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Scan



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This is the second issue of *Scan* for 2011 and I would like to welcome new subscribers as well as many familiar names to a wealth of engrossing reading.

It is interesting to note that most articles have been collaboratively written and have a mix of secondary and primary content. There are so many great ideas and resources to share with the school community.

If you have an idea for an article or wish to share some wonderful student work, please contact me on (02) 9885 7501 or by email <cath.keane@det.nsw.edu.au>. I would love to hear from you.

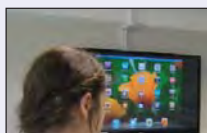
Cath Keane
Editor

iInquire... iLearn... iCreate... iShare: Stage 1 students create digital stories



Delight in the learning journeys of three Stage 1 students from Penrith Public School. They are proud of their new knowledge and eager to share their success. **page 4**

Mobile devices connect teachers and students at Ungarie Central School



Just imagine every student having internet access in their pocket. Read how teachers support innovative learning practice by guiding students to use iPod devices to develop the skills they need to become self-managing learners. Alison Wason and Michelle Roscarel share one school's exciting learning journey. **page 6**

Information literacy: ideas & digital resources for meaningful collaboration

The School Libraries and Information Literacy team reflect on information literacy needs in the connected environment, and share some of the results of an exciting partnership with teachers and teacher librarians in schools which focused on developing materials to support digital age information literacy in curriculum context. Two examples, by teacher librarians Anni Tokatlian and Enone Melville, are featured in this issue, and include *OneNote* and *SMART Notebook* materials for you to use and share. **page 10**

Beyond the review: Stage 2 Drama - playbuilding and digital storytelling using *Tinga tinga tales*

A series of animal folktales and an accompanying website provided the springboard for further investigation of storytelling, from oral to print to digital. A range of strategies and resources, created by Cathy Sly and Cath Keane, support cross-curriculum opportunities for using two resources that are reviewed in this issue of *Scan*. **page 17**



Accepting the challenge: evidence based practice at Broughton Anglican College

Discover how, in this action research project, the class teacher and the teacher librarian worked together for pedagogical change. Working with Year 10 students, Alinda Sheerman and Brad Gillion identified student learning dilemmas and employed instructional interventions to develop a learning environment where authentic learning took place, using the guided inquiry approach. **page 24**

Digital citizenship - what's the drum?



How do you prepare students to deal with cybersafety and cyberbullying?. Find out about a great interactive resource for teachers, Year 10 students and the community. Tim Gorrod, NSW CLIC, outlines issues related to digital citizenship, and offers an overview of exciting resources to support teachers and students. **page 34**



Colleen Foley is Team Leader, School Libraries and Information Literacy <colleen.foley@det.nsw.edu.au>

Leading and collaborating for digital age learning

The School Libraries and Information Literacy team in Learning Services at the NSW Curriculum and Learning Innovation Centre (CLIC) <clic.det.nsw.edu.au>, has been reflecting on our goals for supporting quality learning, curriculum and innovation for teacher librarians and school libraries working with their teachers and school communities. We welcome your suggestions for learning and teaching initiatives you would like to see or partner with us on, to continue providing evidence about successful school libraries contributing to student learning.

Articles in this issue reflect some powerful collaborations and partnerships. Penrith Public School students excitedly share their learning. Partnerships for collaborating and leading learning for innovative practices with mobile devices, and for supporting digital age literacies are reflected in a number of articles. The Research columns from Alinda

Sheerman and Brad Gillon makes inspiring reading about achievable pedagogical change through a guided inquiry approach, engaging students in ways that surprised and motivated students who were proud of their achievements.

Actions and evidence of learning support are far stronger than any other form of advocacy or role discussions. Teacher librarians incorporating an evidence based practice approach are able to provide explicit feedback about learning achieved through programs initiated by or planned with the teacher librarian.

Check the *Raps and book raps* program (below) for exciting learning partnership opportunities using technologies for digital literacies. First up this Term is a rap focusing on Shaun Tan's award winning animation of *The lost thing*, with choices for exploring related texts. In Term 3 we will explore picture books in innovative ways.

Watch this space

We look forward to communicating with teacher librarians and their colleagues in new and different ways during 2011 as we consider innovative

ways to enhance provision of authentic learning and teaching resources and support.

Check the School Libraries and Information Literacy team web pages in *Curriculum initiatives* at NSW Curriculum and Learning Innovation Centre's (CLIC) site <clic.det.nsw.edu.au/content/learn_teach.htm> for our team blog (intranet) and the *Scan* survey (open to all). We look forward to your ideas and feedback.

If you would like to know about endorsed *OASIS Library* trainers in your region please contact me or check our website. ■

Scan survey online

<www.curriculumsupport.education.nsw.gov.au/schoollibraries/>

Are you or your colleagues readers of *Scan*? Tell us what you think of *Scan*. What you think our future directions should be? Tell us through the online survey.

Do you know anyone who does not read *Scan*, or does not read it regularly? We'd like to hear from them too. Encourage them to complete the survey.

Raps and book raps 2011

<www.schools.nsw.edu.au/raps/>

- **Shaun Tan:** *The lost thing*, stories & more!. Stages 3 and 4 (Years 5 to 8) English. Live 31 May 2011.
- **Book Week** – picture books focus. Term 3. Explore the shortlist and your other favourite picture books. Vote for your winner! More information coming on site soon.

iInquire... iLearn... iCreate... iShare: Stage 1 students create digital stories



Ian McLean, teacher librarian, at Penrith Public School and Stage 1 students, Haylee, Clay and Harland share their learning journeys with digital tools to create online stories.

[Note: *PhotoPeach* at <photopeach.com/> must be treated with the same caution as *YouTube*. Please be mindful of Child Protection issues and preview all slideshows (and their public access comments) before using them with students. A teacher's user name and password is required to access this Web 2.0 facility via the NSW DET portal. Students could collaborate on joint activities, negotiating with each other during structured talking and listening sessions. Photographs and captions are uploaded with teacher supervision, rather than encouraging individual student access.]

The learning context

Here is a quick, annotated tour of Penrith Public School's most recent adventures with digital stories: nursery rhymes presented via *PhotoPeach*, a free Web 2.0 facility that offers automatic transitions between images, easy editing of captions, and an eclectic array of copyright free music. *PhotoPeach* is extremely user friendly.

Collaborative opportunities

The students played director, the teacher facilitated the action, and the teacher librarian was cinematographer. Background stage sets were quickly created using the *Picture gallery* of our library's *SMART Notebook* software, providing an impromptu opportunity for brainstorming appropriate terms to find the essential pictorial elements! In *Circle time* (talking and listening), another class brainstormed new captions for the uploaded digital photos on *PhotoPeach*.

Everyone proudly shares ownership of the resulting slideshows. When you look at the final products – each a wonderful merging of the collective brains and negotiating powers of three Stage 1 classes – it's hard to believe that the total time commitment was only three x 45 minute lessons, about 10 minutes of photo uploading and another 10 minutes of editorial tweaking. As a result, we now have several new online resources that are:

- used by our other Stage 1 and Early Stage 1 classes
- read and re-read (and re-read) by the classes who jointly constructed them
- viewed as models for research presentations by Stages 2 and 3 students
- shared at home with parents and community members
- shared by students at other schools.

The *Baa baa black sheep* slideshow <photopeach.com/album/yf3n9x> has been viewed in schools from Taree West (in NSW) to the International School of Brussels. It received 450 hits in its first weekend online. That figure is larger than both our school's population and the distribution numbers of our school newsletter.

Learning is fun!

It is amazing how many *English K–6 syllabus* Stage 1 outcomes were achieved through this engaging learning.

V1 *Enjoys creating a range of spoken and written texts.*

TS1.1 *Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured classroom activities.*

WS1.9 *Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.*

WS1.12 *Produces texts... using computer technology.*

Three
Stage 1
students share
their learning journeys in
making their *Baa
baa black sheep*
slideshow.

I'm Clay. I'm the master.



Go into Google and type Penrith Public School slideshow. You'll find lots of our digital stories.



The photos were jumbled up. We had to put the storyboard back in order.

You can type words in SMART Notebook to search for farm animals.



The houses look like the lane where the little boy lives.

I'm Haylee. I'm the dame.



We said, *How did they make it?* I liked how they made the hill, the wishing well and the bed on the interactive whiteboard.

We put hats on all the actors so we knew who was the Master, the Dame and the little boy.

I took home a paper with the URL for the wiki. I clicked on *Kinder's Travelling Fearless* and *PhotoPeach* and it came up. My Mum, and Poppy, and my sister saw the slideshows and I left a message.

Some of us had already done the *Travelling Fearless* project last year.



I'm Harland. I'm the little boy.



1/2S English put a background of a farm on the interactive whiteboard. The actors and a toy Timmy the sheep had to stand in front of the IWB.



1/2A Home Class came to the library to put the captions, the words of *Baa baa black sheep*, under the photos.

660 people have seen our new *Baa baa black sheep* slideshow. I will tell Mum to go onto the internet to see our wiki.

Mobile devices connect teachers and students at Ungarie Central School



Alison Wason, and Michelle Roscarel, teachers at Ungarie Central School, coordinate the school's iPod Touch project. This involves managing approximately 85 iPods in terms of installing applications (apps), updating software and troubleshooting technology issues. Their time also involves linking apps to curriculum outcomes and providing professional learning to staff to support the integration of the devices into classrooms. They share their school's learning journey.



Getting connected with *iSkool rocks*

Ungarie Central School (UCS) is a K-12 school with 104 students. In 2009, Years 5 to 8 students and staff were excited to be part of the iPod Touch project, *iSkool Rocks*, a NSW Country Areas Program (CAP) initiative that included students from eight other schools in the region. *One tool for school* was the catch cry used to initiate the project.

At the time, we looked forward to the opportunity for our students to be engaged with interactive technologies, with mobile devices that could potentially cater for all types of learners while reinforcing, supporting and extending learning. The iPod had the potential to cater for students' school needs by providing a diary, dictionary, calculator, timetable, learning support across the curriculum, and easy internet access in their pocket.

Following consultation with parents and demonstrations on the educational use of this technology within the learning environment, all Year 5 to 8 students purchased an iPod Touch. (Had students not individually

purchased an iPod Touch, there were a number of school owned devices that could be used by students for learning activities.)

All staff members were issued with an iPod Touch prior to the implementation of the project. This allowed time for professional learning to occur and for staff to feel confident and comfortable with the use of the technology. Much of this professional learning and confidence occurred during this

informal learning stage, with staff having time to familiarise themselves with these devices and teach each other the skills learnt. The professional learning and upskilling of staff is an ongoing process.

Extending the connection

From 2010, the program, now known as *All aboard iSkool*, has become an internally managed project at UCS. By mid 2010, the project was increased to include a school owned class set of iPod Touch devices for use by Kindergarten to Year 4 classes as a complementary educational tool to aid the learning process (Figure 1). Using iPods for personalised learning had become a regular feature of the school's learning vision.

Collaboration across the curriculum

From Kindergarten to Year 8 the iPod Touch is integrated into a wide variety of curriculum areas. A large number of applications (apps) have been installed onto the iPods to allow for reinforcement, support and extension of the students' learning (Figure 2).

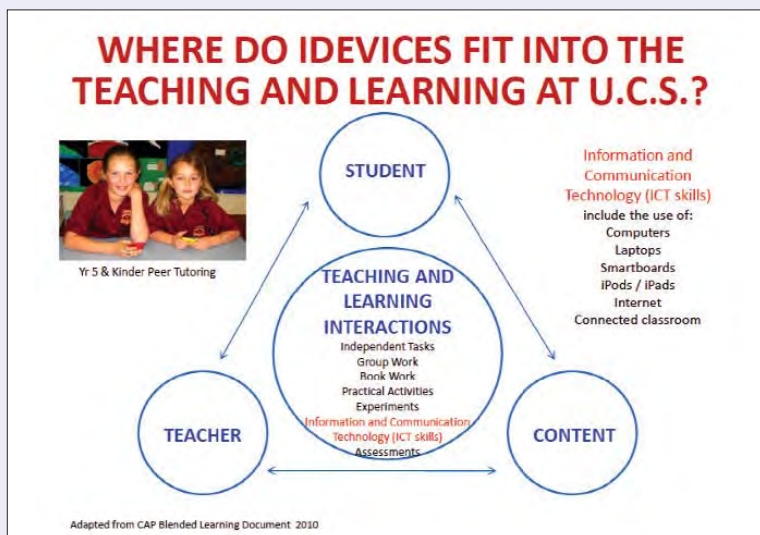


Figure 1 iPod devices are used as a complementary learning tool, All aboard iSkool: iPods at Ungarie Central School PDF, p. 3 <www.ungarie-c.schools.nsw.edu.au>



Figure 2 The iTunes screen shot shows some of the downloaded apps

Implementing apps for effective learning

The following brief descriptions outline the implementation of the apps into learning activities throughout classes at UCS (Figure 3). These integrated activities may occur for short periods of time in a lesson, for example for 10 minutes, or students could be involved in a longer learning activity with the iPods for up to one hour.

iPods complement teaching

Literacy activities

A wide variety of literacy skills can be practised and enhanced using the iPod Touch. These include activities from basic letter formation and recognition through to grammar activities that help students to identify parts of speech. Reading self-assessment

occurs as students record themselves reading a passage and hear the improvement when they retest at the end of the week (Figure 4). Teachers also set up guided reading activities for students to listen to. Examples of the apps used are *Grammar 1*, *Early reader*, *iWriteWords*, a manga version of Shakespeare's *Twelfth night* (Figure 5) and *Chalk up*.

Numeracy activities

Students use a range of numeracy apps which range from support to extension activities, and from preschool to university levels. On many of the applications the specific levels can be set for individual student's needs. Examples of the apps used are *Math tappers*, *Number bonds*, *Number jogging*, *Pizza fractions* and *Long multiplication*.



Figure 4 Kristy Whiley and Years 2 and 3 students Maggie, Jackson, Daniel and Shannon complete recording for self-assessment of reading



Figure 5 Mitch, a Year 9 student, works with the Manga Shakespeare app, Twelfth night



Figure 6 Years 3 and 4 students Jarod, Angus, Jack and Josh complete a numeracy activity using the iPods

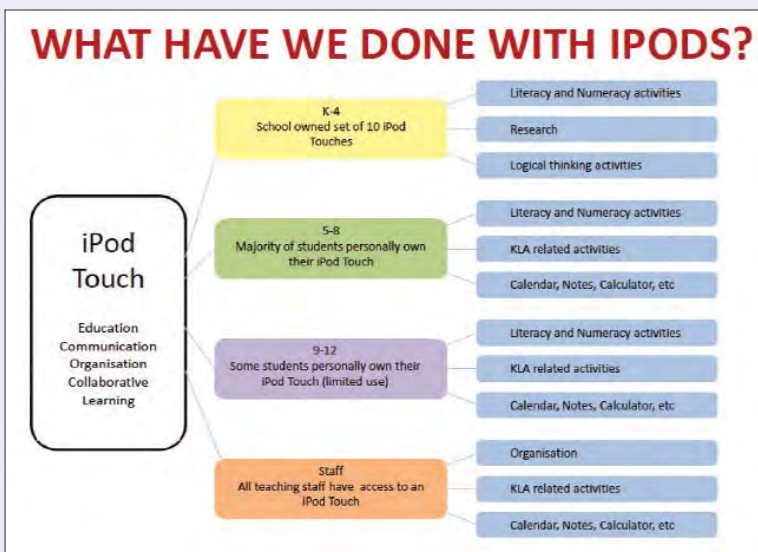


Figure 3 Curriculum links for iPods at Ungarie Central School

Spelling activities

Using their iPod touch, students enter their spelling words via text and voice. They can then test themselves by listening to the recording and typing in the word. This gives them instant feedback by showing them incorrectly spelt words and lets them retest these words. The app used is *My spell test*.

Music activities

Students use a large number of musical instrument apps to perform using their iPod Touch. These include drums, piano, leaf trombone, ocarina and guitars. Many apps also allow the students to practise rhythm patterns and reading, and recognising pitch notation. Examples of the apps used are *Kanon drums*, *Ocarina*, *Retro synth*, *Pocket guitar*, *Note trainer* and *Rhythm in reach*.

Languages activities

A variety of apps are used by students to learn and practise the correct pronunciation of words and phrases in many languages. They use the *iTalk* app to record conversations between themselves and then listen to these for self-assessment. Examples of the apps used are *Word power* and *Indonesian audio flashcards*.

Peer tutoring activities

Years 5 and 6 students work with Kindergarten students to complete a wide variety of learning activities (Figure 7). These include literacy and numeracy, puzzles and reading books on the iPod Touch. Examples of the apps used are *Shape builder*, *TeacherMe: Kindergarten*, *The smelly sprout*, *Preschool arcade*.



Figure 7 Peer tutoring with Vanessa and Abby

Internet activities

Wireless access on the iPod Touch allows for quick easy access to the internet. Students in Years 5 to 8 and staff love the fact that internet access is in their pocket at all times. For staff, the instant access to emails, without having to login to a computer, is a huge advantage.

Student response network

This app allows students to use the iPod Touch as a buzzer to respond to Stu's quiz boxes program, which is freely available to NSW Departmental schools (Figure 8).

Creative tasks

Students create mini movies that feature pictures, narration and music. These apps involve the use of numerous critical and media literacy skills including, surfing the net for images, downloading and taking screen shots to save images, editing



Figure 8 Michelle Roscarel and students use the iPod Touch with Student response network to play Stu's quiz boxes

images, script writing and collating and editing the movie. Examples of the apps used are *Reel director*, *Strip designer*, *Sonic pics* and *PS express*.

Graphic organisers

These apps help to collate information into a variety of graphic organisers such as mindmaps, SWOT analysis and t-charts. Examples of the apps used are *Idea sketch*, *SWOT*, *T-Charts* and *SimpleMindX*.

Curriculum specific areas

Large numbers of apps are available to support specific subject areas. Just a few examples of the apps used are *Periodic table*, *8 planets*, *World quiz* and *Recipes*.

Evidence of learning with iPods

Many of the skills based apps have a results page that keeps track of each student's score/times and dates that they have achieved a specific activity. These can be saved on the iPods or sent to teachers' email so that they can keep track of each student's results. Currently, data collection is occurring across the program to formally show the positive outcomes from the use of the iPod Touch in classrooms (Figure 9).

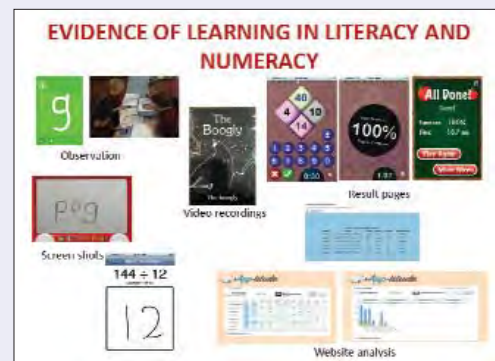


Figure 9 A variety of methods is available to collect student work samples and results data for evidence of learning

In general the enthusiastic engagement of students using these devices and the high standard of outcomes achieved, especially in the creative

tasks, has proven this to be an extremely worthwhile project throughout Ungarie Central School.

Feedback from students and staff

What do the students say about using iPods for learning?

It is more fun practising maths on an iPod Touch than on paper.

Sometimes the activities don't feel like you are really doing work when you are.

Shakespeare was better as a comic on the iPod than in the book.

What do the teachers say about using iPods for teaching and learning?

The iPods make it quick and easy to integrate a variety of ICTs.

They cater for all learning styles.

[The iPods are] a great outlet for students to practise skills and apply

concepts that then leads to increased engagement.

They have huge potential that we are yet to tap.

Please don't give me an iPod Touch, that means I have to learn how to use it. Two weeks later the teacher responded with... They are the best investment we've ever made at school.

Mobile devices enable students to connect with their learning at school and at home, anytime, anywhere.

Teachers at Ungarie Central School continue to support innovative learning practice by guiding students to use iPod devices to develop the skills they need to become self-managing learners.

One tool for school remains the catch cry for collaborative teaching and learning in the connected environment at UCS. ■

References and further reading

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Information literacy: ideas & digital resources for meaningful collaboration



Colleen Foley, and **Cath Keane**, School Libraries and Information Literacy team, NSW Curriculum and Learning Innovation Centre (CLIC), reflect on information literacy needs in the connected environment, and share some of the results of an exciting partnership with teachers and teacher librarians in schools which focused on developing materials to support digital age information literacy in curriculum context. Examples from Anni Tokatlian's and Enone Melville's schools are included.



Resourcing curriculum in the digital environment, and the important role of school libraries and teacher librarians working with their teachers, is reflected in any number of recent discussions, activities and research (Hay & Todd, 2010; Hay & Foley, 2009). Issues related to digital literacy and digital citizenship, reflected in Departmental priorities and current media topics, are included in any consideration of 21st century pedagogy and skills, including information literacy.

Relevant, engaging resourcing is required for authentic teaching and learning support in the complex digital environment. There is much freely available on the internet. Support is also provided for NSW government schools through a range of programs and initiatives. Teachers and students wish to make the most of the best resources in the online world. They can be unsure how to access or appraise the quality of the plethora of resources available. The NSW Curriculum and Learning Innovation Centre (CLIC) will continue to offer quality connected learning support for teachers and students. Teachers and teacher librarians can also utilise, for example, teaching strategies and selection tools such as resource reviews and *Links4Learning in My Library* to support their needs.

Exciting potential of digital and interactive experiences

We are all aware that the potential of digital and interactive experiences for students is exciting. The School Libraries and Information Literacy team, in NSW Curriculum and Learning Innovation Centre (CLIC), has been working with teacher librarians and teachers for some time to build a selection of useful

programming support materials using the information skills framework (ISP) (Figure 1). These samples to assist programming for teacher librarians collaborating with teachers can be seen in the information skills matrixes for K–6 <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/tablecogs.htm> and 7–10 <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/7_10/matrix.htm>.

Over time more online and digital resources have been linked or added to these, with practical ideas for how they can be used in teaching sequences supporting the range of learning areas.

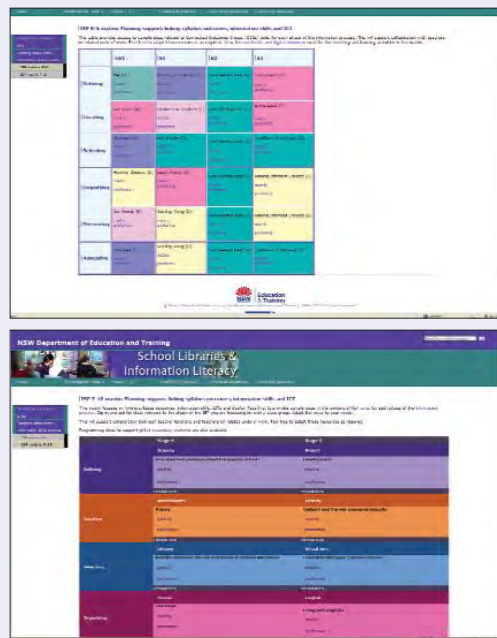


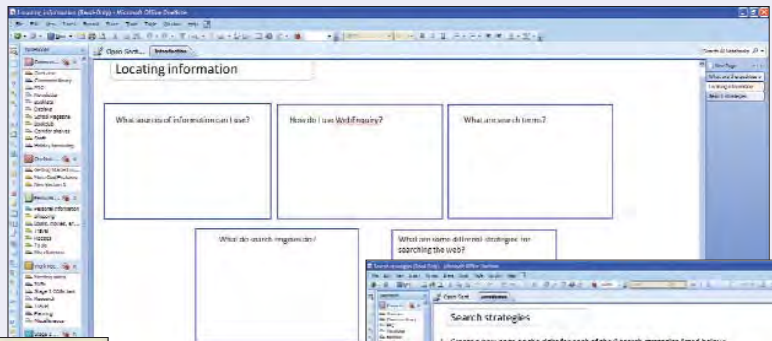
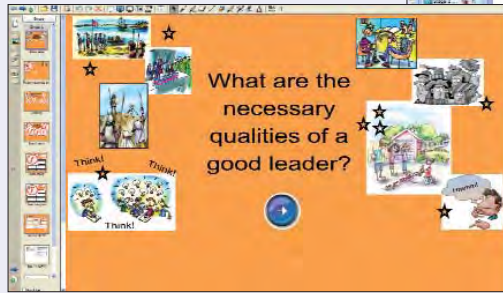
Figure 1 ISP programming support

A great partnership

In 2010, a number of teacher librarians and their teacher partners joined the School Libraries and Information Literacy team at NSW CLIC in a venture led by Colleen Foley, Lizzie Chase, and Cath Keane. The brief of this enthusiastic group was to consider relevant curriculum needs in their schools and develop some ready to use resources to support digital age information literacy.

Some of the results of this partnership are provided here by two of the teacher librarians as a taster. These, and the range of programming support ideas developed by the group, will be presented in *Scan* and online.

Anni Tokatlian, teacher librarian, Jasper Road Public School, has created a collaborative teaching and learning sequence for a Stage 3 study of Australian leaders. See the sample programming proforma in Table 1. To support these teaching activities, Anni created *OneNote* and *SMART Notebook* resources to support the teaching and learning activities (Figure 2).



How to Write a Biopoe

(Line 1) First name
 (Line 2) Three or four adjectives that describe the person
 (Line 3) Important relationship (daughter of . . . , mother of . . . etc)
 (Line 4) Two or three things, people, or ideas that the person loved
 (Line 5) Three feelings the person experienced
 (Line 6) Three fears the person experienced
 (Line 7) Accomplishments (who composed . . . , who discovered . . . etc)
 (Line 8) Two or three things the person wanted to see happen or wanted to experience
 (Line 9) His or her residence
 (Line 10) Last name

Figure 2 OneNote and SMART Notebook resources at Jasper Road PS

Enone Melville, teacher librarian, Cherrybrook Technology High School, coordinated the development of teaching and learning activities supporting information skills for a Stage 4 History investigation about *Aboriginal People, colonisation and contact history, 1788–1900*. Table 2 shows the programming proforma. See Figure 3 for some screen grabs from the accompanying *Contact history OneNote* resource for this collaboration.

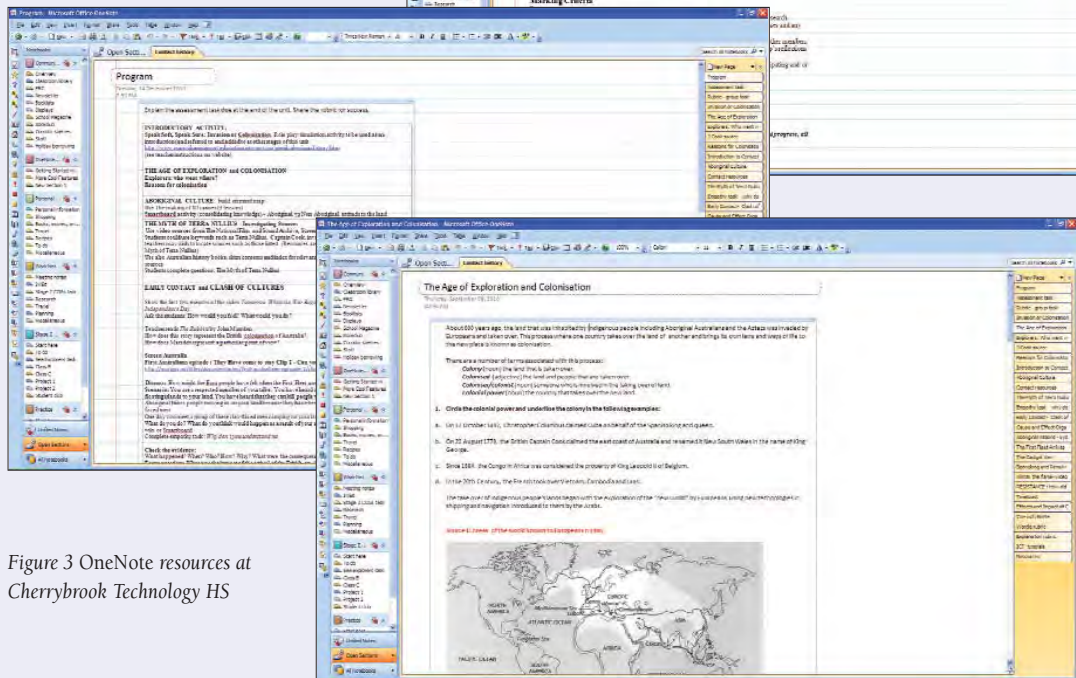
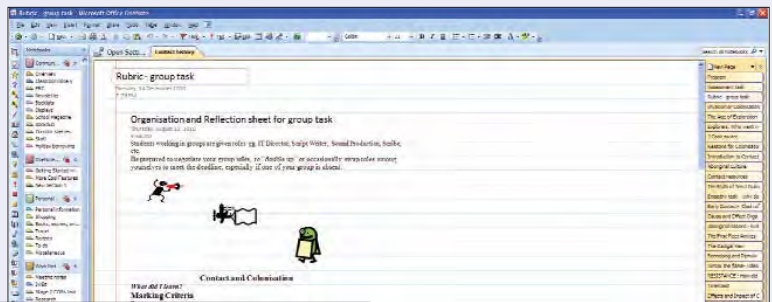


Figure 3 OneNote resources at Cherrybrook Technology HS

Information literacy: programming ideas for collaborative teaching: locating

Topic/Unit support: Stage 3

Making informed choices: Connected Outcomes Group (D): *understanding roles and responsibilities in the decision making process as it affects all aspects of our lives. By analysing and valuing different perspectives, we are able to make informed choices and contribute to the democratic process.*

Specific focus: Students use various search strategies to locate suitable resources for information gathering about an Australian leader past or present. They use this information to write a biopoem about their chosen person then contribute to discussion on the focus question: *What are the necessary qualities of a good leader?*

Quality Teaching elements:

Intellectual quality: The task requires deep understanding of important, substantive concepts, skills and ideas.

Quality learning environment: Students are able to exercise some control in relation to at least one aspect of the task.

Significance: The task employs some narrative to enhance the significance of the task and it is connected to the requirements of the task.

Resources:

- [Australian of the Year Awards 2011](http://www.australianoftheyear.org.au/), Australian Government, <www.australianoftheyear.org.au/>
- [Australian community leaders](http://teachit.acreekps.vic.edu.au/cyberfair2001/Default.htm), Anderson's Creek Primary School, <teachit.acreekps.vic.edu.au/cyberfair2001/Default.htm>
- [Australia's Prime Ministers](http://www.kidcyber.com.au/topics/austPMsIndex.htm), KidCyber, <www.kidcyber.com.au/topics/austPMsIndex.htm>
- Barlow, A. & Hill, M. (2003) *Indigenous heroes and leaders*, Australian library (series)
- [Biopoem](http://www.uchicago.edu/~adarice/cwsite/poems/poembio.htm) – definition, instructions, model <cuip.uchicago.edu/~adarice/cwsite/poems/poembio.htm>
- Bradfield, S. (1999) *They made Australia*, Our nation builders (series)
- Brasch, N. (2001) *Australia's government leaders*, [series]
- Bruce, L., Hilvert, J. & Hilvert-Bruce, A. (2004) *Indigenous leaders*, Indigenous Australians (series)
- Costain, M. (2003) *50 Famous Australians*, Penguin, Vic
- [Current banknotes](http://www.rba.gov.au/banknotes/types/index.html), Reserve Bank of Australia, <www.rba.gov.au/banknotes/types/index.html>
- Fern, A. & Llewellyn, D. (2004) *Australia's best*, [series]
- Graham, W. (2009) *We are Australian*, [series], Macmillan
- Guile, M. (2011) *Stories from Australia's history*, [series]
- Miles, C. (2007) *Who's on the money?*, Black Dog Books, Vic.
- *My Library*, (OASIS Web Enquiry)
- [Note making proforma](#)
- *OneNote*, prepared notebook with some introductory pages, students will add to this (*Microsoft Office 2007*)
- [Our community leaders: great Australian leaders in focus](http://www.ourcommunity.com.au/leadership/leadership_article.jsp?articleId=744), Our Community, <www.ourcommunity.com.au/leadership/leadership_article.jsp?articleId=744>
- [Prime Ministers of Australia](http://www.nma.gov.au/education/school_resources/websites_and_interactives/primeministers/), National Museum of Australia, <www.nma.gov.au/education/school_resources/websites_and_interactives/primeministers/>
- [Proforma of biopoem](#)
- Russell, S. & Grant, K. (2007) *Prime Ministers of Australia*, Australian library (series)
- Sheppard, B. (2001) *Leaders, Colourful characters of Australia's past* (series)
- Sydenham, S. & Thomas, R. (2010) *Caroline Chisolm*, KidCyber, <www.kidcyber.com.au/topics/chisolm.htm>
- [What are the necessary qualities of a good leader?](#) – SMART Notebook
- [Wordle](http://www.wordle.net/) <www.wordle.net/>
- See also [COGs resource lists](#)
- See also [ISP K-6 matrix](http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/tablecogs.htm) <www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/tablecogs.htm>

Pre-unit assessment to gauge current level of understanding: (in terms of unit/topic/focus) eg pre-test, teacher judgment, brainstorm, discussion questions prior to unit study

Go to [Wordle](#) to create a word cloud of student responses to the question *What are the necessary qualities of a good leader?* Repeat this exercise at the end of the unit during student discussion on this question.

Evidence based practice: To support evidence based practice, elicit responses from students at the beginning and again at the end of the unit regarding the methods and strategies they use to search a library database and the Web to locate resources. Record these responses in the *SMART Notebook – What are the necessary qualities of a good leader?*

Syllabus outcomes:

HSIE K-6

SSS3.8 Explains the structures, responsibilities and decision-making processes of state and federal governments and explains why Australians value fairness and socially just principles

Suggested teaching and learning activities/strategies (be explicit; include some planned assessment) for **locating and selecting phases** of ISP.

Introduction

- task is explained to the students
- teachers and students use [SMART Notebook – What are the necessary qualities of a good leader?](#) to:

Information literacy: programming ideas for collaborative teaching: locating – cont.

- investigates the influences of certain individuals in Australia's history and their contribution to improving community living
- evaluates the characteristics of leaders and their methods for influencing decisions and actions of governments

CCS3.1 Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage

English K–6

RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

WS3.14 Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

Related computer competencies focus:

By the end of this unit students will be able to:

- devise search terms using keywords and synonyms and follow related subjects for locating resources in a database using Subject, Keyword and Title searches
- follow a strategy for web searching including using teacher-developed web links, *Wikipedia*, different search engines e.g. Student search, *Ask kids*, *Google*, *Wonder wheel*, *Timeline*
- use *Google* Advanced Search to understand and use Boolean searching
- use *OneNote* to collate notes.

Related information skills focus area:

Locating

By the end of this unit students will be able to use effective search strategies to locate resources, both hardcopy and web based.

Selecting

By the end of this unit students will be able to take effective notes from a variety of sources.

Literature links

- Hirsch, O. (1999) *Hazel Green*
- Impey, R. (2005) *The shooting star*
- Wheatley, N. *My place* including DVD of ABC series
- Titles in the *My story series*
- Titles in the *My Australian story series*.

- determine prior knowledge on the topic by brainstorming and preparing the word cloud
- locate resources for the task, investigating strategies for using the My Library and search engines (see Computer competencies on the left)
- open and fill in the information boxes of the *OneNote notebook* provided.

[Read this [explanation](#) on *Wordle* word clouds and *Google Wonder wheel*]

OneNote is part of the *Microsoft Office 2007* suite. Follow these [instructions](#) for setting up a student notebook.

- students browse resources located using contents, index, headings and subheadings, and skimming and scanning to choose an individual to research.

Note making

- teachers and students discuss possible headings for recording information
 - Early life
 - Achievements
 - Beliefs
 - Obstacles
 - Significant events of the time.
- students use a [note making proforma](#) to record relevant information from hardcopy resources located
- students use the *OneNote notebook* to collate relevant information from all resources located.

For teaching ideas on using *OneNote* to organise information see: [Rasaiah S. \(2010\). Students create OneNote digital notebooks as a prepublication, organisational tool. Scan 29\(2\), pp. 9-12.](#)

Biopoem

- teachers and students view [proforma](#) for elements of a biopoem
- students organise information recorded into proforma, experimenting to achieve a satisfying, creative result.

Planned assessment

The teacher assesses students in relation to their:

- skills in locating relevant sources of information as collated in their *OneNote* notebook.
- ability to record meaningful information in summary and under appropriate headings or categories
- acquired knowledge and improved strategies in searching the web and *My Library* collection
- understanding of the topic and contribution to class discussion on the qualities of a good leader.

The student:

- practises acquired skills and strategies for web searching to build on their pre-unit locating skills
- locates relevant and appropriate websites and hardcopy resources
- records meaningful summarised notes that are relevant to the defined task
- creatively interprets the information gathered to write a biopoem about their chosen person
- focuses on the qualities of leadership demonstrated by their chosen person, to contribute to a class discussion.

Post unit assessment to determine progress towards stated outcomes

e.g. post-test, guided evaluation sheet, skills achieved in context of outcomes (indicators) and planned assessment

- note making sheets and biopoems collected and assessed in terms of the planned assessment criteria listed above
- compare pre-unit and post-unit word clouds
- reflect on pre-unit and post-unit improved strategies for locating resources from databases and the internet.

Table 1 programming proforma for Stage 3 focus question, What are the necessary qualities of a good leader?

Information literacy: programming ideas for collaborative teaching: organising

Topic/Unit support: Stage 4 History – Aboriginal People, colonisation and contact history, 1788–1900

Specific focus: Students use *OneNote* as a learning diary to organise information for creating a multimodal presentation: *Clash of cultures*.

Quality Teaching elements:

Problematic knowledge

Multiple, contrasting and potentially conflicting forms of knowledge are presented and recognised as constructed and open to question.

Substantive communication

Students engage in sustained and reciprocal interaction focused on the substance of each lesson.

Engagement

Students demonstrate sustained interest and attentiveness, show enthusiasm for their work and take the work seriously.

Cultural knowledge

Lessons value claims to knowledge from multiple social groups in an authentic, detailed and profound manner.

Resources:

- [The Admiralty Instructions for Lt James Cook, 30th June, 1768](http://www.foundingdocs.gov.au/resources/transcripts/nsw1_doc_1768.pdf) <www.foundingdocs.gov.au/resources/transcripts/nsw1_doc_1768.pdf>
- [Barani: Indigenous history of Sydney](http://www.cityofsydney.nsw.gov.au/barani/main.html) <www.cityofsydney.nsw.gov.au/barani/main.html>
- [BibMe](http://www.bibme.org/) (Citation generator) <www.bibme.org/>
- [Cadigal Wangal: the conflict begins](http://www.marrickville.nsw.gov.au/cadigal/people/conflict.htm) <www.marrickville.nsw.gov.au/cadigal/people/conflict.htm>
- Captain Cook – Cook claims New South Wales <dl.nfsa.gov.au/module/1319/>
- [Contact history OneNote](#) resource created by Enone Melville and Florence Tager
- [Endeavour Journal](http://dl.nfsa.gov.au/module/731/) <dl.nfsa.gov.au/module/731/>
- [European observers](http://dl.nfsa.gov.au/module/1541/) <dl.nfsa.gov.au/module/1541/>
- Film Finance Corp (2006) *Ten canoes*
- [First Australians: they have come to stay](http://aso.gov.au/titles/documentaries/first-australians-episode-1/clip2/) Clip 2 <aso.gov.au/titles/documentaries/first-australians-episode-1/clip2/>
- [A history of navigation](http://www.bbc.co.uk/history/interactive/animations/navigation/index_embed.shtml), BBC, <www.bbc.co.uk/history/interactive/animations/navigation/index_embed.shtml>
- [Indigenous Australia: resources](http://www.nma.gov.au/education/school_resources/indigenous/), National Museum of Australia <www.nma.gov.au/education/school_resources/indigenous/>
- [Indigenous Language map](http://www.abc.net.au/indigenous/map/default.htm), [interactive] ABC online Indigenous <www.abc.net.au/indigenous/map/default.htm>
- [Invasion or colonisation? Evidence](http://www.curriculumsupport.education.nsw.gov.au/speak/aboriginal/evidence.htm) <www.curriculumsupport.education.nsw.gov.au/speak/aboriginal/evidence.htm>
- [Invasion or colonisation? Story](http://www.curriculumsupport.education.nsw.gov.au/speak/aboriginal/story.htm) <www.curriculumsupport.education.nsw.gov.au/speak/aboriginal/story.htm>
- Kiem, P. (2004) *Old worlds, new worlds: Stage 4 world history*, Pearson Education, Vic.
- Kiem, P. & Smithson, M. (2001) *Colonial & contact history*, Longman, NSW.
- Marsden, J. & Tan, S. (2000) *The rabbits*, Lothian, Vic
- Ronin Films (1981) *Women of the Sun Part 1 - Alinta the flame* Scroll down to download study guide
- [Speak soft, speak sure](http://www.curriculumsupport.education.nsw.gov.au/speak/) <www.curriculumsupport.education.nsw.gov.au/speak/>
- [Timetoast](http://www.timetoast.com/) <www.timetoast.com/>
- [Tomorrow when the war began](http://www.dailymotion.com/video/xdq22z_tomorrow-when-the-war-began-theatri_shortfilms) movie trailer <http://www.dailymotion.com/video/xdq22z_tomorrow-when-the-war-began-theatri_shortfilms>
- [Wordle](http://www.wordle.net/) <www.wordle.net/>

Note: Check [Working with Aboriginal Communities: A Guide to Community Consultation and Protocols \(PDF; 1.7 MB\)](#) for guidance and protocols on consultation with the local Aboriginal community for curriculum activities <ab-ed.boardofstudies.nsw.edu.au/files/working-with-aboriginal-communities.pdf>.

Pre-unit assessment to gauge current level of understanding: (in terms of unit/topic/focus) *eg pre-test, teacher judgment, brainstorm, discussion questions prior to unit study*

These lessons are part of a five week learning sequence in which students have already studied these topics:

- The age of exploration and colonisation
- Captain Cook
- Aboriginal culture
- The myth of Terra Nullius
- Investigating sources.

Briefly reflect on key learnings for these.

Evidence based practice: To support evidence based practice, gather student work samples, or reflections on understandings, at the beginning of a unit. Later, gather work samples which show the progress made by students through explicit teaching and scaffolding.

Syllabus outcomes:

History Years 7–10

4.2 describes significant features of Aboriginal and indigenous cultures, prior to colonisation

4.3 explains the ways indigenous and non-indigenous peoples of the world have responded to contact with each other

Suggested teaching and learning activities/strategies

Topic preparation: *Clash of cultures*

- contacts between Aboriginal people and the British were diverse
- students need to understand that history is always recorded from different perspectives
- invite a local Aboriginal Elder to talk with the class.

4.7 identifies different contexts, perspectives and interpretations of the past

4.9 uses historical terms and concepts in appropriate contexts understanding of history

4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past

Related computer competencies focus:

Students

- use *OneNote* to organise their work.
- use *Wordle* to evaluate and present key concepts.
- use *Timetoast* to create timelines.
- cite books and websites using a program such as *BibMe*.

Related information skills focus area:

Organising

Students synthesise the information they have gathered and make their own notes, demonstrating their understandings by:

- using their own words,
- creating a draft in the format required by the task.

Build knowledge and empathy

- teacher shows the trailer for *Tomorrow when the war began* or the movie *Independence Day*.
- teacher shows *First Australians: they have come to stay* Clip 2
- discuss: *How would you feel? What would you do?*
- teacher shares *The rabbits* by John Marsden and Shaun Tan
- discuss:
 - *How does this story represent the British colonisation of Australia?*
 - *How does Marsden represent a particular point of view?*
 - *How might the Eora people have felt when the First Fleet arrived?*

Scenario: You are a respected member of your language group. You have heard of clay-faced men who have come on floating islands to your land. You have heard that they can kill people with long sticks. You have seen People from other Aboriginal language groups moving in on your land because they have been forced off their land by the clay-faced men.

One day you meet a group of these clay-faced men camping on your land.

- *What do you do? What do you think would happen as a result of your action?*
- collate class responses on class wiki or IWB
- complete empathy task in the *Contact history OneNote* resource, *Why don't you understand me?*

Check the evidence

What happened? When? Who? How? Why? What were the consequences? What was its significance?

Focus questions: What was the impact of the arrival of the British on Aboriginal people in the Sydney area? What were the various reactions of Aboriginal people to the coming of the British?

Organising task:

Students:

- skim read a number of sources, select and make notes, in preparation for an extended response (see Assessment task below)
- use *OneNote* as a learning diary to organise their work.

Teacher explicitly teaches about the following:

- source analysis: how to read for evidence, to track point of view and to detect power relations and bias. Teacher explicitly uses metalanguage such as *critical literacy* and *multiple viewpoints*.
- key concepts: *land disputes, impact of disease, dispossession, guerrilla warfare, massacres, active resistance, undermining, collaboration, cooperation*
- making notes in *OneNote*: teacher explains the organisational features of *OneNote*
 - setting up folders, pages, subpages, use of tags and image capturing tools located on menu bar. The teacher also models and jointly constructs with students how to make notes. This may include locating main ideas, rephrasing content and rewriting information in a student's own words.
- guided research questions: students save the *Contact history OneNote* resource from the shared drive to their own drive. This resource contains learning activities for the entire 5 week learning sequence.

