://www.fungi4schools.org/>

A collection of PDF files on fungi, this site explains the topic's terminology and biodiversity, the classification of fungi, and field study processes. It includes classroom resources, teacher's guides, quizzes, games, lesson plans and reprints of articles. Topics as diverse as the fungi genome, fungi and medicine, fungal toxins, fungi as food, fungi and biotechnology, and fungi in the environment are covered. Information is obscurely presented, but teachers will get the gist of the site's content if they take the guided tour within *How to use this website*. This site is appropriate for use with the Science 7–10 syllabus, and it could support aspects of the Module: *A local ecosystem* in the Biology syllabus. J. Morgan

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Fungi – Problems, exercises, etc; Fungi – Study and teaching
PUBLISHER: British Mycological Society, UK
REVIEW DATE: 18/12/06 [579.507] SCIS 1289808

5 fun ways to health & fitness: simple ways for kids to eat right, play well and stay healthy

<http://www.kidshhealthandfitness.org.au>

Easily navigable by Stage 3 students, this site contains excellent information and student centred activities that focus users on the importance of and interrelation between nutrition and physical activity. This is a very well-constructed educational site which does exactly what its title suggests. Content also targets Stage 1 and Stage 2, but some of the site's language and a bitsy approach to layout may impede independent research by younger students. Lesson ideas and the learning quests are accompanied by teaching notes, generic outcomes for a range of learning areas, and a skills framework. Extension activities and helpful websites extend the site's usefulness for teachers. G. Cale



USER LEVEL: Stage 3 Professional
KLA: PDHPE
SYLLABUS: PDHPE K–6
SCIS SUBJECTS: Exercise; Nutrition
PUBLISHER: Kellogg (Australia)
REVIEW DATE: 18/12/06 [613.2] SCIS 1137200

Q4: live outside the box

<http://www.healthpromotion.com.au/LOTBindex.html>

A health initiative from the NSW Central Coast, this resource involves schools, families and the community in a project to tackle problems of childhood obesity. The site offers a colourful and multimedia approach that takes a little deciphering. Site users who read *What is Q4* and then practise on the site could appreciate it as a good starting point for ideas. Resources for Teachers include commentary about what is occurring in individual schools on the Central Coast and this might help professionals seeking to enhance current practices. Video footage of ideas in action needs broadband access. Fact sheets for *Parents* and *Teenagers* are straightforward notes and statistics without graphics. The site's main strength is in networking, so that schools, collaboratively and independently, develop imaginative ideas about physical activity and nutrition. R. Cox

USER LEVEL: Stage 4 Stage 5 Professional
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
SCIS SUBJECTS: Children – Care and health; Exercise; Obesity; Physical fitness
PUBLISHER: NSW Health, Australia
REVIEW DATE: 18/12/06 [613.7] SCIS 1282675

What is flu?

http://www.csl.com.au/What_is_Flu.asp

A useful site from a respected Australian company, this resource will help explain the facts and dispel some common myths about influenza. The use of a simple linear layout, with ample dot points, layperson's language and appropriate subheadings will allow students to easily locate information. In a Q&A format, each section gives a website link for more detailed research. The site is dominated by written text, with little visual stimulus. Information is particularly useful for Stage 5 Science students when completing outcome 5.8.4 on describing the body's responses to disease. Biology students completing the Module: *The search for better health* could actively use the information presented when completing the outcome requiring them to describe one named infectious disease. I. Mavin

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science 7–10
SCIS SUBJECTS: Epidemics; Influenza
PUBLISHER: CSL, Australia
REVIEW DATE: 18/12/06 [616.2] SCIS 1280616

The kid's ag page

<http://www.agr.state.il.us/kidspage/index.html>

The simple information on this site about farm animals and products will be very accessible to younger students. Although having an American emphasis, the site has relevance for the *Living things* Strand in Science and Technology K–6, and for Agricultural Technology 7–10. On the farm: plants, animals and more and From the farm: food and the things you use every day offer interactive information about the basic components of farm life, such as the correct terminology for baby animals. There are recordings of animal sounds, a game where animals are matched to their offspring, quizzes to check prior knowledge, find-a-word and scrambled word activities. Most valuable are links to *Other kids' sites*, such as *Ag in the classroom*. Lesson plans in Teacher resources leads to many well-designed ideas and procedures. This site is a useful starting point which it would have to be supplemented with further resources. L. Buttsworth

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: SciTech; TAS
SYLLABUS: Agricultural Technology 7–10; Science & Technology K–6
SCIS SUBJECTS: Farm animals; Farm produce; Farms; Milk
PUBLISHER: Illinois Dept. of Agriculture, USA
REVIEW DATE: 18/12/06 [630] SCIS 1287075

Institute of Foresters of Australia

<http://www.forestry.org.au/>

Dedicated to professional foresters, the site gives access to many issues associated with the industry. As such, the scope of issues is a useful perspective of how an industry establishes and manages forests as resources to provide goods and services for the community. *Facts on Victoria's forests* leads to information about key issues affecting the industry, and this is supplemented by *Media releases*. *Forestry in Australia* provides information about the industry as a career and statistics about the extent of forestry production in Australia. In *Links* there is a wide selection of relevant state, national and international sites, some of which can be enjoyed by younger students. This comprehensive site will support students' extension work and can be used with other resources for a broader understanding of associated issues. G. Harris

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science; TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6; Biology Stage 6; Science 7–10
SCIS SUBJECTS: Forests and forestry – Australia
PUBLISHER: Institute of Foresters of Australia
REVIEW DATE: 18/12/06 [634.9] SCIS 1283775

The science of gardening

<http://www.exploratorium.org/gardening/bloom/index.html>

Fascinating information about gardening as a science and industry is presented in this engagingly interactive website. Each of the main sections about *Feed*, *Control* and *Bloom* leads to entertain-

ing information presented by short video, interactive tasks and articles with associated activities. *Feed* has information about carnivorous plants in *Peter's savage garden* and *The dirt on dirt* offers an understanding of the function of soils. In *Control* there is information about hydroponics, biodiversity, transgenics, and community competitions. *Bloom* leads to information about plant reproduction and the appreciation of plants within communities. While the American emphasis may compromise relevance in some areas, the site will be useful to develop an understanding of how science intrigues and how it affects developments in our society. Some students may need support to interpret the more challenging written material, and to fully enjoy the broad range of entertaining resources available on this site. G. Harris

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science; TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6; Biology Stage 6; Science 7–10
SCIS SUBJECTS: Gardening; Plants
PUBLISHER: Exploratorium, USA
REVIEW DATE: 18/12/06 [635] SCIS 1286585

The tomato zone

<http://www.thetomatozone.co.uk/>

Attractive and well-designed information about the production of tomatoes as a plant enterprise is very accessible on this site. Teachers will find the organisation of information by age group, and the *Teachers' notes* that accompany many options, to be useful. In *Activities for 5–11 year olds*, students will enjoy a quiz and animations in the *Virtual greenhouse*. *Tomato topics: the inside story*, *From flower to fruit*, and *Grow your own* have similar clear, colourful graphics to support the Science and Technology K–6 Strand: *Living things*. *Activities for 11–16 years* includes *The numbers game*, *Grow your own* and *Hydroponics workshop*. Here, interactive diagrams with review questions present aspects of economics, engineering, chemistry and crop nutrition associated with growing tomatoes. While its British focus compromises some parts, the site's broad scope and entertaining presentation will enhance students' understanding, and material could be useful for extension work with older students. G. Harris

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: Science; SciTech; TAS
SYLLABUS: Agricultural Technology 7–10; Science 7–10; Science & Technology K–6
SCIS SUBJECTS: Tomatoes
PUBLISHER: British Tomato Growers' Association, UK
REVIEW DATE: 18/12/06 [635] SCIS 1286573

All about chickens for kids and teachers

<http://www.kiddyhouse.com/Farm/Chicken/>

Designed for a wide range of ages and abilities, this comprehensive, interactive site has much to offer those wishing to learn about poultry. For senior students, *Oklahoma state university board of regents and Broiler chickens* provide detailed information about the suitability for production of a wide range of poultry breeds. *Pure breeds of traditional utility poultry* leads to much practical information about running a poultry farm which is useful for Agriculture Stage 6. Many of the links are more suited to younger students, such as *Chickscope embryology*. *The 21-day chick lifecycle* is particularly engaging. Here, clear information, diagrams

resources

and easy experiments can be accessed. Teachers of younger students are supported with worksheets, a unit of work, songs and ideas for games and crafts. While teachers need to preview choices within the site, this is a rich source of information. G. Harris

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science; SciTech; TAS
SYLLABUS: Agricultural Technology 7-10; Agriculture Stage 6; Science 7-10; Science & Technology K-6
SCIS SUBJECTS: Classroom activities; Poultry
PUBLISHER: Kiddiehouse.com, USA
REVIEW DATE: 18/12/06 [636.5] SCIS 1286549

United States Small Business Administration

<http://www.sba.gov/managing/>

A large site with plenty of well-organised information, this site has direct application to the Business Studies Topics: *Establishing a business* and *Financial planning and management*. There is plenty of value here, providing users are aware that issues of taxation and government are specific to the USA. *Sharpening your management skills* leads users to types of management styles and *Action style choices for managers*. This is a great starting point for teachers who are developing knowledge, understanding and values-related learning resources. The site will suit student users who have a prior understanding of syllabus material and it is a good site for strengthening conceptual understanding and skills development. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Small business management
PUBLISHER: Small Business Administration, USA
REVIEW DATE: 18/12/06 [658.02] SCIS 1282645

SWOT analysis: SWOT analysis method and examples, with free SWOT template

<http://www.businessballs.com/swotanalysisfreetemplate.htm>

An excellent introduction to the strengths, weaknesses, opportunities and threats that form SWOT, this free personal and organisational development website has handouts of planning tools, tips, and diagrams. Site materials are very good and relevant to the Australian business environment. A linear scroll from the home page allows users to quickly see what is on the site. Besides explanations, which describe issues into actions with excellent examples, the SWOT analysis includes PEST and PESTAL 1 analysis of external factors. The *Free SWOT analysis template worksheet* is a near perfect planning aid for teachers, with its comprehensive collection of criteria examples. Teachers should note that there is more than SWOT on this site, and the wealth of resource materials on the processes of initiating and controlling organisational change are worth a look. N. McFayden

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6
SCIS SUBJECTS: Corporate planning; Decision making; Problem solving
PUBLISHER: Businessballs, USA
REVIEW DATE: 18/12/06 [658.4] SCIS 1282636

A lifetime of color: art products and resources for creative individuals from beginner to advanced

<http://www.sanford-artedventures.com>

A promotional and educational website, this resource's sections of *Create art*, *Study art* and *Play art* games suitably cater for students' wants and needs. Although the focus is often orientated around the structural elements of art, the material in these sections is useful to support a well-balanced Visual Arts program. The games are appropriate as learning activities for students working independently. Teachers will find lesson ideas in *Teach art*, which also has ideas for integrating art with other subject areas. The resources for each lesson promote Sanford products, but teachers willing to sift through the overpowering branding may find some useful ideas as starting points. Lessons would need to be reworked in order to meet NSW outcomes. R. Kirsten



USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Art; Art - History; Artists; Art - Study and teaching
PUBLISHER: Sanford, USA
REVIEW DATE: 18/12/06 [700] SCIS 1290061

The Cave of Lascaux

<http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>

A fascinating look at the famous Lascaux Cave and its prehistoric artwork, this site allows students to *Discover* and *Learn* about the site, the cave and its contents. *Discover* looks at the history of the cave, utilising a virtual site visit which could be used by History 7-10 teachers. *Learn* looks closely at some artistic, historical and scientific aspects of the cave, including the Archaeological artefacts found in the cave, the artwork's *Perspective* and *Themes*, *Dating methods* and *Deterioration* of the cave paintings. A quiz and puzzle page, plus clear photographs and thematic buttons and symbols add to the appeal of this site. The site can also be read in French. R. Parnis

USER LEVEL: Stage 3 Stage 4
KLA: CA; HSIE; Languages
SYLLABUS: French K-10; History 7-10; HSIE K-6; Visual Arts 7-10
SCIS SUBJECTS: Art, Prehistoric; Cave drawings; Lascaux Cave
PUBLISHER: Ministry of Culture and Communication, France
REVIEW DATE: 18/12/06 [709.01] SCIS 1036032

The Renaissance connection: Allentown Art Museum

<http://www.renaissanceconnection.org/>

Students can undertake a quirky investigation of Renaissance art on this interactive and educational website. *Art explorer* defines the Renaissance well. Students can *Be a patron of the arts*, and *The artist's life* gives a good general introduction to the role of artists during the Renaissance. *Innovations 1400-2000* mixes science and art, and users of the *Time telescope* can observe the Renaissance connections to contemporary life. *Innovations* range from the first banks to the Internet, making this interactive tool useful to stimulate individual learning projects. Detailed lessons

for teachers are provided in *Lesson plans*. Although they deal with several KLAs, most are integrated with Visual Arts. The site is very useful and interesting for History 7-10 students investigating the Renaissance for the Optional study: *The shaping of the modern world*. The site predominately consists of great animations and engaging sounds. Sections may take a while to load. R. Kirsten

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; HSIE; Mathematics; SciTech
SYLLABUS: Creative Arts K-6; History 7-10; HSIE K-6; Mathematics K-6; Science & Technology K-6; Visual Arts 7-10
SCIS SUBJECTS: Art - History; Art, Renaissance; Painting, Renaissance; Samuel H. Kress Collection of Renaissance Art; Technological innovations - History
PUBLISHER: Allentown Art Museum, USA
REVIEW DATE: 18/12/06 [709.02] SCIS 1290066

Comic strip webquest

<http://education.iupui.edu/webquests/comic/comic.htm>

An excellent tool to set up, promote and encourage group work in an artistic environment, this site encourages and leads users to design and make their own comic strips. Group roles are outlined and there are links to help each member define and refine these roles. Users will need proficiency in Internet technology, and the ability to navigate using multiple screens, documents and toolbars. The site requires students to use *higher-order thinking* and it is an engaging way to enhance students' technological literacy and creativity skills via Internet usage. Many links to experts in related artistic fields, and to tools that actually aid creation and drawing skills, make this a valuable site for both students and teachers. G. Cale

USER LEVEL: Stage 3 Stage 4 Professional
KLA: CA; English; SciTech; TAS
SYLLABUS: Creative Arts K-6; English 7-10; Science & Technology K-6; Technology (Mandatory) 7-8
SCIS SUBJECTS: Cartoons and caricatures
PUBLISHER: E. Aldrige, USA
REVIEW DATE: 18/12/06 [741.5] SCIS 1179991

The artchive

<http://www.artchive.com/core.html>

Information about artists, periods in art and critical reviews on an array of artworks can be obtained on this site. Intrusive advertising, a bitsy layout, and esoteric headings may impede student use, however those with a clear research goal could strike a rich vein of material. *Galleries* provides virtual tours of some famous artists and their works, including *The first Impressionist exhibition, 1874* with interesting critical statements made at the time, and the *Sculpture garden* with its ancient Greek and Egyptian works. The *Artchive* is only a portal to art websites but *Juxtaposition* is a lengthy collection of academic articles and images on art topics. *Theory & criticism* is similar, with an alphabetical list of artist critiques. N. French

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6
SCIS SUBJECTS: Painting - History
PUBLISHER: M. Harden, USA
REVIEW DATE: 18/12/06 [759] SCIS 1288961

The mystery box: new destinations in philately, history & fiction

<http://www.themysterybox.com/>

Tailor made for curious and literate students, this fabulous site is a collection of philatelic history and original fiction. Students will love the language and style of the site, especially the *Mystery* story. Currently this is *The case of the missing mogul*, and it uses Hollywood stills and stamp facsimiles to illustrate a well-written and extended hard-boiled detective story. The stamps' artwork is integral to the narrative. The treasure trove that is *Archives* has more stories, for example the exuberant *Murder in the Maldives*, plus puzzles and articles very suitable for student investigation. Engagingly clever, these stories could be used for high interest lessons combining history, narrative study and visual literacy. *History* has excellent notes on stamps, primarily for student collectors, and *Philately* explains the authors' ideas and processes for intertwining history and culture into the stories via stamps. C. Thomas

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
SCIS SUBJECTS: Mystery and suspense stories; Postage stamps - Collectors and collecting; Postage stamps - History
PUBLISHER: A. Libri, USA
REVIEW DATE: 18/12/06 [769.569] SCIS 1280807

Kids' vid

<http://kidsvid.altec.org/>

An engaging and effective resource, this site will help students and teachers who are beginning to use digital media. *Teaching kids' vid* is an excellent practical checklist for teachers new to classroom film production. The site instructs students on the process of creating their own movie. *Scripting* and the *Storyboard* tool allow students to create their storyboard online while focusing on the essential elements required for this part of the movie making process. *Making the video* encompasses all the aspects of movie production at this level. *Editing* discusses processes and options, and *Showtime* explains the technical alternatives of presentation. The site has relevance to the *Technology (Mandatory) 7-8* Topic: *Media technologies*, the *Information and Software Technology* Topic: *Design, produce and evaluate*, and the *Option: Digital media*. A. Kokkotas

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA; English; TAS
SYLLABUS: Creative Arts K-6; English K-6; English 7-10; Information & Software Technology 7-10; Photographic & Digital Media 7-10; Technology (Mandatory) 7-8
SCIS SUBJECTS: Film making; Video recording and reproducing
PUBLISHER: High Plains Regional Technology in Education Consortium, USA
REVIEW DATE: 18/12/06 [778.59] SCIS 1249423

Guide to the orchestra!

<http://www.bbc.co.uk/orchestras/guide>

Colourful and interactive, this website gives users a taste of the instruments which comprise an orchestra. Each section, *Woodwind*, *Brass*, *Strings*, *Percussion*, *Keyboards*, and *Conductor*, is defined and the instruments described. Students

resources

can listen to the sounds created by each instrument, although BBC sites can be difficult to fully access in some schools. The site has interviews with musicians, music news, radio stations, and information for students about creating music. There are small, but relatively clear photographs and illustrations, and the layout is easy to navigate with the same pattern repeated on each page. The site is an ideal stepping stone to more detailed information and it supports the Creative Arts K-6 Strand: Music. L. Doyle

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
SCIS SUBJECTS: Musical instruments; Orchestral music
PUBLISHER: BBC, UK
REVIEW DATE: 18/12/06 [784.19] SCIS 1288931

Playmusic.org

<http://www.playmusic.org/>

This resource encourages young people to learn an instrument and to develop their musical ability. Navigation is largely by icon and it requires some guesswork. The skateboarder leads to Percussion, Strings, Brass, and Woodwinds pages, where students can listen to and watch musicians. Each of these pages includes a musical game. In Percussion, Molly Mallet allows us to copy her musical sequence by clicking on the appropriate instruments. Name that woodwind requires recognition of a woodwind through audio or visual clues. Other features of the website include an interview with a performer who encourages children to learn an instrument, excerpts performed by stringed instruments, taking a virtual seat in the orchestra, and listening to an interview with a conductor as she shares her experiences. D. Johnston

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10
SCIS SUBJECTS: Musical instruments; Music - Study and teaching
PUBLISHER: Playmusic.org, USA
REVIEW DATE: 18/12/06 [784.1907] SCIS 1280208

Artmedia Publishing: contemporary Australian and New Zealand literary & performing arts

<http://www.artmedia.com.au>

Building a knowledgeable arts community with information on classes, artists, writers and e-books, this loaded site is a dynamic and informative hub for performance artists. Drama teachers may find the information on scripts useful, with references to contemporary Australian physical performance scripts. Dance film, in Physical TV, contains interesting visual material and may be of interest to students of Dance who are pursuing a study of technology and dance. With the site's focus on live events, it is well worth a visit for teachers interested in classes, contemporary ideas, and current practice. For senior students, the site's material offers access to the latest happenings in local literary and performing arts, and it is an excellent place to investigate syllabus related resources. R. Kirsten

USER LEVEL: Stage 6 Professional
KLA: CA; English
SYLLABUS: Dance Stage 6; Drama Stage 6; English Stage 6
SCIS SUBJECTS: Australian literature - History and criticism; New Zealand literature - History and criticism; Performing arts - Australia; Performing arts - New Zealand

PUBLISHER: Artmedia Publishing, Australia
REVIEW DATE: 18/12/06 [791] SCIS 1289971

Media That Matters Film Festival

<http://www.mediathatmattersfest.org/>

Student film makers will find much of interest on this site. The sixth annual media that matters film festival has 16 short films online. Annotated icons describe each film. Many have been made by high school students, and all are on contemporary issues that will create energetic classroom or online discussion on both the issue and the filming of the issue. Most films onsite are documentaries which concentrate on young peoples' perspectives and interpretations of environmental topics, human rights, and business ethics. The range of styles used provides for fruitful student investigation as the film makers' rationale and processes are clearly explained. Screening tools has ideas on organising a class or public screening of the films, with a Teachers' guide in Step 4. C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: English 7-10; Photographic & Digital Media 7-10; Photography, Video & Digital Imaging CEC Stage 6
SCIS SUBJECTS: Documentary films; Film festivals
PUBLISHER: Arts Engine, USA
REVIEW DATE: 18/12/06 [791.43] SCIS 1280803

Stagework

<http://www.stagework.org.uk>

An exceptional resource for Drama and English teachers, this site is like having a production team at school. For teachers shows the usefulness of the site, and this section is worth an initial look. It contains a number of interesting Drama related lesson plans, including guidelines for adapting a novel for performance. For the latter, Phillip Pulman's *His dark materials* is detailed to show how it has been interpreted for the stage. Events & workshops has entire workshops for schools on *The crucible* and *Henry V*. These excellent resources are ready for teacher implementation. Site users may also view videos of discussions on these two plays. Productions has videos, interviews and analyses of these plays and *Richard III*, strongly supporting the English Stage 6 study of the latter. Issues has some interesting analytical papers on the site's texts. The Interactive theatre model allows Drama students to research the work behind the scenes. C. Sly & C. Thomas

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA; English
SYLLABUS: Drama 7-10; Drama Stage 6; English Stage 6: Standard
SCIS SUBJECTS: Drama - Study and teaching; Theatre - Production and direction
PUBLISHER: Royal National Theatre, UK
REVIEW DATE: 18/12/06 [792.02] SCIS 1280078

Move-me.com

<http://www.move-me.com>

An original dance video concept, this site makes good use of Internet technology. The site contains a virtual dance video booth where site users can work with an experienced choreographer to create a video dance. Inside the booth, the performer selects from a range of choreographers and then, guided by instructions, creates an original and spontaneous dance that is captured on video within

the confines of the booth. The works are then exhibited on the website. Works can be viewed from a visual icon on the homepage, or by navigating to a specific choreographer to see works inspired by their instructions.