Note making: Contact and impacts

Students:

- work in pairs to make notes, using the following pages from *Contact history*:
 - *The First Fleet arrives*
 - *The Cadigal view*
 - *Bennelong and Pemulwuy*
- make notes using these websites:
 - Invasion or colonisation – evidence
 - *Cadigal Wangal: the conflict begins*
- work in pairs or groups to skim read and list cause and effect keywords and phrases for events/actions taken by white settlers

Information literacy: programming ideas for collaborative teaching: organising – cont.

- work with a different group and add a consequence for each action
- in pairs or groups, choose to focus on one of the following:
 - Philip's attitude and treatment of Aboriginal people
 - The Cadigal People: how they reacted and how their lives were affected
 - Bennelong: his response and the consequences
 - Pemulwuy: his response and the consequences.

Analysing main ideas

Students:

- work in small groups, using their cause/effect notes (actions or consequences) plus their *Contact history* notes on the above task to create a word cloud to highlight key ideas that will be a visual prompt when reporting to the class.

Use *Wordle* as an evaluative tool

- students will repeat their most significant key words to make the word appear bigger. For example, if they have noted resistance as an important concept, they will write the word resistance many times, to make it appear larger than words which only appear once or twice.
- *Wordle* allows students to visually represent significant ideas in a word cloud. Students choose a few key words from their word cloud and explain the ideas represented.

Oral presentation

Students:

- explain their word cloud by answering the focus question:
 - *What does your word cloud 'say' about the arrival of the British and how the Aboriginal and Europeans reacted to each other?*
- make notes during class members presentations, recording 2 or 3 points about each presentation
- will use these notes to create a *Timetoast* timeline and to prepare for the assessment task.

Post unit assessment to determine progress towards stated outcomes

e.g. post-test, guided evaluation sheet, skills achieved in context of outcomes (indicators) and planned assessment

Student group task:

Select ONE of the following consequences of contact:

- impact of disease
- land disputes
- dispossession
- massacres and wars.

1. Identify key events or developments, giving specific examples.
2. Describe the key features of this consequence.
3. Explain the impact on both Aboriginal and non-Aboriginal peoples giving specific examples

Format: Create a multimodal presentation about this topic, using a format such as *PowerPoint* or *PhotoStory 3*.

Marking criteria: The rubric for this group task can be found in the *Contact history OneNote* resource.

Table 2 programming proforma for Stage 4 History, Clash of cultures multimodal presentation

References and further reading

Current & planned raps, School Libraries and Information Literacy. Viewed 15 April 2011. <www.schools.nsw.edu.au/raps/>.

Hay, L. & Foley, C. (2009) 'School libraries building capacity for student learning in 21C', *Scan* 28(2), pp. 17–26.

Hay, L. & Todd, R.J. (2010) 'Research columns one, 2010: School Libraries 21C: the conversation begins', *Scan* 29(1), pp. 30–42. Viewed 15 April 2011. <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

Hay, L. & Todd, R.J. (2010) *School Libraries 21C*, Report of the School Libraries 21C online discussion, commissioned by School Libraries and Information Literacy Unit, Curriculum K–12 Directorate, NSW Department of Education and Training. Viewed 15 April 2011. <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

School Libraries and Information Literacy Unit (2010) 'e-resources: a taster of possibilities and issues', *Scan* 29(4), pp. 30–43. Viewed 15 April 2011. <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

Technology tips & cybersafety, School Libraries and Information Literacy. Viewed 15 April 2011. <www.schools.nsw.edu.au/raps/fearless10/techpage.htm>.

Beyond the review: Stage 2 Drama – playbuilding and digital storytelling using *Tinga tinga tales*

Beyond the review...



The review program supports teacher librarians and teachers in the selection and effective use of resources. **Cathy Sly**, Acting Assistant Editor, *Scan*, and **Cath Keane**, Editor, *Scan*, School Libraries and Information Literacy, suggest teaching and learning ideas for resources which are reviewed in this issue.



tradition. This series combines traditional African tales with the bright, colourful *Tingatinga* artwork of Tanzania.

The second resource, *Tinga Tinga tales* <www.tingatingatales.com/> (Figure 1) is a colourful, engaging and interactive website that includes audiovisual stories about the animals and interactive online games. An exciting link, *Giving back*, connects to the Pearson Foundation's philanthropic project, *Read a book, give a book* scheme. For example, the *Tinga tinga tales* are recommended online reading for those wishing to assist in reaching the target figure of 20 000 books to be donated to schools in East Africa. It is free to register to read online and readers can opt to donate books to Africa, or any of the other programs listed simply by reading the e-book versions of the *Tinga tinga tales*.

One little picture book, *Why elephant has a trunk*, offers a means to a range of available and exciting activities. Using this publication as a springboard to go beyond the book can lead to an even wider realm of learning, collaborating, creating and sharing in relation to storytelling. Students can



Figure 1 *Tinga tinga tales* <www.tingatingatales.com/>



Figure 2 'Why elephant has a trunk!' in *Meet the animals* <www.tingatingatales.com/meet_elephant.aspx>

engage with the e-book (Figure 2), view a video (Figure 3) that extends the tale, and explore other titles in the series.

The learning context

The following teaching and learning suggestions support Stage 2 outcomes from the *English K–6 syllabus* and the *Creative Arts K–6 syllabus* by exploring opportunities for using two resources that are reviewed in this issue of *Scan*. Claudia Lloyd's picture book, *Why elephant has a trunk*, is a title in a series called *Tinga tinga tales*. These stories about Elephant, Lion, Hippo, Monkey, Tortoise, and Tickbird are based on African tales about native animals. Like all traditional stories, African folktales are grounded in the oral



Figure 3 Watch the video, *Why Elephant has a trunk?* <www.tingatingatales.com/watch.aspx>

Enriching understanding by responding to narrative

Different cultures have folktales that tell of events, traditions, and beliefs. For centuries these traditional tales were passed on through word of mouth. Information and communication technology can span physical, cultural and historical distances enabling children to share narrative voices from other lands.

Digital storytelling is a combination of traditional storytelling techniques, sometimes combined with live performance techniques, and with the use of multi-media to provide sound and video to supplement the spoken word.

Steve Cisler

Digital technology provides an opportunity to merge the traditional art of storytelling with interactive technology and create cultural narratives that immerse the audience in a new cultural experience.

Patricia Search

Using the *Tinga tinga tales* as a starting point, students can be encouraged to create their own stories and present them in the oral tradition and through dramatic performance. Students can be guided towards developing digital stories using pictures, voice and sounds, and can then share their stories with other children through the use of internet technology.

Students can be guided towards developing digital stories using pictures, voice and sounds.

A suggested learning sequence for collaborative teaching

The suggested teaching ideas focus on oral storytelling to playbuilding to digital storytelling, and include:

- connected KLA outcomes, skills knowledge and understandings (Table 1)

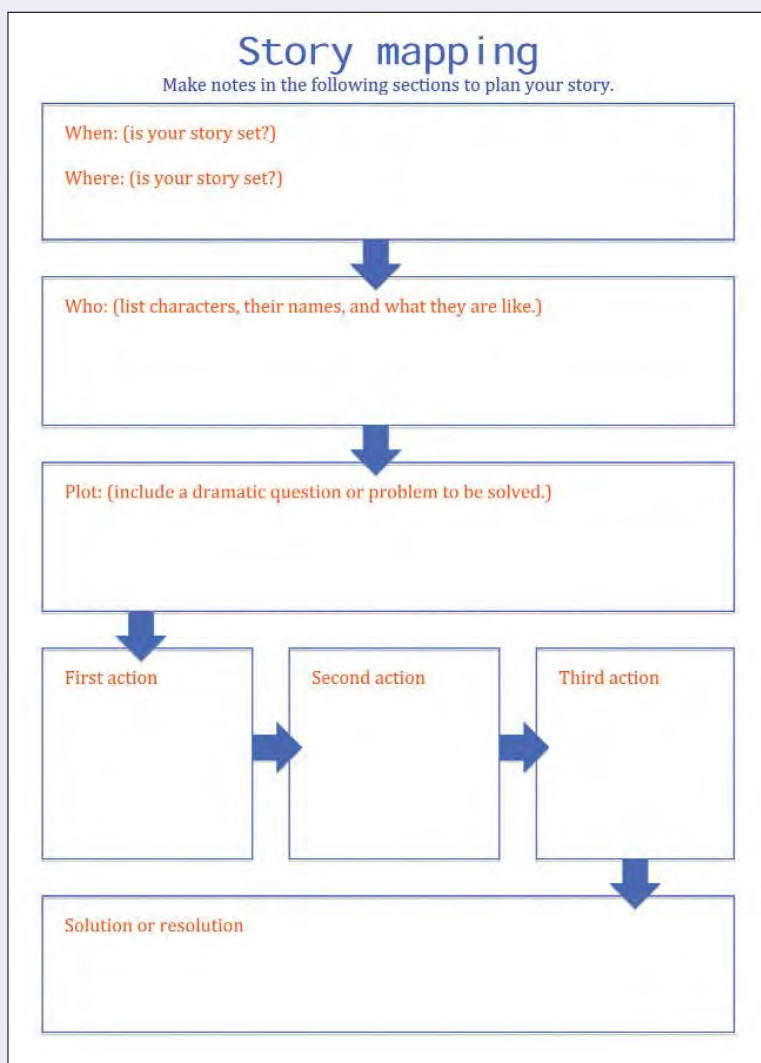


Figure 4 Story mapping scaffold

- information literacy: programming ideas for *Stage 2 Drama – playbuilding using Tinga tinga tales* for the organising phase of ISP (Table 2)
- guidelines for preparing and presenting a digital story (Table 3)
- a story mapping scaffold (Figure 4)
- a storyboard template (Figure 5)
- links to digital tools to further explore and extend student learning (Table 4).
- use imagination to build characterisations and create own tale
- use props for dramatisation
- experiment with sounds to depict animal of choice (predictive like *Peter and the wolf*)
- photograph group members experimenting with movement to depict animals and create a sequence using, for example, *PhotoPeach*, add music and a written story
- locate Tanzania and Kenya on a world map (*Google maps*)
- investigate *Tingatinga* artworks and use these as a springboard for artmaking
- create masks to enhance dramatic performance

Enhancing opportunities for extending student learning

Provide opportunities that enable students to choose an extended learning experience, such as:

<h1>Storyboard</h1>	
Scene: 1 Introduction (sample)	Scene: _____ (template)
Visual representation	Visual representation
	place copy of picture here
Voice	Voice
Narrator: Long, long ago deep in the jungle lived Cheetah and Frog. They were very happy. Then one day through the leaves something strange caught their eyes. Character(s): Frog: Quick, Cheetah, look at this! Cheetah: Goodness! What is it?	Narrator: Character(s):
Action	Action
Show Picture 1	
Sound	Sound
Jungle animal and bird sound effects played at the beginning. Volume turned very low when the narrator and characters begin to speak.	

Figure 5 Storyboard template



Figure 6 NGAkids jungle <www.nga.gov/kids/zone/jungle/index.htm>

- create backgrounds and scenes, and then add characters to structure performance and create stories using a digital tool such as NGAkids jungle <www.nga.gov/kids/zone/jungle/index.htm> (Figure 6)
- use keyword searches to find links to *Tinga tinga* to collaborate in the creation of a webpage using a tool like Montage (Figure 7).



Figure 7 Make your own [Tingatinga web page](http://Tingatinga.web.page.montage.cloudapp.net/). <montage.cloudapp.net/>

These resources along with a SMART Notebook (Figure 8) with links, are available on the *School Libraries and Information Literacy* website <www.curriculumsupport.education.nsw.gov.au/schoollibraries/>.

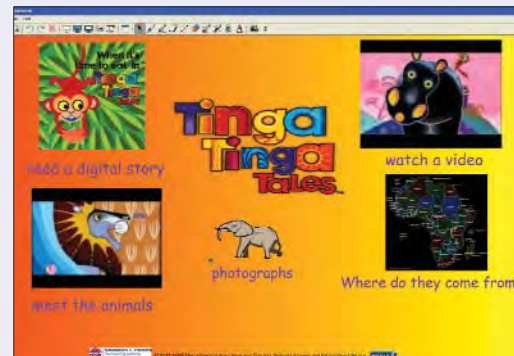


Figure 8 Tinga Tinga tales SMART Notebook

Most of all, the students should develop new skills and understandings while engaging in enjoyable reading and activities that promote pride in their learning and presentations.

Oral storytelling to playbuilding to digital storytelling

Connecting outcomes – skills, knowledge and understandings can be transferred to new contexts

Creative Arts K–6

English K–6

<p>Drama – Stage 2: Making DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations. DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.</p> <p>Drama – Stage 2: Performing DRAS2.3 Sequences the action of the drama to create meaning for an audience.</p> <p>Drama – Stage 2: Appreciating DRAS2.4 Responds to, and interprets drama experiences and performances.</p>	<p>Stage 2 – Talking and Listening TS2.1 Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.</p> <p>Stage 2 – Reading and Viewing Texts RS2.5 Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.</p> <p>Stage 2 – Reading – Context and Text RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.</p> <p>Stage 2 – Writing – Producing Texts WS2.9 Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.</p>
<p>Dramatic context: Topic – folktales about animals Setting – natural environments Time – in the distant past.</p>	<p>Literary context: Topic – folktales about animals Setting – natural environments Time – in the distant past.</p>
<p>Elements of drama: dramatic tension contrast symbol time space focus mood.</p>	<p>Elements of narrative/recount: orientation characters sequence of events complication resolution audience.</p>
<p>Drama forms: playbuilding storytelling puppetry (optional) mask (optional).</p>	<p>Narrative forms: spoken written (books, e-books) electronic (video, slideshows).</p>
<p>Students will be involved in:</p> <ul style="list-style-type: none"> devising, shaping and symbolically representing imaginative situations, ideas, feelings, attitudes and beliefs creating roles and situations developed within dramatic contexts and expressed through dramatic forms (storytelling, puppetry, mask, video drama, playbuilding) using elements of drama (dramatic tension, contrast, symbol, time, space, focus and mood) working collaboratively to make and devise the action of the drama interpreting the meaning of their own drama and that of others. 	<p>Students will be involved in:</p> <ul style="list-style-type: none"> reading, viewing and exploring literary texts and visual images produced in different media responding to themes and issues in texts recognising recurring character types and their traits using scaffolds for planning responding imaginatively to literature to create their own animal folktale obtaining information from selected internet/computer sites and other computer graphics and texts using digital authoring tools to create narratives contributing to joint text-construction activities, including blog messages sharing and assessing learning.

Table 1 Connecting outcomes – skills, knowledge and understandings can be transferred to new contexts

Topic/Unit support: Stage 2 Drama – playbuilding using *Tinga Tinga tales*

Drama Making: *Tinga tinga tales* are animal creation stories from different places in Africa. They describe how many how animals came to be the way they are today. Students will use imagination to create a magical world of animal transformation stories through drama.

Specific focus: In small groups, students use their knowledge of *Tinga tinga tales'* themes and characters to create and perform their own story. They may choose to use storytelling, puppetry, masks and soundscapes in their performance.

Quality Teaching elements:

Higher-order thinking

- Students manipulate information and ideas and engage in problem-solving to prepare for performance.

Narrative

- Students read, listen to, view, write and tell about and demonstrate their understanding to construct their own stories and performances related to the task.

Resources

bubbl.us <<https://bubbl.us/>>

Lloyd, C. (2010) *Why Elephant has a trunk*, Tinga tinga tales (series), London, Puffin

[Meet the animals](http://www.tingatingatales.com/meet.aspx) <www.tingatingatales.com/meet.aspx>

[NGAkids jungle](http://www.nga.gov/kids/zone/jungle/index.htm) <www.nga.gov/kids/zone/jungle/index.htm>

[Tinga tinga tales](http://www.tingatingatales.com/) <www.tingatingatales.com/>

[Watch Tinga tinga tales videos!](http://www.tingatingatales.com/watch.aspx) <www.tingatingatales.com/watch.aspx>

Pre-unit assessment to gauge current level of understanding (in terms of unit/topic/focus) eg pre-test, teacher judgment, brainstorm, discussion questions prior to unit study

Using the information skills framework to support learning: in Defining, Locating & Selecting phases students have

- brainstormed the oral tradition of storytelling
- read, listened to and viewed examples of traditional animal creation stories
- explored the characters and environments
- discussed their understanding of the reasons for such tales.

Evidence based practice: As a pre-test, before any explicit teaching is done, students could write a brief response to the questions: *What is oral storytelling? What do you know about animal creation stories? How could you tell others about how jungle animals came to be the way they are today?* Re-visit these questions at the end of the sequence of lessons. Compare the pre-test and assessment task work samples, including the performance and students' reflections.

Syllabus outcomes

Creative Arts K–6

DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.

DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.

- consolidate interpretive and symbolic work in the drama form of puppetry or mask.

Related English K–6 outcomes:

RS2.7 Discusses how writers relate to their readers in different ways, how they create a variety of worlds through language and how they use language to achieve a wide range of purposes.

- makes comparisons and identifies differences between text produced in different media

Related computer competencies focus:

Students will:

- use keywords to search for and in *Tinga tinga* sites
- use digital tools to create digital sequences.

Related information skills focus area: organising and synthesising

Students will:

- organise their ideas through group negotiation and story map scaffold

Suggested teaching and learning activities/strategies

Getting started

- discuss the way students need to work
- establish the dramatic contract – students agree to explore the make-believe and work together to create the drama
- discuss the way the drama involves using voices and bodies to create characters and stories – recall reading, viewing, talking and listening experiences with *Tinga tinga* stories and [Meet the animals](#) and [Watch: Elephant](#)
- discuss how drama communicates the ideas of the group.

Exploring space, mood and symbolic movement

Students:

- discuss how drama can bring stories alive by stepping inside books and taking on the roles of the characters e.g. Elephant, Monkey, Crocodile
- experiment with movement and space to create the environments in *Why the elephant has a trunk!*

Teacher:

- talks the students through the exploration, instructing them to become animals in the jungle and at the river (appropriate music can be used as a background)
- encourages students to create their own soundscapes using voice, instruments and other objects to create mood and atmosphere.
- asks questions to encourage student responses about the feelings and ideas evoked from the previous activity.

Playbuilding short scenes

Students, in small groups:

- create a short scene that shows, for example, the tension felt by the animals when Crocodile snaps the end of Elephant's stubby nose and pulls and pulls

Topic/Unit support: Stage 2 Drama – playbuilding using *Tinga Tinga tales* – cont.

- use exploration activities to structure their playbuilding
- select and organise the drama to express and synthesise their views and convey the group's ideas.

(Meet the animals)

- improvise and then begin to structure their scenes to communicate their ideas (see Story map).

Teacher:

- facilitates the group work, helping students structure their scenes and encouraging experimentation with elements of drama (see Table 1).

Appreciating the drama

Students (in response to improvised playbuilding for a short scene):

- discuss choices made by each group to communicate their ideas
- think of ways they could have improved their performance.

Planning group performance

Students, in groups:

- use knowledge of *Tinga tinga tales*' themes, characters to create and perform their own tale
- may choose to use storytelling, puppetry, masks, and soundscapes in their drama. During the **Presentation phase**, student performances can be videoed and used for reflection activities, assessment. The videos can be shared on a class blog or wiki. Photographs of the performance could be used to create a scripted slideshow, e.g. using *PhotoPeach*.

Student assessment (after performance presentation)

Students watch the video and discuss:

- *Did we work well, both alone and in groups?*
- *Did we develop an interesting play?*
- *Were the characters convincing?*
- *Did we use appropriate voice and movement?*
- *Did we make good use of space?*
- *What have we learned to do and learned about?*
- *Can we improve our performance? How?*

Post unit assessment to determine progress towards stated outcomes

e.g. post-test, guided evaluation sheet, skills achieved in context of outcomes (indicators) and planned assessment

Assessment for learning – teacher will note students' ability to reflect on their learning – see Student assessment. Determine which students need further assistance to reflect on their learning experiences over the whole drama process.

Re-visit the questions posed in pre-unit assessment.

Table 2 Programming proforma for Stage 2 Drama – *Tinga Tinga tales*

How to prepare and present a digital story

Steps for teaching and learning the process of composing a digital story:

1. Read some *Tinga tinga tales* in book or e-book format. View the *Tinga tinga tales* website <www.tingatingatales.com/> for additional ideas.
2. Explain that students will compose their own story in the style of the *Tinga tinga tales* and that they will use ICT to present their tale as a digital story.
3. Use a brainstorming session to discuss the story the group would like to tell. Using an online brainstorming tool such as *bubble.us* <<https://bubbl.us/>> would work well with an IWB. There are various group options for this stage:
 - a. the teacher devises a storyline for the class to work on as a whole group or divided into small groups
 - b. class operates as a whole group working on one storyline
 - c. class agrees on one storyline and then works in small groups so each group will have their own interpretation of the story
 - d. small groups devise their own storylines and presentations.

Planning:

4. Use a *Story map* (Figure 4) to plan the story. Include the following:
 - a. a point of view. Who is telling the story?
 - b. a dramatic question. Create some tension so the audience wonders how it will be resolved during the story.
 - c. include some emotional content to engage your audience with the characters.
5. Discuss ideas and write your story (as a group).
6. Edit your story (as a group).
7. Prepare for the digital version of your story.

To represent your characters and settings you will need (choose):

- a. pictures
- b. drawings
- c. photographs
- d. masks and a backdrop
- e. puppets and a backdrop.

To tell the story you will need:

- f. clear character voices
 - g. sound effects and music (optional).
8. Use a *Storyboard* (Figure 5) to plan your visuals, oral delivery, actions, and sounds.
9. Practise telling your story.

Presenting:

10. Use technology tools to create you digital story. See Table 4 for some useful applications for use in the classroom.
11. Share your digital stories on your class *blogED* or wiki.

Table 3 Guidelines for preparing and presenting a digital story

Links to websites and digital tools

Africa and Tanzania

- 'Image map of Africa', *The Africa guide*, <www.africaguide.com/afmap.htm>
Interactive map of Africa, <www.kbears.com/africa.html>
'Tanzania', *Kidcyber: people and places*, <www.kidcyber.com.au>

African animals

- 'Animals index', *Kidcyber: animals*, <www.kidcyber.com.au>

Animal masks to print

- 'Animal masks', *LearnEnglish kids*, <learnenglishkids.britishcouncil.org/en/craft-download/animal-masks>
'Animal masks to print', *Activity village.co.uk*, <www.activityvillage.co.uk/animal_masks_to_print.htm>
Free Halloween masks, <www.theholidayspot.com/halloween/freemasks/index.htm>
SparkleBox role-play masks, <www.sparklebox.co.uk/topic/roleplay/masks/animal.html>

Digital storytelling tools

- Animoto*, <animoto.com/>
Creating digital stories – laptop wraps, <<https://portalsrvs.det.nsw.edu.au/LRRView/9139/>>
Kerpoof, <www.kerpoof.com/>
Montage, <montage.cloudapp.net/montage/WhatsMontage/>
NGAkids jungle <www.nga.gov/kids/zone/jungle/index.htm>
PhotoPeach, <photopeach.com/>
Photo Story 3
PowerPoint, <www.actden.com/PP/unit1/1_main.htm>
Storybird, <storybird.com/>
Technology tips and cybersafety, <www.schools.nsw.edu.au/raps/fearless10/technopage.htm>

Images and clip art

- DigiTales*, <www.digitales.us/resources/image_sources.php>
Zoo animal coloring, <www.myfreecolouringpages.com/>

Puppets

- 'Puppet crafts for kids', *Danielle's place of crafts and activities*, Viewed 15 April 2011. <www.daniellesplace.com/html/puppets.html>

Sound

- Musical instrument crafts for kids*, <www.artistshelpingchildren.org/musicalinstrumentsartscraftstideashandmadekids.html>

Note: Remember to check the **Terms of use** and **Privacy** information for age eligibility statements as some of these e-resources require joint construction with a teacher.

Table 4 Links to websites and digital tools

References and further reading

- Albini, A. (2010) 'Engaging students with *Kahootz 3*', *Scan* 29(4), pp. 11–14.
- Cisler, S. (1999) 'Preserving and stimulating oral tradition using the Internet', paper presented at the *65th IFLA Council and General Conference*, Bangkok, Thailand, 20–28 August. Viewed 15 April 2011. <archive.ifla.org/IV/ifla65/65sc2-e.htm>.
- Digital storytelling*, EducatorsWeb2-0, Viewed 15 April 2011. <educatorsweb2-0.wikispaces.com/Digital+Storytelling>.
- Lloyd, C. (2010) *Why Elephant has a trunk*, Tinga tinga tales (series), London, Puffin. SCIS 1487146
- Search, P. (ND) *Digital storytelling for cross-cultural communication in global networking*, Viewed 15 April 2011. <cosmicserpent.org/uploads/downloadables/DigitalStorytellingforCrossCulturalCommunication.pdf>.
- Technology tips and cybersafety*, School Libraries and Information Literacy. Viewed 15 April 2011. <www.schools.nsw.edu.au/raps/fearless10/technopage.htm>.

Accepting the challenge: evidence based practice at Broughton Anglican College

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

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



In this issue, **Alinda Sheerman** presents the planning, implementation and results of collaborative action research projects, which used guided inquiry as a framework. The evidence provides an exciting example of the explicit learning gains and student engagement achieved through this approach.

Note: See complementary, detailed student reflections in 'Inquire... iLearn... iCreate... iShare: Guided Inquiry at Broughton Anglican College', *Scan* 30(1), pp. 4–5.



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Introduction

Teacher librarians are being challenged to produce evidence showing the benefits and results of their partnerships and leadership role in teaching and learning through the school library. Todd (2008, pp. 23–24) says that the traditional role of teacher librarians must change to take on the instructional dimensions, ensuring that student learning is based on *discovery, curiosity, inquiry, critical and reflective thinking* so that students can construct deep knowledge. The teacher librarian should advocate for change at a whole school level, even to the level of the school mission and goals, demonstrating that their practice in teaming to deliver authentic learning is backed by evidence.

Teacher librarians, teachers and students, in learning teams, can realise authentic learning experiences. Gordon (2009, p. 34) says that the school library gives information users permission to make mistakes and revise their work through formative, rather than summative, assessments using digital technology on all stages of the Inquiry. A teams approach allows for supportive interaction and sharing.

Foley (2010, p. 3) suggests that evidence of specific outcomes achievement should be shared in the form of explicit feedback. Action research conducted in the school by the teacher and teacher librarian team provides this evidence. Canniff (2010) describes how teachers can now learn how to conduct action research through an online action research support website to train teachers to examine their own practice.

...improve educational practices

through a systematic and

collaborative investigation...

The purpose of conducting action research is to improve educational practices through a systematic and collaborative investigation that is cyclical in nature. It should be a *developmental process that systematically increases the scope of the investigation* (Stringer, 2008, p. 13).

In 2008 and 2009, action research projects on *Incorporating Guided Inquiry into the teaching and learning process* were undertaken at Broughton Anglican College by the teacher librarian in collaboration with teachers. The projects were funded by Australian Government Quality Teaching Programme (AGQTP) grants and supported by the NSW Association of Independent Schools (AIS).

These grants and the guidance of AIS (NSW) support officer Karen Stapleton were pivotal in introducing Guided Inquiry (GI) as a research framework at Broughton. They enabled time for staff training in GI and for planning and formal evaluation of the process by the whole team.

AIS (NSW) also provided the teacher librarian with training in action research.

The evaluations of the first two projects were shared with the K–12 staff by the whole team.

The evaluations of the first two projects were shared with the K–12 staff by the whole team (teacher librarian, teachers and students involved). Because of the evidence and enthusiasm displayed, many teachers wanted to embark on inquiry projects and guided inquiry when the teacher librarian could join the team. Each year the teacher librarian has conducted action research on one of the team projects.

In 2010, action research was again undertaken independently in a different subject area and with a different group of students.

The results of these three studies combined to demonstrate valuable evidence of the success of the GI process to engage students in their learning and to enable them to reach a level of deep personal knowledge in their chosen topic areas. The vital role of the teacher librarian as an active member in the teaching and learning team was also apparent.

The cycle of action research described in this article is in its third revolution. More and more members of the school community have been influenced by the findings of each cycle and, in turn, the findings of this project will be shared with the wider school community and other teacher librarians.

This action research project looks at a team approach to the use of GI and the *Information search process* (ISP), and the use of a wiki to support shared learning and knowledge construction. In this action research project, the class teacher and the teacher librarian worked together

diagnostically to identify learning dilemmas and plan for instructional interventions at the point-of-need (Hay & Todd, 2010, p. 35). This produced a learning environment where authentic learning took place.

Action research project: pedagogy 2010

How does the use of guided inquiry using wiki technology affect the teaching and learning of the Year 10 Commerce topic: Current issues in Australia?



Figure 1 The action research cycle

Plan – determine the position and need for change

Through observation in the school library of students' and teachers' activities, assessments and attitudes to work, it was apparent that many students across all grades and subjects were not engaged in their learning. The reasons for this lack of engagement included:

- learning styles – students of this generation look for opportunities to share and communicate as they learn
- obvious lack of interest with the learning task at hand
- transportation of information rather than transformation of information to solve issues or problems
- acceptance of plagiarised work by teachers, mainly due to a lack of skills and time to check assignments digitally – plagiarised PowerPoints were observed being produced as products of learning.

It was time for pedagogical change. The goal of this change was to enable teachers to implement a *thinking curriculum*, one that would transform learning to become an individual's personal quest for gathering, transforming and sharing knowledge. This would need to include an integration of technology tools to make the sharing of learning and knowledge seamless.

Act – specify the goal and act upon this

The teacher librarian goals were to:

- investigate the depth of knowledge and understanding students are able to achieve through using guided inquiry and a wiki while investigating an issue in Australian society
- determine the effectiveness of the team's use of Web2.0 technology in sharing the experience of the path of learning to new knowledge.

The class teacher's goals were similar and also included the desire to:

- monitor the level of student engagement in their learning
- assess the effectiveness of guided inquiry and individually selected research areas to achieve the curriculum outcomes for this topic area.

The final stated team goals were to:

- collaboratively plan and teach a guided inquiry unit of work with a Year 10 Commerce class using the *Information search process* and Web2.0 tools, and to evaluate its effectiveness as a teaching and learning tool
- use this product and the evaluation of this project to demonstrate its effectiveness to other teachers and teacher librarians, and to encourage pedagogical change through the school library.

Planning and execution

Step 1: staff training and research

Before planning began, the class teacher, Brad Gillion, grounded

himself in knowledge of guided inquiry and the ISP by reading *Guided Inquiry: learning in the 21st Century* (Kuhlthau, Maniotes & Caspari, 2007) and *Ban those bird units: 15 models for teaching and learning in information-rich and technology-rich environments* (Loertscher, Koechlin & Zwaan, 2005). He also accompanied the teacher librarian to a Guided Inquiry Seminar early in 2010 in which Dr Ross Todd and teacher librarians from a number of schools shared their jointly funded 2008 action research projects.

Brad decided that he would like to work on this project with his Year 10 Commerce elective class. He had already used a wiki for the first time with them in first term so at least that would not be a new experience for them. These students had elected to take Commerce and most were from the class of higher achieving students in Year 10.

He had also managed, through careful planning at the beginning of the year, to gather extra time for this unit so that we had the whole of third term to conduct the research process. (This came out of the results of past action research when it was found that Guided Inquiry takes longer than past research tasks.)

Step 2: planning the unit of work

Specific planning was carried out using the guided inquiry planning sheet and curriculum documents. Outcomes, objectives and assessment were discussed, and it was decided to integrate ICT outcomes by using a wiki for students to construct and share their knowledge. We also wanted to check the students were gaining information literacy skills so these were to be assessed within and throughout the ISP using the SLIM toolkit (Todd, 2005).

Thus, through the wiki and the SLIM toolkit questionnaires, formative assessment and added teacher and teacher librarian support could be afforded to each student.

The general plan and a more detailed plan for each step were uploaded onto the class wiki. Scaffolds to be delivered through the wiki were also uploaded to the students' page when they were completed.

The staff was informed of the action research project and then the Broughton community was informed through the school newsletter.

The students to be involved were then briefed about the project. Letters of specific information and to gain permissions for later publication of student work, products and media data collected throughout were sent home to parents.

All lessons were booked into computer labs in advance so that access to the wiki and internet was available. Students had two teachers supporting them, the class teacher and the teacher librarian, for every lesson.

Step 3: implementation

Students followed the steps of the ISP to investigate an *Issue in Australian Society* of their choice. Scaffolds had to be completed during specific steps of the process according to the project plan.

Students also completed three *Student learning through inquiry measure* (SLIM) questionnaires at specific stages of the process. The teacher librarian used these to monitor information literacy needs and address them at the point of need (Figure 2).

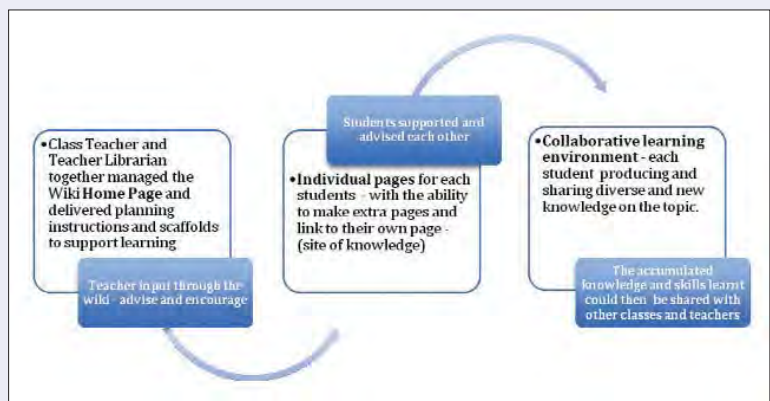


Figure 2 Using a wiki for learning and sharing – the team approach

Scaffolds – aids to information literacy

To guide students, a number of scaffolds were uploaded to the wiki. Although the scaffolds were used to assist the students' information organisation and were handed in, they were not allocated marks so they did not pressure the students. Most said this helped to keep them on track.

Some scaffolds were obtained from the previously mentioned book by Loertscher, Koechlin & Zwaan (2005). In 2008, Lee FitzGerald constructed the *GIresearchers* wiki for teacher librarians to share their joint action research projects (FitzGerald, 2011). Many scaffolds were shared through this wiki, and a number of these were also used in this project (Figure 3). This year, we added the scaffold, *The learning and teaching wheel* (Pirozzo, 2007), to assist in the construction of deep questions.

Observe

For action research to be effective, it was important to constantly observe and monitor the students' learning, so that students experiencing difficulties could then be supported and issues could be addressed as they arose. These observations were the main sources of data from which action research conclusions could be drawn.

Collection of qualitative and quantitative data was undertaken using a variety of methods throughout the project. For example:

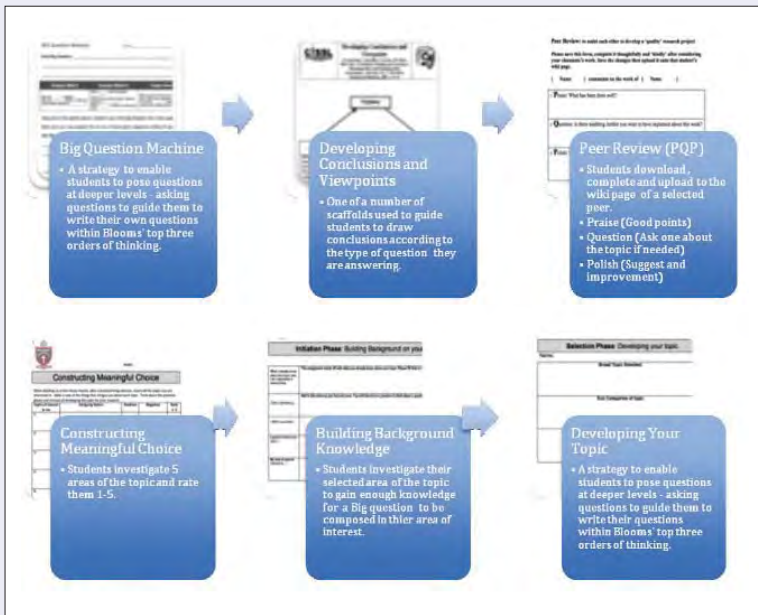


Figure 3 Examples of scaffolds available on the wiki

- The SLIM toolkit questionnaires gave some information about students' feelings towards their learning experience, the development and growth of information literacy standards and also some information about their own perceptions of the depth and growth of their knowledge.
- Teacher observation of students' progress as they worked on their wiki pages. The level and type of information deposited and links made was an indicator of their level of understanding. (Their application of knowledge at the presentation stage showed their level of deep understanding.)
- Comments made on wiki pages by students, teachers and peers
- Student interviews were recorded using photographs and video to capture their feelings and verbalised needs.
- An online survey was conducted to gauge student feelings and impressions on most aspects of the project at the final evaluation stage of the ISP.

The information collected at these points was analysed and considered in reaching the conclusion as to whether our goals had been achieved.

SLIM toolkit data

Three reflection sheets (RS1, RS2, RS3) were completed at different stages of the ISP. The first was completed at the beginning (Initiation phase) of the inquiry, when the students only knew the topic area and had not yet investigated it. The second was completed at the *dip*, when students were finding all their information but had not yet focused on a personal question (Selection phase). The third reflection sheet was completed at the end of the ISP following the presentation when the question had been answered (Evaluation phase).

SLIM Question 1: Write down what you know about your topic?

These graphs (Figure 4) show the class average of students' responses to three questionnaires given at three stages of the ISP. By analysing whether their sentences were statements, explanations or conclusions, it was possible to determine whether a growth in knowledge had taken place. Notice that, as the project progressed, more explanations and conclusions and fewer statements were given. Knowledge was being formed.

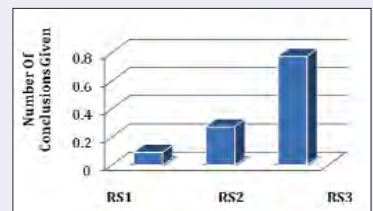
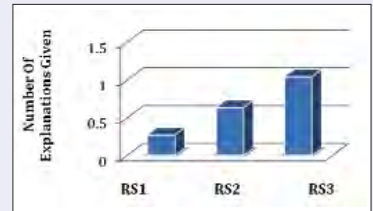
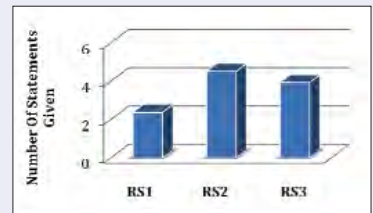


Figure 4 Class average of students' responses to three questionnaires given at three stages of the ISP

SLIM Question 2: How interested are you in this topic?

Student responses to this question demonstrated that, during the process of guided inquiry, interest in the topic actually increased throughout (Figure 5). The students, in their comments at the conclusion, said they still had great interest in the topic because they had taken ownership of their work. It is interesting to note that this has been the case in all three action research studies undertaken on guided inquiry at Broughton.



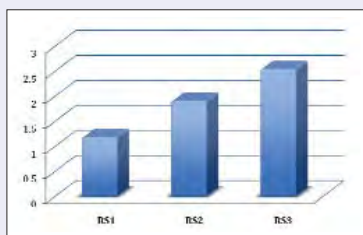
0=not at all; 1=not much; 2=quite a bit; 3=a great deal

Figure 5 Student responses to How interested are you in this topic?

Student responses showed that they were aware of their knowledge development...

SLIM Question 3: How much do you know about this topic?

Student responses showed that they were aware of their knowledge development, and most said in the final sheet that they knew a great deal.



0=not at all; 1=not much; 2=quite a bit; 3=a great deal

Figure 6 Student responses to How much do you know about this topic?

SLIM Question 4: What do you find easy to do?

Each student's responses to this question was analysed against the SLIM toolkit *Information literacy*

1. Able to develop questions that lead to appropriate information
2. Able to access information efficiently and effectively
3. Develops and uses successful strategies for locating information
4. Able to evaluate information critically and competently
5. Can determine the accuracy of information
6. Distinguish among fact, point of view and opinion
7. Identifies inaccurate and misleading information
8. Selects information appropriate to the problem or question at hand
9. Organize all the information
10. Integrate new information into one's own knowledge
11. Applies information in critical thinking and problem solving
12. Able to produce an appropriate product
13. Derives meaning from the information
14. Able to communicate information and ideas in appropriate formats
15. Has strategies for revising and improving
16. Respects intellectual property rights
17. Uses information technology responsibly
18. Other

Figure 7 Information literacy standards

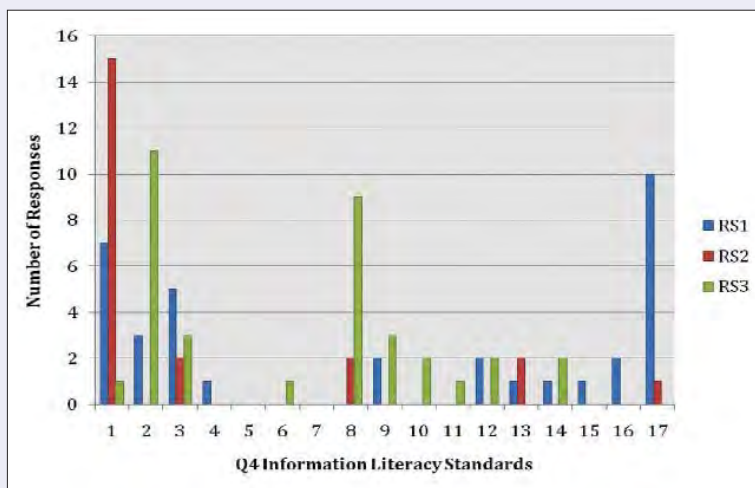


Figure 8 Student responses to What do you find easy to do?

standards (Figure 7). These Standards were used to analyse SLIM Questions 4 to 6 (Figure 8).

Analysis of these reflection sheets proved interesting and helpful. As the results were built from answers given to this question at three different stages of the ISP, one can determine the main focus of students at these differing stages. The peaks give insight to the major issues at that time. Note that during the red RS2 stage (when they were overloaded with information – commonly called the

dip), 15 students stated that they could ask questions to get information. By the third reflection sheet this was not uppermost in their minds.

At the Initiation phase of the ISP, instruction was given on the responsible use of information and referencing by the teacher librarian, and this is reflected in the blue RS1 column at Standard 17. It was very pleasing to note that this was uppermost in their minds at that time.

Students also made a few comments that did not fit within these standards and these were noted and acted upon.

SLIM Question 5: What do you find difficult to do?

Responses to this question were analysed against *Information literacy standards* (Figure 9).

Note the very high incidence of Standard 8—*Selects information appropriate to the problem or question at hand*. This is a very common and recognised *dip* at the Selection phase (Standard 8, Red RS2), which has been documented by Kuhlthau (2007, p. 18) as being a period of frustration and discouragement. The sheer volume of information choices with various ways to turn confused the students and they reflected this by saying they had difficulty in selecting appropriate information to the

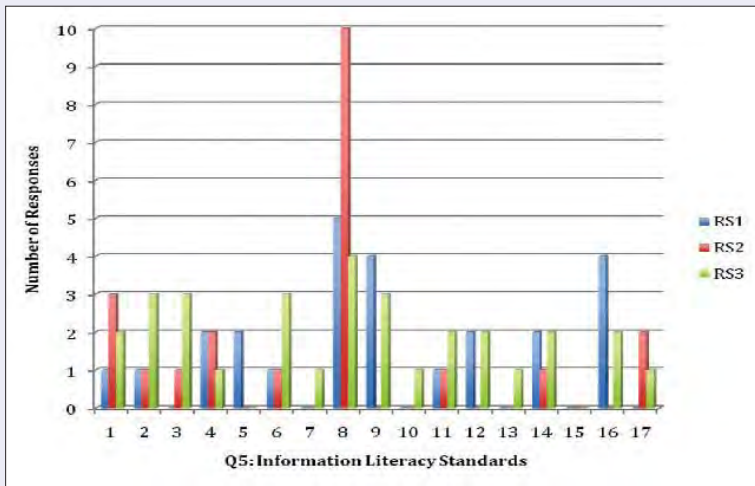


Figure 9 Student responses to What do you find difficult to do?

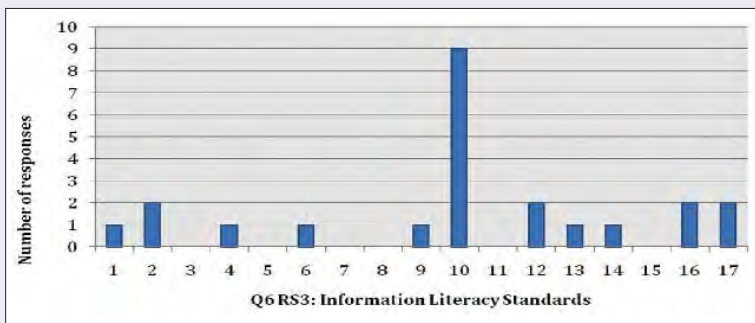


Figure 10 Student responses to What did you learn in doing this project?

question at hand. Once we gave them more scaffolds to guide them, this level fell dramatically, as seen in the yellow column during reflection sheet 3, towards the end of the ISP.

Question 6: What did you learn in doing this project?

This question was only asked at the end of the project during the final reflection sheet (Figure 10).

It was very pleasing to note the large number of students who indicated that they had been able to *Integrate information into one's own knowledge* (Standard 10).

Evaluation

The student survey focusing on their use of a wiki was given as an online *SurveyMonkey* questionnaire (Figures 11 to 19) at the Evaluation phase.

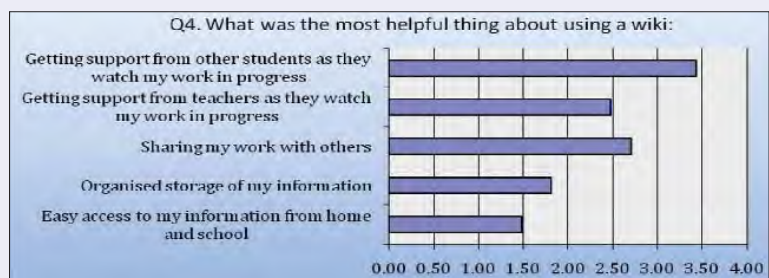


Figure 14 Student responses to Question 4

The last five questions required short answers, and a selection of these answers follows:

Q5. How was this Guided Inquiry research process different to any research you have done before?

I was able to choose my own topic, it made me more interested and actually want to do the work. I found it great that I was able to research my own topic, in my own way that interested me as well as let me learn and present the topic in my own individual way.

It was good because at the start every step was laid out for you. It was really good because you got to pick a topic that you were interested in.

It had a long and thorough starting process but was quite helpful as it gave me a great broad idea of what areas I had to focus on.

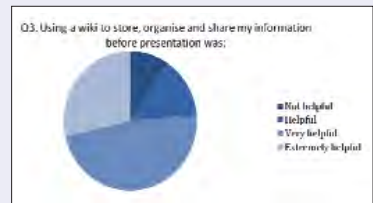


Figure 11 Student responses to Question 1



Figure 12 Student responses to Question 2

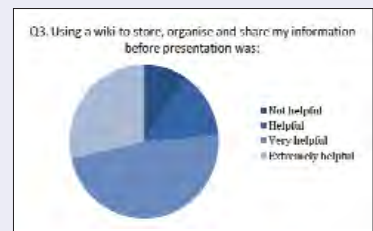


Figure 13 Student responses Question 3

The use of a wiki as a method of access to stored information was acknowledged.

It was broader so I had a chance to choose something I was really interested in. I think my work improved because I wasn't just finding facts it was making my own summaries/ recommendation.

I know it was very different, but it is hard to determine why. I feel it was mainly due to the fact that we could choose any topic. The 'guided' part of the inquiry was noticeable at the start - the scaffolds, but it became more of a regular assignment (but exciting) as it went on.

In terms of teacher support, there was not as much as I had expected. Comments came, but were not as regular as I had thought. But not a major problem. I knew I could always ask for help. This was a good part of being 'guided' – I was doing major research but in a 'secure' environment.

Asking my own question and using Blooms taxonomy was new to me.

It had to be done much more thoroughly

Figure 15 Student responses to Question 5

Q6. What did you like about it?

The fact that there was not really a right or wrong way and that I learned so much because of both my passion for the topic and the fact I had control over the task.

I liked being able to store my information in the wiki

I liked how much freedom I had to conduct my own research both first hand information and second hand

That it lasted for such a long time and that there were certain sections due at certain times and the teachers could see your work and tell you to get a move on. I didn't do it at the last minute and I had plenty of time to do it so I wasn't stressed at all. The teachers had constant access to the work and how everything was already organised before we started. Good planning!

The wiki pages, freedom of choice, time given, we could express an opinion on an issue we are passionate on through a variety of mediums. The asking a question to research is a good concept - contributes greatly to improved learning.

I liked that we had to develop a question. It provided a way of researching specifically for something, allowing minimal chance to drift off topic.

Being able to choose our own topic. Being able to use the wiki

Figure 16 Student responses to Question 6

Q7. What could be improved and how?

I think the teachers could of explained to us better how to use the wiki page. Like how to create to pages and stuff like that.

More openness, if you know what I mean. Like having a part where you could do what you wanted to do and how you wanted to do it

Less scaffolding.

Everything was good

I felt maybe some steps like the big question machine one was one that could be changed a bit as I didn't really find it helpful

Getting more experience with the wiki because if you don't know your way around it is hard to find certain files.

The process could be minimised a little because not all assignments and research task do you get 10 weeks to do.

I don't know... it was a very good assignment. :)

Figure 17 Student responses to Question 7

Q8. The best part of the project was:

Using the scaffolds (very helpful)

Sharing my findings.

Watching the presentations

Being able to choose our own topic that felt relevant to us.

Coming up with a conclusion to your research.

The simplicity of the format and presentation.

Conducting a survey

I can use the process of guided inquiry to make future questions/ assignments better.

Just answering the question and creating my question... and how we got to do what we wanted to which helped me and other students to do the best they could.

I learned much in regards to my topic and I feel like I can more easily relate to the topic now that I understand it. I will enjoy learning more about my topic in the future.

Gaining new knowledge

Being able to see my final product.

Figure 18 Student responses to Question 8

Q9. After investigating the Issue did you go on to take any action to address the problem yourself – or do you plan to take some action? (This includes sharing your results outside of the classroom situation.) If so please write about this here.

I plan to take action.

I want to present my findings in different situations and get my message out there!

No I do not plan to take any action because the action that needs to be taken I cannot do because I'm not able to because I am young, also it is government related so I cannot.

My topic is hard to change. Like with others, giving a simple solution, like turning off a light bulb to save electricity. Speeding involves the person's state of mind, which is hard to change. Speeding includes condition and person. You can't really do anything other than inform others about the stats

I might share it out. Hopefully when you present it to other schools they look at the serious side of it not just the construction process.

After the investigation on obesity it gave me a very clear idea about the situation on obesity, as prior to the investigation I thought it was not a global epidemic. As a result, it made me take a serious approach to my personal health and well-being.

I am now more aware of the need for eco-friendly sustainability. After doing my assignment, while shopping, I have definitely made more eco-friendly wise choices. I also now think it is very important for all people to realise the dangers of continuing the way we are at the present. Everyone should know that by making these different choices while shopping can make a huge difference in the long run.

I was thinking about opening my survey monkey results to the public. That way if anyone ever wants to do a similar survey it will already have been done for them. Thinking about it now, I could also send the end product of my assignment to the local government because it wouldn't hurt and they might find something useful in it. (Research into the Infrastructure of State Rail)

Yes, I've started being more electricity conscientious and started telling others about the consequences of using too much electricity and how the rises will affect us in the future

Now that I have completed this assignment I feel that I can take a small part in improving the issue. I can't do too much to change the whole of NSW or Australia as a whole, but specifically I can try to focus on not going over the speed limit while driving in the future.

Figure 19 Student responses to Question 9

Comments from parents

Comments from parents were collated through a very short survey at the end of a final information letter (Figure 20).

All parents who returned the questionnaire ticked the first box saying their student had an increased interest in their work compared to other research

assignments. Very few comments were added. No negative comments were added.

1. While your Year 10 student was doing this Research Task did you notice:

- An increase in interest/engagement in this project work compared to normal project work
- A higher level of stress about this task compared to other school assessment/research tasks
- A lower level of stress about this task compared to other school assessment/research tasks

2. Comment:

This research task brought out an interest in my son to a level I have not seen before. He took on his project with an "ownership" and pride and above all enjoyed researching and presenting his findings.

Sarah had an increased interest in the family's use of electricity and often commented on ways we could save on power. Her stress level increased when she realised the depth of the project but settled with increased research. She felt very pleased when she had completed this extensive work and her ability to complete it well.

Figure 20 Examples of comments from parents

Comments made on wiki pages by students, teachers and peers

There were not a lot of comments made on wiki pages. The class teacher and teacher librarian occasionally wrote an encouraging comment on every page. One student summed it up by saying, *It was supportive knowing that someone actually cares about this major research project that you are doing.* As well as giving encouragement, it is also a useful tool for keeping up the pace when a student is lagging behind. A wiki is very transparent and peer pressure can be a useful tool.

Reflect: student achievements

After looking at all the evidence, it is clear that the students found this method of research engaging and fulfilling. Most of the above evaluations by the students and parents pointed to the positive experience they had during the research process.

The class teacher and teacher librarian, however, could see the very real and engaging and supportive situation afforded by using guided inquiry and the ISP for guided research, and the use of wiki as a tool for sharing and supporting the students in this.

The presentation of their work was a real celebration, and all students actively encouraged and praised the efforts of their peers. Having watched

the growth of each topic, they were genuinely interested to watch the presentations and hear the solutions offered for each issue. Many had surveyed the class or the wider community to gauge opinions and had incorporated these into their conclusions.

The whole class produced work of a very high standard. All, without exception, had worked well above what they normally do in terms of creative product. Real knowledge had been created and applied to their issue.

All curriculum outcomes had been achieved by all students and by most to a very high level of achievement.

The peer reviews carried out by the students on each other's work also indicated that they were all travelling happily together on the same journey. The praise and advice they gave each other was genuine and practical (Figure 21). This was a new experience for them. Some said it was a bit confronting to be receiving advice from peers but that they did find it beneficial.

Implications for practice

The evidence was overwhelming. It showed that guided inquiry, using the *Information search process* and a wiki to share learning, encouraged the production of new knowledge.

<p>Peer Review: to assist each other to develop a 'quality' research project</p> <p>Please save this form, complete it thoughtfully and 'kindly' after considering your classmate's work. Save the changes then upload it onto that student's wiki page.</p> <p>[Lindsay N] comments on the work of [Courtney W]</p>
<p>1. Praise: What has been done well?</p> <p>I like how you have looked at every aspect of the issue on Asylum Seekers and how you have used different sources to help explain. Good explanation of your opinions. Comparing old schemes (snowy mountains scheme) to the issue.</p>
<p>2. Question: Is there anything further you want to have explained about this work?</p> <p>Where do you think the government should get the funding from in order to allow asylum seekers a safe refuge within Australia? (e.g. taxes? charity?)</p>
<p>3. Polish: What in your opinion could be done to 'polish' this work?</p> <p>Grammar and spelling ('their' not 'there'). Maybe add more images or statistics.</p>

Figure 21 An example of peer review saved to the student's wiki page

The environment of mutual peer and teacher support and the enjoyment of learning had not been experienced before by the students. Their enthusiasm was obvious. Here are some examples:

- Two of the students presented their experience at the *21C school libraries – Getting into the action* seminar in Sydney (2010) and also at our full staff meeting K–12. Their enthusiasm and documented evidence of their journey was inspirational. Consequently, many more teachers at the school and many teacher librarians at the conference have vocalised their intention to embark on the guided inquiry experience.
- A number of students have begged their new Year 11 teachers to ask the teacher librarian to set up guided inquiry for their research tasks in 2011.
- After the end of the process, the class teacher stated that they all went through a withdrawal period where class work seemed so *boring*.

- A number of students came into the library asking when the teacher librarian was going to come back and help them again, as they enjoyed learning that way.

As this was the third action research cycle for the teacher librarian, changes have been made and built upon after each cycle. Some members of this recent group stated that they would have liked more lessons specifically on using a wiki. This will be incorporated into projects in the fourth cycle in 2011. More scaffolds were used this time and most found them very beneficial. However, a few students found some of them intrusive and unnecessary. Consideration will be given to making a few of them optional.

The class teacher, speaking at the *21C school libraries – Getting into the action* seminar in Sydney (2010) of his experience said:

What inspired me about the whole process was that it answered the question, How can I make a

difference to these students and help them to take something away from the school?

The skills learnt can be applied throughout their lives. The students learnt to create their own research results and then proved that their findings mirrored that of wider research and this was then applied to their inquiry question. They found this authentic learning very exciting and valuable.

The students have agreed to share their work in the interest of students and teachers everywhere, so others have a model for using this method in their learning and teaching.

Examples of their work and video footage of their presentations can be seen from the *Broughton Information Resource Centre blog: BACIRC* at <bacirc.edublogs.org/guided-inquiry/>. ■

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Digital citizenship – what's the drum?



Tim Gorrod, is a Learning Designer at the NSW Curriculum and Learning Innovation Centre (CLIC). Tim outlines issues related to digital citizenship, including aspects of digital literacy, and offers an overview of exciting resources to support teachers and students.

Why digital citizenship?

Digital citizenship has been increasingly in the public eye as young people continue to spend significant time in the virtual world. It is becoming increasingly important for schools to teach young people what it is like to be a good digital citizen and a safe and responsible user of the internet. Federal Minister for School Education, Peter Garrett, recently launched the National Safe Schools Framework to support schools in providing a safe online environment for their students.

NSW Department of Education and Communities is taking a broader approach with the digital citizenship resources it is developing. Naturally, students must be protected wherever possible from online dangers while in school. The reality is, though, that almost all students are exposed to online social networking outside the



Figure 1 Laptops are not just fancy exercise books

classroom. Warning about danger is not enough. In fact you probably know a teenager (or two) who takes warning as provocation! These resources are designed to teach and promote positive digital citizenship to enhance learning in an online environment.

Computers are not just fancy exercise books.

The Digital Education Revolution – NSW (DER – NSW) has placed NSW public secondary schools in a unique situation. By the end of Term 1 2011, students in Years 9, 10 and 11 will have been issued with netbook computers loaded with Microsoft and Adobe software. In 2009, when the first computers were issued, the immediate need was to provide *Digital literacy* – training and classroom resources for students and teachers to use the technology. Computers are not just fancy exercise books (Figure 1).

Once users have enough skills to use the devices effectively, the focus shifts to *Digital learning*. The potential of the technology to transform teaching and learning becomes more apparent as more online collaboration takes place.

With more collaboration comes the need for all of us to learn *Digital safety*. We need to understand the issues of cyber bullying, privacy and password security.

The concept of *Digital citizenship* encompasses the ethical and responsible use of these technologies by our digital students (Figure 2). In these resources, located on the *Digital citizenship* webpage (Figure 3), the six domains of digital citizenship are addressed in the context of two overarching themes – cybersafety and cyberbullying.

- Domain 1: *Digital conduct*
- Domain 2: *Digital relationships*
- Domain 3: *Digital footprint*
- Domain 4: *Digital health and wellbeing*
- Domain 5: *Digital law*
- Domain 6: *Digital financial literacy*.

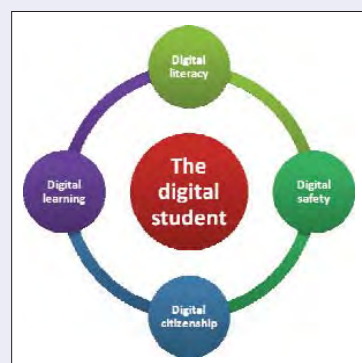


Figure 2 The digital student

The timeline

In 2010, the DER – NSW team worked with the Centre for Learning Innovation, which is now part of NSW CLIC, to produce a suite of resources with a focus on social networking for Year 10 students. These resources were successfully trialled in five schools



Figure 3 Digital citizenship <www.digitalcitizenship.nsw.edu.au>

The potential of the technology to transform teaching and learning becomes more apparent as more online collaboration takes place.

across NSW. Most of the components of the website are available worldwide and many other schools used them to deliver digital citizenship courses to their students in Term 4 2010. Find the resources at <www.digitalcitizenship.nsw.edu.au>.

In 2011, the Year 10 resources are being reviewed. The DER team and NSW CLIC are also creating resources for Years 7 to 9 and Kindergarten to Year 6. It intended that resources be ready for the beginning of Term 4.

What resources will I find?

The entire package is accessed through the *Digital citizenship* webpage (Figure 3), which is designed as a visual metaphor of a mobile device.

You land on a home page but where you go from there depends on you. So, in no particular order, the components are:

- *Guide* – provides access to:
 - a course for teachers, registered with NSW Institute of Teachers for five hours of teacher professional learning
 - an implementation guide for schools containing information about the six domains and suggestions for different

models of delivery. This will be invaluable to whoever gets the job of implementing a digital citizenship program in your school – maybe you!

- a slideshow and flyers ready for customisation at your school for or parent staff information
- a parent guide based on the *Sites2See* model <lrrpublic.cli.det.nsw.edu.au/lrrSecure/Cli/Download.aspx?resID=12058&v=1&preview=true&target=PUBLIC>.
- *Lessons* – provides a set of eight lessons based on the *Laptop wrap* model (Centre for Learning Innovation, 2009). Each lesson is designed for about one hour's

work and has the potential for expansion. The lessons are self-contained with stimulus material as well as ICT-rich activities suited to the DER – NSW student netbooks and other connected computers. Whenever an issue involving a warning of potential danger is dealt with, there is a matching positive action the student can take to prevent, or overcome, that danger. Figure 4 is an example from the lesson *Supersecrecy*.

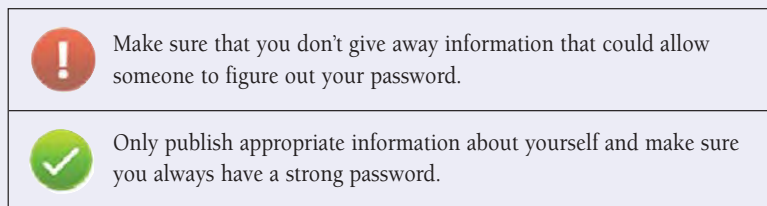


Figure 4 An example of a warning from *Supersecrecy*



Figure 5 A scene from the game, *Digital dilemma*

Does the program work?

The trial was evaluated and students, staff and parents were extensively surveyed after completing the materials. A brief excerpt from the student survey is shown in (Figure 6).

...delivering these materials is a form of intrinsic professional learning.

Results like these speak for themselves, especially coming from 15 year olds answering honestly. If one child learns how to be safer and more responsible online by following this program, it will have been worthwhile. Teachers learn with their students and, for many, delivering these materials is a form of intrinsic professional learning.

What's next?

The DER – NSW team, CLIC and consultative groups are planning and building the Years 7–9 and K–6 suite. This year there will be two more mystery-style games, one for Middle Years and one for early to middle primary, more custom lessons targeting each Stage, more professional learning,

As a result of the Digital Citizenship online lessons I completed, I now know more about:	
• the need for online security	77% agreed or strongly agreed
• how to be more secure online	72% agreed or strongly agreed
• how to make my password secure	75% agreed or strongly agreed
• the need to build a positive digital footprint	70% agreed or strongly agreed
As a result of the Digital Citizenship online lessons I completed, I will now be more careful about:	
• online security	86% agreed or strongly agreed
• password security	84% agreed or strongly agreed
• my personal digital footprint	75% agreed or strongly agreed

Figure 6 Extract: student survey

a new series of videos and more extensive help for schools to implement a digital citizenship program.

Contact

For further information or to make suggestions, email <inquiries.

digicit@det.nsw.edu.au>. Have fun exploring the resources or search the *Teaching and Learning exchange (TaLe)* for more. Additional resources can be located in the online *Resource reviews database*. ■

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and educational innovation.

Teaching on the big screen



Peter Gould, Group Leader, Mathematics and Numeracy, NSW Curriculum and Learning Innovation Centre (CLIC), shares the principles of how blackboards and whiteboards are used in teaching in Japan, and how students' solutions contribute to each lesson.

From blackboards to whiteboards

B Blackboards have a long history of being used as recording spaces in classrooms. Originally they were made of boards painted black and were part of the teacher's domain, with slates typically reserved for students' individual work. Over the years with advances in technology, projection methods increased in popularity and overhead projection screens appeared alongside blackboards. Whiteboards also increasingly appeared with the introduction of computers and, today, interactive whiteboards abound in NSW classrooms. Beyond changes in the form they take, the ways that recording screens are used in teaching can vary almost as much as the screens themselves.

Once blackboards or whiteboards were places where teachers wrote notes or provided examples for students to copy into their workbooks. That is, blackboards, whiteboards and projec-

tions screens were predominantly used to record static images with the expectation that students would copy these images. The teacher controlled the use of the big screen with students often transferring information to slates, notebooks or folders.

Traditional training in the use of an overhead projector also supported the teacher's ownership of the big screen. Teachers were trained to control the flow of access to information when using an overhead projector. A sheet of paper was used to cover the screen transparency, with information progressively revealed by sliding the paper down the transparency. The same idea is used with other projection techniques such as building bullet points in PowerPoint.

Yet the history of the changes in screen technology has not been the same in all countries. Classrooms in Japan have had high levels of availability of technology for many years but large magnetic blackboards continue to take pride of place. The reason for the preference for magnetic blackboards in Japan is based on principles of how the big screen is used in teaching. The large blackboards allow teachers to create a visible outline of the problems and students' solutions contributing to the lesson.

Creating a progressive record for the mathematics lesson

By creating a progressive record of the lesson, any student who loses concentration for a short time can reconstruct the *story so far* from the blackboard. When projection screens replace one image with another, any lapse in concentration will mean that you are lost, as the earlier elements are no longer accessible. To create this shared record of the lesson, Japanese teachers, in mathematics lessons I

have observed, try not to erase material from the blackboard. This obviously requires careful planning.

In addition to using the blackboard as a canvas to capture the story of the lesson, Japanese teachers use it to gather students' solutions contributing to the goal of the lesson. Organising the work on the board, so that everyone can see the range of thinking, lets students see their own thinking in the context of the similar thinking of others. Students are expected to follow and be able to describe all the work represented – not just their own. They listen to the explanations of other students and restate, in their own words, the strategies the other students used. This way, all students have a chance to learn more about the mathematics used in developing solutions and to clarify their understanding of the concepts and procedures.

The planning and preparation of what goes onto the blackboard in Japan is often meticulous. It is standard teaching practice to plan your board work, even for very experienced teachers. This process of organising and displaying a problem and students' contributions on the blackboard is known in Japan as *bansho* 板書, literally the product of writing or drawing on the blackboard.

Planning what goes where on the screen

While all teachers in Japan understand the importance of organising information on the board to support each lesson, Kumagaya Higashi Elementary School (Kamoda, 2011) has a whole school focus on the quality of board writing. Hitoshi Kamoda is justifiably proud of the quality of *bansho* within his school. Every teacher at Kumagaya Higashi Elementary School prepared

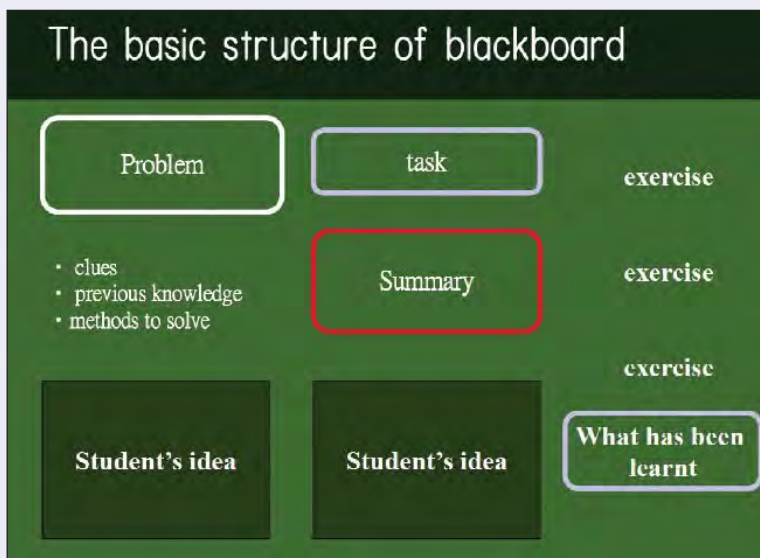


Figure 1 Slide 39: The basic structure of a board work plan <www.criced.tsukuba.ac.jp/math/apec/apec2011/bansho/board_writing.pdf>

board work plans for their mathematics lessons and photographed the board at the end of every lesson during the school year. The resulting portfolios of completed lessons for every school grade provided an overwhelming sense of the level of planning that had gone into teaching mathematics at Kumagaya Higashi Elementary School.

The common components of a board work plan for a mathematics lesson in this school include the problem, the task, students' ideas and a summary (Figure 1).

In the plan of the board writing for a Grade 5 lesson on determining the area of a trapezium, the problem is presented in the top left corner of the board. The description of the task is recorded beside the problem. The Japanese teachers distinguish between the original problem or situation presented by the teacher and the problem as perceived by the students themselves. One is referred to as the problem and the other as the task. Both are recorded on the blackboard. The area along the bottom of the board is left to record different ideas coming from the students. In the area below the outline of the blackboard the teacher has explored other ways that students may solve the problem. The top right of the board reserves a space to

record the summary of what has been learnt (Figure 2).

After the lesson the final image of the board (Figure 3) shows how it has been used to bring together a range of student responses to the problem. Indeed, the students have provided the majority of the work on the board. The magnetic nature of the boards is used to attach student answers with small magnets or, in some schools, to allow students to claim ownership of their ideas by tagging them with magnetic nametags.

The blackboards in Japanese classrooms are used to create a canvas that provides an outline of the lesson content and contributions from students that have been purposefully selected to contribute to the essential learning in the lesson. The blackboards also act as a model for student note taking.

Interactive whiteboards

In parallel with the Japanese use of bansho, research has identified the key feature of effective use of interactive

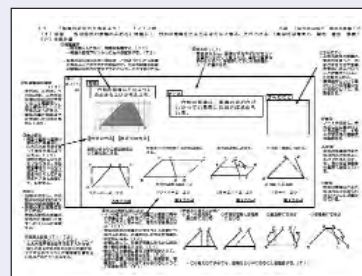


Figure 2 Slide 19: Board writing plan for a Grade 5 lesson on area of a trapezium <www.criced.tsukuba.ac.jp/math/apec/apec2011/bansho/board_writing.pdf>



Figure 3 Slide 18: The Grade 5 board at the end of the lesson <www.criced.tsukuba.ac.jp/math/apec/apec2011/bansho/board_writing.pdf>

whiteboards in teaching as being planning and preparation (Miller, Averis, Door, & Glover, 2005). Using interactive whiteboards, teachers still need to plan for cognitive development by taking account of the needs of individual students. They also need to provide clear visual representation of concepts and ideas.

Interactive whiteboard use creates the challenge of how an outline of the lesson content and contributions from students can be recorded. Of course, not everything needs to be done on an interactive whiteboard and large display boards continue to have a valid role to play in a classroom. Teachers have started to use digital cameras to record students' work for public sharing. The way we use the big screen (black, white or interactive) in our classroom will continue to change. One question that challenges us all is *How do we incorporate students' work into the record of the class lesson?* ■

References and further reading

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e-resources, e-books, and SCIS cataloguing for resourcing curriculum: implications for student searches

Judy Engall, Librarian NSW SCIS Agency, **Colleen Foley**, Team Leader School Libraries and Information Literacy, and **Doug Jenkins**, Library Systems Analyst, offer some clarifications, strategies and insights about e-resources, GMDs, and related implications for resourcing curriculum in the digital environment.

What are e-resources?

e-resources is a description of the plethora of material that is available via a computer and/or the internet. Frequently referred to in the literature today, e-resources include computer files, electronic books and journals, bibliographic databases, and websites. In fact, anything that needs a computer or the internet to use it.

What is a GMD?

GMD is the acronym for general material designation following the internationally recognised cataloguing conventions. In AACR2R (Anglo-American Cataloguing rules) it is defined as:

a term indicating the broad class of material to which an item belongs (e.g. sound recording).

There are currently 28 GMDs used by SCIS when cataloguing resources for schools. For details go to <www2.curriculum.edu.au/verve/_resources/SCISCatStandards02DescriptiveCataloguing.pdf>.

Such GMDs include these, which would be part of any discussion of e-resources:

- Electronic resource (EL) = MPEG files, PDF files (where there is no link to the internet), CD-ROMs and DVD-ROMs, and learning objects. There are new forms of electronic resource being invented all the time.
- Website (WE) = websites, PDF files where there is a link to the internet.

Other GMDs include, for example:

- Sound recording (SO) = DVD-audio, CDs, MP3-CDs, and sound cassettes
- Videorecording (VI) = video cassettes, DVDs, and DVD-videos.

When downloading records from SCIS, it is essential that the GMD is not changed. Changing the GMD will result in the incorrect icon displaying in your library management system and OPAC. Changing the GMD will also have a detrimental effect on search results where the user wishes to restrict the search to a specific GMD.

What is an *electronic resource* as a GMD?

Electronic resource as a GMD covers the vast array of digital formats including computer files and software. It is a developing area as new electronic formats are being released continually. It is characterised by the content being able to be downloaded from the internet and then being accessible from an electronic device of some kind.

It is differentiated from the GMD, *website*, in that, while the content may have been downloaded from the internet, once on an electronic device, it is not dependent on an internet link. A GMD of website by definition is dependent on an active internet link via a URL.

In the following example, a search is run for the term *Alice* in the OASIS *Library Enquiry* browser (Figure 1). (The browser, or *My Library* as many know it, is accessed via shortcuts at school and in student and staff portals for NSW Departmental OASIS *Library* users).

NSW Education & Training Test Library School One LIBRARY ENQUIRY

New Search Print this page All Keywords Titles Names Subjects Series Help

Search in My Library for alice Go

Enter your search terms above, then click the Go button.

Search results for "alice" :

All Types (1 - 6 of 6) Text (5) Electronic (1)

Title	Location	Dewey	Copies	Year	Type
Alice through the looking glass Lewis Carroll ; adapted by Lesley Sims ; illustrated by Mauro Evangelista	Junior Fiction	F CAR	1 of 1	2009	Text
Alice's adventures under ground [written and illustrated by Lewis Carroll]	Links4Learning	F CAR	1 of 1	1864	electronic resource
My day at school by Alice Proctor		529 PRO	1 of 1	2007	Text
My day at the beach by Alice Proctor		529 PRO	1 of 1	2007	Text
My day at the park by Alice Proctor		529 PRO	1 of 1	2007	Text
The Usborne illustrated Alice based on the stories by Lewis Carroll ; adapted by Lesley Sims ; illustrated by Mauro Evangelista	Junior Fiction	F CAR	1 of 1	2009	Text

Figure 1 Search results for Alice in Library Enquiry (NSW Departmental)

The results indicate that there is one electronic resource that matches the search term.

Selecting the *Electronic* tab details the specific result (Figure 2).

NSW Education & Training Test Library School One LIBRARY ENQUIRY

New Search Print this page Help

Title: Alice's adventures under ground
[written and illustrated by Lewis Carroll]

Names: Carroll, Lewis
Published: England: L. Carroll, 1864
Subjects: Adventure stories / Dreams - Fiction / E-books / Fantasy

Physical Description: 1 e-book (90 p.) : ill.
Type: electronic resource
SCIS: 1474866
Copies: 1 of 1 at Links4Learning F CAR
Notes: Variant title: The original Alice. Description based on manuscript version. Includes optional audio.
http://www.bl.uk/collections/treasures/alice/alice_broadband.htm?top

Resource reviews db DET Teacher Resource Reviews
Syllabus: English K-6; English 7-10; English Stage 6: *Extension 2*
User level: Stage 3, Stage 4, Stage 5, Stage 6

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




Figure 2 Electronic resource in search result

Note the icon displayed for the GMD *Electronic resource* (Figure 3).



Figure 3 Electronic resource icon in Web Enquiry (NSW Departmental)

Selecting the URL takes us to the electronic resource (Figure 4).

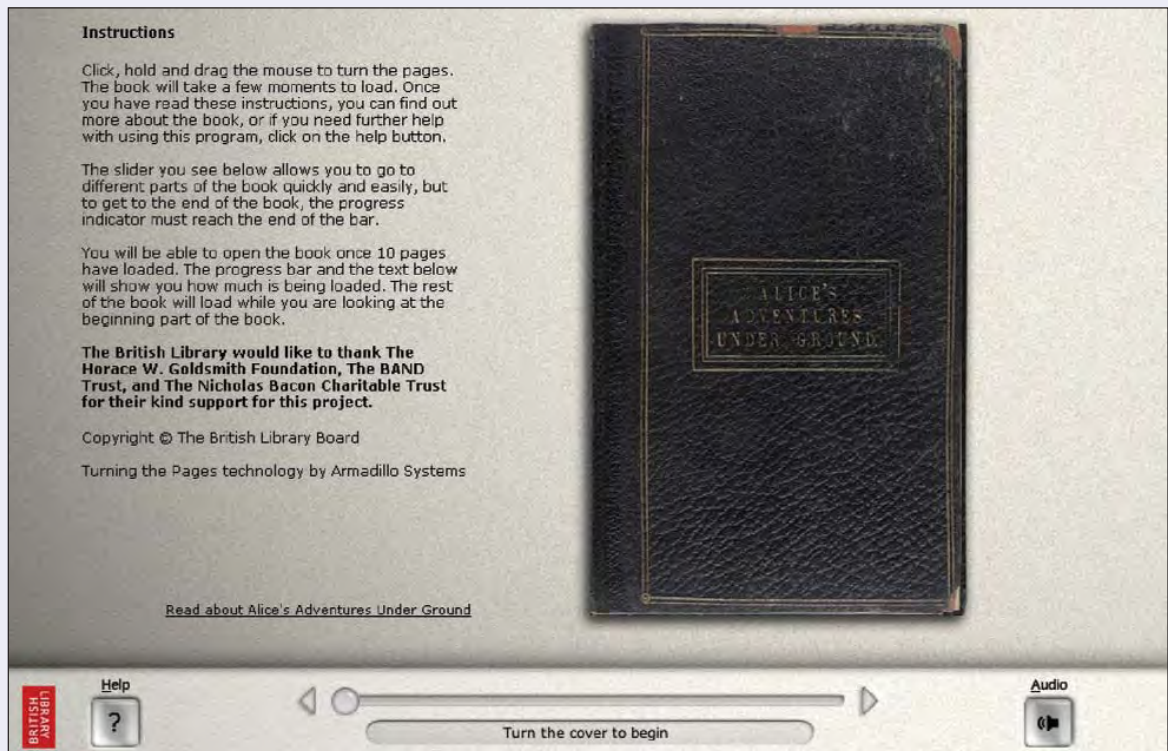


Figure 4 The electronic resource retrieved after the search

Note that, though we are initially taken to a website address, once we get to the digital resource we are using an application to make the site work as an e-book. This means it fits the criteria to be catalogued as an electronic resource rather than a website.

The same search using *Softlink Oliver* produces the following the result shown in Figure 5.



Figure 5 Search results for Alice in Softlink Oliver

Note that the icon for an electronic resource is different. These vary in different library software applications, but the GMDs remain constant. *Softlink Oliver* is a library application for resources management that is being piloted in 22 NSW public schools. See *Projects* on the *School Systems website* (Departmental intranet) for further details <<https://detwww.det.nsw.edu.au/it/schoolsystems/index.htm>>.

Selecting the URL displayed takes the user to the digital resource.

What about e-books?

SCIS standards for cataloguing e-books have now been finalised. E-books can either have a GMD of *website* or *electronic resource*.

Those that are accessible directly from a URL are defined as a website.

E-books which require a device, app or files to be downloaded in order to access them are defined as electronic resources. This includes those e-books that are part of a subscription service. The format for these types of e-books may be specific to a particular provider or publisher, or be aligned with a specific type of e-book reader device. The file(s) that are downloaded to a particular device are accessed via an internet link. However, once downloaded they are no longer dependent on internet access.

The e-books that are electronic resources often have an interactive element so that the user can, for example, bookmark text, make notes, and have access to additional digital content and resources.

E-book catalogue records are now available through *SCISWeb*. In *SCIS OPAC* a search on e-books displays a result like that in Figure 6.

#	Format	Relevance	Title Long	Author	Date	
<input type="checkbox"/> 26		★★★★	Stephanie's portrait [electronic resource] / story, Robert Munsch ; art, Michael Martchenko.	Munsch, Robert N.	1996	
<input type="checkbox"/> 27		★★★★	Ebooks, digital images & more [website].		2010	
<input type="checkbox"/> 28		★★★★	Romeo and Juliet [electronic resource] / by William Shakespeare ; illustrations by Andrioli.	Shakespeare, William.	1900	
<input type="checkbox"/> 29		★★★★	Wind in the willows [electronic resource] / by Kenneth Grahame ; illustrated by Paul Branson.	Grahame, Kenneth.	1913	
<input type="checkbox"/> 30		★★★★	Search.IT.org [website].		2005	
<input type="checkbox"/> 31		★★★★	For the win [electronic resource] / Cory Doctorow.	Doctorow, Cory.	2010	
<input type="checkbox"/> 32		★★★★	Smadwords [website].		2008	
<input type="checkbox"/> 33		★★★★	Tribes [website] : the dog years / by Michael Geszel & Peter Spinetta ; art by Inaki Miranda.	Geszel, Michael.	2010	
<input type="checkbox"/> 34		★★★★	Read print [website].		2010	

Figure 6 Search result for e-books in SCIS OPAC

Note that *E-books* is used as a subject heading and this will be reflected in any searches in school library systems once catalogue records are downloaded.

A search on *e-books* as a subject in *Web Enquiry* provides the result in Figure 7. Note the *Links4Learning* location, which is discussed below.

NSW Education & Training		Test Library School One LIBRARY ENQUIRY				
SUBJECT: E-books						
Titles in this subject:						
All Types (1 - 7 of 7)		Electronic (2)		Other (5)		
Title	Location	Dewey	Copies	Year	Type	
Alice's adventures under ground [written and illustrated by Lewis Carroll]	Links4Learning	F CAR	1 of 1	1864	electronic resource	
Boom bah! by Phil Cummings ; illustrated by Nina Rycroft	Links4Learning	A821 CUM	1 of 1	2008	website	
Digital storytelling tools for educators Silvia Rosenthal Tolisano	Links4Learning	808 TOL	1 of 1	2010	website	
The Leonardo notebook	Links4Learning	709.2 LEO	1 of 1		electronic resource	
The life, times and travels of the extraordinary Vice-Admiral, William Bligh (9 September 1754 - 7 December 1817) an interactive graphic novel Daryl Dellora, writer, director ; Sue Maslin, producer	Links4Learning	910.92 BLI	1 of 1	2005	website	
The terrible plop Ursula Dubosarsky ; pictures by Andrew Joyner	Links4Learning	A821 DUB	1 of 1	2009	website	
Tribes the dog years by Michael Geszel & Peter Spinetta ; art by Inaki Miranda	Links4Learning	F GES	1 of 1	2010	website	

Figure 7 Subject search on e-books in Web Enquiry

In *Softlink Oliver*, the same search displays as shown in Figure 8.



Figure 8 Subject search on e-books in Softlink Oliver

Links4Learning

Links4Learning (L4L), are centrally delivered links to targeted, quality assured resources supporting student inquiry in all learning areas and information skills, provided through the Department's *Web Enquiry* browser.

The *Links4Learning* seen in the subject search on *e-books* (Figure 7), include some records for freely available e-books for both primary and secondary schools. These can be downloaded into the OASIS school catalogue for access through *My Library* as part of the new easy loading mechanism **HI SCIS download > G3 Load Special orders**. See the OASIS release 7 notes for details <[https:// detwww.det.nsw.edu.au/it/schoolsystems/projects/thin_client/data/thin_client_imp/release_not es/ release_7_0.pdf](https://detwww.det.nsw.edu.au/it/schoolsystems/projects/thin_client/data/thin_client_imp/release_notes/release_7_0.pdf)> (intranet). The link is readily available from the OASIS login webpage.

Softlink Oliver schools do not have this option for loading. Details will be provided to Departmental *Softlink Oliver* schools shortly advising on loading L4L special order records.

Why consider loading catalogue records for e-books?

In the current digital learning and information environment, a balanced

collection includes:

- access to information in online and multimedia formats
- support for using online and digital information and texts (resources).

E-books (and other e-resources) help ensure a contemporary, engaging collection to resource curriculum and provide a diverse range of reading experiences. The *Links4Learning* assist in meeting this goal.

Providing such carefully selected links and e-books also ensures the library offers contemporary resources for learning and reading 24/7. It thus brings such resources to learners and teachers beyond the library, into other classrooms or homes for immediate needs. Such an approach to resource and library management offers authorised content that is more immediate and time effective than, say, a random *Google* search, while still offering choice and browsing options as desired.

Loading SCIS records for e-books offers positives for students, providing, for example:

- ✓ ability to load a text (or part of a text) to a device immediately, without the restrictions of time and place in the library or elsewhere at school
- ✓ ability to change fonts

- ✓ assistance for developing readers to decode words
- ✓ larger font options which can assist in reading faster
- ✓ crowding of letters disappears for dyslexic readers
- ✓ an audio function that can assist less enthusiastic readers
- ✓ a dictionary is often available to look up unknown words
- ✓ ability to take notes or create responsive texts for learning and leisure
- ✓ links to other online resources
- ✓ a bookmark function is often available.

(adapted from Pledger, 2010).

For teacher librarians and library staff, there are advantages in:

- ✓ an opportunity to engage students who may be reluctant borrowers or library visitors, while happy to load an e-book on to their own digital device or view online in their own time and space
- ✓ offering a selection of authorised resources that are accessible from home to assist with class work, homework, assessment tasks, research, reading for learning and leisure
- ✓ simplicity of adding more copies of the text, available in another format

- ✓ physical processing or repairs not necessary
- ✓ shelving not required
- ✓ overdues not applicable or automatically expire.

E-books will not replace print books necessarily, even in the immediate or distant future. They do offer another format to library users who have a preference for digital materials, and this number is expected to increase.

e-books and management for resourcing curriculum

Relevant, engaging resourcing is required for authentic teaching and learning in the complex digital environment.

E-books offer students access to resources in an electronic format, and the ability to load them into a device of their choice. An e-book may even offer more choices, such as video or audio versions of the text. Some e-books will also have interactive content. This will continue to change and increase.

The SCIS records for the L4L special order load, provided with OASIS release 7, offer a taster of the digital world of e-books. These freely available e-books do not need to be loaded to external devices, simply click and read via an internet link.

This does raise the issue of how these resources should be managed.

The *Special order* load creates a location or collection specifically for L4L. This means that the question of creating a new location is not necessary at this time. Furthermore, since the L4L collection comprises

all digital or online resources, the location L4L, just like WEB, means a stocktake is not necessary for these resources.

In future loads of freely available e-books from SCIS, the creation of a unique location may be necessary in OASIS to ensure that these resources are not included in a stocktake. The location E-B for e-books would resolve this problem.

Note: *Softlink Oliver* users do not have copies statements for digital resources. Hence there are no stocktake implications for these schools in creating a collection or location.

A location is not necessary for search purposes, as SCIS provides a subject heading *e-books* for all resources regardless of whether the GMD is electronic resource or website.

E-books are a new format, not necessarily a new collection, as were compact discs or DVDs when they were released. When a delivery mechanism is developed for loading

purchased e-books from publishers, the individual title will still appear in the catalogue with appropriate links to the site from which it can be loaded to the appropriate e-reader device.

More exciting developments will occur with e-books. We look forward to providing advice and best practice for managing e-books into the future.

E-books are included in the online *Resource reviews* database. Reviews appear in *Scan* with accompanying icons indicating whether they are websites, electronic resources, and if purchase or subscription is required. Selection tools such as these, and ideas sharing in professional social networks, are invaluable to teacher librarians and teachers who wish to make the most of the best resources in the online world.

More information and support about e-books, e-book reading devices, and managing such resources to support curriculum will appear in future editions of *Scan*. ■

References and further reading

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- Pledger, P. *Using e-books and e-book readers with students. What does the research say?*, E-book futures virtual conference, Sosius 2010
- Resource reviews*, School Libraries and Information Literacy, NSW Curriculum and Learning Innovation Centre (CLIC). Viewed 15 April 2011. <www.schools.nsw.edu.au/resourcereviews/>.
- School Libraries and Information Literacy Unit (2010) 'e-resources: a taster of possibilities and issues', *Scan* 29(4), pp. 30–43.
- School Systems*, NSW Department of Education and Training. Viewed 15 April 2011 <<https://detwww.det.nsw.edu.au/it/schoolsystems/index.htm>> (intranet).

Raps and book raps 2011

<www.schools.nsw.edu.au/raps/>

- Shaun Tan: *The lost thing, stories & more!*. Stages 3 and 4 (Years 5 to 8) English. Live 31 May 2011.
- Book Week – picture books focus. Term 3. Explore the shortlist and your other favourite picture books. Vote for your winner! More information coming on site soon.