Alternatively, users can view works in special collections that have been curated by individuals such as Bob Lockyer, the person responsible for the *Dance for the camera* series. Media artists Jon Thomson and Alison Craighead have curated video dances from the current range of videos submitted. R. Kirsten

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Dance 7-10; Dance Stage 6
SCIS SUBJECTS: Choreography; Dancing; Video recordings
PUBLISHER: Ricochet Dance Productions, England
REVIEW DATE: 18/12/06 [792.8] SCIS 1282995

Franklin the turtle: a telecollaborative project about Franklin the turtle, based on the books and characters created by Paulette Bourgeois and Brenda Clark

<http://www.franklin.ecsd.net/main.htm>

Created by teachers of young children, this website is visually attractive and easy to navigate. Students' work, lesson ideas and turtle information are presented as lessons based on the *Franklin* series of books. Pages include Character studies, Franklin's habitat, Children writing about Franklin, Turtle trivia, Book reviews, and class contributed Turtle research. Franklin activity packs lists items in a home activity box used in the classrooms. Site material such as this provides a fine example of student work and the types of activities that can be done with this age group. This project is a comprehensive resource for classes studying the *Franklin* books and it is a great example of Internet publishing for teachers and students. R. Parnis

USER LEVEL: Early Stage 1 Stage 1 Stage 6
KLA: English; PDHPE; SciTech
SYLLABUS: English K-6; Exploring Early Childhood CEC Stage 6; Science & Technology K-6
SCIS SUBJECTS: Canadian fiction - Biography; Children's literature
PUBLISHER: Nelvana, Canada
REVIEW DATE: 18/12/06 [813] SCIS 1036117

Xpeditions atlas

<http://www.nationalgeographic.com/xpeditions/atlas>

With blackline maps ranging in detail from the whole world to the smallest independent island nations, this well-designed site offers maps in several formats. Locations are easily selected from a dropdown menu of continents, taking users to country maps. Each map can be enlarged, emailed, printed or saved for use in other applications such as word processing and desktop publishing. PDF versions are also available. Users can switch between an outline and detailed view, with the latter showing distance, latitude and longitude, major cities and towns, rivers, mountains and seas. This application has potential for teacher use. Lesson plans and Activities present a great collection of geographic teaching ideas. The site offers teachers and students accurate, easily obtained maps for a wide variety of uses. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4 Professional
KLA: HSIE
SYLLABUS: Geography 7-10; HSIE K-6

SCIS SUBJECTS: Atlases; Geography
PUBLISHER: National Geographic Society, USA
DATE REVIEWED: 18/12/06 [910] SCIS 1277912

Landforms

<http://www.ga.gov.au/education/facts/landforms/>

Ideal for the Geography 7-10 Focus Area: *Investigating Australia's physical environments*, this site provides geographic facts and data on Australia's vast array of physical landforms. Material includes Australia's Highest mountains, Tallest waterfalls, Deserts, Largest waterbodies, and landform icons. Of particular note are the sections that examine the history of Australian landforms and an interactive satellite image that enables users to view many prominent Australian landforms from space. Fab facts has source material on Australia's distinctive landscape. Here, students can access links to Australia's Dimensions and Land tenure, as well as Geography in the news, which provides media reports on natural disasters and other significant events. Students can also avail themselves of various thematic maps for use in research work, while City quest is an entertaining way to test student knowledge of the landscapes of Australia's capital cities. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography 7-10
SCIS SUBJECTS: Australia - Geography
PUBLISHER: Geoscience Australia
REVIEW DATE: 18/12/06 [919.4] SCIS 1204067

It's an honour

<http://www.itsanhonour.gov.au/>

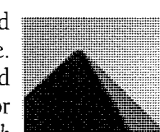
For students investigating Australian identity, values and contributions to the community, this easily navigated site provides a quick route to information. It contains readable and detailed paragraphs about the national Symbols of flag, flower, gemstone, colours, anthem, and the Commonwealth coat of arms, plus a timeline outlining their history. The site has details of all Australian awards, together with extended profiles and portraits of some people who have won the awards. A calendar indicates when awards are made and this could be a useful guide for school assemblies. Students can sort honours' winners by locality to see which heroes and heroines live in their area. The site includes an extensive list of protocols for Flying the flag. M. Davis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Decorations of honour; Medals
PUBLISHER: Department of the Prime Minister and Cabinet, Australia
REVIEW DATE: 18/12/06 [929.8] SCIS 1203336

Virtual-Egypt: the Egyptian people's papyrus

<http://www.virtual-egypt.com/>

A plethora of material, both educational and commercial, can be accessed from this site. Information has a tabloid newspaper style and layout. The *Photo tours* provide solid material for Ancient History archaeological site studies. *Flash movies* provide accessible insights into such topics as the death of Tutankhamun. Senior students of the Egyptian components of the syllabus, including the Amarna period, will find this site to be a worthwhile source. For younger students, *Intro to* has sections which



resources

are simple overviews of topics. The site has games, virtual tours, and entertaining activities including making cartouches and hieroglyphic translators. Students completing the History 7–10 Topic: *Societies and civilisations of the past* will find this site of interest. B. Hull

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10
SCIS SUBJECTS: Egypt – Antiquities; Egypt – History – To 332 B.C.; Egypt – Social life and customs – To 332 B.C.
PUBLISHER: www.Virtual-Egypt.com, USA
REVIEW DATE: 18/12/06 [932] SCIS 1290935

The Romans

<http://www.bbc.co.uk/schools/romans/>

This site provides a simple overview of the Roman occupation of Britain and some aspects of life at that time, such as life in **The Roman army** and **Technology**. Students should find this site easy to navigate, with its compartmentalised paragraphs of information, soft colours, and entertaining graphics aiding the research process. Each topic is introduced via answers to questions. Research and quiz options, and worksheets, are provided. Teachers may appreciate the Activities component and, in Roman resources, the **Walk through time** material is an entertaining approach to this area of study. The site could be used as an introduction to the History 7–10 Topic: *Societies and civilisations of the past*. B. Hull

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
SCIS SUBJECTS: Rome – History
PUBLISHER: BBC Education, UK
REVIEW DATE: 18/12/06 [937] SCIS 1109717

You wouldn't want to be a Roman gladiator!

http://www.salaria.com/web_books/gladiator/index.html

Students will enjoy reading this easy to navigate e-book on ancient Rome. The site uses bold colour with purpose, cartoon illustrations, and humour in the *Asterix* style to educate users on the role of gladiators in 100AD. Year 7 History students will be involved with the site's narrative through its use of 'you'. The material is presented in pages of reading, with enough depth to suit syllabus requirements for the study of ancient Rome in History 7–10. Gladiator Internet links are also worth investigating. The site could aid students using software such as *PowerPoint* to create their own e-books, as it is a good model for this activity. The site features links to similar e-books on explorers and whaling which support the HSIE K–6 syllabus. M. Whitfield

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Gladiators; Rome – History – 30 B.C.–476 A.D., Empire; Rome – Social life and customs – 30 B.C.–476 A.D., Empire
PUBLISHER: Salaria, UK
REVIEW DATE: 18/12/06 [937] SCIS 1282073

Ancient Greek civilizations

<http://www.mnsu.edu/emuseum/prehistory/aegean/>

Crisply presented, this overview of various aspects of Aegean history begins with the Minoans and includes a look at the women of Athens and Sparta. The Greek image gallery, located via the

History of Aegean civilization, provides a ready and convenient source of Minoan and Mycenaean artefacts and architecture. It is a useful place for archaeological source work. Complete versions of Herodotus's *The history* and Homer's *The Illiad* and *The Odyssey*, are incorporated in this site. Junior History students completing the Topic: *Societies and civilisations of the past* could find the **Maps** useful, and the site's material supports the study of ancient Greek civics and citizenship in History 7–10. The site has some usefulness for Ancient History students of the Greek options. B. Hull

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History 7–10
SCIS SUBJECTS: Civilisation, Greek; Greece – Social life and customs 404 – 146 B.C., Hellenistic period; Greece – Social life and customs 500 – 404 B.C., Classical period
PUBLISHER: Minnesota State University, USA
REVIEW DATE: 18/12/06 [938] SCIS 1280629

Australian heritage

<http://www.heritageaustralia.com.au/>

Supporting the new *Australian Heritage* magazine, this site provides users with a range of information and many sources associated with Australia's history. Sectors are easily navigated and clear in content. The database of Australia's **Historical towns** provides a page of historical information for each town. A synopsis of articles in *Magazine* allows site users to make a judgment about the worth of subscribing to read the entire article. **Links and resources** is a comprehensive and interactive list of Australia's heritage organisations, including many minor players. This feature will appeal to students researching local and national histories. The site excels as a starting point for research purposes. For teachers, a useful part of the site is its diary of upcoming Events. B. Kervin

USER LEVEL: Stage 4 Stage 5 Professional
KLA: HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: Australia – Historic buildings, sites, etc.; Australia – History; Australia – Social life and customs
PUBLISHER: Hallmark Editions, Australia
REVIEW DATE: 18/12/06 [994] SCIS 1280792

The goldfields experience: project information

<http://www.heathcote.vic.edu.au/goldfields/info/information.htm>

Presumably collected by primary school students and collated by teachers, this site has little in the way of referencing. Simply laid out in 35 headings, each topic has clear information pertaining to the goldfield experiences during the 1850s. Many aspects of everyday life for diggers and their families, including interactions with their Chinese counterparts, are covered. Photographs of people and images of such things as **Money** and **The miners right licence**, are worthwhile additions to the site. Images are relevant to the HSIE Units: *Past and present* and *Then, now and tomorrow*. Some hypertext links have been inserted to serve as an online glossary. Despite the occasional error in coding, the site will prove useful. A. Beedles

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Australia – Gold discoveries; Australia – Social conditions – 1851–1901; Australia – Social life and customs – 1851–1901

PUBLISHER: Heathcote Primary School, Australia
REVIEW DATE: 18/12/06 [994.03] SCIS 1286303

Heywire

<http://www.abc.net.au/heywire/>

Heywire is a forum for non-urban youth, and this site is the short story competition arm of an ABC initiative. Written by young adults who live in regional Australia, these award winning **Stories**, written for radio, relate to life outside the cities. There are many stories, all with a word count under 400. They are laid out in state groups going back to 1998, and they can be read or listened to online. Access **Teacher's notes** to read an analysis of each story; some of which solidly support classroom work. Selected narratives would make excellent supplementary material for the English Stage 6 Area of Study, especially in the ESL course, due to the concise and well-written expression of themes and content. MP3 audio tips for constructing a story, found in **How to**, are an excellent English resource. Details about the 2007 short story writing competition were not online at time of review. C. Thomas



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6: *ESL; Standard*
SCIS SUBJECTS: Adolescents in Australia; Australian short stories; Country life – Australia; Writing (Authorship) – Problems, exercises, etc.
PUBLISHER: ABC, Australia
REVIEW DATE: 18/12/06 [994.07] SCIS 1101482

Professional reading

Resources are in Dewey order.

Trails: tool for real-time assessment of information literacy skills

<http://www.trails-9.org/adminTips.php>

An interesting site that assesses high school students' information literacy skills, this resource uses an Internet based testing tool. Joining is free, with two assessments available for each year group. One assessment is used to determine students' level of knowledge at the beginning of an information literacy course, and another assessment is undertaken at the end. Teachers join and set up a class group. Students complete the assessment and tracking is provided through discussion of individual or group outcomes. The site is easy to navigate with explicit instructions on how to administer the tests. Although it is US developed and based, there is some relevance to the NSW curriculum. A. Frost

USER LEVEL: Professional
SCIS SUBJECTS: Information literacy; Information skills – Testing; Student assessment
PUBLISHER: Kent State University Libraries and Media Services, USA
REVIEW DATE: 18/12/06 [028.7076] SCIS 1279150

McKENZIE, Jamie

Learning to question to wonder to learn

FNO Press, USA, 2005

ISBN 0967407850

[153.4]

The author suggests that thinking does not always lead to wisdom and makes this the subject of the text by engaging the reader in a dynamic interplay between dissonance, resonance and insight. He shows how questioning and wonder work to resolve curious aspects of life. The chapter on questioning provides a useful link to the *Quality Teaching* model as teachers explore **higher-order thinking** stimulated through questioning to increase the **Intellectual quality** in teaching and learning activities. The role of questioning is clarified by mapping the types of thinking that provoke originality and productivity. The differences between learning and absorbing and teaching and learning are explored through narrative and persuasive reasoning. The book provides a short, practical and enjoyable read. F. Plummer

USER LEVEL: Professional
Paper \$40.00

SCIS 1217702

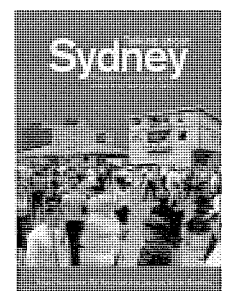
Talking about Sydney: population, community and culture in contemporary Sydney

University of New South Wales Press, 2006

ISBN 0868409383

[307.76]

The primary aim of this book is to encourage people to think and converse about some critical contemporary issues affecting the nature and quality of life in Sydney city. Drawing on a variety of local expertise, the book's articles mainly discuss population change, community development, and creativity. The resource would be of assistance to teachers of Stage 6 Geography, particularly for the Topic: *Urban places*. The academic subject matter and writing approach, and the conservative layout make the book most suitable for professional readers who are concerned with urban dynamics, planning and management. P. Sheppard



USER LEVEL: Community Professional
KLA: HSIE
SYLLABUS: Geography 7–10; Geography Stage 6; Society & Culture Stage 6
Paper \$34.95 SCIS 1280549

Child care

/ edited by Justin Healey, Spinney, NSW, 2006 (Issues in society)
ISBN 192080157X [362.7]

The reference contains an extensive collection of articles useful for classroom analysis of child care and related issues. Students will learn about the Australian child care system and the services available in society. Articles explain and discuss the different types of services available and the government funding available to both the parents and child care service providers. Articles deal with how parents should make informed choices and the increase in popularity for child care. The resource critically analyses the child care debate of supply not meeting demand. The resource gives an invaluable insight into contemporary child care issues. M. Timperley

USER LEVEL: Community Professional
KLA: HSIE; PDHPE

resources

SYLLABUS: Community & Family Studies Stage 6;
Exploring Early Childhood CEC Stage 6
Paper \$19.95 SCIS 1279581

METCALFE, Andrew & GAME, Ann
Teachers who change lives

Melbourne University Press, 2006
ISBN 0522851754 [371.1]

Students and educators attempt to analyse and explain their unique relationships in this book, which celebrates teaching at its best. Teaching processes are explored through interviews with a diverse audience of teachers. From the students' perspective, well-known Australians interviewed include Stephanie Alexander, Michael Kirby, Helen Garner, Greg Chappell, Julie McCrossin, and John Yu. They offer anecdotes and philosophical observations about teachers who influenced them. The narratives represent powerful reflections of the special qualities teachers have to see the potential in students, as recounted by Dawn Casey, an Aboriginal, and the first director of the National Museum of Australia. Teaching as a form of love and passion emerges from the stories of teachers as they describe what underlies their work and what connects them to their students' worlds. F. Plummer

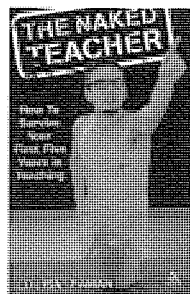
USER LEVEL: Professional
Paper \$24.95 SCIS 1271228

LEAMAN, Louisa

The naked teacher: how to survive your first five years in teaching

Continuum, UK, 2006
ISBN 0826485405 [371.102]

Covering a wide range of advice and ideas for the new entrant into the teaching profession, this text draws from practical knowledge of teaching and explains techniques using a practical emphasis. Strategies discussed include the management of learning through knowledge of the curriculum, feeling valued, avoiding burnout, and developing a classroom persona that is fair, consistent, calm, firm and positive. Material includes managing student behaviour and the complexities of the classroom, safety, addressing bullying and conflict, and working with parents. The focus of most ideas is on coping and surviving in the classroom, and managing the organisational complexities of the job. F. Plummer



USER LEVEL: Professional
Paper \$29.95 SCIS 1269460

COLE, George
101 essential lists for using ICT in the classroom

Continuum, 2006
ISBN 0826488692 [371.33]

Supporting ICT outcomes for every KLA, this user friendly handbook helps students and teachers learn to and learn about ICT in the classroom. It puts technology tools into context by offering practical advice, troubleshooting hints and tips, and comprehensive ideas for teaching ICT. It is a quick and concise reference guide which provides extensive website lists for use within identified

KLAs. The book shows how to use interactive whiteboards and plan multimedia presentations and how to use a network administration to set up a web cache. This very useful book includes e-learning in the classroom, using ICT for creative purposes, web design information, a glossary of ICT jargon, email etiquette and language, safety information, and a wide range of ICT uses in digital media. M. Gary

USER LEVEL: Professional
Paper \$19.95 SCIS 1278478

Encyclopedia of educational technology

<http://coe.sdsu.edu/eet/>

An excellent resource, this extensive site provides teachers with professional and well-resourced articles based on the effective use of technology within a quality classroom environment. The comprehensive Table of contents groups topics for ease of navigation. The site has an emphasis on how digital technologies can work in the classroom, and these topics include Podcasting, using blogs, Interactive whiteboards, learning objects, and Visual thinking tools. There is information on pedagogy models, modes of lesson delivery, and techniques such as mind mapping and note making. Multimedia elements within some documents further detail the concepts being addressed, such as Vygotsky's social development theory being applied to class seating plans. A worthy aspect of the site is the vast number of linked resources so teachers can further explore concepts. This site is a great resource for teachers' professional development. B. Maher



USER LEVEL: Professional
SCIS SUBJECTS: Educational technology – Encyclopaedias
PUBLISHER: San Diego State University, USA
REVIEW DATE: 18/12/06 [371.33] SCIS 1248234

Ideal Resources: engaging interactive resources for today's classroom

<http://www.ideal-resources.com.au/>

Providing a large array of sample online literacy, numeracy and scientific lesson plans this commercial site integrates ICT with teaching and learning in Years K–6. All online activities are boldly marked for evaluation only. References are made to i-board levels and these give ideas of the scope of the site's lessons in using online resources. Site licence pricing is shown with each lesson, and supporting worksheets are available. This site and its interactive ICT lesson examples may be of use for comparison and to give suggestions to teachers who want to create their own interactive lessons. D. Johnston

USER LEVEL: Professional
KLA: English, Mathematics, SciTech
SYLLABUS: English K–6; Mathematics K–6; Science & Technology K–6
SCIS SUBJECTS: Teaching – Aids and devices
PUBLISHER: Ideal Resources, Australia
REVIEW DATE: 18/12/06 [371.33] SCIS 1290964

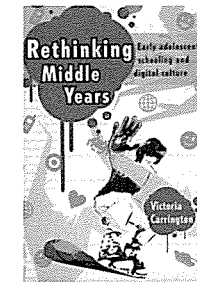
CARRINGTON, Victoria

Rethinking middle years: early adolescents, schooling and digital culture

Allen & Unwin, NSW, 2006 (Studies in education)
ISBN 1741149274 [373.236]

Motivating students to be productive, communicative and critical consumers of new technologies is a challenge the author explores in

her analysis of how middle years students process the increasing volume of information through digital communications. Carrington questions the contemporary and popular view that all adolescent behaviour can be explained by the brain's physiological development. She sees this as an abrogation of responsibility for designing learning experiences that recognise the complex curiosities and interests of the young adolescent. While the author takes a global view of education in the middle years, there are well-developed chapters specifically addressing the Australian landscape. Issues such as specific learning needs, disengagement, the feminisation of teaching and boys' education are explored through examples from Australian research and practice. F. Plummer



USER LEVEL: Professional
Paper \$35.00 SCIS 1271066

BECK, Isabel L.

Making sense of phonics: the hows and whys

Guildford, NSW, 2006
ISBN 1593852576 [428.107]

Focusing exclusively on phonics instruction, this book provides very detailed descriptions of strategies developed by the author and presented in professional learning workshops. Lists of letters and words are included with a script and commentary. The author states that the strategies do not represent a reading curriculum and would only be considered in programs where phonics is not explicitly taught. Teaching phonics in the context of texts is not addressed. There is an informative explanation of terms and some recent research is cited. The style is anecdotal and easy to read, with the text providing recounts of experiences with particular students. Somewhat limited in scope, this resource is a very specific text on one element of reading. H. Evans

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6
Paper \$34.95 SCIS 1277573

Great sites K–3 for using the SMARTboard

<http://www.juliethompson.com/SMART.html>

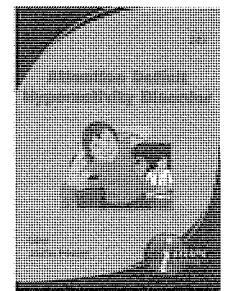
Containing a variety of Mathematics and English teaching strategies and lesson plans, including 10 audio books, this site provides an abundance of ideas for teachers using technology to assist the learning process. An interactive whiteboard is not essential for completing these activities as they can also be used for guided demonstration with one or more computers. Site users can choose from a large selection of titles, each with a specific grammatical focus, and they then work through the correction process. Activities include Grammar help, which gives an explanation of the grammatical term and its correct use, and Put it on the shelf, which allows users to match a number with its word. This is a very useful and engaging site for primary grades. D. Johnston

USER LEVEL: Professional
KLA: English; Mathematics
SYLLABUS: English K–6; Mathematics K–6
SCIS SUBJECTS: English language – Study and teaching; Mathematics – Study and teaching; Teaching – Aids and devices
PUBLISHER: Julie Thompson.com Educational Resources, USA
REVIEW DATE: 18/12/06 [510.71] SCIS 1290992

Attention deficit hyperactivity disorder

/ edited by Justin Healey. Spinney, NSW, 2006 (Issues in society)
ISBN 1920801529 [616.85]

Defining and discussing ADHD with regard to recognisable characteristics and causes of the disorder, this well-researched reference contains useful articles outlining this behaviour problem. Typical behaviour assessment reviews are carefully examined, and the resource gives educational strategies for teachers and parents. ADHD in adults is explained and the differences in behaviour, compared to children, are outlined. Therapies and treatment are examined, while advantages and disadvantages are clearly explored. Information is suitable for PDHPE lessons and discussion, and review questions can be utilised for case study work. M. Timperley



USER LEVEL: Community Professional
KLA: HSE; PDHPE
SYLLABUS: Community & Family Studies Stage 6;
Exploring Early Childhood CEC Stage 6
Paper \$19.95 SCIS 1279573

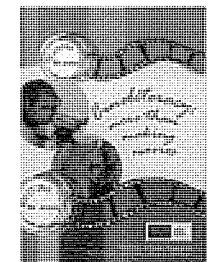
Cinliteracy: more than making movies

[electronic resource]

Equity Programs and Distance Education Directorate, NSW DET, 2006
ISBN 0731384539 [791.43]

ABSTRACT

This resource provides critical literacy strategies which can be adapted for students from K–12. The resource is one interactive CD-ROM and a DVD. The resource is designed to enable teachers and community members to build connections with students' real world experiences through reading, writing, and moving images. The CD-ROM contains a rationale for teaching cineliteracy, practical information for a school to plan a cineliteracy project, and teaching materials. The DVD is used with the teaching materials, and it can be used to develop student and teacher understanding of key cineliteracy concepts. It includes students' film excerpts and 13 complete short films.



USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6; English 7–10; English Stage 6
\$POA (available from Priority Schools Programs ph 9244 5144) SCIS 1257276

Learnimprov.com

<http://www.learnimprov.com/index.php>

One of the most practical and detailed sites on the Internet for the study of improvisation in theatre, this site is all about improvised comedy. Using the categories of Structures and Tools, the site's layout makes good use of lists in a simple and clean presentation. Some of the exercises in Tools have a Comments facility where teachers can find extended ideas and useful notes on interpreting the exercise. Problem solving contains many practical ways to deal with common improvisation



resources

dilemmas. The site is a treasure trove for busy Drama teachers who are looking for appropriate Warm-ups, Exercises and Handles to engage students and establish the groundwork for playbuilding. C. Sly & C. Thomas

USER LEVEL: Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Drama 7-10; Drama Stage 6
SCIS SUBJECTS: Comedy; Improvisation (Acting)
PUBLISHER: Learnimprov.com, Canada
REVIEW DATE: 18/12/06 [792.02] SCIS 1280043

Wired news

<http://www.wired.com>

The online branch of a magazine, this site provides well-written news items on youth culture issues that incorporate aspects of digital technology and technological innovation. Typical subjects are technology products, the workplace, recreation, the environment, corporations and public administration. Its best use as a classroom resource would be for current events and stories, rather than news. Students of TAS, and other subjects investigating technology issues, will find these contemporary and sometimes controversial items to be highly motivating and engaging. The site particularly supports the Legal Studies Option: *Technological change*. Some site material is adult oriented. This, plus the site's broad and changing content, means that it is most suitable for teachers researching a particular technological issue related to their syllabus. P. Conroy

USER LEVEL: Professional
KLA: HSIE; TAS
SYLLABUS: Information & Software Technology 7-10; Legal Studies Stage 6
SCIS SUBJECTS: History, Modern-21st century; Technological innovations
PUBLISHER: CondeNet, USA
REVIEW DATE: 18/12/06 [909.83] SCIS 1281369

Literacy and Numeracy resources

The NSW State Numeracy Plan 2006-2008 and State Literacy Plan 2006-2008 underpin our work in Key Learning Areas, and teacher-librarians have a vital role to play. Scan publishes reviews of a range of resources, including some internet sites, to support literacy and numeracy. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy and numeracy experts in order to provide an accurate appraisal of resources and to show how resources might support these initiatives.

Funbrain

<http://www.funbrain.com/>

Providing Year specific Mathematics and English Flash games, this site is ideal for brief lesson breaks or fast finishers. Math games cover all areas of the Strand: *Number* in Mathematics K-6. Reading has links to grammar knowledge activities as well as condensed e-books for independent reading. Arcade has logic and puzzle games. Playground is aimed at Early Stage 1 children, although the activities are perhaps better suited to older students. The site's entertaining material is ideal for quick revision in number and spelling skills, even though there is a lot of reading for students in all categories, especially in Arcade. A standout game is Funbrain sudoku, an easy, skill levelled and printable task. In Entertainment, English teachers will find useful film and television information for critical viewing. D. Croker

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: English; Mathematics
SYLLABUS: English K-6; Mathematics K-6
SCIS SUBJECTS: Computer games; Educational games; English language - Problems, exercises, etc; Mathematics - Problems, exercises, etc
PUBLISHER: Pearson Education, USA
REVIEW DATE: 18/12/06 [371.33] SCIS 1074572

The magic key: adventures

<http://www.bbc.co.uk/schools/magickey/index.shtml>

With a range of bright and colourful grammatical and punctuation games, this easily used website is suitable for individual or group use. Aspects of punctuation are simply addressed and include full stops, question marks and capital letters, making the site an enjoyable independent activity. More interesting are the activities relating to descriptive language and synonyms, where students select a picture to match the sound made, or a better word. Each section includes a game, a worksheet and detailed teacher resources. Although the curriculum references are UK based, lesson ideas and teaching points are clearly stated. The site is perfect as a follow-up after explicit teaching and for use with an electronic whiteboard. H. Evans

USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: English language - Problems, exercises, etc; Literacy - Problems, exercises, etc; Word games
PUBLISHER: BBC, UK
REVIEW DATE: 18/12/06 [428.0076] SCIS 1229775

GANSKE, Kathy

Word sorts and more: sound, pattern, and meaning explorations K-3

Guildford, USA, 2006 (Solving problems in the teaching of literacy) ISBN 1593850506 [428.107]

Word study, phonemic awareness, the correspondence between sound and letter, and the alphabetic principle is explained here by an extensive collection of reproducible pages. The book outlines the approach and provides teacher activities and tips. The main part of the text provides numerous word activities with teacher notes, including suggested literature links. Literacy assessments, games and other resources are included in the appendix. Some

teachers may find this material useful for reference, but in classrooms which focus on daily guided reading, the materials would need to be adapted to reflect the topics, words and sounds that students encounter in their daily guided reading texts. K. Rushton

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
 Paper \$56.95 SCIS 1277570

Hard spell

<http://www.bbc.co.uk/hardspell/>

Keen spellers will thoroughly enjoy this addictive site. Linked to a national BBC spelling competition, the site contains timed activities where students are challenged to select correctly spelt words and correct misspellings. The words are very challenging for all including the most confident spellers. Scores are shown at the end of each round, the highest scores from past games are accessible and games can be emailed to a friend. The graphics are attractive and there are links to other excellent BBC sites. For students entering the Premier's Spelling Challenge and for ambitious spellers ready for extension, this is a very engaging site. H. Evans



USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Educational games; English language - Spelling - Problems, exercises, etc; Spelling games
PUBLISHER: BBC, UK
REVIEW DATE: 18/12/06 [428.1076] SCIS 1279980

TRUSS, Lynne & TIMMONS, Bonnie

Eats, shoots & leaves: why commas really do make a difference!

Profile, UK, 2006 ISBN 1861978162 [428.2]

Adapted from the adult punctuation guide, this is an amusing and informative book for young students grappling with commas. Twelve sentences are presented in a double page layout. One side has the sentence with commas; the other side is the sentence without commas. Timmon's watercolours humorously show the two different meanings created by comma use, such as the contrast between a huge hot dog and a huge, hot dog. Grammatical explanations of the two meanings depicted can be found at the back of the book, providing a valuable adjunct for understanding Truss's more esoteric sentences. The book emphasises the humour of an absent or misplaced comma, and the punctuation lesson may well strike home with this clever, visual approach. C. Thomas



USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
 \$24.95 SCIS 1279202

Beyond the reading wars

/ edited by Robyn Ewing. PETA, NSW, 2006 ISBN 1875622667 [428.407]

This very useful resource indicates that it is a response to the current debate about the teaching of reading, but its focus is to provide support for teachers of reading. The authors have expertise in many aspects of teaching reading, and chapters look at issues such as meeting the needs of ESL learners, and teaching students how to read images in texts. Issues discussed range from the development of a reading pedagogy to a detailed account of how to plan a balanced reading program, the use of ICT, and the complexities of the teaching of reading. K. Rushton

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6; English 7-10
 Paper \$32.00 SCIS 1276365

Crick Primary School: numeracy

<http://www.crick.northants.sch.uk/pagenumeracy.html>

Containing a set of ingenious Mathematics learning experiences, this site has a variety of interactive numeracy activities. The Teacher's toolkit combines Macromedia Flash demonstration screen tools to support teaching Mathematics in a primary school. Tools include a Place value calculator, a 12 hour clock, and the Hundred square. The Mean machine tests mean, median, mode and range of data, complete with revving motorcycle and sound effects. Wash line 2 allows students to hang out numbers, arranged in order up to three decimal points. The Double function machine challenges students to perform a double function, calculate and check. The site can be efficiently used by students working independently, with an interactive whiteboard, or with a minimum of computers. It provides teachers with engaging Mathematics activities and teaching tools. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: Mathematics; SciTech
SYLLABUS: Mathematics K-6; Science & Technology K-6
SCIS SUBJECTS: Mathematics - Computer-assisted instruction
PUBLISHER: Crick Primary School, UK
REVIEW DATE: 18/12/06 [510.7] SCIS 1290943

Math playground

<http://www.mathplayground.com/>

Colourful and animated, this interactive resource is loaded with useful material for the Mathematics classroom. The site has some excellent choices, including over 6000 worksheets, printables, flash cards, sudoku, Logic games, quizzes, puzzles and activities for mathematics practise. The unit on Area and perimeter is especially good. Algebra puzzles will encourage students to build addition and multiplication skills as well as algebraic thinking. Logo Park includes an introduction to programming using a simple navigation code. By changing the code, students develop their own code to construct mathematical shapes and geometric designs. M. Gary

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: Mathematics
SYLLABUS: Mathematics K-6; Mathematics 7-10
SCIS SUBJECTS: Logic - Problems, exercises, etc; Mathematical recreations; Mathematics - Problems, exercises, etc; Number games
PUBLISHER: Math Advantage, USA
REVIEW DATE: 18/12/06 [510.76] SCIS 1279433

Picture books

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

AHLBERG, Allan & INGMAN, Bruce

The runaway dinner

Walker, UK, 2006
ISBN 1844280632



Every day, Banjo has a sausage for his dinner, until, one day, the sausage runs off. Ahlberg takes simple, mundane events and turns them into a whimsical story that is both entertaining and amusing. The nonsense of the tale is heightened, not only by the manner in which each character is popped off or waylaid, but also by the naive illustrations which add both humour and interest in a style reminiscent of picture books of the mid twentieth century. Interestingly, the conclusion has elements of the predictable and unpredictable, making it a useful model for writing narrative and circular stories. As a reading experience, it offers some family fun and gives a new meaning to the notions of fast food and mealtime mayhem. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$27.95

SCIS 1275168

ALLEN, Pamela

Share said the rooster

Viking, Vic, 2006
ISBN 0670029424



Beginning readers will delight in this fast-paced, humorous picture book which tells five short stories of two men who would not share, and their consequent demise. Perfect for reading aloud, the book invites participation through its clever use of rhyme and repetition. The language is simple yet effective, and the format easy to read. The rich, detailed illustrations provide crucial details for deciphering the plot and they could support the explicit teaching of visual literacy. Children will enjoy discussions on the benefits of sharing and the disadvantages of arguing and will love to experiment with character voices and expression as they read this engaging story many times. L. Doyle

USER LEVEL: Early Stage 1 Stage 1
\$24.95

SCIS 1261007

All prices in the availability statement include GST.

ANDREAE, Giles

Captain Flinn and the pirate dinosaurs

Penguin Books Ltd, UK, 2006 (Puffin)
ISBN 0140569219

Action packed, this colourful picture book invites the reader to follow Flinn into the art cupboard and accompany him and his school friends on a rollicking adventure on the high seas. Here they help to rescue Captain Stubble's ship and Flinn leads the charge against the ferocious pirate dinosaurs. With authentic details from the seafaring world including language and vivid action young readers will become enthused about the book's world of swash-buckling adventure. The layout, variety of fonts and use of onomatopoeia invite the reader to understand how various text styles create different effects. Bold and distinctive illustrations make this an ideal resource to be enjoyed during group discussions about visual literacy. M. Whitfield

USER LEVEL: Early Stage 1 Stage 1
Paper \$14.95

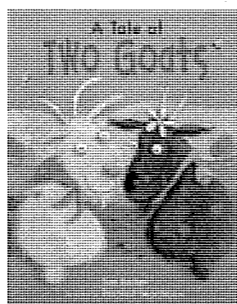
SCIS 1261085

BARBER, Tom & BEARDSHAW, Rosalind

A tale of two goats

Pinwheel, UK, 2006
ISBN 1862336083

Children will love this simple story with a moral, the irony of which will be enjoyed for its gentle humour. Muriel and Myrtle are two goats that live on neighbouring farms. Myrtle lives on a cabbage farm while Muriel's owner grows turnips. The story deals with the two farmers who blame each other for their goats' eating habits and resort to extreme measures to control them. Through the use of big print and colourful illustrations the author has created a picture book to be enjoyed as shared reading. This could be a useful resource when dealing with the concepts of decision making and consequences. J. Hancock



USER LEVEL: Early Stage 1 Stage 1
Paper \$14.95

SCIS 1272398

BROAD, Michael

Broken Bird

Penguin Books Ltd, UK, 2006 (Puffin)
ISBN 0141381582

Bullied by his brothers, Broken Bird searches for his place in life, eventually finding someone who accepts him and helps him overcome his handicap. An engaging tale, this picture book could be useful as a stimulus for values lessons on acceptance, perseverance and tolerance. Interesting discussions could be held on the relative right or wrong actions of the characters and their parallels to readers' experiences. Beautifully crafted colour illustrations, similar to comic strips in some sections, help show Broken Bird's feelings as his story progresses and make this text also suitable as a read aloud story for young students, who will especially like the happy ending. R. Parnis

USER LEVEL: Early Stage 1 Stage 1
\$24.95

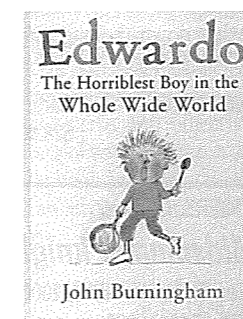
SCIS 1254977

BURNINGHAM, John

Edwardo: the horriblemest boy in the whole wide world

Jonathon Cape, UK, 2006
ISBN 022407041X

Beginning as an ordinary child, Edwardo declines into a clumsy, noisy, dirty, rude, and cruel boy. Edwardo inhabits a world in which his adult critics are devastating and unforgiving. Given little insight into Edwardo's motivation and feelings, the reader witnesses how the reactions of people affect his behaviours. This powerful picture book shows the potency of adult judgment and its impact on a child's world. The main issues are self-esteem and identity, and the adult responsibilities in safeguarding these things in a child. While the brutality of criticism is shown, so too is the healing power of positive reinforcement. That this is offered to Edwardo by chance makes this picture book more thought provoking and valuable for class discussion. W. Smith



USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$32.95

SCIS 1271488

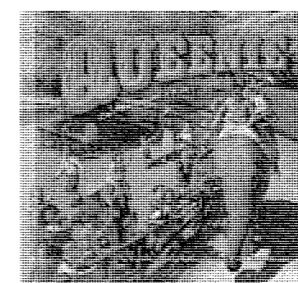
FENTON, Corinne

Queenie: one elephant's story

Black Dog Books, Vic, 2006
ISBN 1876372974

[636.967]

Carrying passengers around the Melbourne Zoo on sightseeing trips from 1905 to 1945, Queenie was known to generations of children and their parents. Her beguiling idiosyncrasies, recounted here in simple prose with meticulously detailed illustrations, will endear her to all who enjoy her story. A sense of the times is vividly evoked with fashion, social behaviours, and architecture of the zoo buildings, so that a memorable episode in Australian social history is realised. This engaging picture book may be useful in a study of changes in Australian society during the 20th century, prompting discussion about animal rights, the value and purpose of zoos, and changing social values and attitudes. W. Smith