CBCA 2011 shortlisted finalists in the Children's Book of the Year Awards

On the 12th April, the Children's Book Council of Australia (CBCA) announced the following nominated books for the 2011 Children's Book of the Year Awards:

EARLY CHILDHOOD

CHAMPION, Tom Niland & NILAND, Kilmeny & NILAND, Deborah (2010) *The tall man and the twelve babies*, Allen & Unwin. SCIS 1477905, to be reviewed *Scan* 30(3)

DUBOSARSKY, Ursula & VANE, Mitch (2010) *The deep end*, Puffin/ Penguin Group (Australia). SCIS 1479579, to be reviewed *Scan* 30(3)

LESTER, Alison (2010) *Noni the pony*, Allen & Unwin. SCIS 1470607 reviewed *Scan* 30(1)

NILAND, Deborah (2010) *It's bedtime, William!* Viking/ Penguin Group (Australia). SCIS 1464492, reviewed in *Scan* 30(2)

NORRINGTON, Leonie & HUXLEY, Dee (2010) *Look see, look at me!* Allen & Unwin. SCIS 1436391, reviewed in *Scan* 29(3)

ORMEROD, Jan & BLACKWOOD, Freya (2010) *Maudie and Bear*, Little Hare Books. SCIS 1484073, to be reviewed in *Scan* 30(3)

BOOKS FOR YOUNGER READERS

BAUER, Michael Gerard (2010) *Just a dog*, Omnibus Books, Scholastic Australia. SCIS 1476701, to be reviewed in *Scan* 30(3)

BONGERS, Christine (2010) *Henry Hoey Hobson*, Woolshed Press. SCIS 1464749, to be reviewed in *Scan* 30(3)

BRANFORD, Anna & DAVIS, Sarah (2010) *Violet Mackerel's brilliant plot*, Walker Books Australia. SCIS 1486763 to be reviewed in *Scan* 30(3)

CARMODY, Isobelle (2010) *The red wind*, Viking/ Penguin Group (Australia). SCIS 1472091, reviewed in *Scan* 30(2)

McKINLAY, Meg & RUDGE, Leila (2010) *Duck for a day*, Walker Books Australia. SCIS 1456218, reviewed *Scan* 29(4)

MURPHY, Sally & NEST JAMES, Rhian (2010) *Toppling*, Walker Books Australia. SCIS 1447507, reviewed in *Scan* 29(4)

BOOKS FOR OLDER READERS

(These books are for mature readers)

CROWLEY, Cath (2010) *Graffiti moon*, Pan Macmillan Australia. SCIS 1471495 to be reviewed in *Scan* 30(3)

HARTNETT, Sonya (2010) *The midnight zoo*, Viking/ Penguin Group (Australia). SCIS 1469036 reviewed *Scan* 30(2)

HORNIMAN, Joanne (2010) *About a girl*, Allen & Unwin. SCIS 1445321, reviewed *Scan* 29(3)

MacLEOD, Doug (2010) *The life of a teenage body snatcher*, Viking/ Penguin Group (Australia). SCIS 1467198, to be reviewed in *Scan* 30(3)

MARCHETTA, Melina (2010) *The piper's son*, Viking/ Penguin Group (Australia). SCIS 1446788, reviewed in *Scan* 29(4)

WOOD, Fiona (2010) *Six impossible things*, Pan Macmillan Australia. SCIS 1466215, to be reviewed in *Scan* 30(3)

EVE POWNALL AWARD FOR INFORMATION BOOKS

BRASCH, Nicolas, (2010) *The science behind theme parks, playgrounds and toys*, Macmillan Education Australia. SCIS 1452381, to be reviewed in *Scan* 30(3)

BROOKS, Ron (2010) *Drawn from the heart: a memoir*, Allen & Unwin. SCIS 1489014, to be reviewed in *Scan* 30(2)

DAVIDSON, Leon (2010) *Zero hour: the Anzacs on the Western Front*, The Text Publishing Company. SCIS 1449295, to be reviewed in *Scan* 30(3)

DUBOSARSKY, Ursula & RIDDLE, Tohby (2010) *The return of the word spy*, Viking/ Penguin Group (Australia). SCIS 1450029, reviewed *Scan* 29(4)

LLOYD, Alison & DENTON, Terry (2010) *Wicked warriors and evil emperors: the true story of the fight for ancient China*, Puffin/ Penguin Group (Australia). SCIS 1475095, reviewed *Scan* 30(2)

Our world: Bardi Jaawi: life at Ardiyooloon, (2010) One Arm Point Remote Community School, Magabala Books. SCIS 1484264, to be reviewed in *Scan* 30(3)

PICTURE BOOKS

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

- BAKER, Jeannie (2010) *Mirror = Mira't*, Walker Books. SCIS 1469836, reviewed *Scan* 29(4)
- BANCROFT, Bronwyn (2010) *Why I love Australia*, Little Hare Books. SCIS 1459702, to be reviewed in *Scan* 30(3)
- GREENBERG, Nicki (2010) *Hamlet*, Allen & Unwin. SCIS 1482408, reviewed *Scan* 30(2)
- KANE, Kim & MASCIULLO, Lucia (2010) *Family forest*, Hardie Grant Egmont. SCIS 1458313, to be reviewed in *Scan* 30(3)
- McKIMMIE, Christopher (2010) *Two peas in a pod*, Allen & Unwin. SCIS 1450088, reviewed in *Scan* 29(4)
- RIDDLE, Tohby (2010) *My uncle's donkey*, Viking/Penguin Group (Australia). SCIS 1465415, reviewed *Scan* 30(2)

CRICHTON AWARD FOR NEW ILLUSTRATORS

- McFADDEN, Clare (2010) *The flying orchestra*, University of Queensland Press. SCIS 1438944, reviewed *Scan* 29(2)
- MITCHELL, Sarah Kate (2010) *Starry starry night*, Pier 9. SCIS 1485991, to be reviewed in *Scan* 30(3)
- STEWART, Lisa & BROWN, Kerry (2010) *Can I cuddle the moon?* Scholastic Press, Scholastic Australia. SCIS 1453354, reviewed *Scan* 30(1)
- THOMAS, Adele K. & MACINNES, Peter (2010) *The monster maintenance manual*, Pier 9. SCIS 1498296, to be reviewed in *Scan* 30(3)
- THOMPSON, Jo & COLLINS, Paul (2010), *The glasshouse*, Ford Street Publishing. SCIS 1473927, to be reviewed *Scan* 29(3)
- WILTSHIRE, Jonah & WILTSHIRE, Evie & HAMILTON, Sheryl (2010) *The lighthouse kids of Maatsuyker Island: a true Tasmanian adventure*, Forty Degrees South. SCIS 1507421, to be reviewed in *Scan* 30(3)
- The winners will be announced on Friday 19th August, 2011. Children's Book Week commences 20th August. The theme is *One world, many stories*. Visit the official *Children's Book Council of Australia* website <www.cbca.org.au>.
- Reviews of many of the shortlisted books, and author and illustrator websites, are already available in *Scan* and online in the *Resource reviews* database <www.schools.nsw.edu.au/resourcereviews/>. Visit the recent Book Week raps <www.schools.nsw.edu.au/raps/> for teaching and learning ideas.

Teacher librarians: networking and connecting



On Tuesday 1st March 2011, the Parramatta District Teacher Librarians held their afternoon network meeting at The Children's Bookshop, Beecroft.

Paul MacDonald presented an interesting talk on *The multi-platform book and more!* and guest author, Kate Forsyth, spoke about her place as *A writer in the age of e-books – including writing, blogging and websites!*

Paul Macdonald is such an informative, inspirational speaker. He is aware of new literature trends and I always learn something from his talks.

Jean

Kate Forsyth was a delightful and engaging author/speaker - always interesting to hear how the writing process happens for authors. Her enthusiasm and love of writing was obvious and I was surprised to hear of her family history of writing.

Marion

I found Paul's talk to be very interesting, particularly when he touched on the impact of technology on books. I didn't realise that adolescents are in fact the slowest group to take up reading with e-books, preferring a hard copy instead.

Alanna

Towards the conclusion of the meeting the interaction between Paul and Kate was great as they opened up other areas of interest as they spoke about ideas raised and papers presented at a conference they had both attended.

Jane



It was great to be able to shop at a bookshop with knowledgeable staff, straight after a talk.

Joy

To think we could have fitted so much into a short afternoon!

Fiona

Kia kaha te menemene – Keep smiling: a message from Christchurch

Many Australian school communities held a special *All Black Day* on March 22, 2011 to raise money for the Christchurch Earthquake Appeal. At Penrith Public School, several staff members and students worked together to create the *All Black Day: Christchurch Earthquake Appeal, 2011* tribute using *PhotoPeach* <photopeach.com/album/13sgo6d>. Their efforts were appreciated by staff and students who responded with their own digital movie.

To find out about the organisation for the appeal, to watch movies that connect communities across the Tasman, and to be proud of the actions shown by our school communities, visit *Booked inn: heroic adventures in teacher-librarianship* <ianmclean.edublogs.org/>.

Congratulations to Penrith Public School for receiving a *DUX* in the *Daily Telegraph*, March 31, 2011, p. 34.



Creative commons resources

The following websites for creative commons assets were compiled by Prue Greene, Senior Curriculum Advisor English 7–12, for the *Curriculum Support eNewsletter: Supporting English teachers in DET schools*, Week 6 Term 3 2010.

CC search <search.creativecommons.org/> is a search page which aggregates several creative commons searches into a tabbed interface.

everystockphoto <www.everystockphoto.com/> is a search engine for free photographs, and allows users to rate, tag, collect and comment on photos. Source and licensing information for each image is available on the search results pages below the image.

flickr: explore creative commons <www.flickr.com/creativecommons/> enables searches for images categorised under each creative commons licence.

freedigitalphotos.net <www.freedigitalphotos.net/> is a searchable collection of royalty free photographs for corporate or personal use, with high resolution versions available for purchase.

Google advanced search <www.google.com/advanced_search> offers specific search options. Expand the date, usage rights, numeric range, and more to access the Usage rights dropdown.

Internet archive: community audio <www.archive.org/details/opensource_audio> is primarily full of reusable creative commons-licensed sound files.

morgueFile <morguefile.com/> offers free commercially usable and remixable high resolution digital stock photography without any attribution requirement so long as you do not claim ownership or resell unaltered works as is.

openphoto <www.openphoto.net/> offers photographic resources from an open network of photographers, focusing on animals, nature, landscape, architecture, still life, and technology.

Opsound <www.opsound.org/> is a community of musicians and sound artists who upload their works for sharing and remixing.

PD photo.org <pdphoto.org/> has thousands of royalty free and public domain images. High-resolution versions are available for many of the photographs for a small fee.

pdsounds.org <www.pdsounds.org/> captures the acoustic phenomena in the environment of our daily lives and offers them to the public domain for free and unfettered reuse.

PicFindr <www.picfindr.com/> is an aggregate search engine for free stock images from several of the above sites and others. It compiles search results into a single interface with links to the individual photographs from their thumbnails.

SoundTransit <soundtransit.nl/search/> is a searchable archive of field recordings from all over the world.

Stock.XCHNG <www.sxc.hu/> is a community of photographers who share their work free of charge for use as stock imagery. Grab some shots from here, share your own, and chat with other photographers in the community forum.

Yahoo! Search <search.yahoo.com/cc> finds content published by authors who want you to share or reuse it, under creative commons licence.

Check these sites

AwesomeStories <awesomestories.com/about-us> allows students and teachers to find primary source information located in national libraries, historical societies and government created websites. Sign up free.

dkonline.animal <www.animal.dke-encyc.com/> enables students to use a keyword search to link to websites, fact sheets and images of a large collection of animals.

Making tracks <www.nma.gov.au/kidz/making_tracks/>, showcases National Museum of Australia objects that inspired a series of fiction texts by leading Australian authors and illustrators. A synopsis and classroom activities are provided for each title.

Nothing beats the real thing! how copyright, creativity and citizenship shape our society <www.nothingbeatstherealthing.info> has resource guides for print, interactive and screen units of work for the secondary curriculum.

Teachit.co.uk <www.teachit.co.uk/> hosts a range of online resources for English teachers. Some resources are free while others require individual or school subscriptions.



Cathy Sly, Acting Assistant Editor, School Libraries and Information Literacy.

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 Departmental website <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 <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 Communities. Copyright for reviews is held by the NSW Department of Education and Communities. Permission for reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact <colleen.foley@det.nsw.edu.au>.

USER LEVELS are given in Stages as follows:

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

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

The following symbols indicate the key learning area:

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

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

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

e-resources

Resources are listed in Dewey order.

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

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

Wilfrid Gordon McDonald Partridge by Mem Fox



www.storylineonline.net/wilfrid/fullscreen_lg.html

The introduction by American actor, Brad Whitford, is an excellent model for preparing students for a shared reading activity that engages them in an exploration of memories. Whitford then reads the book, *Wilfrid Gordon McDonald Partridge*, using believable voices for each character. This video **e-book** viewing experience, delivered by a choice of broadband downloads, could be shared on an IWB or accessed on individual computers. **Captions on/off**, pause options, and screen size options allow for different reading experiences, while zooming in and out from the printed text to the reader mimics a live reading session. **Related activities** have useful teaching ideas and **Perform as reader's theatre!** is a stunning resource to download. A possible activity would be to compare this version with the Australian **e-book** presentation at **See and hear Mem** <www.memfox.com/>, which focuses on full screen images of the book's pages, accompanied by an emotive reading by the author, Mem Fox. To extend the digital literacy experience, read **The stories behind the stories** on Mem's website and visit the online book rap <www.schools.nsw.edu.au/raps/wilfrid08/index.htm> for a diverse range of teaching and learning activities, resources and links to a student discussion blog and wiki. Other *Storyline online* titles are available. C. Keane

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Memory – Fiction; Aged – Fiction
PUBLISHER: Screen Actors Guild Foundation, USA (Storyline online)
 15/04/2011 [F]

REVIEW DATE:



SCIS 1505464

Tinga tinga tales

www.tingatingatales.com/



Collaboration between British animators and East African artists has resulted in a lively animated series for children. Inspired by traditional African stories about animals and the vibrant artwork of Tanzania, this attractive website supports the audiovisual programs and picture books that have been produced as a series of *Tinga tinga tales*. The site offers a number of online activities for children. **Meet the animals** introduces six of the many African animals who appear in the tales. Their brief video stories can be accessed from **Watch**. **Fun & games** offers an interactive game that teaches dexterity in the use of a computer keyboard and **Print and colour in** allows a choice of animal characters to be printed for children's individual artwork. **Grown ups** explains the background and nature of the tales and **Giving back** explains a philanthropic scheme, supported by the publishers, whereby free reading of online **e-books** provides book donations to schools in East Africa. Striking colours, exciting tales and stimulating ideas make this a wonderful site to include in teaching and learning activities. C. Sly

USER LEVEL:

Early Stage 1 Stage 1

KLA:

CA; English; HSIE

SYLLABUS:

Creative Arts K-6; English K-6; HSIE K-6

SCIS SUBJECTS:

Jungle animals – Fiction; Animals – Africa – Fiction; Folklore, African – Fiction

PUBLISHER:

Tiger Aspect, UK

REVIEW DATE:

15/04/2011 [F]



SCIS 1502284

Zot! Online: hearts and minds

www.scottmccloud.com/1-webcomics/zot/index.html



A full length webcomic by famous comics artist, Scott McCloud, this is a 16 part futuristic fantasy tale. It features Zot and Jenny in conflict with the evil cyborg, Dekko, who has kidnapped 12 humans. This colourful and skilfully presented graphic novel would be useful for classroom study using laptop computers or on an IWB. Apart from being a composer in the sequential art style, McCloud is a renowned comics theorist who is fascinated by the notion of producing comics on the web, which he has dubbed *the infinite canvas*. His application of this literary art form to the web is remarkable. Each segment requires the reader to scroll down the screen to continue from panel to panel with varied spaces between the panels dictating the pace of the story. Parallel worlds operate visually as two streams of comic panels appear simultaneously. Employing a wide range of comics' codes and techniques, this is an excellent online resource for teaching and learning the elements of graphic narrative. C. Sly

USER LEVEL:

Stage 3 Stage 4

KLA:

English

SYLLABUS:

English K-6; English 7-10

SCIS SUBJECTS:

Future – Fiction; Human relations – Fiction; Science fiction; Time travel – Fiction; Comics

PUBLISHER:

Scott McCloud, USA

REVIEW DATE:

15/04/2011 [F]



SCIS 1503448

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



= must be purchased.

Budd: e

budd-e.staysmartonline.gov.au/secondary/main.php



This helpful site, with interactive games and comprehensive teachers' resources, is part of the broader Government e-security initiative aimed at creating a safer online environment for children. It examines the risks people take online every day, the possible consequences, and educates users about measures to adopt to improve online security. There are activity based learning modules for secondary students. Both modules contain engaging, media rich activities and resources. **Live** is a game about responding to threats, **Toob** is a resource of short video clips with experts and Year 9 students telling of their experiences, and **Guff** gives extra information needed to complete the game. This is an excellent resource for educating students about e-security. There is also a Primary school version available <budd-e.staysmartonline.gov.au/primary/main.php#>. A. Soutter

USER LEVEL:

Stage 3 Stage 4 Stage 5 Professional

KLA:

PDHPE

SYLLABUS:

PDHPE K-6; PDHPE 7-10

SCIS SUBJECTS:

Internet – Safety measures; Internet – Social aspects; Safety education

PUBLISHER:

Canberra: e-Security

REVIEW DATE:

15/04/2011 [004.67]



SCIS 1425763

Domo animate

domo.goanimate.com/



Domo animate is a dynamic site for creating and sharing audiovisual animations. It requires Flash player 10.1 and registration is free. **Try it out!** on the home page opens the *Domo theme demo*, featuring Domo, a non-threatening furry, brown monster, in a variety of high energy, animated scenes as a taster of what can be created. Choose **Create** or **Sign up** to begin. Register by entering your email address, a display name (visible to the public) and password. After email confirmation, use your password to login, then click **Create**. Choose a setting, characters and objects from a series of collections for the first scene. Toolbar icons offer options for adding objects, music and voice-overs. Click on a character or object to change the position and create actions, movement and facial expressions. **Add scene** reveals a copy of the scene, ready for adding text, speech and thought bubbles, different camera angles and sound. Scenes are displayed as thumbnails to check the sequence and transitions of the created story. **Preview** provides students with decision making opportunities for further editing before choosing **Save** or **Save & share** to a private or public gallery. *Domo animate* is a useful e-resource for creating animated narratives and expositions for evidence of learning, while providing an opportunity for teachers to be explicit about cybersafety. Teachers are reminded to examine the gallery contributions and **Terms of use** information on this site. Each time students log in, they can go to *My page* to watch their saved animations. They can also upload photographs and images to produce free slideshows – an ideal opportunity to use an IWB to jointly construct procedures, explanations and excursion recounts. C. Keane

USER LEVEL:

Stage 2 Stage 3 Stage 4 Professional

KLA:

English

SYLLABUS:

English K-6; English 7-10

SCIS SUBJECTS:

Computer graphics; Computer animation; Classroom activities

PUBLISHER:

GoAnimate, USA

REVIEW DATE:

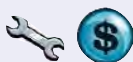
15/04/2011 [006.6]



SCIS 1490185

Kahootz 3

www.kahootz.com/kz/



Using this new version of the *Kahootz* software, students can create multimodal projects with features such as games, movies, soundtracks and 3D special effects. The inclusion of **New 3D objects and worlds** provides more possibilities for cultural diversity. **Kahootz 3 greetings translations** cover basic greetings in eight languages including Chinese, Japanese and French. Recently updated subject specific choices such as **Transport** and **Body parts** may provide students with another way to demonstrate their learning; creating engaging HSIE and PDHPE projects. **Resources** contains extensive lists of tools such as wallpaper, storyboard templates and story starters, animated objects and worlds. **Teaching activities** are for *Kahootz 2* and can be downloaded as PDFs. Purchasing details for school site licences and training days for educators are available online. S. Rasiaiah

USER LEVEL:

KLA:

SYLLABUS:

SCIS SUBJECTS:

PUBLISHER:

REVIEW DATE:

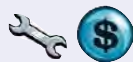


Stage 2 Stage 3 Professional English; Languages; HSIE; PDHPE English K–6; Languages K–10; HSIE K–6; PDHPE K–6
Computer animation; Computer graphics; Interactive media; Computers in education
ACTF, Australia
15/04/2011 [006.6]

SCIS 1374075

Paint.NET

www.getpaint.net/



Along similar lines to *Adobe Photoshop*, *Paint.NET* is another digital editing application. The site allows the user to download a free trial version prior to the commercial lease of the full application, which is intended to supersede the *MS Paint* application on Windows PCs. The interface and editing tools are similar to that of *Adobe Photoshop*. Users familiar with this application should have no trouble using *Paint.NET*. The site provides screenshots and support for using its capabilities to manipulate digital imagery. This application may be a suitable alternative to pricier digital editing programs and could be a useful editing tool for primary students. N. French

USER LEVEL:

KLA:

SYLLABUS:

SCIS SUBJECTS:

PUBLISHER:

REVIEW DATE:



Stage 3 Stage 4 CA
Creative Arts K–6; Visual Arts 7–10
Digital photography; Photography – Data processing; Computer graphics
Paint.NET, USA?
15/04/2011 [006.6]

SCIS 1465979

Websites 4 Small Business

www.web4business.com.au/



This is a commercial website providing web design services to small business. While many of the services require payment, there are enough free features to make this site useful for students looking into website design for businesses. Information on e-business and marketing is especially relevant, as this site contains some useful introductory information about setting up an online business presence and the benefits of various types of online marketing strategies. There is plenty of information about site designs. A free downloadable website plan goes through the process and benefits of designing a business website incorporating many free resources such as **Articles**, **Videos** and **Computer**

jargon. This site would be most useful for students investigating the benefits of online businesses or for students seeking to create their own website. J. White

USER LEVEL:

KLA:

SYLLABUS:

SCIS SUBJECTS:

PUBLISHER:

REVIEW DATE:



Stage 5 Stage 6 Professional CA; HSIE; TAS
Business Studies Stage 6; Commerce 7–10; Graphics Technology 7–10; Visual Design CEC Stage 6
Websites 4 Small Business (Firm); Websites – Design and construction; Small business – Marketing
Websites 4 Small Business, Australia
15/04/2011 [006.7]

SCIS 1459888

KidRex

www.kidrex.org/



An uncluttered crayon-drawn interface opens this simple search engine for young students. Navigation is straightforward and results of searches are delivered speedily, making this a suitable site for a range of age groups. **Parents** are assured that *KidRex*, powered by *Google Custom Search* using *Google SafeSearch* technology, aims to filter out most of the inappropriate content from searches. A **Webpage removal request tool** is available. Any unexpected results are added to a regularly updated database, ensuring that the site's reputation as a reliable resource for independent student use is maintained. **Tips for online safety** explains cybersafety and netiquette in simple terms and emphasises the importance of personal responsibility when using the internet. *KidRex Pro* is a subscription tool that monitors the results of all web browsing, even when not using *KidRex*. S. Rasiaiah

USER LEVEL:

SCIS SUBJECTS:

PUBLISHER:

REVIEW DATE:



Stage 2 Stage 3 Stage 4
Search engines
KidRex.org, USA
15/04/2011 [025.04]

SCIS 1498681

Jungle-Search.com

www.jungle-search.com/US/kindle.php



Aimed at assisting users to navigate *Amazon.com* to locate e-books suitable for *Kindle* technologies, this simple website contains a list of search categories that link to *Amazon.com*. Broad searches may include categories, keywords, author, title, subject or publisher. Subcategories are included for a more refined search. A list of free e-books for *Kindle* is provided, arranged in columns in no particular order, so users must scroll through the extensive list. All listed e-books are only available to *Kindle* e-readers, or devices that enable *Kindle* apps. This could be a useful site for teaching information literacy skills to middle and senior students. A. Frost

USER LEVEL:

SCIS SUBJECTS:

PUBLISHER:

REVIEW DATE:



Stage 5 Stage 6 Professional E-books; Search engines
Jungle-Search.com, USA
15/04/2011 [025.0425]

SCIS 1485906


DogEared: a reader's best friend

kidsblogs.nationalgeographic.com/dogearred/



Part of the *National Geographic* site, this segment provides an opportunity for children to write reviews on books they have read.

The current bloggers range in age from 7 to 14. Children wishing to be bloggers can register online. Parents are kept informed about all aspects of their child's work. **Privacy policy** shows that the bloggers are well protected in their use of this facility. Reviews are well written and in a style that will appeal to children of similar ages. Young book lovers looking for a new book to read will find the site very appealing. This site may afford teachers an opportunity to introduce students to blogging as a writing tool. **Fearless blog K-2** at <www.det.nsw.edu.au/blog/681270-fearlessk2rapblog/> and **Fearless blog 3-6** at <www.det.nsw.edu.au/blog/182736-fearless36rapblog/> provide excellent models of blogging. Both of these blogs show how the use of thoughtful keywords and tags leads to effective searching. By including links to supporting sites and embedding Web 2.0 tools, moderators can encourage students to create digital stories and book trailers. N. Drougas


USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Children's literature – Reviews; Books – Reviews
PUBLISHER: National Geographic Kids, USA
REVIEW DATE: 15/04/2011 [028.1]
 SCIS 1499033

e-books directory

www.e-booksdirectory.com/



Containing a useful directory of free **e-books**, documents and lecture notes, this website provides users with a comprehensive list of titles in subjects including **Biographies & memoirs, Children's books, Comics & graphic novels, History, Literature & fiction, Science and Science fiction & fantasy**. Each book has a brief description and a link to download it in PDF format. Many classic novels are readily available, as are drama scripts and works of poetry, providing a handy library for secondary students. There is a fascinating array of nonfiction **e-books** on such topics as **Computers, Education, Law, Medicine, Philosophy, Politics, Religion & spirituality and Travel**. A wonderful and growing online library, this site is worth taking the time to browse. C. Sly


USER LEVEL: Stage 5 Stage 6 Professional
SCIS SUBJECTS: Booksellers and bookselling; Free material
PUBLISHER: E-BooksDirectory.com, UK
REVIEW DATE: 15/04/2011 [070.5]
 SCIS 1478556

Free ebooks

www.bookdepository.co.uk/free



The site offers more than 11000 freely downloadable **e-books** in PDF version. **Search free ebooks** exhibits the vast treasure trove of digital books under the headings presented. There are several categories that are useful for the classroom, including **Biography, Children's books and Poetry & drama**. A range of classics for younger readers, such as *The butterfly's ball, Dot and the kangaroo, The house that Jack built, Nonsense books, Robinson Crusoe for children and The tinder box and other stories* are available, with exquisite illustrations from bygone times. More mature readers will discover a range of quirky, obscure titles and a vast array of classics including the *Adventures of Huckleberry Finn, Jane Eyre, Pride and prejudice, A tale of two cities and The turn of the screw*. An impressive digital library for use in the connected classroom, this site is well worth spending some time browsing. C. Sly


USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS: Booksellers and bookselling; Free material
PUBLISHER: Book Depository, UK
REVIEW DATE: 15/04/2011 [070.5]
 SCIS 1478548

Bgreat4kids

www.bgreat4kids.com.au/bgreat4kids/



Geared towards cultivating self-awareness and self-esteem, this website offers a personal development program for students. Once registered, users can access eight sections that include **Career, Environment, Health, Kindness, Mind, Money, Relationships and Wheel of life**. The recommended time required is one month per topic, spending 1-2 hours a week. Detailed information on running the program is provided for teachers to adapt to their needs. Integrated learning styles are catered for through individual and group activities. A number of inspiring PDF resources are provided with potentially useful content for young students. The teacher facilitator can login and manage a class of students by entering their information on the database provided. Access to the program is enabled after a subscription payment. C. Sly


USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
SCIS SUBJECTS: Life skills – Problems, exercises, etc; Self-esteem – Problems, exercises, etc
PUBLISHER: Bgreat @ being you, Australia
REVIEW DATE: 15/04/2011 [158.1]
 SCIS 1470328

Protecting reputations online in plain English



www.commoncraft.com/protecting-reputations-video

Aimed at young or inexperienced web users, this easy to understand site includes a video that explains the long-term risks of sharing inappropriate information online. Guidelines are given for being responsible with photographs, video clips and stories. The resource explains clearly why photographs are permanent on the web and explores possible future consequences of sharing inappropriate information. Tips for protecting your own and your friends' reputations are set out with what action to take if inappropriate information is shared. Details are presented in a cartoon video clip with basic drawings. Other useful videos, including how to develop secure passwords and being aware of phishing, are available to help cultivate students' understanding about e-security. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: PDHPE
SYLLABUS: PDHP K-6; PDHPE 7-10
SCIS SUBJECTS: Internet – Moral and ethical aspects; Internet – Social aspects; Internet – Safety measures; Child protection; Etiquette
PUBLISHER: Common Craft, USA
REVIEW DATE: 15/04/2011 [175]
 SCIS 1498813

Gapminder: unveiling the beauty of statistics in a fact based world view



www.gapminder.org/

Gapminder aims to illustrate the economic and developmental gaps between countries. Statistics tend to be one-dimensional and hard to grasp, but here they are presented in a variety of visual ways for all learners. The graphs display a wide range of statistics including deaths due to disasters, cancer rates, child mortality, wealth and health of nations, and carbon emissions. Each country is colour coded and users can highlight a particular country, or countries, and click on **Play** to see how statistics have changed over time. It is possible to watch the change at a preselected speed, and on a world map or chart. The facility can be paused to explore events that are reflected at any point in the process. The site includes a data section that references the information provided. There are teacher guides, **Videos** and **Labs** where new ideas are discussed. Useful guides and **Downloads** are also available. The site will encourage students to consider the gaps in our world and explore the reasons behind them. R. Higginbottom

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Commerce 7–10; Economics Stage 6; Geography 7–10; Geography Stage 6
SCIS SUBJECTS: Statistics; Economics, Mathematical
PUBLISHER: Gapminder Foundation, Sweden
REVIEW DATE: 15/04/2011 [330.1]



SCIS 1485597

InvestSMART



www.investsmart.com.au

The site clearly has useful investment information. Students undertaking the *Investing* option in the *Commerce 7–10 syllabus* will find explanations here of a range of investment types, including **Shares**, **Property**, **Managed funds** and **Cash** options. Also useful is the facility to compare types of investments within these choices. Students competing in the ASX stock market game, run in conjunction with the *Commerce syllabus*, will find the stock market research pages on this site useful, as all advice is free. In-depth analysis requires users to register, and although this too is free, being a commercial site this may have implications for teachers to consider. J. White

USER LEVEL: Stage 5
KLA: HSIE
SYLLABUS: Commerce 7–10
SCIS SUBJECTS: Investments; Stock exchange
PUBLISHER: Fairfax Digital, Australia
REVIEW DATE: 15/04/2011 [332.6]



SCIS 1270206

Australian Wool Innovation Limited



www.wool.com

Packed with detailed information about wool, from farming to retail and home use, this updated site is an excellent resource for students. Textiles and Design students will find this site useful while investigating wool's fibre, yarn and fabric structures, properties, care and end uses, with information backed up by diagrams and photographs. **Manufacturing** has plenty of useful data for students, and textile innovations with merino, and eco-friendly and organic wool are well covered for student research. An interactive timeline will help students understand how wool innova-

tions have developed over the years. **On the farm** provides a good starting point for Primary Industries and Agriculture students, and **Retailing** includes a handy kit for Retail Services students. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Agricultural Technology 7–10; Agriculture Stage 6; Primary Industries curriculum Framework Stage 6; Retail Services Curriculum Framework Stage 6; Textiles & Design 7–10; Textiles & Design Stage 6
SCIS SUBJECTS: Wool industry – Australia; Wool
PUBLISHER: The Company, Australia
REVIEW DATE: 15/04/2011 [338.1]



SCIS 1020687

Rivers Australia. Technical info



www.rivers.com.au/techinfo.htm

Clothing company, Rivers, have created a website suited for consumers and Textiles students. The site covers the properties and performance of Rivers' clothing, providing information on leather products, fibres, yarns, weaves, knits, finishes, sizing and measurements. HSC students will find the end use applications of the clothing particularly useful. Teachers requiring a relevant case study for the Textiles and Design Stage 6 Topic: *Australian textiles, clothing, footwear and allied industries* will find this website helpful, possibly linking the study with an excursion to the store to further student understanding. The site clearly outlines all products using diagrams, tables, and photographs. M. Timperley

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: TAS
SYLLABUS: Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS: Rivers Australia (Firm); Clothing industry – Australia; Textile design
PUBLISHER: Rivers Australia
REVIEW DATE: 15/04/2011 [338.4]



SCIS 1466603

The rubbish challenge



www.recyclezone.org.uk/fz_challenge.aspx.html

This rubbish challenge game promotes the five key factors to being environmentally friendly with waste. Students travel around a virtual game board where squares read *Recycle*, *Reuse*, *Reduce*, *Charity Shop* or *Wormery Compost*. To the left side of the game board are a number of items such as a banana peel, clothing, old toys and used containers. For each step around the game board, students are required to drag an appropriate item to the matching category. Each game is timed and students will race to see how fast they can get around the board to the finish. Items incorrectly labelled are automatically sent back and sound effects allow students to know instantly if their choice was correct. **How to play** provides user instructions. Hovering over items from the object bank will cause the item name to appear. Young students will find this an enjoyable learning activity. K. McDonell

USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Rubbish disposal – Problems, exercises, etc; Recycling (Waste,

etc.) – Problems, exercises, etc;
Educational games; Computer games
Learning and Teaching Scotland
15/04/2011 [363.72]

PUBLISHER:
REVIEW DATE:



SCIS 1446324

Edmodo

www.edmodo.com/home



Accessibility, ease of use and potential for collaboration are just a few of the features of this Web 2.0 microblogging tool. It is designed for online classroom discussion and collaboration. Creating an *Edmodo* account is easy. With an appearance very similar to *Facebook*, teachers and students will have very few problems negotiating the site. *Edmodo* allows for a centralised place for online classroom collaboration and discussion, as well as for posting useful resources such as videos, images, notes, surveys, and assignments. Another important feature is the safety and security of the site. It provides teachers with full administrator rights and the ability to monitor activity. Students are invited to join a group using a computer generated group code. While teachers have direct communication with individuals and groups, student communication is limited to public posting of messages, allowing for transparency of communication within this forum. S. Leaney

USER LEVEL:

Stage 1 Stage 2 Stage 3 Stage 4
Stage 5 Stage 6 Community
Professional

SCIS SUBJECTS:

Weblogs; Elearning

PUBLISHER:

Edmodo, USA

REVIEW DATE:

15/04/2011 [370]



SCIS 1424354

ABCya!

www.abcya.com/



Developed by an American elementary school computer teacher, this site incorporates a range of online Mathematics and English activities that could supplement curriculum. It offers colourful, easy to navigate links to educational games and activities. These are categorised in grade levels. Games provided for lower grades are combined with audio instructions that require students to listen and comprehend. Older primary students will need to read and follow simple instructions. Each level offers a link where users can learn the functions of the various icon buttons used in the games. This computer skills website has taken simple and enjoyable games such as memory, *Pac-man* and dot-to-dot and transformed them into educational activities. *ABCya!* is an engaging site for individual use and could be used for a whole class IWB lesson. K. McDonell

USER LEVEL:

Early Stage 1 Stage 1 Stage 2 Stage 3
English; Mathematics

KLA:

English K–6; Mathematics K–6

SYLLABUS:

SCIS SUBJECTS:

Educational games; English language
– Computer-assisted instruction;
English language – Study and
teaching; English language –
Problems, exercises, etc;
Mathematics – Study and teaching;
Mathematics – Problems, exercises,
etc; Mathematics – Computer-
assisted instruction

PUBLISHER:

ABCya! USA

REVIEW DATE:

15/04/2011 [371.33]



SCIS 1498683

iLearn technology: an edublog about integrating technology into the classroom



ilearntechnology.com/?p=2973

An outstanding edublog, this site contains a range of innovative strategies for incorporating technology into the classroom. A basic search function facilitates navigating through this large website. Teaching and learning strategies include descriptions of activities, games, videos, or lesson plans, and ways to integrate these into programs and lessons. Sourced worldwide, using Web 2.0 technologies, the tools will readily engage students. The **Bloom's taxonomy: Bloomin' peacock** is a modern and exciting strategy for teaching information skills. Links listed in the peacock diagram offer a digital compilation for supporting higher order thinking skills in research. Teachers and teacher librarians will be able to demonstrate using Bloom's taxonomy visually and foster the means to undertake research using traditional and technological strategies. A. Frost

USER LEVEL:

Stage 2 Stage 3 Stage 4 Stage 5

SCIS SUBJECTS:

Educational technology; Elearning

PUBLISHER:

iLearn Technology, USA

REVIEW DATE:

15/04/2011 [371.33]



SCIS 1485949

In touch: your gateway to further education



www.intouchaustralia.com

An exciting portal, this promotes further education in Australia. Aimed at encouraging discourse between current and future students it offers blogs, **Forums**, *Twitter*, *Facebook* and RSS feeds. Senior students investigating post school options have the opportunity for open dialogue as they investigate career and education options. Divided into states, authentic links to **TAFE**, **University**, **Apprenticeships**, **Training** and careers guides are readily accessible. Information on **Grants** and scholarships is also available. Easy to navigate, it offers students the option to register and participate in discussions. Careers Advisors and teachers of Work Education and CEC Work Studies will be interested promoting this website. It contains information on education and training, open days and a myriad of other topics to facilitate further education. A. Frost

USER LEVEL:

Stage 5 Stage 6 Professional

KLA:

HSIE

SYLLABUS:

Work Education Stage 5; CEC Work
Studies Stage 6

SCIS SUBJECTS:

Education, Tertiary – Australia;
Continuing education

PUBLISHER:

Australian Learning Communities
Network

REVIEW DATE:

15/04/2011 [378.94]



SCIS 1498982

Japanese holidays and cultural events



web.mit.edu/jpnet/holidays/Events.shtml

Using a straightforward layout, this site provides a list of special cultural events and holidays observed throughout the year in Japan. Cultural significance and traditional practices for each event are clearly explained and illustrated with photographs. The traditional songs are presented in audio format, and words to the songs for each occasion have been included in Japanese and English. The presentation is particularly useful for primary school activities.

Links within the site allow easy navigation through the information. The content on the website is relevant to the *Japanese K-10 syllabus* outcomes, connected to moving between cultures. It is also useful for the *HSIE K-6 syllabus*. A. Iredale

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Languages
SYLLABUS: HSIE K-6; Japanese K-10
SCIS SUBJECTS: Festivals – Japan; Japan – Social life and customs
PUBLISHER: Massachusetts Institute of Technology, USA
REVIEW DATE: 15/04/2011 [394.2]

 SCIS 1485796

Roy: tale of a singing zebra

www.roythezebra.com/index.html

Helping emergent readers through the use of interactive games, stories and resources is the aim of this literacy site. Navigation is via tabs across the homepage, which allow users to select the main sections of the extensive site. For a global view of the many links within each section, **About** reveals a **Site map** which lists every component and facilitates the planning of a sequential reading program. The **Guided reading stories** tab explains that the *Tale of a singing zebra* is a nine part guided reading story designed to be used with discussion sheets and literacy worksheets that focus on specific reading skills such as capital letters and rhyming words. Selected reading games on this site may be useful for group work on an IWB. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Reading materials; Literacy – Study and teaching; Reading games; Computer games
PUBLISHER: T. Bowerbank, UK
REVIEW DATE: 15/04/2011 [428.4]

 SCIS 1498669

German steps: German for beginners

www.bbc.co.uk/languages/german/lj/

Providing listening practice and interactive activities on six topics, this site is appropriate for the beginning learner of the German language. Focus topics include meeting people, sightseeing, ordering food and drink, taking a holiday, making arrangements, and shopping. Students are guided by pictures and audio files. Activities focus on basic grammar and vocabulary. The exercises could be useful for revision or to reinforce work covered in class. Presented as an online course, the site offers users the option of registering with the BBC to receive a weekly email with encouragement and tips to help on the way to learning German. P. Robertson

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Languages
SYLLABUS: German K-10; German Stage 6
SCIS SUBJECTS: German language
PUBLISHER: BBC, UK
REVIEW DATE: 15/04/2011 [438]

 SCIS 1432138

Voyage kids

www.ukgermanconnection.org/kids/?location_id=868

This delightful site contains a wide range of appealing material and resources. **Games & quizzes** provides multiple self-correcting interactive activities on a range of topics. Students will have fun working on these creative and well presented activities and games. The **Find out** link provides teachers with excellent resources to support the *German K-10 syllabus*. It includes songs with audio files, recipes, interesting facts, and has further links to sites written especially for the beginning learner. Students will enjoy the tour through *Neuschwanstein* and the easily digested story of King Ludwig II. Other aspects include **Stories and songs**, **Fun with German** and **Make & do**. There is much to keep students focused and involved, with the site being continually updated. P. Robertson

STAGE: Stage 3 Stage 4
KLA: Languages
SYLLABUS: German K-10
SCIS SUBJECTS: German language – Problems, exercises, etc.; Germany – Social life and customs; Germany – Problems, exercises, etc.

PUBLISHER: UK-German Connection, UK
REVIEW DATE: 15/04/2011 [438.0076]

 SCIS 1440268

Photo album: daily life. 1 (German)

tlf.dlr.det.nsw.edu.au/learningobjects/Content/L5955/object/index.html (intranet)

ABSTRACT

A learning object for language students, this site focuses on the topic of daily life. Activities are varied and engaging, and include contemporary stimulus material. Immediate feedback and comments guide Year 9 and 10 students towards the correct responses. Vocabulary quizzes reinforce basic material before students complete a photograph album, matching captions and audio files with pictures. Further activities help to reinforce an understanding of this topic. The option to print enables students to keep a record of the work covered.

USER LEVEL: Stage 5
KLA: Languages
SYLLABUS: German K-10
SCIS SUBJECTS: German language – Problems, exercises etc.; Lifestyles; Photographs; Visual literacy; Germany – Social life and customs

PUBLISHER: Le@rning Federation, Australia
REVIEW DATE: 15/04/2011 [438.2]

 SCIS 1303129

Photo album: daily life. 2 (German)

tlf.dlr.det.nsw.edu.au/learningobjects/Content/L5956/object/index.html (intranet)

ABSTRACT

A continuation of *Photo album: daily life. 1*, this resource includes some repetition of activities to reinforce the work covered, immediate feedback, constructive comments and guidelines for students. Vocabulary quizzes reinforce basic material before students complete a photograph album, matching captions and audio files with pictures. In *Daily life 2*, the captions and further activities are at a more complex level than for *Daily life 1*.

USER LEVEL:
KLA:
SYLLABUS:
SCIS SUBJECTS:

Stage 5
Languages
German K–10
German language – Problems,
exercises, etc.; Lifestyles;
Photographs; Visual literacy;
Germany – Social life and customs
Le@rning Federation, Australia
15/04/2011 [438.2]

SCIS 1305373

PUBLISHER:
REVIEW DATE:



Language Guide.org Deutsch



www.languageguide.org/deutsch/

A German language guide, this site assists students to learn and practise vocabulary on a range of topics. It is similar to printed pictorial dictionaries, but has the added bonus that the words in German only appear when the pointer is placed over each picture, thereby allowing students to test their knowledge and recall. An audio file giving the German pronunciation of each word is a valuable aid to learning. These colourful pages provide teachers with a teaching and learning tool akin to flashcards, and can be a focus for further classroom activities, discussion and sentence development. Presenting all the necessary day-to-day vocabulary and more, this online resource would be appropriate for use with an IWB. P. Robertson

USER LEVEL:
KLA:
SYLLABUS:

Stage 3 Stage 4 Stage 5 Stage 6
Languages
German K–10; German Stage 6
Beginners

SCIS SUBJECTS:
PUBLISHER:
REVIEW DATE:

German language – Vocabulary
LanguageGuide.org, USA
15/04/2011 [438.3]

SCIS 1440226



Teeth and eating



www.bbc.co.uk/schools/ks2bitesize/science/living_things/teeth_eating/play.shtml

A matching game on this section of a large science site introduces students to a range of different sets of teeth. By playing a matching game, students learn how special teeth are needed to eat particular types of food. This is supported by a magnifying glass activity revealing diagrams and descriptions of the teeth required for carnivores, herbivores and omnivores. This resource may assist with teaching the *Living things* strand of the Science and Technology syllabus. Helpful links that support other aspects of science for Early Childhood are provided for teachers. This resource is available 24/7 through *My Library* via student and staff portals. S. Rasaiah

USER LEVEL:
KLA:
SYLLABUS:
SCIS SUBJECTS:
PUBLISHER:
REVIEW DATE:

Early Stage 1 Stage 1
SciTech
Science & Technology K–6
Teeth; Educational games
BBC, UK
15/04/2011 [573.3]

SCIS 1498723



Technology



www.smh.com.au/technology/

The *Sydney Morning Herald* technology pages are a superb resource for keeping up with breaking news in technology. Along with the

headlines of current technology issues are links to news items on the latest products, articles and blogs, including the most read technology article for each state, plus pages on technology in science and business. There is access to the Herald's technology search engine and links to related issues occurring around the world. The site features technology videos which provide news items. The resource is very relevant for teachers gathering ideas and examples for incorporating technology learning across KLAs. Senior students will appreciate this very contemporary site as an excellent research and information station. M. Timperley

USER LEVEL:
KLA:
SYLLABUS:

Stage 4 Stage 5 Stage 6 Professional
HSIE; Science; TAS
Business Studies Stage 6; Graphics
Technology 7–10; Information
Processes & Technology Stage 6;
Science 7–10; Technology
(Mandatory) 7–8

SCIS SUBJECTS:
PUBLISHER:
REVIEW DATE:

Technology; Technological innovations
Sydney Morning Herald, NSW
15/04/2011 [600]

SCIS 1248115



Health and growth



www.bbc.co.uk/schools/scienceclips/ages/6_7/health_growth.shtml

This section of the large *Science clips* site focuses on the elements needed for optimum health and wellbeing: **Water, Food, Rest and Exercise**. A simple exercise provides a direct correlation between what growing bodies need and the consequences of lack of water. This activity is restricted, as the results of lack of sleep, food and exercise are not available. A self correcting **Quiz** emphasises health messages. **What next?** leads to other science clips for students in this, and other, age groups. Further exploration of this section is recommended, as **Resources for teachers** may be relevant for programming for the content strand, *Living things*. This resource is available 24/7 through *My Library* via student and staff portals. S. Rasaiah

USER LEVEL:
KLA:
SYLLABUS:
SCIS SUBJECTS:
PUBLISHER:
REVIEW DATE:

Stage 1
SciTech
Science & Technology K–6
Growth – Problems, exercises, etc.
BBC, UK
15/04/2011 [612.6]

SCIS 1445310



Eyeplaysafe



www.eyeplaysafe.org.au/

ABSTRACT

By exploring this helpful, safe site and engaging in multimedia games students are made aware of how to avoid eye injuries at home and while playing. Prompted by research showing an alarming increase in the number of eye injuries, particularly in boys aged between five and nine, the site aims to improve children's knowledge of risks to eyes and consequences of eye injuries. Five interactive activities are accessed from the attractive splash page via the jumping *Eye guys*. A digital **Storymaker** is available with spoken and visual instructions for downloading zip files, and a comprehensive smart notebook in the **IWB link** consolidates all aspects of the campaign by way of an audiovisual story. **Support notes** and **Fact sheets** guide users through this informative site and may assist in teaching the *Safe living* strand of the *PDHPE K–6 syllabus*.

USER LEVEL:

Early Stage 1 Stage 1 Community
Professional

KLA:
SYLLABUS:
SCIS SUBJECTS:

PDHPE
PDHPE K-6
Safety education; Play – Safety
measures; Accident prevention; Eye
– Care and health; Educational
games; Computer games

PUBLISHER:
REVIEW DATE:

NSW Health
15/04/2011 [612.8]



SCIS 1498664

P*A*S*H: parties, alcohol & sexual health



www.operationpash.com.au

The military theme used on this site is unusual, but it is clearly designed to appeal to teenagers, and possibly males in particular. Military jargon such as classifying adolescents as troops and nights out as missions, is at a low level and occasional. The advice is helpful and it comes via links to highly respected community and government websites. Material is to the point and non-judgmental about sexuality, drugs and alcohol. The site has very few graphics, allowing users to focus on the issue rather than peripherals. The included quiz is too short to be of much use but could be a future source for development. Students could find this a good starting place to develop knowledge and understanding about contemporary health issues. R. Cox

USER LEVEL:
KLA:
SYLLABUS:
SCIS SUBJECTS:

Stage 4 Stage 5
PDHPE
PDHPE 7-10; PDHPE Stage 6
Alcohol and adolescents; Sex
education; Sexual health
Operation Pash?, Australia
15/04/2011 [613]

PUBLISHER:
REVIEW DATE:



SCIS 1466334

Dropncatch



www.dole.com/ServeDocument.aspx?fp=Media/MigratedContent/Dole/SuperKids/cms/SuperKidsMedia/assets/games/DropNCatch.swf

Bam-Nana is pitted against Sat Fat in this simple game that encourages students to choose fruits and vegetables over junk food. Using the arrow keys, Bam-Nana can be manoeuvred around the screen in an effort to catch five falling fruits or vegetables without grabbing any junk food. After the comic style introduction and the instructions, the game begins. It can take quite a while to complete the challenge because the controls are difficult to master, and every time an error is made, one must begin again. There is no variation within the game, although the option to try and beat your best time is available. The game contains little nutritional information or variation, and is unlikely to engage students for more than a minute or two. This resource is available 24/7 in L4L through My Library via student and staff portals. J. Newman

USER LEVEL:
KLA:
SYLLABUS:
SCIS SUBJECTS:
PUBLISHER:
REVIEW DATE:

Stage 2
PDHPE
PDHPE K-6
Nutrition; Computer games
Dole Food Co., USA
15/04/2011 [613.2]



SCIS 1445300

Weigh up your lunch



www.goforyourlife.vic.gov.au/hav/articles.nsf/html/index.html

The fast paced activity on this healthy eating site is set to upbeat music, which can be turned off if preferred. Students are urged to make speedy decisions about what to pack in their lunchbox and where to place it, in one of five empty slots. Students can drag and drop a range of food items selected from **Mains**, **Snacks** and **Drinks**, while being guided in their choice of acceptable quantities and the correct placement, to ensure a balanced lunch. Once the box is full, there is a chance to change the lunch or **Yes, weigh it up now**. A swirling meter stops at the appropriate measure for the lunch and explains if the selection was healthy or not, and why. Waste-free messages are reflected in the illustrations. This practical activity explains and teaches about good nutrition and supports understandings in the strand, *Personal health choices*. Students and parents will glean much helpful information from this site. This resource is available 24/7 through My Library via student and staff portals. S. Rasiaiah

USER LEVEL:
KLA:
SYLLABUS:
SCIS SUBJECTS:
PUBLISHER:
REVIEW DATE:

Stage 1 Stage 2 Stage 3 Community
PDHPE
PDHPE K-6
Luncheons; Nutrition
Dept. of Human Services, Vic
15/04/2011 [613.2]



SCIS 1443201

Diabetes Australia Victoria



www.diabetesvic.org.au

Easy to navigate and loaded with key information, this site is an excellent resource for looking at the characteristics of diabetes. Concise, clearly written information caters for a wide range of age groups from junior secondary PDHPE students with basic needs, through to objectives in the PDHPE Stage 6 Core: *Health priorities in Australia*. For senior students, several key components of the Ottawa Charter could be addressed using diabetes as a focus. **Diabetes prevention** has valuable links to other sites that will deepen and strengthen student knowledge. The site often has material, such as the current questionnaire for teenagers with a diabetic sibling that allows students to actively participate in diabetes research and awareness promotion. R. Cox

USER LEVEL:
KLA:
SYLLABUS:
SCIS SUBJECTS:

Stage 4 Stage 5 Stage 6 Professional
PDHPE
PDHPE 7-10; PDHPE Stage 6
Diabetes Australia – Victoria;
Diabetes
Diabetes Australia – Victoria
15/04/2011 [616.4]



SCIS 1031262

Vision Australia



www.visionaustralia.org.au/

This site is an outstanding source of information on the services offered by Vision Australia for visually impaired people. **Services** includes **Education and training**, living skills, and **Information and recreation**, which leads to **Audio books** that are available for purchase through retailers. The **Vision Australia Library** is free to join for anyone who meets certain identified criteria, with resources being available to be borrowed for up to eight weeks. A number of online resources are available through the library, including popular

magazines and journals, online databases and academic journals. Other library services include: *Personal support*, *Ask a librarian*, and student material production. There are books on radio shows, podcasts and blogs available for discussing books. **Playback technology** explains DAISY, digital talking, books. The font and contrast of the website can be altered as needed. Students with vision impairments and teachers of students with vision impairments are able to investigate resources and opportunities on this site, ensuring that they fully engage in all facets of the curriculum. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
Professional
SCIS SUBJECTS: Vision Australia Foundation; Blind
PUBLISHER: Vision Australia
REVIEW DATE: 15/04/2011 [617.73]



SCIS 1141549

Taste.com.au

www.taste.com.au



A comprehensive resource with plenty of recipes and information about food, this site links to popular Australian food magazines including *Good Taste*, *Delicious* and *Super Food Ideas*. Site users can view **Recipe collections**, **News & features**, **How to**, calculators, weigh charts, and articles on ingredients. There are extensive links to top rated and popular recipes. Students can sign up for the free e-newsletter, compete in the latest food competitions and access food forums. The search engine is easy to use and each recipe has coloured photographs of the finished product with realistic procedures. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Food Technology 7–10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6 Cookery
SCIS SUBJECTS: News Magazine, NSW
PUBLISHER: News Magazine, NSW
REVIEW DATE: 15/04/2011 [641.5]



SCIS 1475145

Advertising

lrr.dlr.det.nsw.edu.au/Web/advertising/



ABSTRACT

A resource that focuses on the persuasive power of advertising, this examines the AIDA approach: attention, interest, desire, action. It gives students the opportunity to devise and develop a campaign for a new product. Students are encouraged to make a variety of display advertisements and a radio and television commercial. **Visual odyssey** is a resource that explores television advertising and the ways consumers are persuaded to buy products. Following the guidelines, students can find out more about **Advertising campaigns** for radio, billboards and display advertisements; design an **Advertising campaign**; produce **Display advertisements**; record a radio advertisement; and make a **TV commercial** for a new product. **Teaching notes** are included to assist teachers in their planning of these laptop friendly lessons.

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Advertising – Problems, exercises, etc.; Product management
PUBLISHER: CLI, NSW
REVIEW DATE: 15/04/2011 [659.1]



SCIS 1478884

Process Animations

www.morgantechnicalceramics.com/products-materials/process-animations/



Morgan Technical Ceramics is one of the world's leading advanced materials companies, specialising in the design, manufacture and marketing of ceramic and carbon products. The process animations component of their website is a useful resource for demonstrating materials forming and processing. It contains flash animations on 17 different manufacturing processes including **Injection moulding**, **Roll forming** and **Die pressing**. The animated diagrams are clear and provide written step-by-step explanations of the process. Another valuable section of the website is the **Materials comparator**, a database that gives access to general data about materials with the ability to compare their properties. The educational components of this site could be used successfully on an IWB. A. Parnis

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Design & Technology 7–10; Engineering Studies Stage 6
SCIS SUBJECTS: Morgan Technical Ceramics; Manufacturing processes
PUBLISHER: Morgan Crucible Company, UK
REVIEW DATE: 15/04/2011 [670]



SCIS 1499244

ArtisanCam

www.artisancam.org.uk/



Filled with creative ideas that could be adapted for the classroom, this site demonstrates a variety of skills in Visual Arts. *Video highlights* provide short films of artists in action creating and explaining their processes. A range of materials and techniques are covered in these short clips and are suitable for students to view. Links to films with related content are also provided, making exploring for specific content simple. *Activity highlights* is an interactive section that provides information on techniques, often with reference to artists, and allows user input to create artworks online. Teacher librarians may find the exploration of children's book illustrators of interest in **Artist zone**. At times, the text has an audio option and can be read aloud to the user, making it more engaging. N. French

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: Creative Arts
SYLLABUS: Creative Arts K–6; Visual Arts 7–10
SCIS SUBJECTS: Educational games; Classroom activities; Computer games
PUBLISHER: ArtisanCam, UK
REVIEW DATE: 15/04/2011 [700]



SCIS 1498586

The virtual museum of Japanese arts

web-japan.org/museum/menu.html



Experience a range of Japanese art forms on this site. Information is presented through written text, photographs or reproductions, and videos. The format is simple, straightforward and user friendly. The site map provides a useful overview of the contents and access to material through broad links such as **Fine arts**, **Performing arts**, and **Martial arts**. Two external links to MOFA and **Web Japan** take users to excellent additional information. The website provides a valuable starting point to define cultural elements of the

Japanese way of life. It would be useful for Japanese language students, and Visual Arts students studying the impact of cultural practices. **Other** includes information about **Tanka and haiku**. A. Iredale

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English; Languages
SYLLABUS: English 7–10; Japanese K–10; Japanese Beginners Stage 6; Visual Arts 7–10
SCIS SUBJECTS: Arts, Japanese
PUBLISHER: Kodansha International, Japan
REVIEW DATE: 15/04/2011 [709.52]



SCIS 1485784

How to be a gardener: the complete online guide



www.bbc.co.uk/gardening/htbg/

Alan Titchmarsh, the BBC and the Royal Horticultural Society have collaborated here to produce a website that takes users through an eight module online gardening course. Within modules such as **Know your plot** and **Practical planting**, students can undertake a range of interesting **Interactives**. Tasks such as assessing the light needs of plants, soil testing, drawing surveys, and landscape design are great resources for TAS students. The site has a friendly tone and a user friendly layout; its videos would present very well on an IWB. At the end of each module, users can participate in a quiz and there is a certificate upon course completion. Site users can personalise a learning plan, which could be a useful option for teachers of Life Skills students. The site is a dynamic resource for learning about the basics of horticulture, and the techniques involved with designing gardens, planting, managing, and harvesting. M. Timperley

USER LEVEL: Stage 4 Stage 5
KLA: TAS
SYLLABUS: Agriculture 7–10; Technology (Mandatory) 7–8
SCIS SUBJECTS: Landscape gardening; Computer simulation
PUBLISHER: BBC, UK
REVIEW DATE: 15/04/2011 [712.0285]



SCIS 1466613

Jaanus: Japanese Architecture and Art Net Users Systems



www.aistf.or.jp/~jaanus/

An online dictionary of Japanese architectural and art history terms, this is a useful reference for teachers and students. Users are able to search for terms alphabetically or via a search field. Those with limited knowledge of terms related to Japanese architecture will find searching alphabetically an easier option. Searched terms are written in English and Kanji, with a detailed English definition. The site is suitable for students studying Japanese language and culture. It is slightly difficult to navigate if the user is unsure of the type of information they are searching for, especially as the terms are not supported with images. There are valuable cross curricular links between the Japanese language and the arts. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA; Languages
SYLLABUS: Japanese 7–10; Visual Arts 7–10
SCIS SUBJECTS: Architecture, Japanese – Terminology

PUBLISHER: Japanese Architecture and Art Net Users System
REVIEW DATE: 15/04/2011 [720.952]



SCIS 1465983

Make beliefs comix!



www.makebeliefscomix.com

Students' imaginations will be fired by this clever and inspiring site that encourages them to create a text without relying solely on the written word. Students navigate the page making choices from a selection of colours, characters, objects, text boxes and balloons. They can type their own story and create a unique comic strip. Items are easily dragged into the selected panel and can be moved, enlarged, decreased, flipped or deleted. When the panels are completed, students can print or email their strips for classmates to read. **Teacher resources** are available, giving basic ideas for use with a class, and there is information on using the site in languages other than English. **Printables** contains comic strips with missing text to be utilised as a language activity. Users will enjoy this site that highlights the importance of images and pictures as a means of communication. K. McDonell

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Comics; Cartoons and caricatures; Writing (Authorship)
PUBLISHER: B. Zimmerman, USA
REVIEW DATE: 15/04/2011 [741.5]



SCIS 1356668

Female illustrators of the mid-20th century



Femaleillustrators.blogspot.com/

As times have changed, female artists are now better recognised. This website endeavours to showcase the talents of many female illustrators who often went unacknowledged during the times they were practising. A wide array of illustrators has been documented and interviewed on this site. First person accounts describe relevant aspects of the artists' life and artistic practice, offering interesting insights that are supported by samples of their artworks. Information is concise, direct and often has elements of humour. The site highlights a range of different approaches towards illustration and would be useful for students wanting to extend their knowledge and understanding of past illustration by female artists. N. French

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K–6; Visual Arts 7–10; Visual Design 7–10
SCIS SUBJECTS: Illustrators; Women – Biography
PUBLISHER: L. Peng, USA
REVIEW DATE: 15/04/2011 [741.6092]



SCIS 1465986

Exploring perspective



www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks1/art/perspective/index.htm

Dragging simple images onto a background picture gives students the opportunity to create their own illusions of space and distance on this clear website. It allows students to select from one of eight

different picture panels. This online activity is a useful basic guide to understanding the foundations of perspective, how it affects a viewer, and how it can be used creatively in artwork. Examples of how perspective has been used in great artworks are available. Simple to navigate and manoeuvre images, this tool provides a hands-on approach to creating perspective. It also gives the student an opportunity to print out their finished piece with the perspective grid included. N. Roche

USER LEVEL: Stage 1 Stage 2
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Perspective
PUBLISHER: Birmingham City Council, UK
REVIEW DATE: 15/04/2011 [742]



SCIS 1445570

Quilt explorer



www.quiltstudy.org/collections/quilt_explorer.html

The traditions, history and cultural role of quilts are explored on this site. *Quilt explorer* caters for young users, with graphics and *Flash* technology showing the story of quilting and allowing for quilt design. There are step-by-step instructions on **making a quilt**, from choosing the fabric and working through to the quilt stitching stage. Making a quilt works through the five stages of construction, at the user's own pace. Once the pattern is selected, the website allows users to save the design or alter the pattern until the desired result is achieved. There are links to online **Collections**, a timeline, threads, and **Quilt stories** from the international community. Users can upload their designs and finished quilt projects. Textile students requiring inspiration for projects will find this site helpful. M. Timperley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: TAS
SYLLABUS: Textiles & Design Stage 6; Textiles Technology 7–10
SCIS SUBJECTS: Quilting
PUBLISHER: International Quilt Study Center & Museum, USA
REVIEW DATE: 15/04/2011 [746.46]



SCIS 1467964

Mural locator: locate murals around the world



murallocator.org/

Discover art within the environment and explore an array of murals from locations around the world on this photographic site. This site aims to capture and record the importance of murals and encourages viewers to continue the expansion of images. A wide range of artistic styles and themes are visually presented with location references and addresses that can be looked up on the **Map**. Unfortunately, murals from Australia are yet to be included. The site will extend students' understanding beyond the stereotypical view that all murals are only presented in a graffiti style. Easy to navigate, the site would be a worthy inclusion when looking at public art. N. French

USER LEVEL: Stage 4 Stage 5 Stage
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Design 7–10
SCIS SUBJECTS: Mural painting and decoration
PUBLISHER: Mural Locator, USA
REVIEW DATE: 15/04/2011 [751.7]



SCIS 1498599

SFS kids: fun with music



www.sfskids.org

An interactive site created by the San Francisco Orchestra, this site assists students who are learning about many aspects of music. Audio-visual examples of tempo, rhythm, pitch, and harmony are explained and demonstrated. Simple directions for selecting different musical information make this an accessible and informative site. After learning the basics, students can begin to compose their own sounds based on the knowledge they have gained from earlier tutorials. The simple method of dragging notes onto a scale and listening to the various combinations will be an educational and innovative way to experience the magic of music and composition. N. Roche

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Music
PUBLISHER: San Francisco Symphony
REVIEW DATE: 15/04/2011 [780]



SCIS 1112068

Musical mysteries. Animal match up



www.bbc.co.uk/northernireland/schools/4_11/music/mm/mood02.shtml

Students' awareness of sound and how it is achieved can be enhanced by this unique, interactive music site. In the first stage, users listen to certain sounds on an interactive virtual CD player. Each sound is related to an animal, like an elephant, dolphin, or a frog. Students can match them. The second stage offers an informative section on orchestral set up and the roles and sounds of each member. Strings, woodwind, brass, and percussion feature sound files and descriptions of their roles. Headphones should be used for this activity as sound is the key factor. It provides informative narration to educate students on sound, instruments and other aspects of music. N. Roche

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K–6
SCIS SUBJECTS: Music appreciation – Problems, exercises, etc; Programme music – Problems, exercises, etc; Educational games; Games with music
PUBLISHER: BBC, UK
REVIEW DATE: 15/04/2011 [781.5]



SCIS 1445531

Musical mysteries. Mood music



www.bbc.co.uk/northernireland/schools/4_11/music/mm/mood01.shtml

A musical activity that focuses on emotion, this is a useful online learning tool. Students select one of eight sound files to play. Each has an individual cartoon face above it. In relation to the music selected, students can change the expression on the cartoon face to be happy, sad, confused or frightened based on the emotions they feel from listening to the music. It is a great way to get the students thinking about what music means to them, and how it makes them feel. With its small selection of eight sound files, this is a quick and basic activity linking feelings to sounds. N. Roche

USER LEVEL: Stage 2 Stage 3
KLA: CA

SYLLABUS:
SCIS SUBJECTS:

Creative Arts K–6
Music appreciation – Problems,
exercises, etc; Educational games;
Games with music
BBC, UK
15/04/2011 [781.5076]

PUBLISHER:
REVIEW DATE:



SCIS 1445541

Circus Oz

www.circusoz.com.au



Founded in Melbourne, this exciting Australian circus troupe displays past history and present activities on this website. With the philosophy of having a *strong belief in tolerance, diversity and human kindness*, the troupe has performed throughout the world for over 30 years. Embracing values of collective ownership and gender equity, this is a remarkable team. Their informative website provides details on the history of the circus, its underlying interest in **Social justice** and its support of humanitarian causes, details about members of the troupe, availability of classes and workshops, and performance venues and dates. **Press room** has an archive of enchanting video clips of performance pieces, behind the scenes activities and workshops with children. Aspects of this site would be useful to support teaching and learning on circuses as a theatrical tradition or different performance style. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Creative Arts K–6; Drama 7–10;
Drama Stage 6

SCIS SUBJECTS: Circus Oz; Circuses; Circuses – Careers
PUBLISHER: Circus Oz, Victoria
REVIEW DATE: 15/04/2011 [791.3]



SCIS 1142618

Ngapartji Ngapartji

www.ngapartji.org/content/view/14/64/



A Big hART community based arts project, Ngapartji Ngapartji is based in Arnernte country in Mparntwe (Alice Springs). A promotional video on the homepage explains the nature of the project in English and the Pitjantjatjara language. The website is dedicated to displaying aspects of the project, including the **History** of its development, information on and lessons in the **Pitjantjatjara language**, and details on their theatrical performances. Through collaborative workshops and playmaking, the project has created theatre productions that explore themes of dispossession and displacement from Country, home and family and these have been performed and highly acclaimed in major cities throughout Australia. The website links to <ninti.ngapartji.org>, an online place of language learning and cultural exchange. Community members and artists deliver an experience of the Pitjantjatjara culture and language online through short films and songs. This is a fine example of an Indigenous community language and theatre exchange. C. Sly

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Aboriginal Studies; CA; HSEI;
Languages

SYLLABUS: Aboriginal Languages K–10;
Aboriginal Studies 7–10; Aboriginal
Studies Stage 6; Drama 7–10; HSEI
K–6; Society and Culture Stage 6
SCIS SUBJECTS: Theatre – Australia; Aboriginal drama
PUBLISHER: Ngapartji Ngapartji Project, NT
REVIEW DATE: 15/04/2011 [792.089]



SCIS 1420744

Gymnastics Australia

www.gymnastics.org.au/



This is a site for dedicated gymnasts and aerobics competitors in schools, with areas such as nutrition, goal setting and focusing applicable to research in the PDHPE Stage 6 Core: *Factors affecting performance*. These sections give students specific sporting examples of key terms. The site is excellent for keeping abreast of the latest news and upcoming events. Information about school competitions in sport aerobics can be found in **Gymsports**. **Athlete information** is great for a profile study and **Technical information** will answer student questions about such sports as trampolining, acrobatics and rhythmic gymnastics. The site features young Australians in word and image and is a positive resource for researching gymnastics. The ability to type in a postcode supplies quick access to the gymnastics clubs in particular areas. An interesting feature is the access to historical magazines from *Gymnastics Australia*. R. Cox

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6;
Physical Activity & Sports Studies 7–10
SCIS SUBJECTS: Gymnastics Australia; Gymnastics
PUBLISHER: Gymnastics Australia
REVIEW DATE: 15/04/2011 [796.44]



SCIS 1466323

Creating digital stories

irr.dlr.det.nsw.edu.au/Web/wrap_digistories/



ABSTRACT

A *Laptop wraps* resource that focuses on the creation of digital stories for English students, this site offers activities and links for students' learning. The concept of digital stories is based on the traditional art of storytelling. The main difference is that digital stories incorporate a wider variety of technologies. This resource explains how to make a digital story by following the steps in the **Digital story tutorial** and viewing examples in the CLI resources, **Your story** and **Digital media**. Students are encouraged to **Evaluate** a range of digital stories using *Microsoft OneNote* and are presented with information on how to **Adapt** a digital story to create a new meaning. Ideas on using webcam and *Adobe Captivate* to **Create your own** digital story are presented. **Teaching notes** are available to assist teachers with their planning of these laptop friendly lessons.

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Writing (Authorship) – Computer-
assisted instruction; Storytelling –
Problems, exercises, etc
PUBLISHER: Centre for Learning Innovation, NSW
REVIEW DATE: 15/04/2011 [808]



SCIS 1478870

Digital literacy


irr.dlr.det.nsw.edu.au/Web/digital_literacy/



ABSTRACT

Using this *Laptop wraps* resource, students are encouraged to investigate a sample research assignment to learn how to plan, find, prepare and present information from digital sources. It considers how to use the information skills process to define the task, locate,

select, organise and present the information. Links are provided on how to **Write an exposition** or **Write a discussion**. Guidelines instruct students how to start their research assignment, use information skills to highlight the important topic words, define what the task is asking for, and map out what is already known about the topic. **Bring your research assignment together** outlines steps for locating and assembling information, writing the research based assignment response, and checking the work against marking criteria to ensure that all aspects of the task have been completed.


USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
SCIS SUBJECTS: Information skills; Writing (Authorship) – Computer-assisted instruction
PUBLISHER: Centre for Learning Innovation, NSW
REVIEW DATE: 15/04/2011 [808]
 SCIS 1478879

The GigggleIT Project

www.iasl-online.org/sla/gigggleIT/



An innovative, collaborative publishing project for Middle Years students, this site facilitates the production of an e-book written by students worldwide, using humour as the theme. Central to the project is the incorporation of students' stories, poems, jokes and humour to promote cross cultural understanding. Details about the project are included in the links **Invitation**, **Getting ready**, **Outcomes**, free **Registration**, **Getting started** and **Resources**. A complete teaching program is provided with resources that can be easily downloaded and printed as needed. Clear guidelines are provided. Students undertaking the project will engage with a colourful and exciting virtual world as they develop their stories and share with others. *GigggleIT* encourages **Cyber safety** and offers strategies for highlighting this important issue. This is an outstanding collaborative teaching tool for student writing. A. Frost

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Electronic publishing; Humorous stories; Children as authors
PUBLISHER: International Association of School Librarianship, Qld
REVIEW DATE: 15/04/2011 [808]
 SCIS 1485956

Online stories for interactive whiteboards




lrr.dlr.det.nsw.edu.au/LRRView/8005 (intranet)

ABSTRACT

One in a series of *Sites2See*, this site provides, digital stories and books, related activities, information, tips and games for student reading, reading aloud, making stories, varying text types, and teacher resources. **Beantime stories**, **Storybooks** and **Seussville** are examples of the interactive websites to encourage reading. The practice of reading aloud can be fostered by such links as **Preschool library** and **Clifford the big red dog**. Ideas and guidelines for writing and creating stories are supported by **Ebenezer Q Emu**, **Through my window**, **Wacky web tales**, **Jungle eyes**, and several others. This large selection of digital resources is appropriate for use on an IWB in a connected learning environment.

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


KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Reading; Writing (Authorship); Interactive media; Elearning
PUBLISHER: Centre for Learning Innovation, NSW
REVIEW DATE: 15/04/2011 [808]
 SCIS 1477096

Planet eBook

www.planetebook.com/



Several e-books are available for downloading free on this easy to use website. They are listed alphabetically and contain brief bibliographic data and an excerpt from the text. Offering an immediate means of accessing a number of noteworthy classics, this collection is worth investigating. Presented as PDF documents, these electronic versions allow for zooming, bookmarking, highlighting and annotating. Many of the pre-20th century and early 20th century novels, studied by school students, are available on the site. It provides a useful alternative to hardcopy as these publications, or selected excerpts from them, can be used on laptops and IWBs. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: E-books; Literature – Collections
PUBLISHER: Planet eBook, USA
REVIEW DATE: 15/04/2011 [808]
 SCIS 1485936


Writing a discussion



lrr.dlr.det.nsw.edu.au/Web/writing_discussion/

ABSTRACT

Writing a discussion is the focus of this online *Laptop wraps* resource. It explains that a discussion considers an issue, a topic or a theme from different points of view and concludes with the writer's point of view. Being able to write a discussion is useful skill for essays, blogs, editorials, letters to the editor, and debating speeches. Steps in the learning process include how to identify a writer's use of first, second and third person; reading and annotating a model discussion on kangaroo culling; and writing a discussion on a chosen issue. Teaching notes are included to assist teachers in their planning of these laptop friendly lessons.

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
SCIS SUBJECTS: Writing (Authorship) – Problems, exercises, etc
PUBLISHER: Centre for Learning Innovation, NSW
REVIEW DATE: 15/04/2011 [808]
 SCIS 1478868

Writing an exposition



lrr.cli.det.nsw.edu.au/web/8826

ABSTRACT

An exposition or argument presents the writer's point of view on an issue. Expositions can be essays, letters to the editor, speeches or blogs. Tasks in this *Laptop wraps* resource involve reading and annotating an exposition titled **Traffic must be reduced in central Sydney** using callouts, writing a **Letter** and sharing it with others,

and writing **An exposition** arguing a point of view on a topic and posting it to a blog. This site suggests that users should explore the CLI resource **Strictly speaking** to learn how to compose and deliver an effective speech, then the writing of a speech on a topic of interest, recording it, and sharing it with classmates. **Teaching notes** are included to assist teachers in their planning of these laptop friendly lessons.

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
SCIS SUBJECTS: Writing (Authorship) – Problems, exercises, etc
PUBLISHER: Centre for Learning Innovation, NSW
REVIEW DATE: 15/04/2011 [808]



SCIS 1478948

Warner Books

www.warnerbooks.com.au

The homepage of this extensive online bookshop links to its collection of more than 3100 **e-books** available by subscription. As most new publications from this company will be available in print and e-book formats, the collection will be increased annually by several hundred titles. Currently the catalogue is organised in subject areas, listing the number of titles contained in each section. The bulk of the present e-book collection is for secondary or tertiary students. Titles for young readers are suggested as suitable for grades 2 to 5. This section contains only 58 titles, most of which are series books with specifically American content. Selected individual titles are separately reviewed. S. Rasiaiah

USER LEVEL: Professional
SCIS SUBJECTS: Literature; E-books
PUBLISHER: Warner Books, Vic
REVIEW DATE: 15/04/2011 [808.8]



SCIS 1491678

PHILLIPS, Douglas A.

Human rights

Beginning with a definition of human rights, this **e-book** continues to unravel complex issues. It focuses on aboriginal people, women, and other minorities. **What is the history of human rights?** exposes and explores atrocities committed in countries such as Nazi Germany, Bosnia, Myanmar and Cambodia. An exposé of *South Africa's apartheid past* explains the violation of human rights and the ensuing path to reconciliation in that country. The harsh facts and the probing questions that are asked throughout the e-book are designed to make readers consider their attitude towards the Earth's marginalised people. Students may wish to debate such issues as the rights of children and the role of organisations like Amnesty International. Websites are provided in **Future resources**. This e-book is one resource in the series, *Global connections* and would support a study of *Social systems and structures*. A subscription is required to access this resource. This e-book is available as part of a subscription to Warner Books <www.warnerbooks.com.au> (see separate review). S. Rasiaiah

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: Human rights; E-books
PUBLISHER: Chelsea, USA
REVIEW DATE: 15/04/2011 [323] SCIS 1482565

DICE, Elizabeth A.

Christmas and Hanukkah



A description of the origins, history and traditions of both these religious holidays is followed by detailed explanations of the unique ways of celebrating in Asia, the Middle East, Latin America, North America and Oceania. The series to which this **e-book** belongs, *Holidays and celebrations*, allows readers to learn about diversity throughout the world. *Holiday*, a contraction of the term *holy day*, can be a religious or nonreligious occasion that focuses on regional customs and social needs. Teachers may need to guide students as they research the history of **Christmas** and **Hanukkah** using this e-book. The section on Australian Christmas traditions presents glib stereotypes and is not a true representation of a multi-cultural society. A subscription is required to access this resource. This e-book is as part of a subscription to Warner Books <www.warnerbooks.com.au> (see separate review). S. Rasiaiah

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
SCIS SUBJECTS: E-books; Christmas; Hanukkah (Feast of Lights)
PUBLISHER: Chelsea, USA
REVIEW DATE: 15/04/2011 [394.2663] SCIS 1482742

SCHUELLER, Greta H.

Rivers, lakes and oceans



Supporting the study of *Earth and its surroundings*, this **e-book** begins with an **Introduction** explaining how water affects human life on Earth. Students will find the other chapters interesting and informative as they read about **A river's journey**, **Where the river meets the ocean** and **The ocean in motion**. The e-book is part of the series, *The restless Earth*, which also consists of *Fossils*, *Mountains and valleys* and *Layers of the Earth*. Using e-books to source and gather information meets the technology requirements of the *Science and Technology K–6 syllabus*. A subscription is required to access this resource. This e-book is available as part of a subscription to Warner Books <www.warnerbooks.com.au> (see separate review). S. Rasiaiah

USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: E-books; Lakes; ocean; rivers; Water cycle
PUBLISHER: Franklin Institute/Chelsea, USA
REVIEW DATE: 15/04/2011 [551.48] SCIS 1483197

DAVIS, Barbara J.

How do plants get food?



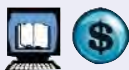
Explaining the process of photosynthesis, using scientific jargon, is facilitated in chapters such as **The food making process**. Users of this **e-book** are able to copy and paste unfamiliar words into **Dictionary**, making comprehension of the written text easier. The large blocks of writing on each page and the excessive use of blank spaces make reading for meaning challenging. Teachers may need to teach visual literacy skills to maximise the benefits of the resource. A valuable feature of electronic resources is interactivity; hyperlinking scientific terms to a glossary could have enhanced this resource. A subscription is required to access this resource. This e-book is available as part of a subscription to Warner Books <www.warnerbooks.com.au> (see separate review). S. Rasiaiah

USER LEVEL: Stage 3

KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Photosynthesis; Plants; E-books
PUBLISHER: Chelsea, USA
REVIEW DATE: 15/04/2011 [572] SCIS 1482355

TOMECEK, Stephen M.

Animal communication

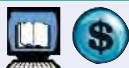


Exploring books about animal behaviour may appeal to students who are intrigued by natural phenomena. This e-book presents information on how animals communicate with visuals, chemicals, sound, touch and other animals. Interspersed with some photographs and diagrams, the written text is dense and challenging, with few subheadings. This format limits its audience and students may require teacher guidance and explanation of some of the scientific terms. A **Glossary** is helpful, although there are no clickable links from words on each page. The book may support the learning process, **Investigating**. A subscription is required to access this resource. This e-book is available as part of a subscription to Warner Books <www.warnerbooks.com.au> (see separate review). S. Rasaiah

USER LEVEL: Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Animal communication; Insects; E-books
PUBLISHER: Chelsea, USA
REVIEW DATE: 15/04/2011 [591.59] SCIS 1483527

RODRIGUEZ, Ana Maria

A day in the life of the brain

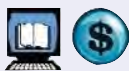


Written as a narrative, tracking the way the brain changes and functions throughout a typical boy's day, this e-book makes interesting reading. Diagrams aid understanding in chapters including **Mark's thinking side** and **Dealing with pain**. Contrasting the functions of the brain and a computer is found in **Myths and truths about the brain** and could provoke class discussion about whether computers could replace human thinking in the future. Going further in investigating how the brain works is possible via websites suggested in **Further reading**. As part of a series of e-books entitled *Brain works*, this resource would appeal to students seeking an innovative approach to a complex subject. A subscription is required to access this resource. This e-book is available as part of a subscription to Warner Books <www.warnerbooks.com.au> (see separate review). S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
SCIS SUBJECTS: Brain; E-books; Nervous system; Thought and thinking
PUBLISHER: Chelsea, USA
REVIEW DATE: 15/04/2011 [612.8] SCIS 1483471

ABRAMS, Dennis

Anthony Horowitz



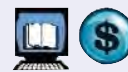
Readers of Anthony Horowitz's many books will appreciate the relaxed style in which this e-book is written. Providing the essential details of the author's life and works, chapters including *Should I keep going?* and *The busiest writer in England* are sure to intrigue students who follow each new publication with great anticipation. **Chronology** and **Works by Anthony Horowitz**

unfortunately do not extend to his most recent books, reaching only as far as 2005. Users of this e-book are advised to access Horowitz's official website for more up-to-date information. This e-book is one of a series titled *Who wrote that?* A subscription is required to access this resource. This e-book is available as part of a subscription to Warner Books <www.warnerbooks.com.au> (see separate review). S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
SCIS SUBJECTS: Horowitz, Anthony; E-books; Authors, English
PUBLISHER: Chelsea, USA
REVIEW DATE: 15/04/2011 [823] SCIS 1484411

WEST, Barbara A.

A brief history of Australia



The politics and people of Australia are described by a non-Australian author in this volume of the e-book series, *Brief history*. The authenticity of the information is questionable, at times throughout this resource, and the more recent events in politics are absent. The last prime minister in the chronology is Kevin Rudd (called John Rudd in **View details**). There is an in-depth coverage of such issues as sport, education, Aboriginal rights and gay rights. **Gold rush and governments**, **Federation and identity formation**, and **Realignment** that describes Australia between the wars, may be a convenient reference source for history students carrying out keyword searches. A subscription is required to access this resource. This e-book is available as part of a subscription to Warner Books <www.warnerbooks.com.au> (see separate review). S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: History; HSIE
SYLLABUS: History 7–10; HSIE K–6
SCIS SUBJECTS: E-books; Australia
PUBLISHER: Facts on File, USA
REVIEW DATE: 15/04/2011 [994] SCIS 1491148

The website of Tohby Riddle



www.tohby.com/

A captivating homepage entices users into the fascinating world of much loved Australian writer and illustrator, Tohby Riddle. **About Tohby** reveals interesting biographical notes with a curious little overview presented as **A brief profile of Tohby Riddle in words and pictures**. There is a clear, colourful presentation of his **Books** with author notes, links to various **Reviews** and detailed teaching guides available on several titles. **Other work** offers links to excerpts from a graphic novel, *Ernest the carrot*, created in collaboration with Geoffrey McSkimming and **Resources** present a range of additional samples and online visual texts to enjoy and critique. This enchanting website would be a valuable focus to elicit discussion and delight in the connected classroom. C. Sly

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
SCIS SUBJECTS: Riddle, Tohby; Authors, Australian; Illustrators, Australian
PUBLISHER: T. Riddle, NSW
REVIEW DATE: 15/04/2011 [A823]



SCIS 1444585

Islamic heritage project



ocp.hul.harvard.edu/ihp/

Rare and exceptional digitised Islamic maps, manuscripts, published materials and texts from Harvard University's Islamic library and museum collections are available free of charge through this site. A catalogue search function facilitates research, with browsing made possible through **Published materials** or selected topics. Resources from as early as the 10th century are presented and cover a wide range of topics including traditions, customs, history, geography, science, literature, religion, and biographies. Full bibliographic details for each record are provided. The resources display outstanding graphic and written text quality. A valuable resource to use on an IWB, this can complement Islamic studies in Studies in Religion, Arabic, and Ancient History. A. Frost

USER LEVEL: Stage 6
KLA: HSIE; Languages
SYLLABUS: Ancient History Stage 6; Arabic Extension Stage 6; Studies in Religion Stage 6

SCIS SUBJECTS: Islamic literature; Arabic language; Islam; Islamic countries – Maps
PUBLISHER: Harvard University Library, Open Collections Program, USA
REVIEW DATE: 15/04/2011 [909]



SCIS 1498928

Captain James Cook: 1728–1779



www.captcook-ne.co.uk/ccne/

A stimulating investigation into the life of Captain James Cook, this site can support teaching and learning within the Stage 2 COGs unit (G): *Our fleeting past* and Stage 3 COGs unit (G): *Traditions and heritage*. It is ideal for the connected classroom or student research. Teachers may use extracts from the website as discussion stimulus. Colour and sepia images complement the concise written text and outstanding video resources are available. Investigating Cook's early life and a variety of themes including **Ships & crew**, **Landscapes**, **Charts & maps**, **People**, the **Transit of Venus** and different voyages, this is a very comprehensive resource. A Timeline succinctly consolidates knowledge and information. Although created to celebrate Cook's voyages in northeast Canada, the website has significant relevance to the NSW *HSIE K-6 syllabus*. A. Frost

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Cook, James; Explorers, British – Biography; Discovery and exploration – History
PUBLISHER: Captain Cook Birthplace Museum, UK
REVIEW DATE: 15/04/2011 [910.92]



SCIS 1388155

Japan National Tourism Organization



www.jnto.go.jp/eng/

This beautifully presented JNTO (Japan National Tourist Organization) website promotes travel to and within Japan. Aiming to reach a wide audience, the thoughtfully constructed website presents an engaging range of images and information on Japan and its people. It provides excellent background details about all aspect of Japanese lifestyle. Some valuable features for visitors to the site include an interactive map of Japan with embedded links

to details about the places of interest, handy PDF downloads such as a **Tourist's language handbook** filled with useful vocabulary and phrases, a movie channel containing numerous short videos about Japan and its people, a comprehensive photograph gallery, and a trip planner. The search tool for the website makes research easy and engaging. The site is well maintained and user friendly. Students of Japanese will find this online resource very useful. The contents could be beneficial to students of the Stage 6 Japanese Beginners course as they endeavour to develop a connection with Japanese speakers and their lifestyle. A. Iredale

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Languages
SYLLABUS: Japanese K-10; Japanese Beginners Stage 6
SCIS SUBJECTS: Travel; Japan
PUBLISHER: Japan National Tourism Organization
REVIEW DATE: 15/04/2011 [915.2]



SCIS 1485494

Embassy of Japan in Australia



www.au.emb-japan.go.jp/e-web/index_e.html

A guide to contemporary Japan, this site includes information about travel, **Japan-Australia relations**, educational resources, and news and current events. Students will find useful information related to Japanese people and their way of life. In addition the website provides details to help those considering further study and careers using Japanese language skills. The site is uncluttered and easy to navigate, with up-to-date information. It is a useful resource with a number of featured links including **Historical issues**, **Foreign Policy Q&A**, **Trends in Japan**, and the **Japan echo web**. A. Iredale

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; Languages
SYLLABUS: Japanese K-10; Japanese Beginners Stage 6; Japanese Continuers Stage 6; Modern History Stage 6; Society & Culture Stage 6
SCIS SUBJECTS: Japan – Politics and government – 21st century; Japan – Economic conditions – 21st century; Japan – Social conditions – 21st century; Japan – Social life and customs – 21st century
PUBLISHER: Embassy of Japan in Canberra, ACT
REVIEW DATE: 15/04/2011 [952]



SCIS 1485134

Wa-pedia: Japanese culture, history & religion



www.wa-pedia.com/culture/

The Wa (和) in Wa-pedia means Japan or Japanese. This link is part of an extensive website about all things Japanese. Students will find the cultural information a useful supplement for topics covered in the HSC courses. The site is easy to navigate with internal links to topics such as food, history, festivals, religion, and current social and political issues. There is an excessive amount of advertising on the site and this may become distracting. Links to external sites direct users to articles on related topics. History students can obtain facts and articles on Japanese history and Society and Culture students may be assisted with research for Personal Interests Projects and cross cultural comparisons. The Japanese culture glossary is a useful tool for quick searches. A

forum has been included in the website for discussion of matters like cultural difference, travel, relations between Japan and other countries and this may interest some students. A. Iredale

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; Languages
SYLLABUS: Japanese Beginners Stage 6;
Japanese Continuers Stage 6;
Modern History Stage 6; Society &
Culture Stage 6
SCIS SUBJECTS: Japan – History; Japan – Social life
and customs; Japan – Religions
PUBLISHER: Wa-pedia.com, Japan
REVIEW DATE: 15/04/2011 [952]



SCIS 1485764

Aboriginal connections



www.connectingthecontinent.com/aboriginal.htm

A live online event, this commemorates the symbolic and technological links between northern and southern Australia with the construction of the Overland Telegraph. *Aboriginal connections* is just one part of the *Centenary of Federation: connecting the continent* project. The site emphasises the role that ancient Aboriginal trade routes and Aboriginal knowledge of Country had in the route chosen for the Telegraph. The audiovisual representations of **Colourful characters** are a prominent feature of the site. It includes interviews with Aboriginal people from the bush, local community workers, and traditional landowners, all of whom have stories to tell. Aboriginal Studies 7–10 and Aboriginal Studies Stage 6 teachers may find these features useful. As this is a largely archived site from the event in 2001, its relevance may diminish over time. J. White

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7–10; Aboriginal
Studies Stage 6
SCIS SUBJECTS: Centenary of Federation, 2001;
Aboriginal peoples – Northern
Territory; Aboriginal peoples – South
Australia; Australia – Federation
Centenary of Federation, SA
PUBLISHER: Centenary of Federation, SA
REVIEW DATE: 15/04/2011 [994.04]



SCIS 1421538

Professional reading

Resources are listed in Dewey order.

3D virtual worlds



web1.macquarieict.schools.nsw.edu.au/index.php/projects/menu3dvirtualworlds.html

ABSTRACT

Part of the Macquarie ICT Innovations Centre website, this resource features one of seven projects currently running at the centre. The main page contains: a definition of a virtual world, a description of the **Project rationale**, and a series of photographs depicting scenes from the first iteration of the project, which was conducted in Terms 1 and 2, 2010. There is a link to *OpenSim* – the software used by the centre's own virtual world, *Trinity*. **Research** includes details of a paper presented at a conference in

Malaysia in 2010, and **Partnerships** describes the centre's link to the *Sydney Museum of Contemporary Art*. **Contacts** contains information about the three members of the virtual world team, while **Schools** lists the three schools which have taken part in project iterations in 2010. The project's blog, online training videos and two *Wallwisher* examples are featured in **Links**. **Media** showcases the work produced by students involved in the iterations of the project during 2010 and remains relevant.

USER LEVEL: Professional
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6;
Visual Design CEC Stage 6
SCIS SUBJECTS: Computer art; Virtual reality
PUBLISHER: Macquarie ICT Innovations Centre,
Australia
REVIEW DATE: 15/04/2011 [006.6]



SCIS 1480440

Britannica online: School edition preK-12



www.school.eb.com.au/

An expansive online encyclopaedia, this resource offers a remarkable selection of current, authoritative and reliable information. It includes written articles and interactive activities. Free of advertising, students may connect with the colourful and engaging images that complement the concise written text. Teachers have the opportunity to explore and feature the high quality multilayered teaching and learning resource. It can be used to demonstrate, explain and synthesise knowledge across all KLAs and Stages. A subscription is needed to view online material.