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$24.95

SCIS 1274878

INGPEN, Robert

The Dreamkeeper: a letter to Alice Elisabeth from her grandfather, Robert Ingpen

Minedition, USA, 2006
ISBN 0698400364

This picture book is an opportunity to experience visual storytelling at its best. The mystery of where dreams disappear to is

explored through the character of the Dreamkeeper, a vagrant who is able to go between fantasy and reality. This sense of a crossover will fascinate youngsters who can themselves slip so easily into the world of make-believe. A mixture of black and white, sepia and colour illustrations adds visual layers to this intriguing tale. Ingpen involves fantasy and myth in language and image, giving his letter a special and unique touch. S. Taylor

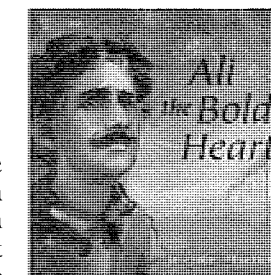
USER LEVEL: Stage 2 Stage 3
\$24.95

SCIS 1264995

JOLLY, Jane & HURST, Elise

Ali the bold heart

Limelight, NSW, 2006
ISBN 0975708082



The plight of refugees, and the spiritual and physical isolation some endure in immigration detention centres, is the thought provoking focus of this enigmatic picture book. The effect of active and passive persecution on people's lives is manifest throughout the story of Ali, an Iranian magician. While he can bring wonder and joy into the lives of his fellow refugees, he suffers from the isolation, the frustration and debilitation of an unfulfilled need to be free. Beautiful watercolour images capture the emotions of the characters, heightening the barren bleakness of the detention centre while cleverly evoking the wonder and beauty of Ali's magic. The open conclusion provides a springboard for discussion. N. Chaffey

USER LEVEL: Stage 2 Stage 3
\$26.95

SCIS 1269928

LEE, Lyn & GAMBLE, Kim

Eight

Scholastic, SA, 2006
ISBN 1862914567

This is a warm story for all children who have been attached to a special object. When Timmy's toy octopus, Eight, goes missing, Dad uses the situation to encourage Timmy to overcome his childhood fears and imaginations. We follow Eight's amazing watery adventures through visual clues, including an excellent depiction of rain. Gamble's soft and misty watercolours confirm security and happy childhood memories. They are supportive illustrations which would be very suitable for a visual literacy study. Providing opportunity for discussions about negative and positive situations, childhood fears and their resolution, the picture book culminates in the achievement of some independence for Timmy, and a disguised message. D. Johnston

USER LEVEL: Early Stage 1 Stage 1
\$27.99

SCIS 1278233

MADONNA & LONG, Loren

Mr Peabody's apples

Penguin Books Ltd, UK, 2006 (Puffin)
ISBN 0140569677

Popular singer Madonna has produced another heart-warming picture book with a strong moral. Based on a 300 year old Ukrainian story, told to Madonna by her Kabbalah teacher, this is the tale of a boy who unwittingly starts a rumour that damages the reputation of a school teacher, and causes heartache for young Billy and the Little League team coached by the teacher. When the

resources

surprisingly forgiving Mr Peabody demonstrates to Tommy, the rumour monger, how impossible it is to reverse such a situation, there are compelling issues to consider. Vivid country scenes are briefly captioned and they complement the written story expertly, suggesting the many changing moods of the characters. I. McLean

USER LEVEL: Stage 1 Stage 2
Paper \$16.95 SCIS 1272908

MANOS, Helen & VIVAS, Julie

Samsara dog

Working Title Press, SA, 2006
ISBN 1876288620

A moving version of an 18th century tale of reincarnation, this beautiful book will make readers smile and weep. Samsara dog lives many different lives in several unique places. Each time he returns to Earth he learns and grows, but it is only when he is truly loved that he finds eternal peace. Vivas has once again produced brush strokes with touches of light and shade that enable the story to soar off the page. The book would be an excellent vehicle to introduce the teachings of Buddha, and in this sense it would work well with the HSIE Unit: *Cultures Strand* and the *Studies of Religion 7-10 syllabus*. A richly satisfying story, the book would also be interesting to use as a picture book study in Year 7 English. S. Taylor

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; HSIE K-6; Studies of Religion 7-10
\$29.99 SCIS 1278315



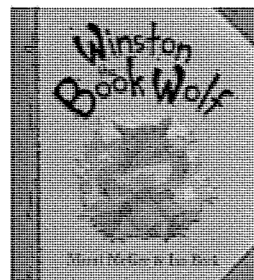
McGEE, Marni & BECK, Ian

Winston the book wolf

Bloomsbury, UK, 2006
ISBN 0747579776

A delightful twist on the traditional tale of *Little Red Riding Hood*, this pictorial version portrays the wolf more as a cheeky character who enjoys devouring books instead of little girls. Indeed, the child, Rosie, is swept along by the wolf's enthusiasm to immerse himself in words and reading, suggesting a wonderful role model for young learners. Fuzzy edged and friendly illustrations show many well-known fairytale characters as Rosie and Winston pursue a love of words all the way to the library. Recognising these characters will simultaneously soothe and stimulate youngsters. This is a clever picture book, visually stimulating and with a written text full of rich language and descriptive phrases. S. Taylor

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1269484



OTTLEY, Matt

Faust in space

Hachette, NSW, 2006
ISBN 0733609589

The latest of the Faust books, this story finds our adventurous canine hero on a spaceship heading for outer space after his family

goes on holiday. When he is left alone with only Mr. Crankshaft, the neighbour, to feed him, Faust's imagination takes over and so begins his wonderful, wild sojourn in space. Each page in this beautifully designed picture book contains colourful illustrations of the bizarre and quirky world in which Faust finds himself. Ottley uses playful effects in the text by adding emphasis with coloured words and wavy lines. Particularly effective is the alien language he has invented, which is written in green and translated further down the page. Young fans of Faust are sure to be happy with this latest story. J. Eade

USER LEVEL: Early Stage 1 Stage 1
\$28.95 SCIS 1273907

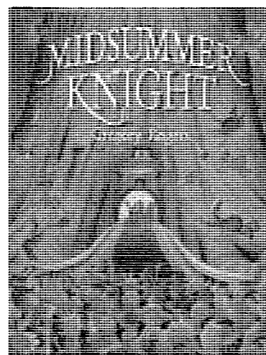
ROGERS, Gregory

Midsummer knight

Allen & Unwin, NSW, 2006
ISBN 1741145236

Fans of wordless picture books will delight in this surprisingly complex tale. A seemingly ordinary bear lies lazily in his fishing boat. Little does he realise that the enchanting adventure about to begin will lead him to a secluded castle and a brush with royalty. The absence of written text forces the reader to observe closely the vivid, highly detailed illustrations that are the narrative. The author/illustrator has cleverly used the boyish theme of knighthood and male readers could be very attracted to the cartoon style. This picture book could productively be used to teach students how to slowly read the visuals in a graphic novel. S. Taylor

USER LEVEL: Stage 1 Stage 2
\$27.95 SCIS 1278505



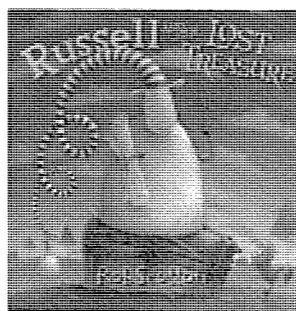
SCOTTON, Rob

Russell and the lost treasure

HarperCollins Children's, UK, 2006
ISBN 0007206240

Quirky, distinctive illustrations, attractive design and subtle text characterise this picture book, in which Russell, a distinctly atypical sheep, makes a welcome return. A serendipitous discovery of a treasure map sets off a flurry of invention and frenzied searching, but Russell quickly tires when the search is not immediately successful. Readers are challenged to consider some fundamental concerns about the nature of value. Russell's antics explore the meaning of what should be valued as relationships and possessions. The book has relevance to the HSIE K-6 Strand: *Cultures*, particularly outcomes CUS1.3 and CUS1.4, and would be useful for classroom dramatisation. W. Smith

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$24.99 SCIS: 1275671



SKINNER, Tom & GOSS, Mini

Round fish square bowl

New Frontier, NSW, 2006
ISBN 1921042966

Using familiar idioms and situations from well-known stories, this valuable picture book celebrates individuality and being different. The book cleverly begins by listing some of the many ways we might feel different from others, and shows the benefits of being unique and the positive way this can enhance many situations. The print is large, and various fonts highlight verbs and adjectives, leading to opportunities for explicit teaching of parts of speech and figurative language such as metaphors. The book provides a wealth of opportunities to reframe difference as an advantage and central to being valued as an individual. L. Doyle

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1278289

SVENDSEN, Mark & WOOLMAN, Steven & PETERSON, Laura

Kestrel

Time Warner, Vic, 2006
ISBN 0734404905

With a lyrical written text beautifully complemented by colourful pastels, this is a sensitive picture book about poignant relationships. The background of each page is nautical sketch designs about boat building, resembling parchment. The story is about a grandfather and his grandson building a row boat, which is lovingly depicted in photographs. It begins with the grandfather telling the boy that his father says he is too young for a boat and that this one is for some other boy. The impact of the book turns on who this other boy might be. With its intricate designs on each page and the nautical text throughout, this is a book which is sure to be both an enjoyable and informative experience for young readers. J. Eade

USER LEVEL: Stage 2 Stage 3
\$27.95 SCIS 1273924



WILD, Margaret & NILAND, Deborah

Chatterbox

Penguin Group (Australia), 2006
ISBN 0670029327

These lively illustrations and wonderful narrative will entertain and please readers. Using meaningful prose, the picture book is a witty snapshot of life in a household where a child is learning to talk. The chatterbox in question is Daisy, Max's young sister, who charms everyone she meets. Once Daisy does talk, she bumbles whole sentences of questions and assertions, and readers should empathetically relate to Max and his family. The strong emphasis on child development, particularly speech, means that *Chatterbox* provides strong curriculum support for units on identity, families and relationships. D. Croker

USER LEVEL: Early Stage 1 Stage 1
\$24.95 SCIS 1273894

Fiction for younger readers

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

DALE, Kim

Moon bear rescue

Time Warner, Vic, 2006
ISBN 0734409389

A tale of lost innocence, new beginnings and resilience, this book will appeal to wildlife lovers. Based on the horrors that arise from farming bears for their bile, this uplifting work shows a love and respect for the world of nature. Highlighting the damage that humans can inflict, and the painful, slow process that must be undertaken to rebuild trust in the animal kingdom, this story of Star, an Asian black bear, is both sad and triumphant. Paralleling the work done by a rescue centre in Sichuan, the story follows Star's journey from life in the wild to imprisonment and then life at the centre. Moving and poignant, Star's plight is described through a well-constructed and emotive written text and strong watercolour illustrations. A dedication and children's poems link the narrative to history. G. Cale

USER LEVEL: Stage 2 Stage 3
\$27.95 SCIS 1273917



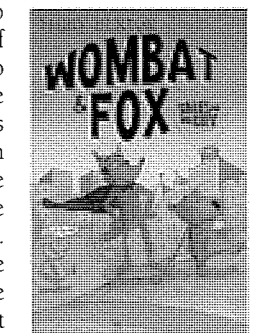
DENTON, Terry

Wombat & Fox: tales of the city

Allen & Unwin, NSW, 2006
ISBN 1741144469

Wombat and Fox are a dynamic duo who wander through all manner of scrapes with other animals as they go about their daily lives in a big city. The wonderful narrative is hilarious, as these unlikely heroes engage in everyday tasks, such as visiting the mobile phone shop, and experience common problems that influence us all. There are three separate stories suitable for modelled and guided reading. The text supports readers with short sentences and liberal use of comic illustrations adding to the humorous appeal. The text has application for the study of environments in HSIE K-6, and to the Stage 3 Connected Outcomes Group (COGs) (D): *Making informed choices*. D. Croker

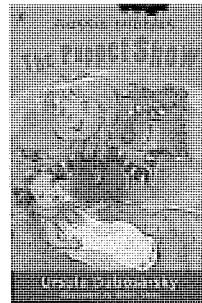
USER LEVEL: Stage 2 Stage 3
KLA: CA; English; HSIE
SYLLABUS: Creative Arts K-6; English K-6; HSIE K-6
Paper \$12.95 SCIS 1264002



DUBOSARSKY, Ursula

The puppet showPenguin Group (Australia), 2006 (Puffin) (Aussie nibbles)
ISBN 0143301772

Another title in this very popular series, this is a story about a young girl who decides to put on an impromptu puppet show for her family. Beginning readers should have no trouble with the simple text and they will enjoy reading this chapter book. Black and white illustrations add to the enjoyment and comprehension of this family based story. The text could be a stimulus to encourage creative play, either in the classroom or at home, and it may bring back fond memories of childhood for older readers who share in the reading. R. Parnis

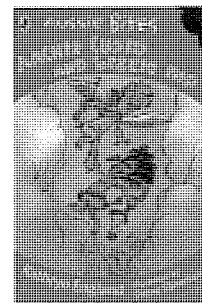


USER LEVEL: Stage 1
Paper \$10.95 SCIS 1272907

ENGLAND, Kathryn

Archie Cupid and Lizzie ImpPenguin Group (Australia), 2006 (Puffin) (Aussie bites)
ISBN 0143302043

Trainee cupids and imps and their mischievous adventures provide the backdrop for this fanciful, entertaining tale. The comical training regime of Archie Cupid in the first chapter is echoed by the second chapter where Lizzie Imp is learning the art of launching spit balls. In the resulting mayhem Lizzie becomes infatuated with Archie and Archie is associated with questionable habits while trying to dislodge Lizzie's spit ball from his nostril. The comical antics are facilitated by vivid description, humorous use of figurative language and even a poem Lizzie writes at the height of her infatuation. This engaging tale with its versatile language lends itself to being enjoyed as stimulus for creative writing, readers' theatre or an entertaining drama performance. A. Beedles



USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1268124

FAVRETTO, Robert

Lost for wordsLimelight, NSW, 2006 (Little stirrers)
ISBN 0975708066

In this classroom adventure story, little Arnold takes on his German accented teacher, Ms Bismark, in a battle of memory, wits and spelling strength. Principal Mr Bell suggests that Arnold enter the Whizspell Championship, a national spelling bee. Hilarity ensues when a falling dictionary causes amnesia, so Arnold's family tries every cure from *Scrabble* to alphabet soup. The author delights in sharing with his readers a wicked sense of humour, puns and other wordplay. Extracts from the brief chapters would be readily adaptable as readers' theatre. The story has frequent black and white drawings from illustrator Lloyd Foye, which support the newly independent younger readers attracted to this dependable series. I. McLean

USER LEVEL: Stage 2
Paper \$9.95 SCIS 1256777

FLYNN, Pat & JELLETT, Tom

The tuckshop kidUQP, 2006
ISBN 0702235679

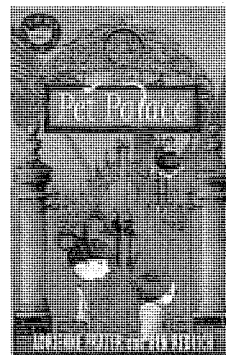
Written in first person, this book follows the daily happenings of Matthew and his dietary habits. He is well-known at the school canteen and often purchases food for his classmates. His world almost collapses with a visit to the doctor and a diagnosis of glucose intolerance. A change of lifestyle and an increase in exercise follows the diagnosis. Matthew and his friends outline the impact on events at school, the importance of body image and effects of peer interaction. Black and white illustrations and menu lists enhance the story which would be great stimulus for PDHPE K-6 Strand: *Personal health choices*. J. Hancock

USER LEVEL: Stage 3
KLA: English; PDHPE
SYLLABUS: English K-6, PDHPE K-6
Paper \$16.95 SCIS 1276560

FRATER, Adrienne & REDLICH, Ben

Pet PalaceTime Warner, Vic, 2006 (Start ups)
ISBN 0734408463

Jeremy and Angie Acorn come to the rescue of a variety of pets imprisoned by a Cruella de Ville type character in this enjoyable and accessible read for newly independent readers. The format follows the traditional orientation, complication and resolution, with the two main characters becoming curious about the new neighbour and the pets that keep arriving. There will be reader admiration for the ingenuity of Jeremy's disguise, to go and investigate, and there will be reader empathy for the locked up animals, before the climactic rescue. Short chapters, a large font and lots of Redlich's expressively humorous illustrations make this a most enjoyable novel. F. Moore



USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1270208

GEASON, Susan

Flight of the falconLittle Hare, NSW, 2006
ISBN 1921049361

In 11th century Normandy, Sybilla, the daughter of a nobleman, is caught up in a war that has been declared between the English and her homeland. This adventure gives readers an insight into the life of a noblewoman. The descriptive prose flows well and allows the reader to imagine the surroundings as the story progresses. Young readers will be able to relate to this story as it is fundamentally a childhood quest, with some danger thrown into the mix. The similarities highlighted between mother and daughter at the conclusion of the narrative will provide thoughtful reflection. K. McCulloch

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1269944

GREEN, Jessica

A tyranny of toadsScholastic Australia, NSW, 2006
ISBN 1865049611

This cast of colourful characters will be familiar to all those who know Year 6, with its description of a variety of personalities and adventures during the final year in primary school. In diary form, delightful tomboy Jillian James experiences and describes friendships and enmity, getting to know a new teacher, camp adventures, the neighbourhood pleasure of building cubby houses, interschool rivalry, and a pesky older brother. Although told in a light-hearted style, the issue of learning to find the middle ground and avoid conflict is a theme running through the novel, and this will be enjoyed by students. F. Moore

USER LEVEL: Stage 3
Paper \$14.95 SCIS 1271818

HENDERSON, Don

Half the battleScholastic, SA, 2006
ISBN 1862916772

An entertaining narrative that boys will love, this novel involves a lot of football, plus relationships and coping with change. Sean has had major upheaval in his life. His parents have lost their farm and separated, and Sean has moved to the city with his father who has just been released from jail. Sean is struggling to find his way and when his new school enters a football team in the weekend competition, Sean is convinced he wants no part of it. Sean's peers talk him into playing and the end result is a lesson in growing up and friendship. Chapters 12-18 are repeated in this edition. K. McCulloch

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1265235

HILTON, Nette

Star of the showUQP, 2006
ISBN 0702235792

Aimee is tired of playing second fiddle to Serena Sweetmay, who, it seems, can do no wrong and is great at everything. Aimee is determined to outdo Serena when her class is asked to present the school Christmas play. With an enjoyable and delightful narrative, this novel features appealing characters and an amusing plot that details amateur theatre production procedures in a school setting, making it an interesting choice to support drama activities. Young readers will relate well to this illustrated narrative and its humorous exploration of characters and human relations. D. Croker

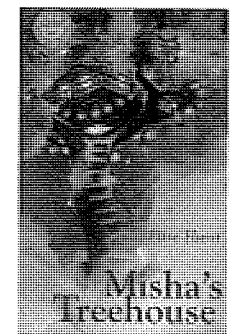
USER LEVEL: Stage 3
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
Paper \$16.95 SCIS 1274854

HURST, Elise

Misha's treehouseTime Warner, Vic, 2006 (Start ups)
ISBN 0734408625

More than a tale of sibling rivalry this novel is a heart-warming story of a brother and sister's relationship. Paul is constantly

annoyed by his little sister Misha's untidy habits in their shared bedroom. A resolution evolves from the conflict when Paul decides to rejuvenate their tree house to give Misha her own space. As the tree house develops so does the characters' understanding of themselves, and the novel culminates in a reassuring ending. The text is well-supported by large black and white illustrations that enhance empathy with the character's emotions. Concerned with family and interpersonal relationships, conflict resolution and overcoming fear, this is a satisfying novel for young readers. M. Whitfield



USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1270216

KELLY, Bernadette

If wishes were horsesBlack Dog, Vic, 2006 (Riding high)
ISBN 1921167025

Annie moves to a small country town with her parents, and as she comes to terms with her new home and making new friends, she dreams of owning a pony. This easy to read chapter book for independent readers has a well-paced plot with large print. It is a perfect book to read simply for enjoyment. With themes about coping with change and developing new relationships, the novel could lead to discussions and writing activities about making and maintaining friendships and the feelings associated with this process. As the first book in a series of four, the novel is sure to entertain and hold the interest of any young reader who wishes to own a pony. L. Doyle

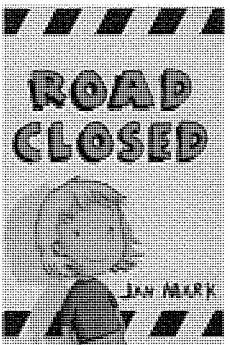


USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1262794

MARK, Jan

Road closedHodder Children's, UK, 2006
ISBN 0340861002

Connie is visiting her grandmother while her mother is at work and she nervously anticipates the annual street party where she does not know anyone. The closed road is an opportunity for all residents to become acquainted. Little does Connie expect that this will include residents from different backgrounds and from different time periods, with whom only Connie can communicate. Detailed descriptive language brings the characters and their emotions alive. Themes of friendships, needing to be included, and common concerns across different cultures and generations are ones with which readers will empathise. This gentle tale will be enjoyed by young readers and provide useful stimulus from which students can model their own writing. M. Whitfield



USER LEVEL: Stage 2 Stage 3
Paper \$15.95 SCIS 1273050

MAWTER, Jeni

Unleashed!