Easily navigated, the home page directs teachers to four main sections, including **Senior high school**, **Middle school**, **Primary school**, and **Teacher's resources**. Teachers may find it useful to use the **Search all levels** function to locate resources across all Stages. There is some cross over between stages. Time is required to explore the extensive array of dynamic resources. Each level has access to stage appropriate reference articles from *Encyclopaedia Britannica* resources, *Merriam-Webster dictionary*, the *World atlas*, *Workspace*, journals, magazines, reviewed websites, and other potentially relevant content for NSW curriculum. **World data analyst** provides statistics and information comparing countries, and this is available via separate subscription.



Supported by extensive and well written resources, a **Guided tour**, **Training materials** and **Help** facilitate understanding and use. Teachers may benefit from utilising the **Guided tour** initially, as it provides a useful overview of functions and resources available. This is supported by the **Help** section that is searchable by key word or index. A thesaurus is available to assist with clarity. There are quick links to **Workspace**, **Dictionary**, **Learning materials** and **Teacher resources**. Those already familiar with *Britannica online* will enjoy the addition of **Teacher's resources**. While there is an obvious emphasis on the American education system, there is specific reference to NSW outcomes and indicators through the **Curriculum standards**, which could be helpful. It is attractively laid out and generally user-friendly.

Teacher learning materials are divided into **English**, **Maths**, **Social Science** and **Science**. High quality resources are included in all categories. Each topic is well supported with short descriptions,

easily downloadable printable worksheets using *Microsoft Word* (with teacher solutions) and audio and visual displays that allow teachers and teacher librarians to demonstrate and explain topics and concepts or promote interactivity using an IWB. The inclusion of study guides and information literacy skills suggestions are an asset. A monthly **Newsletter** covering a wide range of contemporary topics with links to relevant resources is available.

There is variation in complexity of language and structure to enrich the learning experience for different developmental stages, KLA's, and outcomes. **Senior high school** searches may be undertaken using a basic or advanced search function that is supported with helpful search tips. Some teacher guidance may be required to ensure relevant search terms are utilised, as searches must be specific to access the information required. Searching may be limited to the *Encyclopaedia Britannica*, dictionary and thesaurus, multimedia, websites, journals and magazine, and can only be accessed individually, which may be time consuming. **Reference desk** facilitates research, with the opportunity to explore Britannica. Although it is heavily written text orientated, an array of visual and audio resources complement and enhance the information presented. Articles and images may be saved in user defined **Workspaces**. Accurate referencing and citation details are provided. Items of interest are highlighted, and include new and revised articles. A video collection is available. It is pleasing to see the inclusion of an **Australian focus**, and contemporary news related items available for general interest.

The **Middle school** resources may be an asset to primary and high school teachers alike, particularly for Stage 3 teachers searching for gifted and talented enrichment opportunities and Stage 4 teachers exploring suitable resources for students needing support. Highlights include important people, significant events, news behind the news, and a focus on news of interest to this developmental level. Written text, lucid visual aids and audio enhancements cater for a range of learning styles. Students can engage with multimodal resources as they construct meaning and knowledge through a variety of learning platforms, including worksheets and interactive learning opportunities.

Primary school resources are colourful and engaging with high interest detail. There is an appropriate balance between visual and written text to engage the learner. Sections include **Animal of the day**, **Student activities**, **Discover our world**, **Media library** and **Featured** spotlight. **Britannica learning zone** would be an asset to the primary classroom. A variety of stories will entertain students while simultaneously allowing reinforcement of appropriate reading strategies. Early Stage 1 students may enjoy **Explore, play, read and draw**. Teachers need to teach the use of appropriate search terms to maximise the validity of the results.

An innovative inclusion is **Britannica image quest**, which is an online picture library containing many high quality images that can be easily downloaded, printed, emailed or added to a lightbox for later reference. Teachers of Creative Arts may appreciate the ability to display artworks on IWB and annotate them during class discussion. Useful inclusions are captions, credits and relevant information.

Teachers will appreciate the depth of knowledge of resources contained within this worthwhile resource, including the use of encyclopaedias, dictionaries, thesaurus, developing information and research skills, and the opportunities to develop contemporary, relevant quality teaching and learning materials incorporating ICT skills. S. Taylor & A. Frost

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
Stage 4 Stage 5 Stage 6 Professional
KLA: CA; English; HSIE; Languages;
Mathematic; PDHPE; Science;
SciTech; TAS
SCIS SUBJECTS: Encyclopaedias
PUBLISHER: Encyclopaedia Britannica, USA
REVIEW DATE: 15/04/11 [030]



SCIS 1112072

LOUV, Richard

Last child in the woods

Atlantic, UK, 2010
ISBN 978184887033

[155.9]

A fascinating and timely study, this book focuses on research that links human mental, physical and spiritual health to a positive association with nature. The writer argues that children of today are suffering a deficiency in relation to their contact with nature. He suggests that over the past three decades the protection of natural areas and overprotection of children has led to regulatory measures that have severed a healthy access to nature. Educators and parents will find this a thought provoking work. It concludes with 100 practical ideas for families, educators, urban designers and others to implement in order to secure a healthier future for children and adults by living in greater harmony with the natural environment. C. Sly

USER LEVEL: Community Professional
KLA: HSIE; PDHPE
SYLLABUS: Geography 7–10; HSIE K–6; PDHPE
K–6
Paper \$24.99 SCIS 1470620

The I AM Program



www.theiamprogram.com/

A program devised to help children develop intelligence, values, confidence and self-esteem, this online resource includes many lesson ideas that use creative media and drawing to enable children to develop in a holistic manner. Underpinned by Dr. Howard Gardner's *Eight intelligences* of language, logic, emotions, spatial, kinaesthetic, music, interpersonal, intrapersonal and naturalistic fields, the manuals provide a series of interactive, artistic lessons for children designed to encourage self-acceptance, positive self-expression and awareness. The range of stimulating, inspiring lesson ideas, which could be adapted to school and class needs, offers a helpful resource for teachers. Registration is required and the various resources can be purchased online for designated prices. C. Sly

USER LEVEL: Community Professional
KLA: CA; PDHPE
SCIS SUBJECTS: Emotions – Psychology; Life skills;
Self-esteem; Children – Social
aspects; Self-reliance in children
PUBLISHER: I AM Program, Australia
REVIEW DATE: 015/04/2011 [158.1]



SCIS 1489982

Smokescreen



www.smokescreengame.com

Students who enjoy Facebooking will enjoy *Smokescreen*, a game about life online in an imaginary social networking site called *White smoke*. There are five characters to choose from and activities include completing a series of action packed missions via games that teach about aspects of the online experience. **The rumour mill** deals with spreading gossip. **Too much information** is about revealing too much online; **Gatecrashers** revolves around giving details of a party online and there are many more on this site. The fictitious events are connected with a soap opera style narrative and a video trailer to watch, and there are badges to win along the way. This simulation game aims to get students thinking about their activities in cyberspace. A. Soutter

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SCIS SUBJECTS: Internet – Social aspects; Websites – Social aspects; Computer crime; Educational games
PUBLISHER: Channel 4, UK
REVIEW DATE: 15/04/2011 [302.3] SCIS 1498761



SCIS 1498761

ALEXANDER, Maggie

Betrayal and beyond: my story

Book Pal, Qld, 2010
ISBN 9781921791543 [362.76]

An autobiographical account of growing up with the turmoil that comes from physical and mental abuse, this book is both heart rending and restorative. Told in a conversational manner, experiences of horror, desperation and distress are candidly shared with the reader. The oppression of women and their victimisation at the hands of their so-called loved ones enact the betrayals experienced by the writer. Writing and publishing this personal story demonstrates the author's tenacity, a strength that is implicit throughout the memoirs, and expresses hope in the ability of the human spirit to rise above the most harrowing of circumstances. The writer must be lauded for her courage. C. Sly

USER LEVEL: Community Professional
Paper \$29.95 SCIS 1489259

EduTube educational videos



www.edutube.org/

There are many educational possibilities and classroom applications with the video content presented on this site. Touching on most key learning areas, the user is guaranteed to find a short film on key topics being covered over a range of learning Stages from K–12. The **Sitemap** makes searching for a specific category quick and simple. Each video includes a short summary statement on the content and length. The vast majority are presented in English. Some of the non-English speaking videos could have relevance to Languages syllabuses. This appears to be a safe educational site. The search facility provides for searching within category, video type, length of a clip, and educational level. A little time spent browsing can lead to discovering a relevant short film to help engage students in a lesson. N. French

USER LEVEL: Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS

SCIS SUBJECTS: Television programs; Films; Video recordings; Films in education; Television in education; Video recordings in education

PUBLISHER: EduTube.org, France
REVIEW DATE: 15/04/2011 [371.33]



SCIS 1498608

Tools for the 21st century teacher



issuu.com/mzimmer557/docs/tools_for_the_21st_century_teacher

A publication on the Issuu digital publishing platform, this online handbook presents a range of exciting digital tools for teachers. The author, Micheal Zimmer, has made a careful selection of tools

that are useful for the classroom. He clearly explains the attributes of each and provides hyperlinks for immediate access. Tools include **Twitter** and **Blogger** for social networking, **Diigo** for social bookmarking, **Glogster** and **Prezi** for digital presentations, **Dropbox** and **Evernote** for storing resources, **Quizlet** for creating online flashcards, **Wallwisher** as a virtual bulletin board, and several other wonderful digital devices. This is a valuable online publication that allows printing and distribution of the handbook in an educational setting. Ideas for using these tools in context can be accessed from the *Links* available at <www.curriculumsupport.education.nsw.gov.au/schoollibraries/links/>, including the *Technology and cybersafety tips*. C. Sly

USER LEVEL: Professional
SCIS SUBJECTS: Teaching – Aids and devices; Elearning; Educational technology
PUBLISHER: Issuu, USA
REVIEW DATE: 15/04/2011 [371.33]



SCIS 1478537

Podkids Australia: a podcast by students at Orange Grove Primary School



www.podkids.com.au

ABSTRACT

Developed by Orange Grove Primary school students in Western Australia, this is an interesting display of student involvement in podcasting. Topics cover a range of areas including sport, music, Harry Potter, AFL, and an interview with Kevin Rudd as Prime Minister. The website contains podcasts from January 2006 up to the present. They are sorted by months and can be accessed via links on the right of the home page or can be found through an internal search engine. The site is an example of how a school or group could integrate new technologies into the school curriculum and share information in the connected environment. A. Parnis

USER LEVEL: Professional
SCIS SUBJECTS: Orange Grove Primary School; Podcasts; Computers in education
PUBLISHER: Orange Grove Primary School, WA
REVIEW DATE: 15/04/2011 [371.33]



SCIS 1499369

HARRISON, Hanan

Teaching our digi kids: stories, strategies and skills to help early childhood teachers integrate technology in their classroom

Australian National Schools Network, 2008
ISBN 9780980536621 [372.133]

Hanan Harrison led the Australian National Schools Network's (ANSN), Teaching Our Digital Kids Hub. She was a leading trainer in the KidSmart Early Childhood Learning Program, a partnership between IBM and the ANSN to support disadvantaged preschools and schools. This publication is an exciting, practical book about integrating technology into learning within early childhood settings. In *Developing a philosophy for technology integration*, the writer's premise is that early childhood teachers should begin by working out what they value as important to teach. Technology



should then be integrated within this set of teaching and learning priorities. A useful concept of 2D and 3D integration shows how students consolidate their learning as they move between using a 2D screen and 3D real life activities in relation to activities such as, playing, problem solving, discussing and using role plays, to learn through a multimodal approach. Learning stories outline practical examples of technology integration. The book is particularly helpful in demonstrating how drill and practice software can act as a starting point for extended real life explorations. There are imaginative lesson ideas using open ended software. In *Developing multi-literacy skills in young learners*, readers receive step by step instructions for making claymations with *Movie Maker*, digital stories with *Photo Story* and interactive e-books with *PowerPoint*. There are student centred activities using digital cameras, web cams and digital microscopes, and tasks that foster metacognitive discussions among students. Many early childhood teachers will be inspired by the array of possibilities that resonate strongly with a student centred, play based, negotiated curriculum, and are supported by extensive teacher scaffolding. E. Chase

USER LEVEL: Professional
KLA: CA; English; HSE; Mathematics
 Paper \$29.95 SCIS 1470933

Little books with big ideas [series]

A&C Black, UK, 2010

The books in this series take a thematic approach to topics covered in the early stages of social and environmental education. When celebrating a well known festival, or organising a special day event, the suggested lessons and craft ideas about themed days can be adapted to suit a variety of celebrations. Resources used are inexpensive and readily accessible. More involved activities are included for each topic. In *The little book of stories from around the world*, the tales are supported by adult led and student activities. Related stories and songs are also listed. This series supports understandings in the Stage 1 COGs unit (B): *Our families* and Stage 2 COGs unit (B) *Being Australian*. With approximately 70 books in the series, teachers will find many ideas which could be easily adapted to the school setting. R. Parnis

USER LEVEL: Professional
KLA: HSE; SciTech
SYLLABUS: HSE K-6; Science & Technology K-6
 Paper \$22.99 each

Reviewed titles in this series:

The little book of special days: themed days for children in the EYFS SCIS 1477920

The little book of stories from around the world SCIS 1471205

Visual thesaurus: launch, explore, learn

www.visualthesaurus.com/online

An interactive, visual thesaurus, this uses semantic webs to visually group words of similar meaning. The maps of related words resemble underwater plants, and provide connections between words, based on meaning and usage. Each word in the map gives background information about the term and its definitions. The site has much potential for linguistic play, while increasing knowledge and understanding of vocabulary and supporting the initial stages of research and aspects of the information process. Lesson plans, grammar and writing resources that could be adapted, accompany the maps. The program allows site users to create shared word lists. The site is subscription based. A free trial allows teachers to judge its usefulness and curriculum relevance. S. Pollard

USER LEVEL: Stage 3 Stage 4 Stage 5 Professional
KLA: English
SYLLABUS: English K – 6; English 7 – 10
SCIS SUBJECTS: English language – Synonyms and antonyms
PUBLISHER: Thinkmap, USA
REVIEW DATE: 15/04/2011 [423]



SCIS 1101234

Celebrating science for secondary



tiny.cc/pqpt3

ABSTRACT

This NSW CLIC Sites2See resource covers science events, with a focus on Australia. The *Science talk* series is onsite with talks that include Chris Smith on the best naked science, Tim Jarvis on exploration and environmental science, Matthew Peters on the effects of nicotine on the brain, and Juergen Goetz and Lars Ittner on their incipient cure for Alzheimer's disease. There is information on National Science Week 2010, with the theme of **Australian biodiversity**, plus science surveys, festivals, competitions, workshops, teaching and learning resources, and links to science websites.

USER LEVEL: Professional
KLA: Science; SciTech
SYLLABUS: Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science 7-10; Science & Technology K-6; Senior Science Stage 6

SCIS SUBJECTS: Science; Education, Secondary
PUBLISHER: New South Wales Department of Education & Training, CLI, Australia
REVIEW DATE: 15/04/2011 [500]



SCIS 1477089

Futurelab: innovation in education



www.futurelab.org.uk/

Transforming teaching and learning through the use of innovative practice and technology is the aim of this independent site. By researching and demonstrating how positive systemic change in education can improve outcomes, this extensive site promises to excite teachers eager to embrace new technologies. Links focused on **Digital inclusion**, **Teachers and innovations** and **Learning spaces** lead users to research reports, podcasts, web articles, videos and projects. The **Handbooks in Publications, reports and articles** provide material offering practical guidance for teachers, parents and policy makers. Developing an inquiry based curriculum will be facilitated by adopting the **Digital tools from Enquiring minds**. There are many possibilities for meaningful support for information and digital literacy. This exciting portal site enables users to keep abreast of new developments and research and will be invaluable to educators. S. Rasaiah

USER LEVEL: Professional
SCIS SUBJECTS: Technology – Study and teaching
PUBLISHER: Futurelab, UK
REVIEW DATE: 15/04/2011 [607.1]



SCIS 1352645

Download free software, such as Adobe digital editions or Calibre, to read e-books on your computer.

Teen Growth

www.teengrowth.com/



Colourful in appearance and direct in content, this site's language is appropriate to teenagers and non-judgmental in tone. Note that some content related to abuse, violence and suicide needs teacher consideration before use, and teacher guidance when used by students. Such material may be considered inappropriate for some students. **New stuff** is a helpful Q&A section where the main focus is on offering straightforward advice about a wide range of health topics associated with adolescence. Material is general rather than specific, and there are some useful links to other sites for assignments and research. There is PDHPE related content such as **Body, Health and Sports**, and some useful connections for school counsellors in topics such as **Emotions, Sex and Danger**. The majority of key areas relate well to the Australian context; for example, conversion to metric is included in BMI charts. R. Cox

USER LEVEL: Stage 5 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10
SCIS SUBJECTS: Adolescents – Care and health; Sex; Life skills

PUBLISHER: KG Investments, USA
REVIEW DATE: 15/04/2011 [613]



SCIS 1466327

HAMILTON, Maggie

What's happening to our boys?

Viking, Vic, 2010

ISBN 9780670073931

[649]

Teachers and parents will find this well researched book worth reading in order to understand how to build on boys' strengths to overcome the many challenges new technologies bring to their lives. It covers many aspects of life from 0–18 years, and gives sensible advice on preventing problems and dealing with those that may arise. It reminds us that the most important thing you can give children and young people is time, and that means switching off the television and getting them out of their bedrooms. Real life play is more beneficial than cyber play, which narrows a child's interests and experiences. There are excellent chapters on issues such as bullying, drugs and alcohol, sleep problems, early sexuality, and access to pornography. A. Soutter

USER LEVEL: Community Professional
Paper \$29.95 SCIS 1465947

BEARNE, Eve

The story spinner learning: professional development materials [videorecording]

Day One, UK, 2010

ISBN none

[809.0071]

Created for use in British classrooms, this professional resource introduces *The story spinners* series and details how best to use the narratives for teaching and learning. Supporting a range of abilities, the planning DVD contains videos of teachers explaining how they use the series and the actual lessons taught with the aid of the IWB. Stories are presented without any embellishments, and seeing the reaction and engagement of students in the classroom as they encounter stories such as *Sleeping Beauty* shows the positive impact of oral storytelling. The ideas and plans provided as Word documents and PDFs on the accompanying CD-ROM make this a useful resource

for teachers. There are also DVDs, such as *The story spinner. Year 4* (separately reviewed), available for student use. S. Rasaiah

USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6
SPOA

SCIS 1484310

Making tracks.



www.nma.gov.au/kidz/making_tracks/

Part of the National Museum of Australia's website, this is targeted at teachers, and reviews a series of fiction books. Each book is based on items that can be found at the museum. The books have been created by a variety of Australian authors and illustrators. Information is featured on all texts in the series, including the title and author, a short plot synopsis, graphic of the book cover and the museum artifact on which the text is based. Links under each title provide notes on the book and discussion questions, classroom activities, and how to purchase the book online. These seventeen texts cover a wide variety of topics and would be fascinating reading for upper primary students, especially prior to an excursion to the museum. K. McDonnell

USER LEVEL: Professional
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
SCIS SUBJECTS: Australian stories; Australian fiction – History and criticism
PUBLISHER: National Museum of Australia, ACT
REVIEW DATE: 02/03/2011 [A823.008]



SCIS 1498724

Literacy and Numeracy resources

Resources are listed in Dewey order.

The Office of Schools Plan 2009–2011

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

WALSH, Maureen

Multimodal literacy: researching classroom practice

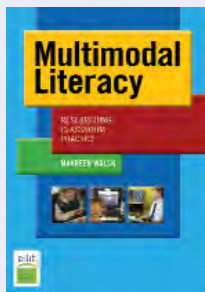
e:lit, NSW, 2011

ISBN 9781875622825

[428.4]

The result of a five year collaboration between the Australian Catholic University and the Catholic Education Office, Sydney, this book is based on a study involving 50 primary school teachers during 2008–2009. Literacy strategies needed for reading, using and producing multimodal texts were examined. Researchers explored the explicit pedagogy required in order to integrate literacy learning in print based and digital communication

contexts. The strength of the book lies in its detailed descriptions of contemporary literacy practices. There are many specific examples of multimodal literacy, a term that can be used to describe reading and writing in multimedia environments. New literacy practices to create new texts and new classroom dynamics are explored. These generate new ways of teaching. A large number of vignettes, explanations and photographs give practical examples of multimodal literacy in action. Samples display work that primary students produced as videos, podcasts, SMART Notebooks, claymations, cartoons, digital stories and storyboards. Walsh explores the potential of multimodal texts in responding to literature. She discusses the benefits of blogging and writing in wikis, describing the improved collaborative and participatory culture that these afford. In classroom examples, throughout the book, it is clear that teachers scaffolded the learning process through explicit teaching, hands on activities, and extended discussion. The writer proposes additional descriptors of language and literacy practices which incorporate the demands of multimodal contexts. She concludes that future challenges will include the design of effective assessments and marking guidelines for reading and writing multimodal texts. This book is an inspiring window into the use of multimodal literacy practices in primary classrooms and readers can gain a host of practical ideas. E. Chase



USER LEVEL: Professional
KLA: English
SYLLABUS: English K–6
 Paper \$31.50 SCIS 1490473

Picture books
 Picture books are arranged alphabetically by author.

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

ALLEN, Pamela

Hetty's day out

Penguin Group (Australia), 2010 (Viking)
 ISBN 9780670074471

One morning Hetty, a large grey cat, wakes up, squeezes through her cat door and sets off to visit all the people in her neighbourhood. Everyone has something special for Hetty to snack on, in increasing quantities. None of which Hetty can refuse. When Hetty tries to get back to her cushion for a nap she realises, in a most unusual way, just how much she has eaten. Pamela Allen has used wonderfully descriptive language with words such as *amble*, *trot*, *trudge*, *totter* and *wobble*. The first half of the story includes repetitive text and predictable counting, leading to a humorous solution to Hetty's dilemma. Colourful and clearly defined illustrations set against a white background help to highlight the counting aspect of the picture book. S. Morton

USER LEVEL: Early Stage 1 Stage 1
 \$24.95 SCIS 1478914

BAKER-SMITH, Grahame

FATHER

Templar, UK, 2010
 ISBN 9781848771260

An exquisite picture book, this tells of a boy who is enthralled by his father's dream to fly. When his father is required to enlist and then does not return from the war, the boy inherits the dream. Adapting his father's inventions, the son creates an amazing flying machine and gives substance to his father's dream. A tale about dreams, ambitions, and the spirit that is passed from one generation to the next, this beautiful visual story is carried by full page, double page, or sequential panel pictures. The highly accomplished illustrations have been developed through a method of digital photographic collage, and gently convey a father's hopes and dreams. It is a captivating publication for young and old. C. Sly

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4
 Stage 5
 \$29.95 SCIS 1473241

BALL, Murray

The mouse that squeaked

Scholastic, NZ, 2010
 ISBN 9781869439613

Bullying and heroism are predominant themes in the humorous, sometimes scary, action packed picture book, written by the famous author of *Footrot Flats*. Barry is a mouse who is suffering from low self esteem because his pottery always breaks on the wheel. His other problem is a bully, a rat named Razour. Barry's attraction to Titanya results in escalating conflict with this huge rat. Conquering his fear and using his intuition, Barry plucks up enough courage to rescue Titanya when Razour kidnaps her. Murray Ball's dramatic watercolour, pencil and ink illustrations augment the plot. This resource is an excellent introduction to the graphic novel format. Modelling how to read the variety of pictorial elements and words, in speech bubbles and captions, will enable students to construct meaning. Cathy Sly's article, *Going graphic: reading in the gutters*, in *Scan* 29(4), available at <www.curriculum-support.education.nsw.gov.au/schoollibraries/>, is a comprehensive, practical resource for teachers interested in exploring the use of graphic novels in teaching and learning. J. Saxby

USER LEVEL: Stage 1 Stage 2 Stage 3
 Paper \$15.99 SCIS 1450874

BARNES, Kim L. & JOYNER, Andrew

The farmer's hat

Omnibus, SA, 2010
 ISBN 9781862918351

Engagement with this picture book starts at the very beginning when the farmer's hat leaves his head. Use of onomatopoeia, and descriptive and rhyming words entertain and add a playful element to the tale of searching for the farmer's hat. How he feels about the hat and the things he has used it for are central to the evolving, cumulative plot. Throughout, the farmer interacts with an array of anthropomorphised, domestic and native animal characters, depicted in a simple yet expressive cartoon style, which enhances the telling and adds amusing interest to a tale set against a backdrop of rural vistas and farm life. Young children will enjoy both listening to and looking at this rollicking story. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
 Paper \$13.99 SCIS 1474174

BASE, Graeme

The legend of the Golden Snail

Viking, Vic, 2010

ISBN 9780670073498

Inspired by his favourite bedtime story, Wilber undertakes an intrepid voyage in search of the legendary Golden Snail, in this new Graeme Base picture book. The superb illustrations that are the hallmark of this renowned composer take the reader along with Wilber through enchanting encounters with a bush that grows butterflies, an island that turns into an enormous crab, and a bottle boat of earwig pirates that are terrorising a school of lantern fish. Wilber assists distressed creatures along the way and they repay his kindness at a later stage. Written segments set the scene for significant parts of the narrative that are told through the pictures. It is a delightful book with appeal for a wide audience. C. Sly



USER LEVEL: Stage 1 Stage 2 Stage 3
\$29.95 SCIS 1473241

BOOTH, Christina & GROVES, Pete

Potato music

Omnibus, SA, 2010

ISBN 9781862917880

In times of conflict and war, it is not the material things that help people to survive, but the intangible, such as music and the love of family. As the conflict escalates, food becomes scarce and the self sacrificing parents claim they are not hungry as they ensure their daughter is fed. However, they have their nightly music with Mum on the piano. As a family, they sing and dance and that brings joy to their lives. With no food left, Dad is forced to trade their only asset of value for a sack of potatoes. A full stomach replaces their sadness at the loss of their piano. Now the music has to be improvised. A picture book that deals with overcoming adversity, this is a positive tale of hope and love and would complement a study of Stage 1 COGS unit (B): *Our families*. R. Higginbottom

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
\$26.99 SCIS 1461358

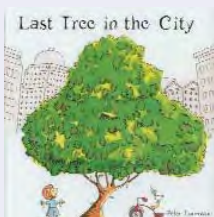
CARNAVAS, Peter

Last tree in the city

New Frontier, NSW, 2010

ISBN 9781921042218

Edward and his constant companion, the duck, live in a soulless concrete city, devoid of greenery. The one tree in this cemetery of buildings provides Edward and his friend with a refuge and a ray of hope, until the day arrives when the tree is no longer there. In this emotive picture book, vibrant colour, whenever Edward is in the frame, contrasts with the drab sepia hues of the urban environment. Overtones of sadness, joy, humour, friendship and the need for nature should inspire readers of this poignant story. Clever visual techniques carry the environmental theme, making this a suitable resource for a picture book study for Stage 4 English students. S. Rasaiah



USER LEVEL:

KLA:

SYLLABUS:

Stage 1 Stage 2 Stage 3 Stage 4

English

English K-6; English 7-10

\$24.95

SCIS 1482048

EMMETT, Jonathan & CABBAN, Vanessa

The pig's knickers

Walker, UK, 2010

ISBN 9781406316247

Having polka dot underpants somehow makes Pig believe he is not dull and drab in this unusual picture book. The animals on the farm tell him how amazing, astounding and astonishing he looks in the fancy pants. When the goat eats the pants from the washing line, Pig is distraught. Without the knickers, he loses his self-confidence until the animals assure him that he did not need knickers to make him special. The joyful last page sees Pig swinging from the clothesline in glee when he finds a spotty bra that he is sure will make him even happier than the knickers. The eccentricity and humour in this colourful book may appeal to students, although teachers should be aware of the implications of the final page that could be embarrassing for some students. S. Rasaiah

USER LEVEL: Stage 1
\$24.95 SCIS 1474341

FARRER, Vashti & SWAN, Owen

Lilli-Pilli: the frog princess

Scholastic, NSW, 2010

ISBN 9781741696202

A modern fairytale, this story draws on known tales like *The frog prince* and *The paperbag princess*. Lilli-Pilli is the loveliest of her royal siblings, albeit with frogs' legs, which is not surprising given her father appears to be a fully fledged frog. As with all fairytale princesses, the finding of a suitable husband for Lilli-Pilli is paramount for the King and Queen. The princess's supreme jumping skills do not hold much sway and her lessons in fencing, horesriding and ballroom dancing all come to nought due to Lilli-Pilli's frog legs. Suitors fall by the wayside until a Prince gymnast from the Royal Circus literally sweeps her off her feet. Now joining her Prince at the circus, Lilli-Pilli can once again use her jumping skills and satisfy her parents. Beautifully illustrated, this picture book highlights the notion that there is a place for everyone, including those with unique skills and talents. S. Morton

USER LEVEL: Early Stage 1 Stage 1
\$24.99 SCIS 1484740

GEE-HOY, Fay & ELLIOTT, Jaquanna

Over the back fence

Black Ink, Qld, 2010

ISBN 9781863340861

Detailed illustrations enhance this story about a young Aboriginal girl from Queensland staying with her Aunt in Sydney's inner city area. She describes the new surrounds with great interest. One day, when she is playing in the yard, a strange man appears at the back gate and asks the girl to let him in. Her parents are asleep but she senses something menacing. She calls out to her Aunt and the stranger disappears. This picture book readily captures the atmosphere of the inner city, the innocence of the young girl, and the tension created by an untrustworthy stranger. It could be a useful starter for a classroom discussion on stranger danger. Writer Fay Gee-Hoy, born in Cherbourg, and illustrator Jaquanna Elliott, descendent of the Dhungutti people of north coast NSW, produced

this book for the community based Indigenous publishing house. Young Aboriginal readers could be engaged by the cultural relevance of the story and illustrations. C. Sly

USER LEVEL: Stage 1 Stage 2
Paper \$15.00 SCIS 1467075

GRAHAM, Bob

April Underhill, tooth fairy

Walker, UK, 2010
ISBN 9781406321555

The fantasy surrounding the tooth fairy is one rarely explored within children's literature. Here we have the tooth fairy dynasty of the 21st century receiving notifications via mobile phone. April and Esme, at six and seven years of age, have booked their first request and, despite their parents' concerns, are on their way to Daniel Dangerfield's house to continue the tooth fairy tradition. All does not go smoothly, with April having to dive into a glass of water to retrieve Daniel's tooth, as well as an urgent phone call back to mum when Daniel wakes and sees them. As always, Bob Graham fills this picture book with humorous text and detailed whimsical illustrations, which will delight all. S. Morton

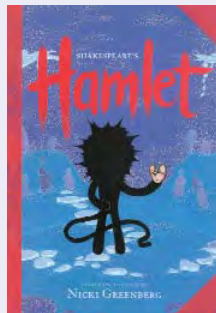
USER LEVEL: Stage 1 Stage 2
\$27.95 SCIS 1462870

GREENBERG, Nicki

Hamlet

Allen & Unwin, NSW, 2010
ISBN 9781741756425 [822.3]

A stunning rendition of Shakespeare's play, this production of *Hamlet*, as the graphic composer states, is *staged on the page*. Pushing the boundaries of graphic literature, Greenberg captures the immediacy of live theatre through visual juxtapositions of frenetic activity and frozen depths of melancholy, within spectacular shifts of scene. Pages framed as theatrical sets foreground bizarrely emotive representations of characters, and dramatic colour changes intensify the atmosphere of the scenes. Silent graphic symbolism draws a reader into the psychological drama that drives the play, while Shakespearean dialogue emanates from strategically positioned speech bubbles. Backdrops of mechanical cogs give way to antique book covers, plants, feathers, paint blobs, and remnants of lace. A phantasmagoria of inky characters morph and redefine themselves. Masks and multiple facial features operate to cover and uncover divided or dislocated selves, conveying an antic disposition, deceit, alienation and madness. This is a superb interpretation of an Elizabethan revenge play for the postmodern era. C. Sly



USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
\$49.99 SCIS 1482408

HARDY, Edward & ALLWRIGHT, Deborah

Martha, no!

Egmont, UK, 2010
ISBN 9781405249119

Martha May has a sparkling new nanny, Miss Harrington-Chive, but there is a problem. Martha has already been through 10

nannies in the past year. Nanny is quite confident with her skills until they take a city excursion. They lurch from disaster to disaster. Martha puts her babysitter to the test at places such as the Science Museum, the Art Gallery and a restaurant. They finally become separated and when Martha arrives home without the nanny, Mother decides that maybe hiring a nanny is not the answer after all. The picture book has rhyming text, with amusing paintings of Martha's escapades. It is in large format, and could be shared with a group who would enjoy joining in with parts of the reading, especially the nanny's plea, *Martha, no!* J. Saxby

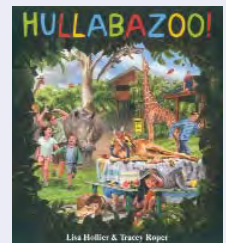
USER LEVEL: Early Stage 1 Stage 1
Paper \$16.95 SCIS 1465415

HOLLIER, Lisa & ROPER, Tracey

Hullabazoo!

Penguin Group Australia, 2010
ISBN 9780670074822 [A821]

A rollicking, rhyming adventure bursts from the pages of this exceptional picture book. Startling illustrations capture every exciting moment in a chaotic day at the zoo where animals escape and crocodiles rule. Realism and amazing detail in each cameo picture capture the essence of the text and propel the reader towards the climax. The humour is in the detailed images that were created using photographs manipulated on a computer. An explanation of the authors' techniques is presented via a video at <www.puffin.com.au/products/9780670074822/hullabazoo>. Sharing this book with students would be very rewarding and should generate discussion about predicting, making meaning from visual clues and the role of humour in literature. S. Rasaiah



USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
\$24.95 SCIS 1487153

KARAS, G. Brian

Young Zeus

Scholastic, USA, 2010
ISBN 9780439728065

Bringing ancient Greek myths to a 21st century audience, this picture book retells how Zeus became ruler of heaven and earth at Mount Olympus. In his research, the writer found that information about the myth focused on both the infant and adult Zeus, and decided a fictional story of Zeus's boyhood in Crete was needed. The young, strong and clever Zeus uses ingenuity and help from other family members to overcome his father, Cronus, and rescue his siblings. Zeus demonstrates that strong, but compassionate, leadership will bring peace and harmony. He tries to accommodate his siblings' wishes. Included in the book is a list of characters with a pronunciation guide. A pleasantly presented edition, this will interest young readers. R. Higginbottom

USER LEVEL: Stage 2 Stage 3 Stage 4
\$26.99 SCIS 1459884

LAWRENCE, Jack & CHURCHILL, Frank & DEVRIES, Shane

Never smile at a crocodile

Scholastic Australia, 2010
ISBN 9781741696943 [811]

Each line of this well known song is illustrated in this picture book

which is supported by an accompanying CD. Performing daring tricks, tantalisingly close to toothy crocodiles, three small animals are mindful that the seemingly benign crocs are not what they seem. Artistic oil paintings in autumn tones illustrate the book and heighten its appeal to adults. Those familiar with the song may enjoy deciphering the meaning of the lyrics illustrated in this unusual style. Readers who enjoy the surprise element in picture books should realise that, as this is an illustrated song, the storyline is predictable. S. Rasaiah

USER LEVEL: Stage 1
\$26.99 SCIS 1484200

LLOYD, Claudia

Why elephant has a trunk

Puffin, UK, 2010 (Tinga Tinga tales)
 ISBN 9780141327815

Inspired by traditional African animal stories and the Tingatinga artwork of Tanzania, this picture book is part of a series on different animals. With humour, bright and engaging illustrations and visual clues, such as bold font and varied text size, the book will provide enjoyment for individual readers and the opportunity for group reading in readers' theatre presentations. Hidden within is a moral dilemma that could be used as a catalyst for group discussion. In this tale elephant smells, but his friends have not told him because they do not want to upset him. An associated website provides more information and an opportunity to donate *Tinga Tinga tales* books to children in East Africa simply by reading an online book. Information for the *Read a book. Give a book* program is available at <www.wegivebooks.org/>. For related support material and ideas for drama and English, including using resources on the website <www.tingatingatales.com/> (separately reviewed), see *Scan 30(2) Beyond the review: Stage 2 Drama – playbuilding and digital storytelling using Tinga tinga tales*. S. Morton

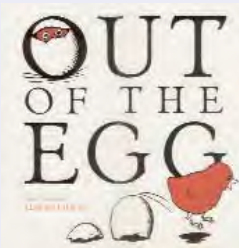
USER LEVEL: Early Stage 1 Stage 1
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6
 Paper \$14.95 SCIS 1487146

MATTHEWS, Tina

Out of the egg

Walker, NSW, 2011
 ISBN 9781921720437

A delightful adaptation of the traditional tale of *The little red hen*, this big book publication is appropriate to read aloud to a class. Combining early reading and visual literacy, the book will enthrall young children and elicit valuable discussion. Dramatic black and white woodcut prints present detailed backgrounds and contrast with the bright red of the hen and the gradually increasing green of the seed which grows into a tree. Her unhelpful friends allow Red Hen to make all the effort to sustain nature while they watch television, take joy rides, work in their important jobs and continue their day-to-day business. One day a little red chick emerges from an egg and there are new lessons to be learned for a better future. The simplicity of the tale belies the depth of its thematic content. This enchanting picture book is supported by classroom ideas from Walker Books at <www.walkerbooks.com.au/statics/dyn/1298938135333/Out-of-the-Egg-Notes-ppb.pdf> C. Sly



USER LEVEL: Early Stage 1 Stage 1
KLA: English; HSIE
SYLLABUS: English K–6; HSIE K–6
 Paper \$44.95 SCIS 1498234

MORRISON, Yvonne & McKENZIE, Heath

The cocky who cried dingo

Little Hare, Vic, 2010
 ISBN 9781921541421

An exuberant, rhyming, Australian version of Aesop's fable about the boy who cried wolf, this is a compelling picture book. It revels in a lively colloquial voice and rich language. The bright and amusing illustrations are set against soft backgrounds. A pictorial series showing Cockey planning to create havoc is a masterpiece of expression, as is Galah giving him a good dressing-down. Font is used for dramatic effect, and the birds are colourful and full of personality. Teachers introducing students to visual language will find plenty to discuss. The composition of each page varies, reflecting different elements of the story. Students will recognise adults angry at Cockey's mischief in actions of Galah and Lorikeet. The tale ends with a moral, which the final illustration cheekily subverts. M. Davis

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K–6
 \$24.95 SCIS 1479307

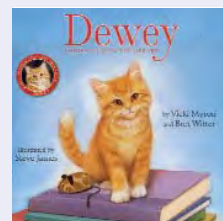
MYRON, Vicki & WITTER, Bret & JAMES, Steve

Dewey: there's a cat in the library!

Simon & Schuster, UK, 2010
 ISBN 9781847389138

[636.8]

One cold night in Iowa a small kitten is dropped into a book return chute at the public library. Rescued by the librarian, he becomes the library mascot and is named Dewey Readmore Books. This event is the inspiration for the story of how Dewey really did become a library cat, loved by many, and a source of attracting visitors to the library. While a kitten he is seen as cute, and people, especially children, want to pat him, though Dewey like his pats the right way! When Dewey realises his privileged position, he makes an effort to be the best library cat by utilising his charms to earn a smile, even from those patrons who are reluctant to have him in the library. This picture book version (there is also an earlier novel version) of the story is a warm, light hearted read accompanied by vibrant, lifelike illustrations. It could be useful for teaching young children about adaptation. R. Higginbottom



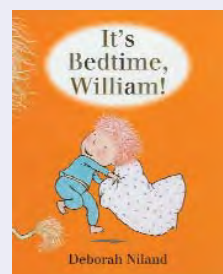
USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
 \$24.99 SCIS 1446647

NILAND, Deborah

It's bedtime, William!

Penguin Group (Australia), 2010
 ISBN 9780670073825

A delicious subtext upturns the story of a familiar routine in this charming picture book. When William's parents repeat, for the umpteenth time, all the reasons why it is bedtime, William's imagination takes hold and the tables are turned. The announcement that a lion has appeared in William's bed is received calmly by the wise parents, leaving William to deal with the recalcitrant beast by himself. The implied



messages in this gentle story are about coping and complying with family schedules. They are sure to be understood by younger readers and appreciated by parents. The ending will delight students and lead to further speculation about what will happen next. S. Rasaiah

USER LEVEL: Early Stage 1
\$24.95 SCIS 1464492

ORR, Wendy & STRINGER, Lauren

The princess and her panther

Allen & Unwin, NSW, 2010
ISBN 9781742374246

With rich descriptive language and a skilful use of alliteration and onomatopoeia, Wendy Orr tells the story of two sisters, one dressed as a princess and the younger sister dressed as a panther. Their imagination turns a night of camping in the backyard into an exotic and frightening journey into the unknown. Animals of the night, such as the leaf-snake and the owl-witch, take on a larger than life appearance. The use of acrylic paint and gesso results in vivid, jewelled colours and soft dramatic shapes. Contrasts of light and dark colours create an effective night atmosphere. This delightful picture book would be a useful model for the teaching of descriptive text and imagery. It is a charming story about facing one's fears. J. Saxby

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
\$22.99 SCIS 1465060

RAVENEAU, Tina & NEILSON-KELLY, Julie

Beautiful colours

Black Ink, Qld, 2010
ISBN 9781863340885

A delightful tale, this reveals a child's perception of being a part of a mixed race family. The touching narrative is relayed briefly in words that are enhanced by exquisite black and white sketches and beautifully expressive coloured portraits. It is an inspirational picture book that demonstrates a depth of thought, care and humour. Sam's final response is sure to induce laughter. Young and old will be moved by this tale that conveys a strong sense of family, unity and love. Produced by a community based Indigenous publishing group, the non-Aboriginal author who is married to a Gomilaroi man, shares a delightful, engaging story based on a family dinner table discussion. C. Sly

USER LEVEL: Stage 1 Stage 2
Paper \$15.00 SCIS 1467080

RIDDLE, Tohby

My uncle's donkey

Penguin Group (Australia), 2010
ISBN 9780670040339

There are some pets that are allowed inside and some that are better kept elsewhere. This humorous, entertaining picture book demonstrates a yearning for an animal that is a mixture of companion and pet. Boundaries between the acceptable and unacceptable are readily crossed. The uncle's donkey is domesticated to the point where he has a bed, is toilet trained, watches television and sits at a table, but he also displays donkey behaviour by eating flowers and having



hay for breakfast. Riddle's uncluttered black, white and red illustrations present a donkey that virtually has the run of the house. The imaginative absurdity of this tale is a delight. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS1469724

ROSSELL, Judith

Ruby and Leonard and the great big surprise

Little Hare, NSW, 2010
ISBN 9781921541599

Beautifully illustrated in watercolour, this picture book offers many dimensions of pleasure and humour as a pair of mice, with a surprising amount of personality, move through a human sized kitchen making cupcakes to celebrate their birthday. The illustrations repay careful examination. There are hidden mice on each page – just a wisp of a tail or the tip of an ear. The charming story, ending with a party, makes a great companion to a first encounter with the technical language used in a procedure. The book concludes with a cupcake recipe that models the written format of such a procedure. M. Davis

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
Paper \$14.99 SCIS 1456897

RUSSELL, Monique

Sam's fishing adventure

Black Ink, Qld, 2010
ISBN 9781863340823

Clear, expressive, naïve artwork and a simple storyline tell of the wonderful fishing day Sam and his sister, Leah, have with their father. Their fishing spot on Prince of Wales Island, off the northern tip of Queensland, is exciting and productive. The enthusiastic anglers return with seafood to sell and plenty for the large family. Useful as a springboard for promoting discussion about families, this nicely presented picture book recounts a day in the life of a Torres Strait Islander family. This enjoyable tale for young readers will support the Stage 1 COGs unit (A): *Local places* and COGs unit (B): *Our families*. The endnotes provide interesting family background about the author and the characters in the story. C. Sly

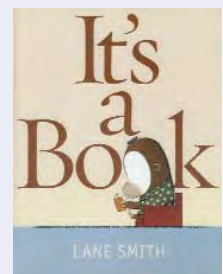
USER LEVEL: Stage 1
KLA: HSIE
SYLLABUS: HSIE K-6
Paper \$15.00 SCIS 1467077

SMITH, Lane

It's a book

Walker Australia, 2010
ISBN 9781921720147

Opportunities to teach visual literacy abound in this deceptively simple picture book which juxtaposes print and electronic media. As the jackass draws on students' background knowledge of the functions of computers, the monkey persists with the *book*, calmly reiterating that it does not text, tweet, use wifi, make sounds, be interactive, need a password, or have to be recharged. The jackass is inveigled into trying this fascinating new phenomenon, the *book*. Students will not be surprised that the book weaves its magic, ultimately triumphing over technology with its uncomplicated format that



requires jackass to use his own imagination. Sparse text and clever devices make each page of the book a masterpiece of visual design and a delight to share with students. S. Rasaiah

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
\$27.95 SCIS 1475181

WALKER, Anna

I don't believe in dragons

Scholastic, NSW, 2010
ISBN 9781741693423

While Miss May's class is stimulated and involved in a multitude of activities relating to dragons, Jack refuses to participate because he does not believe in dragons. Concurrently, unfolding with the class's simple daily routine of movement, music, drama, craft, outdoor play, eating, rest and lots of questions, is a wordless story of a whimsical, young dragon arriving at the school. This visual subplot subverts the main plotline and helps to answer the children's questions about dragons. Preschool and Kindergarten children will readily recognise and relate to the setting. Delicate pencil and wash illustrations enhance the fantasy in this intriguing picture book. N. Chaffey

USER LEVEL: Early Stage 1
\$24.99 SCIS 1474168

TAN, Shaun

The lost thing [videorecording]

Passion Pictures, Australia, 2010

Born as a rich and insightful picture book, *The lost thing* has recently been adapted as an animated short film. Capturing the surreal illustrations and charm of the original, the film retells a tale of a boy who finds and befriends an inexplicable *thing* that no one else seems to care about. Some segments are represented in framed and panelled sequences reminiscent of its original picture book format. Enhanced by a gentle narrative voice and whimsical soundscape, it is clear why this is an Oscar Award winning adaptation. The extras segment of the DVD documents stages in the production process, extending a viewer's understanding and appreciation of the art form. Packaged with the DVD is a little book of drawings by Shaun Tan that includes many of the fanciful creatures that appear in the film. Its fascinating intertextual links to well known artists and mathematical manuals will intrigue older readers, as will its satirical comment on social institutions. This enchanting resource will awaken the imagination of students while inviting them to reflect on deeper philosophical messages embedded in the story. A well produced trailer and information relating to the videorecording can be found on *The lost thing* website at <www.thelostthing.com/>. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
Stage 6
KLA: CA; English
SYLLABUS: Creative Arts K–6; English K–6;
English 7–10; English Stage 6; Visual
Arts 7–10; Visual Arts Stage 6
\$29.99 SCIS 1493032

WHALAN, Gloria

Mermando the spider

Black Ink, Qld, 2010 (Grandma's farm stories)
ISBN 9781863340854

One in a series of beautifully presented early reading books by Gloria Whalan, an Aboriginal author of the Wiradjuri People, this

story is about Mermando, the word for spider in Gunai/Kurnai language. Mermando lives in Grandma's garden and catches the bugs that threaten to harm her plants or chickens. Grandma teaches the children who visit her farm about the importance of creatures like Mermando. This delightful picture book presents vocabulary lists in English and Wiradjuri. Aboriginal and non-Aboriginal children will find the narrative and its finely crafted artwork intriguing. The endnotes, written by the author about herself and being part of the Stolen Generations, further assist cultural understandings. C. Sly

USER LEVEL: Stage 1
Paper \$15.00 each SCIS 1467084

Reviewed titles in the series:

Girrawaa the goanna SCIS 1474057
Guulaangga the green tree frog SCIS 1474051

Fiction for younger readers

Resources are arranged alphabetically by author.
See also e-resources.