Angus & Robertson, NSW, 2006 (The Freewheelers)
ISBN 0207200726

As the first in a proposed series of novels this contemporary multi-cultural Australian story deals with the adventures of a group of pre-teen, freewheeling school friends who enjoy stunt riding and the wisdom of an elderly neighbour, Mr Lark. Clem, along with her twin brother Darcy, their friends Bryce and Mio, and a mysterious stranger, uncover a scheme to abduct dogs. In assisting the police to catch the criminals they gain a new member for their group, and a dog. With issues of friendship, animal welfare, crime and reform, this novel will be enjoyed by readers who like a good adventure. F. Crum

USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1270045

METZENTHEN, David

The really really epic mini-bike ride

Penguin Books (Australia), 2006 (Puffin) (Aussie chomps)
ISBN 0143301217

Set in suburban Australia, this is a story of two young boys who plan to create an epic ride on mini-bikes made from lawn mowers. While colloquial language and Australian slang is used to present the characters realistically, some readers may find this difficult to understand. The use of simple humour and imagery to create an Australian context may seem forced, limiting a potentially engaging story of resourcefulness and battling against the odds appear to be concerned mainly with the characters enjoying their challenge to authority. Some may find the treatment of associated issues in the novel uneven, which may lead to the novel being considered unsatisfying. M. Whitfield

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1272396

ORR, Wendy

Mokie & Bik

Allen & Unwin, NSW, 2006
ISBN 1741145503

Amusingly illustrated in blue tones by Beth Norling, in a frenetic style that suggests Dr Seuss, this story focuses on a boy and a girl, mischievous twins who live with their sleepy dog, busy mother and often absent father on a large, old cruise boat called *Bullfrog*. The book has short chapters and is a challenging, but fast paced read, due mainly to the twins' and their nanny's shared, unique, invented language. The children travel by botormike, catch fish, eat police cream, and balance on sliptoes. Together with a strong sense of place, the story successfully conveys that the author and her twin sister had their own unique experiences on a similar boat in childhood. I. McLean



USER LEVEL: Stage 1 Stage 2
Paper \$14.95 SCIS 1274427

All prices in the availability statement include GST.

PYLE, Elizabeth

Beastly nights

Fremantle Arts Centre Press, 2006
ISBN 1920731822

With shades of *Where the wild things are*, this bridging book illustrates the effect scary dreams about monsters have on family members after many nights of broken sleep. Grandfather has the solution; make friends with the things that you fear. In a dream, anything is possible and so, by employing the power of imagination, wonderful adventures can replace nightmares and everyone has a good night's sleep. While the black and white line drawings are plentiful, they only literally support the text and look somewhat amateurish. Text placement on some pages can be a little confusing to follow at first. The subject will appeal to those looking for strategies to overcome bad dreams and to those who like to daydream. N. Chaffey

USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1273915

RIPPIN, Sally

My best friend is a vampire

Penguin Group (Australia), 2006 (Puffin) (Aussie bites)
ISBN 0143302396

The value of friendship and the suffering of a lonely child are the poignant themes of this well-told story. David is a loner at school who finally finds a best friend. Despite Vincent being a half-vampire and eating fresh worms, centipede sandwiches and crispy fried pigs' ears for lunch, the two boys form an instant friendship. An argument and the difficulty of mending the rift provide the complication in the narrative, with a successful surprise party and renewed friendship supplying the resolution. Ripplin adds to her appealing narrative with sketches that evocatively show David's stoicism. F. Moore



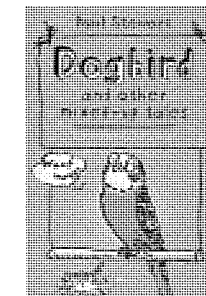
USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1257411

STEWART, Paul

Dogbird and other mixed-up tales

Corgi, UK, 2006 (Corgi pups)
ISBN 0552553514

A budgie that barks instead of chirping and which has potential as watch-bird for grandma, a tale about a were-pig with a moral about greedy children and their management by adults, and a very entertaining adaptation of the frog prince fairytale make this an engaging collection. Young students will probably not guess the endings of these three British short stories which would be an excellent resource to read aloud or to adapt into playscripts. Themes, vocabulary, large font and energetic black and white illustrations make this humorous book accessible and enjoyable for newly independent readers. A. Beedles



USER LEVEL: Stage 1 Stage 2
Paper \$14.95 SCIS 1271531

STEWART, Paul

Hugo Pepper

Random House Children's, UK, 2006 (Far-flung adventures)
ISBN 0385607253

Hugo Pepper is a boy who was dropped as a baby by Snow Giants on the doorstep of reindeer herders. In this comical and complex tale he finds himself in the mysterious town of FireFly Square. As the story of Hugo's life and his family history slowly unfolds, mature readers will delight in the surprising developments in plot, character and their interrelationships. Included is a large foldout map of the township, as well as many illustrations, newspaper extracts, advertisements and letters which add to the richness of the text and its characters. The complex plot and relationships will provide a rich source for learning experiences which consider family and community dynamics. L. Doyle



USER LEVEL: Stage 3 Stage 4
Paper \$24.95 SCIS 1275597

STORER, Jen

Sing, Pepi, sing!

Penguin Books (Australia), 2006 (Puffin) (Aussie bites)
ISBN 0143302639

Written with a distinct Mexican flavour in language and content, this amusing chapter book is sure to engage young readers. Following a lightning strike, an axolotl shocks his poor restaurant owners by singing. Pepi is an expressive and animated creation. Appealing sketches and a fast paced plot depict ruthless loan sharks, self-sacrifice, adventure, and a daring marine rescue as a result of kindness to others. The novel would be fine support for a classroom discussion on values. Full of fantastic happenings and excitement, this terrific narrative uses onomatopoeia and broken English, and it would be highly entertaining to read out loud. D. Johnston



USER LEVEL: Stage 2 Stage 3
Paper \$11.95 SCIS 1277132

WATSON, Brad & RISULEO, Sophie

Siggy & Flori

Little Axe, Australia, 2006
ISBN 0646459333

Two road signs, one advertising cigarettes, one advertising flowers, engage in a simple conversation about what is going on around them. While some readers will consider the content trite, the non-smoking message comes across very clearly in a gentle and humorous manner. When the cigarette sign is painted over with fruit images, the signs' new dialogue is about the premise that healthy choices promote healthy bodies. Aimed at very young students, the book would be a valuable resource for discussing the pros and cons of smoking, especially its psychological effects. Colourful illustrations ably support the meaning, subtly defining the difference between good and bad choices. The clever use of signs to convey the theme is non-threatening for young students. G. Cale

USER LEVEL: Stage 2
KLA: PDHPE
SYLLABUS: PDHPE K-6
Paper \$POA (available from
littleaxe@ozemail.com) SCIS 1271208

WILKINS, Kim

Ghost ship

Scholastic, SA, 2006 (Fantastica: The sunken kingdom)
ISBN 1862916489

An entertaining introduction to the genre, this novel is a suitable starting point for exploring fantasy narratives in English. In classic fantasy style, orphans Asa and Rollo are their kingdom's only hope of survival against a great malevolence. The royal siblings have lost their parents to the evils of Flood, the court magician who seems intent upon destroying the kingdom of the Star Lands. The book ends positively, yet it may not be suitable for all readers due to its references to magic, death and loss. Excellent visuals support readers and aid comprehension. The book would be a very good literary resource in exposing students to cultural diversity outcomes in HSIE K-6, particularly in the Stage 3 Connected Outcomes Group (COGs) (B): *Identity*. D. Croker

USER LEVEL: Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
Paper \$9.95 SCIS 1273937

Fiction for older readers

Resources are arranged alphabetically by author.
Some of these items are also suitable for upper
primary students.

ABIDI, Azhar

Passarola rising

Penguin Group (Australia), 2006
ISBN 067004296X

Set in the politically volatile times of the European Enlightenment, a flying airship is the controversial image around which this rich tale is developed. Two young Portuguese brothers, Alex and Bartolomeu, are compelled by their quest for truth and scientific exploration to realise the dream of flying in their airship, the *Passarola*. With his deepening obsession, Bartolomeu's endeavours sweep the brothers to the limits of the globe and delusion, and his relationship with Alex is eventually compromised. Glorious descriptions of the natural world are tempered by vivid details of the hardships to which such extravagant quests expose the brothers. The cost of pursuing original thought is one of the main concerns of the novel. Mature readers will find this philosophical tale deeply rewarding. J. Stevens

USER LEVEL: Stage 4 Stage 5
Paper \$29.95 SCIS 1256885

ANTIEAU, Kim

Mercy, unboundSimon Pulse, USA, 2006
ISBN 1416908937

Fifteen year old Mercy narrates her journey through the state of anorexia nervosa. She does not believe she is sick and denies an eating disorder. Rather, she is an angel who can help people if given the chance. Food and her family prevent her from fulfilling this destiny. Her parents check her into a treatment clinic although she wishes the world would stop pressuring her to eat and she continues to believe that she is an angel. There is a small amount of coarse language. However, the fast and frank teen-talk and the moment of breakthrough will engage readers. The book presents a powerful case against anorexia, an antidote to magazines which promote thinness. A. Frost

USER LEVEL: Stage 5
Paper \$14.95 SCIS 1275940

BIGGS, Barbara & DABBS, Jennifer

Chat roomMicklind Enterprises, NSW, 2006
ISBN 0977511200

A cautionary tale about chat room dangers, this novel offers an insight into the possible motivation of children accessing such communication. The novel's notes, aimed at parents, show an obvious concern about the safe use of chat rooms. Told from the viewpoints of narrators Sam and Erica, this is the story of Sam's online encounters and the associated dangers. The characters are one dimensional; their purpose is to act as vehicles for the underlying message of caution. The action is slow to develop, with a relationship subplot contributing little to the storyline. The perfunctory resolution leaves doubt as to whether Sam has come to grips with her actions and the consequences. Teacher guidance may be needed for some students. B. Hull

USER LEVEL: Stage 4
Paper \$14.95 SCIS 1274461

BOYD, Maria

WillRandom, NSW, 2006
ISBN 1741662109

Will has just lost the father he loved in a work accident. After mooning local girls from a bus, he is being punished by having to participate in the school musical. This terrific novel is an empathic look at people trying to reach beyond the stereotypes against which they battle. Characters include a cool gang leader, a rugby player who is gay, and a little boy who constantly gets bullied. When Will falls for the female lead in the musical, he finds the bubble wrap he has placed around himself beginning to burst. The novel has exceptional insight into coming to terms with the loss of a loved one, and finding a sense of who you are, despite the odds. The novel has an unusual format in that it bolds speech instead of using speech marks. F. Campbell

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$17.95 SCIS 1278303



CASSIDY, Anne

Missing JudyScholastic Children's, UK, 2006 (Point)
ISBN 043994998X

Kim cannot forget the day her five year old sister, Judy, disappeared. For eight years, she has blamed herself for the inexplicable tragedy. However, Kim's torment seems to be ignored by her parents who are absorbed in managing their support group. It is only when Kim's estranged friend, Teresa, passes on some unexpected news that a conclusion to the mystery may be reached. This touching novel explores the pain felt by those who have endured the disappearance of a child. Unexpected turns keep the reader guessing as to the events surrounding Judy's vanishing. This excellent novel sets the reader in an emotional maelstrom, but it is ultimately rewarding. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$14.99 SCIS 1275288

COLFER, Eoin

Half Moon investigationsPenguin Books Ltd, UK, 2006 (Puffin)
ISBN 0141382716

Having acquired his detective badge via an online course, Fletcher Moon, a 12 year old schoolyard detective, hits the big time in this entertaining and fast paced novel. Fletcher becomes the chief suspect in a local crime and he sets out to prove himself innocent. Fletcher narrates the novel, using a hard-boiled detective style and a humorous turn of phrase. He takes the reader on a clever and adventurous mystery that has the reader warm to him from the start. A delight to read, this mystery novel explores friendship and teamwork, and it would be a fine addition to a boys' reading list. J. Webber

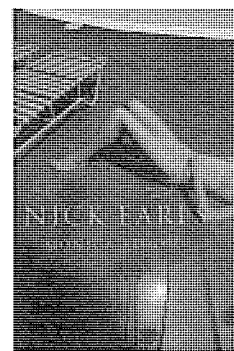
USER LEVEL: Stage 4 Stage 5
Paper \$19.95 SCIS 1266294

EARLS, Nick

Monica BloomPenguin Group (Australia), 2006
ISBN 0143004783

Another great novel from Earls, this book gives us an insight into the world of teenage boys through the quiet humour and laconic reflection of the narrator, 17 year old Matt. Facing his final year of school in Brisbane, he has to deal with relating to the girl of his dreams, Monica Bloom, who has her own problems. On top of that his father faces a work scandal and unemployment. Earls reveals the secret life of Matt and his younger brother, complete with school fights, relationships with friends and parents, a terrific shaving scene, and sexual activity (no need for alarm). There is measured realism and no easy solution offered at the end. Dealing with how boys and men relate, this is valuable fiction for boys' reading. H. Cobban

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1272177

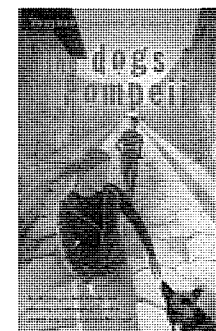


EDWARDS, Vaughan & CREYTON, Barry

The dogs of PompeiiRandom House Australia, NSW, 2006
ISBN 1741661943

Pompeii has many dogs in its long history and this novel gives one of them a voice. Having an idiosyncratic dog, Nero, as one of the narrators, is a humorous device that works very well in this adventure story. The other narrator is American student Caroline, on holiday and helping her archeologist uncle who is excavating a Pompeii villa. In maximising the drama of a special archeological find and the criminal actions of a property developer, the plot has some holes, and the authors have an occasionally heavy hand with the narrative. However, Nero carries the novel, and, with a narrative nod to *101 Dalmatians*, he is an extremely entertaining and likeable canine hero. C. Thomas

USER LEVEL: Stage 4 Stage 5
Paper \$16.95 SCIS 1275652

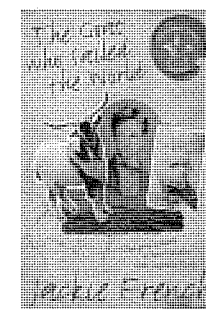


FRENCH, Jackie

The goat who sailed the worldAngus & Robertson, NSW, 2006 (The animal stars)
ISBN 0207200777

An engaging historical novel, this is the story of the Goat and Isaac, a master's servant on the Endeavour, as the ship sails to Tahiti to map the transit of Venus. The Goat is a seasoned sailor and she enjoys her status on the quarterdeck. Isaac, 12, is put in charge of the Goat, and during their experiences at sea they develop a friendship. This well-written story will captivate middle school students, with vivid descriptions that are supported with extensive historical notes on the text. The novel is strong on the historical aspects of the voyage and the times, and it is outstanding support for students investigating significant events and people in HSIE K-6, and Australian exploration in History 7-10. A. Frost

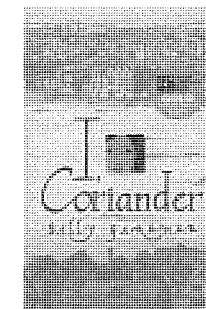
USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; History 7-10; HSIE K-6
Paper \$14.99 SCIS 1278206



GARDNER, Sally

I, CorianderOrion Children's, UK, 2006
ISBN 1842555049

Apart from the name of the main character, Coriander, this is a terrific book and a compelling read. It focuses on life in England during the 17th century amidst the conflict between Royalists and Puritans. The novel builds interweaving narrative threads detailing the terror of religious fanaticism, anti-witchcraft actions, plague and economic ruin, with a fantasy world of fairytale romance. Gardner brings to



life human conflicts relevant to our own historical context. Readers will be shocked at Coriander's brutal treatment by her stepmother and the arrogant sexism of her suitor, but she shows great courage and determination. Descriptions evoke the ghastliness of city life in the 1600s, contrasting the beauty and terror of an ephemeral other world, the place of dreams and nightmares. Gardner skillfully unites these two worlds in the character of Coriander. H. Cobban

USER LEVEL: Stage 4 Stage 5
Paper \$15.95 SCIS 1278449

HARRIS, Robert J.

Will Shakespeare and the pirate's fireHarperCollins, UK, 2006
ISBN 0007194242

Will journeys to London with a troupe of players in this novel. Beginning and ending with Shakespeare as a boy, the story manages to get in a large amount of information about time and place without sounding forced. The plot's scientific and historical content, plus real 17th century characters, places, events, behaviours and language, shows authorial research. The novel gives a fictional interpretation of how *A midsummer night's dream* and *The tempest* came to be written, and it would be interesting support for a study of these plays. The novel may also help students understand the person who became the playwright, although the faint, handwritten font used for Shakespeare's letters home is annoying. Shakespearean learning aside, students will be entertained by the novel's scenes of fighting and drama and intrigue. C. Thomas

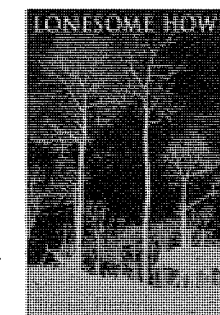
USER LEVEL: Stage 4 Stage 5
Paper \$14.95 SCIS 1275592

HERRICK, Steven

Lonesome howlAllen & Unwin, NSW, 2006
ISBN 1741146569

Herrick develops a fine sense of place and character in this verse novel's sparse, well-chosen sentences. The resource reads like a novel in episodes, rather than a long poem. There is a sense of anticipation and looming misadventure and change from the opening pages, and Herrick builds it effectively. The setting is the Australian bush and the characters comprise two strongly contrasted farming families. Teenagers Jake and Lucy tell alternate narratives; Jake's father actively encourages and loves him, and Lucy's father denigrates and physically assaults her. When Jake and Lucy go bush to find the wolf that Jake's father saw years ago, they find each other. Subsequent events lead to the novel's positive resolution. Teachers should be aware that the physical and emotional abuse that Lucy experiences could be confronting for students. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper \$16.95 SCIS 1273202

**SCIS Reviewing Team**

DET classroom teachers with expertise in any of the HSC and/or new Years 7-10 syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: <michale.busch@det.nsw.edu.au>

HORNIMAN, Joanne

Little wingAllen & Unwin, NSW, 2006
ISBN 174114857X

A companion to the novel *Mahalia*, this narrative tells events from Emily's point of view. Emily leaves baby Mahalia with her boyfriend, Matt, and retreats to her godmother's house, where she becomes incommunicative and unsociable. Latching onto a friendly neighbour, Emily attempts to break the downward spiral and find enough energy to rejoin Mahalia and Matt. Horniman mixes tenses and uses shifts in time and narrative voice to tell this sad story. She stretches sympathy for Emily to breaking point, and then partially retrieves it by having Emily gain some insight before stepping out onto the road to recovery. Although the novel ends positively, Emily's self-harm, her constant tiredness, and her strange behaviours, may impede a young reader's empathy. C. Thomas

USER LEVEL: Stage 5 Stage 6
Paper \$16.95

SCIS 1270463



LAGUNA, Sofie

Bird & Sugar BoyPenguin Group (Australia), 2006 (Puffin)
ISBN 0143004956

Bird and his best mate Sugar Boy hang around together, fishing at the river, or racing the train on their bikes, until Sugar Boy and his family move to Broome. Bird narrates, and as things begin to go badly at school and home for the young teenager, Laguna generates reader sympathy with a style and language that will engage young readers. In this funny and touching story, Bird is a sometimes lonely, bird loving boy, who lives with his single parent father. On the day that Sugar Boy moves, Bird runs away in search of the Blue Mountains and the author of his beloved book, *Birds: a field guide*. This well-written story explores what happens when your best mate moves. It is about friendship, family relations, school, and boys growing up. A. Frost

USER LEVEL: Stage 4 Stage 5
Paper \$16.95

SCIS 1269108



LANG, Harvey & McCARTNEY, Jason

Wombat's footy heroesLothian Books, Vic, 2006
ISBN 0734409478

Concerned with the power of positive relationships, truthfulness, team spirit and facing one's fears, this deceptively simple novel would be rewarding to read as a class set. Wombat, the main character, arrives at Finham during the football season with an array of attributes which include having a stutter, a mullet haircut and owning a V8 Holden. His gentle and genial nature endears him to the community. With his talent for Aussie Rules he receives the adoration of the junior players, a girlfriend, the respect of his father, and a way to catch an overhead mark. Full of football action,



this novel could be useful for a unit on sport which deals positively with community and personal growth. F. Crum

USER LEVEL: Stage 5 Stage 6
Paper \$14.95

SCIS 1260139

LAWRINSON, Julia

Bye, beautifulPenguin Group (Australia), 2006
ISBN 0143003828

An interesting look into Australian rural life and the social conventions of the 1960s, particularly for women, girls, and Aborigines, this novel is about Sandy, 14, and what happens when she is forced to move to a country town in Western Australia. The narrative gently unwraps around quiet and shy Sandy, who along with her more vivacious sister is drawn to Billy, a part Aboriginal boy. Sandy's internal dialogue shines, as she tries to make sense of this new place, while dealing with sibling rivalry and looking to the only one who makes her feel alive. But the social conventions of the time, complicated by the fact that the girls are the policeman's daughters, play out to a tragic end. This is a delicately told tale, tinged with tragedy. F. Campbell

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$18.95

SCIS 1265242



MARK, Jan

Riding TychoMacmillan Children's Books, UK, 2006
ISBN 0330400878

The residents of High Island live a secluded, sheltered life, strongly influenced by the sea currents, Tycho and Kepler. However, a foreboding presence of violence permeates this patriarchal society. The shriek of the banshee from neighbouring Low Island signals another escape attempt which might threaten the fragile social stability. It is only with the arrival of the political prisoner, Ianto Morgan, that Demetria learns that her island's restrictive lifestyle is based on naiveté and fallacy. The plot is compelling, as Demetria struggles to free herself from familial and social constraints. Despite being a fantasy novel, Demetria's predicament seems uncannily realistic. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$14.95

SCIS 1257413



McGINNIS, Kerry

The waddi treePenguin Group (Australia), 2006
ISBN 0670029505

The unrelenting Australian outback provides the backdrop for this epic tale of family relationships, hardships and tragedy. Jim McAllister's world is thrown into turmoil after his mother dies in a car crash and his father abandons him. Alone, Jim finds solace in labouring work on the cattle stations of central and north Australia. The tribulations encountered by those who live in this stark environment are poignantly recounted in this rich narrative. Beautifully crafted descriptions draw the reader into this story of

courage and resilience. Particularly suitable for young adults, this panoramic novel offers a version of life which will be unfamiliar to many urban dwelling Australians. H. Gardiner

USER LEVEL: Stage 5 Stage 6
Paper \$29.95

SCIS 1273910

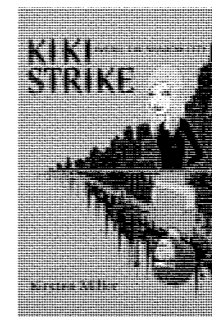
MILLER, Kirsten

Kiki Strike: inside the shadow cityRandom House Australia, 2006
ISBN 1741661595

Amanda Fishbein, 12, falls into a sink hole near her Manhattan apartment in this fantasy adventure thriller. This leads her eventually into an underground shadow city, peopled by rats and strange characters. In her above ground life, Amanda and her Girl Scout friends help an equally odd Kiki Strike fight the Eastern European thugs who are after her, as she is the deposed princess of Pokrovia! Plenty more happens and readers are helpfully provided with instructions, such as how to be a master of disguise. Unfortunately the narrative takes itself too seriously and the twisted plot sequences, totally unbelievable characters and unappealing cover design diminish reader engagement. H. Cobban

USER LEVEL: Stage 4 Stage 5
Paper \$16.95

SCIS 1275591



MORIARTY, Jaclyn

The betrayal of Bindy MackenziePan Macmillan, NSW, 2006
ISBN 0330422383

Told in a series of philosophical musings, this is a companion novel for *Feeling sorry for Celia* and *Finding Cassie Crazy*. The well-organised and academically capable Bindy sets herself a high level of achievement in all areas but then she starts to lose connection with the ordered world she has created. When her family begins to fall apart, she is unable to maintain her strict study regime and employment record. Disturbed by these changes, Bindy struggles to restore her world and she becomes entangled with intrigue and espionage that involve the school administration and education authorities. This satisfying novel deals with issues about the social interactions of gifted children, adolescent relationships and family structures. R. Higginbottom

USER LEVEL: Stage 4 Stage 5
Paper \$16.95

SCIS 1266037

**Story weavers**/ edited by Sandra Bernhardt. Macmillan, Vic, 2006
ISBN 0732992680

The short stories of seven well-known, contemporary Australian writers are showcased in this outstanding text. The stories cover a range of topics and genres, and each writer's set of two or three works is prefaced with a photograph and interview. From this

section, greater insight is gained regarding that author's writing process from inspiration to publication. A variety of speaking, reading and writing activities complement each story, adding to the text's overall appeal. Ideal for exploring short story elements such as narration, characterisation and setting, this text will be a versatile addition to the English bookroom. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Paper \$22.95

SCIS 1280922

WALLACE, Karen

The man with tiger eyesSimon and Schuster, UK, 2006 (Lady Violet Winters)
ISBN 1416900993

Fans of amateur detective stories will enjoy this art heist mystery. Set in the Edwardian period, the novel is a well-paced litany of intrigue and adventure. In a cast of colourful characters, ranging from gangsters to the upper echelons of New York society, appearances are deceiving. Teenage sleuths Violet and Garth investigate the disappearance of a portrait and painter, leading to a satisfying conclusion to the adventure. This is a well-paced litany of intrigue and adventure, and a thoroughly enjoyable read for fans of the genre. E. Moore

USER LEVEL: Stage 4 Stage 5
Paper \$14.95

SCIS 1268610

Information, poetry and drama

Resources are in Dewey order.

LOVAT, T. & McGRATH, J. & FLETCHER, E. & FOLLERS, J.

Studies of religionThomson Social Science, Vic, 2006
ISBN 0170127923

[200]

Written to reflect the revised Studies of Religion syllabus and including the three new topics, this introductory text follows the syllabus very closely. It emphasises the Australian context and provides a solid basis for teachers new to the subject. For students, the text is an excellent basic coverage of syllabus material. Each chapter looks at an aspect of the course and there are text and non text-based activities throughout. The book provides a range of fairly standard student tasks, such as graph making, web research, short answers and extended responses. The written text is supported by ordinary photographs and some slightly better illustrations. I. Summers

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Studies of Religion Stage 6
Paper \$48.95

SCIS 1253979

Australia focus [series]

Echidna, Vic, 2006

This bright, colourful series is well set out and makes use of fact

boxes, glossary, index, maps, graphs, photographs and tables to appeal to all learning styles. Each double page deals with a different topic and includes at least one website address for additional information. The subheadings are clearly marked. Consistent use of colour to distinguish different text functions and features makes this resource very accessible. Knowledge of the topic is extended as new terms are introduced and incorporated into the information. The books are a useful resource to introduce each topic, forming a good basis from which to develop further investigation and study. R. Higginbottom



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$29.95 each

Reviewed titles in this series:

<i>Australia's ecosystems</i>	SCIS 1247077
<i>Federal, state and local government</i>	SCIS 1247079
<i>Natural resources</i>	SCIS 1247078
<i>People and population</i>	SCIS 1247080

Cultural issues of our time

/ edited by John Lidstone. Cambridge University Press, Vic, 2006
 ISBN 0521604966 [305.8]

A broad look at cultural issues in a range of countries, this book has some relevance to most HSIE syllabuses in high school. Cultural issues discussed include homosexuality in the USA, India's unity in diversity, the culture of cyberspace in Greece, fundamentalism in the USA, and the stories of three young Chinese in Hong Kong. The interesting and realistic activities for each of the 17 chapters aim to get students to reflect more deeply on what they have read. The chapter *Australia: reconciling cultural differences with Indigenous Australians*, is an excellent summary of the background and current status of Aboriginal issues. Information is very suitable for students of Aboriginal Studies 7-10. P. Sheppard

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Geography 7-10; Geography Stage 6; Legal Studies Stage 6; Society & Culture Stage 6
 Paper \$39.95 SCIS 1276421

NICHOLLS, Christine

Yilpinji: love art & ceremony

Thames and Hudson, Vic, 2006
 ISBN 0975730371 [305.89]

Presenting works from a collaboration of 21 Aboriginal artists from the central and western deserts, this book's images are based on the tradition of Yilpinji (love magic), and tribal ceremonies. A combination of traditional and contemporary styled images forms the collection. Each full page image is supported with a citation describing the signs and symbols in the artwork and the story it tells. This written text is concise and straightforward, making it easy to identify the noted features in the artwork and understand the meaning. The book's interspersed analytical chapters are more academic and would be suitable for students of Aboriginal Studies who are investigating the role of art in Aboriginal society. This is a

wonderful resource to discuss the stories behind some beautiful artworks. N. French

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Visual Arts 7-10
 \$39.95 SCIS 1280185

GITTINS, Ross

Gittins' guide to economics

Allen & Unwin, NSW, 2006
 ISBN 1741147999 [330.994]

Happily, Gittins sets out again to inform rather than impress, so his guide is a no-nonsense read that makes sense of the changing world of economics, in relation to the Australian economy. Very topically, Gittins informs readers in a straightforward manner about interest rates, how they affect demand and inflation, and why the Reserve Bank alters them. Other chapters deal with contemporary economic concerns, such as the current account debate and industry protection. Written for the layperson, students will find that the book is accessible and readable. It will help students to make sense of both the Australian economy and issues associated with globalisation. P. Sheppard

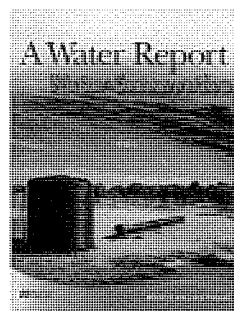
USER LEVEL: Stage 6 Community Professional
KLA: HSIE
SYLLABUS: Economics Stage 6
 Paper \$19.95 SCIS 1255234

PELUSEY, Michael

A water report [series]

Macmillan Education Australia, 2006

A very topical subject is well-covered in this series of six books dealing with aspects of water in our environment. Featuring Australian examples in each title, these books deal with many issues that are currently of concern to governments and community members. Recycling, conservation, management and rainfall changes are among topics explained with clear language, supported by graphs and flow charts. This series would support studies in the Science and Technology Strands: *The Earth and its surroundings* and *Living things*, and the HSIE Strands: *Social systems and structures* and *Environments*. These are included in the Stage 3 Connected Outcomes Group (COGs) (A): *Living land* and Stage 2 Connected Outcomes Group (COGs) (E): *Effects of growth and change*. R. Parnis



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$28.95 each

Reviewed titles in this series:

<i>Natural water</i>	SCIS 1258263
<i>Recycled water</i>	SCIS 1258278
<i>Water conservation</i>	SCIS 1258270
<i>Water quality</i>	SCIS 1258273
<i>Water supply</i>	SCIS 1258267
<i>Water use</i>	SCIS 1258275

CHARLESWORTH, H. & CHIAM, M. & HOVELL, D. & WILLIAMS, G.

No country is an island: Australia and international law

University of New South Wales Press, 2006
 ISBN 0868409065 [341]

The detention of David Hicks, Australia's decision to be a party to the International Criminal Court, treaty law, and negotiation of a free trade agreement with the USA are some of the contemporary issues covered in this informative and accessible book. The writers achieve their aims of investigating how Australia interacts with international law, unravelling the complex area of law policy and practice, and identifying where reform is needed. The book focuses on current practices, with a chapter on trade, and a chapter on human rights, including three case studies. Engaging and clear, the book's explanations are an excellent source for the Legal Studies Topics: *Sources of law*, *Law and justice*, *Human rights*, and *World order*. P. Sheppard

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Legal Studies Stage 6
 Paper \$34.95 SCIS 1280562

Community helpers [series]

Echidna, Vic, 2006

Here is a visually appealing series, which is refreshingly Australian in providing relevant, up-to-date information. The text is large and bold with clearly defined captions underneath colourful photographs interspersed with fascinating fact boxes. Each book provides chapters on various aspects of the role of these community helpers and the equipment used to facilitate their responsibilities. At the end of every book a glossary provides meanings for the text's bolded words. Websites and books are suggested in the **Find out more** section. This is an invaluable series for the HSIE K-6 Unit: *Workers in the community*. J. Eade



USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
 \$29.95 each

Reviewed titles in this series:

<i>What do ambulance officers do?</i>	SCIS 1273291
<i>What do dentists do?</i>	SCIS 1273287
<i>What do doctors do?</i>	SCIS 1273288
<i>What do postal workers do?</i>	SCIS 1273294

TRAFFORD, Caren

World-wide waste-it's not a load of rubbish

Etram, NSW, 2006 (Environmental education: serious fun)
 ISBN 09581878271 [363.72]

Dumpi and the Recyclettes are among the cartoon characters who participate in expounding issues of recycling and pollution in this resource. Beginning with a historical overview of practices followed mainly by European cultures, the scope of the book widens to include more general discussion of associated ecological issues and their impact on the human population. While the colourful format,

engaging cartoon drawings, puns, wealth of unusual facts and inclusive style promise to engage students, the overall effect is compromised by the way the information is organised. The book has an international focus, and although it lacks a contents page, glossary, index, and references it raises the essential issues in a detailed way which is a different approach to most similar texts. A. Beedles

USER LEVEL: Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
 Paper \$16.00 SCIS 1273561

GORE, Al

An inconvenient truth: the planetary emergency of global warming and what we can do about it

Bloomsbury, UK, 2006
 ISBN 0747589062 [363.738]

The book of the film of the slide show, this resource is almost a direct translation of the film. As with the screen version, the majority of the text has a relaxed narrative style, almost inconsistent with the urgency for action to reduce the carbon emissions which Gore demands. The most powerful element of the book is the combination of Gore's personal and political journey with his growing understanding of the climate change issue and scientific evidence of global warming. Sometimes these elements sit uncomfortably as Gore's story is broken with pages of scientific data. The data is essential information for students, and it does build good scientific literacy about an often poorly understood and rapidly changing area of science. M. Caddey

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Earth & Environmental Science Stage 6; Geography 7-10; Geography Stage 6; Science 7-10
 Paper \$35.00 SCIS 1286423

LIAO, Yan

Food and festivals of China

Mason Crest, USA, 2006 (The history and culture of China)
 ISBN 1590848276 [394.26951]

An intriguing insight into Chinese customs, this book explores festivals of the seasons, dragon boats, *Clear brightness*, *Ghost*, *Quiqiao*, *Chongyang*, and the *Four ethnic festivals*. The notion that food is a window to a culture and that it has historical perspectives is investigated in this well-written resource. Photographs are engaging, and the resource has a comprehensive index. Material is detailed and precise and would suit older readers. The resource offers teacher support for the study of festivals and other cultures in HSIE K-6. It is also appropriate for the Food Technology Focus areas: *Food for special occasions* and *Food trends* in Food Technology, and the study of China in the Core: *Social and cultural continuity and change* in Society and Culture Stage 6. A. Frost

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; TAS
SYLLABUS: Food Technology 7-10; HSIE K-6; Society & Culture Stage 6
 \$44.00 SCIS 1247959

All prices in the availability statement include GST.

Hansel and Gretel [sound recording]

Penguin Books Ltd, UK, 2006 (Read it yourself with Ladybird) (35min)
ISBN 1846461529 [398.2]

As a simple and concise retelling of a favourite fairytale with vivid, detailed illustrations and large, clear text, this CD and its accompanying book are useful tools for assisting developing readers. With clear pronunciation, attention paid to punctuation and including many familiar sight words, this resource encourages fluency and independent engagement with the text. The many oral comprehension questions and answers included on the CD help to model reading for meaning, using illustrations to find clues and also facilitate discussion. Students will love reading along with the CD, and hearing their correct answers reinforced aloud. L. Doyle

USER LEVEL: Stage 1
KLA: English
SYLLABUS: English K-6
\$11.25 SCIS 1277681

Tying the knot: folk tales of love and marriage from around the world

/ retold by Edel Wignell. Phoenix Education, Vic, 2006
ISBN 1921085215 [398.27]

The length, simplicity and subject matter of most of these stories make this an ideal resource for using with ESL students. Almost all the folktales focus on overcoming difficulties to achieve success and happiness. While some support may be needed with vocabulary, most students in the middle years should be able to cope with the language. These stories would be a great starting point when studying cultural identity in HSIE K-6. The useful resource book provides detailed information about the structure and origin of each folktale, and scripts for developing reader's theatre. The suggestions for discussion, research and activities are very wide ranging and original. Teachers will find inspiring and fresh ways to approach reading and understanding texts with these two books. K. Rushton

USER LEVEL: Stage 3 Community
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
Paper \$17.95 SCIS 1274954

Other reviewed title:

Tying the knot. Teacher resource book SCIS 1274957

PARKER, Michael & MORRISON, Fiona

Masters in pieces: the English Canon for the twenty-first century

Cambridge University Press, UK, 2006
ISBN 0521671310 [428]

What is a literary canon? Such questions and many more are covered in a comprehensive manner in this invaluable text. The book defines the term and provides engaging activities that allow students to grapple with the concept of a canon. Other chapters address the various political, social and historical contexts that shape canonical type texts. The wide gamut of texts discussed and quoted cover medieval, Renaissance, Romantic, Victorian, modern, and Australian works. There is extensive use of quotation. The authors provide a framework for study using a theoretical perspective, and a double page spread linking English Stage 6 outcomes to the book's material. A broad array of activities and discussion questions include detailed language studies of excerpts. English

teachers will find this fantastic text to be an essential professional resource. H. Gardiner

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$36.95 SCIS 1274485

BELANGER, Joe & SAWYER, Wayne

Investigating language: language investigations for middle and upper secondary students

Phoenix Education, Vic, 2006
ISBN 1876580836 [428.0076]

The comprehensive list of contents helpfully allows English teachers to use this resource to explore aspects of language teaching in detail. One of the nine chapters uses the work of George Orwell to explore aspects of language including metaphors and clichés. Chapters range from the teaching of spelling and grammar to vocabulary development and wordsmithing. The chapters are presented as a series of discrete sections which address the student when providing information and setting out tasks for the student to complete. Teachers could therefore work with this very useful resource, or the materials could be given to students for independent review. K. Rushton

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
Paper \$34.95 SCIS 1274761

Wonderstop [electronic resource]

Hathorn Enterprises, NSW, 2006 (The weirdstop series)
ISBN 0975081527 [428.6]

Packed with integrated literacy and numeracy activities, Libby Hathorn's interactive CD-ROM challenges students to understand and celebrate the diversity of our natural and human environments. Two cartoon wombats take students on an adventure through 10 different environments. Students play games, listen to stories, find hidden environmental messages, watch nature videos, and read poetry while they are learning how to help care for their environment. Great for developing computer skills, especially the drag, type, click and release functions, the activities target ages 7-11 and are very suitable for curious young environmentalists to complete at their own pace. Students can print their written activities, such as newspaper reports and comics. Teachers will appreciate the background notes, with special activities for ESL and GAT students. C. Koop

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English; HSIE; SciTech
SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6
\$POA SCIS 1273628

HAMMOND, Richard

Can you feel the force?