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

BRADMAN, Tony & WATSON, Richard

Sleeping nasty

A & C Black, UK, 2010 (White wolves)
ISBN 9781408122099

Parodying the story of *Sleeping Beauty*, this humorous narrative for emergent, independent readers will delight its target audience and bring smiles to their faces. In response to his parents' crazy plan, Prince Oscar reluctantly agrees to find a rich princess to marry in order to salvage the family's fortune. He succeeds in his quest and is saved from a fate worse than death by the ex-bad fairy. Written in bite sized chapters with clearly spaced text, the storyline is enhanced by colourful illustrations, which capture the imagination. The content will appeal to a wide audience and support a reading program for Early Years students. A worthwhile related activity could include discussing stereotypes and respecting those who are different. G. Cale

USER LEVEL: Early Stage 1 Stage 1
Paper \$11.99 SCIS 1476313

BRISLAND, Toni

DemiChat and the Kent Street mystery

Sid Harta, Vic, 2010
ISBN 9781921642357

An exciting crime fiction story, this tale is told by Lord Flannery, a beagle, recently retired from the Scotland Yard dog squad. At his new home, Flannery meets DemiChat, an exotic Himalayan cat with a Parisian accent. As DemiChat spends much of her time watching old Sherlock Holmes movies on the television, she is most impressed with Lord Flannery's real life detective experiences. Noticing suspicious activity on a building site across the road, the

pair leave the security of their London home and find themselves in pursuit of a kidnapper. Along with Jake, a police German shepherd, the detectives make their way to Paris and Rome. This is an action packed, rollicking adventure with fascinating twists and turns, and endearing anthropomorphic characters. It is sure to captivate young readers. C. Sly

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1472293

CARMODY, Isabelle

The red wind

Penguin Group (Australia), 2010 (The kingdom of the lost; Viking)
ISBN 9780670074037

Bily and Zlutzy are two brothers who live in a fanciful land where each brother has his assigned role. Bily is timid, whilst Zlutzy is more adventurous and travels each year to the northern forest to forage for food. The various black and white sketches throughout the book are important visual prompts for the appearance of the brothers and other creatures, and the contraptions they use. Everything changes in their safe, ordered world when the red wind sweeps across the country destroying their cottage and bringing with it a monster, a huge cat-like creature. It is timid Bily who finds the courage to tend to the wounded monster. Accompanied by the monster and their bird friend, Redwing, the brothers embark on a perilous journey. Here the book ends, paving the way for the next instalment. As this is the first book in a trilogy, readers will avidly look forward to the next instalment in this engaging adventure. J. Eade



USER LEVEL: Stage 2 Stage 3
\$19.95 SCIS 9780670074037

Colour graffix [series]

A & C Black, UK, 2010

Not pure graphic novels, these titles mix richly narrated panels with the dialogue conventions of comic books. They feature characters with disabilities like dyslexia or deafness and impressive talents such as devising vandal resistant goal posts, or an affinity with animals. Designed to appeal particularly to boys, both titles feature football, and males as the main character. Although illustrated by different artists, there is a definite in-house style, with strong dramatic faces and a focus on action and emotions. *The listener* defies plot expectations and keeps interest alive, even when the climax becomes somewhat anticlimactic. These texts could be used as models to elicit discussion about distinctions between ability and disability, and to create empathy through story. M. Davis



USER LEVEL: Stage 3 Stage 4
Paper \$12.99 each

Reviewed titles in this series:

The listener SCIS 1484404
Moving the goalposts SCIS 1484407

DEARY, Terry

Terry Deary's Viking tales [series]

A & C. Black, UK, 2010

The books in this series, featuring a pair of young monks and a slave girl as protagonists, weave Viking history and legend into the plot line. Epilogues offer factual historical background to each narrative. Fleece is snatched in a Viking raid on her English village, but escapes with the help of a man masquerading as Odin. Edmund and Luke help avert a Viking raid on their abbey. Shaded black and white illustrations are detailed and convey emotions and action, making the series attractive as accessible chapter books. The simple narratives contain dramatic themes such as home and family, and the nature of courage. The series offers an insight into Viking history and a model for narrative based on historical events, with an opportunity to disentangle fact from fiction. M. Davis

USER LEVEL: Stage 3
KLA: English; HSIE
SYLLABUS: English K-6; History 7-10; HSIE K-6
Paper \$12.99 each

Reviewed titles in this series:

The battle of the Viking woman SCIS 1477874
The eye of the Viking god SCIS 1482431

DITMARS, Maribeth

The bald-headed princess: cancer, chemo and courage

Magination, USA, 2010

ISBN 9781433807381

Written by a teacher whose son died of leukaemia, this is a fictional account of cancer treatment. It is told by an eleven year old girl, Isabel, who is very frank in describing her eight months of treatment including chemotherapy. She is helped enormously by her best friend, Lizzie, who sticks by her. This is not a sentimental tale. Isabel sometimes feels sorry for herself and is irritated by Lizzie's good health. She has a good sense of humour and likes to be a little bit naughty with the other children in the cancer ward. She meets many survivors who give her hope. This is a valuable book for children fighting cancer, and their family and friends. A. Soutter

USER LEVEL: Stage 3 Stage 4 Community
Professional
Paper \$16.95 SCIS 1459321

FISCHER, Esther & McCANN, Kerensa

Walkabout with our mates

Black Ink, Qld, 2010

ISBN 9781863340878

Esther Fischer, of the Gugu Yalanji Burungu people (Mossman, North Queensland), tells a simple tale about a group of boys in a township where nothing much happens, until one evening they are in the right place at the right time to demonstrate their care and cooperation. A brief picture book, based on an actual event, delivers the narrative through clear visual representations and an economy of words. The story has universal themes in its aims to support positive family and community relations. It could appeal to young Aboriginal readers, offering a story with cultural relevance and affirming identity. The slim reader style production, with illustrations reflecting boys ranging from about 11 to mid teens, could interest teenaged less confident readers. The book is produced by a community based Indigenous publishing group. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$15.00 SCIS 1467071

GRAHAM, Bob

Miracle on Separation Street

Walker, UK, 2010

ISBN 9781406324617

A thoughtful and sometimes comical look into the web of Jack's family life, this offering from Bob Graham is as iconic as much of his work. Keeping a diary, which he hopes to place in a time capsule in the yard, Jack chronicles the odyssey of the purchase of the family car, and the events that unfold as a result. Incorporating the nature of Jack's family life, this tale describes the warmth of family relationships and surprising interactions with community groups. Packaged in easy to read chapters, the written text is well supported by comic styled black and white drawings. Covering topics such as families, money and theft, this is a pleasing reading resource that may stimulate discussion of such issues. It could be used to support the Stage 1 COGS unit (B): *Our families* and Stage 2 COGS unit (B): *Being Australian*. G. Cale

USER LEVEL:

Stage 1 Stage 2 Stage 3
Paper \$12.95 SCIS 1468632

JENNINGS, Paul & LEA, Bob

Rascal and the bad smell

Puffin, Vic, 2010 (A Rascal story)

ISBN 9780143304111

Another title in a well known series for beginning readers, this latest offering will resonate with its intended audience. As Rascal the dragon tracks down the bad smell, no one is spared scrutiny, and no one is prepared for the identity of the offender. Digitally enhanced coloured graphics similar to those seen in many animated films, minimal repetitive text and the simplest of storylines told in uncomplicated, succinct language will make this an enjoyable reading experience for the very young reader and for those readers needing extra support. All the usual characters are present and Ben continues to be delighted with having Rascal as his pet. G. Cale



USER LEVEL:

Early Stage 1 Stage 1
Paper \$9.95 SCIS 1471444

MACDONALD, Alan

Oi, caveboy!

Bloomsbury, UK, 2010

ISBN 9781408803349

Iggy lives with his family, the Urks, who are cave dwellers. Iggy chooses a catapult rather than the traditional axe to kill an enormous snake during a group ritual, which results in terrible consequences. Iggy has to leave to go on an arduous and dangerous mission to find the Purple Stankwart to heal the chief who was, supposedly, bitten by the snake during the ritual. Many adventures follow, including a suspense filled battle with the dreaded Nonecks. Dramatic dialogue, with unusual words, such as *whump* and *clatterpults*, and pen and ink sketches feature in this light hearted and amusing story of the inventions, ingenuity and bravery of a young cave boy. It will appeal to readers who love action. J. Saxby

USER LEVEL:

Stage 1 Stage 2
Paper \$12.99 SCIS 1465059

Mates: great Australian yarns [series]

Omnibus, SA, 2010

Everyday characters, in a range of Australian settings including a small school, a country town, a national park, populate these stories. Relationships between classmates, siblings and families are at the heart of the entertaining and thought provoking yarns. Each is accompanied by a brief explanation regarding an aspect of the Australian psyche or culture featured in the story. The settings and situations, trials and tribulations of the characters will be familiar to children who spend time in rural Australia. They serve as an exposé of unique aspects of Australian life, with universal themes and messages which could be enjoyed by many. Words that add descriptive interest or need emphasis in the text are printed in a variety of larger fonts that draw attention to the vocabulary and make the words memorable. The stories are liberally sprinkled with colour illustrations and enticing covers. N. Chaffey

USER LEVEL:

Stage 2 Stage 3
Paper \$11.99 each

Titles in this series include:

Crikey! SCIS 1474278
The heart of the forest SCIS 1461310
How to talk to a frill-neck lizard SCIS 1457987

McCARTHUR, Jason

Kane goes to the beach

Hyde Park, SA, 2010

ISBN 9780646533193

Whether, as explained in the foreword, the object of this book is promoting the gentle amiability of the greyhound dog breed, or expounding on the lack of prejudice in the dog world, it is fundamentally an enjoyable little picture book story for young children. The brief tale tells of the fun Kane has when he spends a day at the beach. Brightly coloured pictures present different breeds of dogs, with human attributes, playing happily together. The artist has captured some delightful expressions and joyous physical activity in his canine subjects. The sun image in the page corners reflects the mood of the different moments in the narrative. A simple, positive story, it is sure to be enjoyed by young children. C. Sly

USER LEVEL:

Early Stage 1 Stage 1
Paper \$10.00 SCIS 1489534

MOSS, Kerry

Speech day jitters: conquering the jitters to be the best you can be!

Southern Community Welfare, NSW, 2010

ISBN 9780980504729

Anxiety holds us all back far too often, so it is good to see a book that helps children learn to manage the jitters. This easy to read publication, with amusing cartoon illustrations by John Rolland, relates the story of a child who is too scared to speak in front of the class. His wise teacher explains that everyone has something that makes them nervous, and helps him learn to overcome *Mr Jitters*. The tale is engaging. The final chapter gives tips for making great speeches. This is a worthwhile book. School counsellors may appreciate being aware of it. A. Soutter

USER LEVEL:

Stage 2 Stage 3
Paper \$14.95 SCIS 1483112

PARKER, John

Sucked out

Walker, NSW, 2010 (Lightning strikes)
ISBN 9781921529689

With chapters denoted by lightning strikes and an odd eyeball that appears throughout the pages, this resource will quickly engage its target audience. Many informal types of text are used to give this title a contemporary look. Although part of a series, *Sucked out* can be read as a stand alone title. Written in the vernacular of the intended users, with short sentences and much dialogue, the plot involves a quirky eyeball on the lookout for a new host, and traces the efforts of Dan and Zainey as they seek to find and capture it. The layout of the written text is generous. A minimal use of black and white drawings enhances the meaning of the story. Readers will be drawn into this novel and relish its humour. G. Cale

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1460653

SKINNER, Tom & WHITE, Annie

The sorcerer's apprentice [sound recording]

New Frontier, NSW, 2010
ISBN 9781921042096

Colourful, active illustrations accompany an updated version of the famous, classical *The sorcerer's apprentice* adapted from Goethe's poem, and which now involves a wizard car and camel wash with a lazy apprentice. Told in rhyme, the apprentice aims to show off his skills and impress the mayor's daughter. This results in chaos, with the wizard coming to the rescue just in time. The book is greatly enhanced by the accompanying audio CD, which has a section narrating the story with Dukas' music as a background, and then finishes with the full instrumental rendition. Included in both the book and CD is a paragraph about the composer, Paul Abraham Dukas, and the origins of the music. This resource may be useful in supporting the music strand of the *Creative Arts K-6 syllabus*. S. Morton

USER LEVEL: Early Stage 1 Stage 1
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
\$27.95 SCIS 1483175

STORER, Jen

Haggis McGregor and the night of the skull moon

Puffin, Vic, 2010 (Aussie bites)
ISBN 9781921529337

Easy to read chapters with large, well spaced text are supported by black and white illustrations. This is a humorous read from beginning to end. Wearing a kilt and wielding a sword as he rides a skeletal horse, the ghostly Haggis seeks a wee lassie for his bride, a scenario that conjures up images that will engage and delight readers. Haggis wants a wife and Miss McDoogie is very anxious that she is not that person! With all the elements of a ghost story, the narrative is full of fun and frivolity, with mystery and intrigue at every turn. Related activities could include discussing stereotypes and respecting those who are different. G. Cale

USER LEVEL: Stage 1 Stage 2
Paper \$12.95 SCIS 1471330

WILLIAMS, Sean

The Fixers [series]

Omnibus, SA, 2010

As the titles suggest, these action books, despite their thin characterisation and overly packed plots, would appeal to young aficionados of the horror genre. In self-contained episodes that continue from title to title, Ollie passes into strange worlds. Through pulsating blue interdimensional portals and on into hyperspatial anomalies, Ollie solves problems in the worlds he enters. He finds it difficult to return to his own world. Cascading events make the stories a little confusing. There are hints of ordinary teenage dilemmas, like moving house and the embarrassing things parents say, and themes, such as freedom, courage, friendship, and what humans are doing to the earth, but none of these is sustained or developed. Black and white illustrations support the narratives. The series could fit into a wide reading program, for confident independent readers with a taste for the macabre. M. Davis

USER LEVEL: Stage 3
Paper \$12.99 each

Reviewed titles in this series:

Castle of the zombies SCIS 1485413
Planet of the cyborgs SCIS 1485537

Fiction for older readers

Resources are arranged alphabetically by author.
See also e-resources.

Some of these items are also suitable for upper primary students.

DOLAMORE, Jaclyn

Magic under glass

Bloomsbury, UK, 2010
ISBN 9781408802120

A delightful tale involving fantasy, magic and romance in which the protagonist, Nimira, strives to free the fairy prince trapped inside the mechanical body of a piano-playing automaton. To achieve this Nimira needs to understand and unravel the mysteries and intrigues between the sorcerers and fairies. As an immigrant in the new land, Nimira endures some prejudice, but eventually discovers the mystery surrounding Annalie, the supposedly dead wife of her benefactor, Hollin Parry. With Annalie's assistance, Nimira is eventually able to summon the dark powers to help her in her quest. Those who love fantasy are sure to enjoy this unique novel. J. Eade

USER LEVEL: Stage 4
Paper \$16.99 SCIS 1452235

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

DOWSWELL, Paul

The cabinet of curiosities

Bloomsbury, UK, 2010
ISBN 9781408800461

Set in Europe at the end of the 16th century, this is a pacy historical novel. The tale centres on two young men, Lukas Declercq and Etienne Lambert, who are brought together in unusual circumstances. Having been left an orphan, Lukas travels to Prague to live with his uncle who is an alchemist and court physician to the Emperor Rudolph II, and the curator of the eccentric emperor's cabinet of curiosities. Circumstances result in Lukas becoming aware of a sinister plot against the emperor, and this knowledge leads Lukas into great danger. A well written, fast moving narrative with a fascinating historical backdrop and memorable characters, this is sure to excite readers. E. Sly



USER LEVEL: Stage 4
\$24.99 SCIS 1477935

HALL, Leanne

This is Shyness

Text, Vic, 2010
ISBN 9781921656521

Seventeen year old Nia is underage when she goes to the Diabetic Hotel, desperate to forget the day's events at school. She meets eighteen year old Jethro, also known as Wolfboy, who takes her on a tour of Shyness, an area into which she has never strayed before. Shyness is a district that has been mysteriously shrouded in darkness for the past few years. The novel charts the events of the evening as they find out about each other's past and learn more about the evil that is turning the inhabitants of Shyness into medication and sugar dependent addicts. The two main characters are appealing and sassy, and the book crackles with alternating wit and pathos. Shyness operates as a metaphor for the badlands in which young people can be trapped by family circumstances, and vulnerable to exploitation in their need to belong. Nia and Jethro are independent thinkers who remain alert to what is happening and are resistant to cultural brainwashing. The book ends on an optimistic note, with both characters stronger and wiser for their connection and the promise of a continuing relationship. An enjoyable first novel, this title indicates that Leanne Hall will be a writer to watch in the future. E. Chase

USER LEVEL: Stage 5
Paper \$19.95 SCIS 1468643

HARTNETT, Sonya

The midnight zoo

Viking, Vic, 2010
ISBN 9780670074051

The utter futility and senselessness of war is well captured in this poignant tale of two young brothers, Andrej and Tomas, as they flee for their lives carrying their baby sister, Wilma, across the war-torn countryside. Their family and friends were taken by invading soldiers. One night they find a zoo containing eight animals desperately in need of hope. Unable to free the creatures, the boys decide to stay with them, sharing their meagre food and similar fate. The story is lifted by its lyrical style, and in an exceptional dreamlike sequence the boys return all the animals to their native countries. There is a surreal sense of happiness. This beautifully

crafted novel explores the concept of freedom and the impact that war has on all. J. Eade

USER LEVEL: Stage 3 Stage 4
\$24.95 SCIS 1469036

HEATH, Jack

Hit list

Pan Macmillan Australia, 2010
ISBN 9780330425841

Commissioned to retrieve priceless goods by the enigmatic Hammond Buckland, teenagers Ash and Benjamin live on the edge. Besides trying to maintain the facade of living a normal life, both constantly teeter on the brink of death as their missions become more perilous. A message from someone called Alice B plunges the teenagers into a dangerous world of corruption, intrigue and betrayal. Can Ash and Benjamin outwit their arch nemesis, the Ghost? Will they find Alice before it is too late? Highly explosive events characterise this action charged adventure. With many unexpected twists and turns, the reader is taken on a tumultuous, heart stopping journey that is sure to leave a reader breathless. H. Gardiner

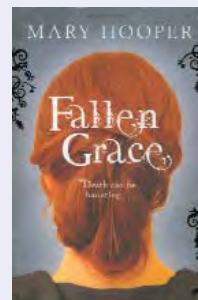
USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$9.99 SCIS 1474738

HOOVER, Mary

Fallen Grace

Bloomsbury, UK, 2010
ISBN 9780747599135

An evocative, rags to riches tale, this novel, set in Victorian London has a distinctly Gothic flavour. The reader is thrust into a harrowing scene in which fifteen year old, Grace Parkes is cradling her deceased, illegitimate new born as she journeys to Brookwood Cemetery. Having been advised to ensure her unfortunate disgrace is given more than pauper's burial, Grace stows her infant in wealthy Miss Susannah Solent's coffin. This action sparks a string of circumstances that eventually save Grace and her sister, Lily, from their extreme poverty. Past details of the young sisters encountering sinister characters and enduring traumatic acts of abuse and rape are revealed. A malicious figure reappears while Grace working for the Unwin family's funeral business, but she bravely prevents a fraudulent plan to steal her newly discovered family fortune. Grace's revenge is unexpected yet satisfying, and twists in the plot will maintain the reader's attention. This publication is a dark historical novel with a gratifying conclusion. E. Sly



USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
\$24.99 SCIS 1470477

JEFFREY, Belinda

Big river, little fish

UQP, Qld, 2010
ISBN 9780702238505

The power of the Murray River weaves and winds its way through the lives of those who inhabit its banks in this spell binding novel. Commencing with the difficult birth of the protagonist, Tom Downs, the reader is swept along in an intricately crafted narrative

that explores the symbiotic, but delicate, relationship between humans and nature. The plot hinges on the people of Swan Reach, as they prepare to battle the river that simultaneously provides an essential lifeline and yet threatens to devastate them. With its beautiful characterisations and superb descriptions, the novel is filled with love, loss and yearning. Despite the tragic undertones, an overwhelming sense of hope permeates this awe inspiring narrative. H. Gardiner

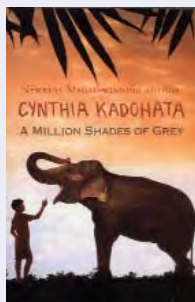
USER LEVEL: Stage 5
Paper \$19.95 SCIS 1471655

KADOHATA, Cynthia

A million shades of grey

Simon & Schuster, UK, 2010
ISBN 9781847388230

Describing life and experiences during the Vietnamese War, this story is told by the youngest elephant handler in the village. From a child's perspective, the moving narrative relates details about village life and family experiences, especially in relation to training the working elephants. It captures sensitively the drama, chaos and challenges of life during war. The hero's father has helped the American soldiers and has been disappointed by their lack of support in return. When the Viet Cong attack, the villagers flee for their lives, carrying wounded friends. With the shortage of food the elephants are seen as a food source, much to the disillusionment of their keepers. As family members are scattered in various camps, locating them is a desperate task. Finally, the young keeper must send his elephant and her calf into the wild for their own safety. Heartbroken, he makes plans to travel to Thailand to get away from the war and continue working with the beloved elephants. This engaging novel will appeal to upper primary and junior secondary readers and give them an insight into aspects of Asian culture and conflict. D. Johnston



USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English 7–10
Paper \$16.99 SCIS 1446987

MALLEY, Gemma

The legacy

Bloomsbury, UK, 2010
ISBN 9781408800898

The third and final book in this exciting futuristic trilogy, which began with *The declaration* and included *The resistance*, skillfully ties up loose ends with a surprising, satisfying conclusion. The story revolves around the discovery of a cure for cancer and the moral dilemmas which ensue when an unscrupulous researcher has the inventor killed and markets a longevity pill. One hundred and seventeen years on, the world is now a vastly different place where no one dies, food is scarce and it is illegal to have children. There is an underground movement of those who opt out, have children and refuse to take the longevity pills. This novel could be well used for class study or wide reading. It would provide an excellent catalyst for persuasive writing and debate on the moral issues involved in the storyline. J. Eade

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
\$24.99 SCIS 1482449

MEYER, Stephenie

Twilight: the graphic novel. Vol. 1

/ art & adaptation by Young Kim. Atom, UK, 2010
ISBN 9781905654666

While the representation of this very popular vampire romance series in graphic novel format is likely to entice young adult readers, the production has been strongly criticised by many serious comic creators. The predominantly greyscale artwork by Young Kim ably captures the atmosphere of the original narrative and the nature of the characters with much of the emotion conveyed, manga style, through the eyes. There is, however, understandable concern about the size and placement of the speech bubbles that are randomly superimposed over illustrations and employ stilted, unartistic lettering throughout. There is an obvious discord within the graphic elements. This publication neglects the sophisticated visual language and grammar associated with qualitative graphic literature, though no doubt will entice its intended readership. Its visual elements would require considered evaluation in any serious study of the graphic novel form. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7–10; English Stage 6
\$26.99 SCIS 1451980

MILLS, Sam

Black out

Faber and Faber, UK, 2010
ISBN 9780571239412

A fast moving dystopian tale, this book will appeal to high school students. The opening chapter is shocking but there is no graphic violence in the rest of the book. It is the story of a future in which classics such as George Orwell's 1984 are either banned, or rewritten to teach conformity. Children are tamed by behaviour pills. They are encouraged to spy on their parents and report hidden books to the authorities. There is hysterical racism against Muslims because of recent bombings. This is a book which raises many fascinating questions for class discussion. It encourages students to read more widely with reference to books like *Lord of the flies* and *The catcher in the rye*. A. Soutter

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7–10
Paper \$16.99 SCIS 1448604

The Penguin book of the ocean

/ edited by James Bradley. Hamish Hamilton, UK, 2010
ISBN 9781926428161

For centuries, humans have been fascinated and inspired by the ocean. In this excellent compendium, some unique and unexpected treasures of fiction and nonfiction are included. The eclectic mix of classic and contemporary texts explores the beauty, savagery, serenity and treachery associated with the ocean. Ranging from journal extracts to novel excerpts, the texts examine diverse areas including physical geography and history. The ocean's connections with time, memories and danger are also a dominant focus. There is a good representation of works by Australian writers. With such a comprehensive variety of prose and poetry, this anthology is sure to contain a gem that will pique even the most discerning reader's interest. H. Gardiner

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English

SYLLABUS:

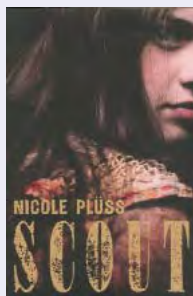
English 7–10; English Stage 6:
Standard; Advanced
Paper \$35.00 SCIS 1487139

PLÜSS, Nicole

Scout

Penguin Group (Australia), 2010
ISBN 9780143204589

Life for Kit Lovell has not been easy. She never knew her father, a renowned sea captain who drowned after his ship sank. Evicted from their home in England, after the death of Kit's grandmother, Kit is forced to embark on a treacherous journey to the far flung colony of South Australia after her mother agrees to marry a man she has never met. In an adventurous narrative, the monotony of the sea journey aboard the *Scout* is beautifully balanced with nail biting moments of peril. A motley array of characters adds depth to the sweeping plot. Filled with tragedy, humour and poignancy, this historical novel is an excellent read. H. Gardiner

**USER LEVEL:**

Stage 4 Stage 5

KLA:

English

SYLLABUS:

English 7–10

Paper \$17.95

SCIS 1472763

REECE, Gordon

Mice

Allen & Unwin, NSW, 2010
ISBN 9781742372358

A teenage thriller, this is an exciting but disturbing read about a studious girl who is terribly bullied and eventually forced to leave her school. At the same time, her parents are involved in a bitter divorce. She and her mother retreat to the country where they are shaken out of their peaceful life by an attacker. They take violent revenge. Her own violence gives the girl the confidence to return to school, presumably to take revenge on her bullies. Shelley's initial thoughts about suicide are interrupted by violence as a means of countering rejection. While this is a compelling suspense tale, there is no realistic recognition in the narrative that schools do anything about bullying. Any well devised anti-bullying policies are conveniently omitted. A. Soutter

USER LEVEL:

Stage 4 Stage 5

Paper \$19.99

SCIS 1473591

REES, Celia

The fool's girl

Bloomsbury, UK, 2010
ISBN 9781408803325

A perilous quest to recover Illyria's sacred relic finds the young descendant of Orsin and Viola in London with her faithful, comic companion. Pursuing the evil Malvolio, Violette and Feste meet the genial William Shakespeare, who assists them with their objective to restore order. Shakespeare enthusiasts will revel in the allusions to *Twelfth night*, since this novel playfully suggests that Violette's recounts are what inspire the Bard to compose the famous comedy. In the Forest of Arden, where Violette and Feste are hidden for their safety, there is a delightful encounter with a spritely boy called, Robin. Even without recognising these intertextual references the narrative will engage readers in the adventurous tale and interwoven love story. E. Sly

USER LEVEL:

Stage 5 Stage 6

KLA:

English

SYLLABUS:

English 7–10
Paper \$16.99 SCIS 1460060

STIEFVATER, Maggie

Linger

Scholastic, USA, 2010
ISBN 9780545123280

Riding on the wave of enthusiasm for the supernatural romance genre, this is the second book in *The wolves of Misty Falls* trilogy. In this segment, Sam and Grace's relationship deepens, though Sam is still haunted by his werewolf past, and both are concerned about their future. Sam fears losing his human form and tensions mount as other wolves come out of the forest for the seasonal change. Grace is suppressing problems of her own. Sam and Grace are joined by Isabel and Cole as narrators and it is interesting to see events unfold from the four different perspectives. Interpersonal tensions, secrecy and personal anxieties provide the drama in the otherwise uneventful Misty Falls setting. Readers who enjoyed *Shiver* will no doubt be keen to find out what takes place in this attractively presented sequel. Listen to the author read the prologue at <www.maggiestiefvater.com/shiver/>. E. Sly

USER LEVEL:

Stage 5 Stage 6

\$29.99

SCIS 1470678

WOMERSLEY, Chris

Bereft

Scribe, Vic, 2010
ISBN 9781921640605

Compellingly haunting, this novel immerses readers in a story of a deplorable injustice. Its bleak, 1919 Australian context focuses on unsettling realities following the Great War and the seemingly unrelenting Spanish flu epidemic. In the desolate former gold mining town of Flint, a pathetic, mutilated soldier returns, as if from the dead. Quinn Walker takes refuge in the hills above the town and he risks revealing his anonymity when visiting his ailing mother. Quinn fled his home a decade earlier when he was accused of killing his twelve year old sister, Sarah. Befriending a resilient, resourceful orphan, Sadie Fox, who is also hiding in the hills, Quinn discovers more about this unthinkable past. This sparks his desire for justice. The narrative's subtlety makes it a horrific yet engaging tale. E. Sly

**USER LEVEL:**

Stage 5 Stage 6

Paper \$32.95

SCIS 1473391

Information, poetry and drama

Resources are in Dewey order.

Behind the news topics. Lower primary**[series]**

Pearson, Vic, 2010

A surprising amount of quality information on a variety of occupations is contained in these books. Each double page spread includes large text, photographs, tables, and short,

descriptive paragraphs on aspects of particular careers. Tools and equipment required, various roles, training, and details from behind the scenes are included. Comments from workers give greater insight into the occupation. Each title concludes with a team challenge section, offering group activities with step-by-step guidelines. Group members use key words to search for information, make notes, organise their information and present their findings in a variety of suggested formats from promoting safety hints to inviting an expert to speak to the class. These tasks could support information literacy skills and healthy living activities, thereby meeting several cross curriculum requirements. S. Morton

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
 Paper \$29.95 each

Reviewed titles in this series:

Doctor	SCIS 1450168
Librarian	SCIS 1450162
Lifesaver	SCIS 1450170
Vet	SCIS 1450115

FARNDON, John

Do not open: an encyclopedia of the world's best-kept secrets

Dorling Kindersley, UK, 2010
 ISBN 9781405356534 [030.2]

An engaging compendium of information and facts, this book focuses on the mysteries of unexplained, unthinkable, freaky, unknowable, spine chilling, spooky and strange coincidences. Each topic is presented on its own double page with a unique design and style. Foldouts, lift up flaps, vertical pages, and references to use of contemporary technologies and devices, provide variety and options for interactivity. Cross referencing encourages further research within and beyond the resource. The visual frenzy is complemented by small segments of written text. Covering art, history, science and other topics, this captivating resource delivers a range of eccentric facts to intrigue and motivate students. A. Frost

USER LEVEL: Stage 3 Stage 4
KLA: CA; HSIE; Science
SYLLABUS: History 7-10; HSIE K-6; Science 7-10; Science & Technology K-6; Visual Arts 7-10
 Paper \$35.00 SCIS 1471949

FULLMAN, Joe

What you need to know now: the world in facts, stats, and graphics

Dorling Kindersley, UK, 2010
 ISBN 9781405353717 [030.2]

Outstanding colourful photographs, maps, illustrations and charts provide the focus of this book. It conveys interesting information and data about the modern world and its people. Simply presented statistics are reinforced with understandable graphics. Each double page spotlights a key topic within the major sections of *Earth, People, Power, Industry, Connections and Reference*. Within these, an eclectic range of topics, such as plate tectonics, natural disasters and phenomena, changing populations, human rights, inequality, media issues, and technologies including telephone networks are investigated. The attractive and succinct visual representations could provoke discussion about ways to present information and

potentially provide excellent models for students to adapt to share their own learning. Students will engage with the graphic nature of the resource and will find it useful as a general knowledge reference, a handy springboard when commencing research, or for personal interest browsing. A. Frost

USER LEVEL: Stage 3 Stage 4
KLA: HSIE; Science
SYLLABUS: History 7-10; HSIE K-6; Science 7-10; Science & Technology K-6; Visual Arts 7-10
 \$35.00 SCIS 1472195

WULING, Shi

How will I behave today and the rest of my life?

Pure Land College, Qld, 2009
 ISBN 9780980711400 [170]

A charming translation of a Confucian classic, *Di zi gui*, this book was written by an American Buddhist nun to convey Buddhist maxims of filial piety for parents and respect for teachers and others, to a universal readership. It is a well illustrated book with stories to demonstrate precepts such as, *When we speak, honesty counts the most*. It aims to teach guidelines for being a good human being and would be useful for ethics classes and a good discussion starter for lessons on values and social interaction. It is available online as well as free in hard copy from the publisher. The e-book, available at <www.howwillibehavetoday.org> has a page turning format and would be suitable for an IWB shared reading experience and discussion of the short tales in each chapter. A. Soutter

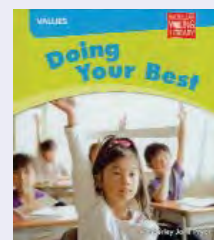
USER LEVEL: Stage 2 Stage 3
KLA: PDHPE
SYLLABUS: PDHPE K-6
 Paper Free SCIS 1488176

PRYOR, Kimberley Jane

Values [series]

Macmillan Education Australia, Vic, 2010

Concise text describing values, how to develop them and put them into practice is the content of this series of books. Clear colour, up to date photographs and large font make it easy for the young reader to relate to the children in these books. Each book looks at one value and six ways children can demonstrate that value to their family, friends and neighbours.



Teachers will find the series very useful as an introduction to discussions of the various values which are included in the PDHPE syllabus and which may have been adopted by many schools as part of their school rules and code of behaviour. R. Parnis

USER LEVEL: Stage 1 Stage 2
KLA: HSIE; PDHPE
SYLLABUS: HSIE K-6; PDHPE K-6
 \$22.99 each

Reviewed titles in this series:

Doing your best	SCIS 1456138
Fairness	SCIS 1454045
Helpfulness	SCIS 1454021
Self-discipline	SCIS 1454039

WULING, Shi

Everything we do matters?

Amitabha, USA, 2007

ISBN 9781599753584

[294.3]

This readable guide to Buddhist teachings was written as a series of talks given by an American Buddhist nun. There are nine chapters on topics such as clear thinking, dealing with anger, greed and ignorance, appreciation, compassion and understanding and climate change. It reminds readers to look at themselves, understand their situations and accept responsibility for what happens. It is a book about ethics from a Buddhist perspective rather than a religious tract. Websites and other contact information, for those interested in learning more about Buddhism, are provided. A. Soutter

USER LEVEL:

Stage 5 Stage 6 Community

KLA:

HSIE

SYLLABUS:

HSIE 7–10; Studies of Religion Stage 6

Paper Free

SCIS 1488174

ROGERS, Vanessa

Cyberbullying: activities to help children and teens to stay safe in a texting, twittering, social networking world

Jessica Kingsley, UK, 2010

ISBN 9781849051057

[302.3028]

Using common language and extensive professional counselling experience to assist parents, carers and teens to better understand, prepare for and cope with the ever increasing effects of cyber bullying, this is an informative and comprehensive self help resource. The broad range of information and assistive techniques make it a useful tool for parents to prepare themselves to assist their child to be *online safe*. It provides in depth information on the range of cyber bullying techniques and tools in an easy to read format. The warm up techniques and activities are extremely useful for PDHPE teachers in anti-bullying lessons. These activities promote discussion, group work and require student involvement to develop a greater understanding of the potential dangers online. This book could be a useful resource related to student welfare issues. PDHPE teachers wanting to connect with students in a non-confrontational manner and to share knowledge and experiences on the topic of cyber bullying, may find useful ideas among the warm up games and activities. S. Williams

USER LEVEL:

Stage 4 Stage 5 professional

KLA:

PDHPE

SYLLABUS:

PDHPE 7–10

Paper \$21.99

SCIS 1460641

Sacha

Teens big dreams: dream big, act big

Sacha, NSW, 2010

ISBN 9780980643909

[305.23]

At the end of Year 12, Sacha, realised that life is about following your dreams and planning to make them happen. He wrote this book and started a foundation to help other young people achieve their aspirations. Many students have no idea of what they want to do with their lives and, for some, this book will be a good starting point to setting goals. The first five chapters are about planning and motivation, followed by chapters on leadership and developing financial and business skills. There is a useful chapter on communication skills and some inspirational life stories. Students

will be attracted by the cover, but may be put off by the lengthy introductory account of how the book was written. Beyond this point are many suggestions worth considering, for example, for study skills for Stage 6 and other students. A. Soutter

USER LEVEL:

Stage 5 Stage 6

KLA:

PDHPE

SYLLABUS:

PDHPE 7–10

Paper \$40.00

SCIS 1476857

BRUCE, Linda and others

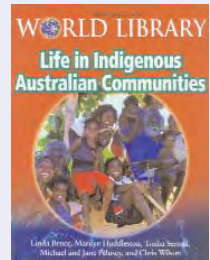
Life in Indigenous Australian communities

Macmillan Education, Vic, 2010

ISBN 9781420278958

[305.89]

Four Aboriginal communities are presented in this colourful book, produced with some consultation with the Aboriginal communities included. They are the Gawa, Haasts Bluff (Kanparrka) and Nguiu (Bathurst Island near Melville Island) communities in Northern Territory, and the Warmum (Turkey Creek) community in Western Australia. The layout would suit a variety of students, as it contains a helpful combination of factual text, photographs, graphics and maps. Each of the four chapters has a comprehensive array of information on a specific community's art, culture, law, history and language. Much of the text addresses the social and cultural challenges involved in balancing the need to maintain tradition with accessing education, health and employment services. The book is a commendable resource for Aboriginal Studies teachers and students. It could be used for one or more case studies, or as a means of understanding the diversity of Aboriginal cultures within Australia. J. White



USER LEVEL:

Stage 4 Stage 5 Stage 6 Professional

KLA:

HSIE

SYLLABUS:

Aboriginal Studies 7–10; Aboriginal

Studies Stage 6

\$45.00

SCIS 1454608

EINSPRUCH, Andrew

Australia's social systems [series]

Pearson, Vic, 2010

Colourful photographs accompany a clear layout that will attract and maintain students' attention when investigating various social systems in Australia. Each double page topic contains easy to read descriptive paragraphs, with bold headings separating key themes. Significant words are highlighted in bold and colourful feature boxes reinforce key ideas with diagrams facilitating greater understanding. A case study on *Political system* uses an example from the 1972 elections. It explains the preferential voting system with tables and explicit language, and would support a study of the Stage 3 COGs unit (D): *Making informed choices*. These sound resources would be useful when considering the Stage 3 COGs unit (C): *Interconnecting growth and change* and have brief information relevant to a range of secondary courses including Commerce, Legal Studies, Economics, and Business Studies. A. Frost

USER LEVEL:

Stage 3 Stage 4 Stage 5

KLA:

HSIE

SYLLABUS:

Commerce 7–10; History 7–10;

HSIE K–6

\$29.95 each

Reviewed titles in this series:

Economy	SCIS 1458727
Financial system	SCIS 1458723
Legal system	SCIS 1458728
Political system	SCIS 1458729

Who's in charge?