Dorling Kindersley, UK, 2006
ISBN 1405315431 [530]

Vibrant, entertaining, and informative, this book has the ability to engage a wide range of student abilities in the pursuit of scientific knowledge. Exciting experiments and precise explanations will

take junior students on an adventure into the world of physics. With well-developed timelines and visual biographies, the book tells the history of physics from 600 BCE to today, in the areas of magnetism, force and astronomy. It enthusiastically explains many aspects of physics, from the speed of sound to the contents of an atom, using brilliant images and examples. It clearly shows students how to bend it like Beckham and what $E=mc^2$ actually means. Equations allow for numeracy work in Science, and a strong glossary and index aid understanding. The book is an excellent resource for Science students. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: Science; SciTech
SYLLABUS: Science 7-10; Science & Technology K-6
\$29.95 SCIS 1277115

ROONEY, Anne

Volcano

DK, UK, 2006 (DK experience)
ISBN 1405308613 [551.21]

Budding vulcanologists will be thrilled by the amazing digital imagery and vibrant illustrations in this stunning book. Detailed information is suited to Earth and Environmental Science students completing work on volcanic activity and tectonic plate movements in the Modules: *Dynamic Earth* and *Tectonic impacts*. For junior Science students, major terms are defined at the bottom of each page in mini glossaries, and detailed features on major volcanic eruptions, such as Krakatoa and Mount St Helens, include major facts and timelines. Eyewitness accounts, stories and definitions throughout consistently strengthen the quality of this fine teaching resource. Lavishly illustrated, the book beautifully shows the drama and wonder of science in action. I. Mavin

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Earth & Environmental Science Stage 6;
Science 7-10
\$29.95 SCIS 1266911

FLANNERY, Tim

We are the weather makers: the story of global warming

Text, Vic, 2006
ISBN 192114534X [551.6]

The students' edition of Flannery's book *The weather makers* is still a comprehensive look at the issues of global warming. The author discusses climate history, case studies of disappearing species, the politics of carbon, and climate change models and what they predict for our future. The language is lexically dense, with a plethora of statistics, graphs, maps, facts and figures. The unusually large number of entries in the glossary, the list of references, and index will aid student research. Solidly supporting lessons on climate change, the book shows students how every individual can contribute to a sustainable solution. It has multiple uses within the Geography 7-10 syllabus, and it is especially relevant to Science 7-10 outcomes on the impact of humans on Earth's resources. D. Thompson

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography 7-10; Science 7-10
Paper \$19.95 SCIS 1277499

ARLON, Penelope

Eye know [series]

Dorling Kindersley, UK, 2006

Discovery starts with a single word is the intent of this series. There is a stream of consciousness, brainstorming feel to each word and topic title as each subject is revealed in its many forms through factual snippets, stimulating questions and a hands-on activity. Well-illustrated with coloured photographs, the format features numerous flaps that lift to uncover additional information. While young students will savour exploring, the titles have potential as springboards for research and teaching the construction of concept maps to older students. *Tree*, however, is Eurocentric and oversimplified in parts. From the cover, through the rhyming introductory end papers to the circular table of contents, the series invites the reader to explore, wonder and consider. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: HSIE, SciTech
SYLLABUS: HSIE K-6, Science & Technology K-6
\$12.95 each

Reviewed titles in this series are:

Bird	SCIS 1264655
Plant	SCIS 1264627
Tree	SCIS 1264628
Water	SCIS 1264657

BURNIE, David

Plant

Dorling Kindersley, UK, 2006 (e.explore)
ISBN 1405313315 [580]

The vibrant, colourful photography in this text is as attractive to the reader as the flowers that attract pollinating insects. Scanning electron photography and computer generated images will help students visualise the microscopic landscape of plants. Every snapshot of informative text is accompanied by a visual clue that creates a rich journey from one double page topic to the next. Forty topics range over plant groups and adaptations in various environments and show how we use plants as a natural resource. A keyword on each topic can be entered into the supporting website, which presents a set of relevant links to external sites and freely downloadable images. The book can be used without the website, and it contains a wealth of resource material on plants. S. Lockwood

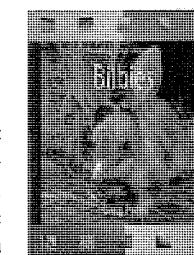
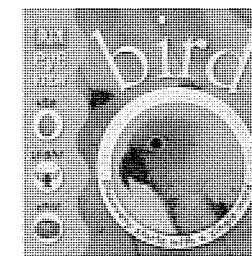
USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
\$29.95 SCIS 1277480

PYERS, Greg

Finding out about- [series]

Echidna, Vic, 2006

Written from the perspective of scientific exploration and observation, this is a well-constructed series on Australian animals. An attractive series, the books use excellent photography, clear maps and a consistent format. Each topic is explored over well-designed double pages that contain information boxes on the animal's history and contact with people, and scientific notes



resources

on diet, habitat, and status. Written text is clear, appropriately sized and spaced, and user friendly in style and tone. Keywords are bold and linked to the glossary in each title. Each title offers readers further information sources. Supporting the Science and Technology Strand: *Living things*, this relevant series is an excellent information tool for environmental research. G. Cale

USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$29.95 each

Reviewed titles in this series:

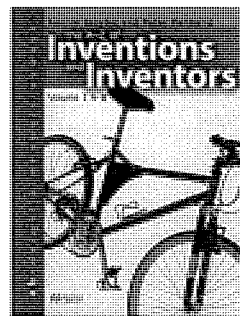
Finding out about-bilbies SCIS 1265696
Finding out about-cane toads SCIS 1265829
Finding out about-great white sharks SCIS 1265825
Finding out about-platypuses SCIS 1265823

STOYLES, Pennie & PENTLAND, Peter

The A-Z of inventions and inventors. Volume 1, A-B

Macmillan Education Australia, 2006

Superbly detailing common products as diverse as tea bags and the yoyo, these quality books are filled with succinct historical facts, product descriptions, timelines and fascinating trivia. Each item is showcased by simple written text supported by stunning images and labelled graphics over a double page. Students using the resource will develop an appreciation of how many famous inventions have occurred out of either a moment of inspiration or as a result of an accident. All titles would be appropriate for Science 7-10 students when completing outcome 4/5.1 on developments in science which have led to new technologies. The texts are enriched with many significant Australian connections, and they should certainly sustain student interest. I. Mavin



USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7-10
\$28.95 SCIS 1258282

Other reviewed titles:

The A-Z of inventions and inventors. Volume 2, C-F SCIS 1258283
The A-Z of inventions and inventors. Volume 3, G-L SCIS 1258284
The A-Z of inventions and inventors. Volume 4, M-P SCIS 1258285
The A-Z of inventions and inventors. Volume 5, Q-S SCIS 1258287
The A-Z of inventions and inventors. Volume 6, T-Z SCIS 1258288

Everyday inventions [series]

Watts, UK, 2006

Independent primary readers will enjoy combing the pages of these books for facts about past and recent inventions. The many photographs, bold headings, medium sized text and colourful layout will capture interest and prevent readers being overwhelmed by the ample information available here. Each double page focuses on one invention, giving a detailed, concise history and description. These books would be useful for writing activities using description and explanation, and they have particular relevance to the Science and Technology Strands: *Information and communications* and *Products and services*. Access to information is enhanced by a table of contents, index, glossary, timelines and a

list of related websites, making these books useful classroom resources. L. Doyle

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$35.95 each

Reviewed titles in this series:

Get the message SCIS 1277049
Toys and games SCIS 1277210

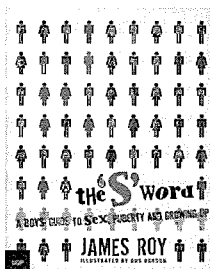
ROY, James

The 'S' word: a boys' guide to sex, puberty and growing up

University of Queensland Press, 2006

ISBN 0702235652 [612.6]

Humorous and sensitive, this book will help boys facing the multifaceted issues involved as they progress through boyhood to manhood. The prose is forthright and informative, and terms are defined as they occur. The sketches are unthreatening and amusing; the focus is definitely on providing useful information. Richard the wise answers emails and letters from young men, and despite the obvious adult construction of the questions, the replies are accurate and humorous. The book's advice is relevant for its audience and it gives a well-rounded approach to many of the problems faced by teenagers. Especially useful is the chapter on **Image, and being a man**, where modern dilemmas are discussed. K. McCulloch



USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$24.95 SCIS 1275664

GOLDSTEIN, Nikki

You

ABC Books, NSW, 2006 (Girlforce)
ISBN 0733318126 [613]

Presenting the results of a survey run by *Girlfriend* magazine into girls' perceptions of themselves and their lives, this interesting little resource comments on those findings with positive affirmations and personal celebration. The book encourages readers to complete the survey themselves with score sheets and helpful advice, although the accuracy in determining girls' self-worth is questionable. There is useful information on a plethora of topics relating to girls' issues, including body image, friends and family, school, boys, sex, future hopes and aspirations. The book could be used as a stimulus to critique magazines which popularise the ideal body image. Many of the pictures in the book are stereotypical media portrayals of femininity. Colourful pages and graphics support the information without dominating. The book is easily read and could support the Strand: *Self and relationships* in PDHPE 7-10. A. Frost



USER LEVEL: Stage 4 Stage 5

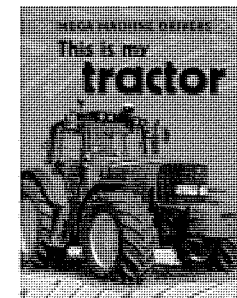
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$12.95 SCIS 1264748

OXLADE, Chris

Mega machine drivers [series]

Franklin Watts, UK, 2006

Young readers will be enthralled with the superb, detailed photographs of machines and their drivers in this series. Each double page spread has a particular focus, and features a clever graphic of tyre tracks across the page. A contents page, word bank and index make these resources easy for young readers to navigate. The information is very accessible and presented in short sentences and clearly labelled photographs. The books feature a related web address useful for further research. These books support the HSIE K-6 Strand: *Social systems and structures*. They will also be useful when examining factual texts as a source for writing information reports. M. Whitfield



USER LEVEL: Early Stage 1 Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
\$32.95 each

Reviewed titles in this series:

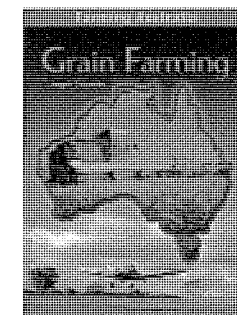
This is my digger SCIS 1277190
This is my tractor SCIS 1277160

CROCOMBE, Angela

Farming Australia [series]

Echidna, Vic, 2006

A nicely presented series which will appeal to students, these books provide a simple, concise and straightforward outline of agricultural enterprises. Well-chosen photographs, including historical images, are used extensively and they provide strong examples of technologies and techniques. Each book maps where the farms are located, and each describes the process from farm to consumer, working and living on a farm, and production figures. *My story* provides an account of farm life, and overviews about working in agriculture could be useful for work studies. The books maintain a positive spin on agricultural work and food processing, and do not deal with the current drought. Students will find this series attractive and easy to use, particularly for the Science and Technology Unit: *Food for the tuckerbox*. L. Buttsworth



USER LEVEL: Stage 3 Stage 4
KLA: SciTech; TAS; VET
SYLLABUS: Agricultural Technology 7-10; Science & Technology K-6; Work Education 7-10
\$29.95 each

Reviewed titles in this series:

Dairy and beef farming SCIS 1273067
Fruit and vegetable farming SCIS 1273045
Grain farming SCIS 1273060
Sheep and wool farming SCIS 1273038

GANIERI, Anita

From puppy to dog

Heinemann Library, UK, 2006 (How living things grow & Young explorer)
ISBN 0431050732 [636.7]

Visually appealing, this book has a well-organised format, facilitating easy access for very young students. Information is presented in a succinct and sensitive manner with well-labelled diagrams. Focus questions are highlighted by use of contrasting colour areas within the text, allowing prior knowledge to be developed by the following chapters. Aided by concise captions, beginning report writers will be able to easily locate facts, and supplement their research with the websites suggested at the back of the book. Teachers and students of the Science and Technology Strand: *Living things* will find this attractive book very useful. A. Beedles

USER LEVEL: Early Stage 1 Stage 1
KLA: SciTech
SYLLABUS: Science & Technology K-6
\$29.95 SCIS 1265685

STERNGRASS, Jon & KACHUR, Matthew

Plastics

World Almanac Library, USA, 2006 (Great inventions)
ISBN 0836858786 [668.4]

Beginning with the use of natural materials to manufacture rubber, this book traces the development of synthetic plastics to the present time, concluding with the need for future versions to become more environmentally friendly. Many discoveries are described as serendipitous in nature, and they include unexpected by-products and explosions during research. Readers will be able to appreciate how technology has improved the variety of plastics and the adverse impact long lasting plastics have on the environment. Changes in the manufacture, use and recycling of plastics to create more sustainable outcomes are also explored. The text is punctuated with fast facts, biographies, focus boxes and current statistics which all create an easily absorbed case study on a material which has shaped the modern world. S. Lockwood

USER LEVEL: Stage 5
KLA: Science
SYLLABUS: Science 7-10
\$27.95 SCIS 1245566

SOUSA, Jean

Faces, places, and inner spaces: a guide to looking at art

Abrams Books for Young Readers, USA, 2006
ISBN 0810959666 [701]

Written to help students gain a better understanding of artists and their view of the world, this book focuses on the human face, places and spaces. Artists come from many places and times, and include David Hockney, Paul Klee, Georgia O'Keefe, and Toshusai Sharaku. The book supplies facts and analysis of works, such as a 12th century Korean jug, an African mask, a linocut, oils, and photographs. The book encourages students to respond to what they are seeing. The page layout is inviting, with a pleasing balance of clear, easy to read text and images. Some artmaking ideas are supplied in an activity pack. The resource is a suitable introduction to art history for primary students. N. French

USER LEVEL: Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
\$29.95 SCIS 1271116

Artexpress: 2005 Higher School Certificate

[electronic resource]

Board of Studies, NSW, 2006

ISBN 1741472903

[707.4]

ABSTRACT

These two CD-ROMs in an A4 folder comprise the only complete collection of student works as exhibited in Artexpress throughout NSW in 2005. Works are cross-referenced by name, school and exhibition, and each artist gives his or her thoughts on their art and its creation. Disc 1 is the complete catalogue for the nine exhibition venues. It also contains introductory video interviews with three curators of the exhibition, and the President of the Board of Studies NSW. Disc 2 contains the Artexpress videos and digital animations.

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
 \$25.00 SCIS 1257624

BLYTHE, Sarah Ganz & POWERS, Edward D.

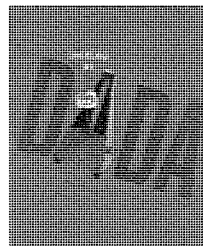
Looking at Dada

Museum of Modern Art, USA, 2006

ISBN 0870707051

[709.04]

The word Dada has always conjured up a confusing jumble of ideas that seem to mirror the origins of this creative movement. This well-executed catalogue sets out in a logical and sequential way the beginnings of this influential movement. It includes the political and satirical onslaught of the group in Zurich and the activists in New York who were more concerned in challenging art tradition than in being overtly political. The chapters that explore ready made works, photomontage and collage can be easily interpreted in the light of the subjective, structural and cultural frames in Visual Arts Stage 6. A bonus is the clear presentation of the works of significant artists associated with Dada practices. K. Ashley



USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
 Paper \$29.95 SCIS 1280018

PORTER, Venetia

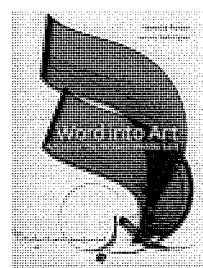
Word into art: artists of the modern Middle East

British Museum Press, UK, 2006

ISBN 0714111635

[709.56]

With current international attention on Islamic nations this is a worthwhile resource to reflect the main concerns of the culture of the area through its art. In the mid 1980s the British Museum began acquiring Middle Eastern art with an emphasis on paper works. The beauty of the Arabic script is wonderfully depicted in this extensive catalogue, with chapter titles such as *A sacred script*, *Deconstructing the word* and *Literature and art* tracing the regional expressions of the calligraphic script in all its forms. The book's art, the structure of the letters and the potency of words



incorporated within the art, all offer a poignant and powerful resource for Visual Arts. K. Ashley

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
 \$50.00 SCIS 1280031

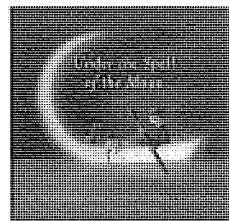
Under the spell of the moon: art for children from the world's great illustrators

/ edited by Patricia Aldana. Allen & Unwin, 2006

ISBN 1741148952

[741.6]

Commissioned by the International Board on Books for Young People (IBBY), each talented artist in this stunning and eclectic collection of picture book art has been asked to illustrate a text of his or her own choosing. Some chose a poem, others a nursery rhyme, song lyric, a piece of prose, a riddle, or even a street game. Australia is well represented by Alison Lester's uniquely thematic *At our beach*, condensed from her picture book, *Magic beach*. Quentin Blake and Anthony Browne, plus 25 others from all over the world, also contribute. The omnibus is introduced by Katherine Paterson, and brief illustrator biographies are included. I. McLean



USER LEVEL: Early Stage 1 Stage 1 Stage 2
 \$27.95 SCIS 1279218

KRISZTIAN, Gregor & SCHLEMP-ULKER, Nesrin

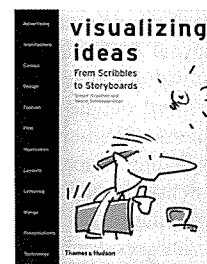
Visualizing ideas: from scribbles to storyboards

Thames & Hudson, UK, 2006

ISBN 0500286124

[741.6]

Students are guided to develop and refine drawing and design skills by this informative book. Covering a range of topics, including the drawing of architecture, manga, figures, and fashion, and the development of a comic strip, this book will have strong appeal for art students. Importantly, it highlights materials, basic drawing skills and how to render simple construction lines into an impressive final image. Predominately, the pages are full of drawings and designs, which are supported with short and simple explanatory text. This relevant book shows many effective drawing techniques with entertaining examples. N. French



USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
 \$49.95 SCIS 1264424

HAMPSHIRE, Mark & STEPHENSON, Keith

Stripes

RotoVision, Switzerland, 2006 (Communicating with pattern)

ISBN 2940361150

[745.4]

The interesting stimulus material provided in this well-constructed resource will assist students in achieving design outcomes from Technology and Visual Arts syllabuses. Each chapter's valuable and

inspiring material explores the extensive range of visual communication techniques that have been created by the designs and patterns of stripes. The book is image dominant, with written text offering a short analysis of how stripes work in terms of showing classic shapes, identity, moods, information, and function. Designs from many disciplines are depicted in a very wide range of vibrant photographs, including school ties, nature, the built environment, commerce, furniture, and advertising. The book is a fine resource to inspire creative idea development. K. Lissa

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; TAS
SYLLABUS: Technology (Mandatory) 7–8; Textiles & Design Stage 6; Textiles Technology 7–10; Visual Arts 7–10; Visual Design 7–10; Visual Design CEC Stage 6
 Paper \$55.00 SCIS 1280174

WANDS, Bruce

Art of the digital age

Thames & Hudson, UK, 2006

ISBN 0500238170

[776]

Technological advances have changed the artmaking practice of many contemporary artists. This comprehensive book details the work of artists working with technology in such fields as installation art, networked media, digital sculpture, digital imaging, animation and video. There are many bold and appealing images of works, and each is described and explained. Artist statements give insight into artistic practice and intentions. Written text is appropriate for senior students, however some language and images will need teacher explanation so that students clearly understand the concept behind the artwork. The book supports student innovation and it comprehensively covers all aspects of art in the digital age. N. French

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts Stage 6; Photography, Video & Digital Imaging CEC Stage 6
 \$90.00 SCIS 1274077

GRIFFITHS, Andy & DENTON, Terry

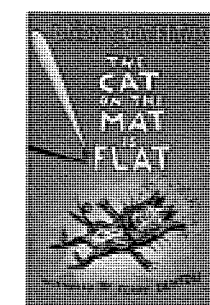
The cat on the mat is flat

Pan Macmillan Australia, 2006

ISBN 033042260X

[A821]

These nine nonsensical narratives use the repetitious rhyme and humour mastered by Dr Seuss. Most words have one or two syllables, but sentence lengths vary a little. The last story is slightly more difficult. The stories have some very funny moments, some clever word choices and satisfying rhymes, with occasional jerky phrases and clunky rhythm. Students will enjoy the ridiculous plots, listening to the repetitive sounds in a reading, and Denton's energetic pencil sketches. Stories have lots of action with whacking, colliding, and exploding events, and most have a pleasant resolution. Those stories which do end positively have a pleasing emphasis on the nature and benefits of friendship. C. Thomas



USER LEVEL: Stage 2
 Paper \$14.95 SCIS 1278317

Shakespeare's world: two plays about the life and times of Shakespeare

Phoenix Education, Vic, 2006

ISBN 192108510X

[A822]

These plays explore the world of Elizabethan England and its theatre in quite different ways. Employing dramatic techniques of the Elizabethan period, John Upton's *Cheapside* focuses on struggling playwright Robert Greene, his relationships with Shakespeare and Marlowe, and his personal relationships. The script rushes along with humorous, colourful characters and equally colourful language, in the crude style of Shakespeare's more base characters. The darker side of the theatre is starkly dramatised. David Allen's *Men of honour* is a more serious portrayal of the political landscape, revealing the difficulties in balancing private and public concerns. The language is lively, witty, and reflective of Shakespeare's writing. The supporting resource book provides historical and biographical background, activities on context, staging, character development, dramatic development and improvisation, and the language of drama and playwriting. Significant references to the plays are detailed and specific. H. Cobban

USER LEVEL: Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7–10; Drama Stage 6; English 7–10; English Stage 6
 Paper \$26.95 SCIS 1274950

Other reviewed title:

Shakespeare's world: teacher resource book SCIS 1274952**Let's look at Australia's states and territories**

[series]

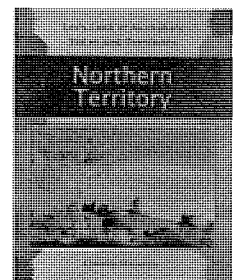
Echidna, Vic, 2006

Featuring bright, attractive covers with an environmental characteristic of the subject area, this series provides colourful and detailed information for students. Pages are styled like Q&A brochures, and filled with bold headings, text boxes and graphics which clearly depict and enhance the straightforward presentation of the facts on the area's history, Landscapes, Natural resources, Famous people, and Animals and plants. This outstanding series will support resource based learning in the *HSIE K–6 syllabus* Strands. Student note taking could also be modelled by the highlighted keywords featured in the glossary. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$29.95 each

Reviewed titles in this series:

New South Wales SCIS 1278593
Northern Territory SCIS 1278589
Tasmania SCIS 1278591
Western Australia SCIS 1278584



All prices in the availability statement include GST.

MITCHELL, Bob

Memory Man's 1,001 life story questions

B. Mitchell, NSW, 2006

ISBN 0646459236

[929]

A book consisting solely of questions to ask interviewees, this resource recognises that the best tales come from ordinary people. Students interviewing older members of the community will appreciate this extremely practical aid as they devise their project. Questions are open ended, for either gender, but many relate to interviewees over 85 years. The book's categories will help students structure the interview and identify their objectives. Categories include **Childhood**, **Depression days**, **Marriage and family**, and **Life observations**. This is an excellent tool for young interviewers. Selecting the questions which will engage the feelings and spark descriptions from the target interviewee will be a fine lesson for students in interviewing skills and the emotive power of oral histories. C. Thomas

USER LEVEL: Stage 3 Stage 4 Stage 6
KLA: HSIE
SYLLABUS: History 7–10; HSC History Stage 6: *Extension*; HSIE K–6
 Paper \$32.95 (available from <http://www.memoryman.com.au>) SCIS 1277662

HAWASS, Zahi

Tutankhamun: the mystery of the boy king

National Geographic, USA, 2006

ISBN 1426300484

[932]

The story of Tutankhamun, his family, life, death and burial, is told here in tandem with the story of Hawass's enthusiasm and passion for archaeology. This very readable text includes references to sources, such as a shrine found in Tutankhamun's tomb, and interpretations. This, coupled with the illustrations, could introduce students to evidence based analysis work. Hawass discusses the range of historical investigations, from Sheikh Ali, who was an eyewitness to the opening of the tomb in 1922, to the 2005 CAT scan that Hawass supervised. The text gives an interesting viewpoint for the study of ancient Egypt in History 7–10. B Hull

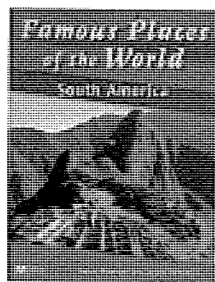
USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History 7–10
 Paper \$22.95 SCIS 1280524

Famous places of the world [series]

Macmillan Education Australia, 2006

Twelve natural or built places are featured in each volume of this well-organised and attractive series. Every book begins with an overview of why places become famous and a map featuring a key with icons. Information about each place is arranged over a double page and made easily accessible with colourful headings, fact boxes, aerial photographs with the main features labelled, cross-section diagrams, and engaging images. Information is interesting and the books would be an excellent starting place for further research. This series will be useful with the HSIE K–6 *Environments and Social Systems and Structures* Strands. A. Beedles

USER LEVEL: Stage 2 Stage 3



KLA: HSIE
SYLLABUS: HSIE K–6
 \$28.95 each

Reviewed titles in this series:

Africa SCIS 1265329
Asia SCIS 1265331
Australia SCIS 1265326
Europe SCIS 1265325
North America SCIS 1265324
South America SCIS 1265322

ANDREWS, Michael

The Anzac spirit: creating Australia's military legend [electronic resource]

Trocadero, NSW, 2006 (Defending Australia)

ISBN 0864270518

[940.4]

Valuable information about Australia's military past can be found within this digital book. The advantage of the CD-ROM is in the ease of navigation, the provision of clear links, and its capacity for the user to create their own research database. Supporting websites become active information sources, allowing deeper analysis and exploration. The set-up options of bookmarks, comments and attachments provide opportunities for the user to locate, organise and utilise information. This is a valuable resource tool, well-suited to the development of successful information skills and ICT competencies, via a network application in the classroom. B. Kervin

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: History 7–10
 \$POA SCIS 1274942

SCHMEMANN, Serge

When the wall came down: the Berlin Wall and the fall of Soviet Communism

Kingfisher, USA, 2006

ISBN 0753413302

[943.087]

Being there and capturing the moment is the most important factor of any historical work. This resource does just that. Users of this liberally illustrated resource will not only find value in the historical moment but also in the perspective it provides through personal accounts, newspaper articles and photographs. Reasons for the creation of the wall, the era of the Cold War, and attempts at reform and future implications are all explored in this comprehensive book. Its strength lies in its ability to provide a human perspective, as exemplified by emotive images and the comparison of the East German situation with rabbits. It is an excellent supplementary resource for the Modern History Option: *The Cold War 1945-1991*. B. Kervin

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Modern History Stage 6
 \$25.99 SCIS 1279850

Country insights [series]

Hodder Wayland, UK, 2006

Lavishly illustrated and topically organised, this revised series is a comprehensive introduction to social geography. The books provide pertinent source material for alternative cultural studies in HSIE K–6. Information is detailed and the texts use extensive quotations and personalities to show the real nature of daily life in these

countries. A strong point of difference to similar books is the focus on two geographical areas, providing students with an in-depth study of the focus country's cultural diversity. For *France*, these localities are the city of Aix-en-Provence and the village of Beuvron-en-Auge; for *China*, the localities are the orchid city Lanzhou and the village of Shidong. This is an excellent resource for Geography students seeking an overview of the country and its cultural practices. D. Croker



USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
 \$35.00 each

Reviewed titles in this series:

China SCIS 1277178
France SCIS 1276230

Exploring our world [electronic resource]

Trocadero, NSW, 2006

Students can discover interesting facts about these nations in this series of well-written digital books on CD-ROM. The culture of each country is explored through information on location, government, transport, communications, industry, environment, religions, daily life, arts, food, and history. The text is laid out like a standard information book, but in PDF linear pages. Photographs, maps, and statistics are used well, and text boxes highlight key ideas. Numerous hyperlinks provide pointers to further research. A valuable resource that supports teaching and learning about Asian countries in Geography 7–10, the CD-ROMs also are a pleasantly different way to study festivals and other cultures in HSIE K–6. A. Frost

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography 7–10; HSIE K–6
 \$POA

Reviewed titles in this series:

China SCIS 1274935
Japan SCIS 1274929
Thailand SCIS 1274933

A frontier conversation [electronic resource]

Wonderland Productions, Australia, 2006 (54 min.)

ISBN none

[994]

Documenting a field trip by historians to Aboriginal communities in the Northern Territory, this DVD examines contemporary issues such as the debate on cultural appropriation and the intellectual property rights of Aboriginal communities to their history. The discussion moves beyond the traditional theme of survival in telling frontier history stories to a logical consideration of empowering traditional owners to tell their own histories in a way that is culturally meaningful to their community. This documentary will be a useful resource for students and teachers in examining the ways in which the history of Aboriginal people has been constructed. A. Byron

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; HSC History Stage 6: *Extension*
 \$120.00 SCIS 1281025

Shaping Australia [electronic resource] [series]

Trocadero, NSW, 2006

Australian history is appealingly presented in these digital books on CD-ROM. Each PDF file includes relevant and useful reports, detailed maps, period paintings, and photographs where events occurred, as they are today. Fact boxes and tables show information such as the **Weekly food ration** and **Convict offences**. *The constitution* contains the full text of the document and discusses its creation and modern relevance. *Gold rush* covers the effect of the discovery of gold across the nation, including the **Eureka rebellion**. *Explorers* are primarily inland adventurers, and *Convicts* covers UK origins to early Sydney. The detailed indexes, plus selected hyperlinks on most pages, provide simple one click navigation, and information is clearly set out in a logical sequence. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$POA

Reviewed titles in this series:

Convicts SCIS 1274940
Explorers SCIS 1274939
Gold rush SCIS 1274930
The constitution SCIS 1274937

BRUCE, Jill B.

Australian convicts: from the First Fleet to the end of transportation

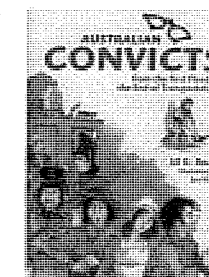
Simon & Schuster, NSW, 2006

ISBN 0731812433

[994.02]

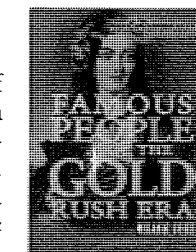
Interesting and concise information about the beginnings of the European settlement of Australia can be found in this clearly laid out text. Bruce explains the facts behind Great Britain's transportation of convicts, the various penal settlements in Australia and the conditions endured by the convicts while serving time in the colonies. Use of plain language and colour illustrations and photographs add to the reader's understanding of the subjects covered. Clear chapter headings, paragraph titles and an excellent glossary will allow easy use by students just beginning to research. The book would be of use to students undertaking work in the HSIE Strand: *Change and continuity* and the Stage 2 Connected Outcomes Group (COGs) (G): *Our fleeting past*. R. Parnis

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 Paper \$14.95 SCIS 1271234

**Gold in Australia [series]**

Heinemann Library, Vic, 2006

Covering all major aspects of the discovery of gold in Australia, and its long and short term effects, this series is carefully researched, well-produced and attractively presented. Information is logically organised and presented in short paragraphs on double pages, with bold headings making information readily accessible to students. Keywords in the text are linked to



an extensive glossary, and each book is abundantly illustrated with excellent contemporary photographs, paintings and posters, as well as maps and diagrams. Each also includes a comprehensive index, a list of relevant websites and places to visit. Suitable for students to use independently, the series will have particular relevance for HSIE K-6 Units *Gold and Identity and values*. W. Smith

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$29.95 each

Reviewed titles in this series:

Famous people of the gold rush era SCIS 1261703
How gold shaped Australia SCIS 1261710
Life on the goldfields SCIS 1261705
The gold rushes SCIS 1261708

MUNDY, Godfrey Charles

Our antipodes

Pandanus, ACT, 2006
ISBN 1740761855 [994.03]

Originally published in 1852, this abridged version of Mundy's lively journal of his years as a colonial military official is welcome. A good storyteller, Mundy writes about the colonial world from 1846-51 with humour, wry observation and affection. Mundy arrived in Sydney in the twilight of transportation and left after experiencing the first explosion of the gold rush. He provides a valuable and vivid contemporary snapshot of both these historical turning points, as he does of Sydney society, inland NSW, Van Diemen's Land and its major convict establishments. Fair minded but no egalitarian, he was a man of his class and time. He puts a positive spin on the convict system but retells brutal episodes of Aboriginal contact with a strong sense of injustice. He accurately predicts the impact of the gold discoveries. This edition has Mundy's original illustrations. G. Spindler

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7-10; HSC History Stage 6: *Extension*
Paper \$34.95 SCIS 1280555

PILKINGTON GARIMARA, Doris

Home to mother

University of Queensland Press, 2006
ISBN 0702235466 [994.104]

An amazing tale of adventure, inner strength and survival, the true story told in *Follow the rabbit-proof fence* is retold here by the same author, in a style and tone accessible to young students. Three young girls are stolen from their Aboriginal community and transported to Moore River, many miles from home. Molly displays unwavering courage and determination as she leads the trio along the fence and across the desert, home to mother. This short novel has a map and Mardujara glossary, and charcoal sketches throughout add warmth and authenticity to the narrative. Told from the girls' point of view, this haunting tale can now be appreciated by a wider audience. S. Taylor

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$16.95 SCIS 1269989

Who reviews?

Reviewers for *Scan* and the *DET* website are selected from teachers and teacher-librarians across the state.

Kristin Ashley, Newcastle HS
Aveen Beedles, Flinders PS
Margaret Bradley, Music Consultant
Lynda Buttsworth, Jamison HS
Angela Byron, Professional Support Officer
Mark Caddy, Sustainable Schools Coordinator
Gayle Cale, teacher-librarian
Francie Campbell, teacher-librarian
Nell Chaffey, Tamworth PS
Heather Cobban, Fort Street HS
Peter Conroy, The Forest HS
Robert Cox, Morisset HS
Donna Croker, Old Bar PS
Frances Crum, teacher-librarian
Meg Davis, Literacy Consultant
Lee Doyle, Matthew Pearce PS
Jan Eade, Lane Cove West PS
Helen Evans, Literacy Consultant
Andrew Fisher, Bowral HS
Nicole French, Cranebrook HS
Amanda Frost, The Hills Sports HS
Heather Gardiner, Kanahooka HS
Maree Gary, Mathematics Consultant
Jan Hancock, Penhurst West PS
Graeme Harris, Farrer Memorial Agricultural HS
Ruth Higginbottom, Tomaree PS
Bronwyn Hull, Goulburn HS
Di Johnston, Cambridge Park PS
Bede Kervin, Bowral HS
Rachael Kirsten, teacher
Anita Kokkotas, Chifley College, Shalvey Campus
Cheryl Koop, Literacy Consultant
Karen Lissa, Mount Annan HS
Susan Lockwood, Mt Austin HS
Brendan Maher, Peak Hill CS
Ian Mavin, Jamison HS
Karen McCulloch, Jannali HS
Noel McFayden, teacher
Ian McLean, Penrith PS
Fiona Moore, Beaumont Hills PS
Judith Morgan, Caringbah HS
Rhonda Parnis, Sherwood Grange PS
Andrew Playford, Ballina HS
Frances Plummer, AGQTP
Kathy Rushton, Belmore Boys HS
Pauline Sheppard, Project Officer, HSIE
Julie Shih, Cabramatta West PS
Cathy Sly, Barrenjoey HS
Wendy Smith, Tamworth PS
Graham Spindler, NSW Parliament
Jan Stevens, Chifley College, Shalvey Campus
Irene Summers, North Sydney GHS
Susan Taylor, Lindfield PS
Carol Thomas, School Libraries and Information Literacy
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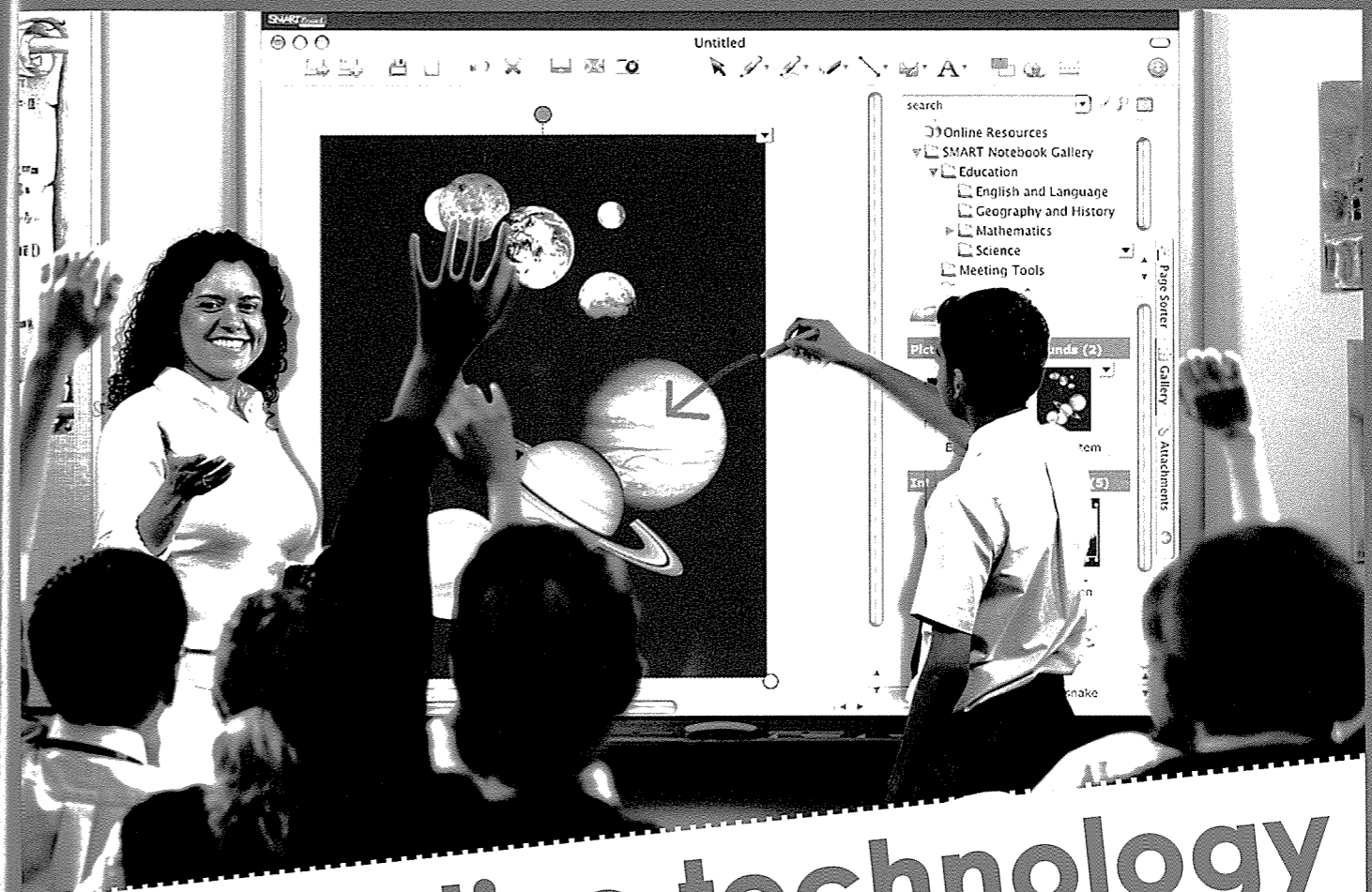
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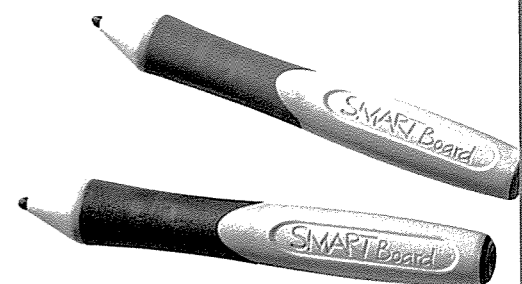
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