/ edited by A. Cox, D. Lock & F. Star. Dorling Kindersley, UK, 2010
ISBN 9781405350693 [321]

With a forward by renowned political journalist, Andrew Marr, this publication looks at leadership, government and politics through the years. It begins by asking who is in charge, whether we need someone in charge, and how a leader is decided. Explanations of the different types of government and leaders follow. Each section explains how decisions are made in various governmental systems and, finally, consideration is given to leadership of the future and how the reader could become involved. A timeline of famous leaders of the past is included. Bright colours, unusual layouts and graphics make this complex topic interesting for readers in the Middle Years. Information is brief and simplified, yet accurate. It is a very useful resource for those new to the history of politics and for the Stage 3 COGs unit (D): *Making informed choices* and unit (E): *Global and social issues*. R. Parnis

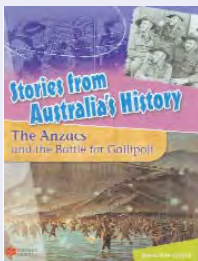
USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
	\$24.95 SCIS 1462698

GUILE, Melanie

Stories from Australia's history [series]

Macmillan Library, Vic, 2010

Significant episodes in Australian history are presented in an accessible format in this series. Details on particular events are delivered as distinct episodes in Australia's history since 1788. Combining concise written information and graphical material, including photographs, maps and segments in comic format, the stories aim to present history in a colourful and engaging manner. The predominantly visual approach does not mean the stories are without depth. Opportunities for students to develop information search skills to locate and select information from a variety of formats are well demonstrated in this publication. Different perspectives on events are included, as are opportunities for readers to empathise with the key players and to investigate the issues further through books, multimedia and field trips. Teachers will also find value in the timelines, glossary and primary sources presented in each volume. J. White



USER LEVEL:	Stage 3 Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7–10; Geography 7–10; History 7–10; HSIE K–6
	\$31.99 each

Reviewed titles in this series:

The Anzacs and the battle for Gallipoli	SCIS 1452393
Burke and Wills' expedition to cross Australia	SCIS 1499178
Charles Perkins and the freedom ride	SCIS 1499155
C.Y. O'Connor and the goldfields pipeline	SCIS 1499072
Douglas Mawson's Antarctic Expedition	SCIS 1452398
Fanny Durack's Olympic quest	SCIS 1499161

Ned Kelly and the Kelly Gang	SCIS 1499045
Peter Lalor and the Eureka Stockade	SCIS 1452388
Vincent Lingiari and the Wave Hill Walkout	SCIS 1452444
Wearry Dunlop and the Burma-Thailand railway	SCIS 1499146

BRASCH, Nicholas

Hard labour [series]

Pearson, Vic, 2010

Discussing the difficult jobs connected with four historical periods of interest to Australian students, is the focus of this eye catching and colourful new series. It considers some of the worst jobs done during these times. Extracts of quotations by people involved in the jobs are also featured. Each resource includes a timeline of events as well as historical photographs from libraries and other repositories. Work posters highlighting the difficult aspects of particular occupations are presented on most pages. Jobs included in the *Gold rushes* era are gold buyer, doctor, and entertainer. *Victorian times* required drovers, shearers and bullock drivers. *Early 20th century* includes the rabbitier, bridge builder and barmaid. *Convict times* required labourers as floggers and hangmen, brick-makers, and grain grinders. This different approach to HSIE topics will give students a deeper understanding of some aspects of the lifestyles and culture of the four eras of Australian history. It is noted that the largely simplified information leaves groups such as Aboriginal people invisible. D. Johnston

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	History 7–10; HSIE K–6
	\$29.95 each

Reviewed titles in this series:

Convict times	SCIS 1472707
Early 20th century	SCIS 1472719
Gold rushes	SCIS 1472715
Victorian times	SCIS 1472717

GALLAGHER, Brendan & GALLAGHER, Debbie

World heritage [series]

Macmillan Library, Vic, 2010

Natural and cultural World Heritage sites are documented in this colourful, accessible series. Each title includes a useful explanation of the World Heritage criteria which is then included in the two page summaries of each case study. Teachers of Geography 7–10 will find this feature particularly useful. World Heritage sites are selected from across the globe and include the very well known and those less prominent. A selection of Australian World Heritage sites includes Uluru, Fraser Island and the Great Barrier Reef. Each two page description contains a good balance of facts, photographs, keywords and a timeline relating to the site's natural history or construction. Reason for categorisation, as a World Heritage site and the specific criteria for each, are indicated by key visual symbols. The series provides an ideal starting point for student research. J. White

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE
SYLLABUS:	Geography 7–10; History 7–10; HSIE K–6

Reviewed titles in this series:

Protecting ancient heritage	SCIS 1452437
Protecting earth's history	SCIS 1452428
Protecting ecosystems	SCIS 1452435
Protecting the human story	SCIS 1452425

EINSPRUCH, Andrew

Living sustainably [series]

Macmillan Education Australia, 2010

A well presented, appropriately sized series for primary school students, these books feature colour photographs of children from diverse ethnic backgrounds and countries around the world. They exemplify and promote aspects of sustainable living. Energy consumption, in the home, at school and for transport, is featured. Materials and goods, including water usage and the environmental aspects of shopping, are clearly and succinctly explained. Titles in this series relate to and support Stage 2 COGs units (A): *Local environments* and (E): *Products, services and systems* and Stage 3 COGs units (C): *Interconnecting growth and change* and (E): *Global and social issues*. The significant message of the series is that everyone can make a difference, even in small ways; thus empowering the reader to undertake positive everyday actions. N. Chaffey

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science & Technology K-6
\$22.99 each

Titles in this series include:

Smart shopping SCIS 1454082
Using energy at home and school SCIS 1454083
Using energy to get around SCIS 1454085
Using water SCIS 1454076

MCCLISH, Bruce

Water for Australia [series]

Macmillan Library, Vic, 2010

Raising awareness of water as a natural but finite resource and considering its management are the main focus areas of this series. Water in Australia is discussed in terms of its sources, problems, supply, treatment and conservation. Clear subheadings, quality photography and facts summarised in call-outs on each page make this series very accessible for the reader. The use of bold text for technical words, that are included in the glossary, enhances comprehension, as does a bold text introductory sentence on each subtopic. There is a clear environmental and conservation message in all titles, explaining how and why water in Australia needs unique management and preservation. This is a valuable resource for young students. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
\$26.99 each

Reviewed titles in this series:

Being waterwise SCIS 1452419
Caring for waterways SCIS 1452405
Getting water to people SCIS 1452413
Our water sources SCIS 1452414

White wolves [series]

Black, UK, 2010

Covering a disparate range of topics, this series will have something to appeal to most readers. While published in England, in most cases the subject matter is of a historical or global nature with some relevant information from around the world. Occasionally, terms from an English (UK) context, such as *wellington boots* and *cockles* are used. All titles are filled with labelled colour photographs and

diagrams accompanying easy to read written text. Issues such as water sustainability and environmental protection are discussed appropriately. *Deadly diseases and curious cures* has specific relevance to HSIE, providing a graphic insight into the life of an 18th century ship's surgeon. The history of the ancient Olympics in *Sporting hero* is enjoyable for all readers. *Space blog* is filled with information about the planets and space exploration, but is told in diary format that gives an erroneous impression of people's accomplishments, such as manned flights to Venus and Mars. S. Morton

USER LEVEL: Stage 2 Stage 3
KLA: English; HSIE; SciTech
SYLLABUS: English K-6; HSIE K-6; Science & Technology K-6
\$22.99 each

Reviewed titles in this series:

Coastal treasure hunter SCIS 1465008
Deadly diseases and curious cures SCIS 1464964
Deep sea exploration SCIS 1465002
Space blog SCIS 1465041
Sporting hero SCIS 1465040
Water wise! SCIS 1464974

DENSHIRE, Jayne

Healthy habits [series]

Macmillan Education Australia, Vic, 2010

With the health and wellbeing of our nation's young people being a focus for many of today's educators, this hardcover series is one that will be beneficial for children, parents and teachers. The first seven pages of each title are identical, giving a sense of familiarity for users, while reinforcing healthy messages. Distinct headings, large well spaced written text and clear coloured photographs enhance the excellent information provided. Each title includes a checklist for its topic, a double page healthy habit suggestions and an amazing facts page; all of which are featured in identical locations in each book. The series covers many topics that will help young readers contemplate and embrace a healthy lifestyle. G. Cale

USER LEVEL: Stage 1 Stage 2 Community
KLA: Professional
SYLLABUS: PDHPE
PDHPE K-6
\$23.00

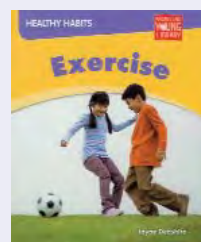
Reviewed titles in this series:

Exercise SCIS 1449662
Hygiene SCIS 1449659
Nutrition SCIS 1449665
Rest and sleep SCIS 1449661
Safety SCIS 1452726
Wellbeing SCIS 1449658

Disasters in Australia [series]

Pearson, NSW, 2010

Clearly written text complements the stunning photographs and images that will attract and maintain students' attention while investigating the nature, causes, management strategies, and aftermath of natural disasters in Australia. Detailed diagrams and text boxes highlight concepts, with fact boxes reinforcing key ideas. Bold headings separate major themes, with significant words highlighted and defined in the glossary. Case studies describe significant disaster events. The language, style and format is suitable for middle school students investigating natural disasters



in COGs units on *Local environments* and *Living land*, or for secondary students in Geography and Science. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science
SYLLABUS: Geography 7–10; HSIE K–6; Science 7–10
 \$29.95 each

Reviewed titles in this series:

Bushfire SCIS 1464753
Cyclone SCIS 1464814
Earthquake, tsunami, volcano SCIS 1467631
Flood SCIS 1464812

Burns danger. 3, The hidden menace [video-recording]

NSW Severe Burn Injury Service, 2010 [363.37]

A great deal of merit should be attributed to this DVD. It addresses the important issue of accidental burns and scalds, outlining the causes of severe burns, how to avoid them and the appropriate first aid for burns. Teachers of PDHPE would benefit from incorporating some or all aspects of this resource kit in the teaching and learning option on individual and community health. The accompanying worksheets, available on disk 1, range from simple to more complex exercises and provide suitable stimulus material for a wide range of student abilities. More complex sections are useful to elicit deep thinking skills. Some of the humour in the DVD is clichéd and could detract from the effectiveness of the message. However, the realistic sections are very powerful and memorable, and provide important information for a key area of the syllabus. R. Cox

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: PDHPE
SYLLABUS: PDHPE 7–10; PDHPE Stage 6; Sport, Lifestyle & Recreation Studies CEC Stage 6
 Free. NSW Statewide Burn Injury Service SCIS 1484166

ELLIS, Deborah

We want you to know: kids talk about bullying

Coteau, Canada, 2010 [371.5]
 ISBN 9781550504710

Ellis has a unique style of delivering the important message about bullying in schools. Students, teachers and parents will find her book an engaging, relevant and sincere resource for raising awareness about bullying in society. Students could use this resource by considering the case studies, using comprehension skills to create empathy and relevance within each scenario, and then using those experiences to develop strategies for coping with bullying. The book also looks holistically at the total effects that bullying can have on an individual. This approach will allow teachers to use the resource in many contexts, providing real life significance. The style allows for many different uses in schools, ranging from a professional resource for teachers and counsellors, through to a teaching resource in the PDHPE classroom. Students studying the scenarios in the context of personal relationships, bullying and power in relationships will greatly enhance their understanding of the wide range of effects that bullying has on individuals and families. S. Williams



USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: PDHPE
SYLLABUS: Community and Family Studies Stage 6; PDHPE 7–10
 \$28.95 SCIS 1470397

ROHR, Ian

Celebrations [series]

Macmillan Education Australia, Vic, 2010

Different celebrations from around the world are the topic of this small books series. Each title contains simple, accessible, limited descriptions of approximately ten celebrations centred on a main theme. *Indigenous celebrations*, for example, focuses on Maori, Aboriginal, American Indian, Incan and Mayan festivals and celebration days. The Australian content in this title provides succinct information about NAIDOC Week (with no explanation of what NAIDOC stand for) noting that all Australians are encouraged to celebrate, and the Garma Festival of the Yolngu people in Arnhem Land. Colour photographs, clear captions and brief information are provided for each celebration. The limited details offer an introduction to various celebrations and, in conjunction with keywords found in the glossary, could be used as a starting point for further research. The series could be useful as a resource in the Stage 1 COGs unit (H): *Understanding ourselves* and Stage 2 COGs unit (H): *Understanding each other*. R. Parnis

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K–6
 \$32.50 each

Reviewed titles in this series:

Children's celebrations SCIS 1454053
City and rural celebrations SCIS 1454063
Indigenous celebrations SCIS 1454072
Religious celebrations SCIS 1454060

HOROWITZ, Anthony

Legends [series]

Macmillan Children's Books, UK, 2010 [398.2]

A diverse collection of myths and legends is represented here, with tales from the Greeks, Romans, Chinese, Cheyenne Indians, Egyptians, Celts and Incas. In this series, Anthony Horowitz has revamped many of the stories he published some years ago, shortening or rearranging where necessary with the addition of new illustrations, which readily complement the exciting written text. Composed in simple sentences the heroes, beasts and monsters, and their many battles and quests, are graphically retold. Classical myths and legends that seek to answer age-old questions are readily accessible to young independent readers in this engaging new series. J. Eade



USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: English
SYLLABUS: English K–6; English 7–10
 Paper \$12.99 each

Reviewed titles in this series:

Battles and quests SCIS 1470293
Beasts and monsters SCIS 1470078

PIROTTA, Saviour & LOCKHEART, Susanna

If you love a fairy tale

Ladybird, UK, 2010

ISBN 9781846467165 [398.2]

A picture book with a difference, this title required a *paper engineer* to design the skilful slide of the illustrations as you turn the pages. The intriguing mechanism captures the magical transformations at the heart of fairy stories. These substantial retellings are racy and modern. Illustrations are full of charming detail and enhance the stories of *Cinderella* and *The frog prince*. This resource would make a wonderful addition to a fairytale study comparing different versions of the same tale. It would also provide inspiration for originality in the formatting of texts and insight into the teamwork involved in putting a book together. M. Davis

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
\$24.95 SCIS 14687158

PIROTTA, Saviour & LOCKHEART, Susanna

If you love a magical tale

Ladybird, UK, 2010

ISBN 9781846467127 [398.2]

A captivating reproduction of two classic tales, *The wizard of Oz* and *Aladdin*, this is a delightful book for young and old. Detailed watercolour illustrations capture the magic of the narratives and cleverly constructed pictures slide to transform as a reader turns the pages. The written text is clearly presented and gives a contemporary narrative voice to the stories. Whether read aloud or independently, this publication offers an enchanting means to convey traditional wonder tales to a modern audience. C. Sly

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K–6
\$24.95 SCIS 1487161

The science book: explore and learn the big ideas of science

/ edited by Matilda Gollon. Dorling Kindersley, UK, 2010

ISBN 9781405354134 [500]

Divided into sections on *Life science*, *Earth science* and *Physical science*, this engaging book contains detailed information on most areas of modern science. Based on the notion of *24 big ideas of science*, each topic is explored over a double page and is enhanced with vibrant, engaging pictures. The book is supported by a website that students can access to supplement each topic. The website is described as having countless video clips and interactive animations to further develop a deep understanding of the content presented in the book. Relevant areas for students include gravity, earthquakes, fossils, adaptations, digestion, and cell division. This is a quality general science book for students with a keen interest in science and technology. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
\$39.95 SCIS 1472202

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

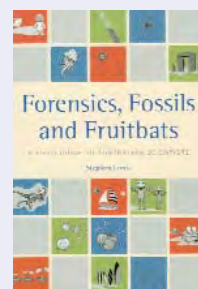
LUNTZ, Stephen

Forensics, fossils and fruitbats: a field guide to Australian scientists

CSIRO Publishing, VIC, 2011

ISBN 9780643097452 [509.2]

Profiling more than 70 Australian scientists, this book is a qualitative teaching resource. Students and teachers will find it valuable when researching recent scientific contributions made by Australian scientists, such as Dr Fiona Wood, who is famous for her spray on skin for burns victims, and Scott Hocknull, noted for his involvement in the recent discovery of a new dinosaur species. Each scientist is succinctly profiled, ensuring that student engagement is sustained. Profiles are presented in a clear, accessible manner. The book provides a useful starting point and gives students the opportunity for further research on a chosen scientist. Teachers may choose to draw on extracts from the book to introduce a range of contemporary scientists and their contributions to various branches of scientific research. I. Mavin



USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
Paper \$39.95 SCIS 1488169

STOTT, Carole

Wow! space

Dorling Kindersley, UK, 2010

ISBN 9781405353472 [520]

Science students and teachers will find this well presented book a great starting point when completing any astronomy based unit of work. The concise written text is strongly supported by quality images but, due to its brevity, the content is often lacking in depth. Chapters on the *Universe*, *The solar system* and *Space travellers* are the most useful. Labelled pictures and diagrams provide valuable snippets of information. *Space travellers* contains countless fascinating details on the International Space Station and the Apollo missions. This chapter will capture and sustain the attention of most students. It makes strong links between space history and technology, and the future benefits to society of space exploration and travel. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
\$35.00 SCIS 1466264

Space: a children's encyclopedia

Dorling Kindersley, UK, 2010

ISBN 9781405353755 [523.103]

Stunning pictures and diagrams combined with historical perspectives and relevant facts relating to space make this a valuable teaching resource for Science students. Clear subheadings, with short chunks of information, and well labelled images and photographs will assist Stage 4 students to find useful information on galaxies, stars and our solar system. Stage 5 students will find much of the information in the chapter, *The Sun* very relevant. Information is presented using terminology at an appropriate level to engage and sustain the interest of most high school students. Many sections of the book would be excellent as stimulus material when beginning an astronomy based

unit of work. Overall, this fine book would be a valuable resource for faculties and students. I. Mavin

USER LEVEL: Stage 4 Stage 5
KLA: Science
SYLLABUS: Science 7–10
\$39.95 SCIS 1472153

KRUSZELNICKI, Karl

Dinosaurs aren't dead

Pan Macmillan Australia, 2010

ISBN 9780330425797 [567.9]

Entertaining from start to finish, this handy volume is filled with short, intriguing facts and is illustrated with amusing sketches. Chapters include *A really short history of life*, *Dinosaurs rock and rule*, and *Fine-feathered creatures*. The author presents his theories and almost certain assumptions in a casual and easy to read style. Students will be interested to read that dinosaurs covered the whole surface of the planet including Antarctica, and that Tyrannosaurus Rex means tyrant lizard king. Students of various ages will be attracted to the book, its subject matter and presentation. D. Johnston.

USER LEVEL: Stage 3 Stage 4
KLA: Science
SYLLABUS: Science 7–10; Science & Technology K–6
Paper \$16.99 SCIS 1469288

Remnants of Gondwana: a natural and social history of the Gondwana rainforests of Australia

/ edited by R. Kitching, R. Braithwaite & J. Cavanaugh. Surrey Beatty, NSW, 2010

ISBN 9780980311358 [577.34]

Focusing on the Gondwana rainforests of southeast Queensland and northeast NSW, this exceptional book provides a wonderful description of what Eastern Australian rainforests were like before European settlement. The chapters strongly link the relevant aspects of science, history, and some Aboriginal perspectives. The book is divided into three sections including *Parks and reserves in the Gondwana rainforests*, *The natural environment* and *The human footprint*. Biology teachers will find this book very useful when teaching the topic *Evolution of Australian biota*. Each chapter provides extremely detailed information and would be a valuable teacher reference resource. Biology students living in the Northern NSW areas will certainly appreciate the relevance and significance of the many local examples of flora and fauna presented. I. Mavin

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
Paper \$49.75 SCIS 1481667

NORMAN, Mark

Into the deep: life through the depths of the ocean

Black Dog, Vic, 2010

ISBN 9781742031514 [578.77]

Written by the author of several CBCA award information books, this resource presents marine biology and habitats within the depths of the ocean. The quarto sized book is turned sideways to reveal a vertical depth line showing where the deep water fish are located. Short, riveting key facts about the fish are included beside

each colour photograph. Pages include details on *floating babies*, *staying invisible*, and *lights in the dark*. The unusual approach in presentation of the colour images of the deep will intrigue students as they investigate this resource. D. Johnston

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K–6
Paper \$16.99 SCIS 1470947

GALLAGHER, Debbie

Zoo animals [series]

Macmillan Education Australia, Vic, 2010

Although the written text, on the opening pages of the books in this series, is identical, the accompanying coloured photographs and captions are unique to the specific title. Each volume has identical page headings though the information pertains to the particular animal being discussed. The resources are user-friendly for young readers. The inclusion of world maps showing habitat, and interviews with zoo keepers, enhance the credibility of these resources. Colourful photography, maps and variety in presentation make this series a useful addition to the world of information for emerging readers. G. Cale.

USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K–6
\$23.00 each

Reviewed titles in this series:

Crocodiles and alligators	SCIS 1449731
Pandas	SCIS 1449668
Parrots	SCIS 1449667
Penguins	SCIS 1449734
Seals and sea lions	SCIS 1449733
Snakes	SCIS 1451186

STOYLES, Pennie

A–Z of health [series]

Macmillan Education Australia, 2010

Learning about and maintaining healthy practices have been made easier with this series. The six volume set covers common mental, physical and social health issues. The running glossary and definitions accompanying each entry are a welcome feature that assists reader comprehension. Other aspects that make it accessible for the reader are clear written text, fact boxes, first aid tips, information about specialist health professionals and mini-biographies which are all colour coded. Each entry outlines symptoms and causes, has a clear explanation of the physiological process, and how medicines were discovered or developed and their application. There is a strong focus on prevention and ways to maintain optimum health, making this a valuable reference series for young students. R. Higginbottom

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K–6; PDHPE 7–10
\$191.94 set

Reviewed titles in this series:

A–Z of health. Volume 1, A–B	SCIS 1449682
A–Z of health. Volume 2, C–E	SCIS 1449683
A–Z of health. Volume 3, F–J	SCIS 1449685
A–Z of health. Volume 4, K–O	SCIS 1449686
A–Z of health. Volume 5, P–S	SCIS 1449688
A–Z of health. Volume 6, T–Z	SCIS 1449689



DELL, Gaye

100+ answers -about puberty

Interrelate Family Centres, NSW, 2010

ISBN 9780977510979

[612.6]

Answering questions that are most often asked by Australian children, this book explains very simply what puberty is, why children go through it and what happens when they do. It is a comprehensive offering of information and answers to questions appropriate to each gender. Male and female students are made aware of their own changes and those that happen to the other sex. It is illustrated with rather monocultural cartoons and anatomical drawings. Many students will want to browse through the book looking for answers to their particular questions. A. Soutter

USER LEVEL:

Stage 3 Stage 4 Community

KLA:

PDHPE

SYLLABUS:

PDHPE K-6; PDHPE 7-10

Paper \$12.95

SCIS 1473420

SHEPHERD, John & ANTONIADES, Mike

101 Youth fitness drills: age 7-11

A&C Black, UK, 2010

ISBN 9781408114841

[613.7]

This book provides a basic range of essential skills to help students develop the required movement skills needed to enhance their enjoyment of sport and fitness activities. It starts with prior knowledge for the instructor about research supporting the coaching of fitness drills and the effective timing of this coaching in relation to curbing the obesity epidemics. Information is clearly explained, yet not really inspiring or engaging. The fitness drills address many essential skills needed by children to develop a sound basis for them to adapt their skills in a sport specific setting. The presentation of the drills is not all that engaging for students, and teachers would not get a great reception from teaching these skills in isolation. Coaches of teams would benefit from reading this book. Teachers with a limited knowledge of sport skills and an interest in developing students' fundamental movement skills could also benefit from reading this book. Activities in this book are more suited to small group sessions rather than the whole class. S. Williams

USER LEVEL:

Stage 1 Stage 2 Stage 3 Community

KLA:

PDHPE

SYLLABUS:

PDHPE K-6

Paper \$35.00

SCIS 1465243

ROSE, Annie

Sex and other stuff: the A to Z of everything you need to know

Black Dog, Vic, 2010

ISBN 9781742031194

[613.9]

A factual, easy to read publication, this provides readers with the A to Z of everything you need to know about sex and many other aspects of the human body. This resource is clearly written, well organised and easy to source information. The information presented shows experience, care and objectivity, yet it may be confronting to some. There are easy to read, informative entries for topics such as Drugs, Erotica, and Homophobia, covered in a way that allows individuals to feel comfortable about exploring issues of interest. Parents, teachers and students aiming to increase discussions about and knowledge of sex may find this a useful reference. S. Williams

USER LEVEL:

Stage 4 Stage 5 Stage 6 Community Professional

KLA:

SYLLABUS:

PDHPE

Community and Family Studies Stage 6; PDHPE 7-10; PDHPE Stage 6

Paper \$18.99

SCIS 1466249

PIPER, Margaret

About a dog called Toby

Margaret Piper, NSW, 2010 (Once upon a time stories)

ISBN 9780646544427

[636.7]

Pet therapy is the underlying theme of this engaging book. Toby is a labradoodle pup. He is lovingly cared for and well trained. When he grows up, Toby is taken to visit a nursing home and brings joy to the older people who live there. He also entertains patients in a children's hospital. Simple pastel sketches support the written text. While the use of the phrase *his mother* when referring to Toby's owner may be confusing and require adult explanation, the gentle heart warming story is sure to intrigue young readers. This resource could support aspects of a study of the Stage 1 COGs unit (E): *Products and services*. C. Sly

USER LEVEL:

Stage 1

KLA:

HSIE

SYLLABUS:

HSIE K-6

Paper \$15.00

SCIS

LITCHFIELD, Carla

Saving tigers

Black Dog, Vic, 2010 (Rare earth)

ISBN 9781742031606

[639.97]

While admiring the tigers seen in zoos, thought is not always given to their plight and status as a species. In this series, aimed at conserving and protecting our endangered species, this volume focuses on the predicament of tigers, which are now more common in zoos and sanctuaries than in the wild. Cleverly structured on two levels, it offers brief information for younger readers in large, bold font, and more detailed facts for more confident readers. Supported by exceptional photography, this is an enticing book about tigers. It is an engaging means of enhancing knowledge and awareness about the impact of changing environments on species in general. R. Higginbottom

USER LEVEL:

Stage 2 Stage 3

KLA:

SciTech

SYLLABUS:

Science & Technology K-6

Paper \$16.99

SCIS 1475503

COMPTON, Leanne

The food book

Oxford University Press, Vic, 2010

ISBN 9780195570403

[641.3]

Designed to push the educational boundaries in relation to food, this resource is divided into five interesting sections. It is well researched and includes such topics as culture, nutrients, food groups and models, careers in the food industry, future of food, safety and basic first aid, food miles, label reading, shopping, and basic food skills. Each page presents full colour photographs and concisely written information. Mouth watering recipes are designed with the classroom in mind and present visual examples of



delicious, well presented finished products. The *Food choice* chapter makes it easier for teachers to explain ingredients through pictures and brief details on each commodity including its season, storage, nutritional value, and its use. M. Timperley

USER LEVEL: Stage 4 Stage 5 Community Professional
KLA: TAS
SYLLABUS: Food Technology 7–10; Technology (Mandatory) 7–8
\$49.95 SCIS 1474415

KARMEL, Annabel

You can cook

Dorling Kindersley, UK, 2010
ISBN 9781405350709 [641.5]

The composer has created a book to help people, especially children, master the basics of cooking and preparing delicious meals so they develop a pleasure for cooking. The publication is full of step-by-step colour photographs that show a deliciously presented finished product for each recipe. Starting with food basics, including food groups, nutrients, healthy eating, kitchen equipment, measuring, it moves on to food preparation and baking techniques. Simple descriptions and good size font make the information clear and accessible. Fruit and vegetables are pictured next to their labels for easy reference while cooking. Recipes cover the breakfast meal period, beginning with how to boil an egg, and continue on to snacks, main meals, desserts and sweet treats. This beautifully presented book will inspire confidence in cooking. M. Timperley

USER LEVEL: Stage 4
KLA: TAS
SYLLABUS: Technology (Mandatory) 7–8
\$24.95 SCIS 1450560

DAWSON, Gina

So that's where I came from

Black Dog, Vic, 2010
ISBN 9781742031019 [649]

A simple and factual manual, to assist parents and teachers with the often difficult question of *Where did I come from?* this book could be read by primary aged children or read to young children by parents, caregivers and teachers. It provides children with simple facts about where babies come from, with reference to IVF, though not different family arrangements, and provides straightforward answers in a non confrontational format. Parents and teachers could guide children's discussions and assist their understanding with the factual and friendly, albeit explicit, illustrations. The slender volume is similar in presentation to a picture book, with denser text. It could be a useful resource for schools in the teaching of growth and development in PDHPE K–6. S. Williams

USER LEVEL: Stage 3 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K–6
Paper \$19.99 SCIS 1459754

GOLEMAN, Daniel

Ecological intelligence: the coming age of radical transparency

Penguin Books Ltd, UK, 2010
ISBN 9780141039091 [658.8]

The reality behind ethical consumerism is the topic of this book. In an age where most corporations are keen to promote their green

credentials and advertise their sustainable products, Goleman identifies some uncomfortable truths for consumers, who he believes are being misled. Goleman's argument is that globalisation has fundamentally diminished the ability of consumers to understand the origins of their purchases. His conclusions are overwhelmingly optimistic. He believes powerful social networking media are democratising global capitalism in the sense that consumers communicating and acting together are having remarkably powerful impacts on corporate decision making and accountability. As the writing is fairly dense and at times technical, this would be more appropriate as a senior studies and professional resource. It could be of particular interest to Business Studies and Geography teachers. J. White

USER LEVEL: Stage 6; Professional
KLA: HSIE
SYLLABUS: Business Studies Stage 6; Geography Stage 6
Paper \$26.95 SCIS 1460663

Joyous machine: Michael Landy & Jean Tinguely

/ edited by Laurence Sillars. Tate Liverpool, UK, 2009
ISBN 9781854379191 [702.81]

The connections with and influence of Jean Tinguely are highlighted in this study on contemporary British artist Michael Landy. His artworks are a mixture of two-dimensional and kinetic sculptural forms using remodelled machinery parts. Images are presented in black and white. The large format allows fine details to be observed easily. The written text is concise and informative, providing insight into Landy's artistic intentions. The final chapter is a wonderful dialogue between Landy and Tinguely and will assist students to develop an understanding of the relationship between the artist, the artworld and the world. This publication is useful for students investigating assemblage art and Landy's style, which displays stylistic similarities to the work of Australian sculptor Robert Klippel. N. French

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Visual Arts 7–10; Visual Arts Stage 6
\$45.00 SCIS 1457741

STROMBERG, Fredrik

Comic art propaganda: a graphic history

Illex, UK, 2010
ISBN 9781905814701 [741.5]

A fascinating study of the power of comics as tools of propaganda, this book focuses on different ways comics have been used to transmit forceful social and political messages. Explaining that, in the context of this publication, he uses the term *propaganda* in a neutral sense, the author considers a wide range of discourses from different socio-historical contexts. His commentary is well documented with primary source examples from past and more recent comic publications. Issues such as stereotyping, war propaganda, religious fanaticism, crime, gender issues, sex, and politics are clearly illustrated. This is an important and useful book in that it goes beyond the mere entertainment value of comics and concentrates on the persuasive power of the medium. C. Sly

USER LEVEL: Stage 6 Professional
KLA: English; HSIE
SYLLABUS: English Stage 6; Society & Culture Stage 6
\$49.95 SCIS 1452297

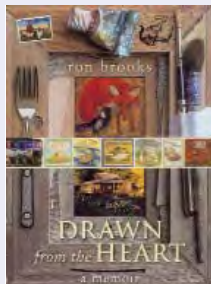
BROOKS, Ron

Drawn from the heart

Allen & Unwin, NSW, 2010
ISBN 9781742371559

[741.6]

A window into the life and artwork of a renowned Australian picture book illustrator, this is a fascinating publication. Presented as a collection of *memories, musings, reflections and explorations*, Brooks' memoir relates aspects of his country childhood, school life and family relations, and their impact on the development of his artistic career. He explains stages in the process of illustrating with an honest sensitivity and a good deal of self-reflection. The book includes sketches and copies of published illustrations. These convey Brooks' old worldly style of soft line and muted colour. His strong emotional impact is obvious in such titles as *John Brown*, *Rose and the midnight cat*, *Old pig*, and *Fox*. Brooks suggests that he illustrates with a heart open to the voice created by a writer, and attempts to find images for that which is not overt in the written story. The tone of his memoir is captivating and reflective of the gentle style of his illustrative work. For those who enjoy the subtly of Brooks' illustrations, this book would complement a close analysis of any of his notable collaborations. E. Sly



USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7–10; English Stage 6
\$49.99 SCIS 1489014

BROOKS, Julian

Master drawings close-up

British Museum, UK, 2010
ISBN 9780714126739

[741.9]

Students can explore the technical skills and talent of some of the renowned great masters in this book. Featuring 45 drawings from collections at the British Museum and the J. Paul Getty Museum, the resource has works by Leonardo da Vinci, Durer, Rembrandt and van Gogh. Typically, one image is featured and supported with discussions on technical skills employed by the artist. Details of the artwork highlight the area best representing the skill discussed. Concise excerpts of text allow a reader to grasp critical information easily, making this book inviting for students. A vast range of two-dimensional artworks is shown with various drawing techniques, which could be emulated in classroom activities. N. French

USER LEVEL: Stage 4 Stage 5
KLA: CA
SYLLABUS: Visual Arts 7–10
Paper \$39.95 SCIS 1470137

EWING, William A. & HERSCHDORFER, Nathalie

reGeneration2: tomorrow's photographers today

Thames & Hudson, UK, 2010
ISBN 9780500288894

[779]

Acting as a window into our immediate world, this book explores the photographic work of eighty young contemporary photographers from around the globe. Their themes, interests and stylistic qualities are varied and will spark interest and close consideration.

The resource features a mix of traditional photography and manipulated digital imagery. Concise explanatory paragraphs provide insight into the themes and photographic techniques for each featured artist. Students will find this book clear and easy to comprehend. With over 200 images and biographical information, this glossy publication will inspire students and extend their understanding of contemporary photographic practices. N. French

USER LEVEL: Stage 5 Stage 6
KLA: CA
SYLLABUS: Photographic & Digital Media 7–10; Photography, Video & Digital Imaging Stage 6; Visual Arts 7–10; Visual Arts Stage 6
Paper \$49.95 SCIS 1476169

MARIN, Gabiann

Dame Nellie Melba

New Frontier, NSW, 2010 (Aussie heroes)
ISBN 9781921042645

[782.1092]

A biography of Dame Nellie Melba, this inspiring story tells how the soprano overcame enormous hurdles and setbacks to reach her dream of becoming a world famous opera singer and a famous Australian. Despite family opposition and the expectations of what female roles should be at the time, Nellie persevered and eventually went to Paris, where Madame Mathilde Marchesi gave her a singing contract. In 1927, Melba became the first commoner to receive the Grand Cross of the Order of the British Empire. Clearly told, this is an uplifting story of a great diva's life. Clear content, ample water colour illustrations by Rae Dale, an easy to read font size and a useful timeline combine to make this a suitable resource for the HSIE K–6 Strand: *Change and Continuity*. J. Saxby



USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
Paper \$14.95 SCIS 1483115

McGOVERN, Shelalagh

Let's play! 100 popular games for children

Rockpool, NSW, 2010
ISBN 9781921295348

[790.1]

Primary school teachers wanting to engage students in a range of activities and games developing social and physical skills could find this an essential manual. It provides a comprehensive list of 100 popular games for students K–6, with notes and variations to add interest and innovation. The formatting of the book is simple, with one or two pages per activity and a comprehensive contents list and index, which guarantee its ease of use and practicality. The different age groups in the primary years are catered for in a sequencing of activities that is easy to follow. Suitable for every primary teacher, this resource will assist educators to encourage aspects of an active lifestyle and to recognise the positive relationships that are formed between student and teacher during engaging physical activity sessions. S. Williams

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
Professional
KLA: PDHPE
SYLLABUS: PDHPE K–6
Paper \$19.99 SCIS 1473398

2do it yourself [electronic resource]

2Simple Software, Vic, 2009

[793.73]

Enabling students to create their own interactive activities, games, puzzles and quizzes, this is a useful electronic resource. Each activity is accompanied by a **Help video** that explains how it works and includes a sample game for students to play. The suggestion provided may be used as a starting point and students can innovate to suit themselves. **Drag** enables students to create a game in which they dress an animal, while **Multi drag** allows for the creation of a farm scene. **Puzzles** involve users in creating and solving a jigsaw puzzle and **Shapes** allows students to construct a rocket. **Placing** is a game whereby the game maker creates hot spots. When the game is played, objects or characters must be dragged into their correct hot spot before linked animation or sounds can begin. Students can also create a **Maze**, a **Cloze**, a **Platform** game, or **Pairs**. Pairs is a card game that involves matching questions and answers, pictures to words, or numbers to symbols. This resource will be particularly useful at the end of a unit of work, when teachers can ask students to create quizzes and games to test each other's knowledge about information they have learned. E. Chase

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
SPOA SCIS 1490046

THOMAS, Ron

Getting into sport

Macmillan Education Australia, 2010

ISBN 9781420278934

[796.3]

Several sports played by Australian students are outlined in this volume. While it does not provide the depth necessary for team coaching, it does give the fundamentals of each sport. Information is provided on Australian rules football, basketball, cricket, netball, soccer and tennis. Photographs, diagrams, sequential panel instructions, and a glossary of relevant terminology support details on each sport. Students wishing to gain an overview of any of these sports will find this a clear, accessible resource. Primary school teachers wanting basic information, in order to give students movement experiences and some skill development, will gain useful advice from this publication. R. Cox

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10; Physical Activity and Sports Studies CEC 7-10
\$49.99 SCIS 1454586

HARLEY, Tom

Standing tall: confidence, teamwork and learning to lead

Penguin Group (Australia), 2010

ISBN 9780143204237

[796.336]

Written by an ex-captain of Geelong Football Club, this disarmingly modest memoir aims to help students reflect on their goals in life. He begins by considering what it means to be a good person and goes on to give a realistic account of what it is like to be a footballer. He says a football club is very like school. You put on a uniform, you have to do what you are told and you make some really good friends. As with school, you become



respected by demonstrating respect for others. There is excellent advice throughout this engaging, easy to read book. It focuses on becoming a leader through being true to yourself and having the courage to set goals and work towards them. A. Soutter

USER LEVEL: Stage 3 Stage 4 Stage 5 Community Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
Paper \$24.95 SCIS 1482225

SELLERS, Luke

101 youth cricket drills [series]

A & C Black, UK, 2010

[796.358]

A two volume series, this resource offers lucid explanations on basic cricketing skills. The volume aimed at 7 to 11 year olds has simple activities including warming up and fielding, batting, and bowling strategies. The next volume is aimed at 12 to 16 year olds and has more developed activities that show an admirable progression of complexity of skill level. Graphics and photographs add to an understanding of the drills, especially for a novice coach attempting to offer students meaningful training sessions. While individual players can pick up valuable tips on technique, the resource is more applicable to a teacher coach. Clear instructions are available for expanding team drills and developing increased motivation and skills. This is a useful resource for introducing and fostering an interest in cricket at the school level. R. Cox

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
Professional
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10; Physical Activity and Sports Studies CEC 7-10
Paper \$35.00 each

Reviewed titles in this series:

101 youth cricket drills: age 7 to 11

SCIS 1472735

101 youth cricket drills: age 12 to 16

SCIS 1472733

2create a story [electronic resource]

2Simple Software, Vic, 2008

[808]

Using this simple software, lower primary students can create delightful multimedia stories that incorporate text, sounds, music, images, and animation. They will find this program easy to use as it is icon driven, rather than containing written instructions. Students begin by drawing on the page, or importing images, before clicking on the movement icon to add movements and on the loudspeaker icon to add sound effects, record student speech, or create music with an online keyboard. Text is written in the text box beneath the page. New pages can be added by clicking on the forward arrow and students can see how the story is progressing by pressing on the play button at the bottom of the dashboard. Stories can be printed, saved as flash files, emailed, or placed in student blogs. Wonderfully easy to use, this resource will enable students from Kindergarten onwards to create digital stories. As with every software program, it will be most effective when accompanied by explicit teaching and guided practice. It is well suited to demonstration and participation using an interactive whiteboard. E. Chase

USER LEVEL: Early Stage 1 Stage 1 Stage 2
Professional
KLA: English
SYLLABUS: English K-6
SPOA SCIS 1490033

2create a superstory [electronic resource]

2Simple Software, Vic, 2010 [808]

An electronic resource, this provides a range of handy templates so that students can create their own simple multimedia presentations, incorporating text, sounds, images, music and animation. Images can be drawn by hand, or may be imported. Using options such as the **Scroll**, **Square book**, **Journey**, **Flip match**, **Portrait**, **Reference** or **Screen banner**, students can create historical recounts, flip books, character journeys, timelines, slideshows, interactive information reports or digital stories. The **Help videos** are easy to follow, as each simple multimedia presentation is constructed before the viewer's eyes. The video narrator mentions classroom applications for each multimedia option. The animation tools include the capacity to lip sync, and for faces to change expression and blink. As with every software program, it will be most effective when accompanied by explicit teaching and guided practice. It is well suited to participation and demonstration using an interactive whiteboard and its elegant simplicity will make it useful across a range of KLAs. E. Chase

USER LEVEL: Stage 1 Stage 2 Stage 3 Professional
KLA: English
SYLLABUS: English K-6
SPOA SCIS 1490036

The story spinner. Year 4 [videorecording]

Day One, UK, 2007 [809] (100 min.)
ISBN none

Six diverse stories are retold by a veteran storyteller on this DVD. One of the DVDs from *The story spinner* series, this resource brings the oral tradition into the classroom. Without distractions such as sets, props, costumes or colour, the actor narrates stories that include *Po Wan and Kwan Yin* and *Theseus and the minotaur*. The uncluttered delivery allows students to use their own imagination and visualise the characters and scenes as the stories unfold. Stories range in length from 10 minutes to 24 minutes duration, making them suitable for inclusion in a literacy lesson on an IWB. Teachers may wish also to view *The story spinner learning: professional development materials* (separately reviewed). S. Rasiaiah

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
SPOA SCIS 1472776

AHLBERG, Allan & INGMAN, Bruce

Everybody was a baby once: and other poems

Walker, UK, 2010 [821]
ISBN 9781406321562

Anyone who takes pleasure in poetic silliness and humour will enjoy this beautifully designed collaboration between artist and poet. Characters in absurd situations include Cinderella playing soccer unsuccessfully in glass trainers, snowmen holidaying by the sea in summer, and the Lizard Man arriving home from work with his briefcase. Poems share equal space with line and watercolour drawings, often against unlikely pastel pink, yellow and beige backgrounds. They are childlike in the way Picasso's works are at times childlike and they will repay a reader's attention to detail. The playfulness and cheekiness of the rhymes, both traditional and new, will attract readers as the poet has a solid understanding of rhyme and rhythm. This is an excellent collection with plenty of depth for various age groups. M. Davis

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: English

SYLLABUS

English K-6
\$24.95

SCIS 1449403

RICHARDSON, Arron

Poems and rhymes

Black Ink, Qld, 2010 [A821]
ISBN 9781863340892

A testament to the role creative writing can play in healing, this little book of poems displays the writer's ability to connect with his surroundings. Born and reared in Proserpine, Queensland, Aboriginal poet, Aaron Richardson has travelled and worked in many different jobs. Conquering his alcoholism and writing poetry has clearly been a great personal achievement. His verses capture some of life's challenges and the beauty and significance of nature and the environment. Very readable verses, they present an interesting, personal perspective and a positive message for young people. C. Sly

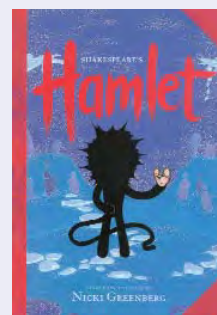
USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$10.00 SCIS 1474079

GREENBERG, Nicki

Hamlet

Allen & Unwin, NSW, 2010 [822.3]
ISBN 9781741756425

A stunning rendition of Shakespeare's play, this production of *Hamlet*, as the graphic composer states, is *staged on the page*. Pushing the boundaries of graphic literature, Greenberg captures the immediacy of live theatre through visual juxtapositions of frenetic activity and frozen depths of melancholy, within spectacular shifts of scene. Pages framed as theatrical sets foreground bizarrely emotive representations of characters, and dramatic colour changes intensify the atmosphere of the scenes. Silent graphic symbolism draws a reader into the psychological drama that drives the play, while Shakespearean dialogue emanates from strategically positioned speech bubbles. Backdrops of mechanical cogs give way to antique book covers, plants, feathers, paint blobs, and remnants of lace. A phantasmagoria of inky characters morph and redefine themselves. Masks and multiple facial features operate to cover and uncover divided or dislocated selves, conveying an antic disposition, deceit, alienation and madness. This is a superb interpretation of an Elizabethan revenge play for the postmodern era. C. Sly



USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
\$49.99 SCIS 1482408

CHRISP, P. & SWERLING, L. & LAZAR, R.

The most brilliant boldly going book of exploration ever: by the Brainwaves

Dorling Kindersley, UK, 2010 [910.9]
ISBN 9781405352079

This delightful exploration of the world will appeal to many reading levels and interests in primary school. Young students with

a firm grasp of the nuances of language will revel in the illustrated, anecdotal commentary that underpins the busy visual imagery of every era in exploration. The text examines exploration by time and geographical areas including space, oceans and mountains, as well as the future. There are many subheadings in each area that are not sequential, making it ideal for those who are seeking specific information or for those readers who enjoy revisiting a point of interest. For this reason, the book is an ideal one to use in a visual literacy lesson in which the teacher and class could discuss possible effective reading paths and image-text relationships in this multimodal factual text. R. Higginbottom

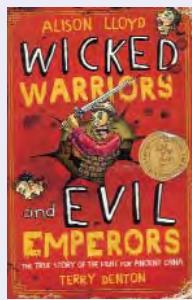
USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K–6
 \$35.00 SCIS 1453689

LLOYD, Alison & DENTON, Terry

Wicked warriors and evil emperors: the true story of the fight for Ancient China

Penguin Group (Australia), 2010 (Puffin)
 ISBN 9780143304340 [931]

The fascinating history of Ancient China is presented in an engagingly conversational tone in this book. Teachers of the History 7–10 topic *Societies and civilisations of the past* may be inspired to choose Ancient China as an option after reading this book. As the title suggests, there is a strong leaning towards accounts of battles and wars between various Emperors, their rivals and neighbouring regions. Interspersed are substantial sections on beliefs, the social hierarchy, daily life and the legacy of Ancient China, which provide the stories with context and depth. The delivery of factual information is enhanced by Terry Denton's quirky illustrations. Teachers will find the various quizzes and timelines useful. Answers are included at the back of the book. J. White



USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: History 7–10
 Paper \$16.95 SCIS 1475095

The Holocaust: the Nazi genocide against the Jewish people

New South Wales Jewish Board of Deputies, 2010
 ISBN none [940.53]

This brief account of the Holocaust provides a factual, clearly laid out and accessible account of the genocide which led to the deaths of millions of Jews between 1933 and 1945. There are distressing facts and photographs. The book articulates the Nazi ideology of race and outlines the role of propaganda in Adolph Hitler's plan for extermination of the Jews. Boycotts, quotas, segregation into ghettos, deportations, mass shootings and concentration camps are explained. It considers those who assisted Jews to hide during World War II, the resistance in the ghettos, the post-war trials, and Holocaust survivors in Australia. The issues are very clearly outlined and the book will be of use to teachers and students studying the History 7–10 option, *The shaping of the modern world*. Stage 6 students will find the information valuable when studying options *Germany 1918–1939*, *Albert Speer 1905–1981* or *Conflict in Europe 1935–1945*, which involve looking at the origins, nature and impact of the Holocaust, and comparing various sources. E. Chase

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: History 7–10; Modern History Stage 6
 Paper \$POA SCIS 1489516

KERTA, Sadriani Wayan

The Indonesia book: a people, a place, a culture

Black Dog, Vic, 2010 (Cultures of the world)
 ISBN 9781742030937 [959.804]

Part of a series on different cultures of the world, this is an accessible and colourful publication showcasing the diversity of Indonesia. The theme of the book is *many islands, many people*. Indonesia's main islands are described in terms of their history and culture. Other sections deal with language, religion and traditional beliefs, and the delicate balance between the environment and the rapid development of the Indonesian economy. Throughout the book the photography is a highlight, with glossy pictures of some little known aspects of daily life. This book would be useful for a country case study in HSIE K–6 or as a starting point for an integrated study of people, place and environment in Stage 4 Geography. J. White

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: HSIE K–6; Geography 7–10
 Paper \$18.99 SCIS 1461916

Who reviews?

- Gayle Cale, teacher
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- Victor Davidson, Birrong GHS
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